Improving Student's Writing Skill Using Recount Text through Online Media Learning

Adinda Nurussadiah [1], Rizky Mirani Desi Pratama [2], Dwi Puji Hastuti [3]

[1, 2, 3,] Universitas Bina Sarana Informatika, Indonesia

[1] adn150117@gmail.com; [2] rizky.rrr@bsi.ac.id; [3] dwi.dsu@bsi.ac.id

Abstract

The research aims to know the student's ability to write English essays using recount text through online media learning conducted ten students in the tenth class of Rumah Belajar Yayasan Cinta Anak Bangsa (RB-YCAB). The research does online media learning; virtual synchronous learning for material explanation and self-directed asynchronous learning to do the exercises. The research is using qualitative research methods. The data is obtained through several observations and some trials to get results of pre-test and post-test scores. The results show that: (1) Recount text through online media learning helps students' writing skill can be incredibly effective. (2) Learning recount text through online media learning is coherent and help students in sharpening their memories. (3) Writing ability can improve by the results of the improvement in pre-test and post-test scores. Based on those improvements of a student's writing ability using recount text through online media learning at Rumah Belajar Yayasan Cinta Anak Bangsa (RB-YACB) is effective.

Keywords: *writing skills, recount text, online media learning*

Introduction

Dealing with the Covid-19 virus is not easy to go through in reality. Indonesia has been struggling hard to deal with the Covid-19 virus pandemic which has various variants. This pandemic has caused paralysis in various fields to date, such as education. Live-synchronous learning is also not allowed, and interactions are done via virtual. The policy is not easy to do at the beginning, but it can work together later on. Many subjects begin to adopt technology usage to support learning, as well as English subjects. In Indonesia, English subjects have been taught ranging from kindergarten or elementary school to high school even to lectures. English subjects learn 4 (four) basic which contributes all school levels to understanding English improvement namely speaking, reading, listening, and reading. English learning can be done in a variety of ways, such as learning a language using online media learning as a medium of communication both oral and written. Understanding a language is useful for expressing information, thoughts, and feelings, developing science, culture, and technology as well as the ability to make a statement. Some students' thinks that English is not easy to learn because it has many patterns while imply it, especially writing skills.

Writing is putting a graphic symbol that represents a language understood by others' (Musyawir & Loilatu, 2020). Writing provides a very good benefit that is to have a wide knowledge, train the brain to be more creative and much more. Writing can create better feelings and health" (Didin Widyartono, 2012). The other benefits of writing are lowering

depression and anxiety, make somebody happy, sharpen memory, and increase productivity (Rahayu, 2020). Writing is a language skill that becomes one's ability to express ideas, feelings, and also thoughts that are owned to people or other parties using a medium of writing" (Regina Nifmaskossu, Aceng Rahmat, 2019). Writing is not only writing a word or sentence but requires an imagination so that the writing can be interesting, and writing must have an understanding in advance in order to write according to what is desired. Therefore, whoever wants to write must really need good creativity. Writing is one of the four language skills which must be mastered by students. It is very difficult to do by all students who do not have the ability and interest in writing. Lack of vocabularies, and grammar, written exercises until ideas is become the student's problem in writing (Pratiwi, 2016). Most students who do not have the ability and interest in writing always complain if they are asked to do writing, the student feels that this is the biggest problem because the students only have a very little vocabulary or learning methods that cannot be accepted by students in school then the students feel difficult.

However, many kinds of genre text have been taught to students at Senior High School level nowadays and some of them think difficulties in writing; one of those texts is recount text. Actually, recount text is one of the techniques that can be used to build writing skills. Recount text is writing about what happened in the past (Nurpitriyani, 2015). It can be shown that the recount text is retelling about past events through written text. Recount text retraining memories of experiences that occurred in the past. Recount text is one text that renegotiates past events or experiences with the aim of being able to tell and entertain the audience through writing based on the writer's experience" (Ning setiawati, 2021). If the recount text is retelling about the experience of the writer with the goal to give some entertainment to readers.

