

# TEACHING WRITING RECOUNT TEXT TO SENIOR HIGH SCHOOL STUDENTS BY USING “READING-WRITING CONNECTION STRATEGY”

Fenny Siswita<sup>1</sup>, Muhd. Al Hafizh<sup>2</sup>  
English Department  
FBS State University of Padang  
email: [Fenny.siswita@yahoo.com](mailto:Fenny.siswita@yahoo.com)

## Abstrak

Dalam mengajar bahasa Inggris ada empat skill yang harus dikuasai. Keempat skill itu adalah *listening, speaking, reading, and writing*. *Writing* merupakan keterampilan yang paling sulit. Sebab keterampilan ini melibatkan kemampuan atau penguasaan tata bahasa, kosakata, dan ejaan. Selain itu, juga diperlukan kemampuan cara berpikir, logika, penggunaan tanda baca, serta keterampilan meramu kata menjadi kalimat yang bermakna. Dalam proses belajar dan mengajar, siswa kesulitan dalam menulis sebuah teks *recount*. Kesulitan itu disebabkan karena siswa tidak memiliki ide untuk menulis sehingga kesulitan dalam menyusun kata dan rendahnya pemahaman siswa tentang penggunaan tata bahasa serta tanda baca dalam sebuah teks *recount*. Oleh karena itu, makalah ini akan membahas tentang sebuah strategi yang dapat membantu guru dalam mengajar tentang *recount text*. Sehingga siswa dapat lebih lancar dalam menulis sebuah *text recount*. Strategi tersebut dinamakan *Reading-Writing Connection Strategy*. Guru memberikan siswa sebuah contoh teks *recount* yang berupa cerita, kemudian membacanya. Setelah itu, guru dan siswa bersama-sama menganalisa segala hal yang berhubungan dengan tata cara penulisan teks tersebut. Seperti, *generic structure, social function, dan grammatical language* dalam teks *recount* tersebut. Dengan demikian, siswa bisa mengerti tentang bagaimana proses penulisan teks yang mereka baca dan menulis sebuah teks dengan tata cara penulisan yang sama dengan teks yang telah dibahas. Siswa diharapkan mampu menulis teks *recount* sendiri berdasarkan ide mereka sendiri. Oleh karena itu, strategi ini sangat mudah dilakukan dan mudah difahami oleh siswa. Karena dalam strategi ini dibahas tentang bagaimana cara menceritakan dan menuliskan sebuah pengalaman atau pun kisah masa lalu dengan menggunakan tata bahasa dan aturan-aturan yang benar sehingga menjadi sebuah teks yang disebut dengan teks *recount*. Strategi ini sangat mudah dilakukan dan sangat bagus untuk merangsang daya pikir siswa sehingga memunculkan ide-ide bagus untuk menulis sebuah *text recount* berdasarkan pengalaman mereka sendiri.

---

<sup>1</sup> Student of English Language Teaching Program of FBS UNP graduated on March 2014

<sup>2</sup> Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang

## **A. INTRODUCTION**

English is a foreign language in Indonesia and constituted as formal international language. So that English is obligated in Indonesian education in order to make the students are able to compete in international world. English subject has been introduced to the learners since elementary school. This subject consisted of four skills they are listening, speaking, reading and writing.

Writing is one of the language skills that must be mastered by students. The students are expected to be able to express their ideas, opinions, feelings and emotion well in writing a text. Writing combines process and product. The processes presented with gathering ideas and comprehend word into sentences or products of writing contain complexity process in writing.

Writing is a process of transfer the word that comes from our mind effectively, writing is considered as difficult subject. According to Kerry walk (2008:1) writing isn't a simple matter of expressing idea in grammatical correct sentences. Rather, writing is a form of critical thinking that must be adapted to different disciplines and genres. It is Important to think and imagine about what will we write before writing a text.

Writing is difficult because in writing they have to imagine about what they want to write. In writing text, foreign students always think about they should write a good sentence and they are afraid about false in grammar. It's difficult to think about what they want to write, because they don't have any idea to write.

Rass (2005:30) argues that writing skill is a difficult skill mastered by the students, because they must balance the multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and capitalization. Therefore writing is a hard work because the writer has to concern about the content, the organization, the purpose, the audience, the vocabulary and the mechanics.

Writing is not simply a matter of putting words together it is a recursive process, which is a process of revision and rewriting. Writing is not the only activities combine words. Writing is a process repeated, namely process of revising and rewriting. Teaching writing means that writing requires steps to find, plan and create a draft text.

