IMPROVING THE TENTH GRADE STUDENTS' RECOUNT TEXT WRITING ACHIEVEMENT THROUGH SHARED WRITING STRATEGY AT SMA SRIJAYA NEGARA

A Thesis by

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Language and Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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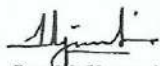FACULTY OF TEACHER TRAINING AND EDUCATION

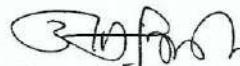SRIWIJAYA UNIVERSITY

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iii

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Certify that the thesis entitled "Improving the Tenth Grade Students' Recount Text Writing Achievement through Shared Writing Strategy at SMA Srijaya Negara", is my own work, and I did not do any plagiarism or inappropriate quotation against the ecthic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court and have my bachelor title revoked if I am found to have plagiarized other people's work.

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THESIS DEDICATIONS

This thesis is dedicated to my only one Allah SWT who always blesses, guides and gives me the direction so I could be stronger and more patient in this life. I also want to dedicate this thesis to my beloved people.

- Firstly, the deepest respect and love are expressed to my family. I would like to thank my parent, my strongest man, M. Ali and my beloved mother, Nonsiah who never stop praying and supporting me. The things I do would never be enough to reply all of the love you gave me. I love both of you and thank you for everything. My brothers (Dana Andriansyah, M.Aldiansyah and M. Iqbal), my sister (Ninda Ratika), and my cute nephew (Feylisha Alinda Fardana) who always kept me calm when I had problems, and gave strength when I wanted to give up. They are my reason to always smile and make my dreams come true. They are the most important sipporters in my life.

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Motto

- **La Takhaf Wa La Tahzan. Innallaha Ma'ana. –**
(Do not be afraid and do not grieve. Indeed Allah is with us.)

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Palembang, April 28th 2018
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ABSTRACT

The objectives of this study were to find out whether or not there was significant difference in recount text writing achievement before and after the students were taught through shared writing strategy, and to find out whether or not there was significant difference in recount text writing achievement between the students who were taught through shared writing strategy and those who were not. The sample of this study was 72 tenth grade students of SMA Srijaya Negara, which were divided into experimental and control group, and each group had 36 students. The technique of selecting the sample was purposive sampling. In collecting the data, the researcher gave the students two kinds of written test: pretest and posttest. Then, the data were analyzed by using paired sample t-test and independent sample t-test in SPSS Version 23. The result of paired sample t-test showed that the ρ-value was lower than significance level (0.00<0.05). It means that there was a significant difference in recount text writing achievement before and after the students were taught through shared writing strategy. The result of independent sample t-test showed that the ρ-value was lower than significance level (0.00<0.05). It means that there was a significant difference in recount text writing achievement between the students who were taught through shared writing strategy and those who were not. Therefore, it can be concluded that shared writing strategy was effective to improve students' recount text writing.

Keywords: Improvement, Recount Text, Shared Writing Strategy

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

This chapter presents (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background

In Indonesia, English is the first foreign language to be taught throughout the school. The students must learn English because it is a compulsory subject especially in the secondary school level, such as in junior high school and senior high school. This subject consists of four skills, which are Listening, Reading, Speaking and Writing.

Based on the data found by the Education First-English Proficiency Index (2016) which involved 72 countries, Indonesia was on the 32nd rank and at the moderate proficiency level with 52,94 EF EPI score. It means that Indonesian students are still weak in reading, speaking, listening, and writing. This condition must be improved by giving a good English education program. One of the four language skills that can be developed is writing. Based on the school-based curriculum of 2013, the purpose of teaching English in Senior High School is to develop language and communicative competence in spoken and in written form to achieve the level of informational literacy and to enable students to compete with other people in this globalization era.

Writing is one of the important skills that need to be mastered by the students to communicate in English. According to Herrero (2007), students should be able to communicate in English to meet the demand of proficient users of the English language both nationally and internationally. Logically, to achieve the purpose of written communication mastery, the students can develop their writing through writing practice. The importance of writing practice is not only for the purposes of communication, it is also for getting the higher scores in courses where writing is at the center of instruction (Graham & Perin, 2007). In practice

writing, students can write and create a good paragraph, and they can improve their skills by writing a text. There are many aims of writing a text; one of the aims is to increase grammar and mechanical skills as stated by Hogue (1996, as cited in Adiati, 2014) below:

1. to offer a structured approach to writing,

2. to acquaint students with the process of writing,

3. to provide practice in basic sentence structure,

4. to develop grammar and mechanical skills.

