



USING IDEA LISTING TECHNIQUE (ILT) IN TEACHING WRITING RECOUNT TEXT TO JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This paper aims to tell the reader how to teach junior high school by implementing Idea Listing technique. Idea listing technique is an appropriate technique to teach writing. The product of writing is affected by the content as one as component of writing. Content is dominated by how brainstorming goes. In writing students often get problem in organizing their ideas or brainstorming their ideas that has big impact to produce a good writing. ILT can help students to overcome or solve the problem. It becomes the reason why this paper is written. In Idea Listing technique students are asked to produce the idea in short time and put it on the paper to keep their idea and then relate it with the topic. This technique is more effective and suitable to solve the problem and can improve students writing, attention, ability and motivation in writing process.

Key words: Writing, Teaching Writing, ILT

A. INTRODUCTION

English teacher in Indonesia often complain about students writing. Many teachers found that students are lack ability in writing whereas; writing is an important skill to master. As what the writer found in school when writer did practical teaching in SMP 2 Tarusan. Harmer (2004) said that writing is a background of language skill besides three other skills; speaking, listening, and reading skill. By mastering writing skill other skills can be activated and increased

Lack of ability in writing is particularly caused by the outcome of writing itself. Brown (2001) said that writing is the process to transforming thought into words, to give the structure and coherent organization by putting ideas down on paper. Arianto, Refnaldi, and Rosa (2017) also have claimed that students need to create the unity of text so that the message can be achieved to readers. So, in writing students must be success in expressing their idea on the paper as a product in order to become readable and understandable in the written form. Literacy and grammar are urgently needed especially for formal occasion or academic purpose.

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And also writing is more complex and difficult rather than other skills, because students have to fill the criteria of good writing which include all of the components of writing. Brown (2000) said that to produce a good writing as a final refer to the criteria of good writing which include all of the components of writing such as content, organization, language use, vocabulary, and mechanics. In line with Harmer (2004), writing is the process of producing something to its final form that is affected by the content like the subject matter or type of writing using media. Based on this opinion, it can be said that the writing depends on the process of creating the content itself for content is dominated by how brainstorming goes and also affected by how clear conception is.

To help the students in brainstorming process we need a technique in prewriting stage to enable the students to get ideas and then enhance their writing ability that can get students to write well especially find and express ideas for a good content of writing. Baroudy (2008) said that there are many teaching techniques in prewriting stage that can be involved in the classroom, such as brainstorming, idea listing, free writing, outlining, clustering, mind mapping. In this paper, the writer proposes Idea Listing technique that is more effective and suitable to solve the problem of organizing idea in writing

Listing is a technique to brainstorming your idea, you can put your idea on the paper when the idea come into your mind, the purpose of this technique is to produce many ideas in a short time and find the specific focus of idea that related to the topic proposed by Oshima and Hoque (2007) According to Barnet and Stubbs's (2000) listing is putting down the idea on the paper to discover ideas. The process is something like making a shopping list. Listing is also often a good way to make a decision.

In Indonesia, there are many kinds of text that need to be learned by the students of Junior High School. Like Jufri (2016) said that writing is a productive language skill as necessity of curriculum 2013 that should be taught by the teacher to junior up to senior high school students. In curriculum 2013 students are expected to be able to write functional text and monologue text. One of them is writing recount text which belong monologue text.

According to Sudarwati and Grace (2005), recount text is a text to tell something that happened in the past. The purpose of a recount is to give and tell the reader and listeners what have occurred in a series of events and where or when it happened. They might know about recount text and able to retell their experiences or events in the correct form. The demand of being accurate in telling recount, especially for making the learners able to tell their experiences or events, they need to know the language features of recount itself. And also can use the tenses that are used in recount text; such as the use of past tense as well as in putting their ideas following the generic structure of recount text with which they can write something accurately and appropriately.

Briefly, Idea Listing technique is a technique that used by students to help them to keep the idea that come to their mind. They can produce as many as ideas in a short time and then classify the word, phrase or sentence related to their topic. Through this technique, the students are expected to be more interested and active in writing. In addition, as indicated by Brown in Miftah (2015), the reason for

proposing Idea Listing technique used in this study 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.

B. REVIEW OF RELATED LITERATURE

The Nature of Writing

Writing in general can be defined into several definitions. According to Harmer (2004), writing is the process that means some of the steps that the writer did in order to produce good writing as a final. It has to refer to the criteria of good writing with include all of the components of writing such as content, organization, language use, vocabulary, and mechanics.

Barnet and Stubbs's in Miftah (2015) propose writing is not simply a way to express ideas, but a way to acquire them. Even though, Brown, (1994) claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release.

