

DEVELOPING SKILL IN WRITING RECOUNT TEXT THROUGH FREE WRITING

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ABSTRACT

This research conducted at SMP Negeri 14 Palu in VIII grade students. The researcher selected VIII Anggrek class as the experimental class. This research aimed to prove that the application of free writing can develop the skill of the students in writing recount text. The researcher applied a pre-experimental research design with one group pre-test post-test and one class as a sample. The sample was chosen by using purposive sampling technique. The researcher conducted the pre-test and post-test. The data collections were the analyzed statistically. The result of the data indicated that the t-counted (11.29) was greater than the t-table (2.064) by applying 0.05 level significant with 24 degree freedom/df (25-1). It shows that the application of free writing technique can significantly develop the students' skill in writing recount text.

Keywords: Developing skill; writing; recount text; free writing.

Penelitian ini dilaksanakan di SMP Negeri 14 Palu pada siswa kelas delapan Anggrek sebagai kelas eksperimen. Penelitian ini bertujuan untuk membuktikan bahwa penerapan menulis bebas dapat meningkatkan kemampuan siswa dalam menulis Recount Text. Penelitian menerapkan desain penelitian pre-eksperimen dengan satu kelompok pre-test dan post-test di satu kelas sebagai sampel. Sampel ditentukan dengan menggunakan teknik purposive sampling. Penelitian dilaksanakan pre-test dan post-test. Pengumpulan data di analisis secara statistik. Hasil data menunjukkan bahwa t-counted (11,29) lebih besar dari t-table (2,064) dengan penerapan 0,05 level signifikan dengan 24 degree freedom/df (25-1). Hal ini menunjukkan bahwa penerapan teknik menulis bebas dapat signifikan meningkatkan kemampuan siswa dalam menulis recount text.

Kata kunci: Meningkatkan kemampuan; menulis; teks recount; menulis bebas

INTRODUCTION

English becomes more important as a tool of communication in modern society. It is used in many aspects of life, such as technological, scientific, economic field, etc. Everybody has to learn English in every level of school even the other who are not in school

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level. So, we can follow the rapid development of globalization era by using it.

In Indonesia, English is a foreign language. It has to be learnt by the students from junior high school level up to universities. So, students must have a good English. In the fact that almost half amount of the students number in junior high school especially for SMP Negeri 14 Palu still fall behind in English.

In learning English, there are four language skills, such as: listening, speaking, reading, and writing. Listening and reading are receptive skills while speaking and writing are productive skills. Most students consider that listening and reading are more difficult than speaking and writing. In fact, they also find difficulties in learning the productive skill, especially in writing skill.

Academic writing is used in high school and college. It is different from creative writing, which is writing about stories. It also different from personal writing, which is writing about letters or e-mails to friends or family. They are informal writing, we can use slang language, abbreviations, and incomplete sentences. English academic writing is different from the academic writing in your native language. The words choice and the grammar rules also the way in choosing the ideas are different from our native language.

In writing, there are several types of text, such as narrative, recount, descriptive, report, explanation, and others. This research focuses on recount text. Recount text is a text that tells a story, action, or activity. Recount text usually tells about an incident or experience that happen in the past for example your vacation experience or an experience that you will never forget. Different from the narrative text, recount does not have a complication or conflict issues.

In the process of learning English at SMP Negeri 14 Palu class VIII, many students seem difficult how to write recount text. This is showed by the result of student writing that there are many errors in doing their writing activity, such as they can not develop their idea, error grammar, word choice, and vocabulary. Students' score in writing subject is also not as good as other aspects such as listening, reading, and speaking.

Lacking of writing skills of the students is an indication of weakness. The researcher identifies weaknesses and learning difficulties were due to the low interest and motivation of students' writing activities. The students doing their writing only because of the tasks assigned by their teacher. They have not been writing on their own initiative. When the students write, they do not have opportunity to analyze the results of their writings. There are several problems face by the students which indicate their weakness in writing, such as students are difficult to have a lot of motivation and interesting in writing. They are also

difficult in developing their idea while writing. When the students get stuck in writing, they just stop and leave their paper. Students also rarely in reading text, one of the influence students difficult in writing because of their balance between doing reading and writing is not good enough.

