

TEACHING JUNIOR HIGH SCHOOL STUDENTS TO WRITE RECOUNT TEXT THROUGH WIKIS MEDIA

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ABSTRAK

Banyak cara yang dapat dilakukan untuk meningkatkan kemampuan siswa dalam menulis, seperti memanfaatkan berbagai media teknologi yang bertujuan untuk memotivasi siswa khususnya dalam kemampuan menulis. Salah satu media teknologi yang dapat digunakan dalam memotivasi siswa menulis melalui media *online wiki*. *wiki* adalah sebuah jurnal *online* dimana pembelajar bisa menulis apapun yang menurut mereka menarik, mengedit, mempublikasikannya, dan bahkan membuatnya menjadi media agihan (*sharing*) bagi semua yang terlibat didalamnya. Dengan menggunakan *wikis* dalam mengajar guru bisa memperoleh banyak ide sehingga siswa memperoleh banyak variasi untuk menulis dalam bahasa Inggris. Mengajar menulis dengan memanfaatkan *wikis* dapat memberikan audiens yang nyata dan potensial untuk meningkatkan kualitas belajar siswa, inovasi, eksplorasi, dan kreasi yang lebih baik, memberikan interaksi yang lebih dinamis dan kemampuan literasi yang lebih baik.

Kata kunci: Wikis media, jurnal online, writing at Junior High School

A. Introduction

Writing is an important skill in English besides listening, speaking, and reading that should be learned by the students at junior high school. Writing is a skill to transfer ideas, experiences and feelings into a written form. By mastering the skill of writing the students will be able to express their ideas, opinion, feeling and thoughts in order to produce a text. Writing helps the students to think critically. Because of that, writing is one of important skills that should be learned by junior high school students.

However, most of the students in junior high school have difficulty in writing. The students get difficulty in combining and constructing their ideas to produce the sentence correctly. Most of the students have lack of vocabulary especially in choosing words and arranging the words into a good sentence. They feel writing in English is difficult. As soon as they come to the writing activity their mind go blank, they do not know what to write and how to express their ideas. Therefore, the teacher should motivate them to practice their students writing to create a good development, because writing is a process that needs time and efforts and should be taught continuously.

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Based on the writer's experience when she did teaching practice, the writer found that when the students were asked to write a recount text, they tend to write without fulfilling that language features and generic structure of the text. It is hard for them to express their ideas and write the ideas in correct order of generic structures. They also get difficulty in reaching the purposes of the text and using certain language features. In writing a recount text, the students often use present tense. Beside that, the students often get difficulty in getting their ideas. They are confused about what they are going to write, what they want to say, how to start the story, how to develop and organize their ideas and act. Sometimes, they get stuck in the middle of writing a recount text.

Based on curriculum 2006, there are six genres that are taught to the students in junior high school; descriptive, narrative, report, recount, procedure, and spoof. All genres have different social functions, generic structures, and lexicogrammatical features. For junior high school students, one of the texts that they learn is recount which belongs to story genres in which its function is to enable people to retell a series of events or experiences in the past for the purpose of informing or entertaining.

Referring to the reasons mentioned above, several new innovations in the world primary education to improve the quality of learning English, appears. Along with the development of Information, Communication and Technology (ICT), in education, especially English, provides challenge and opportunity for teachers and students to bring it effectively in learning process in the classroom.

Along with the development of ICT today, there are many free online media that can be used as media of learning. *Tools* such as blogs, webpage, social networking system (friendster, facebook, myspace, yahoo, and etc), and Content Management System (CMS) can be used to help improving English proficiency of the students. In relation to the writing skill, one of the effective media that can be used to enhance the ability of students in writing skills is a wiki.

A wiki is a website that allows users to easily create and edit pages. The characteristic that sets wikis apart from other web-based forums and discussions is that they may be authored and edited by anyone at any time. A complete history of every page is also kept. Some speak of wiki pages as never being completed and always in the process of being edited and expanded.

In teaching Genre Based Approach, the teacher helps the students to develop their writing skill by introducing the genre through the model of reading text where they are explicitly taught about the social functions, the generic structure and the lexicogrammatical features of the text. In writing, they are expected to be able to write their own genre with the right order of generic structures and the correct use of the lexico grammatical features of the text.

Actually, recount text not only can be found in school but also in the real activity. There are several examples of familiar recount text type to many people. First, newspaper and magazine which report news that happen in the past. Second, letters about someone, experience which are sent to his/her friends. Third, entry biography or autobiography of writer. Finally, diaries that retell the writers experience. All of this types are written to retell past events in the sequence in which they happened.

