

**TEACHING WRITING A RECOUNT TEXT THROUGH GROUP
EDITING TECHNIQUE TO JUNIOR HIGH SCHOOL STUDENTS**

PAPER

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Obtain the Strata One (S.1) Degree*



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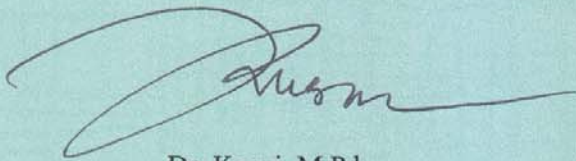
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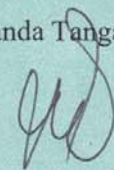
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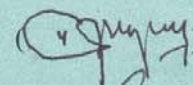
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ABSTRAK

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Writing adalah suatu skill dalam bahasa Inggris yang bertujuan untuk mengungkapkan ide penulis melalui sebuah teks. Kendala yang sering ditemui pada kemampuan menulis adalah siswa tidak bisa mengungkapkan idenya itu melalui tulisan bahasa Inggris. Ini disebabkan karena tidak adanya kelompok kecil untuk berdiskusi, ketidaksesuaian strategi menulis dengan ide yang akan ditulis, serta disebabkan oleh teknik mengajar guru yang kurang tepat dan tidak bervariasi, sehingga siswa menjadi bosan dan tidak tertarik untuk menulis. Dalam makalah ini penulis mencoba untuk menguraikan teknik untuk mengajarkan *writing* khususnya dalam menulis sebuah *recount text* yaitu dengan teknik *group editing*. Pada teknik ini siswa kelas VIII SMP diminta menulis secara berkelompok setelah guru memberikan topik yang menarik untuk siswa, setelah selesai siswa disuruh menukarkan tulisannya dengan kelompok lain, setelah itu siswa diminta untuk mengedit dan memperbaiki tulisan temannya itu. Teknik ini diharapkan dapat bermanfaat bagi para guru dan siswa bahasa Inggris, sehingga bisa menerapkannya dan dapat juga memperkaya teknik pengajaran menulis.

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The Writer

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	i
ABSTRAK	iii
TABLE OF CONTENTS.....	iv
LIST OF APPENDICES	vi
CHAPTER I INTROUCTION	
A. Background of the Problem	1
B. Identification of the Problem	2
C. Limitation of the Problem	4
D. Formulation of the Problem	4
E. The Purpose of the Paper	4
CHAPTER II REVIEW OF THE RELATED LITERATURE	
A. The Nature of Writing.....	5
B. The Nature of Recount Text.....	7
C. Teaching Writing Recount Text in Junior High School Students.....	11
D. The Nature of Editing in Writing a Recount Text.....	15
E. Group Editing Technique.....	18
F. Advantages of Group Editing Technique.....	22
G. Disadvantages of Group Editing Technique	23
CHAPTER III DISCUSSION	
A. How to Teach Writing a Recount Text through Group Editing Technique	24
B. Preparation	24
C. Teaching Procedures	25

1. Pre-Teaching Activity	25
2. Whilst-Teaching	26
3. Post-Teaching.....	29

CHAPTER IV CONCLUSION

A. Conclusions	31
B. Suggestions	32

BIBLIOGRAPHY

APPENDICES

LIST OF APPENDICES

Appendix 1	Lesson Plan	35
Appendix 2	Pictures.....	38
Appendix 3	Example of Recount Text from internet.....	39
Appendix 4	Example of recount text from one group	40
Appendix 5	Example of recount text that the word in underline has edited from One group.....	41

CHAPTER I

INTRODUCTION

A. Background of the Problem

English as an international language should be learned in almost every country in the world. It plays an important role in communication in all over the world. English holds the important role in all aspects of life such as economic, politic, social, technology and so forth. English skills should to increase in order to survive to the work competition wh`ich needed the accuracy and fluency in English very much. English has become a compulsory school subject in Indonesia from junior high school up to university.