However, there has been many discussions about improving writing skill using recount text on variety online media learning. The previous research by (Astuti et al., 2020), students perceive get positive results while collaborative writing of recount text and writing on Facebook. Another research by (Laili et al., 2020), student's writing performance using recount text is significantly affects and using Google Classroom help them to easy access. (Janah & Yuniarti, 2019) the usage of Google Classroom improves student's writing ability and encourage them in writing. Based on the background of the research, the purpose of the research is know how to applying recount text in develop the students' ability in writing and finding how recount text improve student's writing skills through online media learning.

Method

This research was conducted to students at Rumah Belajar Yayasan Cinta Anak Bangsa (RB-YCAB) in West Jakarta. A qualitative method was used as a method in this research by virtual classroom action such as Google Classroom, Google Meet, and WhatsApp Group and doing library research in finding some theories. A qualitative research is a process of scientific research that is intended to understand human problems in a social context by creating a comprehensive and complex picture presented, reporting detailed views of sources of information, and carried out in natural settings without any intervention from researchers (Royadi et al., 2019). The purpose of the research is to reveal the events or facts, circumstances, phenomena, variables and circumstances that occurred during the study by presenting what really happened. The writer took 10 students from tenth grade at Rumah

Belajar Yayasan Cinta Anak Bangsa (RB-YCAB) which recount text is one of the material English lessons for tenth grade students. The writer uses pre-test and post-test in order to improve writing skill using recount text and do their own practices, understanding through practices, and the situations in which the practices are carried out.

Results

Student's Score

The writer provides a pre-test link first in order to know how much students understand about recount text before the explanation begin. After that, the writer started to give the new material about recount text through the presentation. During the writer's research in *Rumah Belajar Yayasan Cinta Anak Bangsa (RB-YCAB)*, the writer also worked hard so that the writing skills of students can be further improved. This is proven by the results obtained by students.
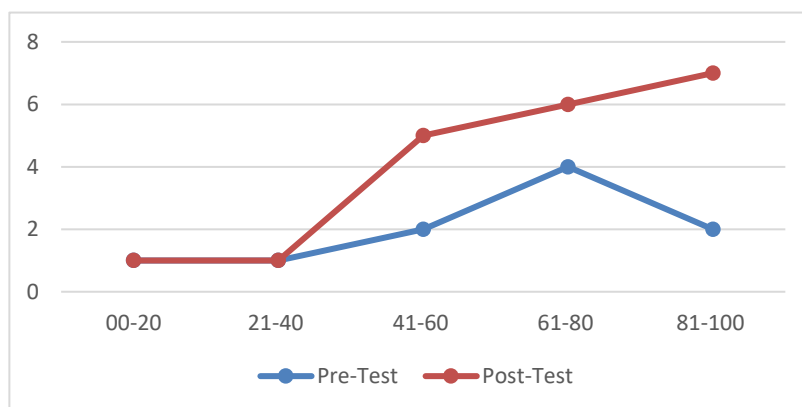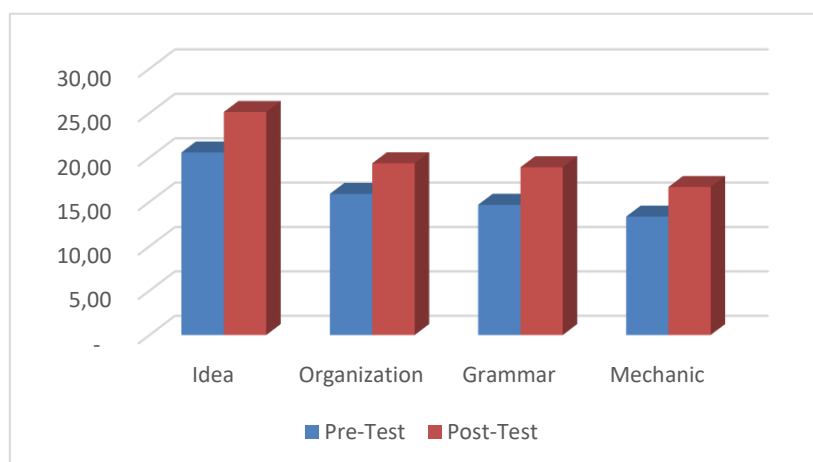

