

## IMPROVING STUDENTS' WRITING RECOUNT TEXT THROUGH WRITING DAIRY

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### ABSTRACT

The research using classroom action research method, this research involved students in tenth grade at SMKN Cijambe. The research data obtained from tests for three cycles, and observation sheets. Furthermore the data was analyzed to determine the increase in students' ability of writing recount text and also the response of students towards teaching recount text by using writing dairy. The improvement appeared in the average of the score in the cycle I, Cycle II and cycle III. The average score in cycle I was 61,59 and it increased into 76,9 in cycle II. In the cycle III the average was 79,63. The students who passed Kriteria Ketuntasan Minimum (KKM) was 27% or it was 6 students in cycle I and it was 77% passing the KKM or it was 17 students passing the KKM in cycle II. In third cycle all students passed KKM with 100% or it was 22 students passing the KKM in cycle III. The minimum score in cycle I was 45 but it was 55 in cycle II. The minimum score was 75 in cycle III. The maximum score was 80 in cycle I and it was 85 in cycle II, finally 85 in cycle III. The results data analysis demonstrate that using writing dairy method can improve students' writing ability on recount text. The students' also gave a good response. It demonstrate on observation sheet that filled out by the observer during three cycles.

**Keyword:**writing, recount text, writing dairy method.

### INTRODUCTION

In the world, language is the one of the most important aspect for everyone to communicate each other. Language is considered to be a system of communicating with other people using sounds, symbols and words in expressing an idea in their daily life. English as an international language has important role for people in the world to communicate each other. As we know English as an International Language, many people from different nationalities usually use English as a tool to communicate wherever they go in the whole world.

Communication process consists of four aspects which are related to each other, they are listening, speaking, reading, and writing. Writing is the most complex skill compared with the other. Because in writing the writer should strict to the rule to avoid misunderstanding with the reader, they should keep attention to the context of a word and grammar in order to deliver an idea on the text clearly.

Learning English in the first year of Senior High School or Vocational School, the basic Competency that could be achieved in writing competency is the students should have the ability to produce and develop written simple functional

text in recount, descriptive, narrative, procedures, explanation, exposition and news items.

For writing especially, Recount text is the one of many type of writing that has simple form and function, but sometimes the students faced many difficulties to understand because they did not get used to write their idea so they did not know to make a good paragraph.

A diary has similar form with general recount text. The topic written in a diary is so close from many teenagers' daily life. When teacher responds the students' writiten result, it can develop relationship between student and teacher.

In SMKN Cijambe, especially at tenth grade students many methods and medium are used to teach English but the fact demonstrate that their enthusiastic in learning English was less. The big problems are faced by the students is they still unfamiliar with English, particularly they did not understand about the relevant context from the use of tenses, they often do not understand why a word in Indonesian language has many form in English depend on the time of the moment happen (changing form of a verb) and get worse because the student do not have enough vocabulary to develop a good paragraph to make a functional text with particular theme that unfamiliar with their daily life because their vocabularies tend to be low. It is so complicated situation when the teacher should give many rules about using English language well, while students did not have enthusiastic and enough basic konowledge about the context and the use of tenses.

In addition, the students get many difficulties to find the appropriate word to show their idea in a complex writing context. However, English language still be foreign language for the students, so the students do not use the English in their daily activities. The result of the test when they asked to write in pre cycle, shows that 17 students (77%) cannot passed KKM, just 5 students (23%) can passed score 75 as a minimum score.

Important for the teacher to find out the solution for students' difficulties in writing English. The teachers should have the appropriate method to applied in their classroom in order to develop students' motivation to write their ideas. Teaching writing in the classroom are expected to help the students get the understanding by their experience in using a word in appropriate context and tenses. Many methods and medium have been done in teaching learning writing for the students, one of them is the teacher let the students freed to write anything based on their experience. So, the students feel like they just telling about themselves, So they feel comfort to write without confuse about the topic for their writing. The explanation above make the researcher are certain that writing diary is the effective method to make the students gets the understanding about the concept and the appropriate used of tenses on recount text.

