

Improving the Ideas Organization in Writing the Recount Text of Junior High School Students Through a Whole Language Approach

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ABSTRACT

Language is used as a medium of communication in society. In communicating there are four language skills in the form of listening, speaking, reading, and writing. Language skills are grouped into two, namely assertive skills (listening and reading) and productive skills (speaking and writing). As a productive skill, writing combines the three language skills outlined in the form of writing. Writing skills need to be developed early. Adolescence (14 – 15 years old) is the right time to develop language skills. Writing skills can be developed by starting your own writing experience. Writing experience is included in writing recount text. Ideas are fundamental in writing. The organization of the content of ideas is important because there are ideas that must be developed in it. To develop the organization of the content of students' ideas at junior high school grade eighth SMP Negeri 4 Abiansemal, a whole language approach was applied. The whole language approach includes teaching the four language skills as a whole. Student learning experiences are obtained simultaneously so that they are able to develop themselves from what they like from the language skills taught. The integration of the whole language approach and the ability to teach teachers can increase student scores. Increased grade point average of the class obtained by 4.15 points from 15.71 to 19.86.

KEYWORDS

organization of content ideas; text recount; whole language

INTRODUCTION

The development of information technology affects the role of language in communication. The role of language as a medium of communication is to convey ideas. The delivery of ideas can be done orally or in writing. At this time symbols or images are widely used to express language. To be able to speak or write there are four language skills that must be understood. The four language skills in question are listening, speaking, reading and writing. Widdowson (1978) categorizes the four language skills into two, namely productive skills (speaking and writing) and receptive skills (listening and reading). Productive skills arise as a result of receptive skills. For example, speaking and writing skills can be done well if the ability to listen and read is good as well. Of the four language skills, writing skills are complex skills (Crystal, 2005) which are skills that arise from combining listening, reading, and speaking skills. Ideas in writing arise from what is listened to and read. In addition, the style of written language is influenced by the style of speaking language of the author.

The development of the era of globalization requires everyone to be able to speak English as an international language. The Indonesian government makes English a compulsory subject from elementary school to university level. This effort is carried out with the hope

that people are ready to compete in the era of globalization. English learning is adjusted to the age of the learner so that the absorption of the material provided becomes optimal. (Harmer, 2007). suggests that adolescents (14-15) already know the needs, goals and are already responsible for what is in learning. It is at this age that knowledge of writing, which is a complex language skill, should begin to be developed. The absorption and development of student knowledge depends on the source and method of teacher delivery. Writing basically expresses feelings, facts, attitudes, and the contents of thought clearly in writing (Keraf, 2002). In addition, Barrs (1983) said that writing is verbal communication used written symbols as a medium to convey thoughts. Writing skills can be developed from the simplest thing: writing about students' good or bad experiences. Regarding writing skills, Nurbiana (2008) revealed that speaking is the basis of writing because speaking is able to pour out the contents of thoughts orally starting from 5-6 years old. This will make it easier for them to put their ideas in writing. From experience many ideas and sequences of events can be developed in writing. The application of writing about experiences has been outlined in the curriculum of grade VIII (junior high school) English subjects.

The curriculum describes material about experience and rewrites student experience as a form of absorption and measurement of learning. Teachers have a very important role and help students develop their potential. Writing skills are formed if from knowledge of language, lineage, discourse, and mastering the rules of writing (Proet & Gill, 1986). Teaching methods should increase student motivation. Student motivation is expected to increase their cognitive development as part of social interaction (Oakley, 2004). The development of students' average writing ability between one region and another in one district so far tends to be different. The difference between students in the village and in the city is significant. Based on this, researchers are interested in researching how to improve the writing skills of junior high school students' recount texts. Recount text is a type of text that tells past events sorted chronologically (Andreson & Andreson, 1998). Research on text recount of junior high school students has been conducted by Satriani, et al. (2012). The difference is this study improved the organization of ideas in writing recount texts.

