

TEACHING WRITING RECOUNT TEXT BY USING TEXT TO SELF-CONNECTION TECHNIQUE

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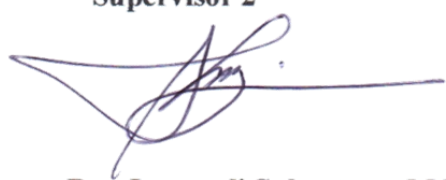
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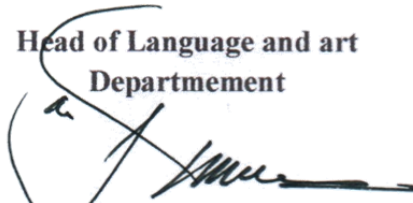
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TEACHING WRITING RECOUNT TEXT BY USING TEXT TO SELF CONNECTION TECHNIQUE

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Abstract

The aim of this research was to figure out whether or not text to self-connection technique was effective in teaching recount text writing to the year eight students of SMPN 3 Pontianak in academic 2017/2018. Text-to-self connection technique was used to teach recount text writing by connecting the reading text and students' experiences. The form of the research was pre-experimental study with one group pre-test post-test design. The population of this research was the eighth grade students with the total number of students were 341. The sample of this research was VIII A which consisted of 35 students. Through writing test in form of writing an essay, it was found that the students writing achievement increased positively. It was proven by the learning outcomes of the students' writing after being accustomed to writing using text to self-connection technique. Text to self-connection technique enabled the students how to elaborate and construct the ideas better for writing. Furthermore, it assisted the students how to construct the sentence and organize the generic structures. It was concluded that text to self-connection technique was effective and had a strong effect in writing recount text. Therefore, text-to-self connection technique is highly recommended for teaching recount text writing.

Keywords: Text to Self-connection technique, Teaching Writing, Recount Text

INTRODUCTION

Teaching writing at Junior high school aims to develop student's communicative competence in written form in order to achieve functional literacy standard. Based on the current curriculum, Curriculum 2013, writing becomes an important part of the curriculum in English language teaching.

For the eighth grade students, there are several types of texts taught namely transactional texts, functional texts, and monolog texts. Based on the preliminary observation conducted in one of the eighth-grade classes, the researcher found the students mostly had several problems in writing a monolog text. Specifically, writing recount text before and during the learning process.

Recount text is a kind of text that requires students to retell the series or event that happened to them in the past. Knapp and Watkins (2005) define Recount text as sequential text that does little more than sequence a series of events.

Recount text primarily requires the students to retell about past event relating to students' daily lives in form of concrete writing. The requirement is to write a recount text appropriately according to the language features and the generic structures of recount text. Then, those requirements influenced the students to have problem in writing. Apart of the understanding of the generic structures and language features, the students came up with one main problem. The problem occurred was the lack of ideas of the students in writing recount text. It led the students to

be unmotivated in writing. After conducting the preliminary observation and followed up with the discussion with the English teacher of that class. The researcher found that these circumstances occurred were not merely caused by the students' problems, there were several factors which caused on the students' writing outcomes to be unsatisfactory.

First, the *text book* that was being used has inadequacy explanation of language features. The book was full of pictures to attract the students, yet the explanation of language features was insufficient.

Second, the reading texts provided were not contextualized and associated with students' daily lives. As a result, the students had the difficulties to understand the text they read for they could not relate the text into their lives. It caused the difficulty to get the ideas about what they would write. Third, the teacher recognized to have used a conventional way of teaching due to the limitation of teaching media. Therefore, the students mostly failed to connect themselves with the text they read and encounter the problem of gathering and exploring the ideas. It led the students to be the passive readers which were unable to produce a new text. As the consequence, the achievements of their writings were not optimal.

In line with the aforementioned problems, one of the ways to stimulate the ideas from the text being read is to have background knowledge of the text. Background knowledge assists the students to connect the text they read with their existing knowledge or experiences in order to get ideas for writing. Based on schema theory explained by Harvey and Goudvis (2007), it is stated that the previous experience, knowledge, emotions, and understandings affect what and how the students learn. Based on the statement above, the students were expected to make connection between their personal experiences and the reading materials to get new ideas before writing a new text. Hence, in this research, researcher applied text-to-self connection technique to activate their background knowledge. Text-to-self connection is a kind of connection

technique between the text and the readers' experience and memories (Tovani, 2000). Principally, this technique was employed to find out ideas which was further used to write a new text. It presumed to create a connection between the text and the previous experiences to result in having ideas to write.

