

NADYA TURNITIN

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**THE USE OF LISTING ²TECHNIQUE TO IMPROVE
WRITING SKILL OF RECOUNT TEXT FOR 8TH.
GRADE A STUDENTS OF SMP NEGERI 21 SURABAYA**

THESIS



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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In Indonesia, there have already been a variety of curriculum modifications. The most recent one, which has just been implemented, is called Curriculum 2013. (K-13). This curriculum, which uses a "scientific approach," is expected to solve both the needs and the problems in improving the quality of education in Indonesia. In this curriculum, the teaching of English was aimed both at developing the four language skills (listening, speaking, reading, and writing). According to Panggabean (2015), English is a foreign language that can be learned in school and can be used in communication. It is the first foreign language learned as a compulsory subject at school.

During the English teaching and learning process, writing is one of the English skills that must be taught in addition to listening, speaking, and reading. Writing is a skill which must be taught and practised. Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage (M.F. Patel & Praveen M. Jain, 2008).

Without good writing skill, students cannot share their ideas, opinion or feelings, and information that other people write. In line with it, writing has an important role in language learning. An essential skill for learning to write and make a simple text or paragraph is needed. Without sufficient writing, students

cannot communicate and express their feelings both in written form and spoken form effectively. ¹ Brown (2001) said that writing was the process to transforming thought into words, to give the structure and coherent organization by putting ideas down on paper. The more students master writing the more they can write, read, and listen as they want. Process of ⁸ writing, in fact, requires a different approach to the design of instructional activities. The activities need to fulfill functional requirements and to embrace the different stages observed in the writing process.

²⁶ M.F. Patel & Praveen M. Jain (2008) stated, Writing was ⁷ the most efficiently acquired when practice in writing parallels practice in the other skills. Writing provides an excellent consolidating activity. Writing is also useful for setting homework exercises and for some class text. It means that, Writing skills improve the most when they are used along with other skills. Writing is an efficient activity since it helps to reinforce learning.

⁴⁸ According to the current curriculum, junior high school students in the second grade should be taught a variety of genres, including written and spoken forms of narrative, recount, anecdote, and description. Students frequently have difficulty applying the general writing format.

Based on observation on Monday May 22, 2023, ⁴ there are problems faced by the Students in Writing Class of 8th-Grade A students of SMPN 21 Surabaya. Such as students has limited idea, Students has low motivation to write, and Students have difficulty organizing their idea. Also, ² the problems

faced by the teacher in Teaching Writing Class of 8th-Grade A students of SMPN 21 Surabaya. Although the curriculum suggest the teacher to use scientific approaches, she still implementing teaching writing english by explaining the materials and doing the excercises from the book without new technique, so students became less excited to learning writing and confused about how to write ⁴recount text.

In this research, listing technique can help students in deciding what they should write. Students can build and use the concept of idea listing when writing texts. It can also help students write more imaginatively. In short, Idea listing can be helpful in teaching students how to come up with topics or how to develop main ideas and important details (Faigley, 2005).

According to baroudy (2008) stated, ⁸List writing as a prewriting activity is also quite practical in generating the required amount of ideas according to which such topics can be developed. Using the listing technique, students are free to think of as many ideas as they like ²⁷and write them down without being worried about proper grammar,spelling, or organization. In short, by using the listing technique, students have the freedom to come up with numerous ideas ²⁷and write them down without being concerned about grammar, spelling, or organization. The focus is on generating ideas rather than worrying about the technical aspects of writing.

The listing technique is a prewriting method where students begin by ⁴writing the topic at the top of a piece of paper. They then proceed to rapidly ⁴generate a list of words or phrases that come to mind related to the topic. The

important aspect of this technique is that students should not be concerned about whether the ideas they generate are good or not. The purpose is to freely and spontaneously capture as many thoughts and associations as possible, without self-judgment or evaluation (Oshima, 2007).

The Listing technique can be used in learning writing skills, because of the ⁴ using listing technique in writing. The students can develop suitable and more ideas to write a ⁴ descriptive paragraph based on their topic (As it was stated by Ni Luh Putu Alika, 2016) who carried out the research entitled Developing Writing Skill of The Eight Grade Students Through Listing Technique And Ika Apriani, 2015 who tried to ⁴ use listing technique in writing learning. Those two previous studies ⁶ stated that listing technique could improve the students' writing skills.

² In this research, the researcher decided to focus on teaching the writing of recount text by using the listing technique because ²⁷ recount text is one of the functional texts that is required in the current curriculum that students are able to learn especially in ¹ the second semester of eighth grade.

⁴⁵ Recount text is one of the text formats that students in high school must be familiar with. ²⁶ A recount text is a narrative that retells previous events, often in the order that they occurred, according to Anderson & Anderson (2003). By retelling events in chronological order, this writing serves the social purpose of sharing prior experiences. ²⁹ The samples of recount are experiences, diaries, ¹⁶ personal letters and incident reports. According to Saragih, etc (2014), the

language features in a recount text include the use of nouns and pronouns to identify things like people, animals, and things, the use of past action verbs to refer to the events, the use of the simple past tense to locate the events in relation to the experience's time, the use of conjunctions and time connectives to make the event sequential, the use of adverb and adverbial. Additionally, every action in the past tense is intended to serve as an experience, document, or note that can be written in text form.

²³ Mark and Kaathy in (Nasution, 2015) stated that, "Recount text is a piece of text that retells past events, usually in the order in which they happened". It means a recount text consist something happened in the past events chronologically. Therefore, students must understand the text's purpose, organizational structure, and language features that can be used in the recount text. ⁴⁹ The orientation, events, and re-orientation are all part of the recount text. During orientation, we will learn about the event's history. ¹ At the middle of the text, we can see some events that the researcher wants to talked about. Then, in re-orientation, it will describe the story's conclusion and how the researcher felt at the time. The text uses the past tense since it describes past events.

²⁸ Based on the previous explanation, the reason of the researcher choose the ¹ Idea Listing technique used in this research because in teaching writing teacher's role is to make sure their students in develop their ideas. So that students can produce many ideas confidently that can help them in writing recount text which has criteria of writing accurately and appropriately.

1.2 Research Question

Based on the background of the study above, the researcher has the following research question:

- a) Can The Listing Technique improve students' writing skills of Recount Text in 8th-grade A of SMPN 21 Surabaya?

1.3 Purpose and Significance of the research

The purpose of the research is to find out whether The Listing Technique can improve students writing skill of Recount text.

1.4 Significant of the Research

The significant of this research is to introduce or reintroduce the use of the listing technique in writing classes for English students. Furthermore, this research is expected to give contribution to teachers, students, and school.

1. Teachers

For teachers, the strategy of the Listing technique will make it easier and more motivating to assist students with their writing difficulties of Recount text.

2. Students

For students, it helps to understand the material more easily and also it can motivate student in English writing learning.

1.5 Operational Definition

The researcher has provided the definitions of several terms used in this

research as follows:

1. Writing

¹ Writing is the process to transforming thought into words, to give the structure and coherent organization by putting ideas down on paper (Brown, 2001).

2. Listing Technique

⁸ List writing as a prewriting activity is also quite practical in generating the required amount of ideas according to which such topics can be developed (Baroudy, 2008).

²¹ 3. Recount Text

Recount text is written to retell event with the purpose of either informing or entertaining their audience or readers (or both). The students are expected to express their ideas about the experience or last events focused to inform the readers (Coogan, 2006).

CHAPTER II

RELATED LITERATURE REVIEW

The purpose of this research, as mentioned in the preceding section, is to help students write better. As a result, the discussion in this chapter will center on a review of the related ideas that explain the analysis. This chapter will demonstrate the concept of writing, teaching writing, recount text, and idea listing technique.

