THE EFFECT OF APPLYING POEW MODEL ASSISTED BY QUARTET CARD ON STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT

SKRIPSI

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

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MEDAN
2019

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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Benar telah melakukan seminar proposal skripsi pada hari Selasa, tanggal 14 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan,   Mei 2019

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ABSTRACT

Mariono, Novi. 1502050054. "The Effect of Applying POEW Model Assisted by Quartet Card on Students' Achievement in Writing Recount Text". Skripsi. English Education Program of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan 2019.

This research was applied through experimental research in which aimed to investigate the effect of applying POEW model assisted by Quartet Card on students' achievement in writing recount text. This research was conducted at SMP Muhammadiyah 01 Medan academic year 2019/20120, on Jalan Demak No. 3, Sei Rengas Pertama, Medan Area. There were seven classes of garde VIII in this school with total number 270 students and there were 2 classes were taken as the sample. They were 30 students from class VIII-T1 as experimental group which taught by applying POEW model assisted by Quartet Card and 30 students from class VIII-T2 as control group which taught by using Lecturing Method. The Instrument for collecting data was an essay test where students were asked to write a text based on the picture which use in pre-test and post-test. The material of test was taken from student's worksheet book for grade VIII junior high school. The data were analyzed by using t-test formula. Then, the result shown that $t_{observe}$ (4.67) was higher than t_{table} (2.01) with the degree of freedom (df=58). It means that the alternative hypothesis (Ha) was accepted. In conclusion, the students' writing achievement in writing recount text was significantly affected through applying POEW model assisted by Quartet Card.

Keyword: *POEW Model, Quartet Card, Writing Achievement.*

ACKNOWLEDGMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillahirabbil alamin, first of all, the research would like to deliver her thanks to Allah SWT the most Almighty, who has given healthy and chance to her finishing this study from the beginning up to the end. Blessing and peace be upon Prophet Muhammad SAW who has brought human being from the darkness into the light era as we behold today.

The aim of writing this study is to fulfill of the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program. In finishing this research entitle *The Effect of Applying POEW Model Assisted by Quartet Card on Students' Achievement in Writing Recount Text*, the researcher believe that this research still has much shortcoming because of some difficulties. It is impossible for her to finish it without much help from the other people. And thanks to her beloved father **Legino** and her mother **Mariani** for their moral, care attention, prayer, encouragement and heart they have given and material support before, during and after her academic years at UMSU. May Allah the most almighty always bless them, thanks for their love.

In this occasion, the writer woud like to thank to:

1. The Rector of Muhammadiyah University of Sumatera Utara, Mr. Dr. Agussani, M.AP.

2. The Dean of Teachers' Training Education Faculty Muhammadiyah University of Sumatera Utara, Mr. Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

3. The Vice Dean I of Teachers' Training Education Faculty Muhammadiyah University of Sumatera Utara, Mrs. Dra. Hj. Syamsuyurnita, M.Pd.

4. The Vice Dean III of Teachers' Training Education Faculty Muhammadiyah University of Sumatera Utara, Mrs. Dr. Hj. Dewi Kesuma Nasution, M.Pd.

5. The Head of English Department of Teachers' Training Education Faculty Muhammadiyah University of Sumatera Utara, Mr. Mandra Saragih, S.Pd, M.Hum.

6. The secretary of English Department of Teachers' Training Education Faculty Muhammadiyah University of Sumatera Utara, Mr. Pirman Ginting, S.Pd., M.Hum.

7. Her beloved Supervisor, Mandra Saragih, S.Pd., M.Hum, who has given her a lot of valuables, suggestion, critics, and never stop giving ideas in writing this research.

8. Special thank you for her reviewer Erlindawaty, S.Pd., M.Pd who have given her suggestion, comment, correction, and guidance in writing the study.

9. Her lovely sister Retno Ayu Nani and Yuni Mariono who have support her all the time and always pray for her success.

10. Her beloved friends, Uci Ayu Pratiwi, Muhammad Reza Fadillah Putra, Wendenis Simahate, Putri Septi Ayu Ningsih, Lahwana Qodri Ginting, Atika, Syasia Ayu Wandari who have supported her all the time and always pray for her success. May Allah the Most Almighty always love them and successful in their activities.

11. All classmates A-Morning for the most wonderful time, that she has ever has in education.

The researcher realized that her study was still far from being perfect. So, the researcher hoped suggestions and comments for all the readers of the researcher who wanted to study about this study, finally, the researcher expected that her study would be useful for the readers, especially the students of English Department who want to do similar and also for the researcher herself. May Allah the most almighty bless of the researcher and them

Medan,   Agustus 2019

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CHAPTER I

INTRODUCTION

A. The Background of Study

Teaching English has an important role for students to make it easier to communicate with others. When they meet foreigners, English is the best way to interact with them, and also teaching English has a big factor for students to be able to compete in this competitive and changing world. Because English is a universal language and the most dominant language used by the people, so if the students are master it they are accepted everywhere. Mastering English fluently can be an added value for the students. Teaching English not only helps students to be able to speak in English, but also has to master other skills such as listening, reading and writing.

Writing is the activity of producing a piece of written language which is designed to be read. In the educational world, writing is considered as one of the most essential skills among the other three skills. Writing is one of the laguage skills that have a realtionship with the process of thinking and expression into an article. Writing is the form of communication that allows students to put theri feelings and notions that are subconscious from their mind on a paper by using appropriate language structure. Through writing, students can arrange their knowledge to convey a message with well-constructed text. In writing, students might get an idea that was not in their mind before. This can be the new things to build great paragraph or text. To create a correct form of writing students must be

1

able to construct the idea, manage the content, and use the right grammar. So that, it can improve their critical-thinking skill.

Teaching English is strongly need any learning model or media that can make the learning process more effective. According to Sutirman (2013:22), the Learning model is a wrapper or frame of application of an approach, strategy, method, and learning technique. A learning model is a form of learning to carry out activities that are illustrated from the beginning to the end and presented specifically by the teacher. With the existence of the model, the various activities it covers can be controlled. However, the learning model will not float well if it is not accompanied by the media. Media may help the teacher to convey the subject matter to the students so that messages are easier to understand, more interesting, and fun for the learners.

According to the basic competencies of writing skill in the junior high school curriculum, students are expected to produce several texts, for example, letters, short messages, greeting cards, and monologues. There were some monologues texts that taught in junior high schools, such as descriptive text, narrative texts, recount texts, and report texts. As stated in the curriculum, students were suspected to be able to write a short text, especially in recount text. But in reality, there were still many students were not successful with government expectation. Therefore, the aim of writing learning cannot fulfill by the students.

The problem which is commonly occurred in English teaching is related to the implementation of learning. Teachers were still applying conventional learning with begins explaining the material, giving examples, and followed by

exercises, to that learning tends to be centered on the teacher. It is because the students were not given the opportunity to develop their creative concepts. Writing is a skill that is most tough for people who learn English. It is more complicated than it seems at first, and often seems hardest of the other skill.

A lot of students confuse to write their ideas into readable texts, it is difficult to expand, and it took longer to finish a writing because the students were lacked of generic structure and language elements of the text. They did not have sufficient vocabulary, did not understand about grammar, and did not have of lexical and syntactic knowledge. This makes writing is the hardest subject according to the students. Most of the students feel to have not been able to arrange correct sentence structure, spelling, and punctuation. Another factor that arises from the students were lack of confidence in writing. It is difficult for someone to start a simple effort in writing. The writing that originally started well was immediately deleted. The activity continued to be done repeatedly and finally could not produce writing.

Another problem in school related to teaching writing was that the teacher has infirmity in delivering their message to the students so that, they could not understand the materials. Some English teacher did not provide writing processes for the students. Learning models have an important role to increase students skill and ability in writing. Students were less interesting and motivate to learn if the models that used is not appropriate to use in teaching writing. This problem was discovered by the researcher when done Teaching Training Program in SMP

Muhammadiyah 1 Medan. The researcher found that students' achievement in teaching writing was quite low.

In accordance explanation above, one of the models that can be use in teaching writing recount text that proposes by the researcher is POEW model. POEW stands for Predict-Observe-Explain-Write. *Predict* is a section to predict an event before writing, *Observe* is the process to analyze the event, *Explain* is the step to discuss observation result, and *Write* is reflect knowledge in writing from. Through POEW model students can construct their knowledge, communicating their ideas and discussing their result to comprehend the problem well, mastery the concepts, and can also improve their critical-thinking skill. Based on the related previous study teachig writing through POEW model can be used to improve the students' writing ability more significantly that the students who teach in a conventional way. So, POEW model is a very appropriate choice to use in teaching writing that can help students to master English writing. POEW model will be assisted by Quartet Card that can help students in understanding teaching material.

Based on the reason above, the researcher carries out with the title "**The Effect of Applying POEW Model Assisted by Quartet Card on Students' Achievement in Writing Recount Text**".

B. The Identification of the Problem

Based on the background above, the problem of this research were identified as follow :

1. The students' ability in writing recount text is low.

2. The students are lacked of vocabulary and grammar mastery.

3. The students get difficulties to organize their ideas in writing recount text.

4. The teacher still use a lecturing teaching to teach English.

C. The Scope and Limitation

Scope of this study was focused on teaching writing, and it was mainly limited on writing recount text through applying POEW model assisted by Quartet Card.

D. The Formulation of the Study

Based on the background of the study above, the problem was formulated as follow: Is there any significant effect of applying POEW model assisted by Quartet Card on students' achievement in writing recount text?

E. The Objective of the Study

The objective of this study was to investigate the significant effect of applying POEW model assisted by Quartet Card on students' achievement in writing recount text.

F. The Significant of the Study

The findings of this research were expected to be useful theoretically and practically.

1. **Theoretically**

   This study will be an interesting way that will give a contribution to successful teaching writing recount text through POEW model assisted by Quartet Card.

2. **Practically**

   This research can be used as learning models to reach the better quality of teaching English writing particularly teaching writing recount text through POEW model assisted by Quartet Card for the teacher especially English teacher. In addition to the benefits of this study will be expected to develop the students achievement in writing recount text by applying POEW model assisted by Quartet Card. Furthemore, the finding of this research will be expected to enrich the reader's knowledge about teaching model and writing recount text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This study deal with theories that were support the concept. In this case, the theoretical framework gives explain in detail of concept apply in research concern. It intends to define the boundary of the study. There are many points were discussed as follow.

1. Writing

1.1 Definition of Writing

Writing is one of four important language skills to learn. Writing can be used from simple to complex as a way to convey ideas, opinions, experiences, events, and history. To write, we need to form letters and words, join together to make words, sentences or a series of sentences connected to convey a message. At school, writing has great benefits for passive students. They can express their ideas or experiences freely without feeling ashamed. This is also good for the development of student writing.

Nation (2009:113) defines that that writing is an activity that can be prepared in a useful way by working in other listening, speaking and reading skills. Writing is the final stage in language learning after listening, speaking and reading, which are very important for students to develop. So, before writing, students must be able to listen, speak, and read.

According to Brown (2004:218), writing is basically a convention for recording speeches and for strengthening grammatical and lexical features of language. It's mean that writing is an instrument to document all the things we have felt and thought. We live in an era where oral communication still dominates in everyday life, but oral communication cannot always be remembered and understood. The only way to devote what we have said and thought is through writing. By writing someone will think and keep trying to develop his understanding and ability. This can break down the emergence of new ideas. The appearance of these new notions can be a motivation to keep writing so that can improve the grammar and vocabulary.

Cox in Brindley (2005:151) says that written language serves many purposes both for individuals and society as a whole, and is not limited to information communication. Writing is not only used as a means to provide information but also can be used to entertain, describe things and convey opinions that are able to straighten matters that are deemed deviant.

1.2 Purposes of Writing

Penny (2009:163) defines that the purpose of writing, is the expression of ideas, delivery of messages to the reader; so the ideas themselves must be seen as the most important aspects of writing. It means that each writing has a purpose, and that goal is not the same as one another. The purpose of the text can be seen from the side for what purpose the text will be made and to whom the writing will

be made. The writer should consider for the purpose of writing, not only the type of text to be produced and the text element.

According to Grenville (2001:1), there are three purposes of writing: to entertain, to inform, to persuade.

a. Writing to Entertain

Writing to entertain generally takes the form called 'imaginative writing' or 'creative writing' (of course, all writing requires imagination and creativity). This means that writers need to use their creativity in writing. It does not have to make readers laugh, but it involves their feelings in several ways.

b. Writing to Inform

Writing to inform has a purpose to tell the reader about something. A piece of writing that informs offers exactly what the writer thinking. The writer offering a little knowledge to the readers. Writing to inform can be seen in newspaper articles, scientific or business reports, instructions or procedures, an essay for school and university.

c. Writing to Persuade

The author tries to convince the reader about something that has a valid point of view by presenting facts/data or supported by evidence so that the reader follows the opinion of the author and follows it up.

1.3 Process of Writing

Writing any ideas in mind is not as simple as it seems. Students get perplexed to write it. In teaching writing the teacher will guide students to pour out the ideas through several stages such as brainstorming the ideas, outlining them, revising, and so on. By following a constructive writing process, students can express their point of views carefully to produce a coherent written text.

