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

Nadya Adinda Putri, Ribut Surjowati, Siti Azizah
Pendidikan Bahasa Inggris, Universitas Wijaya Kusuma Surabaya

ARTICLE INFORMATION	ABSTRACT
	Abstract: This research presents the outcomes of a Classroom Action Research (CAR) conducted in an eighth-grade A class at SMPN 21 Surabaya to improve students' writing skills in recount texts using the listing technique. The study involved two cycles of teaching and learning activities, encompassing planning, acting, observing, and reflecting phases. The research initially found that only 35.29% of students achieved scores above the Minimum Passing Grade (KKM) in recount text writing. However, after implementing the listing technique, this number increased to an impressive 73.52% in the second cycle, exceeding the researcher's success indicator of 70%. The findings demonstrate that the listing technique effectively aids students in organizing their ideas and enhances their writing skills. The study emphasizes the importance of teacher-student interaction and creating an environment conducive to asking questions. Recommendations include the continued use of the listing technique in language teaching, professional development for educators, and further research into innovative teaching methods. **Keywords:** *Classroom Action Research, Writing Skills, Recount Texts, Listing Technique, Language Teaching, Teacher-Student Interaction, Professional Development, Eighth-Grade Students, English Language Education, Educational Research.*

———————◆———————

A. BACKGROUND OF THE STUDY

In Indonesia, the education system has undergone several curriculum modifications, with the most recent one being the implementation of Curriculum 2013, also known as K-13. This curriculum, characterized by its "scientific approach," is designed to address the educational needs and challenges faced by Indonesia in its quest to improve the overall quality of education. As part of this curriculum, the teaching of English has been prioritized, aiming to develop the four fundamental language skills: listening, speaking, reading, and writing. Notably, English is the first foreign language taught as a compulsory subject in schools (Panggabean, 2015).

Among the essential language skills, writing plays a pivotal role in language acquisition. Writing not only helps solidify vocabulary, spelling, and sentence structure but also serves as a means for students to express their thoughts, opinions, and emotions effectively. It is a process of transforming thoughts into words and structuring them coherently on paper, enhancing students' abilities to communicate, read, and listen effectively (Brown, 2001).

However, many students face challenges when it comes to writing, including limited ideas, low motivation, and difficulty organizing their thoughts.

Teachers, too, encounter difficulties in teaching writing effectively, despite the curriculum's recommendation of implementing scientific approaches. Often, the traditional approach of explaining materials and relying solely on textbook exercises fails to engage students and provide them with the necessary skills to write proficiently, particularly in specific text types like recount (a form of narrative text) (Panggabean, 2015).

This research aims to address these challenges by exploring the use of the "listing technique" as a prewriting method to enhance students' writing skills, specifically in crafting recount texts. The listing technique encourages students to brainstorm and freely generate ideas related to a given topic without worrying about grammar, spelling, or organization. This technique allows students to develop a multitude of ideas, thereby facilitating the writing process (Baroudy, 2008).

This study focuses on recount texts, an essential text format in the curriculum, and aims to help students become proficient in recounting past events accurately and appropriately. Recount texts are narratives that describe previous experiences in chronological order, aligning with the curriculum's objectives. Understanding the purpose, organizational structure, and language features of recount texts is crucial for students to produce high-quality written

content (Mark and Kaathy in Nasution, 2015).

In summary, this research investigates the effectiveness of the Idea Listing technique in teaching writing skills, particularly for recount texts, to address the challenges faced by both students and teachers in the context of Curriculum 2013. By providing students with a practical and creative approach to developing ideas, this study aims to improve the quality of students' writing and their overall language proficiency.

B. RESEARCH METHOD

This research employed a Classroom Action Research (CAR) design to explore and examine aspects of teaching and learning, aiming to bring about improvements and changes. CAR is a study of learning activities conducted in the form of deliberate actions within a classroom setting (Arikunto, 2012). The research consisted of two cycles, each comprising four phases: Planning, Acting, Observing, and Reflecting.

Planning: In this phase, the researcher prepared a lesson plan based on the syllabus, in consultation with the English teacher. Topics appropriate for the study were selected, materials were gathered, and an evaluation form for assessing student achievements at the end of the cycle was created.

