

**IMPROVING THE STUDENTS' WRITING
SKILL IN RECOUNT TEXT THROUGH
COLLABORATIVE WRITING
(A CLASSROOM ACTION RESEARCH AT
TENTH GRADE OF SMAI MIFTAHUL
MANAN KALILANGKAP BUMIAYU IN
THE ACADEMIC YEAR 2021/2022**

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Abstract

The aim of the research is to improve the students' writing skill in recount text through collaborative writing. The research is carried out at SMA Islam Miftahul Manan Kalilangkap Bumiayu in the academic year 2021/2022. The subject of this research consists of 23 students. The writer applies a classroom action research which to solve the students' problem. The writer conducts two cycles in which each cycle consists of planning, action, observation and reflection. In collecting data, the writer conducts observation, questionnaire, and documentation. collaborative writing is able to improve the students' writing skill in English class. It can be seen from the result of test and observation. The students' writing skill improves. The average of pre-test 1 score that is 60, post-test 1 score is 65 and post-test 2 score is 75. The result of post-test 1 and 2

show that from 23 students, there are 18 students (75) reach the success indicator ≥ 65 from minimum score (KKM). The writer suggests that the English teacher can implement collaborative writing in teaching.

Keywords: *Improving Writing Skill, Recount Text, Collaborative Writing*

A. Introduction

Language is a medium of interaction that is carried out by everyone in a particular area. Languages that have different distinctive variations exist in certain regions. The language used in conversations with other people from foreign language or English. Language skill can be divided into four skills. They are listening, speaking, reading and writing.

Listening and reading can be categorized as receptive skill. Meanwhile, speaking and writing can be categorized as productive skill. Writing is more difficult than speaking as productive skill. Knapp and Watkins (2005: 15) states that although speaking and writing are both form of communication that use language as medium, they are actually slightly different. In this research, the writer focuses on writing skill.

English is foreign language in Indonesia constituted as formal international language. For the reason, it is important for people to master English orally and writing English is obligated in Indonesian education in order to make students are able to compete in international world. In Indonesia English has been taught since elementary school up to senior high school. English is known as difficult lessons. The students think English is very hard to learn and to understand. Moreover, some students think that

English is not important lessons, because they do not use English in daily communication.

Since writing needs procedure and organization, writing deals with mixture of idea, vocabulary, and grammar. Harmer (2004) states that making good writing is more complex than producing speaking. Different from speaking, writing is more difficult to acquire because there are many aspects related to writing which need to be mastered, such as organization, mechanics, and grammar. Writing involves more than just producing words and sentences, but in writing activity the students should be able to combine words and sentences grammatically into written text. There are many kinds of written text. One of them is recount text.

Writing is one of the four language skills that has a very important role in learning and it takes an important part in communication. Through writing, everybody is not only able to express feeling and ideas, but also to communicate with others and have remembering facts and ideas. According to Dumais in Fitri (2013: 74), writing in English meant to fill the gap that exist between the ability to express ideas, feeling, opinions and taught and the ability to express the same things in written form in English. It means that writing is result of thinking. Writing is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. These elements are difficult for the learner to conduct the writing.

SMA Islam Miftahula Manan Bumiayu is an Islamic Boarding School based located in Bumiayu, Jl. Kalilangkap, Province of Central Java. The writer conducts the survey there and finds out that at tenth grade of the students' writing competence is still low and the average value is below the KKM. Collaborative is a model that is suitable for the learning of teenage

students. Especially in tenth grade junior high school. Because tenth grade is the lowest grade between eleven and twelve. Besides, the writer chooses the recount text because students can retell old stories, students will get new vocabulary, sentences and paragraph.

Thus the writer conducts a research entitled “Improving The Students’ Writing Skill in Recount Text through Collaborative Method for Students Tenth Grade of SMA Islam Miftahul Manan Kalilangkap Bumiayu in the Academic Year 2021/2022”.

B. Literature Review

1. Writing

Based on Kane (2000: 7), writing is valuable activity. It is of immediate practical benefit in almost any job or career. Certainly there are many jobs in which you can get along without being able to write clearly. According to Gaith (2002: 1), Writing is a complex process that allows writer to explore thoughts, ideas, and make them visible and concret. Sapkota (2012:70) quoted by Harris, et al (2014:54) says, “Writing is an activity of putting down the graphic symbols which has a function to present a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to convey”. In addition, Brown (2001:336) in Jusman, Marhum, and Muhsin state, “Writing is a process of thinking”. Richard and Renandya (2002: 303) say, “writing is the most difficult skill for second language learners to master”.

Writing is one of skills in English. According to Richard (1997:100), writing is used as evidence of successful learning. Based on Scrivener (1994:20), there are four skills in English Language Teaching: listening, speaking, reading,

and writing. Listening and reading are called “receptive skills” (the reader or listener receives information but does not produce it); speaking and writing, on the other hand, are the „productive skills“. Among the four skills, writing skill is considered important for the students to be learned in order to be able to communicate in the written form well. It is because most of the academic achievement was through writing aspects.

2. Recount text

According to Anderson (1997: 49) a recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred. Knapp and Watkins (2005: 223) also say that a recount is a sequential text that does little more than sequencing a series of events. It is the simplest type of narrative genre. A recount is different from a narrative text in terms of the problems in the sequence of events. Another view comes from Recount can be in the form of letters, newspaper reports, conversations, speeches, television interviews and eyewitness account.

3. Collaborative Method

According to Khainur (2013: 146), collaborative is one of the best techniques to help students in developing their writing skills especially in big classes. Saunders (2002) says that collaborative is distinct from other collaborative activities, such as collaborative publishing, because peers are expected to interact and contribute throughout each of the following task.

