

**THE USE OF DIRECTED WRITING ACTIVITY STRATEGY
TO ENHANCE THE STUDENTS SKILLS IN WRITING RECOUNT
TEXTS AT THE SECOND GRADE OF SMPN 5 SOROMANDI
IN ACADEMIC YEAR 2020/2021**



A THESIS

**Presented as a Partial Fulfillment of the Requirement for
the Bachelor Degree in English Language Teaching**

BY

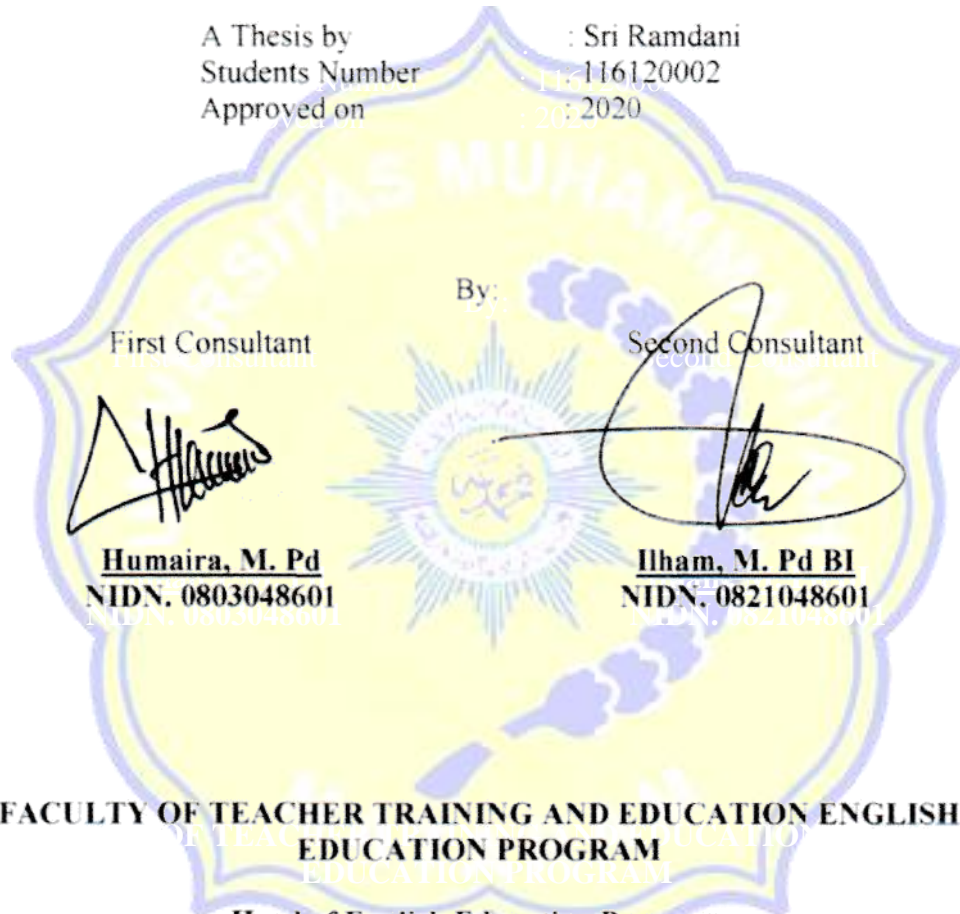
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FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM
MATARAM
2020**

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THE USE OF DIRECTED WRITING ACTIVITY STRATEGY TO ENHANCE THE STUDENTS SKILLS IN WRITING RECOUNT TEXTS AT THE SECOND GRADE OF SMPN 5 SOROMANDI IN ACADEMIC YEAR 2020/2021

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TO ENHANCE THE STUDENTS SKILLS IN WRITING RECOUNT
TEXTS AT THE SECOND GRADE OF SMPN 5 SOROMANDI
IN ACADEMIC YEAR 2020/2021

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DECLARATION

The undersigned below, the researcher is a student of English Education Program Faculty of Teacher Training and Education, Muhammadiyah University of Mataram, States that

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I certify that the thesis entitled "The Use of Directed Writing Activity Strategy to Enhance the students Skills in Writing Recount texts at the Second Grade of SMPN 5 Soromandi in Academic Year 2020/2021" and presented as a partial fulfillment of the requirement for bachelor degree is my own work, expect where otherwise acknowledged and this thesis has not been submitted for the higher degree to any others university or institute.

Mataram , January 2021

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MOTTO

“And ask for help (to Allah patiently and pray. And (prayer) is really hard except for those are solemn,”

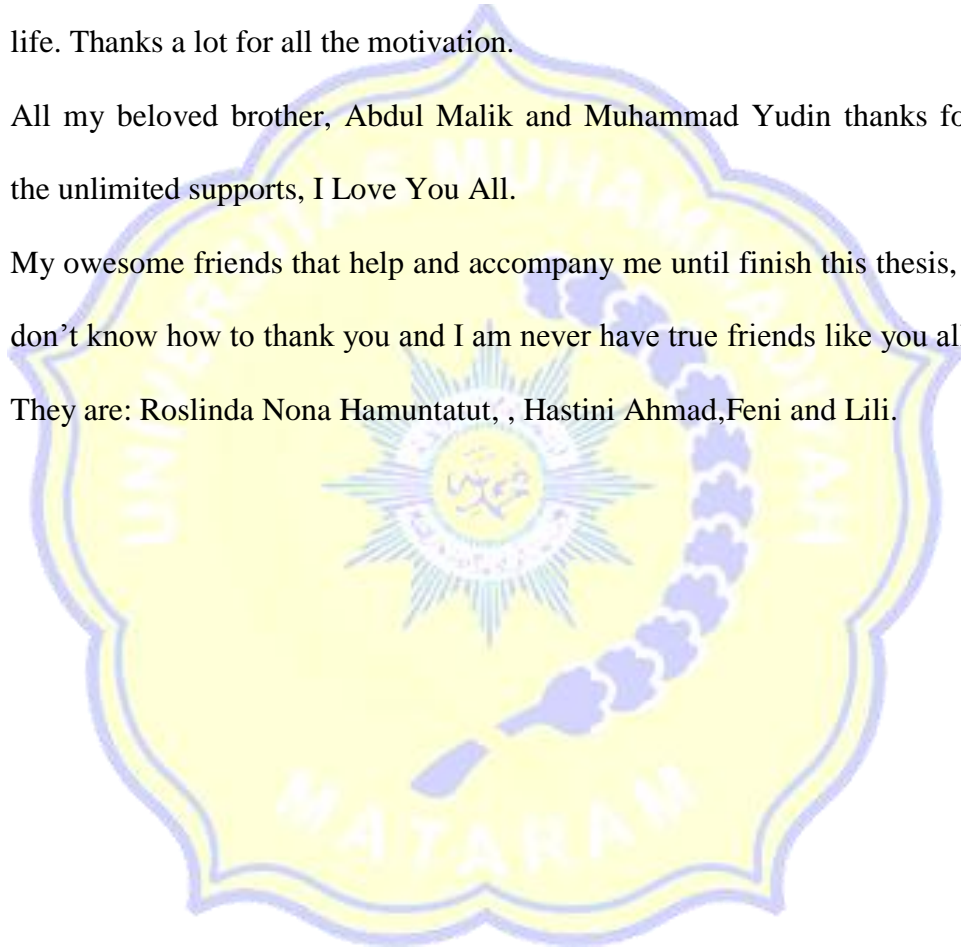
(QS. Al-Baqarah 2: Verse 45)



