TEACHING WRITING RECOUNT TEXT AT MTs MIFTAHUL ULUM WARUNGDOWO PASURUAN

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Abstract: Writing is considered as the most difficult skill to learn. The teaching of writing itself needs special attention. The teacher should use the technique or media that appropriate with the students condition and objective of the lesson. This research is intended to describe the teaching and learning process of writing recount text for the eighth grade of MTs Miftahul Ulum Warungdowo Pasuruan. The number of the students were 54 female students. The research is intended to describe the teacher’s preparation, teacher’s technique, teacher’s media, the students’ problems and difficulties, the teacher’s problems, the teacher’s strategy, and the teacher’s students’ evaluation on writing recount text. Based on those research problems above, the researcher uses case study method to find the answer of the research problems. The researcher concludes that process of teaching writing recount text in MTs Miftahul Ulum Warungdowo Pasuruan is not so good at the preparation, because the teacher did not use any media so that the students were not interested in learning writing recount text. The suggestions of the researcher are discussed further.

Key words: recount text, teaching and learning process, writing skill

In this era, many people in the world use English to communicate with people from other countries in many aspects in the daily life such as social, economy, politic, technology and etc. Yulinar (2008:1) stated that English has become an important device that takes important roles in communication. Now, Indonesia is entering the global information era where every nation in the world shares information to fulfill their needs of knowledge. Regarding to the global information era, English is essentially needed to be mastered by everyone because English is the first foreign language that is considered important for the development of science, technology, art, and culture and also the relationship with other countries.

In learning English, there are four language skills that should be learnt, they are listening, speaking, reading and writing. Listening and reading belong to receptive skills in which the language user require the ability to receive spoken and written language, while speaking and writing belong to produce language both spoken and written.

Writing as one of the important skills in teaching English, has always occupied place in most English language course. According to Mulyani (2012:1), writing is an important skill in English besides listening, speaking and reading that should be learned by the students at Junior High School. Writing is a skill to transfer ideas, experiences and feelings into a written form. By mastering the skill of writing, the students will be able to express their ideas, opinion, feeling and thoughts in order to produce a text. Writing helps the students to think critically. Thus, writing is one of important skills that should be learned by Junior High School students. According to Brown (2007: 336), writing is a process of putting idea down on paper to transform thoughts into words, or sharpen your main ideas, to give them structure and coherent organization. Moreover, Leo (2007: 1) stated that writing is a process of expressing ideas or thoughts in words should be done at our leisure. Writing can be very enjoyable as long the writer has the ideas and the means to achieve it. So, writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Writing is not just above conveying content but also about the representation of self.

There are some components in writing (spelling, grammar, vocabulary, and punctuation). This is in line with what is stated by Harmer (2004: 247)
that mechanical activities like handwriting, spelling, punctuation, sentences, paragraphs, and texts. These mechanical aspects need to be mastered to make progress in the more expensive and creative aspects of language writing.

There are some texts in writing. One of them is recount text. According to Munir (2013: 2), recount text is the form of text that aims at retelling events for the purpose of informing or entertaining. In the recount text, the sentences are usually organized according to time order. The generic structure of recount text are: orientation tells who was involved, what happened, where the events took place, and when it happened, events (event 1 and 2) tell what happened and in what sequence, reorientation consists of optional-closure of events/ending. Language feature: the features are including Who, Where, When, Why, noun or pronoun, and past tense.

Writing is considered as the most difficult skill to learn. The teaching of writing itself needs special attention. Yulinar (2008) stated that schools are responsible for developing a general writing skill which constitutes the foundation for developing a specific or a professional writing skill.

The researcher conducted a study on teaching writing recount text at the eighth grade of MTs Miftahul Ulum Warungdowo, Pasuruan because the researcher is interested to know the teaching process there, how the English teacher taught the students with limited facilities. In addition, the students from the school also had won the first place of English Speech Contest around regency Pasuruan. The eighth grade consists of one class. The number of the students were 54 female students.