Then, Nunan in Tessema (2005) says that creating a good piece of writing is considered an extremely difficult skill, even in one's own native language. Writing is language activity that needs much cognitive concentration. A writer has to arrange some ideas and transform them into their thinking carefully in writing codes on paper. There are some reasons of why writing is so difficult for students: First, it is difficult for students to know the appropriate grammar and vocabulary. Second, students should know how to arrange sentences in an organized order. In other words, students also have difficulties to develop their ideas into a good writing. So, students need the teacher's help in organizing their writing and the teacher should create the interesting way in teaching writing and make students study the subject easily.

Furthermore John in Karolina (2006) states that, Teacher's role is to help students to develop viable strategies for getting started (finding topics, generating

ideas and information, focusing and planning, structure and procedure), for drafting (encouraging multiple drafts of reading), for revising (adding, deleting, modifying, and rearranging ideas), and for editing (attending to vocabulary, sentence, structure, grammar and mechanics).

In brief, writing skill is an activity to produce a good writing, it is not only simply a matter of putting words together, but also it is a recursive and continues process. In order to produce a good writing, teacher should be wise to choose the topic, help the students to organize the ideas clearly. Consider about the mechanics, the organization, the content, the choice of words and the grammar.

Based on the explanation above, there are many problems faced by students in developing writing skill especially in writing recount text. Students think that writing is a boring activity. They cannot write a sentence into a good text, and the teachers do not understand their writing. The other factor is teacher's factor. The teacher does not give variation in teaching English especially in teaching writing recount. The teachers just teach writing recount text by using textbook and the exercises in that book. So, students do not understand about the subject and not interested in studying.

In order to develop students' ability in writing, teachers need a new technique in teaching recount text. There are some techniques that have been applied by some experts to improve students' ability in writing recount text. In this paper, the writer will discuss about "The use of *Reading-Writing connection strategy in teaching writing recount text.*"

Based on the problem discussed before, the writer limits the problem on the technique use by the teacher in teaching writing recount text for Senior High School. The using of Reading-Writing Connection in writing recount text is can make students easy to write in English.

Based on the limitation of the problem, the writer formulates the problem as follow "How does the English teacher use reading-writing connection strategy in teaching writing recount text to senior high school students?" This strategy can be used by the teacher in teaching writing recount text and can make the students easy to understand how to write a recount text.

The purposes of this paper are: first, to discuss how to teach writing by using the Reading-Writing Connection Strategy to Junior High School Students. Then, give contributions to the teachers in teaching writing. And last, makes students interest in writing because this strategy is easy to practice.

## **B. DISCUSSION**

Writing is one of the language skills that must be mastered by students. The students are expected to be able to express their ideas, opinions, feelings and emotion well in writing a text. Their writing should be understood by readers.

Writing can be defined in several ways. Writing combines process and product. The processes presented with gathering ideas and comprehend word into sentences or products of writing contain complexity process in writing. According to Scott (1990:69) writing is valuable in itself. It means that writing is crucial

thing in English subject, because writer must have special feeling when they start to write something which they want to say and other people can catch their idea.

While, Brown (1991:135) defines writing as process of transferring the word that comes from our mind effectively, we can work up to what we really want to say and write. So, writing refers to a process in which its activities are not produced immediately. The writer must think first about the topic, try to know the topic and find some information about the topic. Writing involves some efforts such as trying, selecting, adding, revising, and rearranging the words or the sentences that have been written. So that, in writing a text students must think first about what they want to write and they have to know the best words they wants to use in their writing to make they text interest and easy to understand. They have to make a draft first. Then, students have to choose the topic that they want and their interest of. Its help them to be a good writer.

In addition, writing is productive skill. The writer considers writing is to learn language that focuses on the process of learning language and developing command of the language. Nunan (2003: 35) argues that writing is both physical and mental act. Writing as physical act, it refers to communicate words or ideas to some medium. While as mental act, it refers to work of inventing ideas, thinking about how to express them, and organizing them into readable statement or paragraph. So that, writing is a complex skill that involves physic and mental work in produce words into language. It needs hands to write, and needs brain to think and concentrate to take out the ideas.

Based on the definitions above, it can be concluded that writing is a process, in which, by the process of writing the writer can compose the ideas, opinions, feeling, and thought into written words. Besides that, writing is the idea of the writer. The writer can send their message through what he/she wrote. Actually writing is a productive skill in regular English study that guide the students to be able to produce written information.