DEDICATION

The researcher would like to dedicated this thesis to:

- a. My beloved father, Mursalin and my beloved mother, Dumuran, who always pray, support me and guide me to be success in my study and my life. Thanks a lot for all the motivation.
- b. All my beloved brother, Abdul Malik and Muhammad Yudin thanks for the unlimited supports, I Love You All.
- c. My owesome friends that help and accompany me until finish this thesis, I don't know how to thank you and I am never have true friends like you all. They are: Roslinda Nona Hamuntatut, , Hastini Ahmad,Feni and Lili.



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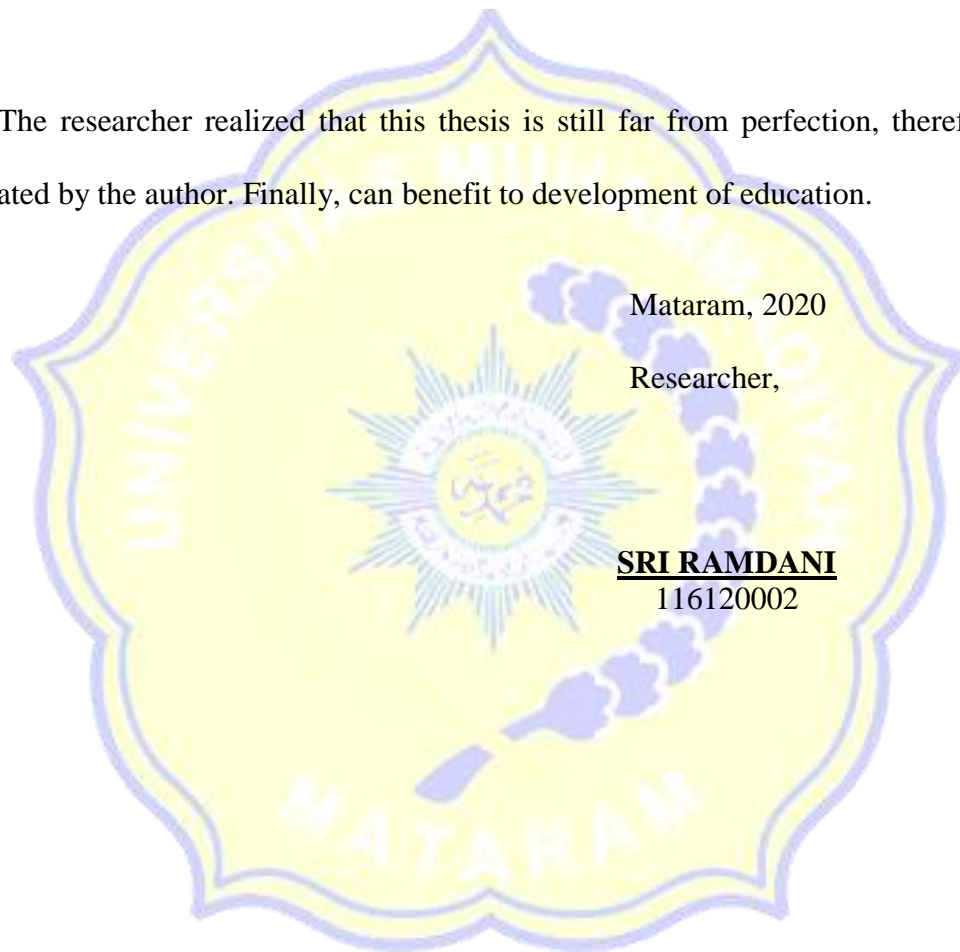
Alhamdulillah, praises be to Allah SWT, the Almighty, the Compassion and the most Merciful, so that the writer can finish this thesis. Praise also goes to Muhammad SAW, the Prophet and his families. May Allah bless them and give them peace. So that, the Strategy to Enhance the Students Skills in Writing Recount Texts at the Second Grade of SMPN 5 Soromandi in Academic Year 2020/2021 can be completed on time. This thesis was structured as one of the requirements in completing studies (S-1) of the English Department, Faculty of Teachers Training and Education, Muhammadiyah University of Mataram.

The researcher realized that the completion of this thesis is supported and helped by the various part. Therefore, the authors would like to thank:

1. Dr. H. Arsyad Abd. Gani, M.Pd, as the Rector of Muhammadiyah University of Mataram
2. Dr. Hj Maemunah S. Pd, M.H., as the Dean of Muhammadiyah University of Mataram.
3. Hidayati, M. Hum, as the Head of English Education Program.
4. Humaira, M.Pd, as the first consultant has given the writer advice, suggestion, are commendation.
5. Ilham, M.Pd.BI, as the second consultant who has educated, supported, directed and has given the writer advice, suggestion, and recommendation for this thesis from beginning until the end.
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7. All the staffs who have helped the writer in processing the graduation administration.
8. The headmaster, the English teacher and Staff at the SMPN 5 Soromandi, who helped the researcher doing the process of conducting this reseach.

The researcher realized that this thesis is still far from perfection, therefore, created by the author. Finally, can benefit to development of education.



ABSTRAK

Sri Ramdani. 2020. Tesis: Penggunaan Strategi Kegiatan Menulis Terarah untuk Meningkatkan Keterampilan Siswa pada Siswa Kelas II Soromandi Tahun 2020/2021: Program, Fakultas Mataram.

Pembimbing 1) Humaira, M. Pd

Pembimbing 2) Ilham , M. Pd BI

Penelitian ini bertujuan pertama untuk mengetahui keterampilan menulis teks recount siswa kelas SMPN 5 Soromandi, yang kedua untuk mengetahui proses pembelajaran teks recount melalui strategi kegiatan menulis terarah di SMPN 5 Soromandi dan yang ketiga untuk mengetahui pengaruh strategi kegiatan menulis terarah terhadap siswa yang menulis teks recount. Penelitian ini menggunakan metode penelitian eksperimental. Jumlah populasi penelitian ini adalah 40 siswa, 20 siswa sebagai kelas kontrol dan 20 siswa untuk kelas eksperimen. Pengumpulan data dilakukan melalui pre-test dan post-test , kemudian dilanjutkan dengan analisis data berdasarkan SPSS 17.0. Hasil penelitian menunjukkan bahwa rata-rata kelas eksperimen dan kelas kontrol pada post-test kontrol adalah 62,25, maka hasil post-test dari kelas eksperimen adalah 46,50, maka hasil post-test dari kelas eksperimen adalah 74,50. Yang lebih tinggi dari hasil pre-test kelas kontrol yaitu 55,00. Berdasarkan uji statistik (mann Wilcoxon test) jika Asymp Sig. (2 – tailed) 0,000 < 0,05, maka dapat disimpulkan bahwa terdapat perbedaan rata-rata hasil belajar siswa pada kelas eksperimen post-test. Artinya, penggunaan strategi kegiatan menulis terarah untuk meningkatkan keterampilan siswa dalam menulis teks recount pada siswa kelas II SMPN 5 Soromandi tahun ajaran 2020/2021 efektif.

