INCREASING THE STUDENTS' ABILITY IN WRITING RECOUNT TEXT THROUGH LANGUAGE EXPERIENCE APPROACH AT THE EIGHTH GRADE OF SMP NEGERI 5 DHARMA CARAKA TELUKDALAM

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Abstract
The objective of the research is to increase the students' ability in writing recount text through Language Experience Approach (LEA) at the eighth grade of SMP Negeri 5 Dharma Caraka Telukdalam. The research design is classroom action research (Kemmis et al 2014). This action research is conducted into two cycles, and each cycle consists of two meetings. The instruments of data collection are observation papers and written test. The qualitative data are analyzed by using Miles, Huberman, & Saldana's theory (2014), and quantitative data are analyzed by using Gay et al (2000). The finding is Language Experience Approach increases the students' ability in writing recount text at the eighth grade of SMP Negeri 5 Dharma Caraka Telukdalam. The increasing is supported by the students' average score that in cycle I is 56.75, and in cycle II is 85.45. It is suggested to English teachers to use LEA as the approach of teaching and learning of writing.

Key Words: Writing, Language Experience Approach, Recount Text.

1. INTRODUCTION

English is one of international languages which are taught by language teacher and learnt by students in high school and college or university. As a claim for mastering English, there are four skills that must be learnt, and they are listening, speaking, reading, and writing. The Education of Indonesia expects the students mastering those skills as a way of communication in globalization era.

Writing is one important skills and a way to communicate to each other. It is the way that you use written words to express your ideas or opinion (Webster Dictionary). Clearly it is the way of communication by expressing thought, idea, experience, feeling, and even everything in mind on a piece of paper by using pen. Those idea, experience, and thought were structured in a language and expressed on paper. However, the delivery of ideas or experience in written form is deemed complicated due to lack of knowledge on a certain genre of writing.

Recount is a text that talking about an event that has happened in the past in terms of experience in the past for the purpose is to entertain the audience or readers.

Curriculum of KTSP 2006 or syllabus at the eighth grade of SMP Negeri 5 Dharma Caraka Terpadu Telukdalam affirms that students are expected to be able to communicate orally and in written form, such as narrative, descriptive, or recount. In clear, the competence standard affirms that the students are expected to convey or express the meaning in recount simple short essay to be able to interact with the people surroundings. As the success of this competence, the school has decided the Minimum Competence Criterion (MCC) is 65.

In reality, most of the students in SMP Negeri 5 Dharma Caraka Telukdalam found difficulties in writing. It is proved when the researcher did preliminary study at the eighth grade. From the students' writing it was found that there was 14 students (58.33 %) of them were still complicated to write, and 10 students (41.66 %) of them were able to achieve the MMC which has been determined. It indicates that most of the students still got the difficulty in writing, or in other words, they were not able to convey ideas, feeling, or experience they had. Besides that, the students were still unable to decide a certain topic for their writing; still unable to develop words they knew to other forms of words. Therefore, those problems must be overcome.

Language Experience Approach is one of the approaches of English learning and an approach for developing literacy. The uniqueness of this approach is the learning is emphasized on using students' own words, and language patterns, and background of experiences to create reading texts, making reading an especially meaningful and enjoyable process (Nessel & Dixon, 2008: 1). It means the stimulation of the students' background knowledge about words

they know, and language patterns, and background experience is key activities of starting writing easily. Anyway, this approach challenges the students to think and talk precede writing after selecting a certain topic by generating ideas, organizing thoughts, and formulating statements before writing the product as well. It means that theoretically Language Experience Approach (LEA) is able to increase students' ability in writing recount text.

Based on the elaborated explanation above the researcher formulates problem "How does Language Experience Approach increase the Students' Ability in Writing Recount Text at the Eighth Grade Students of SMP Negeri 5 Dharma Caraka Telukdalam? In line with this formulation, so the objective of this research is to increase the students' ability in writing recount text through language Experience Approach at the Eighth Grade of SMP Negeri 5 Dharma Caraka Telukdalam.

2. RESEARCH METHOD

The research was designed in classroom action research (CAR). The procedures of Classroom Action Research consist of planning, action, observation, and reflection (Kemmis et al 2014: 2). By following this procedure, in planning phase, the researcher planned lesson plan, materials of teaching and learning, test, observation paper, and media used as the tool of learning. In action phase, the researcher did the teaching and learning process of writing recount text through Language Experience Approach (LEA). This action was divided into two cycles, and each cycle consisted of two meetings. In observation phase, the researcher and teacher-collaborator observed the whole process of teaching and learning of writing recount text by using Language Experience Approach (LEA). In reflection phase, the researcher analyzed the data, qualitative data and quantitative data, and made the improvement for the next cycle.