Seeing the results of students work in writing recount text, researcher has assumption that the students are less in writing recount text properly. After a short time observation, the main factor in the students' inability to write text properly recount is due to improper words choice, the application of correct grammar and developing idea.

The researcher will use freewriting as a technique in developing students' skill in writing recount text. The researcher will use this technique, because free writing is a technique that we do writing continuously without stopping for a ten minutes and a little without regard to grammar. So, it can develop students' skill in writing. We can use it while teaching writing in several kinds of text such as descriptive text, narrative text, report text and recount text in the class room especially in junior high school level.

Free writing is a powerful technique that helps you break through writing blocks. It's a tool used by even experienced writers when they find themselves unable to express ideas (Stevens, 1991:17).

Free writing is the easiest way to get words on paper and the best all-around practice in writing that I know. To do a free writing exercise, simply for yourself to write without stopping for ten minutes. Sometimes you will produce good writing, but that's not the goal. Sometimes you will produce garbage, but that's not the goal either. You may stay on one topic, you may flip repeatedly from one to another: it doesn't matter. Sometimes you will produce good record your stream of consciousness, but often you can't keep up. Speed is not the goal, though sometimes the process revs you up. If you can't think anything to write, write about how that feels or repeat over and over "I have nothing to write" or "Nonsense" or "No." If you get stuck in the middle of a sentence or thought, just repeat the last words or phrase till something comes along. The only point is to keep writing (Elbow, 1998:13).

Free writing makes writing easier by helping you with the root psychological or existensial difficulty in writing; finding word in your head and putting them down on a blank piece of paper. So much writing time and energy is spent *not* writing; wondering, worrying, crossing out, having second, third, and fourth thoughts. And it's easy to get stopped even in the middle of a piece (Elbow, 1998:14).

The following are steps of free writing stated by Stevens (1991:17). At the top of a sheet of paper, write the of tour subject. (Example: *The Causes of American Revolution*).

Set a timer for 10 minutes. Then, start writing-and keep writing-without taking your pencil off the paper. Don't stop to correct or change anything. If you run out of ideas, *keep writing*: nonsense words (example: "*blah, blah, blah*"); phrases about the thoughts going through your head (example: "*This is never going to work*"); even doodling. The important thing is not to stop. Within a short period of time, you'll find you have another idea to write. When the timer stops, review the ideas you have generated. You can choose to continue for another 10-minute period of writing. *Or* you may choose to write one of your new ideas on the top of another sheet of paper to use as the seed for another free writing period with a new focus.

The weakness of the students is the influence of the problem face by the students. Their problem are low motivation, low interest, less in developing idea, less in mastering error grammar, mastering vocabulary and mastering the word choice. Because of those problems, the students are difficult in arranging or developing their skill in writing. The previous explanation only a little bit aspects which making the students less in writing. Based on the problem, the researcher conduct this research to find out can free writing develop the students' skill in writing. In relation to the previous explanation before, the researcher formulate the problem statement into a question can free writing effective to develop the skill in writing recount text grade VIII students of SMP Negeri 14 Palu? The objective of this research will be to find out the effectiveness of free writing in developing skill in writing recount text to the grade VIII students of SMP Negeri 14 Palu. Based on the previous objective, the significance of the study can be stated. This research expected to give contribution to the teachers especially teacher of English as a reference in teaching writing skill. Free writing can be alternative technique in their teaching. This research can develop the knowledges of the students and can develop their writing skill especially in recount text. This research can be the reference of next researchers. This research will focus on simple paragraph in writing recount text by using free writing technique. Recount paragraph focuses on retelling the past activities or events that had been done by the students. Such as, about vacation, good or bad experience, or the first day in Junior High School.