According to Gaves in Johnson (2008:179), there are some specific steps of writing which are:

a.   Step 1: *Prewriting*

Pre writing is a stage to write by generating ideas. Making a list, brainstorming, outlining, silent thinking, conversations with neighbors, or writing strengths are techniques for generating ideas.

b.   Step 2: *Drafting*

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is wordy, disconnected accumulation of ideas. drafting is very useful for the writer when he does not know what must first be stated in his writing. after making a list the author can replace or cross out the list if he feels it is not in accordance with the flow of writing to be made.

c.   Step 3: *Revising*

Revising is the process rereading the paragraph then make changes and reshapes many times. Revising is the step to make a change in content,

organization, coherence, logic, and word choice so that, the writing is more effective, clearer, accurace, and interesting. During the revision stage of the writing process, the writers may add of parts, take parts, remove and keep printing.

d. Step 4: *Editing*

Editing is the phase where grammar, spelling, and punctuation errors are corrected. Johnson adds that important for teachers to teach students do writing process such as used by real writers, which the original authors edited their writing in the end and also relied on the editor, spelling check, and grammar checks. This can be done by forming a peer editing group and teaching students how to use the grammar and spelling functions in a word processor.

e. Step 5: *Publishing and sharing*

Publishing and sharing are the last processes where students' writing is shared with the viewers. Writing becomes real and lively at this point. Publishing can involve compiling class books, collections of writing, school or class newspaper, school or class magazines, or displaying samples of short writing in the hall or in the community.

1.4 Assessment of Writing

To know students' ability in writing there is some assessment of the test. Huges (2003:104) states that there are five components to assess the writing namely: content, organization, vocabulary, language use, and mechanics. The specific criteria are described in detail by the following stages.

Table 2.1

Components of Writing Assessment

Score	Requirement	Level	Criteria
Content	Capability to write ideas and information in the form of logical sentence.	30-27	EXCELLENT TO VERRY GOOD: Knowledgeable – substansive – etc.
		26-22	GOOD TO AVERAGE: Some knowledge of subject – adequate – etc.
		21-17	FAIR TO POOR: Limited knowledge of subject – little substance – etc.
		16-13	VERY POOR: Does not show knowledge of sbject – non-substansive – etc.
Organization	Ability to write ideas and information in good logical order	20-18	EXCELLENT TO VERRY GOOD: Fluent expression – ideas clearly stated – etc.
		17-14	GOOD TO AVERAGE: Somewhat choppy – loosely organized but main ideas stand out – etc.
		13-10	FAIR TO POOR: Non-fluent – ideas confused – etc.
		9-7	VERY POOR: Does not communicate – no organization – etc.
Vocabulary	Capability in using words or idiom to express idea logically, using the synonym and antonym, prefix and suffix exactly	20-18	EXCELLENT TO VERRY GOOD: Sophitiscated range – effective word/idiom choice and usage – etc.
		17-14	GOOD TO AVERAGE: Adequate range – occasional errors of word/idom form, choice, usage *but*

			meaning not obscured.
		13-10	FAIR TO POOR: Limited range – frequent errors of form, choice, usage – *meaning confused or obscured.*
		9-7	VERY POOR: Essentially translation – little kownledge oh English vocabulary – etc.
Language Use	Ability to write the sentences either simple, complex or compound sentences, correctly and logically, using agreement in sentences.	25-22	EXCELLENT TO VERRY GOOD: Effective complex constructions – etc.
		21-18	GOOD TO AVERAGE: Effective but simple construction – etc.
		17-11	FAIR TO POOR: Major problems in simple/complex construction – etc.
		10-5	VERY POOR: Virtually no mastery of sentence construction rules – etc.
Mechanics	Capability in using words appropriately, using punctuation correctly, paragraph, and the text can be read correclty	05	EXCELLENT TO VERRY GOOD: Demonstrate mastery conventions – few errors of spelling, punctuation – etc.
		04	GOOD TO AVERAGE: Occasional errors of spelling, punctuation, capitalization – etc.
		03	FAIR TO POOR: Frequent erros of spelling, punctuation – etc.
		02	VERY POOR: No mastery of conventions –

			dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

2 Recount Text

2.1 Definition of Recount Text

Dirgeyasa (2014:24) argues that recount is a text that retells events or experiences in the past. Sometimes we would like to share others about our activities in the past. We can pour it into writing. The result of the writing will be in the form of a recount text. There is no complication among the participants in this text. It is focused to document a series of events that have occurred. It recounts can be either in factual or imaginative.

In a wider sense, the recount is also used to retell events for the purpose of informing and entertaining (Dirgeyasa, 2014:26). Recount text is one of the types of text that tells about a story, action, or activity that written in English. As stated above, recount tends tells about something real or fictitious in the past, which has a purpose to inform or entertain the readers (or both). Usually, recount text tells about someone's experience. The experience can come from what we do, feel, hear, and what we dream.

2.2 Generic Structure of Recount Text

According to Dirgeyasa (2014:27), the generic structure of recount text are:

a. Orientation, it consists of themes or topics that will be informed, to show the reader about the topic, to attract the reader's attention, and it enables to attract

and to provoke the reader so that he/she is willing to continue reading the whole text.

b. Record of events or sequence of events, to provide details about events that are chronologically informed (the type of plot can vary), it is better to tell chronologically than to recall and zigzag. To have a good chronological sequence the writer can use sequence markers like first, second, third, and that is very important

c. Re-orientation, this serves to show personal attitudes about activities or events that are informed or told about the record of an event, and this is a conclusion with a personal attitude.

2.3 Grammatical Feature of Recount Text

Grammar feature or language feature pattern of recount text as Dirgeyasa (2014:29-30) states as follows: (1) It focuses on specific participants, (2) It uses personal pronouns (I, we), (3) It is written in the past tense (e.g, she yelled, it nipped, she walked), (4) It focuses on the temporal sequence, (5) It uses of time words connect events (e.g, As soon as...; Eventually...; A few moments later...), (6) It uses of the noun to describe people and places (e.g, The noisy children playing in the park), (7) Its uses of an adjective to indicate the mood of the event or personal attitude in order to make the event more meaningful and powerful, (8) It uses of words which link events in time, such as next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday, (9) It uses of

verbs (action words), and of adverbs (which describe or add more detail to verbs) to portray the events.

2.4 Types of Recount Text

Dirgeyasa (2041:25) classifies recount text into three categories, namely:

a. Personal Recount

This usually retells an event that the writer was personally involved in. In this type, the author directly as one of the characters in the story or provides information about the writer's past experience. Personal recount would not be too an emotional and more about the details of something. The writer must structure their story in a way that makes sense while using language that matches the same purpose. For example, Diary entries, Personal letters, and Autobiographies.

b. Factual Recount

It records an incident. The factual recount itself has the purpose of presenting reports of events that have actually occurred. It usually functions to inform the general public about the details of what has happened in a particular event. The News report is the most common example of factual recounts. Another example is, A science experiment, Police report.

c. Imaginative Recount

An Imaginative recount is a recount type that has imaginative goals, in other words, the author tells events or experiences in the past that are not real or actually happened and gives details of events. The language used in imaginative

recounts differ from personal and factual recounts, but the structure and sequence remain the same. For example, A day in the life of a pirate; How I invented...

2.5 Example of Recount Text

The following story is the example of recount text and also including the generic structure.

a. Personal Recount

Visiting to the Zoo	
Orientation	Yesterday my family and I wento to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals.
Record of Events	After getting to the food we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before lunch we went for a ride on the elephant. It was a thrill to ride it. dad nearly fell off when he let go of the rope. During lunch we fed wome birds in the park. In the afternoon we saw the animals being fed.
Re-Orientation	When we returned home we tired but happy because we had so much fun.

b. Factual Recount

Titanic	
Orientation	On april 15, 1912, Titatic, one of the British largest and luxurious liners, sank into the Nort Atlantic Ocean about 400 miles south of Newfoundland, Canada.
Record of Events	That giant ship which carried 2,200 passengers and crews had struck an iceberg. Two and a half hour later the ship sank into the deep North Atlantic Ocean at 2:20 a.m. From that tragedy, more than 1,500 people went down in the sinking ship. Some of them froze to death in the icy North Atlantic water and around

	700 people (high class woman and children) survived. Unfortunately that giant luxurious ship was not equipped with much more lifeboats and good emergency procedures so that the victims of that tragedy were more than the half passengers and crews.
Re-Orientation	That tragedy became popular again some years later after James Cameron directed a movie entitled Titanic in 1997. The movie that was inspired by the tragedy of the sinking titanic was a fiction story about the members of different social class who meet in that ship and fallen in love. It was the best movie at that year and still remembered by a lot of people around the world until now.

c.   Imaginative Recount

Spiderman	
Orientation	I was dreaming of being super hero when I was a teenager. I imagined myself as Spiderman.
Record of Events	One day, when I was fishing at the river I was bitten by a spider and luckily I was not dying. At first I felt cold for 24 hours and I was alone in my room. Nobody knew about it. I didn't tell my family because I was affraid they would angry with me. After that, something had happened in my body and I still did not recognize it. I lived as I did usually, went to school, go home, eating, doing some activities and so on. I realized at the first time that I had a super power was when I was getting an accident. I rode a motor cycle and suddenly there was a bus crashed me. I bounced out of the road and my motor cycle was totally broken. But at that case, I did not feel any hurt. There was no blood out of my body. I was angry at that time because the bus did not stop and escaped. I run after it and I didn't know why I could run so fast and jump so high. I jumped to the back of the bus and climbed it like a spider. I went to the front,

	stooped the bus and took the driver out of the bus door. I knew that I was no more normal human being. I did nothing more to the bus driver. I went back home and decided the next action to do after that.
Re-Orientation	I did nothing like the Spiderman at the movie that help people to catch the criminals. I was an opportunist super hero. I was afraid of killing people so that I hide my power from anybody else. I used my power only when I or my family and friends got into dangerous.

3 POEW Model

3.1 Nature of POEW Model

According to Sholihat (2012) states that POEW model is developed by combination of Predict-Observe-Explain (POE) teaching model and Think-Talk-Write (TTW) teaching strategy. According to Joyce (2016), POEW model was developed by White and Gunstone in 1992 to uncover individual students' predictions, and their reasons for making these into a specific event (as cited in Sana and Syawal, 2017). There are three main steps of POE namely:

a. Prediction, that is making the hypothesis of an event.

b. Observation, doing analysis of what happens in the event.

c. Explanation, giving explanation related to their hypothesis and what has been happened.

According to Sholihat (2012) TTW was developed by Huinker and Laughlin in 1996, it is explained that there are three main stages of TTW, namely:

a. Think. It means think about the feasible answer of finding out a solution for a problem.

b. Talk. It refers to the discussion, construction of some ideas related to the problem.

c. Write. In this stage, the students are instructed to write their ideas as a result of their think and talk to the discussion procss.

TTW strategies encourage students to think, speak, and write a specific topic. This strategy is used to develop writing influent and trains the language before writing. Sana and Syawal (2017) assume that both POE and TTW are kinds of cooperative teaching model. The explain phase in POE and talk in TTW have the same process in doing the discussion. Cooperative learning is a strategy in which students are formed into groups consisting of two or more people with the aim of forming joint attitudes or behaviors in working or helping among others.

Every learning model has its step as a process to use it. The main steps of POEW according to Sholihat (2012) are combining the steps of POE and TTW as in the following description:

a. *Prediction*. In this step, the students have to think first or predict about a problem as a step to get into their knowledge which is related to the problem.

b. *Observing*. The main goal of this step is to prove the students' prediction in the first step.

c. *Explaining*. In this step, the students are doing discussion related to their observation result. By doing the discussion, the students' comprehension can be improved.

d. *Writing*. In this step, the students reflect their knowledge and opinion in written form.

POEW model is a model of teaching that allows students to make predictions about a topic, then observe what happened related to the topic, after that do a discussion to find a result of observation, and write it into a form of writing in which all activities are carried out by students in the form of cooperative learning.

3.2 The Advantages of POEW Model

POEW model have some the advantages that are : (1) Enabling the students to be active in the teaching and learning process, (2) Giving students the chance to construct their knowledge, communicating their ideas and discussing their result to comprehend the problem well, mastery the concepts, and improve their critical thinking skill, (3) The students' participation in the teaching and learning process will improve through POEW model because they are involved direclty in every stage of teaching and learning process as follow: (a) making hypothesis of the problem that can galvanize their critical thinking skill, (b) doing an experiment to test their prediction. By observing directly, the students are able to different theories and realities, (c) explaining through group discussion and writing down the result by using their own words. Oral and written communication is really important because, through communication, the ideas can be used in every perspective, (d) and also the students' paradigm will be honed.

3.3 The Disadvantages of POEW Model

POEW model have some the advantages that are : (1) Each step predicts, observe, explain, write needs much time to be done. Therefore, the teacher should estimate the time for each step, (2) For the first time, the teacher probably encounters difficulties because the students are still not accustomed to the process of the POEW model, (3) There will be some students encountering difficulty in predicting process without guidance from the teachers, (4) There will be some students who do not do the observation as good as their friends because in the explanation step they could not get information which is related to the observation from the other students. In this case, the teacher should walk around to monitor the students' activity and check the students' note in the observation process.