### **Teaching Writing at Senior High School**

Based on the explanation above, there are many problems faced by students in developing writing skill especially in writing recount text. Students think that writing is a boring activity. They have problems in developing ideas into good writing and they also have problem in grammar. They cannot write a sentence into a good order, and then teachers do not understand their writing. The other factor is teacher's factor. The teachers do not give variation in teaching English especially in teaching writing recount. The teachers just teach writing recount text by using textbook and do the exercises in that book. So, students do not understand about the subject and not interested in studying.

In the current curriculum School-Based Curriculum (SBC) – Kurikulum Tingkat Satuan Pendidikan (KTSP) stated that in teaching writing, students should be able to write all kinds of text. It means that an English teacher should find a good strategy to make the students be able in writing. And the strategy is hoped to solve students problems in writing like; lack of vocabulary, low motivation, lack of ideas etc.

According to Steve garaham (2008:2) there are seven recommendations for teaching writing. First, dedicate time to writing, with writing occurring across the curriculum, and involve students in various forms of writing over time. Second, increase students' knowledge about writing. Third, foster students' interest, enjoyment, and motivation to write. Then, help students become strategic writers. After that, teach basic writing skills to mastery. And also take advantage of technological writing tools. And last, use assessment to gauge student's progress and needs.

In order to teach writing more interestingly, teachers need variations in teaching writing and use new methods in teaching. If teachers use different way in teaching, students will be interested in studying. Teachers must also consider the characteristics of the students, which directly related to learning process. If the teacher knows the characteristic of their students, she/he can give the appropriate ways. In teaching and learning process of writing, teacher has important roles. John in Karolina (2006) states that, "Teacher's role is to help students to develop viable strategies for getting started (finding topics, generating ideas and information, focusing and planning, structure and procedure), for drafting (encouraging multiple drafts of reading), for revising (adding, deleting, modifying, and rearranging ideas), and for editing (attending to vocabulary, sentence, structure, grammar and mechanics)."

So, in writing class, a teacher should give a clear instruction to the students and help learners in order to make an effective writing. In teaching writing, the teacher should consider the effective strategy which is interesting and appropriate for the students in order to improve their writing ability. Inquiry training models strategy is one of the strategies to increase the student's ability in writing.

### **Recount Text**

There are some types of text that have to master by the students; descriptive, narrative, recount and procedure text. Each of text type has different purposes, organizational structure of the text types and the language feature that can be used in a text. The students should apply these in their writing text. But, in this paper writer only focus on Recount Text.

Recount text is one of text types that must be mastered by the learners in Senior High School. The recount text is taught firstly at the second grade. Thus, the students have to know what the purposes of the text, organizational structure of the text types and the language feature that can be used in the recount text.

Recount text consists of the *orientation, events, and re-orientation*. In orientation we will found the background information of the event. At the middle of the text, we can see some events that the writer wants to talked about. Then, in re-orientation it will describe the conclusion of the story and what the writer felt when it happened. The text is written by using past tense because it tells about the past events.

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.

There are some problems that makes writing recount text is difficult for students. This is caused by some factors from students itself and the way the teacher teach the students. First, they are less in master vocabularies. In fact, vocabulary in school is not has a special view. Teachers just give their students a text. Then they translate into Indonesia language at home.

In this case, most of the students are translates the text by using translators not using dictionary. They just type the text, and the translator will appear the meaning of the text. Second, they are afraid with the grammatical language. In student's mind if they want to write, they have to have a correct grammar in their text. In fact, grammar is difficult for the students.

Third, students have no idea to write. Occasionally, when come to the class, teacher asked their children about something. And then he/she ask the students to write it. It is difficult because students don't view the example first. As we know, for junior high school students writing is still a difficult skill. Another factor is the teachers' technique in teaching. Teachers always use a technique that not interest and make students have to focus on the lesson.

It's hard for the students to write a recount text because they don't have any idea to write, and they don't really understand about the way the recount text is written, then they less in mastering vocabulary to write, and last they don't know the rule to write a recount text. Especially, the social functions of recount text. So that, writer interested to use the *Reading-Writing Connection Strategy* in teaching recount text to make the students easy to understand about the text and easy to write.

In order to solve these problems, teachers should be creative to choose the effective technique to teach writing. In this paper, the writer focused on the strategy to improve junior high school students' writing ability in writing recount text. The strategy named "*Reading-Writing Connection Strategy*". To use this strategy teachers have to prepare some interest recount text.