2.1 The Nature of Writing

There are two methods for conveying information. Both of them are writing and speaking. But the reality is that when writing, we must make a concerted effort to think about our ideas in a systematic way. We must arrange the words in our writing to create strong sentences with appropriate grammar. According to Jeremy Harmer (2010), writing is a basic language skills, as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media. Also, Penny Mckay (2006) stated that Writing is complex activity requiring children to think about a number of factors simultaneously, for example, the formation of letters or character, vocabulary, grammar and punctuation, layout, organization and selection of appropriate content for the intended audience. Writing is also a cognitive activity.

Harmer (2010), says that writing is a process as well as a product. The process of composing is as important as the final product. In other words, writing is not merely producing a text or an essay but the more important one is how the

process of producing the text is done. It means that writing can be viewed in two sides, writing as a process and writing as a product. As a process, writing seen from the activity from the beginning to the end. While writing as a product deals with the result of the students writing itself. These two terms take the most important part in producing a text or an essay. In writing we can make our experiences become more meaningful. The other people can also enjoy it as they read it. For instance, people write their experiences or even their story on magazine so that other people can read and enjoy it.

Brown (2004), says the characteristics of a language can also be used to understand the differences between speaking and writing. Permanence, production time, distance, orthography, complexity, vocabulary, and formality are some characteristics that differentiate written language from spoken language. Here are list of the characteristics that differentiate written language from spoken language as stated by Brown (2004).

1. Permanence

Oral language is temporary and must be processed in real time, whereas written language is permanent and can be read and reread as many times as intended. Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: the power to emend, to clarify, to withdraw. Therefore, whatever you can do as a teacher, guide, and facilitator to help your students to revise and refine their work before final submission will help give them confidence in their work.

2. Production time

9
Writers typically have more time to plan, review, and revise their words before they are finalized, whereas speakers must plan, formulate, and deliver their utterances in a matter of seconds in order to maintain a conversation.

12 3. Distance

The distance factor requires what might be termed "cognitive" empathy, in that good writers can "read" their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience's general knowledge, cultural and literary schemata, specific subject-matter knowledge, and very importantly, how their choice of language will be interpreted.

4. Orthography

34
It has a limited amount of information in comparison to the variety of devices available to speakers to enhance a message (e.g. intonation, pitch, volume, pausing, etc).

5. Complexity

9
Written language has longer clauses and more subordinators, but spoken language has shorter clauses connected by coordinators and more redundancy (e.g. repetition of nouns and verbs).

6. Vocabulary

The use of vocabulary is more required in written language than it is in speaking. A good writer will be able to use the rich vocabulary of English.

30
7. Formality

Writing typically tends to be more formal than speaking. It's because of the social and cultural uses to which writing is ordinarily put.

(M.F. Patel & Praveen M. Jain 2008), says writing is a kind of linguistic behaviour a picture is not. It presents the sounds of language through visual symbols. Writing may be very important for one group of students but much less important for others. The decision on how much writing to include will be made independently according to the needs of each group of students. Writing is a skill which must be taught and practised. Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students expression at higher stage.

According to the definitions above, students must be able to transfer thoughts, ideas, and feelings to select important information when writing. Writing is a skill that may be learned through practice. It is rarely learned in a single sitting but rather through a series of steps. In addition, a series of contrasts can be used to define writing: It is both physical and mental, its goal is to both express and impress, and it is both a process and a product.

3
2.2 The importance of Writing

Writing is the complex process it means that in writing students have to consider many things to build a good writing result. Harmer (2004) states that there are many advantages of learning writing. They are as follows:

- a. Writing is often not time- bound in the way conversation is It means that

students have longer time to think than in speaking activity. They can check their grammar patterns.

b. Writing encourages students to focus on accurate language use because they think as they write; it may provoke development well as they resolve problems which writing puts in their mind.

c. Writing is often used as a means of reinforcing language that has been thought. They use writing skill to make a note about what they have learnt while learning process happens.

d. Writing is frequently useful as preparation for some other activity. This means that writing can be helpful in preparing oneself for another task or activity. For example, if you need to give a presentation, writing down your ideas beforehand can help you organize your thoughts and prepare for the presentation. Similarly, if students are preparing for an exam, writing notes or practice questions can help them consolidate your understanding and better retain the information.

2.3 Teaching Writing

Teaching is an educational activity. It is very important in the educational system and plays a significant part in the connection between a teacher and a student. Some claims can be made to define what teaching is. Teaching is the act of a teacher, a profession, and a concept, theory, or instruction that is conveyed.

A teacher's job is to mentor and assist students in learning. It is anticipated that the teacher will assist and guide the students in helping them learn the subject.

The teacher also needs to interact well with the students.

(Brown 2001) says, ²² As a facilitator, the teacher offers guidance in helping students to engage in the thinking process of composing but, in a spirit of respect for student opinion, must not impose his or her own thoughts on student writing. ²⁰ Teaching may be definite as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, cause to know or understand.

Nowadays, there are different ways to define teaching. The teacher has the most significant things to use such responsibility for, such as organizing, security, motivation, instruction, modeling, guiding, information feedback, encouragement, and evaluation. As a result, the teacher must organize, secure, motivate, instruct, model, guide, inform, provide feedback, encourage, and evaluate.

According to the statements above, teaching can be defined as an activity or process that assists someone in getting information and learning how to do something. It also encompasses the transmission of scientific knowledge, skills, and attitudes. The transmission is a method of arranging and controlling someone's potential sources in order to help students acquire and develop new knowledge.

⁴ 2.3.1 Process of Writing

Writing is a challenging process with multiple stages. The goal of process writing is to approach each element that determines what we write down one at a time. ³⁸ According to Harmer (2004), the writing process is divided into three stages: Planning, Drafting, and Editing.

a. Planning

Planning is an organized technique used to accomplish a specific goal. Planning is the first step in the writing process and consists of a set of techniques for obtaining and generating ideas for writing.

b. Drafting

Drafting is the process of creating a preliminary sketch. Drafting, the second stage in the writing process, is a set of tactics for organizing and developing a continuous piece of writing.

c. Editing

Editing is the process of improving or correcting a work in progress. Editing, the third and final stage of the writing process, is a set of procedures used to re-evaluate the choices that resulted in a piece of writing.

2.3.2 Components of Writing

A good piece of writing must be supported by a variety of aspects, including grammar, vocabulary, organization, and mechanics.

1) Grammar

Grammar is important while writing a paragraph or an essay. It helps the writer in creating good writing, and the reader will obviously find it simple to understand. A lack of grammar knowledge will confuse and make it difficult for readers to understand the ideas in the writing text. Because the paragraph is not grammatically correct, the information it attempts to convey with the readers is meaningless. According to

Murcia (2001), Grammar in Writing emphasizes that a focus on form in composition can help writers develop rich linguistic resources needed to express ideas effectively in addition to providing assistance in error correction. Frodesen summarizes current controversies about the role of grammar in writing, discusses learner and situational variables, and describes activities for incorporating grammar into writing instruction.

2) Vocabulary

Vocabulary is a key component of language competency and is one of the most significant factors in teaching everyone to be a good writer. In language teaching, vocabulary is important. It indicates that when we learn a language, we naturally learn the vocabulary as well. According to Murcia (2001), Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. Although vocabulary has not always been recognized as a priority in language teaching, interest in its role in second language (L2) learning has grown rapidly in recent years and specialists now emphasize the need for a systematic and principled approach to vocabulary by both the teacher and the learner.

3) Organization

Organization is concerned with the pattern for expressing our ideas in writing. In organizing the writer, of course, must choose, arrange, and sort the words used in order to become a good written work and can be easily understood by the reader. It usually refers to the main body of

a written work. It offers readers with the details they need in a structured way. In light of the description provided above, it can be stated that organization refers to the process by which a writer arranges the ideas in a phrase to achieve coherence and unity.

