

**THE EFFECTIVENESS OF WEEKLY REPORT TASKING ON THE  
STUDENTS' ABILITY IN WRITING RECOUNT TEXT  
AT SMP NEGERI 3 PALU**



**SKRIPSI**

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Teachers Training at UIN Datokarama Palu

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2024**

## STATEMENT OF THE THESIS AUTHENTICITY

I hereby declare that this thesis entitled: *"The Effectiveness of Weekly Report Tasking on Students' Ability in Writing Recount Text at SMP Negeri 3 Palu"* has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to the misconduct.

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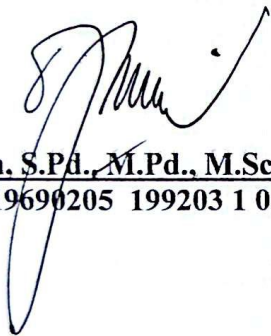
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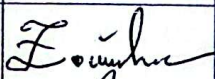

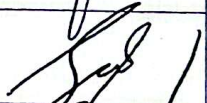




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## LEGALIZATION

This thesis by **Yuli Andani**, NIM. 17.1.16.0065 entitled **"The Effectiveness of Weekly Report Tasking on The Student Ability In Writing Recount Text At SMP Negeri 3 Palu"** which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 22<sup>th</sup> Agustus 2024 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

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The Researcher



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## ABSTRACT

Name : Yuliandani

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In teaching and learning students are expected to acquire four English skills; listening, speaking, reading, and writing. The premise is that writing has been long considered the most complicated language skill to be learned because, in writing, students need to express their feelings in a good way and express their ideas and emotions creatively. Generally, the problem that students face in writing is how to develop ideas. For many students, it is hard to understand procedures for arranging ideas into a good structure. The research of Angus describes that a weekly report is written for a clear purpose, specific information, analysis, and ideas.

The objective of this research was to find out whether weekly reports are effective in helping students develop their ability to write recount text or not. The research question of this research was, "is weekly report tasking effective to improve the eighth-grade students' ability in writing recount text at SMP Negeri 3 Palu?"

The kind of research used in this research is quantitative research. The researcher applied a true experimental research design which involved experimental class and control class. The population of this research was the seventh grade students of SMP Negeri 3 Palu, and the sample was VII I consisting of 30 students as the experimental class and VII K consisting of 31 students as the control class. The researcher used cluster random sampling technique. The instruments used to collect the data were test. The pre-test was conducted to measure the students' pre-ability before obtaining the treatment and the post-test was to measure the students' ability after obtaining the treatment. The treatment was applying the weekly report tasking, where the researcher gave the students task to do every week in form of recount text.

The data obtained from the scores of the students' test were analyzed statistically. The result of data analysis shows that the alternative hypothesis of this research was accepted by regarding to the analysis of Independent Sample T-Test with the Asymp. Sig. (2-tailed) is 0.000 which is  $< 0.05$  which means that there is an effectiveness of weekly report tasking on students' ability in writing recount text at SMP Negeri 3 Palu.



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## CHAPTER I

### INTRODUCTION

#### ***A. Background of Research***

English has played a vital role on the international stage for many decades. Due to this position, English has been established as a compulsory subject in the Indonesian education system. That's why English needs to be learned at school formally both junior and senior high schools. In teaching and learning, students are expected to acquire four English skills; listening, speaking, reading, and writing. The focus of the research is writing skills. The premise is that writing has been long considered the most complicated language skill to be learned because, in writing, students need to express their feelings in a good way and express their ideas and emotions creatively. Writing needs hard thinking to produce ideas, words, sentences, paragraphs, and compositions, so the reader can understand their writing.<sup>1</sup>

Generally, the problem students face in writing is how to develop ideas. For many students, it is hard to understand procedures for arranging ideas into a good structure. This is a demand for English teachers to help students find the right techniques to solve their problems in writing.

The research of Angus describes that a weekly report is written for a clear purpose, specific information, analysis, and ideas. The information is presented in a structured format making use of sections and headings so that the information is

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<sup>1</sup> Dorothy E. Zemach and Lisa A. Ruminek "*Academic writing from paragraph to Essay* (Macmillan Publishers: London 2005)" page.5

easy to locate and follow. Similarity the research of Ika Sri Winarti, weekly report and recount texts have similarities in their characteristics, weekly reports and recounts tell the past event and use simple past tense. It is a record with discrete entries arranged by date reporting what happened during one week.

Based on pre-observation at SMP Negeri 3 Palu, it was found that most of the students could not write their ideas well in English. They assumed that writing was the most difficult skill to learn because they found it hard to transfer their ideas, thoughts, and feelings in written form. Moreover, the students do not understand how to write and where to start. Meanwhile, the teaching method that the English teacher gave in teaching writing text was not effective.

To solve this problem, teachers must be able to find an appropriate method of teaching writing. This research uses the weekly report tasking method to improve students' writing skills in recount text. It is believed that applying the weekly report tasking technique could improve students' writing abilities in recounting text. It is recommended in teaching writing recount text because students could share their experiences. Weekly reports and recount texts have the same characteristics. Both of them tell about past events and use the simple past tense. Reflecting on the issues, the researcher is interested in investigating the effectiveness of weekly report tasks in helping students develop their writing recount text.

### ***B. Problem Statement***

Based on the problem the question is formulated as follows:

“Is weekly report tasking effective to improve the eighth-grade students’ ability in writing recount text at SMP Negeri 3 Palu?”

### ***C. Objective of Research***

The research aims to find out whether weekly reports are effective in helping students develop their ability to write recount text or not.

### ***D. Significance of the Research***

This research is significant for several reasons:

1. It is expected first, that the weekly report can help students improve their writing skills in recount text.
2. Second, it is expected that weekly reports will be used for teachers to improve their knowledge and information in teaching writing, especially writing recount text.
3. Third, it is expected to provide new insights about the use of weekly reports in writing recount text.

### ***D. The scope of Research***

This research focuses on teaching students in recount text. It is limited to the effectiveness of weekly reports in helping students develop their writing skills.

***E. Operational Definition of Key Terms***

1. Weekly reports are a method applied to teach students to write recount text.
2. Recount text is the text that tells about someone's experiences in the past, that recount is a story genre that is used to tell what happened.



## CHAPTER II

### PREVIOUS STUDY AND LITERATURE

#### *A. The Previous Study*

The function of previous studies is to support the research or to take the differences between those previous studies. When researcher review, she has found three study that related her study. The study entitled : “Using interpersonal intelligence strategi to improve student ability in writing recount text of SMP IT Khairunnas”, the results show that the use of interpersonal intelligence can improve students’ writing skill in recount text.<sup>1</sup>

Second research entitled “The implementation of task based learning to improve students’ ability at writing recount text for the eight grade students of MTS Laboratorium UINSU Medan”, in this study it can be concluded that the use of the task based learning method increases at every class meeting and the class become more enjoyable and fun this result is strengthened by the observation and the interview result that students were more active in the class and enjoy the learning process.<sup>2</sup>

Third, the research entitled “The implementation of weekly diary to improve students’ writing abilities in recount text at eight grade students of SMP

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<sup>1</sup> Rasidi Hanafi, *using interpersonal intelligence strategy to improve students ability in writing recount text*. 2018

<sup>2</sup> Diah Fadilah Zahara, *the implementation of task based learning to improve students’ ability at writing recount text*. 2019

Negeri 1 Wungu”, the student showed use the weekly diary assignment it is successful to overcome improve their writing ability in writing recount text.<sup>3</sup>

The previous study has difference methods being used. So from them, the researcher has the initiative to conduct her thesis by using weekly reports. Weekly reports have the similarity that is the purpose was to investigate whether the method was able to improve the student’s writing skill.

## ***B. Literature Review***

### **1. Definition of Writing**

Writing is a communication tool in written form. In another words writing is transpiring ideas or feeling to another as a reader. Writing is about expressing idea that a writer is unable to express what a speaker able to express, such as gesture, body movement, facial expression, pitch and tone voice, stress and hesitation.<sup>4</sup> A writer has to be able to write an effective writing in order to make a reader understand by developing and organizing ideas, a careful vocabulary choice, grammatical pattern, and sentence structure to make which is appropriate to the subject matter and the eventual readers.

Writing is the most difficult skill in english. First reason is because the writer should master English grammar, and the language use in writing is completely different from the language use in spoken language. Another reason is because the word choice in writing is stricly chosen to make the writer’s idea make sense. In conclusion, writing skill is a skill that combines some language

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<sup>3</sup> Nur Sekar. A.E.P., *the implementation of weekly diary to improve students writing abilities in recount text*.2018

<sup>4</sup> Trisia Hedge, *resource books for teachers writing*, (hongkong:oxford university press, 1988), p.5

competences, such as grammar and vocabulary. Furthermore, writing is about how the writers convey their idea, so the writer should be able understand how to develop and organize the idea.

## **2. The Writing Process**

Writing is not instant process. It takes time and engages so many activities. The activities are prewriting, drafting, revising, and editing. In the process of writing, the writers do not easily move from step to step. The writers sometimes need to double check before going to the next process, or sometimes they need to move backward if they have an idea to add in their writing.<sup>5</sup>

### **a) Prewriting**

Prewriting can be defined use of random ideas in developing text when the writer has lack inspiration. The activities in prewriting are brainstorming, free writing, collecting data, note taking, outlining.

### **b) Drafting**

Can be defined as writing down some ideas that come into mind. Then, this draft can be shaped and refined in the next stage. This first draft is usually rough, which is why it is called the rough draft.

### **c) Revising**

Revising is a process when writer rework the rough material of the draft to get in shape. This process is a time-consuming, difficult part the process because the writer should express the ideas in the best order and in the best way, do the reader can get the writer's idea.

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<sup>5</sup> Barbara Fine Clouse, *A Troubleshooting guide strategies and process for writers*, (New York:Hill,2005), p.5-6

#### d) Editing

Editing is the last process of writing. In this process, the writer should hunt for errors, especially in grammatical errors. The writer should edit more than once, so writing can be free of errors.<sup>6</sup>

### 3. The Purposes Writing

Every written text has purpose. Even the text that is written in simple word such as advertisement has purpose: to persuade the reader to buy the thing that they sell. There are five common purposes of writing: they are to instruct, to inform, to persuade, and to narrate, to response.<sup>7</sup>

Each purpose of writing has different characteristics, and the example of the text is also different. Instruction text can usually be found on recipe text, science experiment, direction text, rules, and so on. Its characteristics is that there are lists or steps presented in the specific order. Description text such as the body of a blue whale is one example of the text which purpose is to inform. The text such like advertisement, letter, poster, brochure, and debate are the example of persuading text.<sup>8</sup> its characteristics is that there is writer's argument by using supporting fact evidence.

#### C. Definition Of Recount Text

Recount is a kind of genre that has social function to retell event for the purposes of informing or entertaining. The tense that used in recount text is past

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<sup>6</sup> Ibid, 5

<sup>7</sup> Tony Steat and Linda Hoyt, A Guide of Teaching Non fiction Writing, (Portsmouth:Greenwood Publishing Group,2011, p.13

<sup>8</sup> Ibid, 13



tense. Social purpose of recount is to recount past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.<sup>9</sup>

Recounts are the simplest text type in the genres. Recount text basically is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. A text is passage of discourse which is coherent in these two regards: it is coherent with respect to the context of situation and therefore consistent in register; and it is coherent with respect to itself, and therefore cohesive.

In other words recount text is told us about something happened in our life. It might about something that make us exciting in last week or last year. It is retell us about our past event. The purpose of a recount text is to give the audience a description of what occurred and when it occurred.

### **1. Types Of Recount Text**

Recount text is classified into three; they are personal recount, factual recount, and imaginative recount.<sup>10</sup>

#### **a. Personal Recount**

A Personal recount is where the writer is recounting the personal event that they were involved directly. It means that writer is actively involved in the activity of the event. The purpose of personal recount are to inform and to entertain the reader.

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<sup>9</sup> Ken Hyland, *genre and Social Language Writing*, (The United States of America: The University of Michigan Press, 2004), 29

<sup>10</sup> University of Canberra, *UC High School Kaleen Writing Handbook*, (Canberra: University of Canberra, 2011), p.26

b. Factual Recount

A factual recount is a list record of a certain event. It can be used to retell the particular incident or event, such as an accident report, eyewitness, science experience, historical events, and newspaper report. Its purpose is just to inform the reader about what was going on in the past.

c. Imaginative Recount

An imaginative recount retells an imaginative story through the eyes of a fiction character. It means, the event that happened in the text do not occur in the real life. Its purpose is usually to entertain.

Based on the statement above, it can be conclude that recount text tell about personal experience of the students. Recount text should be writing based on the generic structure or chronologically. Start from Orientation, events and reorientation.

## **2. Generic Concepts of Recount**

There are three generic structure of recount. They are

- a. Orientation: provides the setting and produces participants. It provides information about, who, where, and when. mm remarks, which are interspersed throughout the record of events
- b. Re-orientation: optional-closure of events. It is "rounds off" the sequence of events.