4   Quartet Card

Quartet card is a kind of card game that is proposed by C. Deauville and D.L Hillerich as a teaching-learning media. On their book, they explain quartet card is one of the games, such as domino, memo, etc. (Mardini, 2018). According to Karsono *et al* (2016) Quartet Card media is a basic card game that in the game have to make pairs of cards consists of 4 series for one pair. A set of Quartet Card consisting of 32 sheets of card, which is divided into eight different themes and one theme is presented with four cards.

Each card consists of a picture with the main theme written in the top center. Under the theme, there are four written names or designations for the image displayed in the center of the card, and the function is to make it easier for

students to narrow the principal themes. There are two posts on the left and two on the right. The picture has an important role in developing students' writing skill because they can imagine what they have seen in the picture, and they write their own ideas based on the topic. The quartet card consists of several colored images can make students feel interested, and it can attract students' attention so that learning objectives can be achieved effectively.

The pictures on the card are of various types such as cartoons, actors, animals, and so on. Certainly, the pictures are used in accordance with the material. Quartet Card games consist of writing and pictures so the teacher can make this media by themselves. The card can be made from instant noodle boxes, calendar, some empty name cards and for the picture can be designed by using a computer. Besides helping students can understand the lesson, Quartet Card can also increase the teacher creativity. The Quartet Cards are designed as attractive as possible to interesnt students' curiosity and stimulate students to practice their writing skill, especially in writing recount text. So, that is why Quartet Card can be used by teachers to help students' writing abilities.

Here the example of Quartet Card:

5. The Procedures of POEW Model assisted by Quartet Card in Teaching Writing Recount Text

There are some steps in the procedure of teaching writing recount text by applying POEW model assisted by Quartet Card, they are:

a. The teacher gives the learning purposes to be achieved. It most important in this process is the teacher must convey the basic competence of the material to be done, so students can estimate the extent to which the material must be mastered.

b. The teacher gives brainstorming about the topic that will be discussed.

c. The teacher gives an explanation about recount text. In this section, the teacher also explains the generic structure, purpose and language features of recount text.

d. The teacher gives the example of how to make a good recount text by applying POEW model assisted by Quartet Card.

e. The teacher gives students the actual example of the writing and the teacher ask students to underline the generic structure and language features from the text.

f. The teacher has prepared another Quartet Card. Then, one by one the students take the Quartet Card.

g. The teacher asks students to make some group based on the Quartet Card they have got.

h. The teacher gives time to students to write recount text based on the picture in the Quartet Card.

i. The teacher helps the difficulties of students in writing.

j. The teacher gets all of the text (paper) from the students.

6. Lecturing Method

Lecture method is the most widely used form of presentation. Lectures are used for introduction of new subjects, summarizing ideas, showing relationships between theory and practice, and reemphasizing main points. The lecture method is adaptable to many different settings including either small or large groups. Lectures also may be used to introduce a topic or a complete training programme. Lectures may be combined with other teaching methods to give added meaning and direction CTL (2006).

There are several types of lectures such as the illustrated talk where the instructor relies heavily on visual aids to convey ideas to the learners. With a briefing, the instructor present a concise array of facts to the learners who normally do not expect elaboration of supporting materials. During a formal lecture, the instructor's purpose is to inform, to persuade, or to entertain with little or no verbal participation by the learners. When using a teaching lecture, the instructor plans and delivers an oral presentation in a manner that allows some participation by the learners and helps direct them toward the desired learning outcomes.

6.1 The Body of Lecture

a. Organization: Allow for some flexibility in order to respond to learners questions and comments.

b. Organize material in some logical order: These may include: cause – effect: events are cited and explained by reference to their origin. a) Time sequence: Lecture ideas are arranged chronologically. b) Topical: Parallel elements of different discussion topics are focused on successively. c) Problem solution: The statement of problems is followed by alternate solution. d) Pro-Con: A two-sided discussion of a given topic is presented Ascending – Descending: Lecture topics are arranged according to their importance, familiarity, or complexity.

c. Allow time within the lecture to summarize key ideas and prepare relevant examples to illustrate key ideas.

6.2 Advantages

a) Lectures can communicate the intrinsic interest of the subject matter and thereby stimulate students to want to learn more. b) Lecture can cover materials not otherwise available. This includes original research or recent development which may not be available from papers or articles not yet included in textbooks. c) Lecture can organize materials in a special ways, lecture method is a very fast, simple method of presenting materials fitted to the needs or interest of the learners. d) Lecture can convey large amounts of information. It continues to be useful to convey information that is not available in print. e) Lectures can

communicate to many learners at the same time. With the proper audiovisual support, a skilled instructor can communicate effectively with a few hundred (or even few thousand) learners. f)Traditional lectures can model how professional in a particular discipline approach a question or problem. This modeling behaviour is one of the major characteristics of the teacher-centered method of teaching. The learners can watch first hand as the teacher 'thinks' like professionals in the field. g) Lectures permit maximum instructor control. From the instructors' point of view this can be an advantage, because the teacher determine the aims, content, organization, pace and direction of presentation. h) Lectures present minimum threats to learners are not required to do anything. From learners' point of view this may be an advantage. i) Lectures emphasize learning by listening. This is an advantage for students who learn well this way.

6.3 Disadvantages

In summary, lecture method in use has the following effect on learners learning ways: a) Learners only transcribe, memorize and reproduce knowledge. b) Learners frequently forget or never learn much of the materials taught. c) Learners are placed in passive rather than active role which hinder learning and learners' attention may be lost. d) Instructor cannot interact with all learners on each point. e) Instructors find it difficult to hold the attention of learners. f) Instructors cannot estimate learners' progress before examination.

B. Previous Relevant Studies

The researcher was described some thesis which is relevant to this study to make the investigation arrangement easier. There were two previous studies that related to the title, they were:

A journal by Siana and Syawal, as students in Faculty of Teacher Training and Education, University Muhammadiyah of Parepare, 2017. On the title *The Implementation of POEW in Teaching Writing*. The similarity is this research focused on writing skill. Based on the result of research findings, they found that teaching writing through POEW model can be used to improve the students' writing ability more significantly that the students who teach in a conventional way. The result was proven by the results of students' writing test which were conducted in pre-test and post-test. Sana and Syawal compare an experimental class with used POEW model and control class without use POEW model. It can be concluded that in the experimental class the students writing ability having a significant change after applying the model.

The last journal by Kamalia Mardini, a student in English Department of Tidar University, 2018 about *Using Quartet Card Media to Improve the Recount Text Writing Skill of the Elementary Level Students of IEC Magelang in the School Year 2017/2018*. The similarity is this study focuses on writing recount text. The result of this research is first, the use of Quartet Card as Media could increase learning motivation of the recount text writing skill of the elementary level students of Intensive English Course (IEC) Magelang. The second result is the use of Quartet Card Media could greatly improve the recount text writing skill.

So that, the researcher concludes that the use of Quartet Card gives a contribution to improve the students skills in writing a recount text, however, Mardini study focus on writing in elementary school but the researcher think this media also will be more interest if using in Junior High School. The difference in the research that Mardini conducted and this research is that she used classroom action research as the reserach design while this study will use experimental research.

C. Conceptual Framework

Writing is one of the language skills that must be obtained. Writing is important to express ideas, give direction, share knowledge and so on. Writing isn't just about using the correct spelling, organizing words, ideas, and grammar more than that. Writing also considers how to write good written forms and make them understandable to the reader. So, that is why writing as one of the four language skills is not easy to do.

Based on the basic competencies in Syllabus of Junior High School, the students should be mastered in arranging recount text. It means that students should create or produce a written text well. The teacher should consider the things that can encourage students to practice their writing such as learning model and the media. Through applying POEW model in teaching writing as one of the alternative ways to students can easily be designing, expressing, and compiling their ideas into a single unit of writing with good grammatical orders and make it proper to be read. Media such as Quartet Card also have the role to arouse

enthusiasm and eliminate boredom in students, so that students will be more active and the teaching-learning atmosphere is more fun.

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                    ┌─────────────────┐
                    │ Teaching Writing │
                    └─────────────────┘
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                             ▼
                    ┌─────────────────┐
                    │   Recount text   │
                    └─────────────────┘
                             │
              ┌──────────────┴──────────────┐
              ▼                              ▼
    ┌──────────────────┐          ┌──────────────────┐
    │     VIII-T1       │          │     VIII-T2       │
    │ (Eperimental Group)│         │  (Control Group)  │
    └──────────────────┘          └──────────────────┘
              │                              │
              ▼                              ▼
    ┌──────────────────┐          ┌──────────────────┐
    │  Applying POEW    │          │ Applying Lecturing│
    │ Model assisted by │          │     Method        │
    │   Quartet Card    │          │                   │
    └──────────────────┘          └──────────────────┘
              │                              │
              └──────────┐        ┌──────────┘
                         ▼        ▼
                    ┌──────────────────┐
                    │ Students' Writing │
                    │   Achievement     │
                    └──────────────────┘
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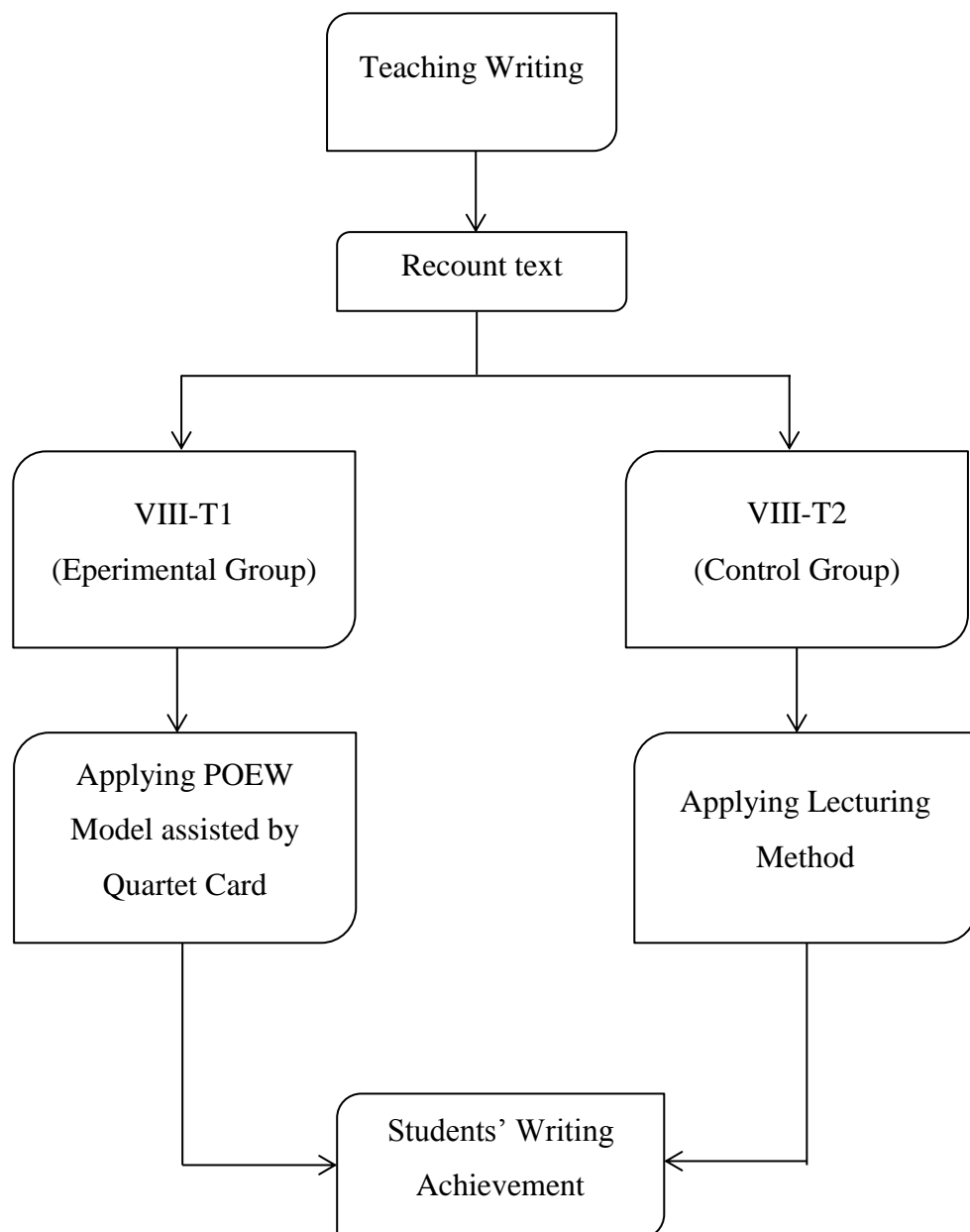
Figure 2.1 Conceptual Framework

D. Hypothesis

Based on the previuos explanation of both theoretical and conceptual framework, the hypothesis were formulated as follow:

Ha   : There was significant effect of applying POEW model assisted by Quartet   Card on the students' achievement in writing recount text.

CHAPTER III

METHOD OF RESEARCH

A. Location of the Research

This study was conducted at SMP Muhammadiyah 1 Medan, which is located at Jalan Demak No. 3, Sei Rengas Pertama, Medan Area during the academic year 2019/2020. The reason for choosing this school because based on the researcher experience in teaching practice program that there was a problem with the students' achievement in English learning, especially in writing recount text.