Kata Kunci: Kegiatan Menulis Terarah, Strategi Pembelajaran.

ABSTRACT

Sri Ramdani. 2020. A Thesis: *“The Use of Directed Writing Activity Strategy to Enhance the Students Skills in at the Second Grade Students of Soromandi in 2020/2021”*: Program, Faculty Mataram.

Advisors 1) Humaira, M.Pd
Advisors 2) Ilham, M.Pd BI.

The objective of the research first to find out the students recount text in writing skill of students at the second grade of SMPN 5 Soromandi, the second to find out the process of teaching recount text through directed writing activity strategy at SMPN 5 Soromandi and the third to find out the influence of directed writing activity strategy on students writing recount text. This research used experimental research method. The total population of this study involves 40 students, 20 students as a control class and 20 students for experimental class. The data was collected through pre-test and post-test, then it followed by analyzing the data based on SPSS 17.0. The result shows that the average of the experimental class and the control class in the post-test control were 62.25 and pre-test control 46.50, then the result of post-test from the experimental class is 74.50. which is higher than the result of the pre-test control class that is 55.00. Based on statistics Test (Mann Wilcoxon Test) if Asymp Sig. (2-tailed) < 0,05, it means that Ha was accepted and Ho was rejected. The result was Asymp Sig. (2-tailed) 0,000 <0,05, it can be concluded that there are differences in the average student learning outcomes for Pre-test experimental class and the Post-test experimental class. It means, the Use of Directed Writing Activity Strategy to Enhance the Students Skills in Writing Recount Texts at the second grade students of SMPN 5 Soromandi in academic year 2020/2021 is effective.

Key Words: Directed Writing Activity, Learning Strategy.

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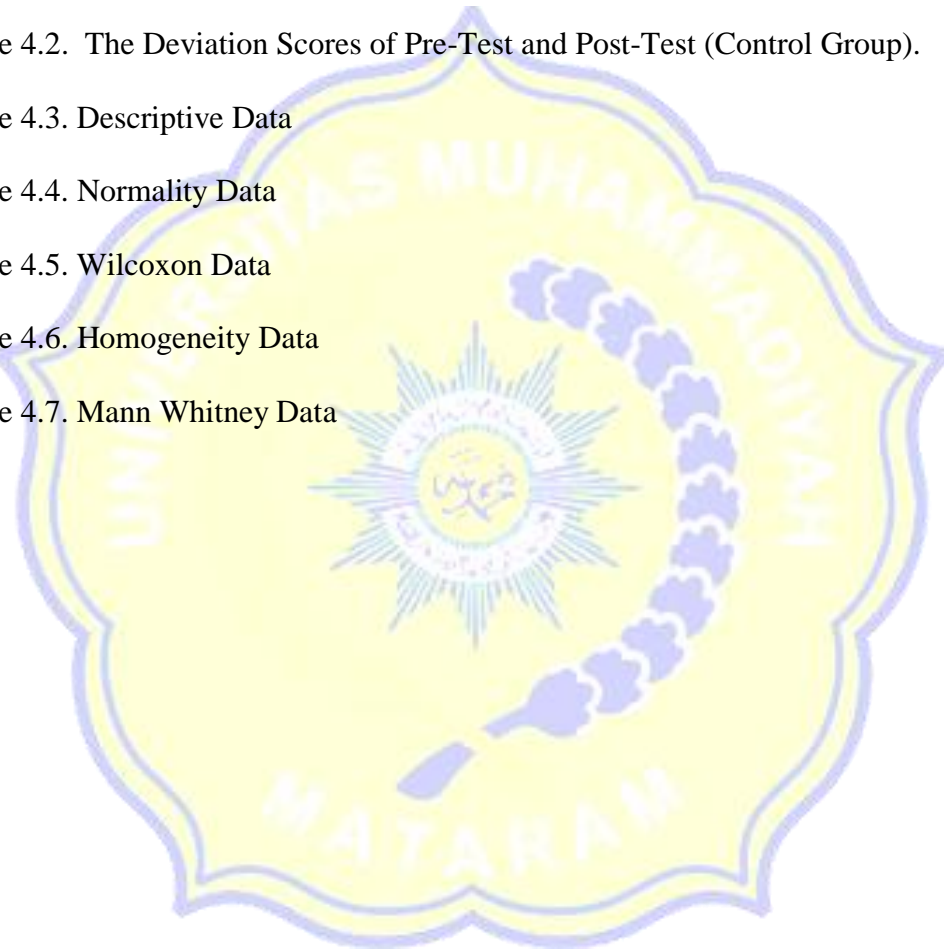
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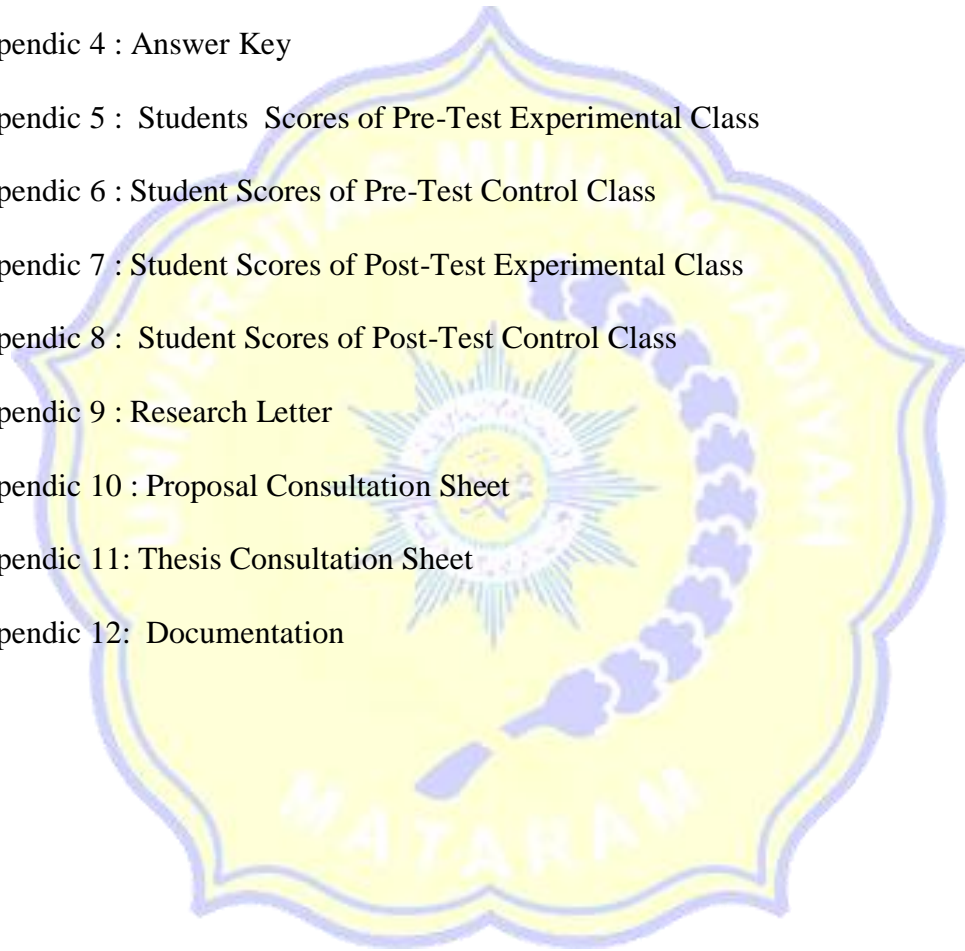
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BAB 1

