

USING ‘*WRITING IN THE HERE AND NOW*’ STRATEGY AS ONE OF STRATEGIES TO IMPROVE THE ABILITY OF TENTH GRADE STUDENTS AT SMAN 4 PEKANBARU IN WRITING RECOUNT TEXT

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Abstract: *This research is aimed to improve the ability of tenth grade students at SMAN 4 Pekanbaru in writing recount text by using ‘Writing in the Here and Now’ strategy and to find out what factors cause the improvements. This research is based on the problem faced by the students in which they tend to be passive in the classroom while learning writing. The research participant was 36 students in X⁹ class at SMAN 4 Pekanbaru in academic year 2014-2015 chosen by random sampling technique. This research was divided into two cycles; first cycle consisted of three treatments and second cycle consisted of two treatments. In collecting data, there were two kinds of data that were used; quantitative data: using a pre-test and two post-tests, and qualitative data: using observation sheet and field notes. The research findings indicated that using ‘Writing in the Here and Now’ strategy as one of strategies to help students’ writing competences can improve the ability of tenth grade (X₉) students at SMAN 4 Pekanbaru in writing recount text. It is proven by the improvement of students’ score from 67.5 in Pre-Test, 74.7 in Post-Test 1, to 80.2 in Post Test 2. Many factors that caused the improvements of students’ scores and habit in the teaching and learning process but the most important one is it is from themselves who have already understood and enjoyed writing recount text which brought their average score into 80.2. If the teacher would like to use this strategy, it is better to give interesting topics for the students to write and somehow this strategy needs a good atmosphere to make the students comfort and enjoy while writing their experience.*

Keywords: *‘Writing in the Here and Now’ Strategy, Writing Ability, Recount Text.*

PENGUNAAN STRATEGI ‘MENULIS DISINI DAN SAAT INI’ SEBAGAI SALAH SATU STRATEGI UNTUK MENINGKATKAN KEMAMPUAN SISWA KELAS X DI SMAN 4 PEKANBARU DALAM MENULIS TEKS RECOUNT

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Abstrak: Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan siswa kelas X di SMAN 4 Pekanbaru dalam menulis teks *recount* menggunakan strategi ‘Menulis Disini dan Saat Ini’ dan untuk menemukan factor apa saja yang menyebabkan peningkatan tersebut. Penelitian ini dilakukan berdasarkan masalah yang dihadapi siswa dimana mereka lebih cenderung menjadi pasif saat belajar menulis didalam kelas. Subjek pada penelitian ini adalah 36 siswa dari kelas X₉ di SMAN 4 Pekanbaru pada tahun ajaran 2014-2015 yang dipilih melalui teknik pilihan acak. Penelitian ini dibagi menjadi dua siklus; siklus pertama terdiri dari tiga perlakuan dan siklus kedua terdiri dari dua perlakuan. Dalam mengumpulkan data, ada dua jenis data yang digunakan; data kuantitatif: menggunakan satu *pre-test* dan dua *post-test*, dan data kualitatif: menggunakan lembar observasi dan catatan penting. Hasil penelitian ini menunjukkan bahwa penggunaan strategi ‘Menulis Disini dan Saat Ini’ sebagai salah satu strategi untuk membantu kemampuan menulis siswa dapat meningkatkan kemampuan siswa kelas X (X₉) di SMAN 4 Pekanbaru dalam menulis teks *recount*. Hal ini dibuktikan dengan peningkatan nilai siswa dari 67.5 di *pre-test*, 74.7 di *post-test 1*, ke 80.2 di *post-test 2*. Banyak faktor yang menyebabkan peningkatan nilai siswa dan kebiasaan siswa dalam proses belajar dan mengajar di sekolah tapi yang paling penting adalah peningkatan tersebut berasal dari diri siswa masing-masing yang sudah mengerti dan menikmati penulisan teks *recount* yang membuat nilai rata-rata mereka menjadi 80.2. Jika guru ingin mencoba strategi ini, sebaiknya guru menyiapkan topic pengalaman yang menarik bagi siswa untuk menulis dan bagaimanapun juga strategi ini membutuhkan suasana yang baik agar siswa nyaman dan santai saat menulis pengalaman mereka.

Kata kunci: Strategi ‘Menulis Disini dan Saat Ini’, Kemampuan Menulis, Teks *Recount*.

INTRODUCTION

As a foreign language in Indonesia, mostly English is taught from Junior High School to University even though in some places are started in the early childhood education. The minimum criteria of English learning achievement for every school are different. In order to reach the minimum criteria, the objective of the teaching and learning process is not only focused on the cognitive aspect but also on the attitude aspect.

