

**DEVELOPING WRITING MATERIALS IN RECOUNT TEXT
FOR THE EIGHT GRADE STUDENTS AT SMP RK
SERDANG MURNI LUBUK PAKAM**

AN ARTICLE

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ARTIKEL

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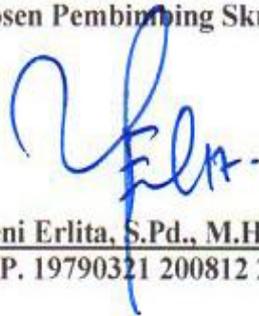
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ABSTRACT

The objectives of this study was to develop the writing materials in recount text for the eight grade students at SMP RK Serdang Murni Lubuk Pakam. This was a Research and Development (R&D) study. The subjects of the study were the students of eighth grade of SMP RK Serdang Murni Lubuk Pakam. The research procedures, were adapted from Jolly and Bolitho's model in Tomlinson (1998) with some modifications, consisting of conducting the need analysis, writing the course grid, developing the first draft, getting expert judgment and evaluating the first draft, also revising the first draft of the materials. The instruments to collect the data were need analysis questionnaire and expert judgment questionnaire. The data from the need analysis were analyzed quantitatively using frequency and percentage, then the results were used to develop the course grid. The data from the expert judgment were analyzed quantitatively through descriptive statistics while the suggestions were used to revise the first draft of the materials. The product of this study is a set of writing materials of recount text entitled "Guide for Writing" for students of eighth grade of SMP RK Serdang Murni Lubuk Pakam. The writing material is "*My Unforgettable Experience*". It consists of Pre-writing, Drafting, Responding, and Editing tasks ranging 15 tasks. Based on the research findings from the expert judgment, the whole aspects of the developed materials were 3.76 which was in the range of $3.25 < x \leq 4$ and can be categorized as "very good".

Keywords: Recount Text, Writing Materials, R&D Method

*Graduate Status

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INTRODUCTION

Background of the Study

Language is the medium through which students learn various concepts and skills, form their identities, and interact socially with others. Language is also the corner stone of the teaching and learning process (Bloom, et al., 2004). Students often think that communication is only being built from spoken language. It can be said that they can communicate in English if they have ability in speaking. In fact, communication also can be created by written language.

Writing as a communication device is not only the reason why writing is important to learn. Raimes (1983) indicates that writing can help our students for those reasons; firstly writing reinforces the grammatical structures, idioms and vocabulary that we teach, secondly when students write, they have a chance to be adventurous with the language to take risks, and lastly they become very involved with the new language; the effort to express ideas. There are many writing forms, some are creative, and some are not. However, all writing is creative writing because writing uses the materials of language, experiences, knowledge, textual sources, personal ideas and imaginings of the writer, bringing out something that did not exist before. Raimes (1983: 3) proposes the most important reason writing helps students learn. Why writing is important. He mentions that: First, writing reinforces student's grammatical structure, idioms and vocabulary. Second, when students write, they have a chance to express what they have already learnt. Third, students become involve in new language when they are writing. They will discover something new to write or a new way to express their ideas.

According to syllabus grade eight of junior high school the students should be able to write a recount text based on the daily life context. However, students' writing competence is relatively low. Based on the researcher's observation in SMP RK Serdang Murni Lubuk Pakam, students of the eight grade of SMP RK Serdang Murni Lubuk Pakam have some problems related to their writing skill. First, students get problem in developing their ideas in writing a text. They feel

confused to start writing and in the middle of writing process they do not know what they have to do to continue. Second, they found difficulties in choosing the words that suitable for their writing because they have lack of vocabulary. The other problem is the use of grammar. They feel confused dealing with the use of grammar. They are not being able to make a text in correct sentences. They still have some mistakes in using the grammar. In arranging sentences, they still have some mistakes in the use of punctuation, spelling and capitalization.

Among the four skills of learning English, writing is considered the most difficult skills to learn because students have to put their own ideas, develop their ideas, how to arrange their ideas into good sentences, how to make their writing cohesion and coherence, etc. Bell and Burnaby in Nunan (1989: 36) state that writing is considered as a complex activity because writers have to control content, format, sentence structure, vocabulary, punctuation, spelling and letter formation.

Materials are one of the ways to develop students' writing ability. The use of suitable materials will help students to learn writing in a good way. In the teaching-learning process, teachers have to develop the appropriate materials for students to encourage them to improve their ability in writing. However, the use of materials in the classroom is not interesting for students. Students feel bored to do the assignments because it only write the recount text by answering the questions from the texts. It does not give students a motivation to write based on what they are interested to write about. Therefore, it is necessary for the teacher to design interesting materials. The materials should provide students' needs and interest. Materials are useful to make students easier to catch the subject.