The research was done in SMP Negeri 5 Dharma Caraka Telukdalam, South Nias Regency. The research was started from August 9th 2016 and ended on September 11th 2016. The subjects of the research were the eighth student of SMP Negeri 5 Dharma Caraka with the total was 24.

The instruments of the research were observation papers and test. The observation papers were used to obtain the qualitative data in terms of the process of teaching and learning of writing recount text through Language Experience Approach (LEA). In observing the process of teaching and learning through LEA for the purpose was to obtain the data, the researcher was helped by teacher-collaborator, the English teacher. Those data obtained then analyzed by using Miles, Huberman, & Saldana's theory (2014). Furthermore, the test was used to obtain quantitative data in terms of students'

score that was the students' writing of recount text. The scoring was determined based on the Brown's theory. The scores then were computed to know the students' average score. The average score was used as the criterion of the students' achievement in writing recount text in which the criterion was 65. To obtain the average score, the researcher used formula:

$$\bar{X} = \frac{\sum X}{N}$$

(Source: Gay, 2000: 323)
Explanation:
X is average score
⎯X is the total score of students
N is the total of students

3. RESEARCH FINDING AND DISCUSSION
Research Finding
Cycle I

Cycle I was done in two meetings, Meeting I and Meeting II. In those meetings, the students' activities during learning writing of recount by implementing Language Experience Approach were observed. Based on the result of observation paper of students' activities in Meeting I of Cycle I, there were 5 activities (45%) done, and 6 activities (55%) undone from 11 activities. Furthermore, in Meeting II of Cycle I, there were 8 activities (61%) done, and 5 activities (39%) undone from 13 activities.

Table 1. The Percentage of the Students' Activities in Cycle I

Meeting I		Meeting II	
Done activities	Undone Activities	Done activities	Undone Activities
5 activities (45%)	6 activities (55%)	8 activities (61%)	5 activities (39%)

From the observation of the students' activities in cycle I, the researcher found some weaknesses in classroom, as the following:
1. Some students who did not give attention to the researcher because they were talking to each other.
2. Some students who did not listen to the researcher's explanation because they were not enthusiastic in following the lesson.
3. Some students who did not comprehend the lesson.
4. Some of the students did not respond the researcher because they looked not serious in learning activities.
5. Some of the students did not follow the researcher's instruction because they were confused to learn the material.
6. Some of the students did not ask questions because they were not interested to talk the topic chosen.

Furthermore, during teaching writing recount text in cycle I, the researchers' activities in Meeting I and Meeting II were observed. Based on the result of researchers' activities, it was found that in Meeting I, there were 6 activities (46%) done, and 7 activities (54%) undone from 13 activities. Then, in Meeting II, there were 8 activities (44%) done, and 10 activities (56%) undone from 18 activities.

Table 2. The Percentage of the Researchers' Activities in Cycle I

Meeting I		Meeting II	
Done activities	Undone Activities	Done activities	Undone Activities
6 activities (46%)	7 activities (54%)	8 activities (44%)	10 activities (56%)

The result of the researchers' activities in Cycle I:
1. The researcher did not give more explanation of recount, the generic structures, and the language features used in recount.
2. The researcher did not explain the example given in more detail.
3. The researcher did not bring the students to enjoyable topic for writing.
4. The researcher did not ask the students' difficulty in writing recount.

After the research conducted in Cycle I by LEA for the purpose was to improve the students' ability in writing recount text, the test was done. The average score was 56.75 as the result of the test in Cycle I to measure the writing ability of recount text. From this result, it means that there was no increase yet of students' ability in writing recount text. Therefore, the Cycle II was planned and arranged well.

Reflection
As a result of reflection, the researcher gave some improvements for Cycle II.
1. The researcher asked the students to bring dictionary for the purpose is to find the meaning of unknown words.
2. The researcher more activated the students' background experiences, prior known words, and grammatical structures, so that the students were easier to write.
3. The researcher explained more what recount is.
4. The researcher explained more clearly the generic structure of recount text.
5. The researcher emphasized the language features used in recount text.
6. The researcher asked the students to question whether they were confused when writing.