The Reading-Writing Connection strategy help students in writing recount text. By teacher's help, from the example of the text that have been given, students are studied about the way the recount text is written. Students will understand about the purpose of the text, organizational structure of the text types and the language feature. Because, they know from study the example of the text.

### **Reading – Writing Connection Strategy**

Reading – Writing connection strategy is a strategy that connected between a story that the students read and the stories they write. Students make connections as they brainstorm ideas for writing and visualize stories they are writing. They also use these connections as they write pattern books and sequels based on books they have read.

According to Tompkins (2000:77), by making connections, students recall similar experiences and make connections to these experiences when they write. Students can imagine the situation when they read an example of the text. Then, they can write the same types of the text with different experience. So that, students can write their own text after they read an example of the text.

Then, Tompkins identified that by using reading-writing connections students make connections between stories they read and stories they write. Students make connections as they brainstorm ideas for writing and visualize stories they are writing. They also use these connections as they write pattern books and sequels based on books they have read.

In this strategy, first teacher must consider about they teach their students in a good place or a comfortable place and situation. This can help students comfortable to study and they can imagine their idea without any bother. Then, teachers give an example of recount text to the students. Then ask the students to read the text. When students are reading, for example, the organize ideas into the beginning, middle, and end, and they understand the roles of foreshadowing, plot development, setting, point of view, and theme. They expected stories to be structured in specific ways, and they use this organization when they retell stories or create new versions. To determine more about how students understand or comprehend about the text, teacher give some questions that related to the text.

By using reading-Writing Connection strategy, students must comprehend an example of a recount text that has been given by the teacher before. They read the text and answer some questions that will be given by the teacher. The questions must be related to all the rules in writing a recount text. For example, the question can be about when the story happened, where the story happen, who is the people in the story, etc.

From the students' answer, teacher can explain more about the way the recount text are written. It conclude of What is the purpose in writing recount text, what kinds of tense that use in writing recount text, and how to write the story with a good generic structure (orientation, events, and re-orientation).

### **Teacher's Preparation**

Teaching and learning process is the most important thing that should be done by the teacher because it establish how teaching and learning process can be success proper on the teaching purpose. Before starting teaching and learning process, the teacher should make some preparations. There are some preparations that should be prepared by the teacher such as topic, time management, and media.

For the lesson plan, the first thing that teacher should do is selecting a topic. Teacher should choose one or two topics that will be discussed with the students. It should be appropriate by students' level ability and the students' interest so that it can help the students understand the material and motivate them to write. In this paper, the teacher will discuss about "My Holiday".

The teacher also needs to consider about time management for one meeting. It takes 2 x 45 minutes for one meeting, so the teacher has to allocate the time. The teacher use 15 minutes for pre-teaching activity, 60 minutes for whilst-teaching activity, and 15 minutes for post-teaching activities.

Then, teacher should prepare media that she/he wants to use in teaching. It is also helpful and will be interesting for the students when they study by using reading- writing connection Strategy and using media. The media that should be prepared by the teacher in using this strategy is text.

## **Teaching Procedure**

In this stage, some activities should be done during teaching and learning process, it consists of pre-teaching, whilst-teaching, and post-teaching activity.

### *1. Pre-teaching activities*

In this phase, teacher begin the meeting (before learning) by greets the students to open the class and create a good teaching and learn environment. Then, Check the attendance list to know who are the absent on that day and to make the teacher more recognize his or her students. After that, ask or check students' memory about the last meeting. Then, introduce the students about the topic that will be discussed for today. For example, by asking the students about where they go on last vacation or asking the events that they can never forget in her life.

### *2. Whilst-teaching activities*

In this phase, teacher gives the students a recount text. Then, as soon as the students get the reading material, the teacher asks them to read and comprehend the text well from the beginning, middle, and end. After that, the teacher starts to discuss the topic by asking the students some questions that related to the text. And finally, teacher explain about the generic structure of the text.

By asking questions, teacher have been brainstormed the students to think about how to write a recount text. Because the questions asked about the content of text, that includes generic structure, social function of the text, and grammatical language that use in a recount text. Teacher has to give extra explanation about how to write a recount text by give an example with some answers from the questions.

So that teacher can introduce the topic to the students by asking some related questions. The questions must be related to the example of the text that has been give to the students. The next text is the example of the text that teacher give to the students.