INTRODUCTION

1.1 Background of the Study

Were five types from writing texts; were narrative text, recount text, descriptive text, argument text, expository text. In this case, the researcher writing by using recount material or try to devise in that students problem to study writing using by recount material.

In this learn, the writer would like into investigated the students from SMPN 5 Soromandi at the second grade in learning writing by using recount text, although writing is taught by English teacher to the students since they are in lower secondary school but only few research which discussed teaching writing by using recount text that was the reason why the writer tries to investigated the student's principle problem and their ability in writing skill.

There are three issue aspect of the writing learning process at the school, particularly in writing recount text like writing skills writing recount text to the of to enhance the students skills in writing recount text of SMPN 5 Soromandi namely teacher, student and process.

The first issue is about teacher when teaching junior high school, media was an important role to convey the materials to the students. The teacher of SMPN 5 Soromandi not using interactive media.

The second issue is about student of SMPN 5 Soromandi have not a high skill in writing like writing recount text. In here the students of SMPN 5 Soromandi need a motivation so that student have high skill in writing recount

argument, expository . low ability in writing texts such as descriptive, narrative and recount texts.

The third issue is about process in the school of SMPN 5 Soromandi have a low interaction student and teacher learning process in the school.

Writer chose this research because; firstly the researcher want enhance skill students so that students will not passive in writing. So that correlation between student and teacher will be enhance in the skill writing like writing recount text.

The second, because the researcher expected that the learn will us used like an logical to the next writer anyone wish to study about process writing on teaching writing skill and will be used as teaching strategies on teaching learning process. This study will give them an alternative strategy through process writing that will help students the writing skill and understand better about to English lesson in recount text especially writing process.

The third, because the students not low at vocabulary in generating ideas. In Indonesia, English teaching in Indonesia is became more important nowadays.

So, the conclusion are not low ability researcher expected that this learn will such as a bibliography to the next writer who want to study about process writing to the teaching writing skill and last the students who are good writing in writing skill.

1.2 Research Question

Background writer stated can the directed writing activity strategy to enhance the students skills in writing recount texts at the second grade Soromandi 2020/2021?

1.3 Purpose of the Study

Based on the research question the purpose of this research is: to know how the directed writing activity strategy to enhance the students skills in writing recount texts at the second grade of SMPN 5 Soromandi in Academic Year 2020/2021.

1.4 Significance of the Study

1. Theoretically

The writer expected that this learn will us used as a reference for the next researchers who want to study about process writing in teaching writing skill and will be used as teaching strategies in teaching learning process.

2. Practically

- a. For the English teachers this study will give them an alternative strategy through process writing.
- b. It help understand better about the English lesson in writing skill especially by using process writing.

1.5 Scope of the Study

This research focuses on the recount text as the main material that the researcher taught to student by using directed writing activity strategy. This material was adapted from English in focus for the grade VIII junior high school (Wardiman, et.al.2008). There are some material in recount text namely about experience in beach and experience in school.

1.6 Hypothesis of the Study

Hypothesis of this study are:

- a) Null Hypothesis (H₀): Directed Writing Activity is not effective recount second SMPN 5 Soromandi 2020/2021.
- b) Alternative Hypothesis (H_a): Directed Writing Activity is effective in student 5 Soromandi in 2020/2021.

1.7 Definition of Key Terms

- a) Directed Writing Activity is a strategy for developing skills in writing and will use the writing process to enhance content area learning (Harmer, 2004:86).
- b) Recount Text

Recount text is a text which to tell about last experience (Harmer, 2004:31-32).

- c.) Strategy

Strategy is to the way teacher gotten the students planned, drafted, reflected, revised or responded to students writing (Harmer, 2004:11).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Writing

2.1.1 Definition of Writing

Writing is a sentences to express ideas because the writer is more time to edit namely writing and choosed the most suitable expression for is idea (Hadi, 2009:16).

Writing can also be defined as a method of represented language on a paper or things in visual or invisible form, “writing allows us to share our communication not only with our contemporaries, but also with our future generation”. Thus, writing is one of the way in conducted communication or relationship either with a people or with the new generation in the future textual form communication (Karrol, 1990:1).

Writing is active productive skill related to everyday language task. “the main function of writing is as a tool of indirected communication the reader communicated each other without face to face rather from writing or written language, therefore basically extremely main cased in writing is the message or information the writer could be presented to the reader (Ariffudin, 2007:167).

Writing is functional communication, to maked learners possible to created imagined worlds of their own. Writing as one of four language skills was considered as a difficult skill because the

researcher should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation and spelling in a balance way. The writing ability is the main activity of composition. The writing would be systematic and detail. A knowledge or study about good writing or how to write composition is much need (Richard Kern, 2000:31).

Writing is the communication of content for a purpose to an audience. Therefore, writing would be said as a process of gave and put idea or message into words. In short, writing is depend on how much the readers will understand what the writer's mean. So, to be a good writer is not easy because a writer must pay attention to principal purpose or writing and also must consider the aspects of writing in his writing (Peha, 2010:58).

Writing is indirect communication which we transfer our thought and felling grammatical and vocabulary with symbol written. It means that writing deals with the content. It will be said that writing is converting oral to written language according to grammatically correctness. Writing also deals with the deals with the basic purpose of writing by conveying and explored our thoughts and feelings (Syarif, 2004:4).

Based on statement above it would be concluded that writing is expressing ideas, facts, feeling, experience and thought in written form. In writing the aspect includes the used of vocabulary, structure

of sentence, composition of the sentence, spelling and punctuation. These aspects are important to master in order to be able to produce good writing.