In addition, Elbow (1973) in Brown (1994) also says that writing is a two-step process. *The first process* is figuring out the meaning. *The second process* is putting meaning into the language. Writing represents what we think in our mind. It is because the writing process reflects things, which stay in the mind. Then it will be poured into the paper to become paragraphs that have meaning to readers.

The Nature of Recount Text

Sudarwati and Grace (2005) said that recount text is a text to tell something that happened in the past. The purpose of a recount is to give and tell the reader and listeners what have occurred in a series of events and where or when it happened. Recount text has a function to tell someone what happened in the past.

Knapp and Watkins (2005) is also defines recount text is a sequential text that tells a series of events related to the experiences. Recount text written out to tell the past event for entertaining people with stories of past experience.. A well-structured recount includes details of the event or topic and personal opinions.

Moreover, Wardiman et al (2008) define that a recount text is a text that telling the reader about one story, action or activity. They also explained the characteristic or the generic structure of recount text which consist of orientation, events, and reorientation as below:

1. Orientation

In orientation, the paragraph usually introduces the topic or event, participants who are being involved in the text, place and time

2. Events.

The following body paragraphs will recount the sequence of events. This is where the recount is told in chronological order (the order that the events happened). Usually, there are many events may be occurred in Recount text.

3. Reorientation.

The conclusion, or re-orientation, is where the writer or speaker can give personal opinions about the topic or event.

Teaching Writing at Junior High School

In the teaching process, it must be based on the curriculum that leads teacher in teaching. The current curriculum that used at several Junior High Schools is curriculum 2013. In this curriculum, writing skill is one of four basic English skills that should be taught by the teacher to the students. In writing, there some texts that are should be studied by the students. One of them is recount text.

Curriculum 2013 is learning that refers to learning with a scientific approach. According to Sufairoh (2016) says that there are five stages in permendikbud No. 65 tahun 2013. Such as observing, questioning, collecting information, associating, and communicating.

Observing

The observing is an activity of identifying object through sensing, namely through the sense of sight, smell, listener, taste and touch when observing an object using or not using tools so that students can identify the problem.

Questioning

In this questioning, it is an activity expressing something that she/he wants to know about an object, event, and a certain process. The questions can be asked verbally or in writing and it can be in the form of questions sentences. So, students can formulate the problems.

Collecting information

At this stage, collecting information is an activity to find the information that will be analyzed and concluded. This activity can be done by finding other example of recount text, observing a text, asking teacher, and so on. So, students can observe the new text.

Associating

After collecting information, associating is processing the information by practice and thinking logically and systematically over the facts that have been observed. Then, decide the relation between the information with the theory and conclude it.

Communicating

The communicating process is an activity in describing and conveying that students finds from observing, questioning, collecting information, and associating activities. He/she is necessary to present the result or conclusion based on the material.

Overview of Idea Listing Technique

The concept of ILT

Idea Listing Technique is pre-writing technique that can help students in brainstorming and generating their ideas. According to Barnet and Stubbs's (1990) listing is another way to discover ideas or to pin them down by writing. The process is something like making a shopping list. You write down "soap" and are immediately reminded that you also must pick up some laundry. Miftah (2015) says, Idea Listing Technique can help students in improving students' ability in writing text.

Listing is a brainstorming technique in which you think about your topic and quickly make a list of whatever words or phrases come into your mind. Your purpose is to produce as many ideas as possible in a short time your goal is to find a specific focus for your topic.

Miftah (2015) explains the procedure of Idea Listing Technique. The procedure of listing technique is below:

- 1) Write down the general topic at the top of your paper.
- 2) Then, make a list of every word or phrase that comes into your mind about the topic. Don't stop the free flow of ideas flowing. The harder you think, the more ideas will flow. Of course, try to stay on the general topic. If, however, you write down the information that is completely off the subject, don't worry about it you can cross it out later.
- 3) Use word, phrases or sentences. Don't worry about spelling or grammar. Remember, your primary goal is to write down the ideas as quickly as they come to you without worrying about whether an idea is important, interesting or related to your subject. Try to focus on the topic.

C. DISCUSSION

Preparation

Preparing teaching materials

In this paper, the writer only focuses on using ILT in recount text. The students are hopeful to understand and can write recount text perfectly. In this case, the teacher can use ILT by giving the students text recount. There various topics of recount text: factual, procedural, and personal. To encourage students by using ILT, the material can be taken from textbook and on the internet.

Preparing teaching media

The teacher needs media to help them in giving the instruction during the teaching process. A projector and computer are needed by teacher to explain the material and guide the students do their activities.