### ***D. Definition Of Report***

Report is written for a clear purpose and to a particular audience specific information and evidence are presented, analyzed and applied to a particular

problem or issue. The information is presented in a clearly structured format making use of sections and headings so that the information is easy to locate and follow.

### **1. General Concept of Report**

A report is a piece of text that presents information about a subject. Report usually contains facts about a subject, a description and information on its part, behaviour, and qualities. It can be said that report tells about person, places or things in general based on people's research.

When you are asked to write a report you will usually be given a report brief which provides you with instructions and guidelines. The report brief may outline the purpose, audience and problem or issue that your report must address, together with any specific requirements for format or structure. This guide offers a general introduction to report writing; be sure also to take account of specific instructions provided by your department.

Two of the reasons why reports are used as forms of written assessment are:

- a. To find out what you have learned from your reading, research or experience;
- b. To give you experience of an important skill that is widely used in the work place.

An effective report presents and analyses facts and evidence that are relevant to the specific problem or issue of the report brief. All sources used should be acknowledged and referenced throughout, in accordance with the preferred method of your department. For further information see the

Learning Development guide: Avoiding Plagiarism. The style of writing in a report is usually less discursive than in an essay, with a more direct and economic use of language. A well written report will demonstrate your ability to:

- a. understand the purpose of the report brief and adhere to its specifications;
- b. gather, evaluate and analyse relevant information;
- c. structure material in a logical and coherent order;
- d. present your report in a consistent manner according to the instructions of the report brief;
- e. make appropriate conclusions that are supported by the evidence and analysis of the report;
- f. make thoughtful and practical recommendations where required.

Hyland, says that social purpose of report is to present factual information, usually by classifying things and then describing their characteristics. Based on the statements above, it can be concluded that the purpose of report is to classify, describe or to present information about a subject.

According to Gerot and Wignell, generic structure of report includes:

- a. General Classification: tells what the phenomenon under discussion.
- b. Description: tells what the phenomenon under discussion is like in terms of, parts (and their function), qualities, habits or behaviours

## **2. Weekly Report Tasking**

According to Castellanos writing a personal record can stimulate the memory when one decides to do other types of writing. Sometimes a writer might think that there is nothing to write about. Writing a weekly can often help writers

to brainstorm and retrieve ideas that generate topics for further elaborate writing tasks.<sup>11</sup>

Weekly report tasking for students involves assigning them the responsibility of compiling and documenting their weekly activities, achievements, and progress. It typically includes detailing completed assignments, ongoing projects, and any challenges encountered. This reporting process facilitates transparency, accountability, and effective communication between students and teachers. It serves as a tool for teachers to monitor the progress of individual students, identify potential issues, and provide necessary support. Additionally, weekly reports provide students with a structured format to reflect on their work, set new goals, and plan for the upcoming week, fostering a sense of responsibility and ownership over their learning process.

Weekly report tasking for student plays a significant role in developing their ability to write recount texts. Through compiling and documenting their weekly activities, achievements, and progress, students practice the essential skills needed for writing recount text. This process involves detailing completed assignments, ongoing projects, and any challenges encountered during the week. By summarizing their experiences in a coherent and structured manner, students learn to organize their thoughts select relevant information, and communicate effectively.

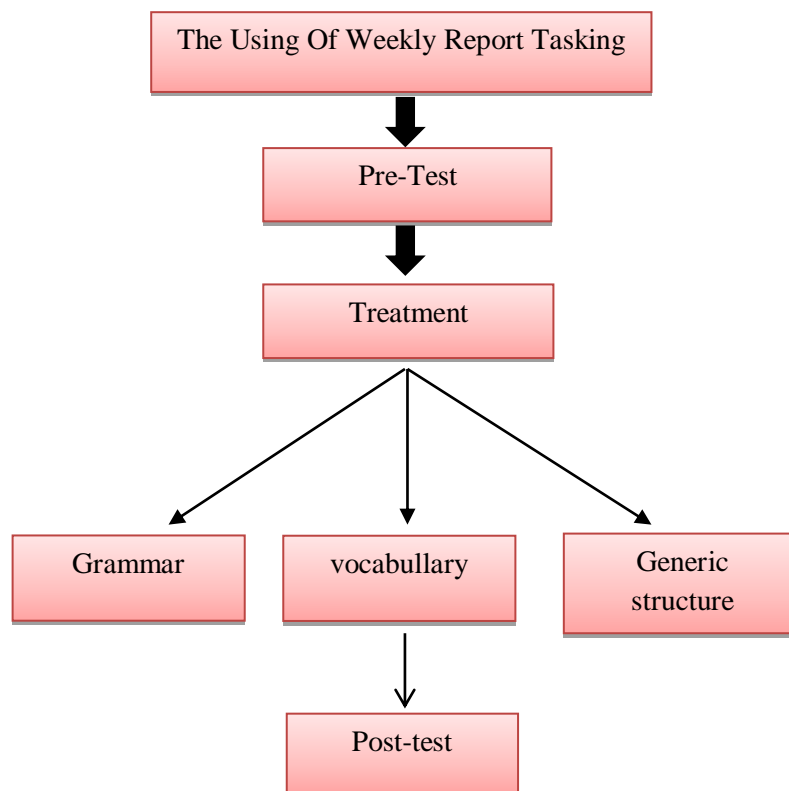
Additionally writing weekly reports fosters reflection, which is crucial in summarizing their experiences in a coherent and structured manner, student learn

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<sup>11</sup>Castellanos, J., *Journal writing and its benefits in an upper intermediate EFL class* (Profile: Issues in Teachers 'Professional Development, 2008), 111.

to organize their thoughts, select relevant information, and communicate effectively. Additionally, writing weekly reports fosters reflection, which is an experience.

#### ***E. Theoritical Framework***



In this study, researchers analyzed the increase in the ability to write recount texts of students by using Weekly Report Tasking. First, the researcher gave a pre-test to students in the form of a writing test. After giving a pre-test, the researcher gave treatment using Weekly Report Tasking as a recount text for students. During giving treatment, researchers focused on improving students' recount writing skills in terms of content, organization, and vocabulary. After using Weekly Report Tasking as a learning method, researchers provided a final

test or post-test to find data using Weekly Report Tasking as a learning method helped improve students' writing skills.

#### ***F. Hypothesis***

Based on the framework above, the hypothesis of this research is that the students's ability at writing recount text can be improved by weekly report tasking.

Ha : There is an influence of the weekly report tasking learning method on ability in writing recount text.

H0 : There is no influence of weekly report tasking learning method on ability in writing recount text.

## CHAPTER III

### RESEARCH METHOD

This chapter presents seven topics dealing with the research method: research design, population and sample, research variable, operational definition, research instrument, data collection technique, and data analysis technique.

#### ***A. Research Design***

This research will be categorized as quantitative research with an experimental study. This research design will be true-experimental to determine the effectiveness of weekly report tasking on students' ability to write recount text. The independent variable of this research will be the weekly report, while the dependent variable will be writing recount text, in this research, pre-test, and post-test will be used for both experimental and control classes. The experimental class will receive treatment, which will involve using weekly reports in their recount writing, while the control class will not receive the treatment. The effectiveness in recount writing improvement will be seen from the post-test score in the experimental class. Below is the formula of the experimental design by Sugiyono.<sup>1</sup>

**Table. 3.1 Table of True-Experimental Design**

O <sub>1</sub>	X	O <sub>2</sub>
O <sub>3</sub>		O <sub>4</sub>

X represents the treatment of the weekly report. O<sub>1</sub> and O<sub>3</sub> represent

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<sup>1</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Jakarta: Alfabeta, 2015) 107.



before any treatment.  $O_2$  is after the treatment.  $O_4$  represents those not given treatment. The effect of the treatment is  $(O_2 - O_1) - (O_4 - O_3)$ .

## ***B. Population and Sample***

### **1. Population**

The population of this research is the eighth-grade students of SMPN 3 Palu, in the academic year of 2023/2024 that consists of six classes. The total numbers of the population are. Below is the table of the population:

**Table 3.2 The Total of Population**

<b>No.</b>	<b>Classes</b>	<b>Male</b>	<b>Female</b>	<b>Students</b>
<b>1.</b>	VIII A	12	24	36
<b>2.</b>	VIII B	14	21	35
<b>3.</b>	VIII C	15	21	36
<b>4.</b>	VIII D	15	21	36
<b>5.</b>	VIII E	20	15	35
<b>6.</b>	VIII F	19	17	36
<b>Total</b>		95	119	214

### **2. Sample**

In research, a sample plays a crucial role as it represents a subset of a larger population under study. Samples are meticulously selected to ensure they accurately reflect the characteristics and diversity of the entire population, allowing researchers to make inferences and draw conclusions. The process of sampling involves various methods, ranging from simple random sampling to more complex stratified or cluster sampling, depending on the research objectives and constraints. The quality and validity of research findings heavily rely on the representativeness and size of the sample chosen. A well-designed sample not only enhances the generalizability of results but also minimizes

biases, ensuring that research outcomes are robust and reliable. Thus, the selection and handling of samples in research are pivotal steps in the pursuit of knowledge and understanding.

In certain research scenarios, cluster random sampling emerges as a pragmatic approach for selecting participants. This method involves dividing the population into clusters, such as geographical regions or organizational units, and then randomly selecting clusters to be included in the study. Within the chosen clusters, all individuals are typically included, further simplifying the sampling process. Cluster random sampling offers practical advantages, especially when the population is widely dispersed or difficult to access individually. It reduces logistical challenges and costs associated with reaching scattered populations while still preserving the randomness essential for unbiased representation. However, researchers must be vigilant to account for potential intra-cluster correlations, ensuring that statistical analyses accurately reflect the clustered nature of the sample. Despite its complexities, cluster random sampling remains a valuable tool for researchers seeking to obtain representative samples from diverse populations efficiently.

The researcher will use cluster random sampling to get the sample from all classes of the VIII class. And the appropriate classes that have been chosen by using cluster random sampling are VIII E consists of 35 students and VIII C consists of 36 students.

### ***C. Research Variable***

The variable will be “changing”, “factor that doesn’t permanent”, or “symptoms that can be changed”.<sup>2</sup> In this research has two variables. Variable independent and dependent. Variable dependent was the writing recount text and variable independent was weekly report tasking. Writing recount text as the dependent variable. It means the variable dependent was the variable affected. Weekly report tasking was an independent variable or free variable which means that various variables could affect the mastery of student writing recount text.

### ***D. Operational Definition***

#### **1. Weekly Report Tasking**

Weekly report tasking for students involves assigning them the responsibility of compiling and documenting their weekly activities, achievements, and progress. Recount text is the text that tells about someone’s experiences in the past, recount was a story genre that was used to tell what happened.

#### **2. Writing**

The activity of writing undertaken by students during English lessons encompasses a multifaceted process aimed at honing their linguistic proficiency and communicative abilities. It involves the thoughtful composition of texts ranging from simple sentences to complex essays, with an emphasis on developing skills such as brainstorming, drafting, revising, and editing. Through writing tasks, students are encouraged to express their ideas, opinions, and

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<sup>2</sup>Anas Sudijono. *Pengantar Statistik Pendidikan* (Cet. 27; Depok: Rajawali Pers, 2018), h.

experiences in English, thereby fostering creativity and critical thinking. Moreover, writing activities serve as a means for students to practice and consolidate their understanding of grammar, vocabulary, and sentence structure. Engaging in writing tasks also cultivates students' ability to adapt their writing style and register to different contexts and audiences. Furthermore, the collaborative and interactive nature of writing activities in English lessons encourages peer feedback and reflection, facilitating continuous improvement and growth as writers. Ultimately, the activity of writing during English lessons plays a pivotal role in empowering students to effectively communicate and engage with the English language in various academic, professional, and personal contexts.

### **3. Recount Text**

A recount text is a form of written narrative that presents a chronological account of past events, experiences, or activities. Its primary purpose is to inform or entertain the reader by retelling real-life occurrences in a structured and coherent manner. Typically, recount texts feature a clear introduction that sets the scene and establishes the context of the narrative, followed by a series of sequenced events presented in a logical order. These events are often described using vivid language and sensory details to evoke imagery and engage the reader. Additionally, recount texts may include reflections or personal insights from the narrator, offering perspective or emotional depth to the recount. Whether recounting personal anecdotes, historical events, or scientific experiments, recount texts aim to convey information accurately while maintaining a compelling narrative flow. They serve as valuable tools for developing writing skills,

enhancing language proficiency, and preserving memories or historical accounts for future generations

### ***E. Research Instrument***

The instrument has an important function in this research. The instrument was one of the significant steps in conducting this research. According to Creswell, a research instrument to measure the variables in the study may not be available in the literature or commercially. Developing an instrument consists of several steps, such as identifying the purpose of the instrument, reviewing the literature, writing the questions, and testing the questions with individuals similar to those the researcher plans to study.

#### **1. Test**

The researcher will use the test as the instrument in this research. The test will be in written form which the students will be asked to write a recount text based on their holiday. There will be two tests used in this research which are pre-test and post-test. The pre-test will be conducted before the researcher applies the treatment, while the post-test will be conducted after treatment.

