

## USING A SHARED WRITING STRATEGY IN TEACHING A RECOUNT TEXT TO JUNIOR HIGH SCHOOL STUDENTS

Vany Mulianda Fitri<sup>1</sup>, Muhd. Al-Hafizh<sup>2</sup>  
Program Studi Pendidikan Bahasa Inggris  
FBS Universitas Negeri Padang  
email: muliandavany@yahoo.co.id.

### Abstrak

Artikel ini bertujuan untuk menjelaskan prosedur penggunaan strategi *shared writing* dalam pengajaran menulis teks *recount* kepada siswa Sekolah Menengah Pertama (SMP). Tujuan dari penggunaan strategi *shared writing* adalah untuk memodelkan proses berfikir yang terjadi ketika menulis dan strategi ini juga membuat siswa terlibat dalam proses pemodelan penulisan teks. Strategi *shared writing* digunakan pada kegiatan inti pengajaran (*whilst-teaching activity*). Guru memperkenalkan strategi *shared writing* pada tahapan eksplorasi. Selanjutnya, guru memodelkan menulis teks *recount* dengan menggunakan strategi ini pada tahapan elaborasi. Pada tahapan ini juga guru meminta siswa untuk bekerja dalam kelompok untuk menulis teks *recount* dengan menggunakan strategi ini. Pada tahapan konfirmasi, guru menanyakan kesulitan siswa dalam proses menulis teks dan memberikan respon yang jelas. Dengan menggunakan strategi ini, siswa dapat menyaksikan bagaimana proses menulis teks *recount* dan bagaimana kesalahan dalam proses suatu penulisan merupakan hal yang biasa. Sehingga siswa tidak lagi merasa takut untuk menulis hanya karena takut melakukan kesalahan dalam penulisan.

Kata Kunci: *shared writing strategy, teaching writing, recount text*

### A. Introduction

Nowadays, in this advanced technology era, writing has already become more popular in communication because there are various media that can be used for communication through writing. These media offer a great chance for Junior High School students to practice writing. Short Message Services (SMS), electronic mail (e-mail), blogs, facebook, and twitter are some advanced media through which they can do writing communication. By using these media, they can express their ideas, opinions, or stories through writing. As Walton (2011) says that the best way of creative writing is by exploiting technology, such as an email, a blog, or a wiki, on which the stories can be shared.

---

<sup>1</sup> Student of English Language Teaching Program of FBS UNP graduated on March 2013

<sup>2</sup> Advisor, lecturer of FBS Universitas Negeri Padang

The implementation of writing at Junior High School is seen in the latest curriculum, School Based Curriculum (known as KTSP 2006). According to this curriculum, the purpose of teaching writing at Junior High School is to make the students able to communicate in written form in functional level. The grade of the materials in this level can be seen in the use of vocabulary, grammar, and rhetorical steps in their writing. To achieve the purpose of the curriculum in writing skill, Genre Based Approach is used. This approach requires the students to be able to write many kinds of functional texts and monologue texts in the form of procedure, descriptive, recount, narrative, and report.

One of the texts that should be learned by Junior High School students is a recount text. A recount text is a kind of text to retell the series or events which happened to the participant in the past. According to Gerot and Wignel (1994:120) a recount text retells a past event for the purpose of informing as well as entertaining the readers. Anderson and Anderson (1997: 48) add that recount is a piece of writing that tells past events usually in order in which they happened. Both quotations above have the similarity as they emphasize on the events that happened in the past time following the sequential order.

A recount text is very important to be learned because the students have to learn it in two semesters respectively. According to the curriculum, they have to learn it in the first and second semester of the eight grade. Besides, a recount text can sharpen the students' memory because they have to remember the events they experience in the past. This is in line with Derewianka (1990:14) who says that "... recount helps us to interpret experience, in a recount we reconstruct past experience".

