TEACHING WRITING RECOUNT TEXT FOR THE SECOND YEAR STUDENTS OF SMP NEGERI 2 BANYUDONO IN 2012/2013 ACADEMIC YEAR (A DESCRIPTIVE STUDY)

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TEACHING WRITING RECOUNT TEXT FOR THE SECOND YEAR STUDENTS OF SMP NEGERI 2 BANYUDONO IN 2012/2013 ACADEMIC YEAR (A DESCRIPTIVE STUDY)

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Drs.H.Djoko Srijono, M.Hum.
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ABSTRACT

This study aimed at describing teaching writing recount text at the second year of SMP N 2 Banyudono in 2012/2013.

This research applies descriptive qualitative research and a classroom action research. In collecting data the writer used interview, observation, and documentary as the innstrument of writing teaching –learning process. The data were analyzed by (1) make summary from the main points and categorizes based on the clasification, (2) analyzes the data (3) give verification and write conclusion.

The result shows that the teacher used inquiry-based method in teaching learning process, this method focuses on vocabulary implemented in writing class. The implementation has been conducted to the second year students of SMP N 2 Banyudono. The teacher faced some problems in teaching process. The problems were the difficulty in improving the students' vocabulary, different capability of the student and limitation of time. The student's ability in writing recount text is good, because the score is upper the passing grade.

Key Word: Classroom Action Research, Recount Text, Writing

A.   INTRODUCTION

The English language is the important language in the world for international communication. In Indonesia, English must be learned at schools as the first foreign language. For most student it is nor easy to learn English. They must pay attention in order to master it. There are four language skills: listening, speaking, reading and writing. One of four skills that are used frequently beside the speaking skill is writing. "Writing is the most difficult skill to master for foreign language learners. This is do not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text" (Richard & Renandya (2002) in Fauziati (2010:45). Writing as a process of expressing ideas or thoughts in words should be done at our leisure. Writing can be very enjoyable as long as we have the ideas and the means to achieve it (Leo & Groth 2007:1).

There are many causes why learning English is difficult for the students. Learning to write is a long process. Students have to improve their grammar, choose words, and use right vocabulary which is difficult for them. The learners can be stuck and cannot elaborate their idea in writing process.

There are some problems faced in teaching writing in SMP Negeri 2 Banyodono. In teaching and learning process, the students do not pay attention to what the teacher teaches. In addition, the teachers who teach too well make them regard as their friend. Therefore, they crumble what is taught. That makes it less effective lesson to be taught in the class.

In this study, the researcher is interested in researching recount text entitled *"Teaching Writing Recount Text for the Second Year Students of SMP Negeri 2 Banyudono in 2012/2013 Academic Year (a Descriptive Study)."*

This study is focused on the eight year of SMP Negeri 2 Banyudono in 2012/2013 academic year. The writer takes 8A class and focuses on process, and activities in teaching writing recount text in SMP Negeri 2 Banyudono.

This study researcher has Problems Statement are (1) What is the method of teaching writing recount text applied by the teacher in SMP Negeri 2 Banyudono?, (2)What are the problems faced by teacher in teaching writing recount text applied by the teacher in SMP Negeri 2 Banyudono?. There are objective of the study: (1) To identify the method of teaching writing recount text applied by the teacher in SMP Negeri 2 Banyudono, especially on: The purpose/objective, The role of teacher and students, The material, (2) To describe the problems faced by the teacher in teaching writing recount text in SMP Negeri 2 Banyudono.

B. Underlying Theory

This study is dealing with review of related literature. It discusses previous study that consists of the similarity of the research with the previous researches. The writer used some references, they are:

1. Notion of Genre

According to Hyland (2004:4) "genre is a term for grouping text together, representing how writers typically use language to respond to recurring situations". "Genre is the most important and influential concepts in language educations", signifying what John (2000:3) in Hyland (2004:5) has recently referred to as "a major paradigm shift" in literacy studies and teaching.

a. Genre-based Teaching

According to Fauziati (2010:53) "Genre –based teaching is concerned with what learners do when they write. It allows writing teacher to identify the kinds of texts that students will have to write in their target context (occupational, academic, or social) and to organize0 their courses to meet these needs".

b. Genre-based Writing Teaching

Hyland (2004:5) states that "genre-based writing teaching is concerned with what learners do when they write. An understanding of the concept allows writing teachers to identify the kinds of texts that students will have to write in their target occupational, academic, or social contexts and to organize their courses to meet their needs". He also states that "genre is a useful concept because it pulls together language, content, and contexts, offering teachers a means of presenting students with explicit and systematic explanations of the ways writing works to communicate".