4) Mechanics

The last component of writing that is important to developing a good paragraph is mechanics. Mechanics are an important part of writing. It is important for writers to learn how to employ mechanics in writing in order to convey their ideas to readers in a clear and understandable way. According to Writing mechanics, including capitalization, punctuation, and spelling.

³² a. Capitalization

The use of capitalization in writing will make the ideas clearer. Additionally, the reader can understand between sentences when capital letters are used correctly. Farid (2021) says, Capitalization or capital letter is also an important element in writing good English sentences. Capital letter is used at the beginning of sentence and at the first letter for the names of people, the days of week, the months of the year and their abbreviation, nationalities and language, etc. is needed to explain name of place, person and to begin a new sentence when writing a paragraph. If the sentences are not correctly capitalized, ambiguous meanings and misunderstandings will result. It also constructs one sentence from another. The use of

capitalization in writing determines the correct paragraph. It also assists the reader in identifying between a specific and general class of people, places, and other things in the paragraph.

³²
b. Punctuation

It can be employed as a unit of meaning and suggestion, as well as how its related units are connected to one another. Farid (2021) says, Punctuation is needed to convey the meaning of a sentence. In writing, punctuation is really important. It serves as a signal to help readers understand and make sense of the text writers create. Punctuation also serves as a signal in written language, assisting the reader in clarifying and interpreting the correct meaning of sentences. There is a lot of punctuation. There are eleven major punctuation points. They are full stop or period (.), comma (,) hyphen (-), question mark (?), exclamatory (!) inverted commas/single and double (' and “”), semicolon (;), colon (:), brackets () apostrophe (‘) and capital letter (A, B, C.....).

c. Spelling

Spelling is also important and necessary in writing. ¹⁴ To write English well, the writer must be able to master the art of word formation. Because when students incorrectly spell a word, the reader may not understand what the word means. That is why teachers must focus on spelling instruction. Many students, particularly in Indonesia, find it difficult to write English words because it is

unfamiliar to them.

According to Sudijono (2010), there are five components presented in the analytic scoring rubric for writing test, such as: content, organization, vocabulary, language use, and mechanics. The researcher uses an analytical scoring rubric to analyze the data related to the students' paragraph writing test.

2.3.2.1 Analytic scoring rubric of the students' writing.

No.	Aspect	Score	Criteria
1.	Content	29 30-27	EXCELLENT TO VERY GOOD: knowledgeable substantive through development of thesis relevant to assigned topic
		26-22	GOOD TO AVERAGE: some knowledge of subject adequate range limited development of thesis mostly relevant to topic but lack of detail
		21-17	FAIR TO POOR: limited knowledge of subject little substance inadequate development of topic
		16-13	VERY POOR: does not show knowledge of subject non substantive not pertinent or not enough to evaluate
2.	Organization	18 20-18	EXCELLENT TO VERY GOOD: fluent expression ideas clearly stated/supported succinct well organized logical sequencing cohesive
		17-14	GOOD TO AVERAGE: somewhat choppy loosely organized but main ideas stand out limited support logical but incomplete sequencing
		13-10	FAIR TO POOR: non-fluent ideas confused or disconnected lacks logical sequencing and development

		9-7	VERY POOR: does not communicative organization or not enough to evaluate
3.	Vocabulary	20-18	EXCELLENT TO VERY GOOD: sophisticated range effective word/idiom choice and usage word form mastery appropriate register
		17-14	GOOD TO AVERAGE: adequate range occasional errors of word/idiom form, choice, usage but meaning not obscured
		13-10	FAIR TO POOR: limited range frequently errors of word/idiom form, choice, usage meaning confused or obscured
		9-7	VERY POOR: essentially translation little knowledge of English vocabulary, idioms, word form or not enough to evaluate
4.	Language use	25-22	EXCELLENT TO VERY GOOD: effective complex constructions few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
		21-18	GOOD TO AVERAGE: effective but simple constructions minor problems in complex constructions several errors of agreement, tense, number, word order, function, articles, pronouns, prepositions, but meaning seldom obscured
		17-11	FAIR TO POOR: major problems in simple/complex constructions frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragment, run-ons, deletions meaning confused or obscured
		10-5	VERY POOR: virtually mastery of Sentence construction rules dominated by errors does notcommunicate or not enough to evaluate

5.	Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
		3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
		2	VERY POOR: no mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing handwriting, illegible or not enough to evaluate
TOTAL SCORE :			

Sudijono (2010)

2.3.3 The Paragraph Writing

There are some definitions about writing based on the some experts.

There are some definitions about paragraph based on the some experts.

Sanggam (2007) states that paragraph is a product of Iriten language skill to express the topic in a piece of writing. Lunsford and Collins (2003) defines that paragraph is a group of sentences or a single sentence that forms a unit.

From the explanation above it can be concluded that paragraph is a written form which is contain several sentences and related to one main topic.

2.3.4 Characteristics of a Good Paragraph

According to Francis B. Tatel (2016), the characteristics of a good paragraph are: Unit, Coherence, and Emphasis.

a. Unit

The paragraph unit is one of the most important aspects of good writing. It describes all of the sentences in the paragraph. In a paragraph, unity means discussing only one main idea. Every good paragraph has unity, which means that only the main idea is discussed in each paragraph. As a result, the topic sentences and supporting ideas are only focused on the main idea.

b. Coherence

A paragraph has coherence when each sentence is connected to the next. The reader can easily find the information in the paragraph. Every good paragraph should be coherent. From beginning to the end, a paragraph that makes sense moves smoothly. A reader can easily follow your ideas because one sentence naturally leads to the next; there are no sudden jumps.

c. Emphasis

Another vital requirement of a good paragraph is emphasis. A paragraph is emphatic if it is so constructed that it shows what is important and what is subordinate in its content.

2.4 Teaching Writing to Junior High School

Students believe that writing is a difficult task. They struggle to turn ideas into effective writing, and they also struggle with grammar. Teachers find it difficult to understand their work since they are unable to organize their sentences.

According to the current curriculum, students should be able to write a variety of texts when learning how to write. This means that an English teacher needs to come up with a solid plan to help the students become proficient writers. And it is believed that the technique would address issues with students writing, such as a lack of vocabulary, a lack of desire, a lack of ideas, etc.

According to Steve graham (2005) there are seven recommendations for teaching writing. First, make time for writing across the curriculum, and gradually engage students in various types of writing. Second, boost students writing knowledge. Third, encourage students enthusiasm, delight, and motivation to write. Then, assist students in writing strategically. Then, practice and learn the fundamentals of writing. Additionally, use technological writing tools. Finally, employ assessment to determine a student's progress and needs.

Teachers must vary their writing instruction and employ innovative teaching strategies in order to make writing more enjoyable. Students will be motivated to learn if teachers use varied teaching methods. Teachers must also consider the characteristics of their students, which are closely related to the learning process. Knowing the characteristics of their students will enable the teacher to provide the best instruction. Teachers play an important role in the

teaching and learning of writing.

The teacher should evaluate the students' work in order to assess their progress in learning English. Assessment has long played an important role in the process of teaching and learning, not only in the English language, but in practically every topic of study in education. While, according to Brown (2003) stated that assessment is ongoing process which includes a much wider domain; the teachers should consider many aspects in determining the final scores of students. In addition to the daily test, mid-semester, and final semester scores. Not only that, the teacher should pay attention to the students' participant, performance, presentation, homework, etc.

In order to assist students write well, a teacher should provide them specific instructions during writing class. In order to increase students writing abilities, teachers should use an efficient technique that is both exciting and relevant for them when teaching writing. One of the ways for improving a student's writing abilities is to use inquiry training models.

There are several issues that make writing difficult for students. This is due to a combination of factors including the students themselves and the manner in which the teacher instructs the students.