However, based on the writer's experience during teaching practice at Junior High School, the students faced some problems in writing a recount text. The main problem is related to the ideas they will write in a recount text. They find it difficult to generate and to organize their ideas. As it is mentioned before, a recount text can sharpen the students' memory of events they experience in the past; however, some of them have problems of memorizing events in the past. Therefore, in doing writing activity, some of them still had nothing to write because they failed to remember the events accurately.

Those problems may come from the strategy used by the teacher in teaching a recount text. Some of the teachers still did not model how to write a recount text in front of the students. Instead, they used the conventional strategy, that is only by giving the example of a recount text that they have prepared at home. As a result, the students only learn from the example without witnessing the process of how a recount text is written. In fact, the students must be able to experience the process of writing. They have to know that mistake is a part of processes in writing; therefore, they will not be afraid of making mistakes while writing.

Based on the discussions above, the main problem faced by the students is generating ideas. The students do not know how to generate the ideas from their experience to be written in a recount text. One of the good solutions that can overcome this problem is using shared writing strategy. Using shared writing strategy enables teachers to make the writing process concrete and visible to

students. In shared writing, the teacher and students compose text together, with both contributing their thoughts and ideas to the process. By using this strategy, the students will experience the process of writing a recount text because this strategy emphasizes on modeling the text.

This strategy can be implemented in the classroom to teach writing a recount text to Junior High School students. This strategy will be very interesting for the students because they can compose text together on their activity. In addition, it can motivate the students to write and express their idea. They can also share their ideas with their friends in a group. As Graves (1994) says that a shared writing strategy is a strategy that enables teachers to make the writing process concrete and visible to students.

Similar to writing aloud, shared writing can cover a wide variety of forms, purposes, and genres. The text can serve a specific purpose governed by what is going on currently in the classroom, or the teacher and students can brainstorm and negotiate these decisions together. Gibson (2012) says that shared writing is a strategy in which the teacher transcribes the entire text while engaging students in a rich discussion about how the text should be composed.

Some possible topics and forms include a narrative describing a recent event in the class, a retelling of a favorite story, process writing describing how a project unfolded and what was learned, a summary of or reflection on a book read as a class, a list of types of entries that could go into a writer's notebook, and so forth. Evans (2010) says "You can do a shared writing exercise on report writing, and factual recounts, or any type of writing which students have difficulties with". This means that the topic of writing must be determined before the teacher uses a shared writing strategy in teaching writing. The topic itself indicates the type of writing that will be given to the students. For example, in teaching a recount text, the teacher can provide some possible topics such as "a trip to Bali", "vacation", "weekend", and so on.

Shared writing strategy allows students to gain competence and confidence in their writing skills while it allows the teacher to demonstrate the usually internal thinking process that takes place as writers write. Routman (2005) says that shared writing strategy gives the students many opportunities to express their ideas orally, and without fear of failure or worrying about the actual writing, helps to set them up for writing success later.

Shared writing should not be confused with other almost similar teaching strategies, such as interactive writing and guided writing. Fountas (1999:35) says that interactive writing lessons may begin to look more like shared writing as the teacher and students collaborate to create longer and more complex text. McCarrier (2000) says that interactive writing is a collaborative writing experience for beginning writers in which the teacher guides students in the group-writing of a large-print text. Students participate in the composition and construction of the text by sharing the pen, physically and figuratively, with the teacher. The composition is read and reread by the group to make the reading and writing connection. McCarrier emphasizes that, in interactive writing, the composition is read and reread by the group of the students; meanwhile, in shared writing, the composition is read and reread by the teacher.

