

**DEVELOPING WORD SEARCH MAKER AS MEDIA
IN WRITING RECOUNT TEXT FOR EIGHTH GRADE STUDENTS
AT SMP SWASTA YPI DHARMA BUDI SIDAMANIK**

Khairunnisa Tambunan

Prof. Dr. Sumarsih, M.Pd.

ABSTRACT

The study was aimed to develop media based on Word Search Maker in teaching writing recount text for grade VIII students in SMP Swasta YPI Dharma Budi Sidamanik. This study was conducted by using Research and Development (R&D) design through six stages; gathering information and data, analyzing data, designing materials, validating by experts, revising, and final product. The subject of the study was Grade VIII of SMP Swasta YPI Dharma Budi Sidamanik. The data were gathered by administering interview to English teacher and distributing questionnaire to 30 respondents to get the students' needs. The interview and questionnaire result prove that the students' needs English learning media which can motivate the students to understand about the recount writing. The product has been validated by experts. The result of the product was word puzzle game to be used in mastering the recount text writing. The result of experts' validation showed that the media was an appropriate media to be used in teaching writing recount text by getting the average percentage of 85,2% categorized as very good.

Keywords: *Word Search Maker, Recount Text, Research and Development (R&D).*

INTRODUCTION

Background of Study

English is one of the international language that is popular in every country, including in Indonesia. English has a great influence in all field, one of them is in education. In education, English also strongly affected into the formation of the curriculum. Curriculum 2013 requires each level of education to teach English as a compulsory subject to taught from elementary schools to senior high schools or vocational high schools.

Nowadays, based on 2013 Competence Based Curriculum, Students are expected to master four skills in order to be able to use English communicatively. They are listening, speaking, reading and writing. One of them is writing skill. As we know that students who learn a language especially English, needs to master the writing skill. Because writing is an important skill used to support other skill in language learning.

Meyers (2005:2) stated that writing is an action. When first write something down, we have already been thinking about what we are going to say and we are going to say it. Then, after you have finished writing, we read over what we have written and make changes and correction. From the definition above, the researcher concludes that writing is a communication system to express the ideas, to explore the experience, thoughts or even feeling in written symbol.

Based on the Indonesian curriculum, there are several genres of writing that must be learned by the students. They are descriptive, recount, narrative, report, and also procedure. Recount text is a text that retelling or recounting of an events or an experiences (Dirgeyasa 2015:3). Based on Dirgeyasa states, a student should be able to inform and describe past experiences by retelling the events into writing.

Writing recount text is one material that is difficult to study because many factors that inhibit such a lack of experience and forget about a sequence of events. According to (Pongsiriwet, 2001) written language production can be more difficult for Indonesian students as EFL learners

since they have to “put a lot of time and efforts into acquiring the language and learning to write”. This problem is not just a problem to students, but also a problem for the teachers. Because each student must achieve learning competencies that are arranged in the syllabus, so teachers must strive to increase student interest in writing. As the educator, teachers need to use innovative learning such as developing media to make students interested in learning writing.

Based on preliminary data of grade VIII of SMP YPI Dharma Budi Sidamanik that conducted by interviewing an English teacher about students’ writing, especially in recount text. In teaching learning process, the researcher also find the problem. The teacher uses conventional media, which is only book media. But the media is not effective because there is no progress in students in learning recount text, including vocabulary and grammar. It causes the students have low motivation in producing good writing. The students who learn English will be successful if the learning sources or media are relevant to the students’ need. Besides using those ways in teaching English, the teacher may use media in teaching writing. One of them is word puzzle game. Word games (also called word puzzle games or word search games) are spoken or board games often designed to test ability with language or to explore its properties. Word games are generally used as a source of entertainment, but can additionally serve an educational purpose.

According to Adenan (1992:9) puzzle and games are obvious types of self-motivating activity which are interesting and challenging to teach language. One of the puzzles that can be given by the teacher to make the students interested in studying English especially vocabulary is word puzzle game.

Karim and Hasbullah’s (1986:36) argued that an interesting material and media in teaching language is word puzzle. So word puzzle game could be an alternative or variation in the methods of English teaching for teachers. With this method, students will not feel bored in learning English. But they will become critical and active children in learning English.

Richards argued (2006:19) Puzzle game is fun, interactive, exciting, and in playing games, students can study English structure easily in a relax atmosphere and interestingly.

Through games the English teacher can motivate his/her students in learning English, and students can enjoy it.

Considering that writing proficiency is highly needed, and the fact that the students' writing ability is still low, the researcher proposes several ways to increase students' writing proficiency. One of the ways in increasing the students' writing skills especially in writing recount text is by using word puzzle game. Many software of word puzzle, in this case the writer choose one of them, it is Word Search Maker.

Word Search Maker is a web software that we can design word puzzle game. Word puzzle game training our brain and learning new words by combining letters to find the correct word. It makes the teaching learning process attractive and funny, and also gives much opportunity for students to practice and repeat the sentence pattern and vocabulary. It helps students to master vocabulary easily by giving opportunity for them to memorize as much as possible vocabulary.