Acting: After completing the preparations, the researcher conducted the teaching and learning process using the listing technique to enhance students' writing skills in recount texts. The researcher explained the Listing Technique in English writing, provided examples, and allowed students to practice independently.

Observing: During this phase, the researcher observed students' responses, participation, and accomplishments during the teaching and learning process. Occasionally, the researcher sought students' thoughts on the process. Detailed observation notes were taken to document the actual situation during the action.

Reflecting: In this step, the researcher, along with the English teacher, evaluated the results of the activity. If the results did not show progress, adjustments were made, and plans for further cycles were developed to address weaknesses.

C. RESEARCH FINDINGS AND DISCUSSION

The research findings and discussion chapter presents the results of the research conducted on improving the writing skills of eighth-grade A students at SMPN 21 Surabaya through the use of the listing technique. The research involved two cycles of classroom action research (CAR) and aimed to enhance students' abilities to write recount texts.

Preliminary Study: Before implementing the research, the researcher conducted a preliminary study by interviewing the English teacher at SMPN 21 Surabaya. The teacher mentioned that eighth-grade A students faced difficulties in organizing their ideas when learning to write recount texts. The researcher also collected previous scores to assess the students' initial performance.

The table below shows the initial scores of the eighth-grade A students:

Student	Initial Score	Result
AGHT	68	Not Passed
AS	58	Not Passed
APA	72	Not Passed
AZI	80	Passed
AEiK	72	Not Passed
...	...	...
NRA	70	Not Passed
RAP	68	Not Passed
SHK	66	Not Passed
TNF	78	Passed
ZSR	75	Passed

The data presented in the table clearly highlights the initial challenge faced by eighth-grade A students at SMPN 21 Surabaya in achieving passing scores in recount text writing. The figures show that only 12 out of 34 students managed to score above the Minimum Passing Grade (KKM), accounting for just 35.29% of the class. This means that a significant majority of 64.71% of students failed to meet the KKM standards. This initial assessment was undoubtedly concerning and signaled a need for intervention to enhance the students' writing skills in recount texts.

Given these discouraging results, the researcher opted to implement the listing technique as an intervention strategy. The listing technique is a method aimed at improving students' ability to organize their ideas effectively when writing recount texts. The primary objective was to help students overcome the challenges they faced in recount text writing, such as difficulties in structuring their narratives and organizing their thoughts coherently. The researcher set a target of 70% of eighth-grade A students achieving scores above the KKM after the intervention. This goal was considered ambitious, given the initial performance, but the researcher was determined to make a meaningful difference in the students' writing skills.

The decision to use the listing technique was based

on its potential to address the specific challenges identified in the preliminary study. The English teacher at SMPN 21 Surabaya had noted that the students struggled with organizing their ideas, especially when it came to writing recount texts. Therefore, the researcher believed that incorporating the listing technique into the teaching process could provide students with a practical and effective approach to structuring their narratives. It was hoped that this technique would empower students to develop a clearer understanding of recount text writing and, in turn, improve their performance in this area.

The research was conducted in two cycles, with each cycle comprising four distinct phases: planning, acting, observing, and reflecting. These cycles allowed for a systematic and iterative approach to implementing the listing technique. During the planning phase of each cycle, the researcher, in collaboration with the English teacher, prepared lesson plans and materials tailored to the specific needs of the students. This included selecting appropriate topics, creating evaluation forms, and ensuring that all necessary resources were readily available.

The acting phase involved the actual implementation of the teaching and learning activities. The English teacher, acting as the primary instructor, introduced the students to the concepts of recount text writing, including its generic structure and key elements. Additionally, the teacher provided clear explanations of the listing technique and offered practical examples to illustrate its application. Students were encouraged to ask questions and seek clarification, fostering a more interactive and engaged learning environment.

Following the teaching phase, the observing stage allowed the researcher and the collaborating teacher to closely monitor the students' progress. This involved assessing their responses, participation, and achievements throughout the teaching and learning process. Additionally, the teacher maintained observation notes to document the actual classroom dynamics and the students' reactions to the intervention. This phase helped identify areas where improvements were needed and provided valuable insights into the effectiveness of the listing technique.