B. Population and Sample

1. The Population

The population of this research were the eight grades students' academic year 2019/2020 of SMP Muhammadiyah 1 Medan, Jalan Demak No. 3, Sei Rengas Pertama, Medan Area, which consisted of nine classes: VIII-UNGGUL, VIII-T1, VIII-T2, VIII-T3, VIII-T, VIII-T5, VIII-A, VIII-B, and VIII-C. The total numbers of population will be 270 students. The population can be seen in Table 3.2

Table 3.1
Population

No.	Class	Sample
1.	VIII-UNGGUL	30
2.	VIII-T1	30
3.	VIII-T2	30

4.	VIII-T3	30
5.	VIII-T4	30
6.	VIII-T5	30
7.	VIII-A	30
8.	VIII-B	30
9.	VIII-C	30
Total		**270**

2. Sample

The sample were taken by using cluster random sampling technique. The There are about 60 students from the total number of sample, and the sample divided into two classes: VIII-T1 class as the experimental group and VIII-T2 as the control group. The design of sample can be seen in Table 3.3

Table 3.2
Sample

No.	Class	Sample
1.	VIII-T1	30
2.	VIII-T2	30
Total		**60**

C. Research Design

This research was conducted by using Experimental Research which means that there are two groups from the sample, namely the experimental group and control group. To obtain the data some activities were administered such as give a certain treatment that applied to the sample. The experimental group was taught by using POEW model, while the control group was educated by using lecturing method. Both groups were given pre-test and post-test. The Pre-test was implemented to find out the students' ability in writing recount text before applying the treatment. The post-test was conducted to find out the students'

achievement after having the treatment in the experimental group and control group. The explanation could be seen in Table 3.3

Table 3.3
Research Design

Class	Pre-test	Treatment	Post-test
VIII-T1 Experimental Group	√	POEW Model	√
VIII-T2 Control Group	√	Lecturing Method	√

D. Instrument of the Research

The instrument of this research was an essay test that is related to the recount text. The test was written by the students based on the picture given. There were 8 pictures from 2 main themes then the students were choosen one among the others. The material of the test was taken from the Student Worksheet Book of VIII class. It was consisted of 1 items test for each group.

E. Technique of Collecting Data

There were some techniques to collect the data as follow :

1. Giving pre-test to both groups.

2. Scoring the students' test.

3. Applying treatment to the experimental group and control group.

4. Giving post-test to classes.

5. Scoring the students' test.

F. Technique of Analyzing Data

After collecting data from the test, the data were analyzed by using the following techniques :

1. Reading the students' answer sheets.

2. Identifying the students' answer sheets.

3. Scoring pre-test and post-test.

4. Listing the score into tables, first for the experimental group score and the second for the control group score.

5. Calculating the total score of post-test and pre-test in the experimental group and control group.

From the data, a calculation was made to find out whether applying POEW model assisted bu Quartet Card could be helpful in writing recount text or not. The data were calculated by using t-test from Sudijono (2018).

1. Finding the Mean by using the formula:

a. Mean of Experimental Group

$$M_x = \frac{\Sigma X}{N} \qquad\qquad (Sudijono, 2018 : 81)$$

b. Mean of Control Group

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

2. Finding the Standard Deviation by using the formula:

a. Standard Deviation (SD) for Experimental Group

$$SD_x = \sqrt{\frac{\Sigma X^2}{N}} \qquad\qquad (Sudijono, 2018 : 157)$$

b. Standard Deviation (SD) for Control Group

$$SD_2 = \sqrt{\frac{\sum X^2}{N}}$$

3. Finding the Standard Error by using the formula:

c. Standard Error of Experimental Group

$$SE_{M_1} = \frac{SD_1}{\sqrt{N-1}}$$ (Sudijono, 2018 : 282)

d. Standard Error of Control Group

$$SE_{M_2} = \frac{SD_2}{\sqrt{N_2-1}}$$

4. Finding the Standard Error differential between Mx and My by using the formula:

$$SE_{M_1-M_2} = \sqrt{SE_{M_1}{}^2 + SE_{M_2}{}^2}$$ (Sudijono, 2018 : 283)

5. Finding t_o by using the formula:

$$t_o = \frac{M_1-M_2}{SE_{M_1-M_2}}$$ (Sudijono, 2018 : 284)

Where:

M : Mean

M_x : Mean of Experimental Group

My : Mean of Control Group

N : Number of classes

SD_x : Standard Deviation of the sample 1 (experimental group)

SD_y : Standard Deviation of the sample 2 (control group)

SE_{M1} : Standard Error of Mean in experimental group

SE_{M1} : Standard Error of Mean in control group

SE_{M1-M2} : Standard Error differential between Mx and My

t_o : Test Observation

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of this research were collected from experimental group and control group through giving an essay test in pre-test and post-test. The essay test was measured based on five indiators they were: Content, Organization, Vocabulary, Language Use, and Mechanic. The students' score of pre-test and pos-test of experimental group and control group could be seen in appendix 1, 2, 3 and 4.

The students' scores of pre-test and post-test of the classes were presented as follow:

1. The Scores of Experimental Group

a. Pre-Test

Pre-test was given before running to the treatment. Based on five indicators of writing assessment (see appendix 1), many students were got the lowest score on each indicator and it seen in the indicator of *Mechanics* almost all students had the same lowest score. From the result of pre-test, the total score of students was 1.598 and the number of students who took the test was 30 students. The lowest score of pre-test was 40 and the highest score was 71 (see appendix 5). The data could be detailed into diagram bellow:

Figure 4.1 Diagrams of Pre-Test in Experimental Group

The diagram shown that students with high scores were much fewer than the ones with low score. It means that the students' ability in writing recount text was not high.

b. Post-Test

After the researcher gave the treatment of applying POEW model assisted by Quartet Card to the experimental group, the total score of post-test was 2.597 the number of students who took the test was 30 students. The lowest score was 75 and the highest score was 93 (See appendix 5). This shown that there was an improvement in students' writing and all students were achived the English standar score. It could be seen from all component of writing which contains of content, organization, vocabulary, language use, and mechanics that the students were able to increase their writing. The data could be detailed into diagram bellow:
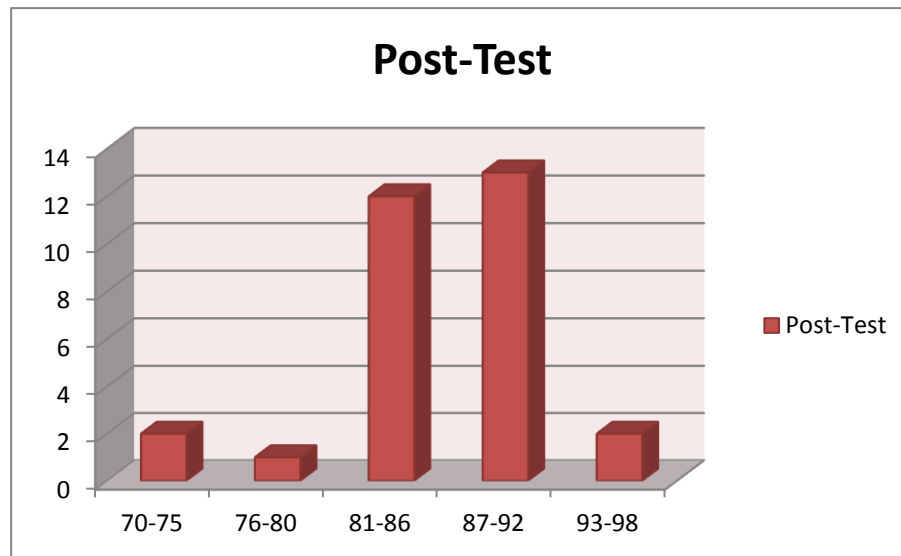
Figure 4.2 Diagrams of Post-Test in Experimental Group

The number of students who got the points up 70 in pre-test were 2 students. Then, all students got scores up to 70 in post-test. It means that there were considerable difference from the score in pre-test and post-test. It could be concluded that most of the students that were taught by applying POEW model assisted by Quartet Card got a better score.

2. The Scores of Control Group

a. Pre-Test

Pre-test was given before running to the treatment. Based on five indicators of writing assessment (see appendix 3), many students were got the lowest score on each indicator and it seen in the indicator of *Mechanics* almost all students had the same lowest score. From the result of pre-test, the total score of students was 1.413 and the number of students who took the test was 30 students.

The lowest score of pre-test was 35 and the highest score was 70 (see appendix 6). The data could be detailed into diagram bellow:
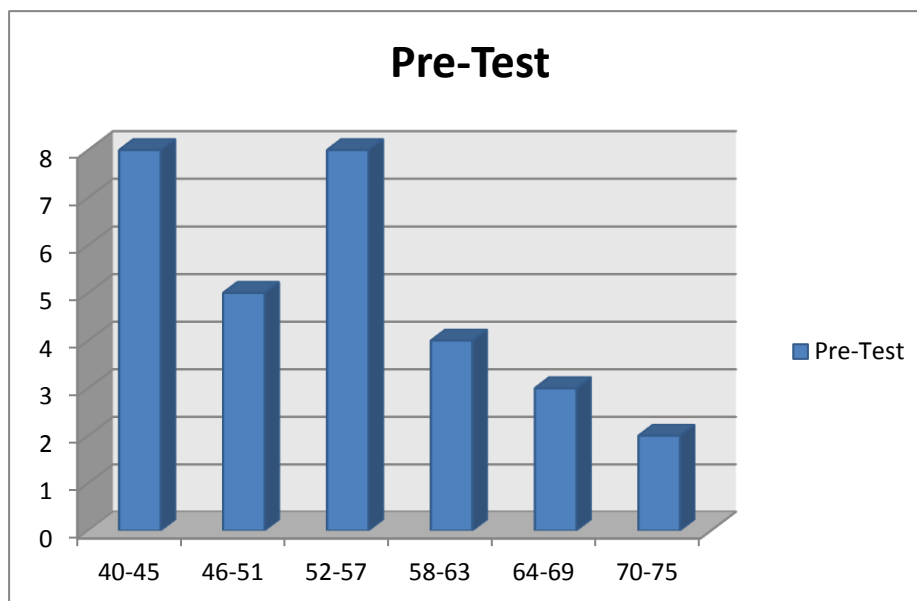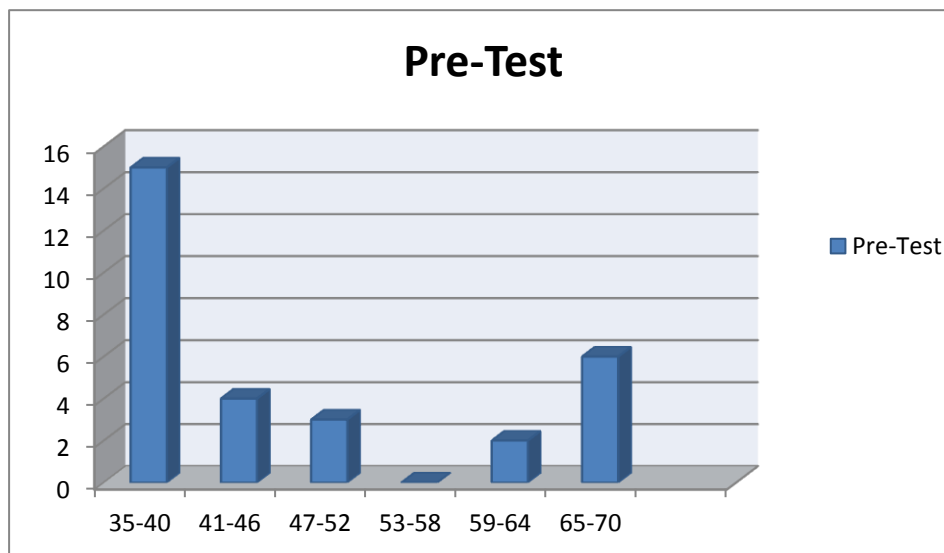

Figure 4.3 Diagrams of Pre-Test in Control Group

The diagram shown that the students get more low scores than the high scores.

b. Post-Test

After the pre-test, the writer conducted the-post test with Lecturing method, the total score of post-test was 2.102. The lowest score was 60 and the highest score was 80 (See appendix 6). It could be seen from all component of writing which contains of content, organization, vocabulary, language use, and mechanics that the students were able to increase their writing. The students' ability in writing was better than before, but they still had difficulties in writing. The data could be detailed into diagram bellow:
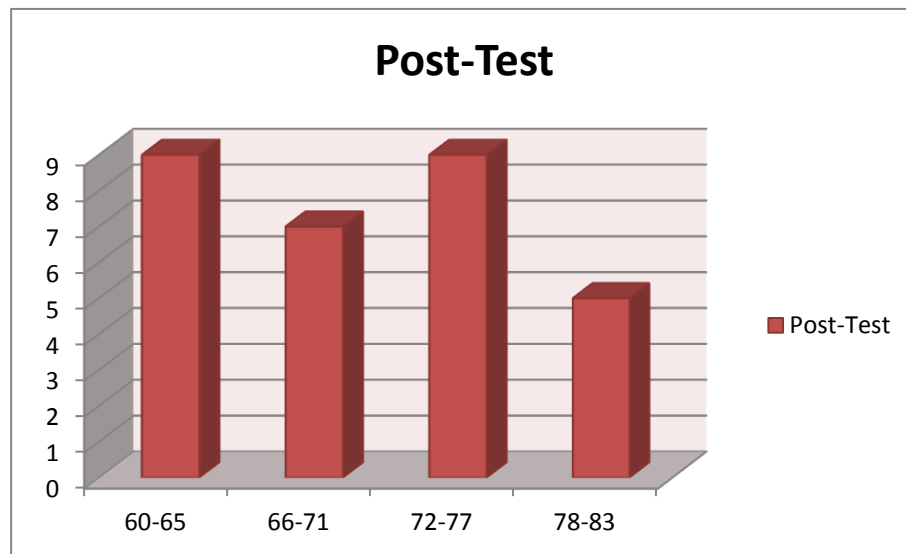
Figure 4.4 Diagrams of Post-Test in Control Group

It could be seen that difference between the score of the pre-test and post-test of this class was not significant at 689 and the students who got scores up 70 in post-tes was 18 students from all the number of students who took the test. It means that learning by using Lecturing method did not give the positive influence to the students' achievement in writing.