First, they appear less frequently in master vocabularies. In fact, there is no special view of vocabulary in school. Teachers simply hand out a text to their students. They then translate it into Indonesian at home. In this case, most students translate the text using translators rather than dictionaries. They simply type the text, and the translator displays the text's meaning. Second, they are challenged

by grammatical language. If a student wants to write, they must have correct grammar in their text. Grammar is difficult for the students. Third, students have no idea what they want to write.

When their children came to class, the teacher would occasionally ask them about something. Then he or she instructs the students to write it. It is difficult because students do not first look at the example. As we all know, writing is still a difficult skill for junior high students. Another factor is the teachers teaching technique. Teachers always use a technique that not interest and make students have to focus on the lesson.

In conclusion, the Recount text will be the main focus of the student learning because they lack mastery of writing vocabulary. The choice is also based on the Eighth-grade A-Students second semester performance in terms of fundamental competence and competency standards. Writing instruction must also address students psychological needs. Teachers must use the proper teaching methods and learning strategies when instructing students. This will improve the effectiveness of writing instruction.

⁴³ **2.5 Recount Text**

2.5.1 Definition of Recount Text

Students must master the following types of text: descriptive, narrative, recount, and procedure text. The type of each text has a different purpose, organizational structure, and language features that can be used in a text. These should be used by the students in their writing. However, the researcher of this research mainly focuses on Recount Text.

A recount is a piece of text that retells a past event, usually in the order in which it occurred. The goal of a recount is to provide the audience with a description of what happened and when it happened. Recount text types include newspaper, report, conversation, speeches, television, interviews, and so on.

According to Coogan (2006) recount text is written to retell event with the purpose of either informing or entertaining their audience or readers (or both). The students are expected to express their ideas about the experience or last events focused to inform the readers.

It is difficult for students to write a recount text because they have no idea what to write, they don't really understand how the recount text is written, they lack mastery of writing vocabulary, and they don't know the rules for writing a recount text. Specifically, the social functions of recount text. As a result, the researcher is interested in using the Listing Technique Strategy in teaching recount text to make students understand the text and write easily.

2.5.2 Generic Structure of Recount Text

There are three parts of the generic structure in Recount Text, , namely:

a. Orientation

Orientation is who were involved in the story, when and where it happens.

b. Events

Events are to tell what happened in chronological order.

c. Reorientation

The conclusion of the stories.

The focus of schematic structure is on schematic structure is on sequence at events, all of which related to a particular occasion.

a. Orientation

Orientation is the background information needed to understanding the text.

b. Series of Events

Series of events ordered in a chronological sequence at various stage there may be some.

c. Personal Comment

On the incident (ex. We had a wonderful time).

2.5.3 Language Features of Recount Text

Recount text has some language feature. To identify the people, animals, and things involved in the recount text, a noun or pronoun is used. Use a past action verb to refer to the events recounted in the text. The past tense is used to locate events in relation to the speaker's or researcher's time. Conjunctions and time connectives are used in recount text to sequence the event. An adverb and an adverbial phrase are used to indicate place and time, and adjectives are used to describe nouns.

2.5.4 Types of Recount Text

As concept of writing, Josepine et al (2007) identify recount text

consists of three parts, they are: personal recount, factual recount and imaginative recount.

- a. Personal recount exposes an event in which the writer and the author got involved or acted in the event him self. Belong this type factual among other are daily funny incidents, entries, diary and etc.
- b. Factual recount is a note of an event, such as scientific experiment report, police report, newspaper report, history explanation and etc.
- c. Imaginative recount is unreal event or story, like reading text for language lesson, a story about life of slave and etc.

2.6 The Definition of Listing Technique

One of the writing techniques is listing. It focuses on generating ideas for the paper based on the given topic. According to Dawe and Dorman (1984) "There are about 30 techniques in prewriting, such as journal writing, brainstorming, free writing, quick writing, listing, looping, asking questions, inventory, scratch outline, outlining, interviewing, monologues, survey talking, cubing, and so on,". It can help students generate ideas and develop topic sentences when writing. Idea listing technique is also referred to as ILT.

The process of listing technique is used by the teacher as a guide to generate ideas by topic for students. The teacher presents some topic options, and the students select one. Students must write what comes to mind about the topic or every word that comes to mind. Following that, students write down their thoughts.

According to Kaner et al (2007), generating ideas through listing is the

process of generating a list of innovative solutions or ideas to difficult problems or topics. When a problem or topic is more complicated than it appears, using idea listing as a solution is an alternative. Students can begin organizing the topics and prioritizing the elements they want to discuss first. As a result, idea generation is frequently an important first step in reducing the complexity of a difficult task.

According to Oshima & Hogue (2007), Listing is a brainstorming technique in which you think about your topic and make a quick list of any words or phrases that come to mind. Your goal is to generate as many ideas as possible in a short period of time, and you want to find a specific focus for your topic. This technique makes students more interested in receiving an explanation about the topic because they try to develop their ideas into written form.

A technique for exploring ideas, knowledge, or information in the form of a conceptual or long list is referred to as idea listing. The ILT refers to a method of generating ideas for the target topic in writing that is used in the prewriting stage. The prewriting stage promotes idea generation (Brown 2001), and it is a method of organizing students thoughts and beginning to organize the information they have. Furthermore, as demonstrated by, students can produce creative and interesting texts when teachers give them the time and opportunity. It is used for brainstorming, among other things. In fact, idea generation must take place before students begin writing.

2.7 The Implementation of Listing Technique in Teaching Writing

Writing is one of the productive skills that students must master in order to develop their abilities. Students can develop their writing skills by using writing

components such as spelling, grammar, punctuation, and selecting appropriate vocabulary during the writing process. As a result, the researcher focuses on teaching writing through listing.

Furthermore, when it comes to teaching writing, students require more attention in order to write well. According to Stuart and Cooney (2008), while teachers have very limited control over most of the intrinsic influences on learning, they do have control over what is taught and how it is taught. It means that the method or technique can assist students in developing their abilities. There are numerous types of media or techniques that can be used, one of which is the listing technique.

One of the writing techniques is listing. It is a technique in which the choice of words or topics is used to generate ideas by making a list of words or phrases about the topic. It is very beneficial to students writing abilities. According to Oshima & Hogue (2007), there are some steps that must be done in listing process, they are:

- a. Write down the general topic at the top of your paper.
- b. Then make a list of every idea that comes into your mind about that topic. Keep the ideas flow. Try to stay on the general topic. However, if you write down information that is completely off the topic, do not worry about it because you can cross it out later.
- c. Use words, phrases, or sentences.
- d. Write down that idea on your paper.

The four steps in the listing technique will assist students as writers in organizing their ideas into written paragraphs. They will be guided to write what should be written based on the listing steps if they use the steps. Students must follow the steps in the correct order in order to complete their writing. As a result, they will be able to fully explore their ideas. Finally, they can produce good writing that is suitable for their needs.

2.8 The Advantages and Disadvantages of Using Listing Techniques

There are some advantages and disadvantages in listing technique. The advantages and disadvantages of Listing Technique below are adapted from Miftah (2012) and Rediansari (2012).

The advantages are as follows :

- a. The ideas of listing technique is easy to understand
- b. Through listing technique can be generated the ideas in short time from the topic.
- c. It is a good way to produce the ideas
- d. It can rapidly to know information needed from the topic

The disadvantages are as follows :

- a. The product of writing more to useful quantity rather than quality
- b. It can make the students far from the topic that is an assigned, because the conceptual is free.

2.9 Review of some related study

The research about Teaching Writing by Rima Kusumawaty "Teaching Writing at SMPN 1 Balong" writing skill can influence the students' learning in teaching writing competence. Therefore, the researcher wants to investigate (1) During the action, the researcher showed that the students felt happy, relaxed, ambitious, and enthusiasm during the teaching learning process and (2) The teacher's response to the writing teaching process is positive, and the English writing learning process will proceed without problem.