To master English, a student must learn the four language skills; listening, speaking, reading, and writing. Among those skills, writing is the most difficult skill because the students have to apply their knowledge of grammar, vocabulary, and mechanics of writing in expressing their ideas. As a productive skill, writing competence becomes one of important factors to build their background knowledge of English.

Writing is one of important language skills that has to be developed to the students. The aims of writing are to make students used to share their ideas in the form of writing (essay) based on the context of language feature that they learnt, and used to apply the steps of writing successfully producing a good essay. Ngabidatun (2013) says that by mastering English writing ability, we can carry out communication with other people in the world, give ideas, share information with interlocutor and master technological equipments, so it is easy for us to know information or news from the world.

However, the fact that English isn't well mastered happens because of many problems. These problems can be seen from many aspects. Byrne (1979) states that, there are three aspects which may cause problem in writing. These aspects are problems in psychological, linguistics and cognitive.

Based on the result of small survey at SMAN 4 Pekanbaru, there were only 5 students or 13.9% from the class (37 students) that reached the minimum criteria of achievement (MMC) of English subject and the average score of the test was only 47.5 which means that 86% of the students didn't reach the minimum criteria (MMC) that is in 80. From many problems that were found and analyzed by the writer, the writer chose problems 'most of the students are passive in the classroom while learning writing' as the focus of this research. This result is gotten by measuring the students test based on Hughes theory (1989), in which grammar, vocabulary, mechanics, form/organization, and fluency are counted.

To solve this problem, the writer got a book that was written by Silberman (1995). However, from many strategies that offered by Silberman (1995), the writer chose 'writing in the here and now' strategy to solve the problem that has been chosen before because the advantages of the strategy are in line with this research aims. The advantages are training and sharpening the imagination of students, enhancing students' creativity, improving morale and students' ability in writing, increasing students' understanding of the core message of the subject matter, and connecting the subject matter with the realities of life (Silberman, 2009, cited on Ngabidatun, 2013).

In line with this strategy, the writer tried to use recount text as a kind of text to increase students' writing competences and make the students enjoy sharing their experience. A recount text is a text that retells past events or past experience in chronological order to inform or entertain the reader. According to Mark Anderson and Kathy Anderson (1997), the purpose of recount is to give the audience a description of what occurred and when it occurred.

This research is aimed to answer these research questions: (1) How to improve the ability of tenth grade students at SMAN 4Pekanbaru in writing recount text by using 'Writing in the here and now' strategy? And (2) What factors cause the improvements?

METHODOLOGY

This research was an action research that was conducted from August to October 2015. The research participants were the tenth grade (X₉ class) students at SMAN 4 Pekanbaru chosen by random sampling technique. The research procedures are planning, acting, observing and reflecting. In planning, the writer prepared everything she needed in the research based on Kusnandar theory (2008). In acting, the writer used procedures of 'writing in the here and now' strategy by Silberman (1995) and also added or modified some procedures depending on the situation and context of teaching and learning process. In observing, an/a observer or collaborator observed the teaching and learning process. In reflecting, the result of the test and observation sheet were analyzed and discussed by the teacher and the writer to make new measures for the next meeting. In collecting data, the writer used writing test as quantitative data, observation sheet and field note are used as qualitative data. In analyzing data, the quantitative data was analyzed by using Hughes theory (1989) to evaluate students' test and Harris theory (1974) to classify the students' scores, and the qualitative data was analyzed by Gay theory (2000). To analyze the total score of the students' writing ability in writing recount text, the writer used this formula:

$$SA = \frac{G + V + M + O + F}{5}$$

Note:

- SA : Students' writing ability
- G : Students' ability in Grammar
- V : Students' ability in Vocabulary
- M : Students' ability in Mechanics
- O : Students' ability in Form/ Organization
- F : Students' ability in Fluency

The individual score of the students was analyzed by this formula:

$$N = \frac{R_1 + R_2 + R_3}{3}$$

Note:

N : Individual Score
 R_1 : Rater 1
 R_2 : Rater 2
 R_3 : Rater 3

The average score of the students' writing ability in general was analyzed by:

$$X = \frac{\sum X}{N} \quad (\text{Hatch and Farhady, 1982})$$

Note:

X : The Average Score of the test
 $\sum X$: The Total Score
 N : Number of Students

FINDING AND DISCUSSION

Pre-Test was given before 'writing in the here and now' strategy was applied by the writer. It was done to know the students ability in writing before applying 'writing in the here and now' strategy in the teaching and learning process. The result of Pre-Test can be seen in the following table:

Interval	Ability Level	Frequency	Percentage
80-100	Good to excellent	0	0%
60-79	Average to good	28	77.8%
50-59	Poor to average	7	19.4%
0-49	Poor	1	2.8%

From the Table above, the writer pointed out that none of the students got good to excellent level. However, there are 28 students or 77.8% from the total number of the students who got average to good level, 7 students or 19.4% got poor to average, and 1 student or 2.8% got poor level. Although the percentage of the score were indicated that more than half of the students got average to good score, their average score was in 67,5 and didn't reach the MMC yet. Based on these explanations, the writer concluded that most of the students have problems in writing recount text.