B. Data Analysis

To investigate the effect of applying POEW model assisted by Quartet Card on students' achievement in writing recount text the scores were analyzed by the calculation of mean, standar deviation, standard error, and the difference of standard error (See appendix 7). The data shown that the mean score of experimental group was 33.3, and 22.96 for control group. After calculating the mean score, the standard devation was calculated. It shown that the standard deviation of experimental group was 8.74, and 8.15 for control group. Meanwhile,

the standard error of experimental group was 1.62 and control group was 1.51. In addition, it was also found that there were differences in standard error between M_1 and M_2 was 2.21.

C. Testing Hypothesis

Then, result above was applied to test the hypothesis. The t-test value could be seen from the following calculation:

$$t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

$$= \frac{33.3 - 22.96}{2.21}$$

$$= \frac{10.34}{2.21}$$

$$= 4.67$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected.

Ha : The value of the $t_{observe}$ was higher than the value of the t_{table} ($t_{observe} > t_{table}$). Where t_{table} value for the degree of freedom was calculated as follows:

$$Df = (N1 + N2 - 2)$$

$$= (30 + (30 - 2)$$

$$= (30 + 28)$$

$$= 58$$

After seeking the table of distribution, the price of t_{table} with the degree of freedom (df) 58 at the level of significance 5% was at 2.01, while the critical value ($t_{observe}$) was 4.67. Based on the calculation of testing hypothesis above, it

was found that the value of t_{oberve} was higher than t_{table} (4.67>2,01). Therefore, alternative hypothesis (Ha) was accepted.

D. Discussion

From the data obtained, it shown that the students score in pre-test is still low. Based on the five indicators of writing assessment almost all students got the lowest scores. Almost all students get the lowest score, especially on the *Mechanics* indicator students did not master how to spell the word correctly and there were still many students who write punctuation incorrectly. From the results of the students' score the researcher must try hard to give the treatment to get the best score in post-test.

After conducting the treatment, the students' post-test in Experimental group had a significant increase and positive influence on the students' ability in writing recount text and post-test score in the Control group as well but did not show a significant change. It can be conviced with the table above that the total students' score of Experimental group was higher than the Control group and can also be seen in each writing indicator, students in Experimental group get a high level. It is because the experimental group used POEW model assisted by Quartet Card as the learning model that finally, the students able to write systematically

Using POEW model assisted by Quartet Card in the teaching learning process could made the students to be active and gave students the chance to construct their knowledge, communicate their ideas and discuss their result to

comprehend the problem well, mastery the concepts, and improve their critical thinking skill. Therefore, the students got many key words of the target topic.

In general, the students' writing achievement increase that could be seen from all components of writing which contains of content, organization, vocabulary, language use, and mechanics. The use of POEW model assisted by Quartet Card encouraged students thinking and predicting. They could predict what they are going to write after understanding the content of the picture in Quartet Card.

E. Research Finding

Based on the data analysis, it shown that there was the significant effect of applying POEW Model Assisted by Quartet Card on the students' writing achievement in writing recoun text. It was proved from the result of $t_{observe}$ was higher than t_{table} (4.67 > 2.01).

The students' found difficulties in writing a recount text, such as they were confused about how to start writing, limited of understanding of vocabulary, and some students did not bring a dictionary, whereas the dictionary has an important role when students had adversity how to write words properly, which in the end they get the lowest scores on indicators of the *Mechanics* because, their writing dominated by erros of spelling, punctuation, and capitalization. The researcher also found that some students work together with their friends, so they have the same writing.

From the explanation above, after conducted the treatment scores of postes from the students who taught by applying POEW model assisted by Quartet Card (Experimental group) got the higher scores that the students who taught by Lecturning Method (Control Group).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, it can be concluded that the POEW Model assisted by Quartet Card gave the positive effect on students' achievement in writing recount text, which was proved from the result of $t_{observe}$ by using t-test. The result shown that $t_{observe}$ was higher than t_{table} (4.67 > 2,01) with df = 58 (30+30-2). It means that hypothesis Ha was accepted.

B. Suggestions

Referring to the result of this research, some suggestion were stated as follow:

1. The English teachers are suggested to use POEW model assisted by Quartet Card as an alternative learning model in teaching writing because it facilitates the students to develop their idea in the form of logical writing.

2. The students in SMP Muhammadiyah 01 Medan are expected to use POEW model assisted by Quartet Card by themselves to encourage their knowledge and do many exercises to get a better achievement in producing written text.

3. The researcher hopes this thesis can be useful for the readers if they get English language teaching training in the classroom and they know that applying POEW model assisted by Quartet Card was influence the students' ability in writing recount text.

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APPENDIX 1

THE SCORES OF PRE-TEST IN EXPERIMENTAL GROUP

No.	Students' Initial Name	Indicators					Score
		C	O	V	LU	M	
1.	AB	18	14	13	10	2	57
2.	AZF	20	13	12	8	2	55
3.	ANP	13	11	7	7	2	40
4.	AFA	16	15	10	9	2	52
5.	AAS	19	10	10	9	2	50
6.	AA	13	11	9	5	2	40
7.	CA	20	9	10	9	2	50
8.	GT	25	17	15	11	3	71
9.	IAA	15	14	8	6	2	45
10.	LS	13	12	8	6	2	41
11.	LM	22	14	13	9	2	60
12.	MFA	22	11	12	9	2	56
13.	MHD	17	12	10	8	2	49
14.	MIM	13	13	8	6	2	42
15.	MZSL	18	10	11	7	2	48
16.	MYA	21	12	10	8	2	53
17.	NKN	22	15	13	9	2	61
18.	NKF	15	14	8	6	2	45
19.	NKP	22	13	14	16	2	67
20.	NTP	22	11	12	9	2	56
21.	PDA	22	13	13	12	2	62
22.	QNR	21	12	10	8	2	53
23.	RZD	22	14	13	9	2	60
24.	SRL	13	11	8	6	2	40
25.	SS	21	10	11	6	2	50
26.	SC	22	14	13	13	2	64
27.	SFW	21	13	12	7	2	55
28.	SAN	14	10	8	6	2	40
29.	TSM	25	13	14	15	3	70
30.	ZFA	24	16	14	10	2	66

APPENDIX 2

THE SCORES OF POST-TEST IN EXPERIMENTAL GROUP

No.	Students' Initial Name	Indicators					Score
		C	O	V	LU	M	
1.	AB	26	18	18	16	5	83
2.	AZF	27	20	16	14	4	81
3.	ANP	27	18	18	17	4	84
4.	AFA	30	20	18	16	4	88
5.	AAS	30	20	18	17	5	90
6.	AA	30	20	20	17	5	92
7.	CA	30	20	18	15	4	87
8.	GT	30	20	18	20	5	93
9.	IAA	29	20	17	15	4	85
10.	LS	30	20	19	17	4	90
11.	LM	30	20	19	19	4	92
12.	MFA	30	20	18	15	5	88
13.	MHD	29	18	18	17	4	86
14.	MIM	26	17	17	11	4	75
15.	MZSL	30	20	17	14	4	85
16.	MYA	30	20	18	18	4	90
17.	NKN	29	18	18	17	4	86
18.	NKF	30	20	15	12	4	81
19.	NKP	30	20	20	17	4	91
20.	NTP	27	18	18	16	4	83
21.	PDA	30	20	18	17	5	90
22.	QNR	27	18	19	21	5	90
23.	RBD	30	19	18	19	5	91
24.	SRL	27	17	15	12	4	75
25.	SS	27	20	18	17	4	86
26.	SC	26	19	18	16	4	83
27.	SFW	30	20	18	17	5	90
28.	SAN	29	20	19	17	4	89
29.	TSM	30	20	18	20	5	93
30.	ZFA	26	18	15	17	4	80

APPENDIX 3

THE SCORES OF PRE-TEST IN CONTROL GROUP

No.	Students' Initial Name	Indicators					Score
		C	O	V	LU	M	
1.	AAN	25	14	15	13	2	69
2.	AS	13	7	7	6	2	35
3.	ADF	13	8	7	6	2	36
4.	AM	15	9	8	6	2	40
5.	BA	18	9	9	8	2	46
6.	BSGA	13	7	8	6	2	36
7.	DA	16	13	8	10	2	49
8.	FI	17	9	9	8	2	45
9.	FF	20	14	12	12	2	60
10.	HDS	12	8	8	6	2	36
11.	HIP	13	7	8	6	2	36
12.	INH	15	8	9	6	2	40
13.	JAR	16	14	9	9	2	50
14.	MAR	12	7	8	6	2	35
15.	MAP	17	9	9	8	2	45
16.	MF	23	12	13	12	2	62
17.	MI	14	7	8	6	2	37
18.	NT	13	7	8	6	2	36
19.	NZB	13	9	10	6	2	40
20.	NN	24	14	15	13	2	68
21.	NTS	21	17	14	14	2	68
22	NNN	13	8	8	9	2	40
23.	QA	24	16	14	13	3	70
24.	RF	16	14	10	10	2	52
25.	SNS	13	8	8	6	2	37
26.	SR	23	14	13	12	3	65
27.	SAM	15	9	9	6	2	41
28.	TMI	12	8	8	6	2	36
29.	TA	23	14	15	13	2	67
30.	V	12	8	8	6	2	36

APPENDIX 4

THE SCORES OF POST-TEST IN CONTROL GROUP

No.	Students' Initial Name	Indicators					Score
		C	O	V	LU	M	
1.	AAN	24	17	15	16	4	76
2.	AS	24	13	11	9	3	60
3.	ADF	22	13	12	10	4	61
4.	AM	27	15	14	10	4	70
5.	BA	22	16	16	14	4	72
6.	BSGA	23	14	14	10	4	65
7.	DA	24	15	14	10	4	67
8.	FI	24	15	14	9	4	66
9.	FF	25	19	17	12	5	78
10.	HDS	20	15	12	10	4	61
11.	HIP	21	14	13	9	4	61
12.	INH	25	15	14	12	4	70
13.	JAR	23	15	15	16	4	73
14.	MAR	21	16	13	8	4	62
15.	MAP	27	16	17	14	4	78
16.	MF	27	18	14	16	4	79
17.	MI	24	15	14	12	4	69
18.	NT	19	15	15	9	4	62
19.	NZB	25	18	15	10	4	72
20.	NN	26	17	15	17	4	79
21.	NTS	25	18	14	15	4	76
22.	NNN	26	17	14	10	4	71
23.	QA	27	19	16	14	4	80
24.	RF	25	18	16	13	4	76
25.	SNS	23	14	16	13	4	70
26.	SR	26	16	16	13	4	75
27.	SAM	26	15	14	14	4	73
28.	TMI	22	14	14	10	3	63
29.	TA	23	17	15	16	4	75
30.	V	24	14	12	8	4	62

APPENDIX 5

THE SCORES OF PRE-TEST AND POST-TEST IN EXPERIMENTAL GROUP

No.	Students' Initial Name	Pre-test (X_1)	Post-test (X_2)
1.	AB	57	83
2.	AZF	55	81
3.	ANP	40	84
4.	AFA	52	88
5.	AAS	50	90
6.	AA	40	92
7.	CA	50	87
8.	GT	71	93
9.	IAA	45	85
10.	LS	41	90
11.	LM	60	92
12.	MFA	56	88
13.	MHD	49	86
14.	MIM	42	75
15.	MZSL	48	85
16.	MYA	53	90
17.	NKN	61	86
18.	NKF	45	81
19.	NKP	67	91
20.	NTP	56	83
21.	PDA	62	90
22.	QNR	53	90
23.	RZD	60	91
24.	SRL	40	75
25.	SS	50	86
26.	SC	64	83
27.	SFW	55	90
28.	SAN	40	89
29.	TSM	70	93
30.	ZFA	66	80
	TOTAL	**1.598**	**2.597**