According to Dereweinka (1994), there are three types of recount text such as personal recount, factual recount, and imaginative recount. Personal recount are usually written in the first person. Then, a factual recount is concerned with recalling event accurately. Imaginative recount have to students to imagine to situation as if they are in the real situation in the past. Before the internet exist in providing learning material, teacher still use conventional methods in teaching learning process, especially in teaching recount text.

The Internet and its user-friendly interface the World Wide Web provide versatile opportunities that cannot be disregarded. Also education has to keep pace with this new challenge. The World Wide Web has opened new perception of language teaching, since its language is English it provides an unlimited resource of writing. Moreover, as children are highly motivated by computers, language learning is more enjoyable with the Internet than with conventional methods.

Computers provide students with lot of information and given them individual guidance in learning. In the computer environment students have the pleasure to discover new knowledge easily. At the same time they will always need the teachers help and guidance. This new situation requires developing new skills, both on the part of teacher and students.

Wikis are one of many Web 2.0 components that can be used to enhance the learning process. According Alexander (2006) Web 2.0 technologies such as blogs, wikis, podcast, and RSS feeds have been dubbed ‘social software’ because they are perceived as being especially connected allowing users to develop Web content collaboratively and open to the public. A wiki is a web communication and collaboration tool that can be used to engage students in learning with others within a collaborative environment.

On the other hand, the quantity of websites is enormous. Consequently, there is a heavy demand on quality sites that can be efficiently used in the language lessons. Tutors may need prepared lesson plans, worksheets and authentic texts that can be used in the lessons, and forums where they can share their ideas. Fortunately, the number of publications recommending such resources and giving guidance to them is increasing both on the Internet and in trade journals. Based on the background explained above, the writer is interested to perform a paper about motivating junior high school students to write recount text through a wikis media.

B. Discussion

Once the wikis is created, the next thing to consider is how to utilize media in learning to write in wikis. With an emphasis on writing process, learning to write wikis-aided should consider five steps: 1) the process of creating a wiki, 2) the process of initial writing by students in group, 3) the process of revising the first draft, 4) the process of proofreading and 5) the process of publication to the media wikis (online journal). In every process of writing activities, teacher and friends are needed to give comments and suggestions; this is very useful to improve the quality and motivation of students in writing.

1. Procedure

Learning English at Junior High School use the *Kurikulum tingkat satuan pendidikan (KTSP in 2006)*. This curriculum introduces a recount text and

language knowledge to the students through text. It includes the learning process of writing a recount text. Teaching recount text through wikis media might be applied in teaching and learning activities: Pre Teaching Activities, Whilst Teaching Activities and Post Teaching Activities.

1. Pre-Teaching Activity

- a. Greeting
- b. Taking attendance list
- c. Brainstorming

2. Whilst-Teaching Activity

- a. The teacher ask each group to sit in front of their computers that had connected to internet.
- b. The teacher explains the concept of writing through wikis media where they will write wikis, send to other group, get an wikis from other group, and replay the email that they have got to a group in the class include to the teacher's wikis.
- c. The teacher also explains that students will write a recount text, by using the text organization (orientation, events, and reorientation).
- d. The teacher and students discuss the rules of writing a recount text through wikis media.
- e. A lesson on revising first drafts was given to the students.
- f. A lesson on proofreading was given to the students.
- g. The "publishing" of the final wiki took the form of an announcement to all the teachers, and students and their parents, about the finished wiki. They were all given the wiki URL and invited to view the finished wiki at any time they liked.

3. Post-Teaching Activity

In the post activity, the can do some activities as follow:

- a. The teacher checking the students understanding about the lessons
- b. The teacher makes conclusion about the materials
- c. The teacher publishing the students' task
- d. The teacher closes the meeting

C. Conclusion and Suggestion

A wikis is a web page that is someone frequently updated that is often referred to as an online journal. Wikis or online journal is believed to help the students to write whatever they like, where they can edit and publish as often as they want, which can also be a sharing media for all audiences, both in class and outside the classroom, even abroad who cannot imagine before considering this is an online journal. In connection with the improvement of writing skills, the use of wikis is accordance with the characteristics in learning writing. Students can write anything in an existing wikis and other information on other available slots.

Considering to the advantages of wikis that have been mentioned, it is suggested to the teacher of the writing subject, both at the paragraph level to the produce an essay, can utilize the wikis or online journal writing activity. Writing activities using the wikis should consider writing stage, so that the result is a more optimal activity can be achieved. If possible or necessary, modification in

accordance with the circumstances and certain conditions can be done. In doing that, hopefully it will greatly assist the achievement of quality learning to write better. Likewise, achievement and motivation of the students believed can be increased. It is suggested that the teacher will use this wikis media in order to improve student's motivation in writing recount text.

Note: This article is written based on the writer's paper with a guidance from Muhd. Al-Hafizh, S.S,M.A

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