1) **Recount Text**

According to Anderson (1990:48) "Recount text is a piece of text that retells past events, usually in order in which they happened." The purpose of a recount is to give the audience a description of what occurred and when it occurred. Example:

A Trip to Borobudur Temple

Last week, I spent my holiday in Jogjakarta. I went to Borobudur Temple. My family and I went there early morning.

We went to Borobudur Temple by private car. I had prepared everything before we went to Jogja. While we were driving, we could see some beautiful views of mountains, forests, and waterfalls.

My family and I arrived at Borobudur Temple at 11:30 in the afternoon. There, I saw many tourists. Borobudur Temple was crowded in that holiday vacation. I could learn and practice speaking English with one of foreign tourists. His name was Jack. He was very friendly. It was my first time to speak English with foreign tourist.

We went back at 04:30 in the evening. It was a very interesting vacation.

Generic Structure of Recount Text

Orientation: Informing who are in the events. They are me (the writer) and his family. It happened in Jogja last week.

Event 1: The writer saw beautiful views of mountains, forests, and waterfalls.

Events 2. The writer practices speaking English

with one of the foreign tourist. **Reorientation**: The closing statement forms the writer. He said that the vacation was interesting.

Flickr (2013) in http://www.englishdirection.com/2 013 /01/recount-text-contoh-pendek-dan-generic.html

2. Teaching Writing Recount Text

In teaching writing recount text, there are four steps in teaching writing recount text. Based on the opinion and experience of Isnani Rakhmawati is the genre used to teach writing skill to the students was recount genre.

Rakhmawati (2012) http://wirajunior.blogspot.com/2012/09/ teaching-writing-recount-through-daily.html explains that,

> While the type of writing skill used by the writer was guided writing. The writer used four steps in teaching recount genre. **First**, the writer only asked the students to make a simple recount text based on a topic. **Second**, the writer gave some pictures and asked the students to make the recount text based on the pictures. **Third**, the writer gives also some pictures and certain vocabulary and asked the students to make the recount text based on the pictures and the vocabulary. **The last**, the writer gave some pictures, including a certain paragraph in Indonesian language and jumbled sentences in English and asked the students to compose them into a good paragraph. The best steps should be just in opposite order. Most of the students got some difficulties such as grammatical use, vocabulary use, punctuation use, and the influence of Indonesian language. During the process, the writing skill of the student especially in writing the recount text improved. It was proven by looking at the students' writing in the end of the meeting.

3. Method of Teaching Writing

One of teaching method used in teaching is inquiry method. In dictionary, inquiry is questioning or investigation. According to Victor and Kellough (2004) in Jacobsen (2009: 243) "Inquiry is a process answers the

questions and solves the problems based on the knowledge and observations." In this model, students are given concrete materials and questions. In order to the students answer the questions, then they work individually or in small groups to explore, observe, and discover answers. The teachers can then expand upon the discoveries, in order to the students make to provide explanation of the discovery and instruction. In this model divided into three stages, namely: exploration, elaboration and confirmation or evaluation.

Warner and Brian E. Myers2 (2008) http://edis.ifas.ufl.edu/pdffiles/WC/WC07600.pdf explain that,

a. Exploration

This stage imitates guided discovery. Students manipulate the materials, make discoveries, and share their findings with classmates and the teacher. The teacher provides scaffolding by observing, questioning, and guiding. Exploration provides concrete experience from which student learning and knowledge can build.

b. Explanation

In this stage teachers invite their students to share their discoveries and explanations. Based on the descriptions provided by the students, teachers introduce relevant concepts, principles, and/or theories. Teachers should encourage students to make connections to their experiences during the exploration phase. Together, students and teachers utilize the concept and the experiences to describe and explain the phenomenon and answer the initial question.