(Hogue, 1996, as cited in Adiati, 2014, p. 2)

Indonesian students seem to have difficulties in writing. Some of the difficulties as concluded by Ngabut (2003) are content, organizing, vocabulary, and grammar. He claimed that writing is the most difficult skill for the students to master it. This claim is in line with what was conveyed by Alwasilah (2001), that a lot of graduate students could not write well because they were not equipped with writing skill. Furthermore, Alwasilah found in his longitudinal study of the writing process that 62.1% of students from elementary school to collage were unsuccessful in the term of writing skill. Based on the research above, it can be concluded that the students face some difficulties in writing because they are not accustomed to the writing activity.

Teaching writing to senior high school students is compulsory. It is based on the Government rule number 19 of 2005. One of the subjects that the teachers must teach is writing recount text. Recount text is one type of text that students should learn. Goatly (2000) states: "Recount text is to construct past experience by retelling events and incidents in the order in which they occurred" (Goatly, 2000, as cited in Andayani & Andayani, 2013, p. 2). It exposes an event in which the author got involved or acted in the event himself. It will be scored using analytical scoring method covering content, organization, vocabularies, grammar, and mechanics (Cohen, 1994).

The students seem to have difficulties in writing a good paragraph in recount text. This conclusion is based on research finding by Harris, Ansyar, and Radjab (2014) which showed that the students made a lot of mistakes in writing recount texts. It was found that 79% students could not write recount text well. One of the examples they gave was "I am go to rice field". This example shows that the students did not understand about grammar. In addition to grammar, those students also have problems in organizing their ideas and lack of vocabulary.

The tenth grade students of SMA Srijaya Negara also seem to have difficulties in writing recount text. This conclusion was based on the result of interview with the English teacher teaching the tenth grade students and based on the preliminary observation of the tenth graders. The teacher said that the tenth grade students had difficulties in writing especially in writing recount text. It was found that the tenth grade students have difficulties in constructing recount text. The evidences were found from the observation taken by the researcher by giving the students two questions. In writing recount text, they did not know how to write it and determined the correct grammar, and lack of vocabulary. Moreover, they also rarely did the activities of writing in the classroom.

One learning strategy which is appropriate to develop students' recount text writing is *shared writing strategy*. According to McKenzie (1985), shared writing strategy is one of the ways that the teacher can use to facilitate and provides the example to the students how to construct a good writing. Gibson (2012) added that shared writing strategy is one of the strategies involving teacher and students should work and discuss together in writing a text. Shared writing strategy establishes an activity in which students are gathered in groups and discuss about shared experience that they are studying now or ever experienced before. The students will get the advantages from practice at writing about the results of their own research, expressing their own feelings and experiences (Wallace, Stariha, & Walberg, 2004).

Based on the discussion above, the researcher was interested in conducting a research entitled "Improving the tenth grade students' recount text writing achievement through shared writing strategy at SMA Srijaya Negara.

1.2 Problems of Study

Based on the research title above, the problems of this study were formulated as follows:

1. Was there any significant difference in recount text writing achievement before and after the students were taught through shared writing strategy?
2. Was there any significant difference in recount text writing achievement between the students who were taught through shared writing strategy and those who were not?

1.3 Objectives of the Study

Based on the problems above, the objectives of this research were to find out:

1. Whether or not there was significant difference in recount text writing achievement before and after the students were taught through shared writing strategy.
2. Whether or not there was significant difference in recount text writing achievement between the students who were taught through shared writing strategy and those who were not.

1.4 Significances of the Study

The result of this study is intended to have at least three kinds of significance. First, it is expected that the result of this study encourages the teachers to have an alternative way of teaching writing to their students. Second, the writer expects this study will be useful for students who are learning English as a foreign language where they are expected to be motivated to improve their skills in writing by using shared writing strategy, especially to enable to write a paragraph. Third, for the researcher herself, this study will increase her knowledge and give some experience during educational research.

4

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