Setting time allocation

The teacher must be able to manage the time well in the learning process in order to minimize the mistakes during teaching-learning process. Usually, junior high school students learn English about 2x45 minutes for one meeting. So, the teacher needs to think about how she/he will manage the time efficiently and set the time appropriately

The implementation of Idea Listing Technique

Pre-Teaching

In the pre-teaching activity, teacher needs to recall the students' background knowledge in order to know the ability of students, also active and stimulate the students understanding. Before going the main point of the lesson, the teacher needs to do these following activities:

- a. the teacher greeting the students
- b. the teacher checking student's attendance
- c. reviewing the previous lesson
- d. stating a new topic
- e. stating the objective of the lesson
- f. explaining the benefit of the lesson
- g. the teacher introducing the technique that will be used

The use of explaining the technique before the learning process begins in order to avoid the confusing of students while doing the activity.

Whilst teaching

ILT will be applied in this activity.

Observing

The teacher show a video about someone experience. That provides opportunities for students to make observation to build their knowledge about recount text. In this stage students will observe what happened in the video, who was involved and where was the video happened

Questioning

In this stage students may ask the teacher about the text or materialal related to the lesson that they do not understand yet by asking directly to the teacher. The questions can about the purpose, language features, generic structure, and social function of recount text. Before answer student's questions, the teacher should ask the students first about the answer base on their opinion or their understanding. Then, the teacher explains the correct answer to make it clear and avoid students' doubtful about their friends answer.

Collecting Information

In this stage, students will collect some information about recount text. Teacher gives students time to find the example of recount text and then students asked to find information about generic structure, social function, and language features of recount text by observing the text. Students can use text book, material given by the teacher and other resources to help them in doing this activity.

Associating

After collecting information about the generic structures, social function and language features of recount text, each student is asked to compre it with the other text which they have learned before. This stage is called the data processing stage where the students process the information that has been obtained in data collection stage.

Communicating

This stage is stage to implement the Idea Listing Technique. In this stage students are asked to create a new example of recount text. Firstly, teacher distributes large sheet of paper. Teacher distributing the paper, mention the topic, and asks students to share and explore the idea about the topic in word or phrases and list them as the first list. In this stage the teacher informs students to be involved in their group activities and to follow the rules, include all the group member must be share their ideas. And also in this stage the facilitator should reminds the group member about the conversation are not allowed.

For example: The writing assignment is write a recount text about writer's weekend. here an example of ideas listed which is produced through ILT.

My Last Weekend	
Watched the movies	Cleaned my room
Stayed at Home	went to Uncle's house
Took a vacation on the beach	Did Homework

Then, the writer started a new list. The writer wrote his chosen topic; take a vacation on the beach, at the top of new piece of paper and started writing word and phrases that came into mind about writer's vacation on the beach.

Took a Vacation on the Beach	
Prepared the necessary	went by bus
went to Pahawang beach	Bought some souvenir
Invited my best friends	Played
Visited Carocok beach	Swam
Went with family	Enjoyed the sun set
Took a picture	
Met old friend	

The writer then looked at his/her list and decided to write about Visited Carocok beach. He/she circled that idea. Then he/she thought about how his/her vacation on the beach. He/she circle the idea related to the topic. The writer also crossed out anything that did not belong to the idea.

Took a Vacation on the Beach	
Visited Carocok beach	Enjoyed the sun set
Invited my best friend	Bought some souvenir
Prepared the necessary	Came back home
Went by bus	Felt Tired
Played together	
Took a picture	

Next, students are ordered to read the idea listed and rearrange them based on the categories and then decide the sub topic and then teacher asks students to generate the ideas of the sub topics in the words and phrases and list them on the paper as the second list and organize their ideas generating by making a paragraph outline.

Took a Vacation on the Beach	
Visited Carocok beach	Enjoyed the sun set
Invited my best friend	Bought some souvenir
Prepared the necessary	Came back home
Went by bus	Felt Tired
Played together	
Took a picture	

Here example of paragraph outline from the second list.

At Carocok Beach
Orientation : My last weekend I and my best friend spent our time at Carocok beach.
Event : Played together, took some picture, enjoyed the sunset, and bought some souvenir
Re-orientation : we came back home and felt tired

Post teaching activity

The last activity is post teaching. In this stage the teacher asks the students about what they have learned and they need to answer it. Then, the teacher concludes the lesson. At the end of the lesson, the teacher gives individual homework. After that, the teacher tells about the topic for the next meeting. So, the students have prepared for the next learning process.

D. CONCLUSION AND SUGGESTIONS

Writing is a basic language skill that should be mastered by the students. Writing is a process of producing writing through some step in expressing thoughts, ideas, and information into written text and also considers how to state their idea, how to organize them well and make it readable and understandable so that the reader can receive the information and get the message. Teachers are suggested to use the Idea Listing Technique in teaching writing of recount text at junior high school, because it helps students in generating their idea in writing recount text and it also makes the students more active in the classroom. Teachers also suggested creating an interesting and enjoyable activity before applying the idea listing technique in the classroom, so that the students are interested in doing the activity.

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