METHOD

In this research, the researcher applied pre-experimental with one group Pre-test Post-test design. Therefore, the researcher chose one class as experimental class. The first test was pre-test and the second test was post-test. It designed to prove that free writing can develop skill in writing recount text grade VIII students of SMP Negeri 14 Palu. The formula of one group Pre-test Post-test was follows (Donald et al, 2013:326):

Pre-test	Treatment	Post-test
T1	X	T2

The VII grade students of SMP Negeri 14 Palu chose as the research population by the researcher. Best (1981:8) stated, “A population is any groups of individuals that have one or more characteristics that interest to the researcher.” The population consisted of 10 classes. The number of each class is presented in the table as follows:

Table 1 Population Distribution

No	Classes	Students
1	VIII Mawar	25
2	VIII Anggrek	25
3	VIII Kamboja	25
4	VIII Sakura	26
5	VIII Melati	27
6	VIII Kenanga	26
7	VIII Asoka	28
8	VIII Matahari	27
9	VIII Tulip	26
10	VIII Seruni	23
Total		258

Based on the population above, the researcher took purposive sampling. Cohen, *et al.* (2005:104) mentioned that “Purposive sampling is researchers hand pick the cases to be included in the sample on the basis of their judgment of their typically”.

The researcher needed only one class to teach for experimental. The sample of this research was chosen from the number of population. In choosing the sample researcher took the class that has low score in English subject at previous semester depend on the English teacher. The researcher took VIII Anggrek class with 25 numbers of students.

The researcher used two research variables in doing this research. The independent variable (X) was the application of free writing, while the dependent variable (Y) was the students’ skill in writing recount text. The reason why the researcher stated that the use of

free writing was the independent variable, because it applied to develop the students' skill in writing recount text.

In this research, researcher used a research instrument to assist researchers in collecting data. The instrument used in this study was a test. Test given twice; pre-test and post-test. Test used to measure the skills of the students.

Researcher used the test as a tool or instrument to collect data. There were two types of test, namely pre-test and post-test. Pre-test would be given before treatment while the post-test administered after treatment. The type of test used to instruct students to write a recount text. The maximum score on the test was 100. Scores of students classified into the following classifications:

Table 2 Classification of Score

Score	Classification
90-100	Excellent
72-89	Good
51-71	Fair
34-50	Poor

Djiwandono (2008, 251)

The pre-test was given before the researcher did the treatment to the students. It intended to measure the students' writing skill. Therefore, the result of this pre-test was preceding information about students' skill in writing recount text by using free writing technique.

After conducting pre-test, the researcher gave the treatment to the experimental. The treatment was done for six until eight meetings. The researcher applied the technique of free writing in teaching recount text in experimental class.

After conducting, post-test would be given. The purpose of the test was to measure exactly students' skill in writing recount text as the independent variable. In addition, post-test would be given in order to know whether the technique in the treatment was effective or not. The post-test was different from the pre-test, however it was the same level of difficulties.

FINDINGS

The researcher presented the result of the test as the main instrument. It had two kinds of results. They were Pre-test and Post-test. The first one was Pre-test used to measure the students' skill before the treatment. The second one was the Post-test used to measure the students' skill after the treatment given to them. Then, the researcher would be analyzed the

results of their test. To know how significant the development of students' skill in doing their writing recount text.

The following were the presentation of result Pre-test and Post-test. According to Purwanto (2009), if the student got raw score 60, it means that he or she got 60 points out of 100 points. Then the writer divided the raw score with the maximum score and timed 100. The example formula $60/100 \times 100$, 60 as the score of the students, 100 as the percentage, 100 as the scoring rating from 30 as grammar, 25 as organization, 25 as vocabulary and 20 as mechanics.

Based on the formula above, the student got 60 as his or her grade. The result of the test shows in table following.

To know the first data of the test, the following table presented the score of the Pre-test.

Table 4 The Result of Pre-test

No	Name	Grm	Org	Vcb	Mch	Total	Grade
1	AK	20	19	16	10	65	65
2	AA	18	19	15	14	66	66
3	AT	23	21	20	18	82	82
4	AS	19	17	15	14	65	65
5	BN	22	16	17	18	73	73
6	ER	18	19	15	13	65	65
7	DB	19	18	15	14	66	66
8	DA	20	19	14	12	65	65
9	EO	21	17	17	13	68	68
10	ES	20	19	12	11	62	62
11	FT	19	19	13	13	64	64
12	IA	20	20	16	15	71	71
13	MF	19	18	13	12	62	62
14	MR	19	18	17	14	68	68
15	MS	18	17	15	15	65	65
16	MT	21	21	17	16	75	75
17	RT	19	19	16	14	68	68
18	NM	19	16	14	11	60	60
19	PM	21	23	15	16	75	75
20	RM	19	20	16	15	70	70
21	SE	18	19	18	15	70	70
22	SN	20	18	14	13	65	65
23	SW	22	21	14	15	72	72
24	TR	22	19	15	12	68	68
25	WL	19	19	16	12	66	66
Total		495	471	385	345	1696	1696

