

**THE EFFECT OF REFORMULATION TECHNIQUE TO IMPROVE
STUDENTS' ABILITY IN WRITING A RECOUNT TEXT
(An Experimental Study at SMP N 3 Batang Anai)**

A Thesis

*Submitted as a Partial Fulfillment of the Requirements to Obtain the Strata One
(S1) Degree*



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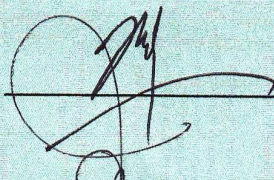
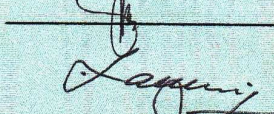


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ABSTRAK

Utami, Henny Septia. 2012. "The Effect of Reformulation Technique to Improve Students' Ability in Writing a Recount Text (An Experimental Study at SMP N 3 Batang Anai)". *Skripsi*. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang

Siswa SMP, pada umumnya, mengalami kesulitan dalam menulis (*writing*) terutama dalam menulis teks *recount* (*recount text*). Tujuan dari penelitian ini adalah untuk melihat sejauh mana pengaruh penggunaan teknik Reformulasi (*Reformulation technique*) terhadap kemampuan siswa SMP N 3 Batang Anai dalam menuliskan sebuah teks berbentuk *recount* (*recount text*). Penelitian ini termasuk dalam penelitian eksperimen dengan rancangan penelitian *randomized pretest and posttest group design* di mana kemampuan siswa dalam menulis teks berbentuk *recount* sebagai variabel terikat dan *Reformulation technique* sebagai variabel bebas. Sampel dipilih dengan menggunakan teknik *cluster random sampling*, sehingga didapatkan satu kelas kontrol dan satu kelas eksperimen. Kelas eksperimen diajar dengan menggunakan teknik Reformulasi, sementara kelas kontrol diberikan perlakuan seperti biasa. Penelitian dilakukan selama sekitar satu setengah bulan, dengan rincian satu kali tes awal (*pretest*), delapan kali perlakuan (*treatment*), dan diakhiri dengan satu kali tes akhir (*posttest*). Hasil penelitian menunjukkan terdapat perbedaan kemampuan menulis yang signifikan antara kedua kelas, kelas kontrol dan kelas eksperimen, setelah diberikan perlakuan. Hal ini bisa dilihat dari hasil tes mengarang sebuah teks *recount* berbentuk paragraf yang diberikan kepada kedua kelas itu pada awal dan akhir penelitian. Oleh karena itu, dapat disimpulkan bahwa teknik Reformulasi dapat meningkatkan kemampuan siswa SMP N 3 Batang Anai dalam menulis teks berbentuk *recount* (*recount text*).

Kata kunci: *Reformulation Technique*, kemampuan menulis, *recount text*

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

The techniques of teaching English in Indonesia have changed during the years following the change of the curriculum. Teaching English in Indonesia today is based on the 2006 curriculum, which is called the school-based curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. According to this curriculum, the purpose of teaching English is to develop students' ability in the four basic skills (listening, speaking, reading and writing) in order to make the students able to communicate well both in the oral and written form.

The four English basic skills are generally divided into two categories: receptive skills and productive skills. Harmer (1998:199) states that receptive skills are the ways in which people extract meaning from the discourse they see or hear. From this statement, it can be concluded that listening and reading are considered as receptive skills, while speaking and writing belong to productive skills.

Productive skills are more difficult to learn than receptive skills since only receiving something is much easier than producing something. To master the productive skills, someone not only should have the ability to construct good sentences, but also to express and arrange ideas. The speaker or writer should make sure that listener or reader understands the meaning he/she wants to convey.

Writing as the productive skill is considered more difficult than another productive skill. Knapp and Watkins (2005:15) state that although speaking and writing are both form of communication that use language as the medium, they are actually slightly different. Speaking is first and foremost a time-based medium. Speaking is interaction between people, in time, where they can exchange information and be able to ask for clarification. Writing, on the other hand, is a language in spatial medium. Writing takes language out of the constraints and immediacy of time and arranges it hierarchically.

Because writing is a difficult skill, writing should be taught at junior high school. Writing is important for the students and their language development since communication is not only about receiving information, but also expressing thought, idea and feeling. According to curriculum, junior high school students not only have to understand a text, but also able to create the text.