In Indonesia, English is the foreign language that is taught in school. In the eighth grade, students have many activities in writing some kinds of text. The standard of competences of writing texts which should be mastered by eighth grade students are responding the meaning of short functional texts and simple

essays in the form of descriptive, recount, and narrative texts in daily life context. In this research, the researcher will be focus on recount text.

Based on explanation above, it is necessary to provide suitable and interesting materials for students of the eighth grade of SMP RK Serdang Murni Lubuk Pakam to encourage them to practice writing. The researcher interested to develop writing materials in recount text for students of the eighth grade of SMP RK Serdang Murni Lubuk Pakam.

REVIEW OF LITERATURE

English is divided into two skills; they are productive skills and receptive skills. One of productive skills in English teaching-learning process is writing. There are some definitions of writing according to some experts. Brown (2000: 335) assumes that written language is like spoken language, the difference between them is in graphics instead of auditory signals. Written language called the graphic representation of spoken language.

According to BNSP, curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as the means used as a guideline organization of learning activities to achieve objectives of the study. The aim of curriculum KTSP is to develop students' potential in the different areas, condition and local potential. The development of Curriculum KTSP based on national standards of education is to achieve the goals of national education. There are eight national education standards, they are standard of content, standard of process, competence of graduates, staff, facilities and infrastructure, management, financing and educational assessment.

There are some definitions of materials development. Graves (2000: 149) defines material development is the planning process of creating units and lessons to achieve the goal and objective of the study. It also can be defined as the process of creating, choosing or adapting, and organizing materials and activities until the

students can achieve the objective to help them in reaching the goals of the courses.

Tomlinson (1998: 2) states materials development refers to anything to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake.

In developing materials, there are some steps that should be followed. Jolly and Bolitho in Tomlinson (1998: 98) propose some steps that should be followed in developing writing materials. Those are:

a. Identification of need for materials

The first step is identification of need for materials. In this step, materials developers identify a need to fulfill or problem to solve.

b. Exploration of need

The second step is exploration of needs. The materials developers need to explore the area of needs or problems in terms of the appropriateness of the language and function.

c. Contextual realisation of materials

The third step is contextual realisation of materials. The contextual realisation involves the suitable ideas, contexts and text.

d. Pedagogical realisation of materials

The fourth step is pedagogical realisation of materials. The pedagogical realisation involves the appropriateness of the exercises and activities and the appropriateness of the instruction.

e. Production of materials

The fifth step is production of materials. The physical production of the materials is designed in the form of the book including the layout, type size, and cover.

f. Evaluations of materials

The last step is evaluation of materials by a validator. The validator gives comments with the worksheet.

RESEARCH METHODOLOGY

The objective of this research is to develop writing materials for students of the eighth grade of SMP RK Serdang Murni Lubuk Pakam. These materials will be developed based on the students' needs. This research is categorized as an Educational Research and Development (R&D). Gall and Borg (2003: 569) state that "Educational R&D is an industry-based development model in which the findings of research are used to design new products and procedures, which systematically field-tested, evaluated, and refined to meet the specified criteria of effectiveness, quality or similar standards". The result of this study will be writing materials for students of eighth grade of SMP RK Serdang Murni Lubuk Pakam. The research procedures of the research will be adapted from Jolly and Bolitho (in Tomlinson, 1998) with some modifications. There are 5 steps of the research procedures which were conducting needs analysis, writing the course grid, developing the first draft of the materials, getting expert judgment and revising the first draft of the materials.

Techniques of Analysis Data

The data of this study was the need for students of eight grade at SMP RK Serdang Murni Lubuk Pakam. The data analyzed by getting the solution of the students 'problem and the appropriate English writing materials particularly recount text. The data was analyzed as follows: Analyzing students' needs by using questionnaire. The data was needed to evaluate the existing writing materials and analyze the students needs. Then the researcher developed the relevant speaking materials based on needs analysis.