Chart 1. Pre-Test and Post-Test Score

From the data chart 1, pre-test shows students understanding about recount text is lacking and indeed must be improved. However, after post-test the students have many improvements. Most of them are understand and even be able to write essays recount text through online media learning.
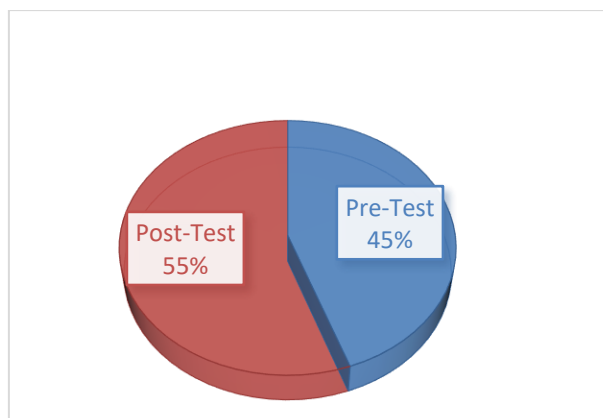
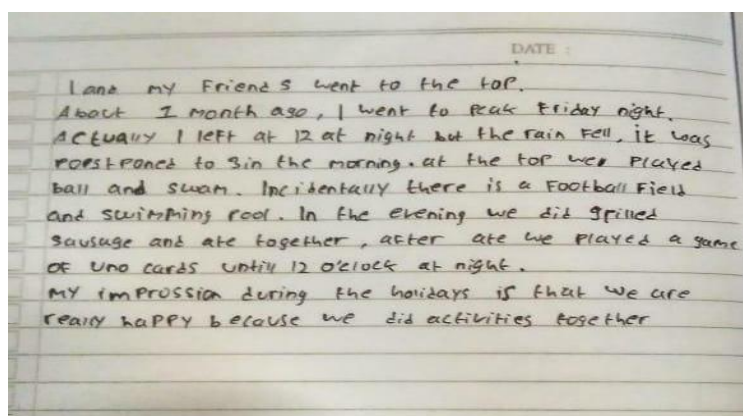

Graphic 1. Rubric Indicator Score

Chart 2. Percentage Improvement Pre-Test and Post-Test through Online Media Learning

The graphic 1 show the test indicator consist of ideas, organization, grammar and mechanic. Chart 2 represents the data of 10 students (55%) have perspective that online media learning is encourage them in learning to write.

Picture 1. Example of Student's Post-Test

Discussion

Applying the Recount Text to Students

Making an effective fun teaching and learning process is a must. Therefore, the writer has made good preparation in order to make a teaching process to better in sharing and training. Students are also very enthusiastic in following the instructions that the writer given. The writer use Google meet to start warming up, taking attendance, explains and discussion related the materials. In this part, the writer explains about recount text such as definition, general structure, language features and also gives one example of recount text and gives the example related to the topic. Google classroom is also used to share pre-test and post-test link forms as an exercise to all students in order to know how much students understand about recount text. The exercise is students have to make a recount text especially personal recount text, and the writer gives due date 24 hours to do the exercise and submit at Google Classroom. If there are students who do not understand about recount text, the writer will re-discuss it on Whatsapp. The Whatsapp group are useful to remind the student who did not submit the exercise yet, the writer will contact the student through Whatsapp. Every interactions through online media learning are useful in learning process

especially in pandemic era. We have to know applying those platforms, although we are not pay attention it much. Before the class begins, some student thinks that online media learning does not help them in the learning process of writing because it has many problems indeed.

Improvements Student's writing Skills through Online Media Learning

The data analysis on students writing skills using recount text through online media learning showed that students had high learning enthusiasm. Chart 1. Pre-test and post-test score, on pre-test from the data above, some students understanding about recounting text material before doing research is still lacking and indeed must be improved in the best way. Students in the pre-test that get a scoring scale of 20-60 are 3 persons but on the post-test is being 3 persons. The significant improvement on a scoring scale of 81-100, on the pre-test there are 2 persons but on the post-test is 5 persons. Therefore, the writer also explained recount text regularly in order to understand and even be able to write essays through recount text. One by one students are trying to understand about recount text and the difficulties are decreased. The results are students actually could write some English essays through recount text but, only one student have some problems when writing. The problem is students feel confused in finding conjunctions and past tense. The writer analyzed the problem and try to conduct discussions on Whatsapp. Finally, he understands to make recount text using word selection and got excellent.