Routman (1994) lists several benefits of utilizing the shared writing strategy with students. Some of these include the recognition that shared writing (i) reinforces and supports reading as well as writing. This point suggests that writing is closely related with reading. Writing requires the students to have a lot of ideas, and the ideas are gotten from reading. (ii) makes it possible for all students to participate. By using shared writing, all of the students have equal opportunity to deliver their ideas without feeling afraid of mistakes.; (iii) encourages close examination of texts, words, and options of authors. As shared writing also focuses on editing, the students can examine their texts quickly before they finish writing; (iv) demonstrates the conventions of writing-spelling, punctuation, and grammar. In shared writing, before the students finish writing, they have to reread their text. The purpose of this activity is to make sure whether they have used a correct spelling, punctuation, and grammar in their text; and (v) focuses on composing and leaves transcribing to the teacher.

In addition, The National Literacy Strategy (2000) argues that a shared writing strategy enables teachers to: (i) work with the whole class, to model, explore and discuss the choices writers make at the point of writing (rather than by correction), demonstrating and sharing the compositional process directly; (ii) make the links between reading and writing explicit by reading and investigating how writers have used language to achieve particular effects, and using written texts as models for writing; (iii) scaffold some aspects of writing, eg the spelling and transcribing, to enable children to concentrate on how to compose their writing, eg through the choice of words or phrases and ways of constructing sentences to achieve particular purposes or effects; (iv) focus on particular aspects of the writing process: planning, composing, revising, editing and redrafting; (v) introduce children to appropriate concepts and technical language as a means of discussing what writers do and internalising principles to apply in their own work; and (vi) provide an essential step towards independent writing by helping children to understand and apply specific skills and strategies.

## **B. Discussion**

In teaching writing a recount text by using a shared writing strategy, there are some procedures of preparation that the teacher should do. They are: selecting the topic, preparing the media, and preparing the lesson plan.

### ***Selecting the Topic***

In selecting the topic for a recount text, the teacher should choose the topic which is appropriate with the syllabus. For example, in this paper, the topic is about “a trip to interesting places”. This topic is a part of what the students have to learn in a recount text. Besides, the topic that the teacher chooses must be suitable with students’ level ability and their interest to help them understand the lesson more easily. This topic is suitable with the students’ ability because “A trip to beautiful places” is related to some places they visited when they had a vacation. It will also be very good in helping the students able to write a recount text if they are given a topic related to their activities.. Therefore, “A trip to beautiful places” is a good topic which is appropriate with syllabus and the students’ level ability. Furthermore, the strategy which will be used in teaching a recount text must also

be related to the syllabus, in this paper, the strategy which is chosen is a shared writing strategy.

### ***Preparing the Media***

After selecting the topic, the next preparation that the teacher should do is preparing the media. The media that used by the teacher must be interesting and appropriate with the topic. In teaching a recount text by using a shared writing strategy, the appropriate media is picture. All of the pictures are used in whilst-teaching activity. The first three pictures are used to introduce the students about the topic of a recount text that will be discussed in that meeting. The pictures are Borobudur Temple, Lake Toba, and Bundo Kandung Zoo. These places are some destinations for people to spend their vacation.

Other pictures are also used in whilst-teaching activity to introduce the concept of shared writing. In modeling writing a recount text, pictures are also used. There are three pictures used in the modeling: a picture of a family ready to go on vacation; a picture of a plane indicating the means of transportation they used to go on vacation; and a picture of Kuta Beach in Bali indicating the destination of their vacation. Besides the pictures, the teacher also prepares a large size of paper. This paper is used during group discussion. The result of a group discussion is a recount text that is written in this paper. Then, this recount text will be presented by the representative of each group in front of the classroom.

### ***Preparing the Lesson Plan***

After preparing the topic and the media, the teacher needs to make a lesson plan to guide them during teaching and learning process. As there are three stages in the teaching activities (pre-, whilst-, and post-teaching activities), the lesson plan must show these stages explicitly. Pre-teaching activities include an introduction of the class such as greeting, checking students' readiness to study, and warming up activities to connect the today's lesson and the previous lesson. In whilst-teaching activities, the teachers introduce the text in written form. In this stage, shared writing is introduced to the students as a strategy that is used in writing a recount text. Besides, the teachers also models how to write a recount text by using a shared writing strategy. Post-teaching activities include comments that end the lesson such as a conclusion or summary of the lesson.