The application of this technique in English language teaching had been conducted by other researchers. The first study was conducted by Arlene (2010), in her study of the effect of Text to self-connection technique in reading comprehension. The focus of her study was to evaluate the effectiveness of text-to-self and to measure comprehension achievement of year six students. The result seemed to indicate that text-to-self technique helped students to have better comprehension. The second study was conducted by Sari (2013). She studied the use of making text connection strategy in teaching reading on the eleventh-grade students of Senior High School in West Sumatera. The focus was to know whether or not making text connection strategy develop students' reading ability. The finding was the strategy developed students reading ability because it provided students to connect the content of text with their knowledge about themselves. The present study on the use of text-to-self technique conducted in 2017 to the eighth-grade students of SMP Negeri 3 Pontianak. This study differed from the previous studies since the focus was to find out the effectiveness of text-to-self technique in teaching recount text writing.

From the above explanations, the researcher assumed that Text-to-Self technique helped students to create the connection between the text and their personal experiences. It facilitated students to activate their background knowledge and gather the idea better. Those benefits led students to have a better skill in writing recount text.

METHODOLOGY

Determining the precise method of research was decisive towards the purpose of research. The aim of this research was to find

out whether the use text-to-self technique was effective in teaching recount text writing or not. Therefore, taking into consideration about the aim of the research, the researcher decided to conduct experimental study to see the effectiveness of treatment on the group. This method was fundamental to control and manipulate condition of independent variable; subsequently, observe the effect toward dependent variable. Definitely, in this study, the researcher conducted one type of experimental study which was employed to examine the effect of the treatment on the group that was pre experimental study with one group pre-test and post-test design. According to Gray (2004), “in one group pre-test post-test design, a group is measured by a pre-test, an independent variable is introduced, and the dependent variable measured by a post-test” (p.78). In accordance with it, Cresswell (2008) explains that this design includes a pre-test measure followed by treatment and post-test for the single group. By means of this, the researcher

decided on one group that was the experimental group and subsequently compared the result of pre-test and post-test score of that group.

Correspondingly, the procedures of conducting this design were: 1). The researcher firstly administered the pre-test on the experimental group to know the students' initial ability before giving the treatment. The researcher applied the written test in form of composition test of recount text for both pre-test and post-test. The students were required to write a recount text based on the topic. 2). The design was continued with the treatments for the group by applying text-to-self technique. 3). The group was eventually be given the post-test to know the significant difference before and after the treatment.

Therefore, Cohen, Manion, and Morrison (2005) represent the sequence of event of conducting the pre-experimental study with one group pre-test and post-test design:

Table 1. One group pre-test post-test design

<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
O ₁	X	O ₂

In this research, the researcher used the cluster sampling technique in taking the sample. Gray (2004) defines that cluster sampling is a sampling strategy that involves successive sampling of units or clusters, progressing from larger unit to smaller ones.

The population of this research is the eighth grade students of SMP Negeri 3 Pontianak in Academic Year 2017/2018. The total number of population was 341 students. Hence, of this research consisted of nine classes as the collection of the clusters. Hence, the entire population of this research consisted of nine classes as the collection of the clusters. The researcher took one class or one cluster from that population, all the nine class were interfered having the equity of English proficiency levels. Thus, those nine classes have equal chance of being chosen as the sample. As the

Sampling tool, the lottery sampling was selected due to be practical to apply.

Based on the lottery, the VIII A consisting of 35 students was taken as the sample or representative among the eighth grade classes of SMPN 3 Pontianak.

RESEARCH FINDING AND DISCUSSION

Research Finding

After conducting research, the researcher was in need of answering the research problems. In order to do what have been mentioned, the researcher needed the data taken from the experimental group by using t-test formula and effect size formula. By mean of this, the researcher analyzed the substantial data namely the students' individual score of pre-test and post-test, the students' mean scores of pre-test and post-

test. Moreover, the result of t-test score was intended to discover whether or not the technique was effective, and the result of effect size analysis for the sake of research

findings. The summary of the results of pre-test and post-test were displayed in table 2.