From the statement above there are many media, strategies, and other ways to teach students according to the materials or potencies of the students in teaching and learning process. The students who learn English will be successful if the learning sources or media are relevant to the students' need.

In this case, the writer intends to choose Word Search Maker because the software is easy to understand and best suited for Junior High School. It can help the students to practice and repeat the sentence pattern and vocabulary by giving opportunity to memorize the word and help students to spell items correctly. Moreover, it can also encourage the students' participation and interest in teaching learning process.

REVIEW OF LITERATURE

1. Media

Teacher can use media to hone critical – thinking skills of students. Using media in the classroom makes students aware of the ever – changing world of electronic communications and

giving them a better understanding of such resources now that will prepare them to be successful in the future.

According to Daryanto (2011: 51) media is the things that can be used for extend the message from the sender (teacher) to the receiver (students) that can motivated the students' mind, feeling and attention. It makes teaching and learning process become successfully.

Miarso (2004: 456) stated that, Media is everything that is used to channel the message and can stimulate the mind, feeling, attention, and willingness of the learners so that it encourages the deliberate, purposive, and controlled learning process.

2. Word Puzzle Game

Games are used as methods or techniques to involve students in learning language and games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way (Mubaslat, 2012). Word game is one of kinds of game which effective in learning vocabulary as Huyen and Nga (2013) said that word games are useful and effective tools that should be applied in vocabulary which is a way to make the lessons more interesting and enjoyable. The most popular types of word puzzle game, created by McKenzie (2014) which divided word puzzle game into four types, they are Acrostic Puzzle, Jumble Word Puzzle, Cross word Puzzle, Word Search Puzzle.

3. Word Search Maker

Interesting media for teaching learning in classroom need to be using suitable software. In this case, writer use Word Search Maker as developing media to support learning material. Word Search Maker is web design software that can be accesed in <https://www.education.com/worksheet-generator/reading/word-search/>.

Word Search Maker used by make our own word puzzle game on any topic we want, then providing between 5 until 30 words, and word puzzle game will be instantly playable. It is a software that training students' brain and learning new words by combining letters to find the correct word. And It is a game that makes the teaching learning process attractive and funny, and

also gives much opportunity for students to practice and repeat the sentence pattern and vocabulary.

With Word Search Maker, teachers will be able to make their own word puzzle game, so that adapted to the material being studied.

According to Adenan (1992:9), puzzle and games are obvious types of selfmotivating activity which are interesting and challenging to teach language. One of the puzzles that can be given by the teacher to make the students interested in studying English especially vocabulary is word search puzzle game.

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4. Writing

Writing is one of the basic skills besides listening, speaking, and reading. Brown (2001) stated that writing is a thinking process. Writing could be planned and given with an unlimited number of revisions before it is release. Leo (2007) stated that writing as a process of expressing ideas or thoughts in words could be done at leisure time. It means, writing learning requires in long training time. From explanations above, it can be concluded that writing is a process of transferring ideas, feelings, opinion, and experience.

Urquhart & McIver (2005) stated that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then,

student should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose.

5. Recount Text

According to Anderson (2003: 48) that Recount is a piece of text that retells past events in the order in which they are happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred.

Knapp (2005: 224) stated that Recount Text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past.

From explanations above, it can be concluded that Recount is to tell "what happened". In education, it means that student should be able to inform and describe past experiences by retelling the events into writing. Therefore, recount uses so plenty of verbs (action words), and of adverbs that describe or add more detailed to the verbs.

There are some types of recount such as personal recount, factual recount, and imaginative recount. Each of them has specific characteristics and details.

6. Teaching Writing

Teaching writing for students who learn English is one of the important things that has to be done well because it will influence the students' ability in developing their writing ability. According to Brown (2007: 8), teaching may be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand. He also adds that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning.

Writing is the most difficult skill for second or foreign language learners to master. The difficulties are not only in generating and organizing ideas, but also in translating these ideas into a

readable text. The difficulty becomes more noticeable if their language proficiency is weak (Richards and Renandya, 2002: 303). There is no doubt that writing is the most difficult skill for language learners to master. Teachers should know and understand the appropriate approach that can be used in teaching writing so that the learners are easily able to produce a good writing.

At the beginning of a lesson, the teacher should make sure that the students know about the purpose of the activity in the lesson. Teachers should give a clear explanation about what they will learn, so the students will get an advantage in the teaching and learning process. Harmer (2004: 31) argues that writing should encourage students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

The essence of teaching writing is guiding and facilitating students to work. This is supported by Brown (2007: 8) who proposes that “teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning”. It implies that teaching can not be separated from learning. When teachers teach writing to the students, they do not only teach how to develop ideas in writing, but they also need a serious attention of how to write English sentences grammatically and systematically. Hence, teaching writing depends on the teachers’ ability of how to teach writing effectively which can make students’ ability improved. It is commonly believed that an appropriate teaching technique will have a contribution to the success of students’ writing ability.