The procedure of using a shared writing strategy in teaching a recount text to Junior High School students is divided into three stages.

#### **1. Pre-teaching Activities**

Pre-teaching is an introduction stage in teaching and learning process. In this stage, there are several activities that should be done by the teacher. These activities are intended to give background knowledge to the students about what they are going to learn in that meeting and to make them ready to learn. In pre-teaching activities by using a shared writing, the activities are almost similar with pre-teaching activities by using other strategies, such as greeting the students, checking their attendance list, and evaluating students' readiness to study.

#### **2. Whilst-teaching Activities**

Activities in whilst-teaching are divided into three stages: exploration, elaboration, and confirmation.

### **a. Exploration**

In this stage, the teacher explores the students' background knowledge of the material that will be discussed in the meeting. The teacher begins this stage by showing pictures of several beautiful places to do a trip. These pictures are used to invite the students to actively deliver their ideas about a trip to some beautiful places. If the students are not able to give various comments on the pictures, the teacher can stimulate them by asking some questions related to the picture. This is an example of the interaction between the teacher and the students:

- Teacher : Do you know this place?  
Students : Yes, that is Borobudur temple.  
Teacher : Good. Have you ever visited it?  
Student 1 : No, ma'am.  
Student 2 : Yes ma'am.  
Teacher : How did you go there.  
Student 2 : By plane.  
Teacher : Did you go there alone?  
Student 2 : No, ma'am. With my family.  
Teacher : How about this picture? Do you know what it is?

The teacher continues asking questions about other pictures in order to give up warming up activities before coming to the main topic. Then, the teacher announces the topic that they are learning at the meeting.

Then, the teacher introduces the concept of shared writing to the students. This is done by showing them some pictures about the implementation of shared writing in the classroom. By looking at the pictures and listening to the explanation of the concept of shared writing from the teacher, they are expected to be able to understand what shared writing is.

### **b. Elaboration**

After the students understand the concept of shared writing, the teacher now can use it in teaching a recount text. The teacher then shows other pictures describing a family trip to Bali. This topic is chosen as the topic of modeling the text. The teacher asks the students to deliver as many ideas as they have about the pictures. All of the ideas from the students must be written in the whiteboard. This can help to build up the students' confidence in delivering their ideas.

The students' ideas must be sorted to get the relevant ideas in the sorting process, the teacher works with the students to determine which ideas are relevant and irrelevant. The relevant ideas are kept, and the irrelevant ones are removed. After all of the relevant ideas are collected, the teacher, again, works together with the students to organize the ideas and to plan an outline of a recount text "a family trip to Bali". It is also beneficial to explain the students about the importance of an outline before writing a recount text.

Then, the teacher explains how the orientation part of a recount text is formulated. The orientation provides the reader with background information needed to understand the text. The orientation includes the introduction of the participant (who) and the setting that introduces the time and the place of the story taking place (when and where). Then, the teacher also explains the series of events of a recount text. The series of events are typically ordered in chronological order. After that, the teacher explains the last part of a recount text, that is reorientation.

A reorientation can contain a summary statement, an evaluative comment, or a return to the starting point.

Besides, the teacher must also explain the lexicogrammatical features of a recount text. In terms of lexicogrammatical features, a recount text focuses on specific participants (e.g. Yanti, her family, etc.). It uses material processes to show the actions that are done by the participants (e.g. visited, left, took, etc.). It also uses circumstance of time and place to show the chronological order of the events (e.g. last week, to Kuta Beach, etc.). Moreover, it uses past tenses in order to show that all of the events took place in the past time (e.g. was, left, joined, etc.). In addition, it focuses on temporal sequence to show the exact time of each of the events goes on (e.g. Early on Monday morning, On the following day, etc.).