2.1.2 Teaching Writing

Teaching writing for students of junior high school is one of the important things that is to be done well. It is because English is one of the compulsory subject that had to be taught for students of junior high school level. English learning in junior high school is aimed at made the students gain the functional level that is to communicated written and orally in solving daily problems. One scope of English learning at junior high school is that student will understand and produced a short functional text and short essay in the form of procedure, descriptive, narrative and recount (Depdiknas 2006).

There are three genres are taught in the second year of junior high schools especially for recount texts was included in the standard of competences of writing skills both in the first and second semester. It means that recount texts have more weight of attention to be taught in junior high schools.

2.1.3 Principles of Teaching Writing

There are some principles of teaching writing, namely:

- 1) Meaning- Focused Input

Learners should bring experience and knowledge to their writing. Writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write. The teacher had to give the learners enjoy in writing and made sure if they have enough knowledge or ideas to make them easy to write.

2) Meaning -Focused Output

- a) Learners should do practiced element the must be encourage to do practiced and exercises to know how far is their ability in created the words or sentence and even a paragraph.
- b) Use enhance by doing they not only write but also read the written text when they do some revised it will be enhance the learners understand in learning language.
- c) Writing instruction should be based on a careful needs analysis which consider what the learners need to be able to do with writing, what they can do now and what they want to do. It is important to know their need. So, the teacher will be know the weakness of the student, so the teacher learning purposes can be achieve.

3) Focused Learning

- a) The teacher needs to explain the process or step before the student begin the researcher or gave the students prior knowledge about learning.

b) Would had conscious strategies for dealing with parts of the writing process the students must had their own strategies in writing and not just waiting for the teacher conerved but they must be awared that it's benefit will come back to their own.

c) Where the LI used a different script or where learners are not literate in their LI the learners would gave attention to clarity and fluency in produced the form of the written script. Such activities can included careeful writing, copying models and doing repetitive writing movements. The teacher must gave the students various materials when they are not literate to bring them to clarity and fluency in producing the language.

4) Fluency Development:

Learners should enhance their writing speed so that they will write very simple material at a reason able speed. Fluency development can occur through repetitive activities and working with easy, familiar material.

2.2 Writing Process

People communicated their idea into major ways; written and spoken, we there directly and indirectly. There are four English literacy and or any levels for students.

1. Performative

This first level, the learners are expected to be able to read, write and speak using the symbol of English.

2. Functional

At this second level, the learners are expected to be able to use English to fulfill daily activities, reading newspaper to get information.

3. Informational

At this third level, the learners are expected to be able to use English to access knowledge.

4. Epistemic

At the last level, the learners are expected to have ability to use English to transfer or disseminate knowledge. Writing is really a form of thinking using the written word. Good writing goes through six steps; each other would be repeated as many times as necessary". Boardman (2002:11).

Step 1: Assessing the Assignment

Every school class is going to have writing assignments with different purposes, so the first step in the writing process is to understand exactly what the teacher wants on a particular assignment. The most important piece of information for you to know is the topics (or range of topics) and purpose of the assignment.

Step 2: Generating Ideas

The purpose of this step is to think about a certain topic and generate as many ideas as possible. Then when you get information from

other sources you still need to take this step to figure out what kind of information you need to look for. There are many ways to do this; two of the most effective ways are brainstorming and free writing.

Step 3: Organizing Idea

One way to organize your ideas is to outline the points you want to make. To write a topic outline, you had to decide what the main ideas of paragraph is you should write the idea as a sentence or just a few words on the top of your paper. After that, you need to consider which point to include in order to best support your main point, you should pick the best ones from your brainstorming or free writing and list them on separate lines below your main point in an outline you do not use completed sentences all you need is few words that will help you remember what you are going to write. Some people prefer more visual kinds of outline format which is called a tree diagram you start with the main idea and then make branches to the points that support your idea.

Step 4: Writing a First Draft

First draft is a writing that is not finished yet good writers will make sure to read their writing carefully in order to make changes and corrections before they are considered finished.

Step 5: Rewriting

Rewriting is a critical part of the writing process and consists of two separate processes: revising and editing.

Step 6: Writing The Final Draft

In this step we must use a good paragraph format and correct grammars in writing final draft you will make sure that there is no error in grammar or vocabulary spelling and irrelevant sentences in our writing. During the writing process students engage in pre-writing, planning, drafting, and post-writing activities. However, as the writing process is recursive in nature, they was not necessarily engage in these activities in that order. From the definitions above the writer will conclude that writing is a way to produce language that came from our thought.

Stage 1: Prewriting,

Choose a topic, gather and organize the ide, ideas, considered the potential audience, identify the purpose of writing and choose and appropriate genre.

Stage 2: Drafting Write a rough draft, craft leads, to grabs readers attention, and emphasize content rather than mechanics.

Stage 3: Revising Share writing in writing groups, participated discussions about classmates writing, make change reflect the the comments of classmates.

Stage 4: Editing Proofread composition to located errors and correct mechanical errors

Stage 5: Publishing

Publish writing in appropriate from and share finished writing with an appropriate audience.

In addition, the “process approach” serves today as an umbrella term for many types of writing courses what the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than through a single-shot approach.

1. Brainstorming will be done individually or in pairs or groups of students in a brainstorming session, students list all the ideas they can think of related to a topic, either in writing or aloud quickly and without much planning if no topic is given then the student can brainstorm possible topics.
2. Wordmapping is a more visual form of brainstorming when students create word maps they begin with an idea at the top or center of a blank piece of paper.
3. Quickwriting is where students begin with a topic but then write rapidly about it you will give the student a time limit usually 10 to 15 minutes and instruct them not erase or cross out the text to keep writing without stopping and to just let the ideas and words come out without concern for spelling grammar or punctuation from their pieces of quickwriting they then identify key ideas or interesting thoughts by underlining them these ideas are then used in the first draft of their essays.
4. Drafting, feedback and revising

After students had developed their topics and ideas, it is time for them to write their first draft. Sample time would be given for the first

draft and students should be reminded that at this point they need to focus on the development of ideas and organization of those ideas more than the development of perfect grammar, punctuation or spelling.

After the draft is handed in the instructor can make comments but only in keeping with the instructions given the students; made comments more on the ideas and organization than on grammar and spelling at this point the instructor will also utilize peer feedback students exchange papers and provide each other with comments on the paper content. If peer commentary it is best to use some kind of structured feedback form.

5. Proof reading and editing

Before the final draft is turned in for evaluation, students should, of course, read for mistake in spelling, grammar, punctuation and so forth students can help each other to proofread and edit, although the instructor should keep his/her involvement to a minimum. In developing independent writers, it is important that students learn to proof read and edit on their own as much as possible.

2.3 Directed Writing Activity

Directed writing activity is a process that what we write is often heavily influenced by the constraints of genres, then these elements had to be present in learning activities (Harmer, 2004:86).

Directed writing activity is learning strategy used guiding the students in writing English systematically and to be composed of pre-writing, drafting, revising, editing and publishing (Broughton, 1978:118).