DATA ANALYSIS AND RESEARCH FINDINGS

Data Analysis:

1. NEED ANALYSIS

Students' Opinions of Writing

Questions	Options	Percentage (%)
In my opinion, writing a text in English is an activity that....	Very easy to do	1.1%
	Easy to do	20.2%
	Quite easy to do	28.4%
	Hard to do	53.4%
	Very hard to do	6.8%
In my opinion, writing is.....	Very important	33%
	Important	42%
	Quite Important	25%
	Not important	0%
I write an English Text	Always	1.1%
	Often	11.4%
	Sometimes	72.7%
	Never	14.8%

The Respondents Necessities

Question	Options	Percentage (%)
Which skills do you need in writing an English text?	Using the suitable structure and words choice.	63.6%
	Expressing ideas into some different sentences.	45.5%
	Arranging the appropriate sentences based on the	40.9%

	function each text.	
	Arranging jumbled paragraphs into a genre text	45.5%
	Using the correct and appropriate grammar	50%
	Others.	0%

The Respondents Lacks

Question	Options	Percentage
When writing an English text, I have difficulties in	Arranging the structure of the sentences.	56.8%
	Selecting the appropriate word choice	45.5%
	Expressing ideas.	51.1%
	Formulating sentences based on the function each text.	45.5%
	Arranging text use the correct structure of the text.	39.8%
	Using the correct and appropriate grammar.	61.4%
	Others	0%

The Respondents Wants

Question	Options	Percentage (%)
My desire after learning writing, to make me....	To increase my ability in writing English.	73.9%
	To enable me to master vocabularies.	48.9%
	To enable me to use the suitable vocabularies in writing.	36.4%
	To increase my knowledge of text types.	48.9%

	To enable me to master grammar in writing.	45.5%
	To enable me to write with right conjunction	23.9%
	To enable me writing the text as studied before	20.5%
	Others	1.1%

The Topic of Materials

Question	Options	Percentage (%)
The topic of input material that I like is related to....	Daily life	67%
	Social	10.2%
	Teenager	48.9%
	Education	23.9%
	Science	15.9%
	Political, Economic, Social and Cultural	13.2%
	Others	0%

The Input of Materials

Question	Options	Percentage (%)
The material input that I like is....	Picture	63.6%
	Written text	35.2%
	Video	44.3%
	Comic-strip	27.3%
	Others	0%

The Lengths of Input

Question	Options	Percentage (%)
The number of words that I want in the text is....	100-200 words	64.8%
	200-300 words	22.7%

	300-400 words	6.8%
	400-500 words	5.7%
	> 500 words	0%

The Importance of Grammar

Question	Options	Percentage (%)
Do the comprehension of grammar needed in writing English text?	Yes	97.7%
	No	2.3%

The Importance of Text Type

Question	Options	Percentage (%)
Is the comprehension of text type important in writing text?	Yes	95.5%
	No	4.5%

The Learning Procedure

Question	Options	Percentage (%)
In writing, I want activity like....	Writing text from the picture	30.7%
	Writing text by given the topic	45.5%
	Free writing.	43.2%
	Making mindmapping before writing.	11.4%
	Writing as the comic-strip.	15.9%
	Writing with questions as guide.	21.6%
	Others	1.1%

Setting

Question	Options	Percentage (%)
In doing writing activities, I like doing....	Individually	69.3%
	In pairs	11.4%
	Group	30.7%

Teacher and Learner Roles

Learners' Role

Questions	Options	Percentage (%)
In the teaching learning process, I want to study by....	Asking friends	28.4%
	Critical thinking	25%
	Given the materials	30.7%
	Discussion	60.2%
	Others	2.3%

Teacher's Role (During Writing Activity)

Questions	Options	Percentage (%)
During the teaching and learning process, you would like the teacher to....	Explaining the materials.	63.6%
	Giving many examples.	48.9%
	Discussion.	46.6%
	Others	0%

Teacher's Role (When Students Have Difficulties)

Questions	Options	Percentage (%)
When you have difficulties in writing a text, the teacher should do	Explaining the materials Again	60.2%
	Answering questions directly	23.9%

	Provide opportunities for students to re-read the example	31.8%
	Looking student's work and tell the mistakes	45.5%
	Describes the steps that must be done	51.1%
	Other	0%

Teachers' Role (After Writing Activity)

Questions	Options	Percentage (%)
After finishing the task (writing text), the teachers should do...	Giving correction and providing signs on your mistakes that you have made.	70.5%
	Giving correction on your mistakes that you have made directly.	47.7%
	Giving correction on your mistakes that you have made in the forum.	26.1%
	Others	0%

2. MATERIAL DEVELOPMENT

The Framework of the Developed Materials

UNIT TITLE**PRE-WRITING**

1. Input: a text as an example of the genre of the text.
2. The information about the generic structure of the text.
3. Grammar Zone: information about grammar is used of the text.

DRAFTING

Activities for students to practice their writing skill and to apply the understanding about the materials given before.

RESPONDING

Activities for students to give and get feedbacks from peers and the teacher.