SMP Negeri 4 Abiansemal is a school located in Badung Regency, Bali Province. The position of this school is in the middle of the northern and southern Badung regions. North Badung is a rural area while southern Badung is an urban area. The strategic location of this school makes it interesting to research because the area is not too developed and not left behind. In addition, the Bongkasa Village area where this school is located has many tourist destinations in the form of rafting and swings. Students who are the subjects of research are mostly from the surrounding region. The role of English for students who are expected to be able to develop their regional potential. Tourism promotion needs to be encouraged to increase the number of foreign tourist arrivals. Tourism promotion through the web needs to be done further where they must have writing skills. The writing skills acquired in school should be the basis for the promotion of the region. These writing skills can develop from students' ongoing practice starting with writing experiences. Judging from the way teachers teach the same as teachers in general. In terms of facilities, this school is equipped with free internet from the Badung district government. The school also forces students to speak English every day. The success of the learning process is measured by the value of the Learning Objectives Attainment Criteria (KKTP). The KKTP value intervals applied are 0 – 40% (have not reached completeness, remedial in all parts), 41 – 65% (have not reached completeness, remedial in the required parts), 66 – 85% (have reached completeness, do not need to be remedial), 86 – 100% (have reached completion, need enrichment). Based on information from teachers who teach in grade VIII, the value of writing recount text students is at the interval of 41 – 65% of grades categorized as not yet complete and requires remedial

in certain parts. This phenomenon became the basis of research conducted on students of SMP Negeri 4 Abiansemal. The subjects of this study were grade VIII D students to prove Harmer (2007) opinion about the age range of adolescents who are able to absorb learning, especially English well.

Writing a recount text is not an easy thing for students to do even if they only write about experiences. Writing is the way to organize the content of ideas in the form of writing. Organizing ideas so that they become clear, well-organized, and logical sequences is not an easy thing, especially for junior high school students. Based on the phenomenon experienced by students, researchers tried to use a *whole language approach* to improve students' writing skills of text recount, especially improving the organization of the content of ideas. The whole language approach teaches the four language skills as a whole (together) with a real and meaningful setting (Brown, 1990). In addition, these approaches complement each other which are inseparable to produce writing as a form of complex language skills. Another opinion about the whole language approach was expressed by Ridwan, (Sakura, 2001) where this approach is a language learning approach taught by teachers as a whole based on the applicable curriculum. The *whole language* approach is expected to provide a new, more interesting learning experience so as to increase student learning motivation. With increased learning motivation, it will have a positive impact on improving students' recount text writing skills. The whole language approach has also previously been applied Iskandar (2016) and Suparya (2021) to elementary school students with different variations in effectiveness. This learning approach becomes optimal if applied properly by the teacher as a motivator for students in learning. The development of writing skills according to Graves (1978) has 4 benefits, such as 1) developing intelligence, 2) the emergence of initiative and creativity, 3) fostering confidence and courage, and 4) getting used to collecting information and organizing it.

The learning process applied today is student-centered. In addition to the learning approach provided, teachers must also pay attention to the needs of students in developing themselves. To facilitate this, suitable learning design is based on constructivism. Slavin (1997) mentioned two important things in constructivism-based learning, namely *Zone of Proximal Development (ZPD)* and *Scaffolding*. ZPD is the ability of students to solve their own problems by developing their own potential. *Scaffolding* is student problem solving assisted by the role of teachers and friends so as to bring confidence in solving existing problems. The collaboration of constructivist learning design, especially *scaffolding* with a *whole language* approach, can be a buffer for complementary learning.

RESEARCH METHODS

This study used a qualitative descriptive approach. Qualitative research positions the researcher as a key instrument in research. This study used a pre-experimental method with a *One Group Pretest – Posttest* design to look for the effect of certain treatments under controlled conditions (Sugiyono, 2016). The use of *One Group Pretest – Posttest* design aims to focus more researchers considering the limited research time. *One Group Pretest – Posttest* is a pseudo-experiment. Pseudo-experiments are studies that do not use comparison classes (Arikunto, 2006). *Pretests* are used to measure students' cognitive abilities before treatment. *Posttest* is a measurement test after treatment as an indicator of the success of the learning approach. The time to do *the pretest* and *posttest* is 90 minutes. In the *pretest*, students were asked to write their experiences freely. In the *posttest*, students were asked to write about their pleasant experiences. *Treatment* given to students as research subjects in the form of video stories accompanied by English subtitles. What was told was according to the existing text so that the four language skills could be directly applied. Listening skills

were obtained from listening to stories on videos. Speaking skills were developed through oral retelling of stories present on the material. Reading skills were strengthened from reading the text of the story script on the video. The development of writing skills, especially recount text, was obtained from combining the three language skills into written form. Illustration images in videos were expected to provide ideas for developing writing, both from orientation, sequence of events, and reorientation. The qualitative approach of this research was supported by quantitative data in the form of student writing scores.