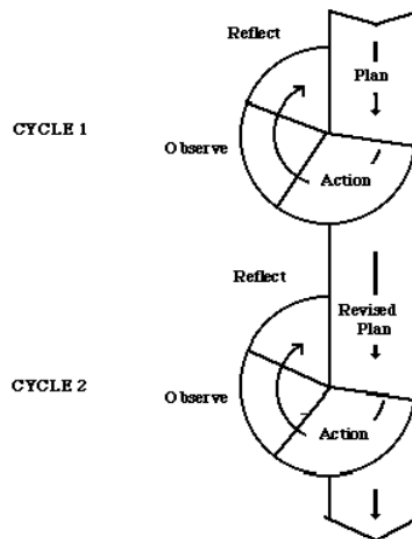
The second of previous research take from thesis by Moh. Farid with the title "A study on the implementation of Listing technique in Teaching of Writing". From the explanation of the research, Listing technique can increase the students ability in Writing English and the students taught using Listing Technique will achieved a better score in writing.

CHAPTER III

RESEARCH METHODS

3.1 Research Design

This research is classroom action research (CAR). Classroom action research was a study of learning activities in the form of an action, which deliberately raised, and occurs in a class together. So, it means that classroom action research is a research conducted in the classroom (Arikunto, 2012). In this research, the researcher applied the Classroom Action Research (CAR) design. In which this classroom action research there are two cycles in this research and in each cycle consists of four phases that take place. These four phases are: Planning, Acting, Observing, and Reflecting.



The explanation as follows:

1. Planning

In this phase, the researcher prepared a lesson plan from the syllabus which is consulted with English teacher, creating the topics that are appropriate with the matter, preparing materials that will be used at this cycle. The researcher also makes the evaluation form to know about students' achievements at the end of this cycle.

2. Acting

After all the preparation has been finished, the researcher does the teaching and learning process using the listing technique to improve students writing in recount text. The researcher gives an explanation what is Listing Technique in writing English and gives an example from it, then the researcher asks the students to practice on their own.

3. Observing

During this phase, the researcher observes the students' responses, participation, and accomplishments as they occur during the teaching and learning process. Sometimes the researcher will ask students their thoughts on the process of teaching and learning process. The researcher also takes observation notes to document the actual situation when the action occurs.

4. Reflecting

In this step, the researcher and the English teacher will evaluate the results of their activity. If the results do not demonstrate a progression, the researcher

may adjust the starting point. Then those are used to make plans for further cycles and correct its weaknesses.

3.2 The Location and Setting of the Research

The research is located in the SMPN 21 Surabaya. It is in Jalan Jambangan IV Surabaya. SMPN 21 Surabaya has an A accreditation. The total amount students of SMPN 21 Surabaya is 1188 students. In the 7th-grade class, there are 342 students. In eighth-grade class, there are 407 students, and divided into 10 classes ranging from class A to J. In the 9th-grade class there 439 students. Meanwhile, the setting of the research is 8th-grade A students of SMPN 21 Surabaya in an English lesson. This research was conducted from the 4th of August up to the 12th of October 2022.

3.3 Subjects of the Research

The subjects of the research were the eighth-grade A students of SMPN 21 Surabaya who were learning about writing a report text. There were 34 students in this class which consists of 18 girls and 16 boys. The reason for choosing this setting for research is because the students in this class has limited idea, low motivation to write, and difficult organizing their idea. Also, this school gives permission and access to conduct research there. Furthermore, this research discovered that certain students have writing problems that must be solved by providing a different technique of writing English that is practical and used by students. English was taught twice a week. The time for each meeting or period

was two times forty minutes.

3.4 Research Instrument

In this research, the researcher used Observation sheet and Writing test in which students are instructed to apply the listing technique to write a paragraph in recount form. The use of the written test in assessing writing skills is to inform that the choice of written test format is in accordance with the format of the recount text.

1. Observation Sheet

Researchers used participant observation in this research. Observations were used to address research problems, namely finding students difficulties in learning English to write recount texts and teachers' difficulties in teaching English to write recount texts for 8th-grade A students of SMPN 21 Surabaya.

1.1 The Observation sheet of teaching writing of recount text using Listing technique

Observation Sheet

Date :

Cycle :

Focus	Topic	Yes	No
The teacher	1. Teacher comes on time		
	2. Teacher greets the students		
	3. Teacher absents the students		
	4. Teacher Motivates the students		

	5. Teacher gives warming up the students, such as given students some questions about the topic that will be discussed to the students in the classroom.		
	6. Teacher tells the students the goal of the study		
	7. Teacher uses media of teaching		
	8. Teacher gives explanation of the material and the technique (Recount text) clearly		
	9. Teachers gives students chance to ask the teacher related to the topic of study		
	10. Teacher gives writing test to the students		
	11. Teacher uses the time effectively		
	12. Teacher concludes the material of teaching		
Students	1. Students come to the class on time		
	2. Students pay attention then gives responds		
	3. Students study seriously		
	4. Students are interested and enthusiastic in studying of Writing Recount text by using the Listing technique		
	5. Students participate in learning process		
	6. Students ask the teacher about the material they do not understand		
	7. Students doing the writing test		
	8. Students are motivated in learning process		
	9. There is interaction between students and the teacher		
	10. Students do the writing test seriously		

2. Writing Test

The researchers prepared the writing test items to get the necessary data for this research. The researcher in this case makes the writing assignment clear and specific by giving detailed instructions. In this research, the researcher asks the 8th-grade A students of SMPN 21 Surabaya to write paragraphs by using the listing technique in recount form.

The researcher used a piece of an example of recount text as the media of teaching writing, and the text will be gave to each students to explain the material and guide the students do their activities.

Example of the media used to be an example recount text using listing technique.

- The writing test was wrote a recount text about researcher's weekend.

Here an example of ideas listed which is produced through listing technique.

My Weekend's Story	
Watched the movies	Cleaned my house
Hang out with my best friend	Went to the new cafe
Stayed at home	Visited my cousins

- Then, the researcher started a new list. The researcher wrote his chosen topic; *Hang Out with my best friend*, at the top of new piece of paper and started writing word and phrases that came into mind about researcher's *Hang out with my best friend*.

Hang out with my best friend	
Visited Ciputra Mall	Bought some coffee
Invited my best friend	Took a picture
Went by motorcycle	Came back home

- Here an example of the result a short paragraph of recount text by using listing technique outline from the second list.

Hang out with my best friends

Last weekend, I and my best friend spent our time at Ciputra Mall. We went there by using my motorcycle.

At the mall, we bought some coffee. The coffee was pretty good and fresh, also we did not forget to took some picture.

After a few hours later, we came back home and felt tired.

3.5 Research Data

1. Qualitative Data

Qualitative data is the type of data that was taken from observation report, interview transcripts, and documents. Qualitative data in this research obtained from observation in teaching learning process, as well as data on attendance, behavior, or other aspects of student performance.

2. Quantitative Data

Quantitative data in classroom action research involves the collection and analysis of numerical data to investigate relationships, patterns, and trends in a particular educational setting. Quantitative data in this research obtained from measures of student achievement, such as test scores or grades.