EDITING

Activity for students to write their final draft.

COMPLEMENT

1. My dictionary (Word List)
2. Reflection
3. Summary
4. Glossary

English Writing Material

The materials were developed into one unit. It is conducted in four stages. The first was Pre-writing. In this stage, students were introduced the text given to the students as a model. The researcher also gave the information about generic structure and the genre of the text to the students. Several questions about the text were also given to guide them in comprehending about the content of the text. They also were given the information about grammar and some activities to practice their grammar..

3. MATERIAL VALIDATION

The Score of Expert Judgment on English Speaking Materials

No	Aspect	Expert	Category
1	Content	4	Very Good
2	Language	3,83	Very Good
3	Presentation	3,22	Good
4	Graphic	4	Very Good
	Total	3,76	Very Good

4. REVISION AND FINAL PRODUCT

Revision of Product

Point of the Unit	Point to Revise	Revision
Content	1. Add guided task. 2. Change the text.	1. Guided task is added. 2. The text is changed.
Language	1. There are still some Grammatical mistakes.	1. Correct the mistakes.
Presentation	1. No revision	1. No revision
Graphic	1. Change the color of the background.	1. The color of the background is changed.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the research findings, the needs analysis are divided into two aspects which are the target needs and the learning needs. Those aspects are described below.

a. The Target Needs

Based on the research findings, the needs analysis are divided into two aspects which are target needs and learning needs. Those aspects are described below:

1) More than a half of students (53.4%) state that writing is difficult to do.

- 2) There are 42% of the students say that writing is an important skill and 33% of them say that writing is very important.
- 3) Most of the students (72.7%) sometimes practice their writing activity.
- 4) More than a half of students (63.6%) choose the skill that they need in writing a text is using the suitable structure organization and words choice.
- 5) More than a half of students (61.4%) agree that they have lack of grammar.
- 6) Most of the students (73.9%) claim they want to increase their ability in writing English.

b. The Learning Needs

Based on the results of the needs analysis, the learning needs are listed below:

- 1) in terms of input, more than a half of the students (67%) want the topic of materials related to daily life. For input of materials, 63.6% of students want pictures as the input before writing. Regarding the input length, most of students (64.8%) want to have input texts with 100-200 words in length. Most of students also (97.7%) state that the comprehension of grammar is important. 95.5% of students said that the comprehension of text type was important.
- 2) In terms of writing procedure, almost a half of the students (45.5%) want to write text by given the certain topic.
- 3) Related to the setting, more than a half of students (69.3%) want to do writing activities individually.
- 4) In terms of students' role, most of students (60.2%) want to study by discussion.
- 5) In terms of teacher' roles, most of the students (63.6%) like the teacher explains the materials during writing activities. 60.2% of the students like if the teacher explains the materials again when they have difficulties in writing

activity. Most of students (70.5%) like after finishing the task; they want the teacher give them corrections and provides signs on the students' mistakes.

Based on the expert judgment, the developed materials can be categorized as appropriate. The developed materials have the characteristics as described in this following paragraph.

The first part of this unit is the picture of the unit. The title of the unit is related to the students' life, It is *My Unforgettable Experience*. Then, it is followed by some questions related to the topic.

The main parts of this unit are divided into four stage. The first is *Pre-Writing*. The activities are designed to build students' background knowledge. Students are introduced to the genre of the text in the unit. Students are also given some activities to have comprehension about the generic structure of the text and the grammar used of the text. The second is *Drafting*. In this stage, students have to implement what they learnt in the previous to write their first draft of the text. The third is *Responding*. These activities are designed to make the students' writing better. In this stage, students' writing gets a feedback from the teacher or peers. The last stage is *Editing*. In this activity, students write their text after getting feedback from the teacher and peers.

The last part is complement including reflection, the summary of the unit and my dictionary.

Suggestions

The final product of this research is writing materials in recount text for students of eighth grade of SMP RK Serdang Murni Lubuk Pakam. Considering the research findings, there are some suggestions proposed for some parties.

1. The English Teachers

The English teachers of eighth grade of junior high school who teach English could use the developed materials in the teaching learning process. These developed materials accomplish to improve the students' writing skill. The teacher could use the developed materials to teach the students about recount text.

2. The Other Material Developers

The most important thing in developing materials is conducting students' needs analysis. The product of the research should provide students' needs and interest. The developed materials are very useful for the teachers and the students in the teaching learning process if they are easily used. The next thing that should be considered by the developers is the design of the materials. The design of the materials should be eye-catching and interesting for the students.

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