

# WRITTEN CUED RETELL STRATEGY CAN IMPROVE STUDENTS' WRITING SKILL AT THE EIGHTH GRADE STUDENTS OF SMPN 7 SURAKARTA

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## ABSTRACT

This research concerned on improving students' writing skill using Written Cued Retell Strategy. The objectives of this research are as follows: 1) to know that Written Cued Retell Strategy can improve students' writing skill at the eighth grade students of SMPN 7 Surakarta especially class 8G in academic year 2017/2018, and 2) to know how the implementation of Written Cued Retell Strategy at the eighth grade students of SMPN 7 Surakarta especially class 8G in academic year 2017/2018 is. In this research, the researcher used qualitative and quantitative methods. The qualitative method consisted of observation, interview, and documentation. While the quantitative method was calculating the mean score of pre test, post test 1 and 2, and t-test. The result of this research showed that Written Cued Retell Strategy could improve students' writing skill in recount text at the eighth grade students of SMP N 7 Surakarta especially class 8G. The improvement could be seen from the result of the tests. The mean score of pre test was 54, post test 1 was 71,50, and post test 2 was 85,50. Based on the result of the analysis using t-test, the t-table in significance 5%=2.042 and significance 1%=2.750. It could be concluded that  $t_0 > t_t$  in significance 5% and 1% ( $2.042 < 6.07 > 2.750$ ). It meant that there was significant improvement in students' writing skill using Written Cued Retell Strategy in pre test and post tests.

**Keywords:** Classroom Action Research, Students' Writing Skill, Written Cued Retell Strategy.

## ABSTRAK

Penelitian ini berkaitan dengan peningkatan keterampilan menulis siswa menggunakan Strategi Menceritakan Kembali Cued yang Ditulis. Tujuan dari penelitian ini adalah sebagai berikut: 1) untuk mengetahui bahwa Strategi Retell Cued Retell dapat meningkatkan keterampilan menulis siswa pada siswa kelas delapan SMPN 7 Surakarta khususnya kelas 8G pada tahun akademik 2017/2018, dan 2) untuk mengetahui bagaimana Implementasi Strategi Menceritakan Kembali Cued Tertulis pada siswa kelas delapan SMPN 7 Surakarta khususnya kelas 8G pada tahun akademik 2017/2018 adalah. Dalam penelitian ini, peneliti menggunakan metode kualitatif dan kuantitatif. Metode kualitatif terdiri dari observasi, wawancara, dan dokumentasi. Sedangkan metode kuantitatif menghitung skor rata-rata pre test, post test 1 dan 2, dan t-test. Hasil penelitian ini menunjukkan bahwa Strategi Menulis Kembali Cued dapat meningkatkan keterampilan menulis siswa dalam teks recount pada siswa kelas delapan SMP N 7 Surakarta khususnya kelas 8G. Peningkatan itu bisa dilihat dari hasil tes. Nilai rata-rata pre tes adalah 54, post test 1 adalah 71,50, dan post test 2 adalah 85,50. Berdasarkan hasil analisis menggunakan uji-t, t-tabel signifikansi 5% = 2,042 dan signifikansi 1% = 2,750. Dapat disimpulkan bahwa  $t_0 > t_t$  signifikansi 5% dan 1% ( $2,042 < 6,07 > 2,750$ ). Ini berarti bahwa ada peningkatan yang signifikan dalam keterampilan menulis siswa menggunakan Strategi Menceritakan Kembali Cued Tertulis dalam tes awal dan post tes.

Kata kunci: Penelitian Tindakan Kelas, Keterampilan Menulis Siswa, Cued Tertulis Menceritakan kembali strategi.

## INTRODUCTION

English is not only as universal language, but it is also as a key to communicate in oral and written form to understand and share ideas, feeling, science, art, technology and culture. As stated in 2006 Curriculum, the purpose of English as a subject in junior high school covers the ability to produce speech or written texts which are contained in four skills, namely: Listening, Speaking, Reading, and Writing.

Writing itself is one of skills that second language (L2) learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and sociocultural competencies. According to Richards and Renandya (2002:309), written language is complex at the level of the clause. Writing consists of many constituent parts: Content, Organization, Originality, Style, Fluency, Accuracy, or Using Appropriate Rhetorical Forms of Discourse. In relation to writing, Wallace (2004:15), writing is the final product after they learn several stages of writing separately before. Those stages are note-taking, identifying a central idea, outlining, drafting, and editing.

When the researcher conducted an observation in SMPN 7 Surakarta, there were some problems in learning process of writing such as: 1) the students felt difficulties to start writing, because they were confused how to express their ideas in writing, 2) the students were low in vocabularies, 3) the students were less in grammar of writing, 4) the students did not understand about mechanics of writing yet, 5) the teaching and learning process only depended on the strength of their memory. Their mean score was 65 for English, meanwhile the KKM (*Kriteria Ketuntasan Minimum*) for English is 75. They thought that the KKM was too high for them especially in class 8G. Writing seemed so complicated with its subskills, but it could be learned with a fun strategy and one of the best teaching strategy to solve the problems

above was by using Written Cued Retell Strategy.