3.6 Data Collection Procedures

In this research, there were several steps done in collecting data, namely;

1. The researcher makes an observation sheet for collecting information about the students' behaviour, attitudes, and responses during the action of implementation of the listing technique. Also, it was used to collect data about the problems faced by the students in writing and the teachers' difficulties in teaching writing. This can be done by asking the teacher as a collaborator in this research to fill up the observation sheets.
2. The second procedure in collecting data is writing score of the students. The researcher gave the test to get the data of students' scores for this research. Before the test was given, the researcher asked the teacher for the previous score of students in writing, the previous score was used to see a comparison of the increase in students' scores.
3. The researcher gave the written test clear and specific by giving detailed instructions. The following activities are:
 - a) The researcher gave an explanation about recount text.
 - b) The researcher gave an explanation about the listing technique and gives an example topic for students to write a recount text using the listing technique.
 - c) Then, students are asked to produce some list of words based on the topic "My Last Holiday's story" in cycle 1 and cycle 2. Students are asked to generate a short paragraph of recount text based on their word list.
4. After that, the researchers assess student test results based on the assessment rubric. Score results from student test results in each cycle and the previous

score were collected. then analyzed based on success indicators to see students' improvement in writing skills.

3.7 Data Analysis Procedures

In data analysis the researcher discovered the score from all students by comparing the result of before and after implementing the technique. There are four steps for analyzing the data. Those are as follows; Planning, Acting, Observing, and Reflecting.

Cycle 1.

1. Planning

In this planning stage, the researcher was done analyzing and arranging the Lesson Plan based on the current curriculum, such as RPP and the media of teaching. The researcher was using recount text as the material for teaching writing using the listing technique.

2. Acting

In this stage, the researcher analyzes whether a teacher is qualified to teach following a lesson plan in a classroom. The researcher also acts as a teacher, implementing the lesson plans created by the researcher during the planning stages, which include steps like an introduction, main activities, and a closing.

Initially, the researcher as the teacher came into the classroom greeted the students and implementing the lesson plan designed by the researcher during the planning stage.

The teacher begin the lesson and told the students about the material that would be discussed before beginning the treatment. After that, she asked the students about recount text based on students knowledge. Then, the researcher gave an explanation about the definition of recount text, generic structure and etc. Also researcher gave an explanation about the definition of the listing technique and gave an example of using the listing technique to write a recount text.

Afterwards, the teacher gave students a chance to ask questions about the material they do not understand. Then, the researcher gave a paper for each students and ask the student to do a writing test about recount text by using the listing technique with the topic “My Last Holiday’s Story”. Students are given 60 minutes to finish writing a paragraph of recount text using the listing technique.

3. Observation

The researcher assisted by collaborators analyzed the accuracy of the teaching model whether it is in accordance with the lesson plans as a whole. During this stage, the researcher and a collaborator collect data on the student's actions, attitudes, and reactions as the listing technique is being used. This data was collected based on the notes on the observation sheet that were filled out during the action stage.

4. Reflecting

Based on the observation results analyzed by the collaborator during the action and the student's writing test scores, the researcher decided to carry

out the next cycle. The main cause was that the students' writing test scores still did not fulfill the criteria of success indicators. The most problems are students having difficulty organizing their ideas, also they have limited ideas to write a paragraph. During the learning process, students were not responsible and usually quiet or passive. During the test, some of the students did not take the writing test seriously and did not focus on the test.

Cycle 2.

1. Planning

In this planning stage, the researcher was done analyzing and arranging the new lesson plan based on the current curriculum. As well as new and more easier topic by using their ideas yesterday. So, the students won't difficulty in organizing their ideas. In the second cycle, there was also a test and observation sheets that prepared by the teacher to measure students' writing skills.

2. Acting

In this stage, the researcher analyzes whether a teacher is qualified to teach following a lesson plan in a classroom than in cycle 1. The researcher also acts as a teacher, implementing the lesson plans created by the researcher during the planning stages, which include steps like an introduction, main activities, and a closing. In cycle 2, students were encouraged to become more motivated in order to increase their enthusiasm.

Then, The teacher begin the lesson and told the students about the

material as previously. After that, she asked the students about recount text and the students respond it very well. Then, the teacher gave an explanation about the definition of recount text, generic structure and etc. Also, the teacher gave an explanation about the definition of the listing technique as previously.

Afterwards, the teacher gave students a chance to ask questions about the material they do not understand and the students appeared more actively asking a question without being ashamed. Similar to the previous cycle, the researcher gave a paper to each student and ask the student to do a writing test about recount text by using the listing technique but with a new topic based on what they were done written previously.

Students were given 60 minutes to complete writing a paragraph of recount text using the listing technique. After that, the teacher asked all the students' writing results to be collected into one. The teacher and students discussed the difficulties and easiness when writing recount texts using the listing technique after the tests were collected.

3. Observation

The result of the observation sheets in the second cycle that has been analyzed by the collaborator was increased. The students gave good feedback about the teacher's explanation. Students more excited to ask a question when the teacher gave them the opportunity to ask. The students appeared to do the writing test seriously. However, The time was managed well because the teacher evaluates and summarizes the lesson more clearly.

4. Reflecting

The researcher analyzed the reflection by comparing the second cycle to the first cycle and decided to not carry it out to the next cycle because the result of the student's scores in cycle 2 fulfilled the criteria of success indicators. The students participate in the learning process very well, they seemed active and the class was more conducive than the previous cycle. Students did not confuse about using the listing technique to write a paragraph of recount text and they can organize their ideas easily.

3.8 Success Indicator

In this research, the criteria for the success of the action were seen from student learning outcomes at SMPN 21 Surabaya. The success indicator is the outcome that demonstrates the student's improvement after being treated with the new technique. More than 70% of students who achieve a minimum score of 75 are considered successful.

To analyze the result of the test, the researcher used the formula of the percentage of success as follows:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage of success

F = Frequency (Number of students who pass the test)

N = Total number of students

2 **CHAPTER IV** **RESEARCH FINDING AND DISCUSSION**

In this chapter, the researcher described the results achieved through the instruments during the teaching and learning process. The discussion will include findings and discussion. Also, the researcher had the discussion's scoring results.

4.1 Research Finding

This chapter presented the results of implementation writing recount text using the listing technique and the discussion of the observation data. This research was implemented in eight grade A class at SMP Negeri 21, Surabaya. In this research were collected through pre-cycle testing and twice treatment. While the twice treatment are teaching and learning activity and will be conducted in implementation of listing technique.

4.1.1 Preliminary Study

The preliminary study is the primary step of research. The researcher then had a brief interview with the English teacher at the school. The teacher at SMP Negeri 21 mentioned in the interview that the eighth-grade A-students had difficulties organizing ideas. Especially while learning to write a Recount text.

After a brief interview with the teacher, the researcher observed the class during the teaching and learning activities. The researcher noticed that during this class observation, students were only doing the teacher's assignments and not actively asking questions. Few students seemed to be

very excited about the learning process.

Afterwards on May 19 2023, the researcher ask the English teacher for the previous score to evaluate the student's scores before the treatment started. According to the previous score, the researcher evaluated the score completed by the English teacher. As follows:

Table 4.1.1.1 Previous Score of The 8th-grade A Students

NO	INITIAL	SCORE	RESULT
1	AGHT	68	Not Passed
2	AS	58	Not Passed
3	APA	72	Not Passed
4	AZI	80	Passed
5	AEK	72	Not Passed
6	ABS	68	Not Passed
7	AMA	68	Not Passed
8	AAP	80	Passed
9	AA	65	Not Passed
10	BAS	70	Not Passed
11	BFW	88	Passed
12	DMPF	68	Not Passed
13	DRN	78	Passed
14	FYRF	60	Not Passed
15	FAZ	76	Passed
16	FEDK	55	Not Passed
17	FCPS	65	Not Passed
18	FT	78	Passed
19	IS	70	Not Passed
20	IBW	68	Not Passed
21	KNP	58	Not Passed
22	KNA	80	Passed
23	KFAM	76	Passed
24	KPH	68	Not Passed
25	MRAP	58	Not Passed
26	MR	60	Not Passed

27	MADR	76	Passed
28	MA	58	Not Passed
29	NPJ	80	Passed
30	NRA	70	Not Passed
31	RAP	68	Not Passed
32	SHK	66	Not Passed
33	TNF	78	Passed
34	ZSR	75	Passed
The percentage of students who passed the KKM			$\frac{12}{34} \times 100\% = 35,29$

The table above shows that only 12 students with percentages of 35,29% or, converted up to 35% get scores above the KKM, while the other 22 students with percentages of 64,71% or, adjusted up to 65% continue to receive scores that are far below the KKM. Based on the results above, the researcher intends to employ the listing technique to assist students in improving their writing skills. It is expected that 70% of eighth-grade A students of SMP Negeri 21 will be able to score higher than the KKM.