The final phase of each cycle was reflection, where the researcher and the English teacher evaluated the outcomes of their efforts. If the results did not show

significant progress, adjustments were made to the teaching approach. These adjustments were designed to address any weaknesses in the intervention and refine the strategy for subsequent cycles. The insights gained from the reflection phase informed the planning and execution of the next cycle, ensuring a continuous improvement process.

The second cycle aimed to build upon the lessons learned from the first cycle and further enhance the students' writing skills in recount texts. With the listing technique firmly in place, the students were better equipped to organize their ideas coherently and express themselves more effectively in their writing. As a result, the second cycle saw a marked improvement in the students' performance.

In the second cycle, more students were able to achieve scores above the KKM, signaling the success of the intervention. The table illustrating the test results for the second cycle showed that 25 out of 34 students (73.52%) achieved scores exceeding the KKM. This significant increase in the number of students meeting the KKM standards compared to the first cycle demonstrated the effectiveness of the listing technique as a pedagogical tool.

The improvement in student performance in the second cycle was attributed to several factors. First and foremost, the students gained a clearer understanding of the listing technique and how to apply it to their writing. They became more proficient at organizing their thoughts, resulting in more coherent and structured recount texts. Additionally, the teacher-student interaction improved, as students felt more comfortable asking questions and seeking assistance when needed.

The success of the intervention was a significant achievement for both the researcher and the students. It surpassed the researcher's initial target of 70% of students achieving scores above the KKM, reaching an impressive 73.52%. This outcome underscored the potential of innovative teaching methods like the listing technique in enhancing students' writing skills and academic performance.Implementation of Listing Technique - Cycle I: The first cycle of implementation took place on May 22, 2023. The cycle included planning, acting, observing, and reflecting phases.

Planning: The teacher prepared lesson plans, materials, and evaluation forms. The research instrument included an observation sheet and a writing test to assess students' progress.

Acting: The teacher explained the concept of recount texts and the listing technique to students. Students

were given a writing test with the topic "My Last Holiday's Story."

Observing: The teacher observed students' actions and interactions during the lesson. Students' responses to the teaching methods were noted.

Reflecting: After evaluating the results, it was found that only 18 out of 34 students (52.94%) achieved scores above the KKM.

Cycle II: The second cycle, conducted on May 24, 2023, aimed to address the issues identified in the first cycle.

Planning: The teacher improved the lesson plan and used a new and easier topic for students to write about, based on their ideas from the previous day.

Acting: The teacher explained the concept of recount texts and the listing technique again. Students were more active in asking questions this time. The teacher administered a writing test with a new topic.

Observing: The second cycle saw more improvements, with 25 out of 34 students (73.52%) achieving scores above the KKM.

Reflecting: Comparing the two cycles, it was evident that students had a better understanding of the listing technique in the second cycle, and their writing skills improved significantly.

Discussion: In this chapter, the researcher discussed the outcomes of the research. The study successfully improved the writing skills of eighth-grade A students in recount texts through the implementation of the listing technique. In the first cycle, 52.94% of students achieved scores above the KKM, which increased to 73.52% in the second cycle, surpassing the researcher's success indicator of 70%.

The research findings indicate that the listing technique was effective in helping students organize their ideas and improve their writing skills. The researcher's systematic approach of planning, acting, observing, and reflecting contributed to the success of the teaching method.

Overall, the study demonstrates the positive impact of using the listing technique as a teaching strategy to enhance students' writing abilities in recount texts. It provides valuable insights for educators and researchers looking to improve English language teaching methods.

D. CONCLUSION AND SUGGESTION

Conclusion:

In conclusion, this research has demonstrated the effectiveness of the listing technique in enhancing the writing skills of eighth-grade A students at SMPN 21 Surabaya when it comes to composing recount texts. The study involved a rigorous two-cycle classroom action research (CAR) process, which allowed for continuous improvement.

In the initial phase, only 35.29% of the students scored above the minimum passing grade (KKM) in their recount text writing. However, after the implementation of the listing technique in both cycles, significant progress was observed. In the second cycle, an impressive 73.52% of students surpassed the KKM, exceeding the researcher's success indicator of 70%.

The findings indicate that the listing technique effectively helped students organize their ideas, resulting in improved writing skills. It also highlighted the importance of structured planning, teacher-student interaction, and providing opportunities for students to ask questions. This study not only contributes to the enhancement of English language teaching methodologies but also provides valuable insights for educators seeking to improve students' writing proficiency.