#### **2. Documentation**

Documentation serves as a critical instrument in research, facilitating the systematic collection, organization, and preservation of data and information. In the research process, documentation takes various forms, including written records, audiovisual materials, and digital archives. These documents provide a comprehensive record of the research methodology, data sources, analysis procedures, and findings, enabling transparency, reproducibility, and

accountability. Through meticulous documentation, researchers can ensure the reliability and validity of their studies, allowing for scrutiny and verification by peers and stakeholders. Additionally, documentation serves as a valuable resource for future reference and replication, fostering the advancement of knowledge and the refinement of research methodologies. Whether in the form of research protocols, field notes, data spreadsheets, or scholarly publications, documentation plays a fundamental role in the scholarly endeavor, serving as a cornerstone of rigorous and ethical research practice.

#### ***F. Technique Of Data Collection***

In this research, the data will be taken from tests and documentation. The main instrument used in this research will be tests. The materials for the test will be taken from an English book which related to the student's subject and based on KTSP. There were kinds of tests in this research.<sup>3</sup>

The tests will be pre-test and post-test. Both tests are expected to measure the students' improvement in writing recount text and to know the effectiveness of weekly report tasking as a medium. The pre-test will be done by the students before treatment, while the post-test will be done after treatment. It will test the students' skill in writing recount text. In scoring each item of writing recount text the researcher will use the scoring procedures for writing assessment by Weigle as follows:<sup>4</sup>

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<sup>3</sup>Surhasini arikunto, *prosedur penelitian suatu pendekatan pratek* ( Ed. Revisi, Cet 12, jakarta 2002) 107

<sup>4</sup>Sara C. Weigle, *Assessing Writing* (Cape Town: Cambridge University Press, 2002), 116.

**Table 3.3 Scoring Table for Writing**

<b>Scoring Element</b>	<b>Scale</b>	<b>Quality</b>	<b>Description</b>
<b>Content</b>	30-27	Excellent to very good	Knowledge – substantive – thorough development of thesis – relevant to the assigned topic
	22-26	Good to average	Some knowledge of a subject – adequate range – limited development of thesis – mostly relevant to the topic, but lack detail.
	21-17	Fair to poor	Limited knowledge of the subject – little substance – inadequate development of topic
	16-13	Very poor	Does not show knowledge of subject – non-substantive – not pertinent – OR not enough to evaluate
<b>Organization</b>	20-18	Excellent to very good	Fluent expression – ideas clearly stated/supported – succinct – well organized – logical sequencing – cohesive.

	17-14	Good to average	Somewhat choppy – loosely organized but the main ideas stand out  – limited support – logical but incomplete sequencing
	13-10	Fair to poor	Nonfluent – ideas confused or disconnected – lacks logical sequencing and development.
	9-7	Very poor	Does not communicate – no organization – OR not enough to evaluate
<b>Vocabulary</b>	20-18	Excellent to very good	Sophisticated range – effective word/idiom choice and usage – word form mastery –appropriate register.
	17-14	Good to average	Adequate range – occasional errors of word/idiom form, choice, usage – meaning confused or obscured
	13-10	Fair to poor	Limited range – frequent errors of word/idiom form, choice usage – meaning confused or obscured



	9-7	Very poor	Essentially translation – little knowledge of English vocabulary, idioms, word form – OR not enough to evaluate
<b>Language Use</b>	25-22	Excellent to very good	Effective complex constructions – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average	Effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions but meaning seldom obscured.
	17-11	Fair to poor	Major problems in simple/complex constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or

			fragments, run-ons, deletions – meaning confused or obscured
	10-5	Very poor	Virtually no mastery of sentence construction rules – dominated by errors – does not communicate – OR not enough to evaluate
<b>Mechanics</b>	5	Excellent to very good	Demonstrates mastery of conventions – few errors in spelling, punctuation, capitalization, and paragraphing.
	4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing – poor handwriting – meaning confused or obscured
	2	Very poor	No mastery of conventions – dominated by errors of spelling,

			punctuation, capitalization, paragraphing – handwriting illegible – OR not enough to evaluate
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**Score:** Content + Organization + Vocabulary + Language Use + Mechanics =  
(Total Score)

**Table 3.4 Categorization of Scoring**

<b>Categorization</b>	<b>Score</b>
Excellent	80-90
Good	70-80
Fair	60-70
Poor	50-60

The treatments will be conducted for 5 weeks because the teacher explains about basics of recount text (grammar, vocabulary, and generic structure of recount text). In the first activity, the teacher will give stimulation for students. After that, the teacher will explain grammar (past tense), and then the teacher will ask students to identify the structure of simple past tense in the form of verb 1 and verb 2. On the second meeting for treatment, the teacher will ask the student to identify a difficult word from the recount text that will be given then the student will give a meaning for the difficult word that will be identified. During the five meetings, the teacher will teach about the generic structure of recount text. After the student knows all of the material, the teacher will ask the student to make a recount text about “My Holiday”.

To measure their ability after the treatment process. The purpose of this test is to know the basic competence of students and their knowledge after they get the treatment. It will be done to know the final score and to know the student difference achievement before and after the treatment.

After the pre-test, the researcher will treat them to improve students' skills in writing recount text. The treatment will be conducted for 5 meetings. After conducting the treatment, the researcher will give a post-test to know whether the students' writing recount text could be significantly improve during the period of treatment given or not.

### ***G. Technique Of Data Analysis***

The collected data will be processed by comparing the first data (pre-test) and the second data (post-test) to see whether there will be a significant difference after giving the treatment or not. To compute the data, the researcher will apply the t-test formula. A comparison between the two classes will made regarding the independent variable, where the experimental class represents the X variable, and the control class represents the Y variable.

The formula for the t-test is outlined as follows:

$$t_s = \frac{Mx - My}{SE_{mx - my}}$$

Where:

$M_x$  = Mean of Variable X

$M_y$  = Mean of Variable Y

$SE_{mx - my}$  = Standard Error

## **1. Normality Test**

Before deciding on parametric or nonparametric statistics to calculate the data to answer the hypothesis of the research, normality, and homogeneity of the data will be tested. The examination of normality is needed to know whether the data has been normally distributed. The Lilliefors test using SPSS 22. This test is used to determine whether the distribution of the data from the sample is normal. If the normality is more than the level of significance  $\alpha$  (0.05), scores will be normally distributed. If the significant value of the normality test is greater than 0.05, the data is normal. On the other hand, if it is below 0.05, the data is significantly far from a normal distribution.

The criterion of the hypothesis is:

- $H_0$ : Significant Score  $> 0.05$  means the data is normally distributed.
- $H_1$ : A significant Score  $< 0.05$  means the data is not normally distributed.

## **2. Homogeneity Test**

After performing the normality test, the next step involves assessing the homogeneity of the data. This test aims to determine whether the samples in both groups exhibit similar characteristics or if they differ significantly. Its purpose is to ascertain if the data from both groups have comparable variances, which is essential for hypotheses that can be evaluated using a t-test. To conduct the homogeneity test, the researcher will utilize the Levene Statistic Test available in SPSS 22. The procedure involves the following steps:

- a. Navigate to the "Analyze" menu and select "Compare Means."
- b. Choose "One-Way ANOVA" from the options.
- c. Specify the dependent variable under the "Variable" list and designate the class variable in the "Factor" box.
- d. Enable the "Homogeneity of Variance Test" option by checking the corresponding box
- e. Confirm the settings by clicking "OK."

If the outcome of the homogeneity test indicates that the significance value is greater ( $>$ ) than the predetermined significance level ( $\alpha = 0.05$ ), it suggests that the data exhibits homogeneity. Conversely, if the significance value is less ( $<$ ) than the set significance level ( $\alpha = 0.05$ ), it implies that the data displays heterogeneity.

### **3. Hypothesis Test**

Once the data's normality and homogeneity have been assessed, the researcher will proceed to analyze it to test the hypothesis regarding the potential significant disparity in students' proficiency in writing recount text between the experimental and control classes, where the weekly report tasking is utilized. If the data conforms to normality and homogeneity assumptions, the researcher will employ the t-test formula to compute the results. This statistical test serves to ascertain the effectiveness of the weekly report tasking on enhancing students' proficiency in writing recount text. For hypothesis testing, the researcher will utilize a t-test formula tailored to Anas Sudijono's methodology.<sup>5</sup>

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<sup>5</sup>Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2003),



Afterward, the calculation will go through several processes as follows:

- a. Determining Mean of Variable X.

$$M_x = \frac{\sum X}{N}$$

- b. Determining Mean of Variable Y.

$$M_y = \frac{\sum Y}{N}$$

- c. Determining Standard of Deviation Score of Variable X.

$$SD_x = \sqrt{\frac{\sum X^2}{N}}$$

- d. Determining Standard of Deviation Score of Variable Y.

$$SD_y = \sqrt{\frac{\sum Y^2}{N}}$$

- e. Determining Standard Error of Mean of Variable X.

$$SE_{mx} = \frac{SD_x}{\sqrt{N-1}}$$

- f. Determining Standard Error of Mean of Variable Y.

$$SE_{my} = \frac{SD_y}{\sqrt{N-1}}$$

- g. Determining Standard Error of Difference of Mean of Variable X and Y.

$$SEM_{\bar{x} - \bar{y}} = \sqrt{SE_{mx}^2 + SE_{my}^2}$$

- h. Determining  $t_o$ .

$$t_o = \frac{\bar{M}_x - \bar{M}_y}{SEM_{\bar{x} - \bar{y}}}$$

- i. Determining ttable in significance level 5%, with df (degrees of freedom).

$$df \text{ or } db = (N_x + N_y) - 2$$

Where:

M = the average of students' scores

SD = standard deviation

SE = standard errors

X = experimental class

Y = controlled class

N = number of students

df = degree of freedom

#### 4. Statistical Hypothesis

The statistical hypotheses for this study can be observed as follows:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Ho: There was the effectiveness of weekly report tasking on students' ability in writing recount text.

Ha: There was no effectiveness of weekly report tasking on students' ability in writing recount text.

The criteria utilized are as follows:

- a. If t-test ( $t_o$ ) > t-table ( $t_t$ ) in a significant degree of 0.05, Ho (null hypothesis) is rejected. It means that the rates of mean score of the experimental group are higher than the control group. The weekly report tasking is effective on students' ability to write recount text.
- b. If t-test ( $t_o$ ) < t-table ( $t_t$ ) in a significant degree of 0.05, Ho (the null hypothesis) is accepted. It means that the rates of the means score of the experimental group are the same as or lower than the control group. The weekly report tasking is not effective on students' ability to write recount text.

## CHAPTER IV

### RESULT AND DISCUSSION

#### *A. Description of Research Results*

This chapter presents the findings of the research conducted to determine the effectiveness of weekly report tasking on students' ability to write recount text of seventh-grade students at SMP Negeri 3 Palu. The data was collected through pre-tests and post-tests administered to both the experimental group (which used weekly report tasking) and the control group (which used conventional learning methods).

##### **1. The Data of Experimental Class (VII I)**

The pre-test was administered to assess the prior knowledge of the students in experimental class in writing recount text before the treatment. The post-test was administered to measure the improvement in vocabulary mastery. The results are summarized below.

**Table 4.1**  
**Pre-Test and Post-Test of Experimental Class**

No.	Name	Pre-Test	Post-Test	Gained Score	Categorization Score of Post-Test
1	AI	60	82	22	Excellent
2	AA	50	84	34	Excellent
3	AN	67	76	9	Good
4	AK	68	84	16	Excellent
5	AR	74	82	8	Excellent
6	BR	65	77	12	Good
7	CR	56	82	26	Excellent

8	DD	64	77	13	Good
9	FA	60	78	14	Good
10	IQ	59	83	24	Excellent
11	MA	64	80	16	Excellent
12	MR	61	82	21	Excellent
13	MG	59	79	20	Good
14	MF	66	80	14	Excellent
15	MJ	70	86	16	Excellent
16	ML	57	80	23	Excellent
17	NA	61	79	18	Good
18	NR	65	80	15	Excellent
19	RM	61	81	20	Excellent
20	RS	61	79	18	Good
21	RA	78	81	3	Excellent
22	SA	58	84	26	Excellent
23	SD	60	69	9	Fair
24	SH	63	79	16	Good
25	VA	56	80	24	Excellent
26	YN	70	80	10	Excellent
27	ZR	53	78	20	Good
28	ZA	56	76	18	Good
29	ZR	54	82	28	Excellent
30	ZF	59	81	22	Excellent
<b>TOTAL</b>		1855	2397	535	
<b>MEAN</b>		61.83	79.90	17.83	

Mean Score of Experimental Class:

$$\bar{x}_1 = \frac{\sum x_1}{N} = \frac{1855}{30} = 61.83 \quad \bar{x}_2 = \frac{\sum x_2}{N} = \frac{2397}{30} = 79.90$$

$$\bar{x}_3 = \frac{\sum x_3}{N} = \frac{535}{30} = 17.83$$

The table 4.1 indicates that the highest score on the pre-test in the experimental class is 78, and post-test is 86. The lowest score in pre-test is 50, and post-test is 69. The sum of score of pre-test is 1855 and the post-test is 2397. The pre-test mean score of the experimental class is 61.83 and the post-test is 79.90. The total gained score is 535 with the mean score is 17.83.