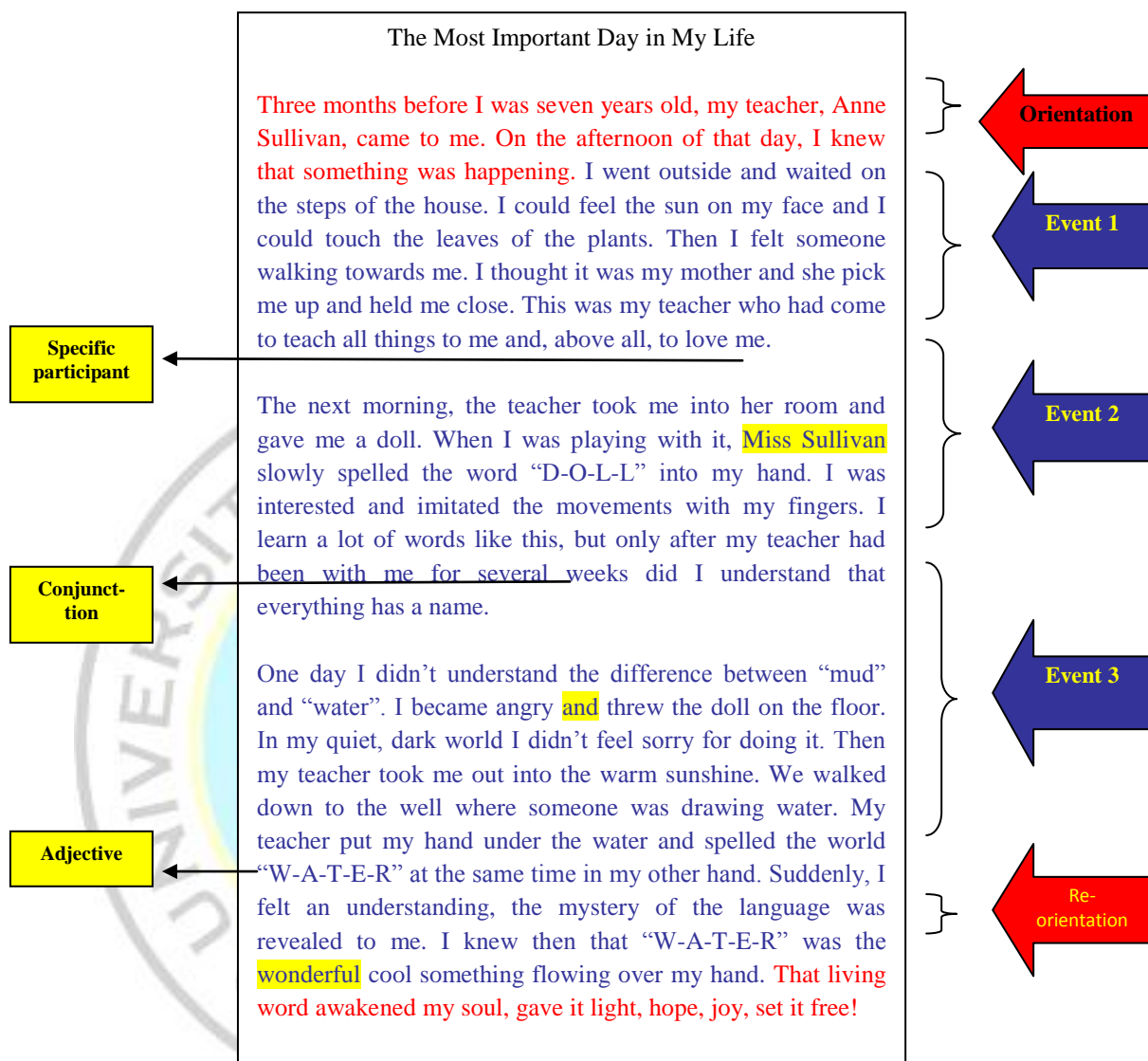
Teacher asked students to read the text and comprehend it. Then prepare some related question and ask to the students. For example: "when did the story happen?" this questions makes students think about the time that the story write is in the past. It is (three month before I was seven years old). And the time is use as an explanation in the orientation of the text.

Then, teachers ask the students about "what happen with the writer at that time?" this question makes the students wants to know the content of the story. At that time she went outside and waited on the steps of the house. She can feel the sun on my face and she could touch the leaves of the plants. Then, she feet someone's walking towards me. She thought it was her mother and she pick me up and held me close. That was her teacher who had come to teach all things to her and, above all, to love her.