Notes: Grm= Grammar, Org= Organization, Vcb= Vocabulary, Mch= Mechanics

The writer found the highest score of the student was 82 and the lowest score was 60. After that, the writer analyzed the total score of the data and computed the mean score

by using the formula mean score. According to the result of the formula, the writer concluded that the mean score of the students was 67.84.

The following table is the result of the students' Post-test which was given after treatment.

Table 5 The Result of Post-test

No	Name	Grm	Org	Vcb	Mch	Total	Grade
1	AK	26	25	22	17	90	90
2	AA	25	24	20	18	87	87
3	AT	27	24	22	19	92	92
4	AS	22	20	18	17	77	77
5	BN	26	19	20	18	83	83
6	ER	22	23	19	16	80	80
7	DB	22	20	17	16	75	75
8	DA	24	23	18	15	80	80
9	EO	23	19	19	14	75	75
10	ES	24	22	15	14	75	75
11	FT	26	25	19	18	88	88
12	IA	24	22	18	17	81	81
13	MF	23	22	17	16	78	78
14	MR	23	22	21	17	83	83
15	MS	24	23	20	18	85	85
16	MT	25	23	19	18	85	85
17	RT	24	24	21	18	87	87
18	NM	23	20	18	14	75	75
19	PM	24	23	16	17	80	80
20	RM	23	22	18	17	80	80
21	SE	23	24	23	19	89	89
22	SN	25	23	19	17	84	84
23	SW	23	22	15	15	75	75
24	TR	24	20	16	13	73	73
25	WL	22	21	18	14	75	75
Total		597	555	468	412	2032	2032

Notes: Grm= Grammar, Org= Organization, Vcb= Vocabulary, Mch= Mechanic

Based on the result of the Post-test above that the highest score was 92 and the lowest score was 73. Then, the researcher counted the mean score of this post-test. Based on the formula, the researcher found that the mean score of the students' Post-test was 81.28.

From the explanation above, it showed the differences students' skill in writing recount text from Pre-test to Post-test. The mean score of the students in Pre-test and Post-test were different. The score in Post-test 81.28 was higher than the score in Pre-test 67.84. These showed that the treatment influence the students' development in mastering writing recount text.

After computing the result of students' development after the treatment, the writer decided to show the distribution of students' score on Pre-test and Post-test. The following

was the counting deviation of Post-test and Pre-test which was done by the writer, in getting the result of the computation.

The following was the presentation of the result after getting the mean score of Pre-test and Post-test. The writer also counted the mean deviation and square deviation. After showing the deviation score of Pre-test and Post-test, the writer counted the mean deviation of the students' score as showed in the formula and the researcher found 13.44 as the mean deviation.

Then, the writer analyzed the data statistically to know the significant difference of Pre-test and Post-test by using the t-test as formula. The researcher found t-counted was 11.29. So, based on the formula, the researcher found that the result Pre-test and Post-test of the students were significantly different. It was 11.29.

DISCUSSION

The researcher did the process of learning in the classroom. As a teacher, the researcher used three steps of teaching activities deal with the lesson plan. The introduction, main activity and closing. The first, the researcher introduce himself to the students and explained the purpose to teach in their class. The researcher gave some questions to the students related to the topic to interest their attention. Then, the researcher began the class by explain the topic about recount text to warm up their attention and focus on the recount text.