## 2. The Data of Control Class (VII K)

The pre-test was administered to assess the prior knowledge of the students in control class in writing recount text before the treatment. The post-test was administered to measure the improvement in vocabulary mastery. The results are summarized below.

**Table 4.2**  
**Pre-Test and Post-Test of Control Class**

No.	Name	Pre-Test	Post-Test	Gained Score	Categorization Score of Post-Test
1	AK	58	67	9	Fair
2	AS	57	65	8	Fair
3	AF	53	70	17	Good
4	AL	47	59	12	Poor
5	AH	50	62	12	Fair
6	AR	67	66	-1	Fair
7	AW	65	65	0	Fair
8	AA	63	63	0	Fair
9	BP	58	64	6	Fair
10	BM	64	71	7	Good
11	DA	51	62	11	Fair
12	GA	56	64	8	Fair
13	IA	56	69	13	Fair
14	IS	65	71	6	Good
15	MT	55	59	4	Poor
16	MN	57	59	2	Poor
17	MF	61	63	2	Fair
18	MD	57	71	14	Good
19	MR	58	59	1	Poor
20	MM	54	61	7	Fair
21	MA	68	69	1	Fair
22	MN	64	61	-3	Fair
23	MR	57	62	5	Fair
24	MI	61	64	3	Fair
25	MH	64	66	2	Fair
26	NA	66	66	0	Fair

27	NF	56	56	0	Poor
28	NI	53	54	1	Poor
29	RA	47	51	4	Poor
30	SA	54	54	0	Poor
31	ZS	62	63	1	Fair
<b>TOTAL</b>		1804	1956	152	
<b>MEAN</b>		58.19	63.09	4.90	

Mean Score of Experimental Class:

$$\bar{x}_1 = \frac{\sum x_1}{N} = \frac{1804}{31} = 58.18 \quad \bar{x}_1 = \frac{\sum x_1}{N} = \frac{1956}{31} = 63.09$$

$$\bar{x}_1 = \frac{\sum x_1}{N} = \frac{152}{31} = 4.90$$

The table 4.2 indicates that the highest score on the pre-test in the control class is 68, and post-test is 71. The lowest score in pre-test is 47, and post-test is 51. The sum of score of pre-test is 1804 and the post-test is 1956. The pre-test mean score of the control class is 58.19 and the post-test is 63.09. The total gained score is 152 with the mean score is 4.90.

### 3. Data Analysis and Hypothesis Testing

#### a. The Pre-test of Experimental and Control Class

The result of pre-test of experimental and control class was analyzed by SPSS version 20. It was gained by the steps as follows; *Analyze >> Description Statistics >> Frequencies*. Then put pre-test into variables >> Click *Statistics >> Checklist the entire menu >> Click OK*.

**Table 4.3**  
**Data Description of Pre-Test Result of Experimental Class**

N	Valid	30
	Missing	0
Mean		61.83
Median		61.00
Mode		61
Std. Deviation		6.193
Variance		38.351
Range		28
Minimum		50
Maximum		78
Sum		1855

The table 4.3 summarizes that the pre-test results for an experimental class of 30 students, showing a mean score of 61.83, with a median and mode both at 61. The scores exhibit a standard deviation of 6.193 and a variance of 38.351, indicating some variability around the mean. The range of scores is 28, spanning from a minimum of 50 to a maximum of 78. The total sum of all pre-test scores is 1855, with no missing data points. This provides a clear overview of the central tendency, dispersion, and overall performance of the class on the pre-test.

**Table 4.4**  
**Frequency Distribution of Pre-Test Result of Experimental Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
50	1	3.3	3.3	3.3
53	1	3.3	3.3	6.7
54	1	3.3	3.3	10.0
56	3	10.0	10.0	20.0
57	1	3.3	3.3	23.3
58	1	3.3	3.3	26.7



59	3	10.0	10.0	36.7
60	3	10.0	10.0	46.7
61	4	13.3	13.3	60.0
63	1	3.3	3.3	63.3
64	2	6.7	6.7	70.0
65	2	6.7	6.7	76.7
66	1	3.3	3.3	80.0
67	1	3.3	3.3	83.3
68	1	3.3	3.3	86.7
70	2	6.7	6.7	93.3
74	1	3.3	3.3	96.7
78	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The table presents the frequency distribution of the pre-test results for an experimental class of 30 students. The scores range from 50 to 78, with the frequency and percentage of each score detailed. One student each scored 50, 53, 54, 57, 58, 63, 66, 67, 68, 74, and 78, each accounting for 3.3% of the total. Three students each scored 56, 59, and 60, representing 10% each. Four students scored 61, making up 13.3% of the total. Two students each scored 64, 65, and 70, contributing 6.7% each. The cumulative percentage indicates the progressive accumulation of the valid percent, reaching 100% at the highest score of 78. This distribution provides insight into the spread and concentration of scores within the experimental class.

**Table 4.5**  
**Data Description of Pre-Test Result of Control Class**

N	Valid	31
	Missing	0
Mean		58.19
Median		57.00
Mode		57
Std. Deviation		5.689
Variance		32.361
Range		21
Minimum		47
Maximum		68
Sum		1804

The table 4.5 provides a statistical summary of the pre-test results for a control class of 31 students. The mean score is 58.19, with the median and mode both at 57. The scores show a standard deviation of 5.689 and a variance of 32.361, indicating variability around the mean. The range of scores is 21, from a minimum of 47 to a maximum of 68. The total sum of all pre-test scores is 1804, with no missing data points. This summary gives an overview of the central tendency, dispersion, and overall performance of the control class on the pre-test.

**Table 4.6**  
**Frequency Distribution of Pre-Test Result of Control Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
9.7	83.9	6.5	6.5	6.5
9.7 6.5	90.3	3.2	3.2	9.7
6.5 3.2	93.5	3.2	3.2	12.9
3.2 3.2	96.8	6.5	6.5	19.4
3.2 3.2	100.0	6.5	6.5	25.8
3.2 100.0		3.2	3.2	29.0
100.0 56	3	9.7	9.7	38.7

57	4	12.9	12.9	51.6
58	3	9.7	9.7	61.3
61	2	6.5	6.5	67.7
62	1	3.2	3.2	71.0
63	1	3.2	3.2	74.2
64	3			
65	2			
66	1			
67	1			
68	1			
Total	31			

The table summarizes the frequency distribution of pre-test results for a control class of 31 students, with scores ranging from 47 to 68. Each score's frequency and percentage are detailed: 1 student scored 47, 50, 51, 52, 53, 55, 62, 63, 66, 67, and 68 (each 3.2%); 2 students scored 48, 54, and 65 (each 6.5%); 3 students scored 56, 58, and 64 (each 9.7%); 4 students scored 57 (12.9%); and 2 students scored 61 (6.5%). The cumulative percentages show the progressive accumulation of scores, reaching 100% at the highest score. This provides an overview of the score distribution in the control class.

*b. The Post-test of Experimental and Control Class*

**Table 4.7**  
**Data Description of Post-Test Result of Experimental Class**

N	Valid	31
	Missing	0
Mean		79.90
Median		80.00
Mode		80
Std. Deviation		4.445
Variance		19.759
Range		24
Minimum		69
Maximum		86
Sum		2459

The table 4.7 provides a statistical summary of the post-test results for an experimental class of 31 students. The mean score is 79.32, with the median and mode both at 80. The scores exhibit a standard deviation of 4.445 and a variance of 19.759, indicating some variability around the mean. The range of scores is 24, spanning from a minimum of 62 to a maximum of 86. The total sum of all post-test scores is 2459, with no missing data points. This summary gives an overview of the central tendency, dispersion, and overall performance of the class on the post-test.

**Table 4.8**  
**Frequency Distribution of Post-Test Result of Experimental Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
62	1	3.2	3.2	3.2
Valid 69	1	3.2	3.2	6.5
76	2	6.5	6.5	12.9



77	2	6.5	6.5	19.4
78	2	6.5	6.5	25.8
79	4	12.9	12.9	38.7
80	7	22.6	22.6	61.3
81	3	9.7	9.7	71.0
82	5	16.1	16.1	87.1
83	1	3.2	3.2	90.3
84	2	6.5	6.5	96.8
86	1	3.2	3.2	100.0
Total	31	100.0	100.0	

The table 4.8 summarizes the frequency distribution of post-test results for an experimental class of 31 students, with scores ranging from 62 to 86. The distribution is as follows: 1 student each scored 62, 69, 83, and 86 (each 3.2%); 2 students each scored 76, 77, 78, and 84 (each 6.5%); 3 students scored 81 (9.7%); 4 students scored 79 (12.9%); 5 students scored 82 (16.1%); and 7 students scored 80 (22.6%). The cumulative percentages show how the scores accumulate to 100%. This distribution highlights the spread and concentration of post-test scores within the experimental class.

**Table 4.9**  
**Data Description of Post-Test Result of Control Class**

N	Valid	31
	Missing	0
Mean		63.10
Median		63.00
Mode		59
Std. Deviation		5.153
Variance		26.557
Range		20
Minimum		51
Maximum		71
Sum		1956

The table 4.9 provides a statistical summary of the post-test results for a control class of 31 students. The mean score is 63.10, with a median of 63.00 and a mode of 59. The scores exhibit a standard deviation of 5.153 and a variance of 26.557, indicating variability around the mean. The range of scores is 20, spanning from a minimum of 51 to a maximum of 71. The total sum of all post-test scores is 1956, with no missing data points. This summary gives an overview of the central tendency, dispersion, and overall performance of the control class on the post-test.

**Table 4.10**  
**Frequency Distribution of Post-Test Result of Control Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
51	1	3.2	3.2	3.2
54	2	6.5	6.5	9.7
56	1	3.2	3.2	12.9
59	4	12.9	12.9	25.8
61	2	6.5	6.5	32.3
62	3	9.7	9.7	41.9
63	3	9.7	9.7	51.6
Valid 64	3	9.7	9.7	61.3
65	2	6.5	6.5	67.7
66	3	9.7	9.7	77.4
67	1	3.2	3.2	80.6
69	2	6.5	6.5	87.1
70	1	3.2	3.2	90.3
71	3	9.7	9.7	100.0
Total	31	100.0	100.0	

The table 4.10 summarizes the frequency distribution of post-test results for a control class of 31 students, with scores ranging from 51 to 71. The

distribution is as follows: 1 student each scored 51, 56, 67, and 70 (each 3.2%); 2 students each scored 54, 61, 65, and 69 (each 6.5%); 3 students each scored 62, 63, 64, 66, and 71 (each 9.7%); and 4 students scored 59 (12.9%). The cumulative percentages show how the scores accumulate to 100%. This distribution highlights the spread and concentration of post-test scores within the control class.

*c. Normality Test*

**Table 4.11**  
**Normality Test between Experimental and Control Class**

		Tests of Normality					
	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' Result	Pre-Test Experimental	.154	30	.069	.971	30	.578
	Post-Test Experimental	.153	30	.070	.907	30	.012
	Pre-Test Control	.126	31	.200*	.965	31	.392
	Post-Test Control	.093	31	.200*	.963	31	.354

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

a. Lilliefors Significance Correction

The table presents normality test results for both the experimental and control classes using the Kolmogorov-Smirnov and Shapiro-Wilk tests. For the pre-test results of the experimental class, the Kolmogorov-Smirnov statistic is 0.154 with a significance level of 0.069, and the Shapiro-Wilk statistic is 0.971 with a significance level of 0.578. Both significance levels are greater than 0.05, suggesting that the pre-test scores of the experimental class follow a normal distribution.

In contrast, the post-test results for the experimental class show that the Kolmogorov-Smirnov statistic is 0.153 with a significance level of 0.070, while



the Shapiro-Wilk statistic is 0.907 with a significance level of 0.012. The Shapiro-Wilk test indicates a significant deviation from normality ( $p < 0.05$ ), suggesting that the post-test scores of the experimental class do not follow a normal distribution.

For the control class, the pre-test scores are also normally distributed. The Kolmogorov-Smirnov statistic is 0.126 with a significance level of 0.200, and the Shapiro-Wilk statistic is 0.965 with a significance level of 0.392, both indicating normality.

Similarly, the post-test scores for the control class are normally distributed, with the Kolmogorov-Smirnov statistic at 0.093 and a significance level of 0.200, and the Shapiro-Wilk statistic at 0.963 with a significance level of 0.354. These results indicate that the post-test scores for the control class follow a normal distribution.

In summary, while the pre-test scores for both classes adhere to a normal distribution, the post-test scores for the experimental class do not, whereas the control class post-test scores do follow a normal distribution.