APPENDIX 6

THE SCORES OF PRE-TEST AND POST-TEST IN CONTROL GROUP

No.	Students' Initial Name	Pre-test (Y_1)	Post-test (Y_2)
1.	AAN	69	76
2.	AS	35	60
3.	ADF	36	61
4.	AM	40	70
5.	BA	46	72
6.	BSGA	36	65
7.	DA	49	67
8.	FI	45	66
9.	FF	60	78
10.	HDS	36	61
11.	HIP	36	61
12.	INH	40	70
13.	JAR	50	73
14.	MAR	35	62
15.	MAP	45	78
16.	MF	62	79
17.	MI	37	69
18.	NT	36	62
19.	NZB	40	72
20.	NN	68	79
21.	NTS	68	76
22.	NNN	40	71
23.	QA	70	80
24.	RF	52	76
25.	SNS	37	70
26.	SR	65	75
27.	SAM	41	73
28.	TMI	36	63
29.	TA	67	75
30.	V	36	62
	TOTAL	**1.413**	**2.102**

APPENDIX 7

DATA ANALYSIS

1. Mean of Variable X (Variable 1)

The Differences Scores of Pre-test and Post-test in Experimental Group

No.	Students' Initial Name	Pre-test (X_1)	Post-test (X_2)	$X(x_2-x_1)$
1.	AB	57	83	26
2.	AZF	55	81	26
3.	ANP	40	84	44
4.	AFA	52	88	36
5.	AAS	50	90	40
6.	AA	40	92	52
7.	CA	50	87	37
8.	GT	71	93	22
9.	IAA	45	85	40
10.	LS	41	90	49
11.	LM	60	92	32
12.	MFA	56	88	32
13.	MHD	49	86	37
14.	MIM	42	75	33
15.	MZSL	48	85	37
16.	MYA	53	90	37
17.	NKN	61	86	25
18.	NKF	45	81	36
19.	NKP	67	91	24
20.	NTP	56	83	27
21.	PDA	62	90	28
22.	QNR	53	90	37
23.	RZD	60	91	31
24.	SRL	40	75	35
25.	SS	50	86	36
26.	SC	64	83	19
27.	SFW	55	90	35
28.	SAN	40	89	49
29.	TSM	70	93	23
30.	ZFA	66	80	14
	TOTAL	$\sum = 1.598$	$\sum = 2.597$	$\sum X = 999$

From the table 4.3 above the following formula was applied to know the mean of students' writing mastery. The total scores was 999 with the number of students was 30, the mean was:

$$M_x = \frac{\sum X}{N} = \frac{999}{30} = 33.3$$

Which :

Mx : The mean score of Experimental Group

$\sum X$: The score of X_2-X_1

N : The sample of Experimental Group

2. Mean of Variable Y (Variable 2)

The Differences Scores of Pre-test and Post-test in Control Group

No.	Students' Initial Name	Pre-test (X_1)	Post-test (X_2)	$Y(y_2-y_1)$
1.	AAN	69	76	7
2.	AS	35	60	25
3.	ADF	36	61	25
4.	AM	40	70	30
5.	BA	46	72	26
6.	BSGA	36	65	29
7.	DA	49	67	18
8.	FI	45	66	21
9.	FF	60	78	18
10.	HDS	36	61	25
11.	HIP	36	61	25
12.	INH	40	70	30
13.	JAR	50	73	23
14.	MAR	35	62	27
15.	MAP	45	78	33
16.	MF	62	79	17
17.	MI	37	69	32
18.	NT	36	62	26
19.	NZB	40	72	32
20.	NN	68	79	11
21.	NTS	68	76	8

22.	NNN	40	71	31
23.	QA	70	80	10
24.	RF	52	76	24
25.	SNS	37	70	33
26.	SR	65	75	10
27.	SAM	41	73	32
28.	TMI	36	63	27
29.	TA	67	75	8
30.	V	36	62	26
	TOTAL	$\sum = 1.413$	$\sum = 2.102$	$\sum Y = 689$

From the table 4.4 above the following formula was applied to know the mean of students' writing mastery. The total scores was 689 with the number of students was 30, the mean was:

$$M_y \quad = \frac{\sum y}{N} = \frac{689}{30} = 22.96$$

Which :

My : The mean score of Control Group

$\sum y$: The score of X_2-X_1

N : The sample of Cotrol Group

3. Standard Deviation (SD) of Variable X (Variable 1)

The Calculation of Deviation in Experimental Group

No	Students' Initial Name	$X(x_2-x_1)$	$x = (X-Mx)$	$(x-Mx)^2$
1.	AB	26	-7.3	53.29
2.	AZF	26	-7.3	53.29
3.	ANP	44	10.7	114.49
4.	AFA	36	2.7	7.29
5.	AAS	40	6.7	44.89
6.	AA	52	18.7	349.69
7.	CA	37	3.7	13.69
8.	GT	22	-11.3	127.69
9.	IAA	40	6.7	44.89

10.	LS	49	15.7	246.49
11.	LM	32	-1.3	1.69
12.	MFA	32	-1.3	1.69
13.	MHD	37	3.7	13.69
14.	MIM	33	-0.3	0.09
15.	MZSL	37	3.7	13.69
16.	MYA	37	3.7	13.69
17.	NKN	25	-8.3	68.89
18.	NKF	36	2.7	7.29
19.	NKP	24	-9.3	86.49
20.	NTP	27	-6.3	39.69
21.	PDA	28	-5.3	28.09
22.	QNR	37	3.7	13.69
23.	RZD	31	-2.3	5.29
24.	SRL	35	1.7	2.89
25.	SS	36	2.7	7.29
26.	SC	19	-14.3	204.49
27.	SFW	35	1.7	2.89
28.	SAN	49	15.7	246.49
29.	TSM	23	-10.3	106.09
30.	ZFA	14	-19.3	372.49
TOTAL		$\sum X = 999$		$\sum X^2 = 2292.3$

Before calculating the standard deviation, the first thing to calculate was deviation. To find the deviation of the experimental group, the value of $X(x_2 - x_1)$ was reduced by the number of means, then squared x to get x^2, then sum up to obtain $\sum X^2 = 2292.3$. The standard deviation of experimental group was calculated as follow:

$$SD_x = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{2292.3}{30}} = \sqrt{76,41} = 8.74$$

4. Standard Deviation (SD) of Variable Y (Variable 2)

The Calculation of Deviation in Control Group

No.	Students' Initial Name	$Y(y_2-y_1)$	$y = (y-My)$	$(y-My)^2$
1.	AAN	7	-15.96	254.7216
2.	AS	25	2.04	4.1616
3.	ADF	25	2.04	4.1616
4.	AM	30	7.04	49.5616
5.	BA	26	3.04	9.2416
6.	BSGA	29	6.04	36.4816
7.	DA	18	-4.96	24.6016
8.	FI	21	-1.96	3.8416
9.	FF	18	-4.96	24.6016
10.	HDS	25	2.04	4.1616
11.	HIP	25	2.04	4.1616
12.	INH	30	7.04	49.5616
13.	JAR	23	0.04	0.0016
14.	MAR	27	4.04	16.3216
15.	MAP	33	10.04	100.8016
16.	MF	17	-5.96	35.5216
17.	MI	32	9.04	81.7216
18.	NT	26	3.04	9.2416
19.	NZB	32	9.04	81.7216
20.	NN	11	-11.96	143.0416
21.	NTS	8	-14.96	223.8016
22.	NNN	31	8.04	64.6416
23.	QA	10	-12.96	167.9616
24.	RF	24	1.04	1.0816
25.	SNS	33	10.04	100.8016
26.	SR	10	-12.96	167.9616
27.	SAM	32	9.04	81.7216
28.	TMI	27	4.04	16.3216
29.	TA	8	-14.96	223.8016
30.	V	26	3.04	9.2416
	TOTAL	$\sum Y = 689$		$\sum Y^2 = 1994.968$

Before calculating the standard deviation, the first thing to calculate was deviation. To find the deviation of the experimental group, the value of $Y(y_2-y_1)$ was reduced by the number of mean, then squared y to get y^2, then sum up to

obtain $\sum Y^2 = 1994.968$. The standard deviation of experimental group was calculated as follow:

$$SD_y \quad = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{1994.968}{30}} = \sqrt{66.49} = 8.15$$

5. Standard Error of Experimental Group

The next calculation was done to find out the standard error of mean of Experimental group. The formula were implemented as follows:

$$SE_{M_1} \quad = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$= \frac{8.74}{\sqrt{30 - 1}}$$

$$= \frac{8.74}{\sqrt{29}}$$

$$= \frac{8.74}{5.38}$$

$$= 1.62$$

6. Standard Error of Control Group

The next calculation was done to find out the standard error of mean of Control group. The formula were implemented as follows:

$$SE_{M_2} \quad = \frac{SD_2}{\sqrt{N_2 - 1}}$$

$$= \frac{8.15}{\sqrt{30 - 1}}$$

$$= \frac{8.15}{\sqrt{29}}$$

$$= \frac{8.15}{5.38}$$

$$= 1.51$$

7. The Difference of Standard Error

By knowing the standard error of mean of Experimental group and Control group, then it can be further known the standard error of the mean difference of the two groups was studied. The formulation were calculated as follow:

$$SE_{M_1 - M_2} = \sqrt{SE_{M_1}{}^2 + SE_{M_2}{}^2}$$

$$= \sqrt{(1.62)^2 + (1.51)^2}$$

$$= \sqrt{2.6244 + 2.2801}$$

$$= \sqrt{4.9045}$$

$$= 2.21$$

APPENDIX 8

LESSON PLAN
EXPERIMENTAL GROUP

School	**: SMP Muhammadiyah 01 Medan**
Suject	**: Bahasa Inggris**
Class / Semester	**: VIII / 2**
Topic	**: Recount Text**
Time Allocation	**: 2 X 40 minutes**

A. CORE COMPETENCES

KI-1 : Respect and appreciate the teachings of the religion their adheres to.

KI-2 : Respecting and living honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the scope of association and existence.

KI-3 : Understand and apply knowledge (factual, conceptual and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

KI-4 : Processing, presenting, and reasoning in concrete realms (using, parsing, arranging, modifying, and making) and abstract realms (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same perspective /theory.

B. BASIC COMPETENCES

3.12. Applying a text structure and linguistic elements to carry out the social functions of recount texts by stating and asking about activities, events, and events, short and simple, according to the context of their use.

4.14. Capturing the meaning of oral and written recount texts, short and simple, about activities, events, events.

4.15. Arrange oral and written recount texts, short and simple, about activities, events, events, taking into account social functions, text structures, and language elements that are correct and in context.

C. INDICATORS

1. Mention the meaning and social function of recount text.

2. Identify the generic structure of recount text.

3. Identify the language features recount text.

4. Write a recount text based on the picture in the Quartet Card.

D. TEACHING OBJECTIVE

At the end of the lesson, students are able to:

1. Understand the meaning of and social function of recount text.

2. Understand the generic structure and social function of recount text.

3. Understand the language features and social function of recount text.

4. Write a recount text based on the picture in the Quartet Card.

E. TEACHING MATERIALS

1. Definition of Recount Text

Recount is a text that retells events or experiences in the past. In a wider sense, the recount is also used to retell events for the purpose of informing and entertaining

2. Social Function

The report, emulate, boast, share experiences, etc.

3. Generic Structure

a. Give an introduction (orientation) by stating the person (s) involved, place, time, etc. of the event, action, or experience to be delivered.

b. Describe the sequence of events chronologically, sequentially and sequentially.

c. Closing by giving comments or general assessments of events, activities or experiences that have been delivered.

4. Language Features

a. Verbs in Simple Past tense, Past Continuous Tense

b. Vocabulary: a verb that designates an action or activity

c. Adverb connecting time: first, then, after that, before, at last, finally, etc.

d. Adverb and prepositional phrases referring time: yesterday, last month, on Monday, an hour ago, immediately, etc.

e. Appropriate nominal singular and plural use, with or without, the, this, those, my, their, etc. appropriately in nominal terms

5. Example of Recount Text

A Beautiful Day at Jakarta

Last month, my familIy went to Jakarta. We visited many places there.

First, we visited Ragunan Zoo. We saw many kinds of animals there such as lion, birds collection, butterfly collections, etc. We looked around in that Zoo, and also took pictures of those animals. Second, we visited Ancol Beach. The sun

shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a good moment because I could spend my time with my family. We really enjoyed it.

6. Topic

Write about events, activities, and experiences based on the picture.

F. MEDIA, TOOLS, AND SOURCES OF LEARNING

1) Media / Tools

    a. Slide power point

    b. Laptop, LCD,

    c. Quartet Card

    d. White board

    e. Students sheet

2) Learing Sources

    a. Students Worksheet Book of Class VIII

    b. English Dictionary.

G. LEARNING MODEL

Applying POEW Model

H. TEACHING LEARNING PROCESS

Activities	Activity Description	Time Allocation
Pre-Activities	▪ Greet the students and check students'	10 miutes

	attendance list.	
	▪ The teacher informs the teaching objective.	
	▪ The teacher gives motivation and brainstorming.	
Main-Activities	*Observing*	60 menit
	▪ The teacher explains clearly about the definition, generic structure, and language features of recount text.	
	▪ The teacher gives students a picture.	
	▪ The teacher asks students to observe the picture.	
	▪ The teacher teaches how to make a good recount text and together with the students demonstrate it by applying POEW model assisted by Quartet Card.	
	▪ The teacher show the example of actual recount text to the students.	
	▪ The teacher asks the students to underline the generic structure of the text.	
	Questioning	
	▪ The teacher asks the students to make question-based on the example of recount text.	
	Collecting information	
	▪ The students look for information or data from books, and dictionaries about recount text.	
	Associating	
	▪ The teacher gives students the Quartet Card, and one quartet card for one student.	
	▪ The teacher asks the students to make some groups based on the Quartet card and one group consists of 4 students.	
	▪ The teacher gives a task for each group to write a recount text based on the Quartet Card.	
	▪ The students discuss with the group.	
	▪ The teacher asks the students to determine the generic structure of the text.	