Directed Writing Activity Strategy is a strategy for developing writing skills and will use the writing process to enhance content area learning (Harmer, 2004:86).

2.3.1 The Process of Directed Writing Activity Strategy

As a strategy based on writing process approach, this strategy guiding the student to write systematically that include some steps: *prewriting, drafting, revising, editing, and publishing*. There are procedure of directed writing activity strategy are:

1) Pre-Writing

Pre-Writing is the researcher preparing students to write by help them to choose their own topic. Researcher can use brainstorming to warm up before students write. Brainstorming is a pre-writing activity to enlisting the ideas related the topic. In this technique, the students write down every single thing that passing through or comes into their minds.

The researcher help the students to made question draft and answer related with the choosen topic. The researcher should make sure that the students answer are correct.

2) Drafting

The next is drafting. The result of brainstorming in pre-writing process is guidance for students to write paragraph. In the drafting phase, the students had to use the answer they got in the pre-writing phase to write recount text.

The researcher gave the recount text model to the students first. The researcher also explains about what the students might and might not write in their recount text writing. Then, the students write first draft using information collected and organize by them. In this phase, the students might make a lot mistakes on the contents, organizations, language use and mechanics.

3) Revising

In this step we can enrich our writing content by adding new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.

The researcher has to check and give comments on the students works. The works are return to the students in the next meeting. The researcher should record the result of the students works. The researcher should check the students works carefully because the students would used the researcher comments to enhance their works. The researcher should walk around the classroom to observe the students . The students are allowed to ask the researcher questions related to their works or the points of the report.

The classroom is divided into small groups consisting of three-four members. The researcher gives the students works back. In groups, the students discuss the mistakes (such as: spelling, grammar, punctuation, etc). and the researcher comments on their works and how to enhance them. They do that in groups.

4) Editing

They had to re-write their works based on the researcher comments. The researcher should walk around the classroom to observe the students. The students are allowed to ask the teacher question. It is important to tell the students that this is the last opportunity for them to enhance their works. The researcher should record the result of the students works.

5) Publishing

The students works are collected and checked by the teacher. The students can publish their writing in front of the class or in the schools wall magazine. This was the end of the directed writing activity process.

From the explanation above, we can concluded that directed writing activity strategy is emphasize the students to change the learning. In directed writing activity, the researcher and students together realize learning objective. The researcher became a facilitator that helping and guiding students when they experienced trouble in learning. Directed writing activity also can

motivate the students in writing learning. In directed writing activity, the students choosed their own topic that appropriate with their preference and they want. They guided by the researcher to can work cooperative with their partner.

2.3.2 The Advantages of Directed Writing Activity Strategy

The advantages of Directed Writing Activity Strategy are:

1. It can be applied in all of school grade
2. It can be used to all of essay exercise
3. It has flexible format, so the researcher can modify the material with appropriate with the learning objectives and student necessary
4. Forming the become creative and critical students

2.4 Kinds of Text

1. Descriptive text

Descriptive text is used to describe special someone, something or place. descriptive text appeals to the senses, so it tells how something looks, fells, smells, tastes, or sounds. A good description is like a ‘‘word picture’’. Reader can image the object, place, or person in this or her mind.

2. Recount text

Recount text is used to retell past event in order of time or place, what happen on Sunday, than on Monday, than on Tuesday in simple way, recount describes series of event in detail it does not expose the struggle on how to make them happen. The even happened smoothly.

3.) Narrative text

Narrative text is used to entertain readers, which has a problem and solution.

Narrative text is story writing; narrative is about an event in order that they happened. In other words, use time order to organize your sentence.

4.) Procedure text

Procedure text is used to tell how to make or operate something.

5.) Report text

Report text is used to inform place, people, or things in general.

2.5 Recount Text

2.5.1 Definition of Recount Text

Recount text will be considered as the most common kind of text we can find in our everyday life. The main goal of this text is to retell an event that happened in the past. This is the basic form that will be used in many story books or story or story-telling texts and also in non-fiction, usually used to make factual accounts of events, current or historical ones.

2.5.2 Types of Recount Text

1. Personal Recount

Personal recount describes an event where the writer or the author is doing the action by himself. It concludes in the story, funny events which are written in a diary.

The characteristic of personal recount is that used the first person pronouns, personal response to the events can be included (usually at the end of the text).

The lexicon grammatical features of personal recount are:

- a. Use of first person pronouns (I, We)
- b. Use the simple past tense e.g. visited
- c. Personal responses to the events will be included, particularly at the end.
- d. Details are often chosen to add interest or humor.

2.) Factual Recount

It describes the facts of events, such as research report, reports on the magazines and so forth. There are some characteristics of factual recount:

- 2 It uses the third person pronouns
- 3 Its details are usually selected to help the reader to reconstruct the activity or incident accurately.
- 4 Mention of personal feeling is probably not appropriate
- 5 Sometimes the ending describes the outcome of the activity
- 6 Details of time, place and manner may need to be precisely stated.
- 7 It may be appropriate to include explanation and justification.

2. Imaginative

An imaginative recount takes on an imaginary role and creates imaginary details but places them in a realistic context. The imaginative recount usually written in the first person and it may be appropriate to include personal reaction.

From the definition and the purpose of recount above will be summarize that of recount tells reader about something in the past and it is written orderly with time sequence on what happened.

Recount is one of genre that will use in teaching English language for lower secondary school. There are key world in learning Recount text. They are (1) social function (2) Generic Structure (3) Significant Lexicon grammatical features.

1. Schematic Structure of Recount

There are three generic structures of recount

- a. Orientation: provides the setting and produces participants.
- b. Event: tell what happened, in what sequence
- c. Re-orientation: optional-closure of events

2. Social Function of Recount Text

The social function of recount text is to retell event for the purpose of the informing or entertaining. Recount text tells a past experience of someone in the chronological order. That's way, it use simple past tense.

3. Lexico Grammatical Feature of Recount Text

The significant lexicon grammatical feature of recount text there are:

- a.) Focus in specific participants
- b.) Use of material process
- c.) Circumstances of time and place
- d.) Use of past tense
- e.) Focus on temporal sequence

There are five types of recount text, namely:

1. Eyewitness Account

The eye witness maybe calls on to give details an even such as a car accident, an explosion or a fight.

2. Letters

Letters will be written for some reasons; some letters will be recount text types because the writer events to the reader.

3. Conversation

Conversation is a spoken text between two or more people. Conversation may have different purposes namely to explain, to describe or to argument. Some conversation have the purpose of recounting events. Example of recount conversation are:

- a.) Talking with your family about what you did at school today
- b.) Telling a friend about what you did during holiday
- c.) Telling a friend who miss last nights episode at television Seri

4. Newspaper Report

Newspaper report are a recount.

5. Television interview is special type of conversation that will be in recount text which often on current affairs show the guest are asked to recount part of their lives.