*d. Homogeneity Test*

**Table 4.12**

**Homogeneity Pre-Test Results between Experimental and Control Class**

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Students' Result	Based on Mean	.039	1	58	.844
	Based on Median	.010	1	58	.920
	Based on Median and with adjusted df	.010	1	56.978	.920
	Based on trimmed mean	.016	1	58	.901



The table displays the results of Levene's test for homogeneity of variance between the experimental and control classes based on their pre-test results. The test evaluates whether the variances of the two groups are equal. According to the results, the Levene Statistic based on the mean is 0.039 with a significance level of 0.844, indicating no significant difference in variances. Similarly, the test based on the median shows a Levene Statistic of 0.010 with a significance level of 0.920, and the adjusted degrees of freedom also yield a statistic of 0.010 with a significance level of 0.920, confirming equal variances. Additionally, the test based on the trimmed mean shows a Levene Statistic of 0.016 with a significance level of 0.901, further supporting the conclusion of homogenous variances. Overall, these results suggest that the variances in pre-test results between the experimental and control classes are equal.

**Table 4.13**  
**Homogeneity Post-Test Results between Experimental and Control Class**

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Students' Result	Based on Mean	1.291	1	60	.260
	Based on Median	1.658	1	60	.203
	Based on Median and with adjusted df	1.658	1	56.010	.203
	Based on trimmed mean	1.602	1	60	.211

The table provides the results of Levene's test for homogeneity of variance between the experimental and control classes based on their post-test results. This test assesses whether the variances of the two groups are equal. The results show that the Levene Statistic based on the mean is 1.291 with a significance level of

0.260, indicating no significant difference in variances. Similarly, the test based on the median yields a Levene Statistic of 1.658 with a significance level of 0.203, and the adjusted degrees of freedom also show a statistic of 1.658 with a significance level of 0.203, confirming equal variances. The test based on the trimmed mean provides a Levene Statistic of 1.602 with a significance level of 0.211. All these results suggest that there are no significant differences in the variances of the post-test results between the experimental and control classes, indicating that the variances are homogenous.

*e. Hypothesis Testing*

**Table 4.14**  
**Group Statistics**

Group Statistics					
	Learning Technique	N	Mean	Std. Deviation	Std. Error Mean
Results	Weekly Report Tasking	30	18.07	6.496	1.186
	Conventional	31	4.90	5.127	.921

The table presents group statistics comparing two learning techniques: Weekly Report Tasking and Conventional. For the Weekly Report Tasking group, consisting of 30 participants, the mean score is 18.07 with a standard deviation of 6.496 and a standard error of the mean of 1.186. In contrast, the Conventional group, with 31 participants, has a mean score of 4.90, a standard deviation of 5.127, and a standard error of the mean of 0.921. This comparison provides an overview of the performance of each group under the respective learning techniques.

To prove the hypothesis, the researcher then tested the independent sample t-test on SPSS. Since the data of gained score between the experimental class and control class are normally distributed and are homogeny, so the researcher continued using the Independent Sample T-Test to test the hypothesis of this research. The result of Independent Sample T-Test as follows.

**Table 4.15**  
**Independent Sample T-Test**

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Results	Equal variances assumed	1.214	.275	8.800	59	.000	13.163	1.496	10.170 16.157
	Equal variances not assumed			8.766	55.135	.000	13.163	1.502	10.154 16.173

Table 4.15 showed that sig. 2 tailed is 0.000. To prove the hypothesis, the researcher took decision by seeing the *equal variance assumed* (because the data was homogeny) in *Sig. 2 tailed*. The assumption of Independent Sample T-Test is; if the significance 2 tailed is  $< 0.05$ , the null hypothesis  $H_0$  is rejected and the alternative hypothesis  $H_a$  is accepted. In contrast, if the significance 2 tailed is  $> 0.05$ , the null hypothesis  $H_0$  is accepted and the alternative hypothesis  $H_a$  is rejected.

Based on the result of Independent sample T-Test, it showed that the *Sig. 2 tailed* is 0.000 which is  $< 0.05$ . It means that the *Sig. 2 tailed* is lower than 0.05. Therefore, it can be said that the  $H_0$  is rejected and the  $H_a$  is accepted which means that there is an effectiveness of weekly report tasking on students' ability in writing recount text. The hypothesis has been explained on chapter III.



### ***B. Discussion of the Research***

This chapter discusses the findings from the research conducted to evaluate the effectiveness of weekly report tasking in improving seventh-grade students' ability to write recount texts at SMP Negeri 3 Palu. The study compared an experimental group, which employed weekly report tasking, with a control group that used conventional learning methods. The analysis was based on pre-test and post-test scores from both groups.

The results from the experimental group, who used weekly report tasking, show a notable improvement in writing recount texts. The mean pre-test score for this group was 61.83, which increased significantly to 79.90 in the post-test. This represents a total gained score of 535 and an average gain of 17.83 points. The distribution of post-test scores indicates a substantial number of students achieved "Excellent" ratings, highlighting the effectiveness of this approach.

Conversely, the control group, which relied on conventional methods, exhibited a less pronounced improvement. The mean pre-test score was 58.19, rising modestly to 63.10 post-test. The total gained score of 152 and an average gain of 4.90 points are considerably lower compared to the experimental group. This suggests that conventional methods had a limited impact on improving students' writing abilities.

The statistical analysis, including normality and homogeneity tests, supports the validity of these findings. The normality tests revealed that the pre-test scores for both groups followed a normal distribution. However, while the control group's post-test scores were normally distributed, the experimental

group's post-test scores deviated from normality. Despite this, the homogeneity tests confirmed that variances between the groups were equal, validating the use of the independent sample t-test.

The independent sample t-test results indicated a significant difference in the effectiveness of the two methods, with a p-value of 0.000, which is less than the 0.05 threshold. This result leads to the rejection of the null hypothesis and acceptance of the alternative hypothesis, affirming that weekly report tasking significantly enhances students' recount text writing skills compared to conventional methods.

The substantial improvement in the experimental group can be attributed to the structured and iterative nature of weekly report tasking. This method likely provided students with regular practice and feedback, fostering better skill development in writing recount texts. The consistent engagement with the task over time may have also enhanced students' familiarity and comfort with the writing process, contributing to their improved performance.

On the other hand, the conventional methods may not have offered the same level of continuous practice or personalized feedback, which could explain the smaller improvement observed in the control group.

The findings of this study suggest that incorporating weekly report tasking into the curriculum can be an effective strategy for enhancing students' writing abilities, particularly in writing recount texts. Educators are encouraged to consider integrating similar tasking approaches to facilitate continuous skill development and improve student outcomes.

Future research could explore the long-term effects of weekly report tasking and its applicability across different writing genres or educational contexts. Additionally, investigating the specific elements of the tasking process that contribute most to students' improvement could provide further insights into optimizing instructional strategies.

Overall, the results underscore the potential benefits of innovative instructional methods in achieving better educational outcomes and highlight the importance of evaluating and adapting teaching practices to meet students' needs.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### *A. Conclusion*

In conclusion, this research has proved that weekly report tasking has an influence in the effectiveness of students' ability in writing recount text especially the seventh grade students of SMP Negeri 3 Palu. Through comprehensive pre-test and post-test assessments, it was found that students engaged in weekly report tasking exhibited substantial effectiveness in writing recount text compared to those following conventional learning technique. Statistical analyses, including the Independent Sample T-Test, confirmed the significant effectiveness of weekly report tasking, highlighting its effectiveness in educational settings. Based on the result of the independent sample t-test. The value of t-test is 8.800 which is higher than value of t-table with df 59, 1.671. it means that, the null hypothesis is rejected and the alternative hypothesis is accepted. It can be concluded that the weekly report tasking is effective to improve the eight grade students' ability in writing recount text at SMP Negeri 3 Palu.

#### *B. Suggestions*

The following are the researcher's suggestions according to the conclusion of this research.

##### **1. For Teachers**

Teachers should receive training on how to effectively implement weekly report tasking in their classrooms. Professional development programs can focus on designing engaging and relevant tasks, providing constructive feedback, and assessing students' progress effectively. Training will ensure that teachers can maximize the benefits of this approach.

Schools and teachers should consider integrating weekly report tasking into their curriculum, especially for subjects involving written assignments. This method has proven effective in enhancing students' abilities to write recount texts. Regular practice through structured tasks can lead to significant improvements in students' writing skills.

## **2. For Students**

It is important to tailor weekly report tasks to meet the diverse needs of students. Tasks should be designed considering varying levels of proficiency and interests to keep students motivated and engaged. Differentiated tasks can help address individual learning needs and improve overall effectiveness.

## **3. For Researchers**

Further research should be conducted to explore the long-term effects of weekly report tasking on various aspects of students' writing skills and other subject areas. Comparative studies with different learning techniques and larger sample sizes can provide a more comprehensive understanding of the method's effectiveness.



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
NOMOR : 1701 TAHUN 2024

TENTANG  
PENETAPAN TIM PENGUJI SKRIPSI  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji skripsi untuk menguji skripsi mahasiswa pada ujian munaqasyah;
  - b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
  - c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- 
- 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
  - 2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
  - 3. Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
  - 4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
  - 5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
  - 6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
  - 7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001, tentang Gelar dan Lulusan Perguruan Tinggi;
  - 8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 529/Un.24/KP.07.6/11/2023 masa 2023-2027

MEMUTUSKAN

- KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
- Menetapkan Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :
  - 1. Ketua Tim Penguji : Zuhra, S.Pd., M.Pd.
  - 2. Penguji Utama I : Dzakiah, M.Pd
  - 3. Penguji Utama II : Mohamad Syafri, S.Pd., M.Pd.
  - 4. Pembimbing/Penguji I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
  - 5. Pembimbing/Penguji II : Ana Kuliahana, S.Pd., M.Pd.
- untuk menguji Skripsi Mahasiswa
  - Nama : Yuli Andani
  - NIM : 171160065
  - Program Studi : Tadris Bahasa Inggris
  - Judul Skripsi : THE EFFECTIVENESS OF WEEKLY REPORT TASKING ON THE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT SMP NEGERI 3 PALU
- Tim Penguji Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam skripsi yang diujikan;
- Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2024
- Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Sigi  
Pada Tanggal : 15 Agustus 2024









Saepudin Mashuri, S.Ag., M.Pd.  
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FAKULTAS TARBIYAH DAN ILMU KEBURUAN  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

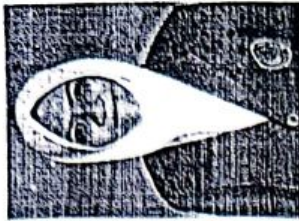
JURUSAN

: Tadris Bahasa Inggris

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Kamis / 26 September 2019	MAGFIR Z. ABDOIN	Urgensi gaya mengajar guru pendidikan agama Islam dalam meningkatkan prestasi belajar peserta didik di SMP N 8 Palu	1. Dr. Hamdan, M. Ag 2. Salahuddin, S. Ag., M. Ag.	
2	Sabtu / 21 September 2020	Satrii Andarini	The influence of Media Site on Students Reading habit at IIT Al-kharrat bahrain	1. Dr. Abdul Qafur Marzuki, Spd. M. Pd 2. Anis Kulihsan, Spd. M. Pd	
3	Sabtu, 23 Feb 2021	Muhammad Rafai Ald. Rofiq	Keteladanan dan pengaruh Berdebutisme Al-Burhan Sunan Al-Azhar Ayat 24 Baji Pembentukan Keperibadian Anak Suatu Timpani Per. Islam	1. Dr. H. Ahmad Alio, M. Pd. I 2. H. Ahmad Selvi Bu Purnomo, Lc., M. Pd	
4	Jumat, 26 Februari 2021	Audi Wariy	Strategi Kepala Sekolah dalam meningkatkan minat peserta didik baru dimadrasah tsanawiyah Al-Khawwat Ansbobo.	1. Drs. Ramang, M. Pd 2. Suharnis, S. Ag., M. Ag	
5	Jumat, 26 Februari 2021	Rozmawati A. Iry	Implementasi perencanaan kurikulum dalam meningkatkan mutu pendidikan di SD Negeri II Ampana Kota	1. Prof. Dr. H. Saqaf Peltolongi, M. Pd 2. Dr. Elham, S. Ag., M. Ag	
6	Jumat, 23 April 2021	Winda Rahma Dayanti	An analysis of Learning Strategy Improving speaking skill of 11th grade students in MAN Insan Cendekia kota Palu	1. Prof. Dr. Kusli, S. Ag., M. Sos. Sc 2. Andi muh. Salehan S. Pd. I, M. Pd	
7				1. 2.	
8				1. 2.	
9				1. 2.	
10				1. 2.	

Zatatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

BUKU KONSULTASI  
PEMBIMBINGAN PENULISAN SKRIPSI



NAMA : Yuni Andani  
NIM : 171160065  
PROGRAM STUDI : Tadris Biologi  
PEMBIMBING : I. Ruslin, S.pd., M.pd., M.Sc., Ph.D  
II. Ana Kurniawati, S.pd., M.pd  
ALAMAT : Jl. Sumur Yaga no. 21  
NO. HP : 085395903012

JUDUL SKRIPSI

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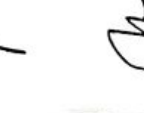



## JURNAL KONSULTASI PEMBIMBINGAN PENULISAN SKRIPSI

Nama : Yuli Andani  
 NIM : 171160065  
 Program Studi : Tadris bahasa Inggris  
 Judul Skripsi : The effectiveness of weekly report  
tasting on the student ability in  
writing recount text at SMA Negeri 4 Palembang  
 Pembimbing I : Ruslin, Spt., MPd., M.Sc., Ph.d  
 Pembimbing II : Aha Kusiabana, Sptd., M.pd

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1)	Kamis, 13 agustus 2021	1	Bab 1 terlalu tidak terarah, lebih di buat spesifik, lebih di buat simple dan singkat. lebih banyak mencari referensi lagi	
2)	Senin, 20 september 2021	2	Cari skripsi. Buanti yang improve tentang writing perhatikan bab 2 yang bagian writing, jangan terlalu banyak	
3)	Kamis, 14 oktober 2021	3	Populasi dan sample di jelaskan, Pro teknik pengumpulan data dijelaskan bagaimana cara memperoleh data atau nilai dari yang diteliti	
4)	Senin 1 november 2021		dijelaskan dengan penulisan (kiri) diperhatikan footnote, referensi	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
		3	Sampling technia tidak ada	
		Appendix	Pre test - post test dibuatkan	
		3	rubric assessment	
		-	reference	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
		App entire	Pretest - post test	
		App entire	lesson plan tidak ada	
		3	Hypothesis tidak jelas dan itu	
		2	explain the relation between both variable in chapter 2	
		4	penjelasan tentang <del>penggunaan</del> SPSS	
			reference dan tambah lagi.	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan

No.	Har/Tanggal	Bab	Saran Pembimbing	Tanda Tangan

Yth. Ketua Program Studi Tadris Bahasa Inggris  
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)  
IAIN Palu

Yang bertanda tangan di bawah ini:

1. Nama : Ruslin, S.pd., M.Pd., M.Sc., Ph.D  
NIP : 19690215 1992031013  
Pangkat/Golongan :  
Jabatan Akademik : Ketua Jurusan tadris Bahasa Inggris  
Sebagai : Pembimbing I

2. Nama : ANA KUALAHANA S.pd., M.pd  
NIP :  
Pangkat/Golongan :  
Jabatan Akademik :  
Sebagai : Pembimbing II

Melaporkan bahwa penyusunan skripsi oleh mahasiswa:

Nama : Yuni Andani  
NIM : 171160065  
Program Studi : Tadris Bahasa Inggris  
Judul :

Telah selesai dibimbing dan siap untuk diujikan di hadapan sidang ujian munaqasyah skripsi.

Pembimbing I

Pembimbing II

Palu, .....

Ruslin, S.pd., M.Pd., M.Sc., Ph.D  
NIP. 196902151992031013

~~Ana Kualahana S.pd., M.pd.~~  
NIP.





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

الجامعة الإسلامية الحكومية داتوكاراما فالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165

Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor  
Sifat  
Lamp  
Hal

: 22 /Un.24/F.I/PP.00.9/02/2023

Palu, 13 Febuari 2023

: Penting

: -

: Undangan Menghadiri Seminar Proposal Skripsi

Kepada Yth.

1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D. (Pembimbing I)
2. Ana Kuliachana, S.Pd., M.Pd. (Pembimbing II)
3. Dzakiah, S.Pd., M.Pd. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-  
Palu

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama : Yuli Andani  
NIM : 17.1.16.0065  
Jurusan : Tadris Bahasa Inggris (TBIG)  
Judul Skripsi : The Effectiveness of Weekly Report Tasking on the Students Ability in Writing Recount Text at SMA Negeri 4 Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Jumat, 16 Februari 2023  
Waktu : 14.00 Wita - Selesai  
Tempat : Lt. 1 Rektorat UIN Datokarama Palu

*Wassalamu 'alaikum warahmatullahi wabarakatuh*

a.n Dekan  
Ketua Jurusan TBIG

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D  
NIP. 19690215 199203 1 013

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة دانوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

Jl. Trans Palu-Palolo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165

Website : [www.uindatokarama.ac.id](http://www.uindatokarama.ac.id), email : [humas@uindatokarama.ac.id](mailto:humas@uindatokarama.ac.id)

Nomor  
Lampiran  
Hal

: 2/3 /Un.24/F.I/PP.00.9/05/2024

Palu, 3 Mei 2024

:  
: Izin Penelitian Untuk  
Menyusun Skripsi

Th. Kepala SMP Negeri 3 Palu

Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Yuli Andani  
NIM : 171160065  
Tempat Tanggal Lahir : Palu, 03 Juli 1997  
Semester : XIV (EmpatBelas)  
Program Studi : Tadris Bahasa Inggris  
Alamat : Jl. Sumur Yuga no.21  
Judul Skripsi : THE EFFECTIVENESS OF WEEKLY REPORT TASKING ON  
THE STUDENT ABILITY IN WRITING RECOUNT TEXT  
No. HP : 085395903012

Dosen Pembimbing :

1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
2. Ana Kuliñana, S.Pd., M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.



Wassalam,

Dengan,

Yudi Mashuri, S.Ag.,M.Pd.I/

312312005011070



## **Appendix 7. Pre-Test**

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### **PRE-TEST**

Write your holiday experience in the form of recount text maximal 3 paragraphs!

## Appendix 8. Students' Pre-Test

Write your holiday experience in the form of recount text maximal 3 paragraphs!

On Saturday I went to Ardila garden. The place was in Sugoi, a bit far from my house. There I had an activity, namely celebrating Easter Day. There the park was wide and the road to the place was full of gravel and narrow.

At Ardila garden there were 4 villas that can be rented and behind the villa there was a very wide field and a very open area. At some there was also a very large swimming pool, but there was no swimming pool, but at least there was a fun place to live and there was a mini cafe there.

C : 23

O : 18

V : 17

Lu : 18

M : 1

77

Good

## **Appendix 9. Post-Test**

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### **POST-TEST**

**Write your holiday experience in the form of recount text maximal 3 paragraphs!**

## Appendix 10. Students' Post-Test

Write your holiday experience in the form of recount text maximal 3 paragraphs!

### Holiday with Family

One day my family ~~to~~ <sup>went</sup> go on holiday together. and my father suggested we <sup>we</sup> go on holiday to ampang because ~~there is~~ a house there in the mountains and the view ~~was~~ very beautiful sort <sup>is</sup> suitable for a holiday.

and then the day came to go on holiday, we went to ampang, when we stopped at a restaurant to eat. we arrived at ampang and we didn't realize that it was already 09:00 because we left too late, so when we arrived, the clock was already showing at 09:00.

The next day we woke up at 09:00. we planned to go to a tourist bath in ampang called malatong. this bath ~~is~~ not a pool, but this bath ~~is~~ a spring that is formed naturally so your eyes won't hurt if you look in the water. My brother and i had a great time there.

Content : 23

Organization : 20

Vocabulary : 17

Language Use : 18

Mechanics : 4

86

Excellent

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Satuan Pendidikan : SMP Negeri 3 Palu**

**Mata Pelajaran : Bahasa Inggris**

**Kelas/Semester : VII/Genap**

**Materi Pokok : My Holiday**

**Tahun Pelajaran : 2023/2024**

**Alokasi Waktu : 2 x 40 Menit (Pertemuan 1)**

**A. Standar Kompetensi**

**KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya**

**KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.**

**KI 3 : Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.**

**KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.**

## **B. Basic Competence**

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dengan lingkungan terdekat terutama dalam wacana berbentuk naratif, recount atau deskriptif sederhana.

## **C. Indicators**

Students are able to:

- a. The students are able to express and share their ideas based on the topic of recount text.
- b. The students are able to present their writing recount text.
- c. Student are able to write recount text.

## **D. Teaching Objective**

Students are expected to able to write the recount text based on the topic given by the teacher.

## **E. Teaching Method : Weekly Report Tasking**

## **F. Teaching Media: Paper, Whiteboard.**
















## **G. Teaching Material:**



## Student Weekly Report

**Example:**

Name : \_\_\_\_\_ Date : \_\_\_\_\_

Day	Feeling	Activities
Monday	  	<ul style="list-style-type: none"> <li>• Last <b>Monday</b> was my <b>happiest</b> day of the month. (<i>Moment</i>)</li> <li>• My family and I went to my <b>grandma's house</b>. (<i>Where you go</i>)</li> <li>• I felt <b>happy</b> because I could enjoy the view of the scenery in the garden. (<i>Feeling</i>)</li> </ul>
Tuesday	  	<ul style="list-style-type: none"> <li>• The next day, I helped my grandma to reap <b>chilies and tomatoes</b> in the garden. (<i>Activity</i>)</li> <li>• That day, the sun was very <b>hot</b>. (<i>Weather</i>)</li> <li>• I felt so <b>tired and thirsty</b> but also <b>very excited</b>. (<i>Feeling</i>)</li> </ul>
Wednesday	  	<ul style="list-style-type: none"> <li>• On Wednesday, I went to my <b>cousin's house</b>. (<i>Where you go</i>)</li> <li>• I played <b>Football</b> and fed the fish with my cousins. (<i>Activity</i>)</li> </ul>
Thursday	  	<ul style="list-style-type: none"> <li>• The following day, I went to the <b>beach</b> with my family and my grandma. (<i>Where you go</i>)</li> <li>• I made a <b>sandcastle</b> and learned to swim. (<i>Activity</i>)</li> <li>• After that, we ate <b>Nasi Uduk</b> together and back to my grandma's house <b>in the afternoon</b>. (<i>Activity</i>)</li> </ul>
Friday	  	<ul style="list-style-type: none"> <li>• Friday was the last day of my holiday.</li> <li>• We went home at <b>8 am</b>. (<i>Time back home</i>)</li> <li>• This holiday was a very <b>wonderful</b> experience for me. (<i>Feeling</i>)</li> </ul>

## **My Holiday**

Last Monday was my happiest day of the month. My family and I went to my grandma's house. I felt happy because I could enjoy the view of the scenery in the garden.

The next day, I helped my grandma to reap chilies and tomatoes in the garden. That day, the sun was very hot. I felt so tired and thirsty but also very excited. On Wednesday, I went to my cousin's house. I played Football and fed the fish with my cousins. The following day, I went to the beach with my family and my grandma. I made a sandcastle and learned to swim. After that, we ate Nasi Uduk together and back to my grandma's house in the afternoon.

Friday was the last day of my holiday. We went home at 8 am. This holiday was a very wonderful experience for me.

### **H. Teaching Activities**

#### **1. Pre-Teaching Activities**

- a. The researcher greets the students.
- b. The researcher asks the students to pray together.
- c. The researcher checks the students' attendance list.
- d. The researcher asks the students about their feeling when writing.
- e. The researcher explains the objective of the research.
- f. The researcher introduces about recount text.

#### **2. While-Teaching Activities**

- a. The researcher explains the material of Recount text.
- b. The researcher gives a theme about recount text to students.
- c. Each students chooses a topic related to the theme given by the researcher



- d. The researcher circulates from student to student to make sure that all student writing recount text.
- e. Student collect their writing result.

### 3. Post-Teaching Activities

- a. The researcher gives a weekly tasking to student, then researcher closes the class by concluding the lesson, and giving some tips to writing recount text.
- b. Give feedback to the students regarding their achievement and motivation for future learning.

### I. Assessment







Technique : Writing test










Instrument : Recount text

### Student Weekly Report

**Write your own experience based on the example by changing the bold!**

Name : \_\_\_\_\_ Date : \_\_\_\_\_

Day	Feeling	Activities
Monday	  	
Tuesday	  	

Wednesday	  	
Thursday	  	
Friday	  	

Teacher,

Yuliandani  
NIM. 171160065

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Satuan Pendidikan : SMP Negeri 3 Palu**

**Mata Pelajaran : Bahasa Inggris**

**Kelas/Semester : VII/Genap**

**Materi Pokok : A Moment I Will Never Forget**

**Tahun Pelajaran : 2023/2024**

**Alokasi Waktu : 2 x 40 Menit (Pertemuan 2)**

### **A. Standar Kompetensi**

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **B. Basic Competence**

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dengan lingkungan terdekat terutama dalam wacana berbentuk naratif, recount atau deskriptif sederhana.

## **C. Indicators**

Students are able to:

- a. The students are able to express and share their ideas based on the topic of recount text.
- b. The students are able to present their writing recount text.
- c. Student are able to write recount text.

## **D. Teaching Objective**

Students are expected to able to write the recount text based on the topic given by the teacher.