In general, this research is aimed at describing, analyzing, and explaining the process of teaching writing recount text at the eighth grade of MTs Miftahul Ulum Warungdowo Pasuruan. In particular, this research is aimed to: know the teacher’s preparation in teaching writing recount text at the eighth grade of MTs Miftahul Ulum Warungdowo Pasuruan, to describe the technique that the teacher used in teaching writing recount text at the eighth grade of MTs Miftahul Ulum Warungdowo Pasuruan, to know the problems that the teacher used in teaching writing recount text at the eighth grade of MTs Miftahul Ulum Warungdowo Pasuruan, to know the media that the teacher used in teaching writing recount text at the eighth grade of MTs Miftahul Ulum Warungdowo Pasuruan, to describe the strategies used by the teacher in teaching writing recount text at the eighth grade of MTs Miftahul Ulum Warungdowo Pasuruan, to know the problems and difficulties face by the students in writing recount text at the eighth grade of MTs Miftahul Ulum Warungdowo Pasuruan, to describe how the teacher evaluates the student’s writing recount text at the eighth grade of MTs Miftahul Ulum Warungdowo Pasuruan.

METHOD

This research was conducted by using case study as the research design. According to Creswell (2012), a case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection. A case study is an important type of ethnography, although it differs from an ethnography in several important ways. Case study researchers may focus on a program, event, or activity involving individuals rather than a group per se. Also, when case study writers research a groups, they may be more interested in describing the activities of the group instead of identifying shared patterns of behavior exhibited by the group.

In this research, the researcher participated directly in the teaching learning process. The role of the researcher was merely as an observer. By observing the teaching learning process, required data was gathered. The researcher observed the teacher while he/she teaches the students about recount text. The data were collected from there on.

This research was conducted at MTS. Miftahul Ulum Warungdowo Pasuruan, which was located on Jl. Raya Warungdowo Selatan Pohjentrek Pasuruan. The subject of the research were the eighth grade students of the second semester in the academic years 2014/2015. This class has 54 female students. Class VIII was chosen as the subject of the research because the researcher wanted to know the teacher’s preparations, the student’s problem and difficulties, the teacher’s problems, the teacher strategies, the teacher’s using media, the teacher’s technique, and the teacher’s students evaluation on teaching writing recount text.

Instruments

In conducting this research, there were some instruments required. The instruments were needed to carry out the data collection later on. They are also used to complete the research that concerns on a real circumstance of the class. Those instruments were observation checklist, questionnaire, interview guide and documentation. In this research, the researcher tried to observe and write the whole activities done by the teacher and the students in the class-

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room. The researcher observed the classroom activity until the end. Meanwhile, the teachers’ observation checklist were used to observe the process of teaching learning in writing recount text including the technique, media and strategies used by the teacher. The observation was done on 29 April 2015, 02 May 2015.

Secondly, the researcher used questionaire. According to Arikunto (2010), a questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The researcher used questionnaire to know the students’ opinion about the learning process in writing recount text. The researcher collects the data for questionnaire by giving some questions. The data were collected after the teaching learning process finished. The questionnaire was given to the students on 11 May 2015.

The questionnaire which is used to obtain the data from the students consists of 7 questions. The questions were in the form of multiple choice so that eased the students to answer. The students were expected to answer questions related to the students interest on study writing recount text, the teacher way on teaching writing recount text, the students understanding on writing recount text and the students opinion about the study writing recount text.

The researcher also used interview. The interview is to ask the teacher some question that related to the process teaching writing recount text. Ary (2002) stated that through interview the data can be collected by face to face or telephone interaction between the interviewer and the respondent. The researcher conducted interview at the end of teaching learning process, to prove the data from the classroom observation related to the teachers’ preparation, media or technique, difficulties in teaching writing recount text. The researcher interviewed the English teacher about 10 questions. The questions related about the teacher’s preparation, the teacher’s technique, the teacher’s opinion about the students respond in teaching learning process, the students difficulties, the teacher’s strategies, the media that used by teacher, the teacher’s problems, the teaching sources, and the teacher’s evaluate the students’ writing recount text. The researcher conducted the interview on 11 May 2015.

The last instrument used is documentations. In this research, the researcher collected the documents during the study was being conducted. The first documentation was collected on April 29th, 2015. The documentation of meeting two was collected on May 02nd, 2015.