The next question can be "who give her a doll?" this question refers to the specific participants in the story. The answer is Ms. Sullivan. By asking this question, students are easy to understand about how to retell they story by telling another people at their story.

Last, the question can be "what does she feel when water flowing over her hands?" this question is refers to last paragraph of recount text (re-orientation).





### 3. Post-teaching activities

- Some students read the story in front of the class
- Teacher give questions about the text and asked another students, one by one to write the answer in white board
- Students are given another story for evaluation and to see their comprehension about the story and the recount text itself.
- Finally, teacher concluded the lesson.

Example: “So students, recount text is the text to retell events for the purpose of informing or entertaining. In writing recount text we use simple past tense , it use the time in the past (ex: last week, last month, last year, several ears ago, in 1999, etc. then, the recount text focus on individual participants (ex: I, she, he, mother, Ms.Sullivan, Mr. Brown, etc).

At the last phase, teacher asked the students to write their experience about something that was happen in their own life. Finally, teacher closes the class.

### **Advantages by Using Reading-Writing Connection Strategy**

Base on the explanation above, there are advantages by using this reading-writing connection strategy in teaching writing recount text for Senior High School Students. By giving a text before asking the students to write their own text, students will think about what they read and they will imagine about how to write their own text by using the same structure. This strategy can practice the student to think and comprehend in reading. Last, this strategy is simple and doesn't need much money.

### **Conclusion**

Based on the discussion on the previous chapter, the writer conclude that writing is an activity process of putting some words as a result of some activities, such as ideas, feeling and thought that can be used to communicate to others. Beside that through writing we can entertain the people through our written like journal, diary, short story and so on.

Reading – Writing Connection Strategy is a good strategy to brainstorm students' idea to write and the simple strategy to make students understand in writing. There are many advantages of this strategy as a problem solving in teaching writing process, and it can be a new strategy for the teacher in teaching writing and it can give motivation to the students in teaching writing.

### **Suggestion**

Based on the conclusion above, the writer would like to give some suggestions. For the teacher, it is suggested that the teacher uses different kinds of strategy to teach writing. So that, the classroom will not be bored class and writing will be pleasure activity for the students. The teacher can use Reading – Writing Connection Strategy in teaching writing. For college students, they need to add their knowledge about strategy in teaching writing, so they can be good and creative teachers in the future.

## **BIBLIOGRAPHY**

Brown, Douglas. 1991. *Basic Writing Second Edition*. New Jersey: Upper saddle River.

Casweel Roger and Brendha Mahler. 2004. *Strategies for teaching Writing*. Alexandria: Association for Supervision and Curriculum Development.

Cogan. Phil. 2006. *Text Types*. <http://english.unitecnology.ac.nz/copyright.html> retrieved on September 10th 2006.

Derewianka, Beverly. 1995. *Exploring How Text Work*. Maryborough: Newtown NSW

Lenz,Keith. (2005). *An Introduction to Reading Comprehension*.\_Retrieved at

<http://www.specialconnections.ku.edu/egi-bin>. on January 27, 2013.

Lindy. 1998. *Teaching Writing in The Middle School*. New Jersey: Greenwood Publishing Group, Inc.

Linse, T.Caroline 2005. *Practical English Language Teaching Young Learners*. McGraw-Hill Companies.

Nunan, David. 2003. *Practical English Language Teaching*: Firs edition: New York: Grow Hill Press.

Rajan. B.R. Sunadara., Jacobs, G.M.et. al. 2002. *A Lower Secondary Guide English in Focus*. Singapore: Pearson Education Asia Pte-ltd

Rass, Rawaida Abu. 2005. *Integrating Reading and Writing for Effective Language Teaching*. Retrieved on November 20<sup>th</sup> 2013. English Teaching forum. Vol. 39 (1) : 1-3. <http://eca.stategov/forum/vols/vol39/no1/p30.htm>.

Suyanto, Kasihani K. E. 2008. *English for Young Learners*. Bumi Aksara: Jakarta. 2008

Scott, wendy and lisbeth HYTEBERG. 1990. *Teaching English to Children*. Australia: Addison Wesley Publishing.

Tompkins, E. Gail 2000. *Teaching Writing Balancing Process and Product*. Prentice-Hall, Inc. New Jersey.

Walk, Kerry. 2008. *Teaching With Writing*. [Http://www.princeton.edu/writing/university/resources/TWW.pdf](http://www.princeton.edu/writing/university/resources/TWW.pdf)