Research Methodology

This study applied Research and Development (R & D) research method that functioned to develop a new educational product based on the needs analysis. It adapted R & D research method proposed by Borg and Gall (2014). This study was conducted at SMP Swasta YPI Dharma Budi Sidamanik which is located in Huta II Manik Maraja Kec. Sidamanik. The subject of this study is the grade VIII students of SMP Swasta YPI Dharma Budi Sidamanik. The instruments of collecting data were questionnaires and interview. The technique for collecting data were

qualitative and quantitative. The qualitative data was obtained from the interview of teacher and some students. While quantitative data was obtained from the questionnaires in form of percentage.

The Techniques of Data Analysis

The data was obtained from the interview. These data was needed to evaluation the writing media and assess the students' needs in learning writing especially in Recount text. The data was divided into two forms of data analysis, qualitative data analysis and quantitative data analysis. The data was firstly collected, and then this research was described the findings. The qualitative data was analyzed by showing the conclusion of the interview.

The questionnaires data from student changed into percentage of data, the formula like as follow:

$$\text{Percentages \%} = \frac{\text{Total Score (n)}}{\text{Maximum Score (N)}} \times 100\%$$

After that, the data transforms into qualitative data with high percentage was 100% and low percentage is 0%. The next is the data described qualitatively. Based on the count above, range percentage and the quality level as follow:

Range (Percentages)	Category
81 – 100	Very Good
61 – 80	Good
41 – 60	Fair
21 – 40	Poor
0 – 20	Very Poor

Alifah (2001: 32)

FINDINGS

1. There were six steps which was needed to be completed in order to develop recount writing media. They were such as (1) gathering data and information; (2) need analysis; (3) media design; (4) validating to experts; (5) revising; and (6) final product. The problem of the eighth grade students of SMP Swasta YPI Dharma Budi Sidamanik about the learning media related to learning writing recount text. Still, they found difficulties in understanding recount text concept and writing recount text. The teacher practically in learning process only used the

material from the text book which did not stimulate their awareness in writing recount text. There should be an interesting media to stimulate students' awareness used by the teacher. Moreover, more than half of the students in the class had already been familiar with Word Puzzle Game that would be developed further by the researcher as the media in learning writing recount text. The difficulties were also found by the teacher to make the students learn and understand the material being taught in this case recount text because of the lack of learning media. Based on the interview that was conducted by researcher, it could be identified the demands of the teacher that the teacher needed a supportive learning media in order to refresh the learning process, to relieve the students' bored and stress while learning, and create interesting atmosphere in class. Moreover, the learning media should be simple and related to the advancement in learning in example using the Word Search Maker to support the learning process.

2. The experts validated the media related to the six aspects, it shows the average score given by the first expert is 75,2% and the average score given by the second expert is 95,2%. Based on the result, the average percentages of the experts' validation is 85,2% which is categorized very good. In general, based on the validation of some experts, these materials were appropriate to be used by the eighth grade students of SMP Swasta YPI Dharma Budi Sidamanik.
3. After revising the media, the researcher made some changes, such as make the media eye catching and colorful for the better product based on the validator comment. The media was already based on the students' needs that want to have the interesting and effective media which motivate them to learn and write the recount text, and the media appropriate to be used in the teaching learning process which was able to enhance the students' enthusiasm and achievement.

DISCUSSION

This study is aimed to find out the students' need and develop new media for the eighth grade students of SMP Swasta YPI Dharma Budi Sidamanik. The media developed by the researcher are appropriate and related to the students' interest since it is based on their needs analysis. Analyzing the students' needs based on their interest is one of the way to improve their learning motivation in order to increase their skills in studying English, especially writing skill. The findings show that the learner need motivation to learn and one of them is using the interesting and attractive media.

Furthermore, this present study purposes the needs analysis to find out the needs of learners, both of target needs and learning needs in details. Then, by this media development, the needs of the learners can be fulfilled. Arsyad (2002:3) stated that media is really needed to support some activities in the class. And also the learning media being used can arise students' motivation to learn using interesting and attractive media.

The result of this study suggests the teachers use the interesting and attractive media based on the students' needs and interests. This study proves Sultana (2013) who succeeded to develop the materials which can enrich the students' knowledge. She had succeeded to fulfill the students' needs and ease the learners to learn English.

Therefore, it seems that it is the time for the teachers to make and provide the writing media which is appropriate and attract the students in writing. As professional teachers, it is the duty to enrich the students' knowledge and always find ways to gain their enthusiasm and motivation in learning English.

Conclusion

Referring to the disussion of the research in the previous chapter, it can be concluded that the students' existing writing media was not interesting, and also the media that being used by the teacher was not effective enough to make the students understand about the recount text writing. They found it was difficult to write and make a recount text which eventually brings them to be passive learners. They want to have the interesting and effective media which

motivate them to learn and write the recount text. The solution for them was developing the new writing media. Developing media by using Word Search Maker applied the R & D phases by Borg and Gall (2014) which was simplified into, (1) Gather Data and Information; (2) Need Analysis; (3) Design Media; (4) Validate by Expert; (5) Revision; (6) Final Product. The score of validation from the experts was 85,2% and it was categorized as relevant. It means that the media were valid and appropriate to use as learning media for students.

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