**FINDINGS**

**The Teacher’s Preparation in Teaching Writing Recount Text**

The teacher preparations included the preparations of English syllabus, the lesson plan, and instructional material. The teacher’s preparation of English syllabus had been prepared and developed in the beginning of academic year. She took it from KTSP curriculum. The teacher started the identification of syllabus that covered subject, school level, the class, the semester, the standard competence, the basic competence, the main material, the indicator, the learning experience, the assessment, the time allotment, and learning sources.

The teacher’s preparation of lesson plan in teaching learning activities used for two meeting in order to achieve the target of basic competence. The lesson plan was derived from syllabus that had been arranged to be applied in the classroom. It consisted of standard competence, basic competence, indicator, skill, time allotment, learning objective, learning material, technique, learning activities that were divided into three phases (pre-activity, whilst-activity, and post-activity), sources of learning, and evaluation.

The teacher took the material from source, there were: Bahan Ajar Bahasa Inggris untuk SMP/MTs by M. Yusuf, SS dkk by MGMP KKM MTs. Pohjentrek 2014 and Wajar Bahasa Inggris untuk SMP/MTs by Liza Hidayati, SP.d by CV Graha Pustaka, 2015. That was relevant to the standard competence and the curriculum used in the school.

**The Technique Used in Teaching Writing**

After constructing the teacher’s preparation, the teacher came to the classroom to implement what she had planed during the research, the researcher observed two meeting of writing class. Those had been divided into three phases, there are: pre-activity, whilst-activity, and post activity. The time allotment on Wednesday and Saturday were 2x40 minutes.

The technique used in teaching writing by teacher in MTs. Miftahul Ulum Warungdowo Pasuruan had been conducted for two times on 29 April and 02 May 2015. Different from the technique for teaching learning, the technique in constructing students written, the teacher used free writing. The technique and the activities conducted were based on the lesson design provided.
The Media Used by The Teacher in Teaching Writing Recount Text

Based on the observation and interview to the teacher, the researcher found that in process of teaching writing recount text the teacher did not use the media. It is because the teacher did not find appropriate media with the material.

The Strategy Used by The Teacher in Teaching Writing Recount Text

The researcher found the strategy used by the teacher in teaching writing recount text based on the observation and interview to the teacher. The strategy were used by the teacher are grouping and giving reward and punishment.

The teacher used grouping in her teaching-learning process. The aims of the grouping was to make the students more cooperative and active during the teaching learning process. The teacher was combining between the students’ who had high achievement with the students’ who had low achievement. So, the students’ could share their ideas together. It was hoped it could help the students had deep understanding about the materials. The teacher divided the class into four groups, the groups were divided based on the seat. The teacher asked to each group to find $V_i$ in the text. After that, each group was ask to write the result on the blackboard. Finally the teacher and the students check the group work together.

The teacher give reward to motivate students in the process learning writing recount text. By giving the reward the teacher want to make the students interested in doing the task. The teacher gave the reward to the best group.

For the worst group, the teacher gave punishment. The punishment was given to make the students became more active in doing the task. The punishment was cleaning the classroom in every morning in three days after.

The Teacher’s Problems In Teaching Writing Recount Text

The first problem that was faced by the teacher is preparing teaching preparations.Teacher should prepare some teaching preparations before she/he come to the class. The teaching preparations are syllabus, lesson plan, and instructional material. The teacher was faced difficulties in prepared the media.

The second problems that was faced by the teacher is giving motivate to the students. The students had low motivation in learning writing. The teacher always give the students motivation in the class. But the students still no motivate to learning writing.

The Student’s Difficulties and Problems in Learning Writing Recount Text

To know the students problem when they made recount text and they opinion about learning English by using the technique used by teacher, the researcher got data from the students response in questionnaire. From the questionnaire is found that the students problems are vocabulary and arranging sentence.

The Evaluation of Teaching Learning Process

The English lesson was evaluated by correcting the students mistakes on their writing. The teacher identified the elements of writing. Those were content, grammar, and vocabulary. The scoring was based on the discussion in “MGMP” of English teacher. After giving the score from individual assignment, the teacher gave a group score from the group assignment but the score also counted to be individual scores. The individual and the group written of students.

The teacher evaluated the teaching learning process by giving to the students in individually and in group. If the most students got good mark score, it means that the teacher could reach the target of the teaching. This evaluation was aimed to know whether the student’s skill in writing recounts text by using the technique achieved the Minimal Passing Grade (KKM) of 70 in MTS.