In teaching English as a foreign language, the teacher should to introduce the four language skills. Writing is one of the language skills. Writing is an important subject beside listening, reading, and speaking. By mastering the skill of writing, people will be able to demonstrate their ideas, thoughts, and feelings to communicate with other people trough media of paper. At junior high school in Indonesia, the writing skill becomes one of the skills that are tested in “Ujian Akhir Nasional”.

Furthermore, writing is still complicated and difficult subject for junior high school students. In writing, there are several rules that have to be mastered by students, such as they have to consider the choice of words, spelling, grammar, and also punctuation. The phenomenon that happens nowadays is that students cannot produce a good text. They have low ability in writing a text. First, the students might have limited idea in writing. They have difficulties to express their

thought in a written form, especially in choosing the topic and developing their ideas. Second, the students might think that writing is not an interesting activity. They viewed that writing may not make the students active in learning. The last problem is the students thought that English writing is very difficult, because the students lack of vocabulary and lack of correct grammatical.

There are several genres of the text in teaching writing at junior high school. Recount text is one type of the genres. Based on the curriculum KTSP 2006 recount text is used to tell activities or events of sequence that happened in the past. According to Derewianka 1990 recount has three generic structures; orientation, events, and reorientation. Recount text uses simple past tense as grammatical feature. The purpose of the recount text is to informing or entertaining their audience. In writing a recount text, the students must express their story or their experience with good chronological events.

B. Identification of the problem

Based on the background above, most students have problems in writing recount text. Students have low motivation and interest in writing. Lack of vocabularies also makes the students lazy to begin their writing. Then, many students do not have background knowledge about the topic of the recount text. They do not have ideas to be written. Although the teacher had taught the characteristic of recount text such as the generic structure (orientation, events, and reorientation), and the language feature of the recount text, the students still do not clear. This reason has been related to the increasing of students' interesting in reading recount text such as story, novel, biography, histories and autobiography.

Other problems also come from the teacher. The teacher does not give feedback to the students' text. For some teachers, the feedback they give to the students is not clear enough. They do not explain the mistakes that students made. For some teachers, they only give marks on the students' writing. However, some teachers who give correction on students' writing sometimes it is not appropriate, teacher only gives note in students' writing that the students need to check their grammar and how to correct it.

In addition, sometimes the teacher only gives a theory about the criteria of a good text without giving them a space to practice it frequently. Furthermore, once they ask to produce a text, teacher gives them a pressure to make a good text in the first assignment. In this case, teachers force them too much. In addition, teachers are supposed to give students to practice their writing a lot.

Because of the problems above, it is important for teacher to handle those problems in order to teach students in writing, especially in writing recount text. The teachers are expected to be more creative in facilitating their students with interesting materials and variation in teaching. Actually, teachers can use many techniques in teaching writing recount text, for instance semantic mapping technique, brainstorming technique, group editing technique and jigsaw technique.

The writer suggest the group editing technique to make teaching and learning writing a recount text for junior high school students becomes an interesting activity in the classroom, so students can understand and produce the recount text well. Group editing is activity in correcting parts of writing that can

be done in group. This technique is done in the proofreading process after the revising. There are some parts in this technique, such as correcting the sentence completeness, phrase and word choice, punctuation, and spelling paragraph. This technique is important to students to have ability to edit their own work.

C. Limitation of the Problem

In this paper, the writer discusses about the effectiveness of group editing process for junior high school at class VIII with involved developing their English trough understanding the use of punctuation, arranging word into sentence, designing a short paragraph, and spelling.

D. Formulation of the Problem

The problem of this paper is formulated as follows “How does a teacher teach a recount text to Junior High School students by using group editing technique?”

E. Purpose of Writing the Paper

The purpose of this paper is to give contribution to readers or teachers to use this technique because it is considered important and interesting it use in the class. The writer hopes by using the technique of group editing process, the ability of student’s writing skill can be developed.