		Time
	Communicating ▪ The students present the results of their discussion in front of the class. ▪ The teacher makes feedback in the form of correction and input to students.	
Post-Activities	▪ The teacher together with the students draw conclusions about recount text. ▪ Deliver the learning plan to the next meeting. ▪ Close learning activities by praying together.	10 minutes

I. ASSESSMENT

1. Technical   : Written Assignment Group

2. The form of Instument   : Writing an essay of recount text

3. The Instrument of Attitude Assessment as Follows

No	Observed Attitude	Score				Explanation
		4	3	2	1	
1.	Serious in accepting lessons					
2.	Responsible and thorough in carrying out their duties					
3.	Be polite to the teacher (respect)					
4.	Appreciate friends					
5.	Actively participate in the PBM process					

Criteria:

    4 : Very Good   2 : Enough

    3 : Good   1 : Less
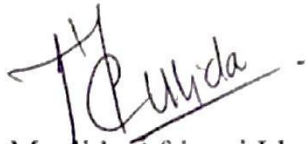
4. Writing Assessment Rubric as Follows

No.	Scoring Aspect	Indicators	Score	Max. Score
1.	Content	Excellent to very good	27-30	30
		Good to average	22-26	
		Fair to poor	17-21	
		Very poor	13-16	
2.	Organization	Excellent to very good	18-20	20
		Good to average	14-17	
		Fair to poor	10-13	
		Very poor	7-9	
3.	Vocabulary	Excellent to very good	18-20	20
		Good to average	14-17	
		Fair to poor	13-10	
		Very poor	7-9	
4.	Language Use	Excellent to very good	22-25	25
		Good to average	18-21	
		Fair to poor	11-17	
		Very poor	5-10	
5.	Mechanics	Excellent to very good	5	5
		Good to average	4	
		Fair to poor	3	
		Very poor	2	
Total Score				**100**

Medan,   July 2019

Known by,

English Teacher   Researcher

Maulida Afriyani Lbs, S.Pd   Novi Mariono
NKTAM : 1145722   NPM : 1502050054

Headmaster of SMP Muhammadiyah 1

Parman, S.Pd
NKTAM : 580427

LESSON PLAN
CONTROL GROUP

School	**:**	**SMP Muhammadiyah 01 Medan**
Suject	**:**	**Bahasa Inggris**
Class / Semester	**:**	**VIII / 2**
Topic	**:**	**Recount Text**
Time Allocation	**:**	**2 X 40 minutes**

A. CORE COMPETENCES

KI-1 : Respect and appreciate the teachings of the religion their adheres to.

KI-2 : Respecting and living honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the scope of association and existence.

KI-3 : Understand and apply knowledge (factual, conceptual and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

KI-4 : Processing, presenting, and reasoning in concrete realms (using, parsing, arranging, modifying, and making) and abstract realms (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same perspective /theory.

B. BASIC COMPETENCES

3.12.   Applying a text structure and linguistic elements to carry out the social functions of recount texts by stating and asking about activities, events, and events, short and simple, according to the context of their use.

4.14.   Capturing the meaning of oral and written recount texts, short and simple, about activities, events, events.

4.15.   Arrange oral and written recount texts, short and simple, about activities, events, events, taking into account social functions, text structures, and language elements that are correct and in context.

C. INDICATORS

1. Mention the meaning and social function of recount text.

2. Identify the generic structure of recount text.

3. Identify the language features recount text.

4. Write a recount text based on the picture in the Quartet Card.

D. TEACHING OBJECTIVE

At the end of the lesson, students are able to:

1. Understand the meaning of and social function of recount text.

2. Understand the generic structure and social function of recount text.

3. Understand the language features and social function of recount text.

4. Write a recount text based on the picture in the Quartet Card.

E. TEACHING MATERIALS

1. Definition of Recount Text

Recount is a text that retells events or experiences in the past. In a wider sense, the recount is also used to retell events for the purpose of informing and entertaining

2. Social Function

The report, emulate, boast, share experiences, etc.

3. Structure Text

d. Give an introduction (orientation) by stating the person (s) involved, place, time, etc. of the event, action, or experience to be delivered.

e. Describe the sequence of events chronologically, sequentially and sequentially.

f. Closing by giving comments or general assessments of events, activities or experiences that have been delivered.

4. Language Elements

a. Verbs in Simple Past tense, Past Continuous Tense

b. Vocabulary: a verb that designates an action or activity

c. Adverb connecting time: first, then, after that, before, at last, finally, etc.

d. Adverb and prepositional phrases referring time: yesterday, last month, on Monday, an hour ago, immediately, etc.

e. Appropriate nominal singular and plural use, with or without, the, this, those, my, their, etc. appropriately in nominal terms

5. Example of Recount Text

A Beautiful Day at Jakarta

Last month, my familIy went to Jakarta. We visited many places there.

First, we visited Ragunan Zoo. We saw many kinds of animals there such as lion, birds collection, butterfly collections, etc. We looked around in that Zoo, and also took pictures of those animals. Second, we visited Ancol Beach. The sun

shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a good moment because I could spend my time with my family. We really enjoyed it.

6. Topic

Write about events, activities, and experiences based on the picture.

F. MEDIA, TOOLS, AND SOURCES OF LEARNING

1) Media / Tools

    a. White board

    b. Students sheet.

    c. Marker

2) Learing Sources

    a. Students Worksheet Book of Class VIII

    b. English Dictionary.

G. LEARNING MODEL

    Applying Lecturing Method

H. TEACHING LEARNING PROCESS

Activities	Activity Description	Time Allocation
Pre-Activities	▪ Greet the students and check students' attendance list. ▪ The teacher informs the teaching objective. ▪ The teacher gives motivation and	10 miutes

	brainstorming.	
Main-Activities	*Observing* ▪ The teacher gives an explanation about the definition, generic structure, and language features of recount text. ▪ The teacher gives a copy of recount text as an example. ▪ The teacher asks the students to underline the generic structure of the text. *Questioning* ▪ The teacher asks the students to make question-based on the example of recount text. *Collecting information* ▪ The students look for information or data from books, and dictionaries about recount text. *Associating* ▪ The teacher gives a picture and asks students to write a recount text based on the picture. *Communicating* ▪ The students present the results of their discussion in front of the class. ▪ The teacher makes feedback in the form of correction and input to students.	60 menit
Penutup	▪ The teacher and students will check the students' writing together. ▪ Closing learning activities by praying together.	10 minutes

I. ASSESSMENT

1. Technical : Written Assignment Group

2. The form of Instument : Writing an essay of recount text

3. The Instrument of Attitude Assessment as Follows

No	Observed Attitude	Score				Explanation
		4	3	2	1	

No.						
1.	Serious in accepting lessons					
2.	Responsible and thorough in carrying out their duties					
3.	Be polite to the teacher (respect)					
4.	Appreciate friends					
5.	Actively participate in the PBM process					

Criteria:

4 : Very Good   2 : Enough

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4. Writing Assessment Rubric as Follow

No.	Scoring Aspect	Indicators	Score	Max. Score
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		Good to average	14-17	
		Fair to poor	13-10	

		Good to average	18-21	
		Fair to poor	11-17	
		Very poor	5-10	
5.	Mechanics	Excellent to very good	5	5
		Good to average	4	
		Fair to poor	3	
		Very poor	2	
Total Score				**100**

Medan,   July 2019

Known by,

English Teacher

Researcher

Maulida Afriyani Lbs, S.Pd
NKTAM : 1145722

Novi Mariono
NPM : 1502050054

Headmaster of SMP Muhammadiyah 1

Raiman, S.Pd
NKTAM : 580427

APPENDIX 10

ESSAY TEST

Instructions

1. Write your name on the right of your paper.

2. 60 minutes is allocated for this test.

3. You may open your dictionary.

Exerice :

Write a recount text based on the picture!

Tittle

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

Please Choose One of Them!

Picture 1. Toba Lake

Picture 2. Berastagi

Picture 3. Beach

Picture 4. Zoo

Picture 5. Holliday Allowance

Picture 6. Visit Grandparents

Picture 7. Fasting Month
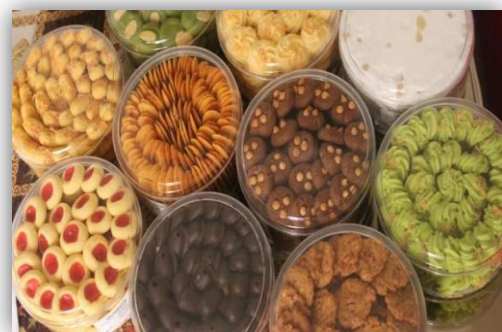
Picture 8. Lebaran Cake

APPENDIX 11

The Students' Attendance List of Experimental Group

No	Name of The Students	Meeting			
		1st	2nd	3th	4th
1.	Ahmad Baihaqqi				
2.	Ahmad Zaki Fajrian				
3.	Amelia Najwa Pasya				
4.	Assifa Fitria Amir				
5.	Azmi Aulia Syahputra				
6.	Adzhani Amirah				
7.	Chelsea Anadine				
8.	Ghaida Tsuraya				
9.	Iqbal Aidil Ali				
10.	Lisa Syawalia				
11.	Luthfiyah Mahfuzhah				
12.	M. Farhan Al-Asy'ari				
13.	M. Hafiz Daffa				
14.	M. Ilham Muhfidz				
15.	M. Zaki Syarif Lubis				
16.	M. Yusril Amin				
17.	Naila Khansa Nasyiwa				
18.	Nayla Khaira Fauziyyah				
19.	Najwa Kalila Putri				
20.	Nayla Tavia Pasya				
21.	Putri Diah Amanda				
22.	Qinayah Naura Rahastri				
23.	Razzan Bagus Dipowijoyo				
24.	Salwa Ramadhani Lubis				
25.	Salsabila Santoso				
26.	Sarah Chairunnisa				
27.	Surya Fathan Wintana				
28.	Syifa Azura Nasution				
29.	Tengku Syakillah Mahfuz				
30.	Zumarullah Fatih Ahmad				
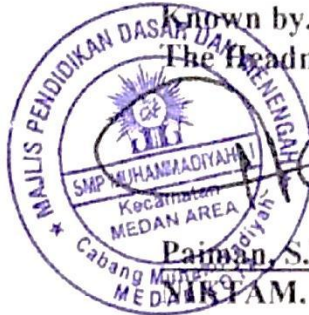
Medan,   July 2019

Known by.
The Headmaster of SMP Muhammadiyah 01

The Researcher

Paiman, S.Pd
NBM. 58042

Novi Mariono
NPM: 1502050054

APPENDIX 12

The Students' Attendance List of Control Group

No	Name of The Students	Meeting			
		1st	2nd	3th	4th
1.	Alya Ananda Nisa				
2.	Ahmad Surahim				
3.	Arsyad Diva Fahrezi				
4.	Aulia Melinda				
5.	Balqies Az-zahra				
6.	Bona Siala Gundi Aqara				
7.	Defania Azura				
8.	Fathir Ihsan				
9.	Fayyi Fawwaz				
10.	Habib Dwi Satrio				
11.	Hanafi Irsyad Pulungan				
12.	Indah Nur Habibi				
13.	Jihan Anisah R.				
14.	Muhammad Ade Rayhan				
15.	Muhammad Atsal Pandalai				
16.	Muhammad Fauzan				
17.	Muhammad Israq				
18.	Nabila Taufika				
19.	Nadine Zaina Balqis				
20.	Najwa Nadhifa				
21.	Nayla Tirta Sari				
22.	Naziha Nazma Nst				
23.	Qatrunnada Athirah				
24.	Rafa Fildzha				
25.	Salwa Nisa Salsabila				
26.	Saqila Rahmayani				
27.	Shala Adzra M.				
28.	Tengku Muhammad Ikhsan				
29.	Tyara Amanda				
30.	Veerzaara				

Medan,   July 2019

Known by.
The Headmaster of SMP Muhammadiyah 01

The Researcher

Paiman, S.Pd
NBM. 580427

Novi Mariono
NPM: 1502050054

APPENDIX 13

THE STUDENTS' ANSWER SHEET

A. Experimental Group (Pre-test)

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Name: Adzhani Amirah /8 Terpadu 1
SCHOOL HOLIDAY (Picture.8 ⟹ Lebaran cake)

   When holiday of eid al-fitr . ⓘ and family visit my cousin home.
at there , there are many of lebaran cake (there is) : nastar cake, cocolate
cake , chips and others. and in the my cousin home , i ate one by one
lebaran cake. (it's) very fun. and delicious .
 (that) after , i (playing) with my cousin ⓘ ate lebaran cake with
my cousin (that) very fun .i like it.
   I hope that happen again (and) I wish lebaran in this
year ,many lebaran cake again.