DISCUSSION

The Teacher’s Preparation in Teaching Writing Recount Text

The teacher started to teach writing recount text, there are some preparations that were done by the teacher. The preparations included the preparations of English syllabus, the lesson plan, and instructional material.

The teacher’s preparation of English syllabus had been prepared and developed in the beginning of academic year. She took it from KTSP curriculum. The teacher started the identification of syllabus that covered subject, school level, the class, the semester, the standard competence, the basic competence, the main material, the indicator, the learning experience, the assessment, the time allotment, and learning sources. The teacher’s preparation of lesson plan in teaching learning activities used for two meeting in order to achieve the target of basic competence.
The lesson plan was derived from syllabus that had been arranged to be applied in the classroom. It consisted of standard competence, basic competence, indicator, skill, time allotment, learning objective, learning material, technique, learning activities that were divided into three phases (pre-activity, whilst-activity, and post-activity), sources of learning, and evaluation.

The teacher took the material from source, there were: Bahan Ajar Bahasa Inggris untuk SMP/MTs by M. Yusuf, SS dkk by MGMP KKM MTs, Pohjentrek 2014 and Wajar Bahasa Inggris untuk SMP/MTs by Liza Hidayati, SP.d by CV. Graha Pustaka, 2015. That was relevant to the standard competence and the curriculum used in the school. But, the teacher did not prepare the media. It means that the teacher not maximally planned the preparation in order to teach writing skill.

From the documentations, it was found that the English teacher of MTS Miftahul Ulum Warungdowo Pasuruan made preparation not completely. Firstly, the researcher found that the lesson plan was not appropriate with the KTSP curriculum. For example the teacher did not use any media in teaching process. Secondly, the grouping as strategy used by the teacher was not efficient in improving the student's ability on writing skill because the teacher only give the task for the students to find V^2 in the text. Thirdly, the students evaluation in writing was not appropriate with the evaluation for the writing assessment. Based on KTSP curriculum, preparations that should be prepared by teacher before teaching in class are syllabus, lesson plan, learning material and media. By having good preparation, the teacher was ready to enter the classroom and the result can be seen in the teaching learning process; (1) The students were active, (2) The class seemed learning the material well, and (3) The lesson went according to the plan. The teacher of MTS Miftahul Ulum Warungdowo Pasuruan prepared the preparations of the teaching learning not so well.

The technique used in teaching writing by teacher in MTs. Miftahul Ulum Warungdowo Pasuruan had been conducted for two times on 29 April and 02 May 2015. Different from the technique for teaching learning, the technique in constructing students written, the teacher used free writing. According to Dunlap (2001), free writing is a prewriting technique in which a person writes continuously for a set period but helps writers overcome blocks of apathy and self-criticism. Free writing is often done on a daily basic as a part of the writer's daily routine. Also, students in many writing sources are assigned to do such daily writing exercises. The technique and the activities conducted were based on the lesson design provided.

The Media Used by The Teacher in Teaching Writing Recount Text

Based on the observation and interview to the teacher, the researcher found that in process of teaching writing recount text the teacher did not use the media. It is because the teacher did not find appropriate media with the material. The researcher suggested the teacher to use personal letter as the media in her teaching writing. According to Helmi (2012), personal letter is one of visual media. Personal letter is a type of friendly letter which provides communication between a small numbers of people, usually two. It contains of feeling expression, private things, and important things as way to communicate and allows a person to leave a message and to keep in touch.

The Strategy Used by The Teacher in Teaching Writing Recount Text

The strategy were used by the teacher are grouping and giving reward and punishment. According to Whitten (2009), grouping can be one of the most powerful support tools in teaching efforts. The teacher can provide intensive academic interventions even with limited time and resources without diminishing the potency of instruction for the greater student population. But the task that give by the teacher in grouping unefficient to encourage students writing skill. The teacher only give the task for the students to find V^2 in the text. The second strategy was giving reward and punishment. Eaffyn (2000) who stated that the pupil behaviour can be influenced by the use of rewards and punishments in school, and that a reorganization of school sanctions can improve the educational experiences of both pupils and teachers.
The Teacher’s Problems in Teaching Writing Recount Text

The first teacher’s problem was Preparing Teaching Preparation. She had difficulties in preparing the media. She confused to choose the appropriate media that suitable with the teaching material. To solve the problem above, the researcher suggested to the teacher to make the students more interested in the learning process. It could be by giving interesting media that can make the students actively involved and enjoy in the learning process. The example of media that can use by the teacher in teaching writing are photo, film, video, picture series and etc.