Unfortunately, it seems that teaching English at Junior High School today neglects the urgency of teaching writing. In teaching the genre of the texts, most of the teachers only focus on making the students able to comprehend the texts and answer several questions related to the texts. Consequently, writing skill of junior high school students is still poor and far from what the curriculum expects. The students do not able to produce a good composition, even only a good sentence. Their writing contains many content, rhetorical and grammatical problems. This phenomenon also happens in SMP N 3 Batang Anai. When the students are given a writing task to write a simple recount text about their experience in last holiday, most of them cannot produce a good writing. It seems

that they have many ideas to express but do not know how to express it in English.

Most of the students have difficulties in arranging ideas, using appropriate grammar, writing down the correct spelling and punctuation, and choosing proper vocabulary. These difficulties make their writings have content, rhetorical and grammatical problems. Sometimes, they translate the Indonesian words into English which make their writing ridiculous to read and incommunicative. For example, one of the students writes “Last day I with friend I go to Bukittinggi”. This sentence contains many errors. “Last day” is supposed to be yesterday. “I with friend I” is supposed to be I and my friend, more accurately in English, My friend and I. The sentence is supposed to be in the simple past tense, not in the simple present tense because the adverb of time is yesterday, showing past time. In short, this sentence actually should be “Yesterday, My friend and I went to Bukittinggi.” or “My friend and I went to Bukittinggi yesterday”. The students seemed only translate Indonesian Language words order into English. In fact, the grammar of Indonesian Language and English are completely different. It makes the student’s writing be incommunicative. The choice of vocabulary used by the students was also not appropriate. In addition, in writing their composition, the students do not use adequate transition to connect and organize their ideas. A native speaker of English will not be able to understand the meaning that the students want to convey in their composition.

Responding to the problems above, the teacher has done some efforts. One of the teacher's efforts was trying to correct the students' composition by using the red pen syndrome technique in JCOT teaching stage. The teacher collected the students' composition, marked the mistakes in students' composition with red pen, corrected it, and gave it back to the students. However, it did not make any change. Students only got the correction without knowing why it was wrong and why it was supposed to be like the teacher's correction. So, they neglected the correction. When students were asked to write in the same topic again, they still made some mistakes related to wording, punctuation, and use of proper vocabulary in expressing their ideas. Moreover, they also cannot put correct transition words to connect their ideas.

Actually, the correction of mistakes in students' compositions as feedback can help much because feedback technique is a central element in writing pedagogy. However, only telling the mistakes and giving the correction is not enough. The correction should be done communicatively. It means that teacher do not only tell which one is right and which one is wrong, but also give some rationales. The teacher and students may have discussion about the mistakes to make the students understand more. So, it can be a real long-term learning because the students can understand completely how to communicate their own ideas in English well. One of the techniques providing the criteria above is Reformulation Technique.

Based on the background of the problem above, it is important to conduct a research under the title "**The Effect of Reformulation Technique to Improve**

Students' Ability in Writing a Recount Text (An Experimental Study at SMP N 3 Batang Anai)''. Reformulation technique provides a way in which teachers can react to a mistake directly. The mistake can be in using appropriate grammar, vocabulary, punctuation, spelling, transition words, etc. By using this technique, the rules needed in composing a recount text can be introduced integratedly. Reformulation is more than simply correction. When doing reformulation, teacher does not only correct students' writing in the level of individual words and sentences, but also in terms of the organization of the text as a whole. Moreover, this technique also allow the teacher to explain reason for the correction and discuss it with the students. This technique is believed can help the teacher increasing students' ability in writing. Furthermore, it allows the student to real, long-term learning. Through this study, the researcher wants to investigate whether Reformulation Technique contributes much to students' writing skill on recount text or not.

1.2 Identification of the Problem

Based on the background of the problem above, there were some problems which could be identified. The first problem was whether the Reformulation technique gave better effect on junior high school students' ability in writing a recount text or not. This technique's characteristics were believed could improve the writing ability. However, this technique might give no effect to junior high school students' writing because of some reasons, for example, the

students' characteristics which were not appropriate for the implementation of the technique.