According to Margaret Bouchard (2005:102), Cued Retell is an excellent strategy for English Language Learners, because it enables them to monitor their comprehension of text while learning to orally communicate the content to another person. In the learning process of writing skill, Written Cued Retell could facilitate the teacher to monitor the process of the students' writing activities.

So that, the researcher wanted to peel up about how far the implementation of Written Cued Retell Strategy to improve students' writing skill in recount text at the eighth grade students of SMPN 7 Surakarta especially class 8G in academic year 2017/2018.

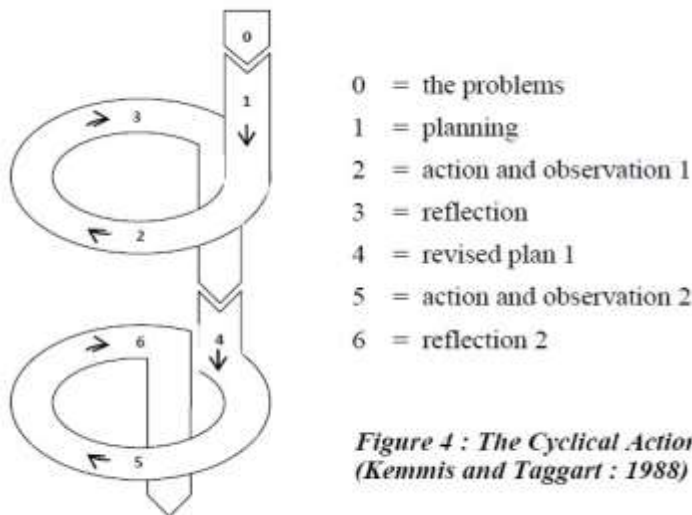
## METHOD

The researcher used

Classroom Action Research in this research. According to Stephen Kemmis (in David Hopkins, 2008:48) Action Research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationally and justice of (a) their own social or educational practices, (b) their understanding of these practice, and (c) the situations in which practices are carried out. Classroom Action Research was reflective process which helps the teacher to explore and examine aspects of teaching and learning process and to take action to change and improve. As stated by Penny (1996:328), Action Research is meant primarily to improve the teacher-researcher's own teaching. It based on a cycle of investigation, action, and re-investigation.

According to Kemmis and McTaggart (in Burns, 2010:07), the Action Research was conducted through the process below:

**Figure 3.1. The cycle of action research.**



*Figure 4 : The Cyclical Action Res (Kemmis and Taggart : 1988)*

$$M = \frac{\sum x}{N}$$

This research was conducted from August 2017 until September 2017 in academic year 2017/2018. The subject of this research was students of class 8G in SMP N 7 Surakarta. The research data collection were qualitative and quantitative data. According to Miles and Huberman (in Sugiono, 2012: 246-253) stated that activities in qualitative analysis data is done interactively and continuously until the data is complete. The detail steps were: data collection, data reduction, data display, and conclusion drawing or verification. The qualitative data were obtained by interviewing the English teacher, namely: Mr. Maryadi, and the students by (Dinda Putri, Putri Zahroni, and Alfareza), doing observations during the teaching and learning process, and by holding discussions with the English teacher as the collaborator.

The quantitative data were in the form of scores that would be collected from the pre test and post test 1 and 2. The researcher used statistical technique to know the influence of the students' writing skill in recount text from the pre test and the post tests. The students' scores would be calculated in order to find out the mean score. The formula to know the significant differences between pre test and post test 1 and 2 was t-test. The formula to find the mean score was followed:

Explanation:

M = Mean

$\sum x$  = The total score of the learners' writing test

N = Total number of the learners (Subject) The formula to find the t-test was followed:

$$t_0 = \frac{\left(\frac{\sum D}{N}\right)}{\frac{SD}{\sqrt{N-1}}}$$

Explanation:

$t_0$  = T-test for the differences of pre test and post test

D = Difference between pre test and post test

N = Number of observation in sample

SD = Standard Deviation for one sample t-test

(Ary, Jacobs, Razaviech and Soensen (2010:108-109)

The collected data that was needed in this research such as: interview,

observation, and documentation. The all data were analyzed to make a conclusion.

## **RESEARCH FINDINGS**

This chapter showed the result from the implementation of Written Cued Retell as a learning strategy at class 8G of SMPN 7

Surakarta. This chapter described the strategy to improve the students' writing skill especially in recount text. It concerned on students' ability to recall content information that was read based on the text, either in oral or written format.