## **E. Teaching Method : Weekly Report Tasking**
















## **F. Teaching Media: Paper, Whiteboard.**

## **G. Teaching Material:**

## Student Weekly Report

**Example:**

Name : \_\_\_\_\_ Date : \_\_\_\_\_

Day	Feeling	Activities
Monday	  	<ul style="list-style-type: none"> <li>• Last <b>Monday</b> was my <b>happiest</b> day of the month. (<i>Moment</i>)</li> <li>• My family and I went to my grandma's house. (<i>Where you go</i>)</li> <li>• I felt <b>happy</b> because I could enjoy the view of the scenery in the garden. (<i>Feeling</i>)</li> </ul>
Tuesday	  	<ul style="list-style-type: none"> <li>• The next day, I helped my grandma to reap chillies and tomatoes in the garden. (<i>Activity</i>)</li> <li>• That day, the sun was very hot. (<i>Weather</i>)</li> <li>• I felt so <b>tired and thirsty</b> but also very <b>excited</b>. (<i>Feeling</i>)</li> </ul>
Wednesday	  	<ul style="list-style-type: none"> <li>• On Wednesday, I went to my cousin's house. (<i>Where you go</i>)</li> <li>• I played Football and fed the fish with my cousins. (<i>Activity</i>)</li> </ul>
Thursday	  	<ul style="list-style-type: none"> <li>• The following day, I went to the beach with my family and my grandma. (<i>Where you go</i>)</li> <li>• I made a sandcastle and learned to swim. (<i>Activity</i>)</li> <li>• After that, we ate Nasi Uduk together and back to my grandma's house in the afternoon. (<i>Activity</i>)</li> </ul>
Friday	  	<ul style="list-style-type: none"> <li>• Friday was the last day of my holiday.</li> <li>• We went home at 8 am. (<i>Time back home</i>)</li> <li>• This holiday was a very <b>wonderful</b> experience for me. (<i>Feeling</i>)</li> </ul>



## **H. Teaching Activities**

### **1. Pre-Teaching Activities**

- a. The researcher greets the students.
- b. The researcher asks the students to pray together.
- c. The researcher checks the students' attendance list.
- d. The researcher asks the students about their feeling when writing.
- e. The researcher explains the objective of the research.
- f. The researcher introduces about recount text.

### **2. While-Teaching Activities**

- a. The researcher explains the material of Recount text.
- b. The researcher gives a theme about recount text to students.
- c. Each students chooses a topic related to the theme given by the researcher
- d. The researcher circulates from student to student to make sure that all student writing recount text.
- e. Student collect their writing result.

### **3. Post-Teaching Activities**

- a. The researcher gives a weekly tasking to student, then researcher closes the class by concluding the lesson, and giving some tips to writing recount text.
- b. Give feedback to the students regarding their achievement and motivation for future learning.

## **I. Assessment**
















Technique : Writing test

Instrument : Recount text

## Student Weekly Report

**Write your own experience based on the example by changing the bold!**

Name : \_\_\_\_\_ Date : \_\_\_\_\_

Day	Feeling	Activities
Monday	  	
Tuesday	  	
Wednesday	  	
Thursday	  	
Friday	  	

Teacher,

**Yuliandani**

NIM. 171160065

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Satuan Pendidikan** : SMP Negeri 3 Palu  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VII/Genap  
**Materi Pokok** : My Favorite Memory  
**Tahun Pelajaran** : 2023/2024  
**Alokasi Waktu** : 2 x 40 Menit (Pertemuan 3)

**A. Standar Kompetensi**

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **B. Basic Competence**

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dengan lingkungan terdekat terutama dalam wacana berbentuk naratif, recount atau deskriptif sederhana.

## **C. Indicators**

Students are able to:

- a. The students are able to express and share their ideas based on the topic of recount text.
- b. The students are able to present their writing recount text.
- c. Student are able to write recount text.

## **D. Teaching Objective**

Students are expected to able to write the recount text based on the topic given by the teacher.

## **E. Teaching Method : Weekly Report Tasking**

## **F. Teaching Media: Paper, Whiteboard.**
















## **G. Teaching Material:**



## Student Weekly Report

**Example:**

Name : \_\_\_\_\_ Date : \_\_\_\_\_

Day	Feeling	Activities
Monday	  	<ul style="list-style-type: none"> <li>• Last <b>Monday</b> was my <b>happiest</b> day of the month. (<i>Moment</i>)</li> <li>• My family and I went to my <b>grandma's house</b>. (<i>Where you go</i>)</li> <li>• I felt <b>happy</b> because I could enjoy the view of the scenery in the garden. (<i>Feeling</i>)</li> </ul>
Tuesday	  	<ul style="list-style-type: none"> <li>• The next day, I helped my grandma to <b>reap chilies and tomatoes</b> in the garden. (<i>Activity</i>)</li> <li>• That day, the <b>sun</b> was <b>very hot</b>. (<i>Weather</i>)</li> <li>• I felt so <b>tired and thirsty</b> but also <b>very excited</b>. (<i>Feeling</i>)</li> </ul>
Wednesday	  	<ul style="list-style-type: none"> <li>• On Wednesday, I went to my <b>cousin's house</b>. (<i>Where you go</i>)</li> <li>• I <b>played Football</b> and <b>fed the fish</b> with my cousins. (<i>Activity</i>)</li> </ul>
Thursday	  	<ul style="list-style-type: none"> <li>• The following day, I went to the <b>beach</b> with my family and my grandma. (<i>Where you go</i>)</li> <li>• I made a <b>sandcastle</b> and <b>learned to swim</b>. (<i>Activity</i>)</li> <li>• After that, we ate <b>Nasi Uduk</b> together and back to my grandma's house in the <b>afternoon</b>. (<i>Activity</i>)</li> </ul>
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## **H. Teaching Activities**

### **1. Pre-Teaching Activities**

- a. The researcher greets the students.
- b. The researcher asks the students to pray together.
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### **3. Post-Teaching Activities**

- a. The researcher gives a weekly tasking to student, then researcher closes the class by concluding the lesson, and giving some tips to writing recount text.
- b. Give feedback to the students regarding their achievement and motivation for future learning.

## **I. Assessment**
















Technique : Writing test

Instrument : Recount text

### Student Weekly Report

Write your own experience based on the example by changing the bold!

Name : \_\_\_\_\_ Date : \_\_\_\_\_

Day	Feeling	Activities
Monday	  	
Tuesday	  	
Wednesday	  	
Thursday	  	
Friday	  	

Teacher,

**Yuliandani**  
NIM. 171160065

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Satuan Pendidikan** : SMP Negeri 3 Palu

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : VII/Genap

**Materi Pokok** : A Trip with my Best Friend

**Tahun Pelajaran** : 2023/2024

**Alokasi Waktu** : 2 x 40 Menit (Pertemuan 4)

**A. Standar Kompetensi**

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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## **B. Basic Competence**

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dengan lingkungan terdekat terutama dalam wacana berbentuk naratif, recount atau deskriptif sederhana.

## **C. Indicators**

Students are able to:

- a. The students are able to express and share their ideas based on the topic of recount text.
- b. The students are able to present their writing recount text.
- c. Student are able to write recount text.

## **D. Teaching Objective**

Students are expected to able to write the recount text based on the topic given by the teacher.

## **E. Teaching Method : Weekly Report Tasking**
















## **F. Teaching Media: Paper, Whiteboard.**

## **G. Teaching Material:**

## Student Weekly Report

**Example:**

Name : \_\_\_\_\_ Date : \_\_\_\_\_

Day	Feeling	Activities
Monday	  	<ul style="list-style-type: none"> <li>• Last <b>Monday</b> was my <b>happiest</b> day of the month. (<i>Moment</i>)</li> <li>• My family and I went to my <b>grandma's house</b>. (<i>Where you go</i>)</li> <li>• I felt <b>happy</b> because I could enjoy the view of the scenery in the garden. (<i>Feeling</i>)</li> </ul>
Tuesday	  	<ul style="list-style-type: none"> <li>• The next day, I helped my grandma to <b>reap chilies and tomatoes</b> in the garden. (<i>Activity</i>)</li> <li>• That day, the <b>sun</b> was <b>very hot</b>. (<i>Weather</i>)</li> <li>• I felt so <b>tired and thirsty</b> but also <b>very excited</b>. (<i>Feeling</i>)</li> </ul>
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Friday	  	<ul style="list-style-type: none"> <li>• <b>Friday</b> was the last day of my holiday.</li> <li>• We went home at <b>8 am</b>. (<i>Time back home</i>)</li> <li>• This holiday was a very <b>wonderful</b> experience for me. (<i>Feeling</i>)</li> </ul>

## **H. Teaching Activities**

### **1. Pre-Teaching Activities**

- a. The researcher greets the students.
- b. The researcher asks the students to pray together.
- c. The researcher checks the students' attendance list.
- d. The researcher asks the students about their feeling when writing.
- e. The researcher explains the objective of the research.
- f. The researcher introduces about recount text.

### **2. While-Teaching Activities**

- a. The researcher explains the material of Recount text.
- b. The researcher gives a theme about recount text to students.
- c. Each students chooses a topic related to the theme given by the researcher
- d. The researcher circulates from student to student to make sure that all student writing recount text.
- e. Student collect their writing result.

### **3. Post-Teaching Activities**

- a. The researcher gives a weekly tasking to student, then researcher closes the class by concluding the lesson, and giving some tips to writing recount text.
- b. Give feedback to the students regarding their achievement and motivation for future learning.

## **I. Assessment**
















Technique : Writing test

Instrument : Recount text

### Student Weekly Report

Write your own experience based on the example by changing the bold!

Name : \_\_\_\_\_ Date : \_\_\_\_\_

Day	Feeling	Activities
Monday	  	
Tuesday	  	
Wednesday	  	
Thursday	  	
Friday	  	

Teacher,

**Yuliandani**  
NIM. 171160065



## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Satuan Pendidikan : SMP Negeri 3 Palu**  
**Mata Pelajaran : Bahasa Inggris**  
**Kelas/Semester : VII/Genap**  
**Materi Pokok : The Biggest Surprise of My Life**  
**Tahun Pelajaran : 2023/2024**  
**Alokasi Waktu : 2 x 40 Menit (Pertemuan 5)**

### **A. Standar Kompetensi**

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **B. Basic Competence**

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dengan lingkungan terdekat terutama dalam wacana berbentuk naratif, recount atau deskriptif sederhana.

## **C. Indicators**

Students are able to:

- a. The students are able to express and share their ideas based on the topic of recount text.
- b. The students are able to present their writing recount text.
- c. Student are able to write recount text.

## **D. Teaching Objective**

Students are expected to able to write the recount text based on the topic given by the teacher.

## **E. Teaching Method : Weekly Report Tasking**
















## **F. Teaching Media: Paper, Whiteboard.**

## **G. Teaching Material:**

## Student Weekly Report

**Example:**

Name : \_\_\_\_\_ Date : \_\_\_\_\_

Day	Feeling	Activities
Monday	  	<ul style="list-style-type: none"> <li>• Last <b>Monday</b> was my <b>happiest</b> day of the month. (<i>Moment</i>)</li> <li>• My family and I went to my <b>grandma's house</b>. (<i>Where you go</i>)</li> <li>• I felt <b>happy</b> because I could enjoy the view of the scenery in the garden. (<i>Feeling</i>)</li> </ul>
Tuesday	  	<ul style="list-style-type: none"> <li>• The next day, I helped my grandma to <b>reap chilies and tomatoes</b> in the garden. (<i>Activity</i>)</li> <li>• That day, the <b>sun</b> was <b>very hot</b>. (<i>Weather</i>)</li> <li>• I felt so <b>tired and thirsty</b> but also <b>very excited</b>. (<i>Feeling</i>)</li> </ul>
Wednesday	  	<ul style="list-style-type: none"> <li>• On <b>Wednesday</b>, I went to my <b>cousin's house</b>. (<i>Where you go</i>)</li> <li>• I <b>played Football</b> and <b>fed the fish</b> with my cousins. (<i>Activity</i>)</li> </ul>
Thursday	  	<ul style="list-style-type: none"> <li>• The following day, I went to the <b>beach</b> with my family and my grandma. (<i>Where you go</i>)</li> <li>• I made a <b>sandcastle</b> and <b>learned to swim</b>. (<i>Activity</i>)</li> <li>• After that, we ate <b>Nasi Uduk</b> together and back to my grandma's house <b>in the afternoon</b>. (<i>Activity</i>)</li> </ul>
Friday	  	<ul style="list-style-type: none"> <li>• Friday was the last day of my holiday.</li> <li>• We went home at <b>8 am</b>. (<i>Time back home</i>)</li> <li>• This holiday was a very <b>wonderful</b> experience for me. (<i>Feeling</i>)</li> </ul>

## **H. Teaching Activities**

### **1. Pre-Teaching Activities**

- a. The researcher greets the students.
- b. The researcher asks the students to pray together.
- c. The researcher checks the students' attendance list.
- d. The researcher asks the students about their feeling when writing.
- e. The researcher explains the objective of the research.
- f. The researcher introduces about recount text.

### **2. While-Teaching Activities**

- a. The researcher explains the material of Recount text.
- b. The researcher gives a theme about recount text to students.
- c. Each students chooses a topic related to the theme given by the researcher
- d. The researcher circulates from student to student to make sure that all student writing recount text.
- e. Student collect their writing result.

### **3. Post-Teaching Activities**

- a. The researcher gives a weekly tasking to student, then researcher closes the class by concluding the lesson, and giving some tips to writing recount text.
- b. Give feedback to the students regarding their achievement and motivation for future learning.

## **I. Assessment**

Technique : Writing test
















Instrument : Recount text



### Student Weekly Report

Write your own experience based on the example by changing the bold!

Name : \_\_\_\_\_ Date : \_\_\_\_\_

Day	Feeling	Activities
Monday	  	
Tuesday	  	
Wednesday	  	
Thursday	  	
Friday	  	



Teacher,

**Yuliandani**  
NIM. 171160065

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Satuan Pendidikan : SMP Negeri 3 Palu**  
**Mata Pelajaran : Bahasa Inggris**  
**Kelas/Semester : VII/Genap**  
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Students are able to:

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- c. Student are able to write recount text.