After knowing the ability of students in Pre-Test, the writer decided to conduct teaching and learning activity in cycle 1. The result of Post-Test 1 can be seen in the following table:

Interval	Ability Level	Frequency	Percentage
80-100	Good to excellent	10	27.8%
60-79	Average to good	23	63.9%
50-59	Poor to average	3	8.3%
0-49	Poor	0	0%

From the Table above, the writer pointed out that 10 students or 27.8% of the total number of students got good to excellent level. Therefore, 23 students or 63.9% of the total number of students got average to good, 3 students or 8.3% got poor to average, and none of the students got poor level. However, the average score of the students from the total score in this post-test is below the MMC or in score 74.7. Based on these explanations, the writer concluded that most of the students still have problems in writing recount text. However, there were improvements from the students' ability in writing recount text. In pretest, there was none of the students got good to excellent level but in this cycle, there were 27.8% from the students got good to excellent level.

In observation sheet result, the curiosity of the students to learn something new made a good improvement from their activities in the teaching and learning process. Many of these activities were followed by the students from time to time. It means that using 'writing in the here and now' strategy could increase students' curiosity and enthusiasm in the teaching and learning process. In addition to this result, field notes showed that the performance of the teacher and students from first to third meeting in cycle 1 were good enough.

However, some problems happened here. The students' major problem in this cycle is in constructing mechanics, grammar, form/organization, and vocabulary in their recount text writing. The score of their grammar was 69, mechanics 70, form/organization 74, and vocabulary 79. All of those aspects didn't reach the MMC yet. Therefore, the teacher rearranges the planning to be implemented in the next meeting.

The focus in the second cycle was to help the students understand and comprehend how to construct a correct grammar, mechanics, form/organization and vocabulary on their recount text, therefore, their average score would increase. In addition to this focus, the writer also did several help to the students. First, the teacher tried to help them to understand and construct grammar, mechanics, form/organization and vocabulary. Second, the teacher tried to help students to reach the MMC in the next test. Third, the teacher tried to help students focus more in the teaching and learning process.

After conducting the second cycle, the result of post-test 2 can be seen in the following table:

Interval	Ability Level	Frequency	Percentage
80-100	Good to excellent	26	72.2%
60-79	Average to good	9	25%
50-59	Poor to average	1	2.8%
0-49	Poor	0	0%

From the Table above, the writer pointed out that 26 students or 72.2% of the total number of students got good to excellent level. Therefore, 9 students or 25% of the total number of students got average to good, 1 student got poor to average and none of the

students got poor level. However, the average score of the students from the total score in this post-test is above the MMC or in score 80.2. Based on these explanations, the writer concluded that most of the students have already understood to write a good recount text. There were better improvements that were showed by the students' scores in post-test 2 than post-test 1.

In observation sheet result, the curiosity of the students to learn something new made a good improvement from their activities in the teaching and learning process. There were improvements from the students' interest to do several activities in observation sheet. It means that using 'writing in the here and now' strategy could increase students' curiosity and enthusiasm in the teaching and learning process. In addition to this result, field notes showed that there was good and more improvement of teacher's and students' behavior in cycle 2.

However, the students' writing ability increased from 67.5 in pre-test and 74.7 in post-test 1. The students' score in aspects of writing was also improved from the pre-test and post-test 1. In post-test 2, even though the students' score of grammar and mechanics was only 75 and 79, the students could construct a good form/organization of recount text. Based on the explanation above, it can be conclude that 'writing in the here and now' strategy is one of effective strategies to teach writing especially in writing recount text and 'writing in the here and now' strategy can improve students writing ability in the tenth grade students at SMA N 4 Pekanbaru.

For the overall result, the following table showed the improvements of students' writing ability from cycle 1 to cycle 2.