First phase is a planning phase It is spent or generating some preliminary ideas, reading, and clarifying instructions. In the planning phase, students describe a theme of a recount text that they are planning to write to their pairs. Pairs who are listen carefully, probe with a set of questions and outline the idea of their friends. It helps the students to complete their ideas because their pairs give the useful materials for them. Besides, the students are encouraged to think in terms of positive collaboration between partners, which means that they are not thinking competitively and individualistically but rather cooperatively in terms of group. The students are also autonomous or even independent in their choice of what to write about (topic) and how to write it. They apply imaginative ideas to create their compositions based on familiar experiences and settings. It helps them to have a clear goal for their independent writing on the next phase.

Second, in drafting phase the students work together to write their first paragraph of the text. They write each composition to ensure that they both have a clear start on their composition. Then, they write their idea individually. It provides them the responsibility in improving their

writing skills when they elaborate their idea through their writings. This phase also stimulates the development of the grammatical components of the students when they write their compositions in a form of recount texts.

Third, in editing phase students have completed their writings and revised the compositions by making correction in capitalization, punctuation, spelling, language usage, and other aspects of writing. They can also give suggestions for revision and ensure that each composition is error-free. This phase gives a good contribution to students writing products because the feedback given in this stage is very useful. They immediately know the mistakes found on their compositions and it will help them to generate positive attitude toward their writing process. Besides, they are able to assess their own progress in achieving goals of writing and evaluate the effectiveness of their own written products. Therefore, they can make self-improvement for better writing skills.

Four, in the final draft students re-write their writing by taking into account any correction given by their peers. In this last phase, students are also given the idea that writing a text is determined by the process and it is not merely about the final product they have written. Therefore, based on the combination of the nature of writing process and collaborative writing, it is expected that the students writing skills on recount texts can be effectively enhanced.

2.6 Previous Studies

There are several researchers who have same research with this research, the first Farid (2012:15) who investigated improving students skill in writing recount text by using a personal letter to the first grade of MASS Proto Pekalongan in Academic Year 2011/2012. In this study, the researcher will conducted a classroom as the methodology of research. There are three meeting during the research, there are pre-cycle test, cycle test I and cycle test II. The researcher will use written test and observation in collecting the data. The using of written test is to measure the students skill in writing recount text after will and the be given treatment using of observation is to monitor students activities during teaching learning process.

The second researcher is Yusnita (2012:35) this research is about improving students recount text writing by using picture series. The objective of this research is to improve the students recount text writing by using picture series. Based on the research experience during teaching, the students are difficult get the ideas in recount text paragraph. For example the students are difficult to get the ideas without the clue of picture series. The methodology of this research is a classroom which consisted of 2 cycles. The subject of this research is the tenth grade students. the number of participants in this research is 40 students. In completing the research, the researcher used the observation, written test and field note as as the instruments of collecting the data.

The third is Amud (2012:36) the researcher entitled Teaching Recount Text Using Literacy Approach at First Grade Students of SMA Al-Maziyah

Cianjur is to find out the students achievement in writing recount text and whether or not literacy approach is effective to teach recount text. This research will use one group pre-test post-test design and quantitative method. The instrument of the research is test. Population of this research is 20 of the tenth grade students of SMPN 5 Soromandi. The data is collected by giving pre-test and post-test students sample. The data is analyzed by using the t-test formula. In this research the method will be use is a quantitative experimental method. According to Arifuddin (2007:167) there are four sub-bab in teaching recount text, namely:

First phase is a planning phase. It is spent on generating some preliminary ideas, reading, and clarifying instructions. In the planning phase, students describe a theme of a recount text that they are planning to write to their pairs. Pairs who are listen carefully, probe with a set of questions and outline the idea of their friends. It helps the students to complete their ideas because their pairs give the useful materials for them. Besides, the students are encouraged to think in terms of positive collaboration between partners, which means that they are not thinking competitively and individualistically but rather cooperatively in terms of group. The students are also autonomous or even independent in their choice of what to write about (topic) and how to write it. They apply imaginative ideas to create their compositions based on familiar experiences and settings. It helps them to have a clear goal for their independent writing on the next phase.

Second, in drafting phase, the students work together to write their first paragraph of the text. They write each composition to ensure that they both have a clear start on their composition. Then, they write their idea individually. It provides them the responsibility in improving their writing skills when they elaborate they idea through their writings. This phase also stimulates the development of the grammatical components of the students when they write their compositions in a form of recount texts.

Third, in editing phase, the students have completed their writings and revised the compositions by making correction in capitalization, punctuation, spelling, language usage, and other aspects of writing. They can also give suggestions for revision and ensure that each composition is error-free. This phase gives a good contribution to students writing products because the feedback given in this stage is very useful. They immediately know the mistakes found on their compositions and it can help them to generate positive attitude toward their writing process. Besides, they are able to assess their own progress in achieving goals of writing and evaluate the effectiveness of their own written products.

Therefore, they can make self-improvement for better writing skills.

Four, in the final draft, the students re-write their writing by taking into accounts any correction given by their peers. In this last phase, students are also given the idea that writing a text is determined by the process and it is not merely about the final product they have written. Therefore, based on the combination of the nature of writing process and collaborative writing, it is

expected that the students writing skills on recount texts can be effectively improve.



CHAPTER III

RESEARCH METHOD

3.1 Research Design

In this study, the researcher used the quantitative method and choose experimental research to solve classroom problems through the directed writing activity strategy to enhance the students skills in writing recount text. Meanwhile, to identify the use of directed writing recount text at the Second grade of SMPN 5 Soromandi in academic year 2020/2021. The researcher used a quasi experimental design control group and experimental group. The researcher used quantitative experimental research to collect the data.

The researcher collected the data by conducting pre-test and post-test to both classes (Sugiyono, 2014:79).

EG : 01 X 02
CG : 03 X 04

Where:

EG: experimental group

CG: control group

01 - 03: Pre test

02 - 04: Post-test

3.2 Research Setting

This research conducted at SMPN 5 Soromandi which is located at Soromandi Village community on Jalan Lintas Sampungu, Soromandi Street, West Nusa Tenggara.

3.3 Population and Sample

3.3.1 Population

Population is an object or subject that is the qualities and characteristics used by researchers to be investigated then draw conclusion. There are two classes, namely class VIII A and class VIII B. For class VIII A was 20 students while class VIII B was 20 student. So, the total number of sample were 40 student. Class VIII A I was the control group while class VIII B I was the experimental group.

Table 3.1: Population of the Research

No.	Class	Number of Students
1.	VIII A	20
2.	VIII B	20
Σ		40 Students

3.3.2 Sample

Sample is part or representative number of research subject. The sample of the research consist of 40 students, the researcher takes 20 students for class VIII A as the control group and 20 students for class VIII B as experimental group. I took class VIII B with the number of students 20 students as an experimental group.

3.4 Research Instrument

Instrument is a tool to collect the data and important element to find out the result of research, the researcher have to prepare the instrument well. In line with the research problem, the researcher used test in recount text. Written test is one form of written test given to students to find out the best score. To measure writing with the 10 number of task essay students can measure it with grammar, vocabulary, mechanics, content, fluency in writing recount text.