**D. Teaching Objective**
















Students are expected to able to write the recount text based on the topic given by the teacher.

**E. Teaching Method : Weekly Report Tasking****F. Teaching Media:** Paper, Whiteboard.**G. Teaching Material:**

## Student Weekly Report

**Example:**

Name : \_\_\_\_\_ Date : \_\_\_\_\_

Day	Feeling	Activities
Monday	  	<ul style="list-style-type: none"> <li>• Last <b>Monday</b> was my <b>happiest</b> day of the month. (<i>Moment</i>)</li> <li>• My family and I went to my <b>grandma's house</b>. (<i>Where you go</i>)</li> <li>• I felt <b>happy</b> because I could enjoy the view of the scenery in the garden. (<i>Feeling</i>)</li> </ul>
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- b. Give feedback to the students regarding their achievement and motivation for future learning.

## **I. Assessment**

Technique : Writing test
















Instrument : Recount text



### Student Weekly Report

Write your own experience based on the example by changing the bold!

Name : \_\_\_\_\_ Date : \_\_\_\_\_

Day	Feeling	Activities
Monday	  	
Tuesday	  	
Wednesday	  	
Thursday	  	
Friday	  	

Teacher,

**Yuliandani**  
NIM. 171160065



PEMERINTAH KOTA PALU  
**SMP NEGERI 3 PALU**

Jalan Kemiri Nomor 35 Palu, Sulawesi Tengah, 94223  
Telpon (0451) 421992, E-Mail : [smpn3palu@gmail.com](mailto:smpn3palu@gmail.com)  
Laman : <https://smpn3palu.sch.id>



**SURAT KETERANGAN**

Nomor : KP.7/ *SD* /421.3/ Pend.

Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Palu, menerangkan bahwa :

Nama : YULI ANDANI  
NIM : 171160065  
Program Studi : Tadris Bahasa Inggris

Benar Mahasiswa tersebut diatas telah selesai melaksanakan Penelitian/Observasi di SMP Negeri 3 Palu, Pada tanggal 31 April – 12 Juni 2024, dalam rangka Penyusunan **SKRIPSI** dengan Judul :

**“ THE EFFECTIVENESS OF WEEKLY REPORT TASKING ON THE STUDENT ABILITY IN WRITING RECOUNT TEXT ”.**

Sesuai surat dari Dekan UIN Datokarama Palu, tanggal 28 Mei 2024,  
Nomor : 2435/Un.24/F.I/PP.00.9/05/2024.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya

Palu, 13 Juni 2024

Kepala Sekolah,

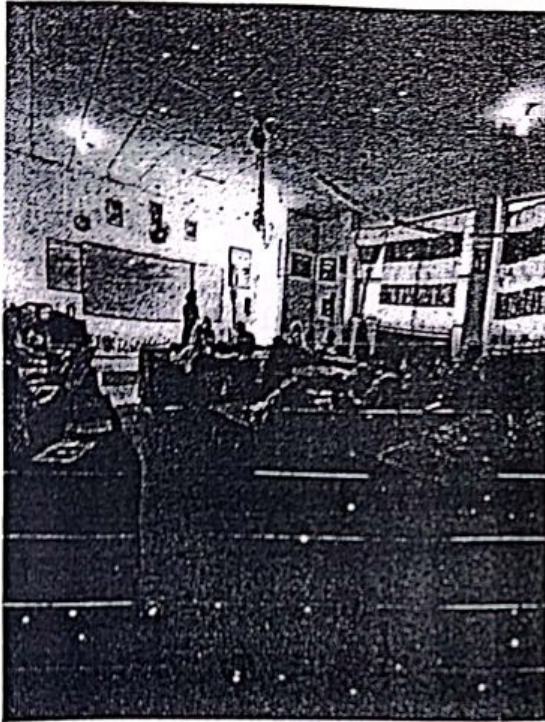


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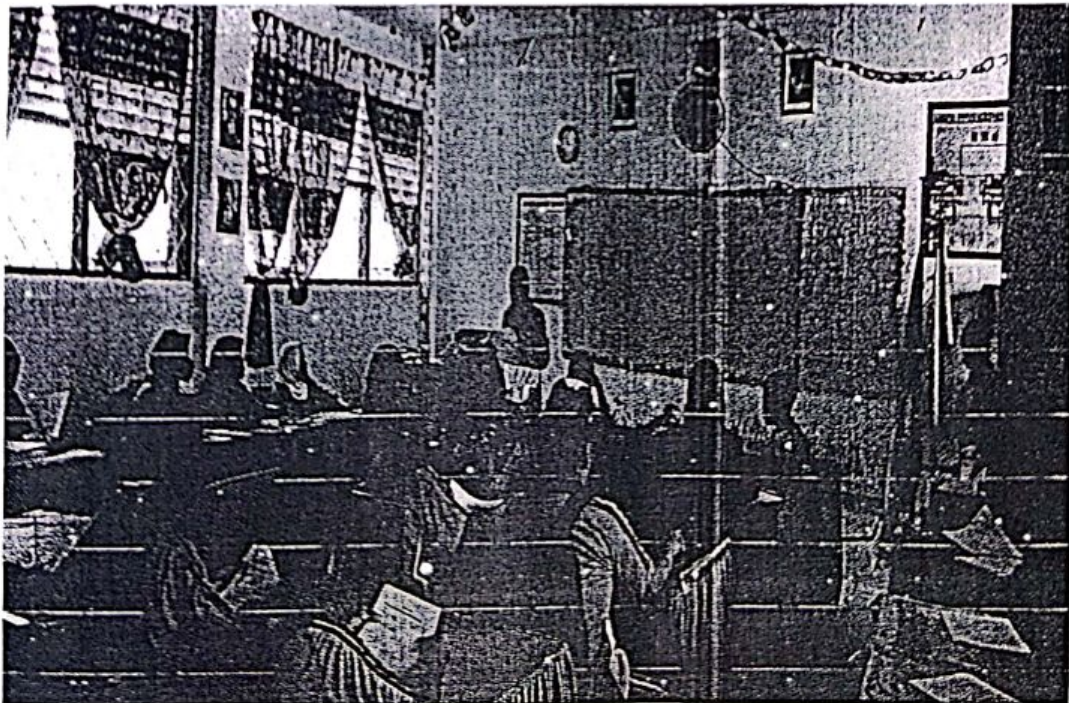


## Appendix 13. Documentation

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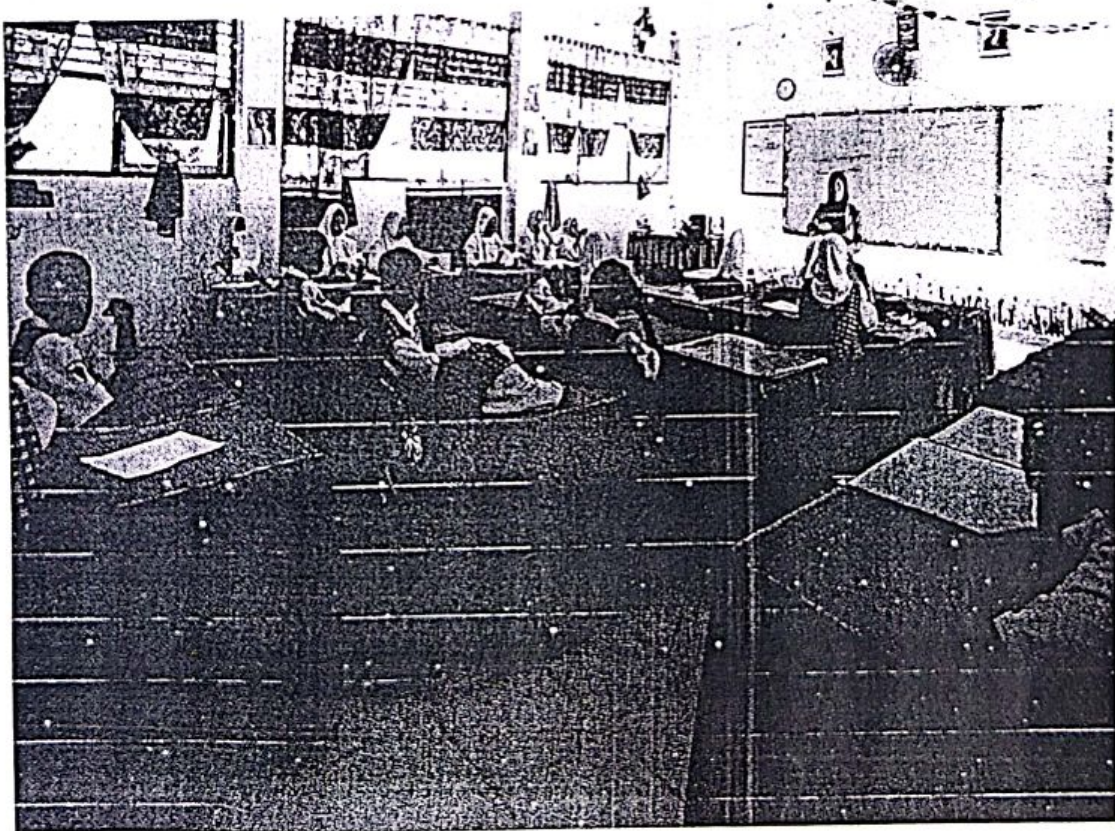
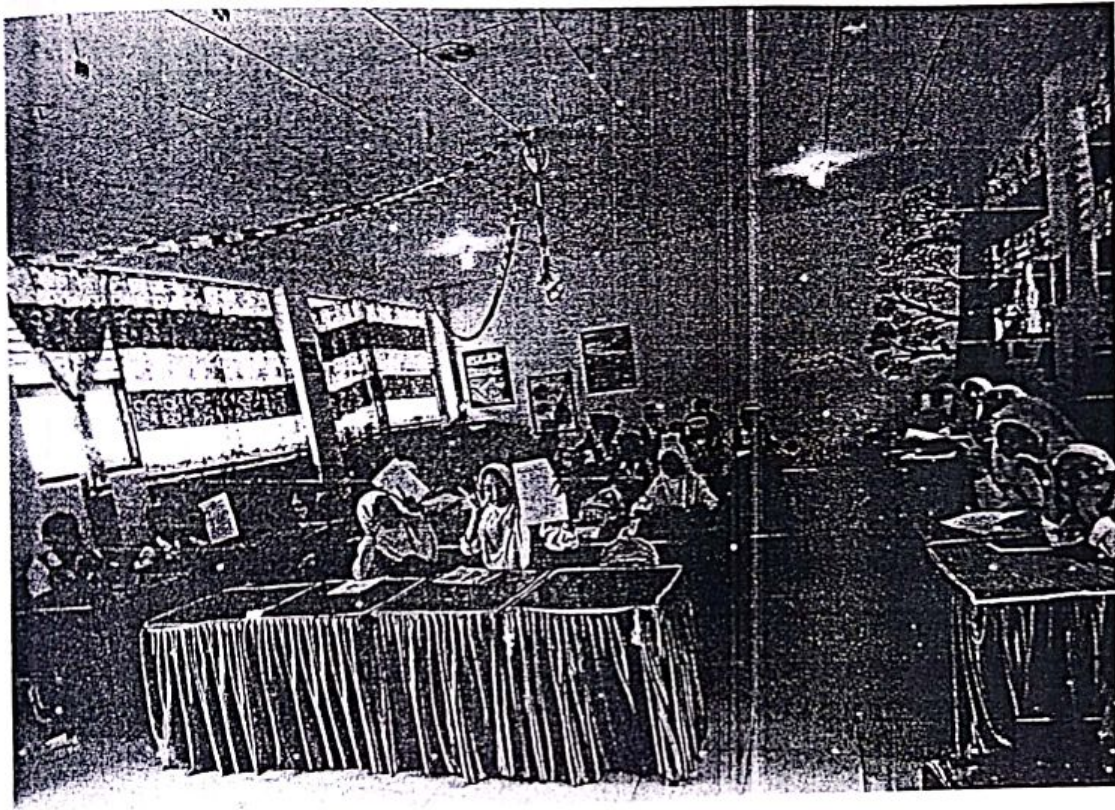


Pre-Test



Treatment





Post-Test



## CURRICULUM VITAE

### A. Researcher Identity

#### Personal

Name : Yuli Andani  
Place/Date of Birth : Palu. 3<sup>th</sup> Juli 1997  
Gender : Female  
Religion : Islam  
Department : English Study Program



Faculty : Tarbiyah and Teacher Training Faculty  
NIM : 17.1.16.0065  
Phone Number : 085395903012  
Email : yuliandani.as@gmail.com  
Address : Jln. Sumur Yuga, No. 21, Palu

#### Father

Name : alm. Andi Saing  
Place/Date of Birth : Ujung Pandang, 16<sup>th</sup> August 1963  
Education : Senior High School  
Address : Jln. Sumur Yuga, No. 21, Palu

#### Mother

Name : Rosma  
Place/Date of Birth : Palu, 7<sup>th</sup> October 1963  
Education : Elementary School