Cycle II
Cycle II was done in two meetings, Meeting I and Meeting II. In those meetings, the students' activities during learning writing of recount by implementing Language Experience Approach were observed again. Based on the result of observation paper of students' activities in Meeting I of Cycle II, the students did all activities from 9 activities. Furthermore, in Meeting II of Cycle II, the students also did all activities from 10 activities. It means that the students in this meeting followed the instructions from the researcher.

Table 3.The Percentage of the Students' Activities in Cycle I

Meeting I		Meeting II	
Done activities	Undone Activities	Done activities	Undone Activities
9 activities (100%)	-	10 activities (100%)	-

As the result of observation, the researcher found:
1. Most of the students gave attention on researcher's explanation about the material delivered.
2. Most of the students were enthusiastic to talk about their experiences.
3. Most of the students arranged the writing based on the generic structure of recount text better.
4. Most of the students were able to identify the language features of recount text and developed words they recognized.
5. Most of the students questioned whether they were confused about words and patterns in their sentences.
6. Most of the students were motivated and enjoyed their writing, so they wrote more seriously.

Furthermore, during teaching writing recount text in cycle II, the researchers' activities in Meeting I and Meeting II were observed. Based on the result of researchers' activities, it was found that in Meeting I; the researcher did all activities well that had been planned from 14 activities. Then, in Meeting II, the researcher also did all activities from 14 activities.

Table 4. The Percentage of the Researchers' Activities in Cycle I

Meeting I		Meeting II	
Done activities	Undone Activities	Done activities	Undone Activities
14 activities (100%)	-	14 activities (100%)	-

All activities planned in Cycle II done by the researcher by following the lesson plan, and plan for the actions.

After the research conducted in Cycle II by LEA, the researcher did the test. The average score was 85.45 as the result of the students' ability in writing recount text. From this result, it means that there was increase of students' ability in writing recount text through LEA

Discussion

From the finding of teaching and learning process in Cycle I, it was found that there was no increase of students' ability in writing recount text through LEA. It was caused by weaknesses in terms of undone activities, complication in learning material, and inactiveness of students' background knowledge prior to writing. The students did not give more attention to researcher's explanation of material, so most of the students were still unable to follow the generic structure of recount text. Anyway, most of the students were still complicated to use the known words into various forms, complicated to generate ideas, complicated to organize the thoughts into meaningful sentence constructions. Meanwhile, in teaching and learning process in Cycle II, the students selected the interesting topic for their writing of recount. Before they wrote recount text, they arranged the known words previously for the purpose were to generate ideas for each sequence of events, and then they organized the ideas or thoughts into meaningful sentence constructions. Before sharing the writing, they rechecked the language features of the writing recount text, such as the grammar, and subject agreement, included the participants involved in the experience.

In the teaching and learning process in Cycle I, there were some activities done and undone by the researcher and by the students. Meanwhile in Cycle, all activities were done by the researcher and by the students in writing recount text through LEA. This difference indicates that the plan which has been arranged should not be denied for the purpose is all activities are done.

The research finding in cycle I that there was no increase yet from the process of teaching and learning through Language Experience Approach (LEA), meanwhile in cycle II, it was found that there was increase of the students' ability in writing recount text through LEA. It was seen from the test result that the average score in cycle I was 56.75, and cycle II was 85.45. The students' average score in cycle II proved that the Language Experience Approach increased the students' ability in writing recount text.

4. CONCLUSION AND SUGGESTION
Conclusion

Based on the research finding of the students' average score in Cycle I, 56.75, and the students' average score in Cycle II, 85.45 found that Language Experience Approach (LEA) increases the students' ability in writing recount at the Eighth Grade of SMP Negeri 5 Dharma Caraka Telukdalam. The increase of writing recount text through LEA is caused by driving the students to select an interesting topic for writing. The interesting topic of writing chosen especially recount text drives the students to share experience, and writing experience becomes more enjoyable. Prior knowledge of students' known words, language patterns or grammatical construction of sentence facilitates the learning process well. However, in the process there is the teacher's guidance to the students in generating ideas, and organizing their thoughts based on the sequence of events.

Suggestion

Based on the result of research, the researcher suggests:
1. English teachers to use Language Experience Approach in teaching Writing Recount text.
2. Students to study more analytical about recount text and the kinds of recount text.

Next researcher to apply this approach for other skills such as reading skill

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