c. Elaboration

Elaboration allows students to create connections between new concepts, principles, theories, and real-world experiences by applying them to a new situation. The application of this new knowledge provides an opportunity for students to move beyond memorization to deeper understanding of what they have learned. Small group and classroom discussions continue to play a vital role in the learning process by allowing students to share and defend their understandings and explanations.

d. Evaluation

Evaluation provides teachers an opportunity to assess studentsˇ knowledge and provide feedback on

performance. Informal assessment and feedback may be provided throughout the inquiry learning process to reassure, encourage, or direct students. Formal assessments, such as tests or projects, provide the teacher with feedback and allow them to determine how much the students have learned from the activity. Students should also be encouraged to utilize self-assessment throughout the learning process.

Based on the explanation above, the writer concludes that inquiry focuses on the four phases of exploration, explanation, elaboration and evaluation.

4. Method of Teaching Writing Recount Text

Based on the opinion, writing in our first language is relatively difficult, while writing in the foreign language is far more difficult. Amy Gillespie and Steve Graham (2010) in Winter (2011) http://education. jhu.edu/PD/newhorizons/Better/articles/Winter2011.html explain that,

Evidence of the effectiveness of each strategy or technique was compiled from research studies that met several criteria. **First**, a recommendation was not made unless there was a minimum of four studies that showed the effectiveness of a writing intervention. **Second**, in each study reviewed, the performance of one group of students was compared to the performance of another group of students receiving a different writing intervention or no intervention at all. This permitted conclusions that each intervention listed below resulted in better writing performance than other writing strategies or typical writing teaching in the classroom. **Third**, each study was reviewed to ensure it met standards for research quality and that study results were reliable (reducing the chance that error in assessment contributed to the results). **Fourth**, studies were only included if students' overall writing quality was assessed post-intervention. This criterion was used to identify strategies that had a broad impact on writing performance, as opposed to those with a more limited impact on a specific aspect of writing such as spelling or vocabulary.

Based on the explanation above, the writer concludes that these criteria are potentially useful, and encourage the teacher to use a combination of strategies to best meet the needs of their students.

C.   RESEARCH METHOD

In doing this research the writer uses the descriptive research. Descriptive research is the exploration of the existing certain phenomena. The details of the facts won't be known. The existing phenomena facts are not known to the persons (Morissan 2012:37). In this research, the object of the study is limited to the teacher and students of SMP Negeri 2 Banyudono, The teacher and the students who are analyzed are the teacher and the students at the second year. The object of the study is the technique of teaching writing a recount text by the teacher at SMP Negeri 2 Banyudono.

In this research, the data are taken from the result of teaching learning process. There are the data sources, they are: event, informant, and document. Event is the activities in the classroom during teaching writing recount text, Informant is the English teacher and students in SMP Negeri 2 Banyudono, and Document is the written materials or books related to the problem and some articles related to research study. The researcher uses interview, observation, and document. In this research the writer uses the documents. They are from syllabus, lesson plan, teaching materials and students' worksheets from teaching writing recount text.

D.   RESEARCH FINDING AND DISCUSSION

1. Research Finding

In order to make the finding clearer and easier to understand the writer classifies this section into two namely: the method of teaching writing recount text and the problems faced by teacher in teaching writing recount text applied by the teacher in SMP Negeri 2 Banyudono.

a) The Method of Teaching Writing Recount Text

In teaching writing recount text, the teacher used Indonesian language to teach her students, in order that the students can deepen

their understanding. Based on the observation, the writer found that the teacher used inquiry-based method in teaching learning process; this method focuses on vocabulary implemented in writing class. The implementation has been conducted to the second year students of SMP N 2 Banyudono.

In writing class, the teacher used the time appropriately to meet the purpose of the lesson. The teacher had 4x40 minutes in a week. Each session had 2x40 minutes in Wednesday and twice had 2x40 minutes in Friday. To collect the information of teaching writing, the writer did several observations in the classroom. The observation was done four times in class 8th grade A. From the interview and observation, the goal of the teaching writing recount text is to develop the write competence of the students in writing skill.