Interval	Ability level	Pre-test	Post-test 1	Post-test 2
80-100	Good to excellent	0%	27.80%	72.20%
60-79	Average to good	77.80%	63.90%	25%
50-59	Poor to average	19.40%	8.30%	2.80%
0-49	Poor	2.80%	0%	0%

Briefly, there was an improvement of students score from pre-test and post-test 1 to post-test 2. The students have already reached the components of recount text; the purpose of writing recount text, the generic structure of recount text, and the language feature of recount text. There were also the improvements from aspects of writing from Pre-Test, Post-Test 1 to Post-Test 2 that showed in the following table:

No	Aspect of writing	Pre-test	Post-test 1	Post-test 2	Improvement
1	Grammar	63	69	74	11
2	Vocabulary	74	79	82	8
3	Mechanics	62	70	79	17
4	Form/organization	64	74	80	16
5	Fluency	76	81	87	11
Average score		67.5	74.7	80.2	12.7

There was improvement of students' writing ability at the tenth grade students of SMAN 4 Pekanbaru in writing recount text using 'writing in the here and now' strategy.

From average score of 67.5 in pre-test, 74.7 in post-test 1, and finally in post-test 2 their average score could reach 80 or MMC.

From the result of post-test 2, it can be concluded that this research finding have already answered the research aims; to improve the ability of tenth grade students at SMAN 4 Pekanbaru in writing recount text by using 'Writing in the here and now' strategy and to find out what factors cause the improvements.

The writer concluded that the suitable answers are (1) using 'writing in the here and now strategy can improve the ability of tenth grade students at SMAN 4 Pekanbaru in writing recount text and influence the students' habit in writing because they were more active and more enthusiastic when they are asked to imagine their experience, and (2) many factors caused the improvements, such as the students imagined their experience about the topic clearly, the students were so creative while writing their experience, the students wrote their truly experience without copying others', the students used their knowledge of recount text, the students shared their experience that had the same topic confidently, the students were interested to write, the students became more excited and active while writing, and the students learnt their mistakes quickly and didn't make the same in the next opportunities. Besides, the five aspects of writing; grammar, vocabulary, mechanics, form/organization, and fluency, became some other factors that influence students' writing ability because the improvement of the students' score is depending on the competence of students in these five aspects.

This research result is in line with the result of Ngbidatun Mukaromah research (2013) that has the findings (1) 'writing in the here and now' strategy can increase students vocabulary, motivation, and cheerfulness to write in English and (2) the improvement of the students' writing ability through 'writing in the here and now' strategy of pre-test and post-test in every cycle is significant. This research result is also supported by the result of Riska Azun Zariah research (2012) which has the findings in the reasons of implementation, advantages, and disadvantages of 'writing in the here and now strategy. Besides those two researches, this research result is also in supported by the result of Rizqi Amalia research (2011) which has also proved that there is a significant difference average in students' writing achievement.

CONCLUSION

Based on the explanation in Chapter 4, it can be concluded that 'Writing in the here and now' strategy could improve the students' ability of tenth grade students at SMAN 4 Pekanbaru in writing recount text. Not only improve the students' ability in writing recount text, 'writing in the here and now' strategy also could influence the students' habit in writing because they were more active and more enthusiastic when they are asked to imagine their experience.

The improvement is caused by many factors. These factors are the students imagined their experience about the topic clearly, the students were so creative while writing their experience and tried to tell the reader as if the experience was truly happened, the students wrote their truly experience without copying others', the students used their knowledge of recount text, the students shared their experience that had the same topic confidently, the students were interested to write, the students became more excited and active while writing, and the students learnt their mistakes

quickly and didn't make the same in the next opportunities. Besides, the five aspects of writing; grammar, vocabulary, mechanics, form/organization, and fluency, became some other factors that influence students' writing ability because the improvement of the students' score is depending on the competence of students in these five aspects.

In addition to this conclusion, the research findings have already answered the research questions in the first chapter and all the answers were explained in the fourth chapter. Overall, it can be concluded that using 'Writing in the here and now' strategy as one of strategies to help students' writing competences can improve the ability of tenth grade (X₉) students at SMAN 4 Pekanbaru in writing recount text. Many factors that caused the improvements of students' scores and habit in the teaching and learning process but the most important one is it is from themselves who have already understood and enjoyed writing recount text.

RECOMMENDATION

Based on the result of the research in the conclusion above, the writer would like to suggest that the teacher should try to use 'writing in the here and now' strategy to teach recount text as a choice of strategies to make different situation that has experienced so far. However, in this research, this strategy was applied in the X₉ class that has different ability level, different background of life, and different interest to learn especially in writing. If the teacher would like to use this strategy, it is better to give interesting topics for the students to write and somehow this strategy needs a good atmosphere to make the students comfort and enjoy while writing their experience. It will give effect on their motivation and interest to write. In addition, it is better for the teacher to encourage them to do more practices or exercises in writing because the result showed that some of them still had problems in writing recount text.

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