The graphic 1 represents the data of 10 students and the test indicator consist of ideas, organization, grammar, and mechanic. Student's writing was dominated by having a good idea but minus on grammar (language features) and mechanics (punctuation and capitalization). Overall, the contents of student's text were good enough. Chart 2 represents the data of 10 students (55%) have perspective that online media learning is encourage them in learning to write. If the explanations are well, finally many changes exist. Although some students were still confused about using online media learning a bit. They become less active in classes, and some do not even follow the class. The writer tries to be persuasive at first, finding their difficulties and in the end, students can enjoy writing English a lot, especially writing recount text.

Picture 1. Example of Student's Post-Test is one of all task students. It can be stated as a success because students can also recount text and the student's writing is good. Actually, the students can write English through structures in recount text but the problem is they often feel confused about how to use the correct grammar (tenses) but this problem can be solved properly. It stated a little error in using tenses, but the meaning does not obscure and had improved.

Referring to the findings, it can be said that students' writing ability had improved, but not significantly. Nevertheless, the student's learning writing skills is more effective, and learning through online media learning is most welcome. So, this research has succeeded in achieving its objectives.

Conclusion

Based on the result of the research, the students in *Rumah Belajar Yayasan Cinta Anak Bangsa (RB-YCAB)* have some improvements in writing through online media learning. It can be seen data of 10 students 55% have perspective that online media learning is encourage

them in learning to write. It can be proven by the student' gets pre-test scale 81-100 is 2 person, but after post-test is 5 persons.

References

Astuti, F., Febriani, R. B., & Rustandi, A. (2020). Improving t he Students' Ability In Writing Recount Text Through Collaborative Task Writing on Facebook. *Jadila: Journal of Development and Innovation in Language and Literature Education*, *1*(1), 33–43. https://doi.org/https://doi.org/10.52690/jadila.v1i1.17

Didin Widyartono. (2012). *Teknik Penulisan Daftar Rujukan*. February 28th.

Janah, M., & Yuniarti, F. (2019). Google Classroom on Students' Writing. *SMART*, *5*(2), 128–138. https://doi.org/10.26638/js.951.203X

Laili, E. N., & Muflihah, T. (2020). The Effectiveness of Google Classroom in Teaching Writing of Recount Text for Senior High Schools. *JOLLT: Journal of Languages and Language Teaching*, *8*(4), 348–359. https://doi.org/https://doi.org/10.33394/jollt.v8i4.2929

Musyawir, & Loilatu, S. (2020). Kemampuan menulis karangan narasi berdasarkan pengalaman pribadi siswa. *Uniqbu Journal of Social Sciences (UJSS)*, *1*(2), 1–12.

Ning setiawati. (2021). *Recount Text: Pengertian, Ciri, Tujuan, Macam, Dan Generic Structure Dalam Bahasa Inggris Beserta Contohnya*. Maret 28.

Nurpitriyani, D. (2015). *the Effectiveness of Story Mapping Technique Toward Students' Reading Comprehension of Department of English Education Faculty of Tarbiya and Teachers' Training Syarif Hidayatullah State Islamic University the Effectiveness of Story Mapping Technique To*. Syarif Hidayatullah State Islamic University.

Pratiwi, K. D. (2016). Students' Difficulties in Writing English (A Study at The Third Semester Students of English Education Program at University of Bengkulu Academic Year 2011-2012). *Linguistics*, *3*(1), 1. https://doi.org/10.29300/ling.v3i1.106

Rahayu, M. I. (2020). *13 Manfaat Menulis, Kurangi Stres hingga Tingkatkan Imunitas Baca lebih lanjut di DokterSehat: 13 Manfaat Menulis, Kurangi Stres hingga Tingkatkan Imunitas | https://doktersehat.com/manfaat-menulis/*

Regina Nifmaskossu, Aceng Rahmat, F. M. (2019). Jurnal Pendidikan Bahasa dan Sastra Indonesia. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *8*(1), 104–115.

Royadi, D., Susiana, N., Khumaida, F. A., Global, S., Aria, J., No, S., & Tangerang, K. (2019). Effectiveness Management of Qualitative Research in Writing Scientific Papers. *ATM (Aptisi Transactions on Management)*, *3*(1), 84–90. https://doi.org/https://doi.org/10.33050/atm.v3i1.848