3.5 Data Collecting Procedures

In collecting data, the researcher got the data from pre-test, treatment, and post-test. The researcher gave a pre-test to the subject before treatment and gave the post-test after treatment.

The researcher has to concern, the aspect like content, organization, mechanic, vocabulary and grammar. Everything must follow the data collecting procedures.

Table 3.2 Scoring Rubric of Writing

No		Level	Criteria
1.	Content	1	Very poor: Irrelevant Ideas
		2	Fair to poor: Very Often Unrelated Ideas
		3	Good : Occasional Unrelated Ideas
		4	Very good: Related Ideas
2.	Organization	1	Very poor: Little or no organization
		2	Fair to poor: Lack organization
		3	Good: Occasionally in effective, weak transition and incomplete organization
		4	Very good: Effective and well organized
3.	Vocabulary	1	Very poor: Mostly ineffective
		2	Fair to poor: Frequently error in words choice
		3	Good: Mostly effective word choice
		4	Very good: Effective word choice

4.	Language Use	1	Very poor: Very often error in grammar
		2	Fair to poor: Frequently error in grammatically
		3	Good : Mostly grammatically correct
		4	Very good: Grammatically correct
5.	Mechanicm	1	Very poor: Frequent error in spelling
		2	Fair to poor: Occasionally errors in spelling, punctuation, capitalization, paragraphing
		3	Good : Frequent errors in spelling, punctuation, capitalization, paragraphing
		4	Very good: Few errors in spelling, punctuation, capitalization, paragraphing

Assessing Writing. Gambridge: Gamridge University Press.

The table allows the researcher to find out about students' abilities and to find out students get excellent, very good, good, fairly good, poor, fairly poor researchers can look at the conversation table.

3.3 Table of Writing Score

Element	Very Good	Good	Fair to Poor	Very Poor
Content	4	3	2	1
Organization	4	3	2	1
Mechanic	4	3	2	1
Vocabulary	4	3	2	1
Grammar	4	3	2	1

If the writing already has content, organization, mechanics, vocabulary and good grammar according to the rules. Then, the value is 4.

In data collecting procedures the researcher applied the following steps:

a) Pre-Test

The researcher gave the pre-test to both groups (experimental group and control group), in order to know their basic knowledge of writing and from this test, pre-test score are obtained. The researcher gave the topic

directed writing activity of recount text. The test form of pre-test used test in recount text.

b) Treatment

Treatment was given at the second meeting after pre-test and third meeting before post-test.

There are three steps of treatment are: First, in pre-activity the researcher greeting the students, checking the students attendance, asking questions related to the materials. Second, in main activity the researcher gave some the material about my last holiday. Third, in post activity the researcher checking for the students understanding, together with the students concluding the topic discussed, leading the prayer and closing the meeting.

There are three procedures of treatment are:

- 1) The researcher gave the treatment in the experimental group and control group. In this step the researcher taught by using recount text to the students in experimental group, it aims to build their knowledge and writing skill and to the control group not use recount text.

After the researcher give pre-test, the researcher give treatment. The pre-teaching activities are done at the beginning of the classroom. It is a kind of warming up activities which is done in order to build the students background knowledge about the topic that they are going to study.

In this pre-teaching activity, the students are introduced to the topic or the lesson to be taught, for examples telling about series of event in detail.

- 2) The activities gave some new information that stimulates and enhance the students concentration. The activities are also trying to get the students attention and interest. So, the researcher motivates the students to study and understand what they are going to study. The researcher introduced and gave some information about recount text to the students. After that the researcher asked to the students for make recount text, for the first example the researcher gave a topic about the school and ask the students to identification about it.
- 3) After that, the researcher asked to the students about the meaning of recount text, function, purpose and characteristic of recount text and then ask them to make recount text telling about series of event in detail it does not expose the struggle on how to make them happen. The even happened smoothly.

There are six meeting in treatment. There are two meeting in weeks. Every meeting consists of two hour (2 x 40). There are some activities in Class VIII as follows:

First meeting, the researcher explain the material about recount text namely explains about definition and generic structure of recount text by using generic structure based on simple past.

Second meeting, the researcher gives example of recount text by using generic structure based on simple past.

Third meeting, the researcher ordering the students for to learn about this material recount text in package book and doing discussion about this material.

Fourth meeting, the researcher ordering the students for to make or to write about their experience by using generic structure based on simple past.

Fifth meeting, the researcher ordering the students write a note about the result of discussion about this material.

Six meeting, the researcher gives conclusion to the students about this material recount text.

c) Post-test

After gave treatment, the researcher gave the post-test for experimental and control groups about the topic directed writing activity of recount text. It intended to find out the used of recount text can enhance students writing skill at the second year students of SMPN 5 Soromandi in academic year 2020/2021. The researcher used test in recount text.

Steps in post-test are: in post-test the researcher checking for the students understanding, together with the students concluding the topic discussed, leading the prayer and closing the meeting.

3.6 Data Analysis Procedure

To analyze the data, the researcher used SPSS 17.0 the data collecting from pre-test and post-test. To analyze the data, the researcher used some items in SPSS program, they are:

3.6.1 Descriptive Data

Descriptive statistical data is useful for explaining and describing research data, including the amount of data, maximum score, minimum score, average score, and others.

3.6.2 Normality Test

- a. A normality test is done to find out whether the research data is usually distributed or not.
- b. Standard data is an absolute requirement before we do parametric statistical analysis.
- c. In parametric statistics, there are two types of normality tests that are often used, namely the Kolmogorov-Smirnov test and Shapiro-Wilk test.

If significance (Sig) score is more $>$ (high) than 0.05, then the data is usually distributed, while if significance (Sig) score is more $<$ than 0,05, then the data is not normally distributed.

3.6.3 Wilcoxon Test

- a. Test Wilcoxon aims to determine whether there is a difference in the average of two samples paired in pairs

- b. The research data used in the Wilcoxon test is ideally ordinal or interval data
- c. Wilcoxon test is part of non-parametric statistics, so in the Wilcoxon test there is not needed for research data that are typically distributed
- d. Wilcoxon test is used as an alternative to the sample t-test diagnostic test if there is a study that is not normally distributed.

3.6.4 Homogeneity Test

- a. Homogeneity test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous
- b. Homogeneous data is one of the requirements in the independent sample t-test.
- c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not. If significance (Sig) score based on mean $> 0,05$, then the data variant is Homogen, while if significance (Sig) score based on mean $< 0,05$, then the data variant is not Homogen.

3.6.5 Mann Whitney Test

- a. Mann Whitney test aims to determine whether there is the differences in the average of two unpaired samples
- b. The number of samples used does not have to be the same

- c. Mann Whitney test is part of non-parametric statistics, so in Mann Whitney test there is not needed for research data that is normally distributed and homogenous
- d. Mann Whitney test is used as an alternative to independent sample t-test if the research data is not normally distributed and not homogeneous