Table 2. The Students' pre-test and post-test

<i>No</i>	Students Initial	Pre-test	Post-Test	D	D²
1	AP	62.5	80	17.5	306.25
2	AR	67	71	4	16
3	A	71	80	9	81
4	BF	80	92	12	144
5	DAS	62.5	83	20.5	420.25
6	DAP	71	80	9	81
7	DARA	80	75	-5	25
8	FHP	75	85	10	100
9	FN	62.5	75	12.5	156.25
10	FAYM	83	83	0	0
11	GF	83	87.5	4.5	20.25
12	GSI	58	83	25	625
13	HF	83	92	9	81
14	ISS	75	83	8	64
15	IS	75	96	21	441
16	JLO	71	87.5	16.5	272.5
17	J	80	83	3	9
18	KADS	54	80	26	676
19	MV	71	75	4	16
20	MA	71	80	9	81
21	MB	71	83	12	144
22	MLH	67	80	13	169
23	MA	87.5	92	4.5	20.25
24	MR	54	71	17	289
25	NPM	75	83	8	64
26	NA	67	80	13	169
27	NN	83	87.5	4.5	20.25
28	NIS	80	87.5	7.5	56.25
29	NZ	80	83	3	9
30	RF	75	92	17	289
31	S	83	80	-3	9
32	SMS	92	96	4	16
33	STP	83	92	9	81
34	TDC	80	92	12	144
35	VE	75	83	8	64

N= 35	2588	2933	$\sum D =$ 345	$\sum D^2 =$ 5159
	M1= 73.94	M2=83.8	MD=9.85	

According to Table 2 where the result of both pre-test and post-test were displayed. The maximum score of pre-test was 92 and the minimum score of pre-test was 54. The result of the pre-test showed that the total score of the student was $\sum X = 2588$ and the mean score was 73.94 and the qualification was average to good. Meanwhile, the maximum score of post-test was 96 and the minimum score was 71. The result of the post-test showed that the total score of the student was $\sum X = 2933$ and the mean score was 83.80. It means that there was a difference achievement between students' writing scores before and after the treatment given. It showed that before the treatment given the mean score was only 73.94, then after the treatment given, it increased to 83.8. Thus, the difference score between pre-test and post-test was 9.85. At glance, it could be inferred that the technique was effective to increase students writing score. On the other hand, the effectiveness of the treatment had not proven yet whether or not it was effective. To know effectiveness of the treatment, t-test was conducted by using the following formula:

$$t = \frac{MD}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

(Ary, Jacobs, Sorensen, & Razavieh, 2010)

From the result of the calculation, it was obtained that the value of t_{ratio} was 8.115. Then, the value of t_{ratio} was compared to the t_{table} . In the table of t-values with the degree of freedom (df)=N-1= (35-1)=34 and with the level of significance at .05, it was shown that the value of t_{table} was 2.042. It showed

that the value of t_{ratio} (8.115) exceeded the value of t_{table} (2.042). From those explanations, it was inferred that teaching writing recount text by using text-to-self connection technique was effective.

After testing the hypothesis, the result indicated that the null hypothesis which states

“The use of text-to-self connection technique is not effective in teaching recount text writing to the eighth grade students of SMP Negeri 3 Pontianak in academic year 2017/2018 writing” was rejected. On the other hand, the alternative hypothesis which states “the use of text-to-self connection technique is effective in teaching recount text writing to the eighth grade students of SMP Negeri 3 Pontianak in academic year 2017/2018 writing” was accepted.

Then, it was crucial to know how significant the research was. In order to know how strong the effect of the treatment in teaching recount text writing was, the researcher analyzed the effect size. The computation was used to know the effectiveness of the use of text to self-connection technique to increase students' recount text writing on the year eight of SMPN 3 Pontianak in academic year 2017/2018. the effect size formula was applied on the following formula:

$$d = \frac{MD}{Sp}$$

(Beins & McCharthy, 2012)

According to the result of the computation, the result showed that the effect size value was 1.37. Yet, the result were still needed to be measured with the qualification of the effect size. Then, the table of effectiveness qualification was used to to know the qualification of the effect size.