The second problem was in which writing aspects this technique worked best. There were some writing aspects which should be mastered. They were content, grammar, generic structure, vocabulary, punctuation, and spelling. The reformulation technique might give effect to all the five aspects or only to some aspects.

The last problem was could this technique be used to teach the other language skill: speaking, reading, and listening. If this technique was believed to give a good effect on students' writing ability, this technique might give a good effect to students' ability on the other skills too. This technique might be adapted to teach the other skills.

So, this research focused on the first problem identified above: whether the Reformulation technique gave better effect on junior high school students' ability in writing a recount text or not. Reformulation technique would be used as a technique to teach writing and to provide adequate feedback and error correction. Finally, it could be known whether this technique gave better effect or not.

1.3 Limitation of the Problem

Based on the identification of the problem above, this research focused on whether the Reformulation Technique gives effect to students' ability in writing a recount text at SMPN 3 Batang Anai or not. This technique was chosen

because it could provide adequate feedback and error correction to the students' composition.

1.4 Formulation of the Problem

The problem was formulated into the following question:

“Do students who are taught by reformulation technique in JCOT stage have better achievement in writing a recount text?”

1.5 Hypotheses

The hypotheses based on the theories were stated as following:

H₁: Students who are taught by reformulation technique in JCOT stage have better achievement in writing a recount text.

H₀: Students who are taught by reformulation technique in JCOT stage have no better achievement in writing a recount text.

1.6 Purpose of the Research

The purpose of the research was to find out whether students who were taught by reformulation technique in JCOT stage have better achievement in writing a recount text.

1.7 Significance of the Research

This research might give positive contribution to education and academic purposes, theoretically and practically. Theoretically, it would show whether the

reformulation technique can improve the students' ability in writing a recount text or not. If this technique could give good effect, it means that it was parallel with the theories of reformulation technique proposed by some experts. In addition, it also means that this technique can be useful practically to English teachers, students, and researcher. The research could be useful for the teachers to get the better way in teaching writing. The students can improve their writing skill, especially in writing recount text. Finally, the result of the research can be useful for the researcher to improve knowledge about teaching writing.

1.8 Definition of the Key Terms

1. Reformulation Technique : A technique in which the teacher takes the meanings the learners are attempting to express in English and reformulates it into acceptable form of English.
2. Writing ability : The ability of the students of SMP N 3 Batang Anai to express feeling, thought and some ideas into written form with good language.
3. Recount text : A text whose function is to retell events or experiences in the past for informing or entertaining.

discussion. However, if the research was done to different students for different levels and characteristics, the result might not be same. In addition, the students' motivation and interest also gave many contributions in this research. If the students were not high motivated and did not show their interests in the learning process, the result of this research might be totally different because motivation and interest were the core principle in the success of reformulation technique.

Unfortunately, the pretest and post test were only given once to the students due to the limited time of the research. It risked to the unreliability of the data taken from the two groups. When the test was being held, the students might not in a good condition. They might have took an exam on another subject before the English class, which could make them do not really focus on the writing test given. They also might have sport class before the English class, which made they so tired that they could not make their best on the writing test given. Ideally, a test should be given at least twice to make it more reliable.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The data collected has been tested statistically by the calculation of t-test. The result of the calculation indicates that t_{observed} is higher than t_{table} . Referring to this result, the research hypothesis is accepted. It means that Reformulation technique gives significant effect on students' recount text writing. Therefore, it can be concluded that students who are taught by Reformulation technique have better achievement in writing a recount text.

5.2 Suggestions

Related to the findings of the research, it is suggested to English teacher to use reformulation technique in teaching writing in general, and teaching writing a recount text in specific. Reformulation technique is considered can increase students' ability in writing a recount text. It is proved statistically in this research. Moreover, this technique is also good to be implemented in teaching grammar rules, as proved by the students' raw score. So, this technique is highly recommended to the English teacher.

In addition, it is hoped that the future research can analyze the effect of this reformulation technique to other kinds of text types, even the other English skills with different samples and places. Since this technique gives significant effect to students' writing ability, this technique may also give good effect to the other English skills ability. However, this opinion still should be proved by conducting further research. A further research about the effect of this technique in improving students grammar mastering is also needed to support current

research. In addition, it is suggested to the future experimental research to give the test more than once to make sure the reliability of the data.

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