1. **First Observation on March 13th, 2013**

In First Observation on March 13th, 2013, in **pre-teaching**, the teacher entered the class and gave the students a greeting "Assalamualaikum Wr. Wb", and the students answered her greeting by saying "Wa'alaikumsalam Wr. Wb". Then the teacher wanted to know the condition of the students, and she made sure that the students were fine. After greeting, she said, "How are you today?" and the students said, "I am fine, and you?" The teacher said, "I am very well, thank you". Then the teacher checked the students who was absent from the students attendance list. In **While- teaching** divided into three stages, namely: exploration, elaboration, and confirmation. In each stage, the teacher and her students claimed to be active and creative in teaching learning process. They are: exploration, elaboration, and confirmation.

1. Exploration

In the first observation the observer found that some activity was not completely in line in the standard process. The observer found that the teacher was still dominant in the

class. She did not facilitate the student to think and analyze information of material. In the first observation, the teacher only used LKS and hand book. In first observation (March, 13 2013), the teacher taught about writing recount text.

Based on the information above, it can be seem that the teacher was still dominant in explaining the material because she only uses lecturing. She used lecturing to explain the material. She went into detail to explain the recount text, it made the students passive in learning process.

Most students understood about it because their problem in understanding past tense. There were some students who still got difficulties in differentiating the verb 1 (present tense) and verb 2 (past tense), especially irregular verbs, and they basically got difficulties in using correct word spelling.

2. Elaboration

Elaboration is an initial effort to build knowledge to understand a phenomenon. On the first, the second and the third observation the teacher gave some assignment by the exercise of material to develop the students understanding. The exercise was in team work and individual. The teacher gave the students some practice. The classroom activity was conductive and effective because the teacher had good explain to make the student interesting. The students were enthusiastic to do the exercise. They were not noisy in the class. Finally, the students finished the assignment.

3. Confirmation

In confirmation activity, the teacher gave reflection and feedback of the result from exploration and confirmation. The teacher was an informant to give more

information about the material. It can be done through question answer between the teacher and the students. The students who did not understand yet, can ask to the teacher as an informant to give more information. The teacher cheeked their work in the class. By correcting the exercise together in class, the teacher teaches the students in order that they are active in thinking. After checking the student's task, the teacher gives opportunity to ask and revise their exercise and submit it. **In post teaching**, before the class was ended, the teacher usually gave the chance to the students to ask about the material. The teacher asked to the students, "Do you have any questions?" The students didn't have any questions, they answered with full spirit, "No". After making sure there were no questions, then the teacher finished the lesson at the day by saying, *"Alhamdulillahirobbil a'lamin"*.

2. **Second Observation on March 15th, 2013**

In Second Observation on March 15th, 2013, in pre-teaching, the teacher entered the class and gave the students a greeting. In while-teaching divided into three stages, namely: exploration, elaboration, and confirmation. In each stage, the teacher and her students claimed to be active and creative in teaching learning process. They are: exploration, elaboration, and confirmation. In post teaching, before the class was ended, the teacher usually gave the chance to the students to ask about the material.

3. **Third Observation on March 20th, 2013**

In third observation on March 20th, 2013, in pre-teaching, the teacher entered the class and gave the students a greeting. In while-teaching divided into three stages, namely: exploration, elaboration, and confirmation. In each stage, the teacher and her

students claimed to be active and creative in teaching learning process. They are: exploration, elaboration, and confirmation. In post teaching, before the class was ended, the teacher usually gave the chance to the students to ask about the material.

4. Fourth Observation on March 22th, 2013

In fourth observation on March 22th, 2013, in pre-teaching, the teacher entered the class and gave the students a greeting. Then the teacher checked the students who was absent from the students attendance list. After that the teacher asked the student about the homework. In while-teaching divided into three stages, namely: exploration, elaboration, and confirmation. In each stage, the teacher and her students claimed to be active and creative in teaching learning process. They are: exploration, elaboration, and confirmation.

In fourth observation the observer found that the teacher made the students active in the learning process. She had facilitated the student to think and analyze information of material used LCD to explore the material.