After the teacher explains the generic structure and the lexicogrammatical features of a recount text, the teacher models how to write a recount text. The first step in modeling is to write the title of the text. Based on the picture and the students' ideas, the title of this text is "A Trip to Bali". Then the content of the text is constructed based on the relevant ideas that have been written on the whiteboard. Those ideas are put into a correct order of a generic structure of a recount text. Some of the ideas belong to the orientation, some of them belong to the series of events, and others belong to reorientation. The teacher also has to contribute his/her ideas in completing the text (e.g. giving the name of the participants, using temporal conjunctions, etc.).

When the text has been constructed, the teacher reviews whether the text has already met the purpose of a recount text, the ideas have been organized based on the generic structure of a recount text, and the appropriate lexicogrammatical features have been used. The teacher has to give correction whenever the inappropriateness is found in the text. The teacher modifies the text by advancing the surface features of the text such as spelling, grammar, and punctuation. All of the students pay attention to how the content of the text is revised. Here is the result of modeling the text:

<b>A Trip to Bali</b>	
<i>Orientation</i>	Last week was the first term holiday. Yanti and her family had a trip to the most beautiful island in Indonesia, Bali. This was her first time to visit Bali.
<i>Sequence of events</i>	<p>Early on Monday morning they left for Jakarta by plane. Then they took another plane to get Bali.</p> <p>On the following day, they visited Tanah Lot, then Sangah to see the monkey forest. After that, they visited Besakih. There they see the great temple. The temple was on the edge of a cliff by the sea. From the temple, they went to Sukawati Art Market to buy some souvenirs and snacks.</p> <p>On Wednesday they went to Kuta Beach. It was a very beautiful beach. The beach was very clean. They met many tourists there, and Yanti practiced her English with them.</p>
<i>Re-orientation</i>	On the next day, they went to Denpasar, preparing to go back to Padang. Arriving at home, Yanti felt very tired but she was very happy.

Next, the teacher and the students read the text together. Finally, the teacher makes the complete recount text with the title "A trip to Bali". In this final

step, the recount text has already been free from grammatical and spelling errors. Besides, the ideas have already been organized correctly. These are the steps that are involved in teaching writing a recount text by using a shared writing strategy.

After modeling how to write the recount text by using a shared writing strategy, the teacher asks the students to sit in group of four or five. They are assigned to write a recount text in a group. In a group, each of the members must involve in contributing ideas to be written in the recount text. The teacher provides some pictures and asks the students to choose one of those pictures. They discuss in their group which picture they have more ideas to be written in a recount text. The teacher reminds the students that all of the members of the group must take a part in the discussion. During a group work, the teacher walks around the class to check the students' participation in their group. The final product of the group work, that is a recount text, is written in a large piece of paper provided by the teacher.

After each group has finished writing, the teacher asks the representative from the groups to present their writing in front of the class. The teacher and the students read the texts which are presented and give corrections if necessary. After the text has been corrected, the students revise their writing in their group based on the comments from the teacher and their classmates.

### **c. Confirmation**

This is the last stage in whilst teaching activities. In this stage, the teacher asks the students to practice writing individually. The teacher may ask the students to write a recount text individually in the classroom if the lesson hour is still available. If the time is limited, the teacher may ask them to write the text individually at home. The teacher emphasizes that writing is a process that may involve mistakes, so that they should not be afraid of making mistakes. The teacher also emphasizes that they have to read the text once they finish writing. This is used to review whether all of elements of the text have been well written. In this stage, the teacher also asks the students about their difficulty in writing a recount text. The teacher has to give a good response for each of the questions from the students.

### **3. Post-teaching Activities**

In post-teaching activities, the teacher together with the students conclude the lesson that is discussed in the meeting. The teacher evaluates the students' recount texts that have been presented by each representative of the group. The teacher also evaluates the participation of each of the members of the group while writing the recount text by using a shared writing strategy. Then, the teacher explains the lesson that they will study in the next meeting.