The researcher taught in one class as experimental class deal with the research method used pre-experimental research with one group pre-test post-test. In the first meeting, the researcher gave the students pre-test to know the skill of the students in writing recount text before the treatment. By applying the criteria success is 75, the result of pre-test showed that there many students doing error. The mean score of this pre-test was 67.84. Only three students who passed the test. It means that they were still fall behind in mastering the writing skill. Based on this problem the researcher initiative to give them treatment.

Then, the researcher conducted the treatment for six until eighth meetings. First, the researcher explained about free writing technique, the definition and the process of applying this technique. The researcher also reminded the students about the material of writing recount text, the definition, the organization and the language features or generic structure of the recount text. Most of the students did not know about recount text even the generic

structure. After explained the material, the researcher ask the students to write recount text by using free writing technique.

Unfortunately, in doing their writing, some of the students difficult and could not arrange their paragraph because of they still confused to use this technique. They did not know to arrange the words become a good sentence and the sentences become a good paragraph. They did not know how to used good grammar, vocabulary and words choice.

The next meeting, the researcher gave the same treatment to make them commonly practice their writing skill of recount text. The students looked interest and enjoy the learning process. They are interest in writing their own activity that happen in their true past life. The free writing technique also help them from the stuck of writing. Step by step they could arrange the paragraph. The researcher did this treatment until the last meeting. In the last meeting, students had progress their skill in writing recount text.

The last, after the sequence of treatment, the researcher conducted the post-test. The researcher wanted to know the development skill of the students after given the treatment. Then, the result of the post-test showed that there were the significantly development of the students after the treatment. The mean score in post-test was 81.28. This score was better than the mean score in pre-test. There were 24 students achieved ≥ 75 and only one student who did not passed.

Free writing has been also applied by some previous studies. In relation to this research, Ferial (2013) stated that the use of free writing technique can develop the students' ability in mastering the English punctuation to the eighth grade students of SMP Negeri 2 Palu. Miskawati (2016) also explain that this technique can develop writing skill of the X grade students at SMA Negeri 1 Banawa Tengah. This technique was effective not only to develop writing skill in general as stated by Miskawati, but also to develop skill which more specific writing recount text grade VIII students of SMPN 14 Palu as a current research.

From the elaboration above and the previous studies above, there was the development skill in writing recount text by using free writing technique. It was proven by the result students' score in post-test. There was the significant difference between pre-test and post-test. The students mean score of post-test was 81.28. It means the application of free writing can be proved to develop skill in writing recount text of the students.

To know the effectiveness of the application of free writing as media in developing students' skill in writing recount text, the researcher tested the hypothesis whatever it was rejected or excepted. The criteria of the testing hypothesis used in this research as follows:

If the t-counted is higher than t-table, the research hypothesis is accepted, or the treatment is significantly effective to develop the students writing skill. On the other hand, if the t-counted is the same as or lower than t-table, the research hypothesis is rejected. In this research, the writer got the significant difference between the Pre-test and Post-test's mean score. This was proved through hypothesis testing. In applying 0.05 level significance, the researcher found the t-counted value (11.29) was greater than t-table (2.064). It means that the hypothesis of this research was accepted. In other hand, the use of free writing is effective in developing skill in writing recount text eight grade students of SMP Negeri 14 Palu.

CONCLUSION

The following are the elaboration and the presentation based on the previous chapter, the researcher concluded that the free writing technique has developing students' skill in writing recount text. In addition, from the data statistics, it is proved that the application of free writing develop the skill of the students in writing recount text. It can be proved by showing the result of the students' Pre-test and Post-test. Before the treatment, the students' mean score is 67.84, after the treatment the students' mean score is higher than before. It is 81.28. It means that the mean score between Pre-test and Post-test are significantly different. It indicates that the result of mean score of Post-test which given the applying of free writing is better than mean score of Pre-test. In this research, the researcher uses t-formula to analyze the data and to know whether the hypothesis is accepted or not. The researcher applies 0.05 levels significant and found the t-counted 11.29 is greater than t-table 2.064. It shows that the hypothesis of this research is accepted. In the process of learning English, the teacher should have good class control to manage the students during the class running. The teacher should know his or her students exactly about their ability in English especially writing to be more focus on the students who still has low skill. The teacher should give more writing practice to the students, such as how to arrange sentences became the short or simple paragraph.

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