## **THEORITICAL FRAMEWORK**

### **1. The Nature of Writing**

Meyers states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising

them. In other words, Harmer states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities.

## 2. Recount Text

A recount text has several form, such as Derewianka classifies recount text into some types : 1) a personal recount talks about what happened or past activities that involved the writer, for example, oral anecdote and diary entry; 2) a factual recount talks about events or incidents in detail, for example, police reports, news reports, and historical accounts; 3) an imaginative recount tells about an imaginary story and gives a detail of events such as a day in the life of Roman Slaves.

### a. Generic Structure of Recount Text

There are three generic structures of recount texts, namely, orientation, series of events, and orientation. First, orientation is an introduction of events or experiences. It provides basic information about the story such as who was involved, what happened, where this event took place and when it happened so readers or audiences understand the text easily. In addition, setting and characters are introduced.

Second, series of events are called as a body of text. The series of events are usually written in chronological order or sequence. This stage includes how problems deal with, how characters within the text feel about the events, and how the event told in detail.

Third, reorientation is stating a personal comment of the writer to the story or concluding the texts. In this stage, the sequence of events is ended and any issues or problems are completely resolved by characters.

### b. Language Features of Recount Text

According to Derewianka, the language features are usually found in recount texts namely, 1) a specific participant to identify who is involved in the text; 2) the use of past tense to retell the events; 3) the use of action verbs; 4) the use of linking items or descriptive words to give details about who, when, what, where, and how.<sup>1</sup>

Basically, diary is a form of personal recount text, and the simple form can help the students understand the basic of a recount text generally. Moreover, improving students writing ability need constancy to write regularly, And once again diary can help students to write regularly. According to Derewianka, the language features are usually found in recount texts namely, 1) a specific participant to identify who is involved in the text; 2) the use of past tense to retell the events; 3) the use of action verbs; 4) the use of linking items or descriptive words to give details about who, when, what, where, and how.

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### 3. Diary

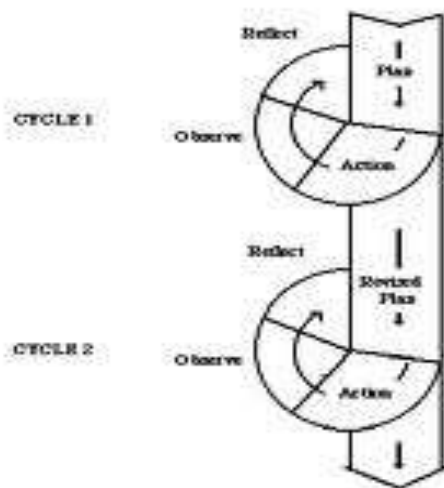
A diary is a kind of personal writing written by someone related to their daily activities, Hamayan States that some of the important aspects in teaching writing are intensity and constancy; students need to write everyday. Byrne (2001) classifies that writing imaginary diary is an activity of writing. When students write their activities on a piece of paper, it stimulates them to write.

Monitoring students' progress in writing is important for teachers. Students learn to organize their thought better, to write more, and to write more through feedback from teachers. Hamayan states that processes of creative writing as follows : 1) modeling to the students; 2) encouraging students to tell their stories through diaries; 3) giving feedback for the students.

## RESEARCH METHODOLOGY

The research was conducted using a qualitative descriptive type of classroom action research is intended to solve problems in the classroom, to find a clearer description of students' writing ability in recount text by using writing-diary method.

Figure  
Action Research Design Kemmis & McTaggart<sup>2</sup>



Based on the design above, classroom action research consists of four actions in each cycle. Each cycle consist of plan, action, observe and reflect. If the research has been achieve only two cycles, the researcher could finished the research until cycle 2, but if still not achieved the researcher could continue to the next cycle. In the picture above also explains that the research not only spiked at two cycles but can be up to 5 or 6 cycles depending on the achievement of the desired target the researcher.

According to Stephen Kemmis cited in D. Hopkins said that action research is a form of self- reflective inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and of (a) their own social or educational practices justice (b) their understanding of these practices, and (c) the situations in which practices are carried out.