According to Graham and Perin (2007: 4) collaborative writing is a technique where students work together to plan, draft, reflect, and revise their compositions. It needs students“ involvement when

they are working as a team. It also allows students to learn from each other. It values the social nature of the writing process.

Dale (1997: 11) also suggests that collaborative writing involves meaningful interaction and shared decision between group members in the writing of a shared document. It seems that collaborative writing can ease students' writing process by providing suitable environment while they are working together with their partners. From definitions above it can be concluded that collaborative writing is a social process that encourages students because it involves students' social interaction when they work together in a group.

C. Method of Investigation

This study is conducted by using Classroom Action Research (CAR) method. It uses a collection of pre-test post-test research design. Kemmis and McTaggart (1988. P.15) state, "Action research is an action which is conducted to inquire self-reflective and improve his or her instruction by evaluating their own practice". The source of data is the students at tenth grade of SMA Islam Miftahul Manan Kalilangkap Bumiayu in the academic year 2021/2022.

D. Findings and Discussion

The Classroom Action Research (CAR) was carried out in 2 cycles. Before giving an action in each cycle, the writer gave pre-test to the students to know their writing skill ability, in order to get the optional result and solve the problem from the research, one way to do was made a planning the guide line of the research about what the writer and teacher did in order to solve the students' problem. Then the result of the

planning was discussed by the writer and the teacher about the problem that were being faced by students.

In this research, the writer did the interview with the English teacher. Based on the interview with the English teacher (M.Uais Alqorni, S.Pd.), the writer finds some problems of the students" in learning English.

Students' motivation to learn how to write is important to help them focus on the purpose of the lesson. In fact, the students were low motivated and not interested in doing the writing task since the writing activities were not interesting for them. They felt bored and could not get the main purpose of the teaching learning process in the classroom, which was written in the learning objective.

The students' writing skills is needed to be improved. Most of them did not even know how to start to write. They did not succeed to generate the idea, identifying the generic structure of the texts and also the language features used. Their knowledge on writing aspects had to be improved as well.

In addition, the teacher as the collaborator asked the researcher to suggest some action plans to overcome the problems found during the teaching and learning process of writing. Then, he said that the action plans should be based on the class schedule and reflected the ability of the researcher and the teacher himself in carrying out the research. Finally, both researcher and the English teacher as the collaborator determined the actions to overcome those problems.

The first meeting is asking permission from the school to conduct a research. Besides, the writer conducted an interview with English teacher in the office of SMA Islam Miftahul Manan Kalilangkap Bumiayu. It aimed to find out in advance the problems that exist in learning in the classroom. Moreover, the

English teacher gave the opportunity to the writer with the permission of the headmaster and the school's curriculum teacher to enter class X. The goal was to get acquainted with them first. The second meeting is the writer observing the English teacher who is teaching in the classroom during the learning process. Such as preparing the lesson plan, materials, and media. The third meeting is the writer observing the students in the class during learning process. Such as how students behave in carrying out teaching and learning activities. The fourth meeting is that the writer asked students to write down simple daily sentence used in an introducing themselves in English, but almost the sentences they wrote were wrong. In addition, the students still made some errors in apply grammar of composition of writing. The writer found out incorrect writing of the simple word (name) as (nim), (birth) as (brith), (address) as (adres), (school) as (scholl).

It can be said that most students at class X students of SMA Islam Miftahul Manan Kalilangkap Bumiayu had difficulty in improving writing skill. It showed that only a few students passed the KKM. It need to find out the solution to solve this problem. The writer used the problem based on "collaborative method" to improving students' writing skill.

The result of observation in cycle 2 showed the improvement of the students' writing skill recount text after the implementation of collaborative method. The students seem more confidence in writing and describing the collaborative method. Classroom situation more active and fun in teaching learning process through collaborative method. Based on the result, it can be described that the result of the students' English writing test is improved in each test. The increase obtained from pre-cycle to cycle 1 is mean score of the students in pretest is 60 and the mean score

in post-test is 75, it reaches out the point 70 as the minimum criteria of mastery learning of English lesson.

Based on the result, the students' writing skill improves through collaborative method in teaching learning process. Present the students' score for each component of the recount text. It can be seen that on pre-test is none of students get excellent, weak and poor score for each category. However, one of the students got good and satisfactory category. There are of the students got good score contains 11 students, students got satisfactory category contains 12 students. In addition, for post-test can be seen that none of students get satisfactory, weak and poor score for each category. However, one of the students got excellent and good category. There are of the students got excellent score contains 4 students, students got satisfactory category contains 19 students.

The result of the questionnaire shows that the first question is of the students know collaborative method. The second question is the students ever see collaborative method, the third question is the students like teacher when using collaborative method in teaching recount text, the fourth question is the students answer that learning English through class fun, the fifth question is the students answer that teacher explain on how to make a recount text based on collaborative method, the sixth question is the students like writing recount text by using collaborative method, the seventh question is the students thought using collaborative method can help they understand easier on learning, the eight question is the students interest in learning by using collaborative method. The ninth question is the students feel glad when they are learning by using collaborative method, the tenth question is the students answer that collaborative

method give some beneficial for them in the class. It proves that the use of collaborative method has improved the students' writing skill in recount text.

E. Conclusion

After conducting two cycles of observation using collaborative writing, the ability of students of SMA Islam Miftahul Manan Kalilangkap Bumiayu tenth grade in the academic year 2021/2022 is improving. This method is successful and proved to help the students in doing writing task. Most students feel glad experiencing this method of teaching and the past experience on writing class becomes solved. Teaching writing is not easy for students in Indonesia because many factors influencing, however, teachers must start inventing interactive method suitable to the character and interest of students to improve their English skills especially in writing.

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