### **C. Conclusions and Suggestions**

A shared writing strategy is a good strategy to improve the Junior High School students' ability in writing, especially in writing a recount text. By using this strategy, the students can experience the process of writing a recount text because they are involved in the process of constructing the text. This strategy is clearly seen in whilst teaching activity because in this stage this strategy is



introduced to the students. In introducing this strategy to the students, the teacher also needs media to make the students understand this strategy more easily. The media used in this paper are pictures. After they understand the concept of this strategy, the teacher applies this strategy in teaching writing a recount text.

This strategy emphasizes on the modeling done by the teacher. In the modeling stage, the ideas of writing the text come from the students. The teacher acts as a scribe who has a duty to rewrite the students' ideas and give contributions to organize their ideas and to make the sentences grammatically correct. After the text has been written, the students and the teacher read the text to find some possible errors. This activity is known as editing or revising. By doing this activity, the students can know the importance of editing in the writing process.

Based on what have been discussed above, the writer gives some suggestions in using this strategy in teaching writing a recount text to Junior High School students. It is suggested to the teachers to find other media that may be used in the process of teaching writing a recount text by using a shared writing strategy. The other media that can be used is a movie; however, the movie should not be too long (in duration of 5 to 10 minutes). Besides, it is also suggested for the teachers to ask the students to work in group in constructing a recount text not only in the classroom but also outside the classroom. In addition, it is suggested for everybody who is interested in using shared writing strategy to do a research on the effectiveness of using this strategy in writing a recount text because this paper only demonstrates how to use it.

**Notes:** This article is written based on the Vany Mulianda Fitri's paper under the supervision of Muhd. Al-Hafizh, S.S., M.A.

### **Bibliography**

- Anderson, M. and K. Anderson. 1997. *Text Types in English*. South Yarra: Macmillan Education Australia PTY Ltd.
- Derewianka, B. 1990. *Exploring How Texts Work*. Sydney: Primary English Teaching Association.
- Evans, Lynne. 2010. "Shared Writing is not Just for Early Years and Young Learners". Retrieved on December 10th 2012 from <http://suite101.com/article/shared-writing-is-not-just-for-early-years-and-young-learners-a281871>
- Fountas, Irene C. 1999. *Voices on Word Matters*. Portsmouth, NH: Heinemann. In Mc Carrier (2000).
- Gerot, L. & Wignell, P. 1994. *Making Sense of Functional Grammar*. Sydney: Macquarie University.

- Gibson, Sharan A. "Strategy Guide of Shared Writing". San Diego: IRA/NCTE. Available at <http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html>
- Graham, Steve and Dolores Perin. 2007. *Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*. Washington, DC: Alliance for Excellent Education.
- Graves, Don. 1994. "Teacher Vision". Retrieved on November 5<sup>th</sup> 2012 from <http://www.teachervision.fen.com/reading-and-language-arts/skill-builder/48883.html#ixzz27Nlc8jIV>.
- McCarrier, Andrea. 2000. "Interactive Writing". Retrieved on November 16<sup>th</sup> 2012 from [www.cfsd.net/dept2/curricu/INTERACTIVE%20WRITING.pdf](http://www.cfsd.net/dept2/curricu/INTERACTIVE%20WRITING.pdf)
- Permendiknas. 2006. *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta: Badan Standar Nasional Pendidikan.
- Routman, Regie. 1994. In "Teacher Vision". Retrieved on November 7<sup>th</sup> 2012 from <http://www.teachervision.fen.com/reading-and-language-arts/skill-builder/48883.html?>
- The National Literacy Strategy. 2000. *Grammar for Writing*. London: Macmillan Press Ltd.
- Walton, Tom. 2011. "Shared, Creative, Collaborative Writing". Presented at IH Barcelona ELT Conference. Retrieved on December 8<sup>th</sup> 2012 from <http://blogs.ihes.com/tech-elt/?p=1254>.