## RESULT OF THE RESEARCH

### 1. Pre-Test

This research conducted in SMK Cijambe Subang at tenth year students, which number of students are 22. Number of male students are 12 students (55%) and number of female students are 10 students (45%).

**Table 1**  
**Students Score on Pre-Test.**

No.	KKM	Frequency	Percentage
1.	Number of Student Completed KKM	5	23%
2.	Number of students Uncompleted KKM	17	77%
<b>Total</b>		22	100%

Based on the table above the result of pre cycle displayed five students (23%) got score over 75 (Completed MMC) and seventeen students (77%) got score under 75 (Uncompleted KKM). Students' mean score in pre-test was 52,04.

## 2. Students Score : Cycle I

Students' score in cycle I, was 6 students (27%) completed KKM, and 16 students (73%) uncompleted KKM. KKM was 75, students need to passed KKM in the next cycle.

**Table 2**  
**Students Score in Cycle I**

No	Achievement	Frequency	Percentage
1.	Completed	6	27%
2.	Uncompleted	16	73%
<b>Total</b>		22	100%

**Table 3**  
**Frequency Distribution of the Students' Score in Cycle 1**

No	Score Interval	Median	F. Absolute	F. relative
1	61-80	70	9	40,90%
2	41-60	50	13	59,09%

Based on table frequency distribution of students result test in cycle I, demonstrate that students got score in interval 41-60 was 13 students (59,09%). Students got score in interval 61-80 was 9 students (40,90%).

## 3. Students Score : Cycle II

Number of students completed KKM in cycle II was 17 students (77%) passed, and 5 students (23%) uncompleted KKM. The KKM was 75, Students need to passed MMC for the next cycle.

**Table 4**  
**Students Score in Cycle I**

No	Achievement	Frequency	Percentage
1.	Completed	17	77%
2.	Uncompleted	5	23%
<b>Total</b>		22	100%

**Table 5**  
**Frequency Distribution of the Students' Result of Test Cycle 1I**

No	Score Interval	Median	F. Absolute	F. relative
1	81-100	90	8	36,36%
2	61-80	70	12	54,54%
3	41-60	50	2	9,09%

Based on table frequency distribution of students result of test cycle II, demonstrate that students got score in interval 41-60 was 2 students (9,09%). Students got score in interval 61-80 was 12 students (54,54%), students got score in interval 81-100 was 8 students (36,36%).

#### 4. Students Score : Cycle III

The completeness of the students' test in cycle III was 22 students (100%) completed the KKM.

**Table 6**  
**Students Score in Cycle III**

No	Achievement	Frequency	Percentage
1.	Completed	22	100%
2.	Uncompleted	0	0%
<b>Total</b>		22	100%

**Table 7**  
**Frequency Distribution of the Students' Result of Test Cycle III**

No	Score Interval	Median	F. Absolute	F. relative
1	81-100	90	6	27,27%
2	61-80	70	16	72,72%
3	41-60	50	0	0%

Based on table frequency distribution of students result of test cycle III, showed that students got score in interval 41-60 was 0 students (0%). Students got score in interval 61-80 was 16 students (72,72%), students got score in interval 81-100 was 6 students (27,27%).

## CONCLUSION

According to the result of the observation, questionnaire and test, the researcher conclude as follows:

1. Based on the test result of the class action research in cycle 1, cycle 2 and cycle 3, the average score for each cycle is 61,59 in cycle 1, 76,9 in cycle 2 and 79,63 in cycle 3. It means that the students writing ability has improve through writing diary Method because students' score has improve in every cycle which has done and the students can passed 75 (KKM) with 100% in cycle 3, it means research goals has passed. In other word, there was score improvement in students' writing on recount text through writing diary in SMK Cijambe Subang.
2. Based on the observation sheet that conducted in class action research, it showed that there was improvement in students' motivation, response, participation, collaboration with others and interest in teaching learning process in each cycle. The observer got yes 90% in cycle 1 categorized very good, got 90% and categorized very good in cycle 2 and yes 100% and categorized excellent in cycle 3. In other word, there was better

improvement in students' attitude in learning writing on recount text through writing diary in SMK Cijambe Subang.

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