Before the action of teaching learning process, the researcher prepared the lesson plans, learning materials, and students' worksheet for implementing Written Cued Retell Strategy. The researcher also prepared post test 1 and 2 after conducting pre test to measure the students' writing skill. Pre test was conducted before the implementation of the action. While post test 1 and 2 were conducted after doing the action in every cycle. The tests were conducted for 70 minutes. The tests' scoring based on scoring rubric from Anderson (2003:92) which are including: idea and development (content), organization, vocabulary, sentence structure (grammar), spelling, capitalization and punctuation (mechanic).

From the result of the observation, interview, and pre test showed that there were some problems dealing with how to express the students' ideas in their writing. It was because some problems such as: the lack of vocabulary, the problem in their grammar, spelling, and punctuation. The researcher conducted 2 cycles to fix the problems above.

The result of the observation in the class including the situations, the actions, and the results during the implementation of the strategy were explained as follows: In the first meeting on cycle 1, the students enjoyed when they worked together with their partner by using Written Cued Retell Strategy, although the students still needed more time to express their ideas. In second meeting, the students felt easier to share their idea in their writing by using Written Cued Retell Strategy, although there were still some errors in their writings. In the first meeting of cycle

2, the students were more passionate and cooperative. The students could write with better organization and grammar. Their vocabularies were also improved than before. In second meeting, the students were enthusiastic and enjoyed with the lesson than before.

So it could be concluded that cycle 2 was better than cycle 1. It could be seen from the mean score of pre test was 54, the mean score of post test 1 which improve from 71.50 became 85.50 in post test 2. Based on the result of the implementation of the strategy, it showed that there were positive improvements in students' writing skill in recount text and students' motivation to learn writing.

## **DISCUSSIONS**

Based on the result of this research, it showed that there were positive improvements in students' writing skill in recount text and students' motivation in learning writing using Written Cued Retell Strategy.

The use of Written Cued Retell Strategy helped the students to generate and organize their work easier. Written Cued Retell Strategy was fun strategy, because it was appropriate with the characteristic of the students at the eighth grade students of Junior High School. In cycle 1, the students could learn writing through different way by using Written Cued Retell Strategy. The students' motivation was improved during the learning process. The students felt more easy to express their idea in recount text by using Written Cued Retell Strategy. Moreover, there were some improvements in cycle 2. The class

condition was better than in cycle 1.

The students looked more enthusiastic and passionate in teaching and learning writing. The students enjoyed work in pair. The students could generate their idea in writing especially in recount text using Written Cued Retell Strategy.

Based on the previous explanation, it could be implied that Written Cued Retell Strategy could be developed in learning process. It was also recognized as an effective

strategy to improve the students' writing skill in recount text. By using Written Cued Retell Strategy, the achievement after the action was also supported by the mean score of the tests.

The details score could be seen from the following table below:

Table 1.1 The Improvement of the Students' Score.

Kind of Tests	Content	Organize	Vocab	Grammar	Mechanic	Total	Mean
Pre Test	445	370	280	248	385	1728	<b>54</b>
Post Test 1	540	468	320	320	640	2288	<b>71,50</b>
Post Test 2	640	503	495	458	640	2736	<b>85,50</b>

(\*Note) : **Mean Score** =  $\frac{\text{Score Total}}{\text{Students Total}}$

Based on the result of the analysis using t-test, the result pre test and post test 1 was 5.37, and the result of pre test and post test 1 was compared with  $db = (n-1) = (32-1) = 31$ .

The t-table in significance 5 % = 2.042 and significance 1 % =

2.750. It could be concluded that  $t_0 > t_t$

in significance 5 % and 1 % (2.042 < 6.07 > 2.750). It meant that there was significant improvement from students' writing skill in pre test and post test 1. Based on the result of the analysis using t-test, the result of post test 1 and post test 2 was 5.51, and the result of post test 1 and post test 2 was compared with  $db = (n-1) = (32-1) = 31$ . The t-table in significance 5 % = 2.042 and significance 1 % = 2.750. It could be concluded that  $t_0 > t_t$  in significance 5

% and 1 % (2.042 < 6.07 > 2.750). It meant that there was significant improvement from the students' writing skill using Written Cued Retell Strategy in post test 2.

## CONCLUSIONS

Based on the discussions above, the conclusions are as follows: Written Cued Retell Strategy could improve the students' writing skill in recount text at the eighth grade students of SMPN 7 Surakarta especially class 8G in academic year 2017/2018. It could be seen from the improvement of the mean score of the test. The mean score of pre test was 54, post test 1 was 71,50 and post test 2 was 85,50. The use of Written Cued Retell Strategy could

improve the students' motivation in teaching and learning process. It could be seen from the result of questionnaire which showed that 72,5 % the students enjoyed it.

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