4.2 Implementation Of Listing Technique

This research was conducted in May 2023. The purpose of this research was to find out whether using listing technique of teaching english can improve students writing skill of recount text. In this research, the Classroom Action Design method was divided into two cycles. Each cycle consists of four steps; they are planning, acting, observing, and reflecting.

4.2.1 Cycle I

The first cycle was conducted on Monday May 22, 2023. This cycle has four steps, which are explained below.

a. Planning

In the planning stage, the researcher act as a teacher. Planning should be carried out by preparing for items that are required in carrying out learning writing recount text such as arranging the lesson plans since it will be applied as a reference in the delivery of learning that will be implemented. An observation sheet was designed as a research instrument for teachers and students. The material and test used to find out whether there was any progress in the writing outcomes of students were also prepared.

b. Acting

Initially, the researcher as the teacher came into the classroom greeted the students and implementing the lesson plan designed by the researcher during the planning stage.

The teacher begin the lesson and told the students about the material that would be discussed before beginning the treatment also check the attendances of students. After that, she asked the students about recount text based on students knowledge. Then, the researcher gave an explanation about the definition of recount text, generic structure and etc. Also researcher gave an explanation about the definition of the listing technique and gave an example of using the

listing technique to write a recount text.

Afterwards, the teacher gave students a chance to ask questions about the material they do not understand. Then, the researcher gave a paper for each students and ask the student to do a writing test about recount text by using the listing technique with the topic “My Last Holiday’s Story”, students freely think bunch of ideas then make them into a paragraph. Students are given 60 minutes to finish writing a paragraph of recount text using the listing technique. After that, the teacher asked all the students' writing results to be collected into one.

c. Observing

At this step, Mrs. Lusi Kurniawati, S.Pd the English teacher as collaborator fills in the observation sheets that the researcher has prepared. As a result of the filled observation sheets, it is discovered that:

1. Teacher’s action

Based on the result of the observation by the collaborator, the teacher applied the lesson plans that had been made to taught the students. The teacher gave warming up the students, such as given students some question about the material that will be discussed to the students. The teachers used a power point as a media of teaching.

The teacher walked around the class observing the student's work while they were writing a recount text and sometime asked

the students if they needed help. Furthermore, the teacher had good teacher-student interaction and the teacher managed the class well organized.

2. Student's actions

Based on the result of the observation by the collaborator, the student's activities while the treatment was in going. Students was not give any responds about the teacher explanation. Students were ashamed to ask a question to the teacher even if the teacher has given them the opportunity to ask. Students seem still confused to use the listing technique because the students have limited ideas to write.

The students appeared to do the writing test seriously, but a few students didn't seem to be focused on the test that the teacher gave. However, the interaction between the students and the teacher very good and the students seem interested and enthusiastic in studying writing recount text by using the listing technique. After the students were given a test to measure students writing skills of recount text, the result obtained as follows:

Table 4.1 Cycle I Test Result of The 8th-grade A Students

NO	INITIAL	SCORE	RESULT
1	AGHT	60	Not Achieved
2	AS	66	Not Achieved
3	APA	88	Achieved
4	AZI	75	Achieved

5	AEK	78	Achieved
6	ABS	70	Not Achieved
7	AMA	70	Not Achieved
8	AAP	88	Achieved
9	AA	70	Not Achieved
10	BAS	68	Not Achieved
11	BFW	78	Achieved
12	DMPF	60	Not Achieved
13	DRN	80	Achieved
14	FYRF	78	Achieved
15	FAZ	76	Achieved
16	FEDK	65	Not Achieved
17	FCPS	80	Achieved
18	FT	78	Achieved
19	IS	50	Not Achieved
20	IBW	75	Achieved
21	KNP	68	Not Achieved
22	KNA	80	Achieved
23	KFAM	76	Achieved
24	KPH	70	Not Achieved
25	MRAP	68	Not Achieved
26	MR	60	Not Achieved
27	MADR	75	Achieved
28	MA	60	Not Achieved
29	NPJ	78	Achieved
30	NRA	78	Achieved
31	RAP	70	Not Achieved
32	SHK	68	Not Achieved
33	TNF	78	Achieved
34	ZSR	78	Achieved
The percentage of students who achieved score higher than the success indicator			$\frac{18}{34} \times 100\% = 52,94$

The conclusion of the table above that 18 out of 34 students, or 52,94% or converted up to 53%, in eighth grade A class students get a score above the KKM. The remaining 16 students, or 47,06%, have still not achieved a score higher than the KKM. The number of students who achieve the KKM increased by 6 students. Meanwhile, the researcher's success indicator is that 70% of eighth-grade A students obtain a grade above the KKM. As a result, the second cycle is required to get the success indicator's goal

d. Reflecting

The researchers evaluated and identified problems that prevented students from improving their recount text writing skills in this first cycle. Such as, students still have a difficulty organizing their ideas and they were still confused about using the listing technique because the students have limited ideas to write. Based on the reflection above, the researchers decided to carry out the second cycle. It is required in order to resolve the problems that appeared during the first cycle.

4.2.2 Cycle II

The second cycle was done on Wednesday May 24, 2023. The second cycle was done based on the result of reflection from the first cycle. The teacher maximized her teaching and implementation of using the listing technique to write a recount text during this cycle. This cycle is expected that students' writing skills will improve and obtain the best result.

a. Planning

At this planning stage, the lesson plan and the media for learning was prepared by the teacher, as well as new and more easier topic by using their ideas yesterday. So, the students won't difficulty in organizing their ideas. In the second cycle, there was also a test that prepared by the teacher to measure students' writing skills.

b. Acting

This stage was done on May 24, 2023. As in the first cycle, The students were greeted and the teacher checked their attendance. Students were encouraged to become more motivated in order to increase their enthusiasm.

Then, The teacher begin the lesson and told the students about the material as previously. After that, she asked the students about recount text and the students respond it very well. Then, the teacher gave an explanation about the definition of recount text, generic structure and etc. Also, the teacher gave an explanation about the definition of the listing technique as previously.

Afterwards, the teacher gave students a chance to ask questions about the material they do not understand and the students appeared more actively asking a question without being ashamed. Similar to the previous cycle, the researcher gave a paper to each student and ask the student to do a writing test about recount text by using the listing technique but with a new topic based on what they were done written

previously.

Students were given 60 minutes to complete writing a paragraph of recount text using the listing technique. After that, the teacher asked all the students' writing results to be collected into one. The teacher and students discussed the difficulties and easiness when writing recount texts using the listing technique after the tests were collected.

c. Observing

The result of the observation sheets in the second cycle that completed by collaborator was increase. The students gave good feedback about the teacher's explanation. Students more excited to ask a question when the teacher gave them the opportunity to ask. The students appeared to do the writing test seriously. However, The time was managed well because the teacher evaluates and summarizes the lesson more clearly. Here are the result of the second cycle test.