Table 3. The qualification of The Effect Size

Effect Size	Qualification
0-0.20	Weak effect
0.21-0.50	Modest effect
0.51-1.00	Moderate effect
>1	Strong effect

(Mujis, 2004)

Thus, the result was categorized as strong where the effect size $(1.37) > (1.00)$. This means text to self-connection technique has highly significant effect to improve students' recount text writing.

In accordance with the learning outcomes, it showed that there was effectiveness of implementation text to self-connection technique toward the writing achievement.

Discussion

Based on the calculation of research finding in the previous section, the learning outcomes showed that there was effectiveness of implementation text to self-connection technique toward the students writing outcomes. Both research questions were answered and the results met the expectation of the researcher.

Those findings were justified and supported with the theories which were in line with the findings. Moreover, the improvements were covered by the strengths and weaknesses of the implementation of text to self-connection.

First of all, text to self-connection technique accustomed the students to read a text recount before they started to write by themselves. It created the new learning habit for the students who previously were not accustomed to reading before learning a type of text. The aim was to ease them in understanding the recount text itself and acquaint the reading as the stimulant for their writing. It was supported by the theory

suggested by Tompkins (2000) that stated that students remind similar experience and make connection to their experience after reading text-related.

Secondly, the students were able to find out ideas while reading. It seemed that the students found joy in reading section because the text they read was associated with their lives and thus led them to share their ideas in a group. By dividing students into certain learning groups, the students were actively involved and able to share about their connections. The students put their ideas in organizing form such as memory notes. Thus, they had the responsibility to help their colleagues when facing any difficulties in making connection. Furthermore, it indicated that the students started learning cooperatively in those groups. The approach of cooperative learning was believed to play an important role. Nisa' (2015) on her study who stated that cooperative learning increases students' enthusiasms and activeness that ease them to improve their idea in writing.

Thirdly, the students had the ability to organize their ideas into composition texts. In writing, the students went through the pre-writing stage. In this stage, the students made a draft to explore their ideas. It made students to feel confident in writing without being concerned the aspects of writing. It was supposed to prevent the writing's block which often occurred for those who were afraid of making mistakes in writing. The students further concerned the aspects of writing while they thought the drafts were well-considered.

Lastly, the students had improvement in form of vocabularies, style of writing, the construction of sentence, and in organizing the generic structure. As the teacher, giving the sufficient explanation of recount text aspects namely generic structure and language features were essential to help students understand what the recount text was. Thus, the students got understanding while reading certain texts. It stimulated the students captured the image and visualized story of what they would

write. This finding was tied with Siswita (2014) who also found that giving the students text before asking them to write text were helpful. The students were able to think about what they would write and imagined to write their own text with the same structure, while they were also being comprehend in reading.

To sum up the above explanation, the application of text to self-connection technique accomplished the research purposes as follows: firstly, the use of text to self-connection technique was effective for teaching recount text writing to the eighth grade students of SMPN 3 Pontianak academic year 2017/2018 and secondly, the effect size of the technique was considerably strong.

CONCLUSION AND SUGGESTION

Conclusion

Concerning the research finding and the discussion, the researcher stated several statements that summed up the conclusion. Firstly, teaching writing recount text by using text-to-self technique was significantly effective toward students' writing ability and performance. It was discovered that text to self-connection helped the students how to construct and elaborate the ideas better that was used for writing. Secondly, text to self-connection technique was applicable for teaching recount text writing. The versatility of text to self-connection technique covered both the learning process and outcomes. In the learning process, the students were being accustomed to reading a text recount. It gave the students more understanding about the structure, style, and language used in recount text. Moreover, the students had practised regularly how to write a better text recount based on their ideas and experiences.

Suggestion

For the purpose of teaching recount text to the Junior High School students, the researcher would like to take up the

suggestion as follows. (1) In order to help students to produce a better writing, text to self-connection technique is highly recommended to apply in the classroom. (2) Since the technique was used to help students to get ideas from reading text, text to self-connection technique depends on teaching media such as memory notes and reading materials. Therefore, the teacher has to maximize teaching media to optimize the learning outcomes. (3) The teacher must provide the interesting reading text regarding on students' abilities and preferences. The inappropriate reading texts will affect to students' writing performances to be not optimal. (4) For the other researchers, it is suggested to conduct the same research in other level of study with different subjects, setting, and other text types to see whether this technique is applicable, feasible and effective in teaching recount text.

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