C = 13
O = 11
V = 9
LU =   ς
M =   2
      ____
       40

* School Holidays *

Nama : Azmi Aulia Syahputra

Kelas : 8 Terpadu 1

* Berastagi *

* One day I am going to berastagi. There is a verry cool and many tree. There is a verry exciting, in berastagi Iam playing a football with iqbal. We are verry happy playing football, After playing football are our playing kites. The kites not Fly becauce our cantiot a playing kites. After that, we are going to sidebu - debu. We are take a bat in a pool with which is not too hot. We are take a bat long a two hour and than our come to home itch

L = 19
0 = 10
V = 10
W = 9
M = 2
     50

Surya Fathan Wintang
VIII T1

SCHOOl Holidays (Simaungkar Zoo)

Simaiingkar Zoo (Picture 4)

That day The whole class we going to Simaiingkar Zoo For Study tour. In there we Catch fish. Play flying Fox and we Show many animals. After that, we Observer [the] animals in there. After that, we care a bath after that Catch Fish. ~~and~~ and in theres So many food. and we So tired. After that BeFore [led] that I make a Cake with Cousin. My cake broke. because the Chocolate Fall.

L = 21
O = 13
V = 12
LU = 7
M = 2 +
———
55

Post-test

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ ٭

Name : Adzhani Amirah

: VIII Terpadu 1

SMP MUHAMMADIYAH 01 MEDAN.

In Last year was school holidays. I and my family went to Berastagi. We woke up early in the morning to prepare all the things we needed. My mother prepare breakfas, My father put things in the car, My sister is helping my mom. after everything is ready, we leave and in the car we read the prayer so that our trip runs smoothly.

We arrived at the hotel berastagi at half pas seven in the morning, the hotel was at the peak of Berastagi. We unpacked our luggage. we were getting ready to go on a road to explore Berastagi. there is very cold and cool! Then we were back to our hotel for lunch it was so delicious, I love it! . after lunch my sister went to the garden to take some picture. for post in Instagram.

I really like this, WHY ?? because on the usual day all my family is busy with their respective affairs, so we rarely get together except school holidays like this. I want this to happen again and I can have fun with my family.

C = 30
O = 20
V = 20
LM = 17
M = 5
92

* Playing the Beach *

* On Holiday school I and my brother went to the Beach in Pariaman Name of the Beach is Gondaria. The Beach is beutiful and many tree and water is verry clear. Many people playing kittes with your friend

* After get to the beach I and my brother played football we are by one We are played with fun. My brother is the winner I lost with a score of 3-1 I was forced to carry him. After that we played around the beach and shower of water. we played from 14.00   arrive 15.00 After that we changed clother and we returned to playing kiter After played we went to home and I put cows into their cages

* After preparing the assignments I went back to doing homework like waching dishes and after that I slept well

Comment : I think I want to go back again as before and want to repeat everything

C = 30
U = 20
V = 18
LU = 17
M = 5
      ——
      90

Surya Fathan Wintana

VIII T1

Going to Berastagi

Last month, I and my Family took a trip to Sidebu - debu. We woke up early in the morning to prepare all the things we needed. Mother Prepared breakfas quickly. After that, we started our Journey to Berastagi. Brother drove Car.

We arrived at Pariban in Berastagi at nine o'clock in the night. We dinner for a while restore oor energy. It was so delicious, especially, For the Fried rice, I love it very much. After dinner, my lil' Cousin to go Swimming. The Swimming Pool was near the Place. the water was Very hot.

The Following day, we went to the Mie ayam mas Panjang Polonia. I'm very Enjoyble hoiday.

C : 30
O : 20
V : 10
LU : 17
M : 5 +
___
90

B. Control Group (Pre-test)

Nama : Arya Ananda Nisa

No.: Kelas : VIII T2   Date:

Danau Toba

Last years, I and my family in Danau Toba. That experied I'm forget table that. In there a I (swim) in the lake, and In there I playing flying fox and that's very fun.
At Danau Toba I and my family (go) to Tomok and we are pass the sea that is very interesting. And I (see) the lake It is very beautiful and nice. (there) we stayed 3 day there the atmosphere is cool. I can't forget the experience. (there) I go around. we were there in the mess there and that was very fun. (and) before we go home we go to the market to buy by. (and) there I bought a souvenir and after that we returned to the mess and after that we packed and (go) home

(G)raduated

C : 25
O : 14
V : 15
LU : 13
M : 2
      69

Nadin

8 Terpadu 2

I ever To ZOO there (Many) animal like cat
Zebra, mongkey, rabbit, elephent, horse, comel, snake
crocodile, iguana, big mongkey, tiger, lion, dll
I (very) happy go to ~~kekebun~~ zoo and I (jua
(know) many animal to zoo.

C : 13
O : 9
V : 10
LU : 6
M : 2 ;

    40

Going to the ZOO

. last month I and my parents holiday went to the siantar zoo. before went to the zoo we went to the danau toba. for went to danau toba and siantar zoo we by car.

In there we saw a many animals. In there I played a flaying fox but its just me. in zoo I and my parents brought some snack for it in the zoo

Before we returned home the rain was fell but Im so happy

```
C  =  24
O  =  16
V  =  14
W  =  13
M  =   3  +
      ----
       70
```

Nama: Qatrunnada
      8 terpadu 2

Post-Test

Alya Ananda Nisa

No.:   Date:

Danau Toba

Yesterday my family and I went to the Danau Toba. We are went to Danau Toba by a bus. We were went to Danau toba at 08.00 a.m

After that we went to beach. In there we swam ~~swam~~ in beach. And I saw a ~~horse~~ horse. And we slept in the Mess. And after that we went to market. Before we until in the Market. We should crossed the sea.

I am very very happy and that very interesting and I forgotten it.

C = 24
0 = 17
V = 15
LU : 16
M : 4
   ―――
   76

Beach Bali lestari

Yesterday my family an I went to the beach
For a vacation during school holiday and we
Swam with my brother.

after sawam we lunch do together after
I replacamented drees we ployed and
we re turned home

we stoped to the ~~....~~ restaurant in order to
dinner we played and we returned home
after that ~~spe~~ slept.

C : 25
0 : 18
V : 15
W : 10
M : 14
_____
72

Go to Zoo

In school holiday i and my family want to Zoo Siantar we go with car but before go to zoo I with my family go to Danau toba, In jounay its is so long time to Siantar zoo. At Siantar zoo its very many animal its like rabit, bird, zebra, and enithing else to se there

At Siantar zoo i played flaying fox its not to long Its very short flaying fox. after playing I and my family see the tiger and lion, its so many tiger and lion. after see a lion and a tiger I and my family ate an Ice cream the taste is pandan and vanila, i ate with bread.

After ate an ice cream we go home because the sky is clouded so we son to go but an the way the rain falt down and we are soaking wet. luckily we brough a change of clothes. After that we are go home to Medan

C = 27
D = 19
V = 16
LU = 14
M = 4
    ___
    80

name : Qatrunnada Athirah
class : 8 terpadu 2

APPENDIX 14

THE DOCUMENTATIONS OF RESEARCH

A. Activities in Experimental Group

Picture 1. The students did the pre-test

Picture 2. The researcher explained recount text to the students

Picture 3. The researcher taught recount text by applying POEW

model assisted by Quartet Card

Picture 4. The students did the post-test

B. Activites in Control Group

Picture 1. The students did the pre-test

Picture 2. The researcher taught recount text by using Lecturing method
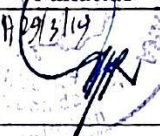
Picture 3. The students did the pos-test

Form K-1
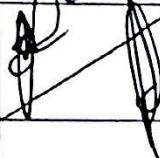
Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa	:	Novi Mariono
NPM	:	1502050054
Pro. Studi	:	Pendidikan Bahasa Inggris
Kredit Kumulatif	:	138 SKS	IPK = 3,64

Persetujuan Ket/Sekret, Prog. Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Applying POEW Model Assisted by Quartet Card on the Students' Achievement in Writing Recount Text	
	The Violation of Cooperative Principle in ILC (Indonesia Lawyers Club) Talk Show	
	The Effect of PLEASE (Pick-List-Evaluate-Activate-Supply-End) on the Students' Achievement in Writing Report Text	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 26 Maret 2019
Hormat Pemohon,

Novi Mariono

Keterangan :
Dibuat Rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Novi Mariono
NPM : 1502050054
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Applying POEW Model Assisted by Quartet Card on the Students'
Achievement in Writing Recount Text

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Mandra Saragih, S.Pd, M.Hum   *Acc ⁰¹/₀₄-2019*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 01 April 2019
Hormat Pemohon,

Novi Mariono

Keterangan
Dibuat rangkap 3 : - Untuk Dekan / Fakultas
     - Untuk Ketua / Sekretaris Prog. Studi
     - Untuk Mahasiswa yang Bersangkutan

Nomor   : 712 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
               Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Novi Mariono
N P M   : 1502050054
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : The Effect of Applying POEW Model Assited by Quartet Card on the
                     Students' Achievement in Writing Recount Text.

Pembimbing   : Mandra Saragih, S.Pd. M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 2 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

                                              Medan. 26 Rajab   1440 H
                                                     02 April   2019 M

                                                          Dekan

                                              Dr. H. Elfrianto Nst, M.Pd.
                                              NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama Lengkap	: Novi Mariono
N.P.M	: 1502050054
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: The Effect of Applying POEW Model Assisted by Quartet Card on Students' Achievement in Writing Recount Text

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
23 - 04 - 2019	Chapter I	
	Background	
	Identification	
	Significance of Study	
24 - 04 - 2019	Chapter II	
	Chapter I	
	Chapter II	
30 - 04 - 2019	Chapter II	
	Research Design	
	all first	
	Acc 10/05-2019	

Medan, 10 Mei 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Mandra Saragih, S.Pd., M.Hum.)

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap   :   Novi Mariono

N.P.M   :   1502050054

Prog. Studi   :   Pendidikan Bahasa Inggris

Judul Proposal   :   The Effect of Applying POEW Model Assisted by Quartet
Card on Students' Achievement in Writing Recount Text

Pada hari Selasa tanggal 14 bulan Mei 2019 sudah layak menjadi proposal skripsi.

Medan,   Mei 2019

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

Erlindawaty, S.Pd, M.Pd   **Mandra Saragih, S.Pd, M.Hum**

Diketahui oleh
Ketua Program studi

Mandra Saragih S.Pd, M.Hum

UMSU

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor	: 2323/II.3/UMSU-02/F/2019	Medan, 18 Ramadhan 1440 H
Lamp	: ---	23 Mei 2019 M
H a l	: Mohon Izin Riset	

Kepada Yth, Bapak/Ibu Kepala
SMP Muhammadiyah 01 Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama	:	Novi Mariono
N P M	:	1502050054
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitia	:	TThe Effect of Applying POEW Model Assisted by Quartet Card on Students' Achievement in Writing Recount Text.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertinggal **

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN
NO : 678/IV.4.AU/KET/F/2019

Kepala SMP Muhammadiyah 1 Medan Jl. Demak No. 3 Medan, dengan ini menerangkan bahwa :

Nama	:	NOVI MARIONO
NIM	:	1502050054
Program Studi	:	PENDIDIKAN BAHASA INGGRIS
Judul Skripsi	:	*"THE EFFECT OF APPLYING POEW MODEL ASSISTED BY QUARTET CARD ON STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT"*

Benar nama tersebut diatas telah **Melakukan Penelitian / Riset** yang bertempat di SMP Muhammadiyah 1 Medan Jl. Demak No. 3 Medan – 20214, yang nantinya dipergunakan untuk menambah wawasan dalam penulisan Skripsi di Unversitas Muhammadiyah Sumatera Utara.

Demikianlah surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Medan, 5 Agustus 2019
Ka. SMP Muhammadiyah 1 Medan

PAIMAN, S.Pd
NKTAM : 580 427

- *pertinggal*

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi   : Universitas Muhammadiyah Sumatera Utara
Fakultas   : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi   : Pendidikan Bahasa Inggris
Nama Lengkap   : Novi Mariono
N.P.M   : 1502050054
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Effect of Applying POEW Model Assisted by Quartet Card on Students' Achievement in Writing Recount Text

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
	Chapter III Research Design	
	Chapter IV Data Collection	
	Data Analysis	
	Chapter IV Data analysis	
	Data experimental	
	Research Finding	
	Chapter IV Data Analysis	
	Abstract	
	Chapter V Conclusion	
	Reference	
	Table of Content	
	ACC	

Medan,   Agustus 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum.)

Dosen Pembimbing

(Mandra Saragih, S.Pd, M.Hum.)

CURRICULUM VITAE

Name   : Novi Mariono

Place/Date of Birth   : Medan, 08 November 1997

Sex   : Female

Religion   : Islam

Address   : Jl. Bajak II Asr. Widuri Blok. Bakau No. 386

                                    Simpang Marindal Medan

Parents Name

    a. Father's Name   : Legino

    b. Mother's Name   : Mariani

EDUCATION

1. Elementary School at SD Negeri 064991 (2003-2009)

2. Junior High School at SMP Swasta ERIA (2009-2012)

3. Senior High School at SMA Swasta ERIA (2012-2015)

4. Students of English Department of FKIP UMSU (2015-2019)

Medan,   Agustus 2019

Novi Mariono