Table 4.2 Cycle II Test Result of The 8th-grade A Students

NO	INITIAL	SCORE	RESULT
1	AGHT	72	Not Achieved
2	AS	70	Not Achieved
3	APA	90	Achieved
4	AZI	75	Achieved
5	AEK	80	Achieved
6	ABS	72	Not Achieved
7	AMA	75	Achieved
8	AAP	90	Achieved
9	AA	75	Achieved

10	BAS	70	Not Achieved
11	BFW	80	Achieved
12	DMPF	65	Not Achieved
13	DRN	85	Achieved
14	FYRF	80	Achieved
15	FAZ	80	Achieved
16	FEDK	70	Not Achieved
17	FCPS	85	Achieved
18	FT	80	Achieved
19	IS	75	Achieved
20	IBW	78	Achieved
21	KNP	78	Achieved
22	KNA	80	Achieved
23	KFAM	90	Achieved
24	KPH	75	Achieved
25	MRAP	70	Not Achieved
26	MR	72	Not Achieved
27	MADR	80	Achieved
28	MA	70	Not Achieved
29	NPJ	90	Achieved
30	NRA	80	Achieved
31	RAP	75	Achieved
32	SHK	75	Achieved
33	TNF	80	Achieved
34	ZSR	80	Achieved
The percentage of students who achieved score higher than the success indicator			$\frac{25}{34} \times 100\% = 73,52\%$

Based on the table above, 25 of the eighth-grade A students achieved grades that are higher than the KKM. Students in eighth-grade A have been successful in achieving the KKM score if the score the percentage is 73,52% or converted up to 74%. The second cycle can be

considered successful according to the results of the test that students took, as the success indicator determined by the researcher is 70% in eighth-grade A student achieving scores above the KKM. According to the test above, it is clear that students' writing skills of recount text have improved. The researcher concluded that using the listing technique was able to assist eighth-grade A-students improving their writing skills.

d. Reflecting

Comparing the second cycle to the first cycle, the researcher identified several developments. Such as, students were understand the use of listing technique and the writing skills of recount text among students has improved, where they can organizing their ideas easily.

4.3 Discussion

In this chapter, the researcher will discuss and describe the results of the research. Researchers used Classroom Action Research methods for this research. In order to improving writing skills of recount text in eighth-grade A-students of SMP Negeri 21 Surabaya, the researcher employs the listing technique as the technique in this research.

The research concluded that the listing technique is a useful way to use in writing classes since it makes the class more engaging and interesting. This is due to the fact that the listing technique allows students to think freely and write as many ideas as they can. This is supported by the statement from Baroudy (2008) says, using the listing technique students are free to think of as many ideas as they

like and write them down without being worried about proper grammar, spelling, or organization.

The researcher decided to carry out the first cycle after discovering that the majority of students did poorly on the pre-cycle test. In the first cycle, the researcher behaves as a teacher and instructed students to do the writing test by writing a short paragraph of recount text using the listing technique.

There were several problems with using the listing technique to write a recount text, such as students were not responsible or being passive, the students did not take the test seriously even joking around, and the students still have a difficulty organizing their ideas especially in the first cycle. The problems was discovered by the collaborator while observing.

Following the teacher's evaluation of the student's tests, the number of students who achieved KKM or above increased to 18. This indicates that as many as 6 persons improved their writing abilities since only 12 people in the pre-cycle had scored over the KKM. This 6-person gain increased the percentage from 35% to 53%. This result, however, has not yet achieved the success indicator. As a result, the researcher decided to carry out the second cycle because students were still have a difficulty organizing their ideas. This most common problem was reinforced by Tharirah (2023), because she also experienced the same problem in her research.

The second cycle was done by reflecting on the problems that appeared in the first cycle. In the second cycle, steps were made to avoid problems from happening again. The teacher did not ask the students to put their ideas more but

the teacher used the ideas that already they wrote in the previous cycle and that makes the students more confident about their previous ideas, also it was easier for students to develop their stories.

In the second cycle, students provided positive feedback on the teacher's explanation. When the teacher gave the class the chance to ask questions, the students were more enthusiastic to do it. The students appeared to do the writing test seriously.

In the second cycle, there was an increase of seven students. As a side effect, the percentage rises as well. In the first, 53% of students in eighth-grade A students achieved a score higher than the KKM. The table below shows the percentage of students who currently achieved or passed the KKM score:

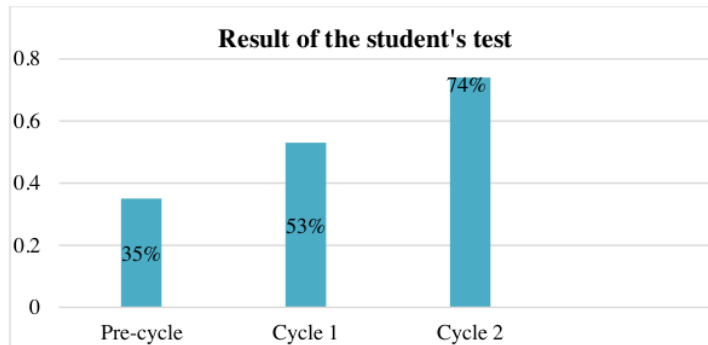
Table 4.4
Result of Pre-cycle Test, Cycle 1 Test, and Cycle 2 Test

Cycle	Pre-cycle	Cycle 1	Cycle 2
Result	35%	53%	74%
Difference percentage among cycles	0	18%	21%

The diagram below shows how the writing skill of recount text in eighth-grade A students have improved.

7
Diagram 4.1

The Result of Student's Test



The data and diagrams above make it clear that teaching writing using the listing approach will enhance students' writing abilities. There was an 18% increase between Pre-cycle and Cycle 1. In contrast, the difference between cycles 1 and 2 is 21%. Despite the fact that the increase was less than 25%. It was still quite important.

It can be concluded from the student scores that using their simple ideas to write a paragraph would make them think that writing a paragraph of recount text is easy. Using the Listing technique, students can develop their ideas without worried and they are became more creative when they wrote a recount text.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestions following the finding of the research.

5.1 CONCLUSION

CAR was performed by implementing the listing technique to teaching writing of recount text with the purpose of improving students' writing skills in eighth-grade A-students of SMP Negeri 21 Surabaya. Based on the findings the researchers concludes that using listing technique could help students in eighth-grade A-students of SMP Negeri 21 Surabaya improve their writing skills. Even though they seems confused at first, students showed that they can using listing technique to write a paragraph more easily. The main reason students were confused is that they were still difficult to organize their ideas. Hence, students can make a paragraph in the form of recount text very well. Moreover, the student test results show that the percentage of students scoring above the KKM increased upon each cycle. Originally, only 35.29% or 12 students from Eighth-grade A scored above the KKM, but this increased to 52.94% or 16 students in the first cycle. There was an improvement from Pre-cycle to Cycle 1, but not quite enough to fulfill the success criteria. So, in the second cycle or the next cycle is needed. Cycle 2 results show that 73.52% or 25 students, achieved the KKM. The results collected in the second cycle fulfilled the success indicators. However, not all students achieved KKM or above. The percentage of students who scored higher than the KKM was higher than the percentage of students who did not.

5.2 SUGGESTION

In relation to this research, the researcher would like to offer up the following suggestions that are believed to be useful for teachers, students, and other researchers, particularly in the implementing listing technique in writing to improve students' writing skills:

a. Teacher

This research on implementing the listing technique is expected to help teachers in teaching writing, particularly in the responsibility of the teacher in helping students to master the writing of recount text. The implementation of the listing technique in learning writing is incredibly helpful in improving students' writing in learning writing.

b. Students

This research is also considered to be particularly useful for students learning writing of recount text through the listing technique. Students are expected to be able to master the writing a paragraph of recount text through the use of this technique. To improve their writing skill and ability, the researcher suggests that students remain more active in the learning process. They are also encouraged to participate on their own in the process of individual writing.

c. Other Researchers

The researcher expects that this research will assist other researchers discover the advantages of using the listing approach to improve students'

writing skills. This research has the potential to improve students' writing skills. Finally, the researcher expects that this research will be useful to other researchers.

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