In fourth observation, the teacher made questions about the last material. Then the student tried answering her questions. Based on the information above, it can be seem that the student were enthusiasts answer the questions.

b) Problem Faced by the Teacher

In the teaching learning process, the teacher faced some problems in teaching learning process. There are some problems faced by the teacher in the class. However the teacher must solve these problems. Based on the observation and the interview with the English teacher, the researcher makes the conclusion that the problems are described as follows;

1. The students vocabulary

Most the students have limited understanding the English language. The teacher has some solution to solve the problems. In each meeting, the teacher instructs to the student always bring the dictionary to help them understanding the meaning of words.

2. Different capability of the students

Every student has capability in receiving the material. For example, a few students cannot understand the material quickly when the teacher explained the material. From those problems, the teacher has solution to solve the problems. The teacher made the task, and then the teacher guides them. The teacher walks around the class to check and help them if the students get difficulties.

3. Limitation of Time

The problem of the teacher is lack of time in teaching writing. Writing takes long process and long time. To solve the problem the teacher should be able to get around the time of delivering the material.

c) **Goal**

The goal of teaching recount text is actually to develop writing recount text competence of the students. Besides, writing is one of important skill from the four skills in mastering English.

d) **Media**

In teaching writing recount text, the teacher also used media. The writer found that the teacher used LCD projector as the media.

e) **Test of Teaching Recount Text**

In test writing recount text the teacher used written test. The students write a recount text about their experiences.

E. Discussion

Based on the observation in teaching writing recount text at the second year in SMP Negeri 2 Banyudono, the researcher finds some research findings as follow;

a. The Method of Teaching Writing Recount Text, Based on the observation, the writer found that the teacher used inquiry-based method in teaching learning process; this method focuses on vocabulary implemented in writing class. Based on the observation of the implementation of inquiry-based learning in teaching writing recount text are pre-teaching, while-teaching, and post-teaching. Pre-teaching is the opening the lesson by the teacher. While-teaching is the main activity in the classroom. Post-teaching is the last step in classroom activity.

b. The teacher faced some problems in teaching process. The problems were the difficulty in improving the students' vocabulary, different capability of the student and limitation of time.

c. The goal of teaching recount text is actually to develop writing recount text competence of the students. Besides, writing is one of important skill from the four skills in mastering English.

d. In teaching writing recount text, the teacher also used media. The writer found that the teacher used LCD projector as the media.

e. In test teaching writing recount text the teacher used written test. The students write a recount text about their experiences.

f. The differences of this research with the previous researches are; first, the object of this research is SMP Negeri 2 Banyudono. Second, it describes the problem faced by the teacher. The previous research of the writer describes the implementation of teaching writing recount text in writing class. The object is at the second year of junior high school. So this research is absolutely different with the previous research before.

F. **CONCLUSION AND SUGGESTION**

1. **Conclusion**

   After describing and analyzing the data, the writer draw the conclusion based on the observation of the teaching recount text to the second year of SMP Negeri 2 Banyudono as follows;

a. Based on the observation, the writer found that the teacher used inquiry-based method in teaching learning process; this method focuses on vocabulary implemented in writing class. The implementation has been conducted to the second year students of SMP N 2 Banyudono. The classroom activity consists of three stages: exploration, elaboration and confirmation.

b. The teacher faced some problems in teaching process. The problems were the difficulty in improving the students' vocabulary, different capability of the student and limitation of time.

c. The goal of teaching recount text is actually to develop writing recount text competence of the students. Besides, writing is one of important skill from the four skills in mastering English.

d. In teaching writing recount text, the teacher also used media. The writer found that the teacher used LCD projector as the media.

e. In test writing recount text the teacher uses written test. The test is essay.

2. Suggestion

After the writer draws the conclusion of the teaching writing recount text to the second year of SMP Negeri 2 Banyudono. The writer proposes the suggestions for the teacher, students, school, and the other researcher. For Teacher are: The teacher should be more effective in teaching writing, the teacher should be motivating the students to be active in teaching learning process, and the teacher should recognize well the character and capability all of the students. For the students are the students must pay attention for the teacher, the students should bring the dictionary in English lesson, the students should be active in the class, the student should learn the material at home before the teacher explains at school and the students must be confident. For the school is the library school should provide the collection of English books or enrich the English book collections. For the other researcher, to the other researcher

who wants to study in the same subject, the writer hopes that this study may be useful as a reference.

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