Suggestion:

Based on the outcomes of this research, several suggestions can be made. Firstly, educators are encouraged to consider the implementation of the listing technique when teaching recount text writing, as it has shown promise in improving students' abilities in this area. However, it's important to tailor the technique to suit the specific needs and proficiency levels of the students.

Secondly, teacher-student interaction should be fostered to create an environment where students feel comfortable asking questions and seeking clarification. This can significantly enhance the learning process and address any challenges students may face.

Furthermore, it is recommended that future research explore additional techniques and strategies to further enhance writing skills across different text types. Additionally, research could focus on how technology can be integrated into the classroom to support language learning and writing development.

Lastly, continuous professional development for English language teachers is essential to keep them updated with the latest teaching methods and technologies. Workshops and training programs can help educators refine their skills and adapt to the evolving needs of their students.

In conclusion, this study has shown that the listing technique can be a valuable tool for improving students' writing skills in recount texts. With ongoing research and a commitment to effective teaching strategies, educators can continue to make a positive impact on their students' language proficiency and overall academic success.

REFERENCES

Alice, O. (2007). Introduction to Academic Writing. New York: Pearson Education.

Anderson, M. &. (2003). Text type in English. South Yarra: Macmilan Education

Australia.

Baroudy, I. (2008). Pre-writing Techniques. A Procedural Approach to Process

Theory of Writing.

Brown, H. D. (2001). Teaching by Principles: An interactive Approach to Language

Pedagogy. New York: Longman.

Brown, H. D. (2004). Language Assessment: Principle and Classroom Practices. New

York: Pearson Education.

Celce-Murcia, M. &. (2001). Discourse & Context in Language Teaching: a Guide

for Language Teachers. Cambridge: Cambridge University Press.

Coogan, P. (Retrieved on December 1st 2012). Text Types.

http://www.english.unitechnology.ac.nz.html.

Farid, M. (2021). Thesis: A study on the Implementation of Listing Technique in the

Teaching of Writing.

Fata, I. A., Kasim, U., Fajrina, D., & Darmawan, A. (2015). A Study on Teacher's

Experiment and Students' Development with Listing Technique (LT) in

Writing EFL Class. Al-Ta 'lim Journal, 22(3), 220-235

Graham, S. (2005). Teaching Writing Strategies.

http://www.couragetorisk.org/2009/Graham_Writing_Strategies.pdf.

Harmer, J. (2010). HOW TO TEACH WRITING. England: Oxford: Person Education

61

Limited.

Hughes, G. &. (2007). Practical Classroom English. Oxford: Oxford University press.

Kemmis, S. & Mc. Taggart, R. 1988. The Action Research Planner. Victoria: Deakin

University Press.

Lunsford, B. E. (2003). Inquiry and inscription as keys to authentic science instruction

and assessment for preservice secondary science teachers. Tennesse.

M, S., & Cooney, R. (2008). Training and the limits of supply-side skill development.

McKay, P. (2006). Assessing Young Language Learners. New York: Combridge

University Press.

Miftah, M. Z. (2012). Enhancing the Writing Ability of the English. Palangka Raya:

State Islamic College of Palangka Raya.

Panggabean, H. (2015). A case in Indonesia. Problematic approach to English

Learning and teaching:.

Patel, M. D., & Jain, P. M. (2008). ENGLISH LANGUAGE TEACHING. Jaipur:

Sunrise Publisher & Distributors.

Putri, N. A. (n.d.). The Use of Listing Technique to Improve Writing Skill of Recount

text for 8th-Grade A Students of SMP Negeri 21 Surabaya. Thesis of English

Department. Faculty of Language and Science. Wijaya Kusuma Surabya

Univesity.

Saragih, N., & H. Pardede, R. S. (2014). The Effectiveness of Using Recount Text to

Improve Writing Skill For Grade III Students of Kalam Kudus Elementary

School 2 Pematangsiantar.

62

Siahaan, S. (2007). Issues in linguistics. Yogyakarta: Graha Ilmu.

Sudijono, A. (2010). Pengantar Statistik Pendidikan. Jakarta: Rajawali Press.

Tatel, F. B. (2016). Language Development of Bilinguals and Monolinguals.