The second problem was hard to motivate the students. The teacher had difficulties in motivating the students because most of students are uninterested in learning writing. The students think that writing is very difficult and bored activity because when they want to make a sentence or paragraph, they have difficulties in expressing their idea. Then they also need vocabulary to make a sentence and to make a good paragraph they have to know about structure of the text. The researcher suggested to the teacher to give reward in motivated the students in learning writing. The reward can be good score, snack, praise and etc. The teacher can use game or quiz to attract students interest. So, the students was felt enjoy in the class.

The Evaluation of Teaching Learning Process

In theory of Isaacson (2014), there are five product variables seem to emerge in assessing writing: fluency (word group, sentence, punctuation), contain (competitions organization, cohesion, accuracy, originality), convention (correct spelling, punctuation, grammar, and legible hand writing), syntax, and vocabulary. But the teacher’s evaluation in writing not appropriate to the writing assessment. The teacher should check and change the writing evaluation.

The teacher evaluated students written by correcting the student’s assignment in individual and group work. In scoring group teacher was gave same score in each group. The researcher suggested to the teacher to give different score based on some component in assessing group work. The scoring of group work was adding to the individual work so the result of the teaching learning process was counted and looked based on the individual score of students. This is appropriate with the theory of Brown (2007) who stated that a further factor in assessing writing is involvement of self, peers, and teacher at appropriate steps in the process of teaching writing.

By that scoring, the teacher could know the students achievement in accepting the material given and knew the students who got high achievement and students who got low achievement.

In individual work the students were asked to write freely about their experience it is appropriate with the theory of Brown (2007) who said that to give the student the maximum benefit of assessment, it is important to consider earlier stages (from free writing to the first draft or two).

From the result of the students writing skill score most of students got good mark. It was shown by mean of the score. The researcher had an opinion that the mean score of the students was good and the process of teaching learning was good too. It was shown in the student’s activity in the classroom.

CONCLUSION

This research is focused on the teacher’s preparations in teaching recount text, the student’s problem and difficulties in learning writing recount text, the teacher’s problem in teaching writing recount text, the teacher strategies in teaching writing recounts text, the teacher’s using media in teaching writing recount text, the teacher’s technique in teaching writing recount text, and the teacher’s students evaluation on and motivate the students to arrange the word to be a sentence as much as they can.

The Students Problems in Learning Writing Recount Text

The first problem was faced by the students is vocabulary. To solve the students lack vocabulary, the researcher suggested that every meeting when the teacher discussed the new topic, the teacher could ask the students to look for difficult word as much as they could, and wrote it down on their book. Then the teacher gave example how to pronounce the word. Every meeting, the teacher could give puzzle to measure the students memory about the new and the last vocabulary that the students had from the teacher before.

The second problem was arranging sentence. They sometimes ask the teacher or their friends to help them. To solve the problem, the teacher should make a technique teaching to exercise them arranging a sentence. It could be done by using a game such as puzzle. The students divided into some groups and each group given some word card to be arranged. The group who finished asking the sentence first, they were the winner. It could enlarge their knowledge and
teaching writing recount text in MTs Miftahul Ulum Warungdowo Pasuruan.

From that statements it can be concluded that the teacher’s preparation in teaching writing recount text was not so good. Based on the finding of the research, the teacher has some preparation in teaching writing recount text, they are: syllabus, lesson plan and the teaching material. But the teacher did not prepare the media.

The teaching technique that used by the teacher was good. She can select the appropriate technique in teaching writing at the Second Grade in MTs Miftahul Ulum Warungdowo Pasuruan. The technique was helpful to reach the “Minimal Passing Grade” (KKM) that was 70.

The teacher problems in teaching writing recount text were preparing teaching preparations and giving motivate to the students. Problems faced by the students is about vocabulary and arranging sentence. The students were difficult in using vocabulary in English because they were less of vocabulary exercises. The problem was arranging sentence, it was caused the lack of recognizing vocabulary so students usuusally did not know how to write the word to be a sentence.

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