This research was conducted at SMP Negeri 4 Abiansema which is located in Banjar Pengembungan, Bongkasa Village, Abiansema District, Badung Regency, Bali Province. The time for this research is in November 2023. The data obtained in this study were collected and analyzed to obtain research results. The data collection of this study used *purposive sampling* techniques, namely data collection techniques with certain considerations (Sugiyono, 2016). After the data were obtained then they were analyzed. In analyzing qualitative data, Miles & Huberman (Sugiyono, 2016) mentioned that there are four activities carried out in the form of data collection, data reduction, data display, and conclusions. The stage after data collection was data reduction by selecting data that suits research needs, then presented in the data display process. Conclusions were drawn by analyzing the data obtained with relevant theories.

Data analysis depends on the theory used as a guide so that the results obtained can be different from other researchers. In this study to analyze data on student writing using writing theory proposed by Harris (1979). The components of writing proposed by Harris (1979: 68) consist of content, organization, grammar, style, and mechanism (spelling and punctuation). These five components are then used as rubrics for assessing student writing. Assessment rubric as a research instrument from primary data from student writing. The range of assessment rubric values can be seen in the following table.

Table 1. The Writing Assessment Rubric for Assessing the Students' Recount Texts

No	Assessed Aspects	Range of Score
1	Contents of the Ideas - Ideas - Writing Results	1 - 15 1 - 15
2	Organization of contents	10 – 25
3	Grammatical Structure	7 – 20
4	Style: Choice of Structure and Diction	4 -15
5	Mechanism: Spelling and Punctuation	2 -10

Based on the table above, it can be revealed that the five core components of assessment have a maximum value of 100 and a minimum value of 25. The content of ideas is divided into two sub-aspects of assessment in the form of the content of ideas and the results of writing in the form of orientation, events and reorientation. The organization of the content becomes the highest assessment point of the results of writing the text recount of students because the expression of ideas must be well organized and logical. The value of the mechanism in the form of spelling and punctuation marks is the lowest score because all students have been taught to write well so how they apply it in writing recount text.

RESULTS AND DISCUSSION

Writing is a productive language skill. Students' writing skills undergo a process of learning. Based on the phenomenon that the achievement of writing scores of SMP Negeri 4 Abiansema students who are still in the interval of 41 - 65% which means that it has not reached completion, the researcher made initial observations on learning activities for the

way teachers teach and students learn. Based on the role of the teacher written in the lesson plan starting from opening the lesson, the learning process, making a lesson summary to closing the lesson. Of the students themselves, most students do not play an active role in class. They just fall silent between understanding or not difficult to distinguish. The learning motivation provided by the teacher is not optimally absorbed. After initial observation, a pretest was then carried out to determine the students' writing skills, especially writing recount texts. From the pretest results, it was found that only 5 out of 21 students whose scores reached completion according to the applicable criteria. The low score of students is because they have not been able to develop the organization of the content of ideas. The organization of the content of ideas becomes important for developing writing. In addition, the organization of the content of ideas constitutes 25% of the criteria for writing recount texts. Details of the acquisition of organizational value, the content of the idea is shown as follows.

Table 2. Pretest Scores of the Organization of Content Ideas in the Students' Recount Texts

No	Name	Score
1	Gusti Ayu Suardianasih	14
2	I Gede Yogi Suantara	18
3	I Gusti Agung Bagus Abi Mahesa Putra	18
4	I Gusti Ayu Nyoman Yuwardani	10
5	I Gusti Made Surya Buana	18
6	I Kadek Hendra Dwipayana	10
7	I Kadek Rianta Wismana	10
8	I Putu Arlan Sagita Namendra	18
9	I Wayan Diska Ananda Putra	10
10	Kadek Elza Berliana	20
11	Kadek Resa Arya Putra	20
12	Ni Kadek Ayu Jesya Mutiara	10
13	Ni Kadek Dwi Anggia Putri	18
14	Ni Kadek Dwi Kariani	10
15	Ni Kadek Dwi Septiantari Putri	17
16	Ni Kadek Indira Ari Sintya	18
17	Ni Ketut Dinda Pradnyani	18
16	Ni Ketut Melandari	19
19	Ni Putu Maytha Andini Putri	22
20	Ni Putu Milayanti	10
21	Ni Putu Suciani	22
Total		330
Mean		15,71
Highest Score		22
Lowest Score		10
Male		8
Female		13

From the results of the scores, it can be categorized into three, namely low category scores (10 – 14) totaling 8 students, medium category (15 – 19) obtained by 9 students, and high category (20 -25) achieved by 4 students. The average student acquisition score is 15.71 with the highest score of 22 and the lowest score of 10. The highest score was obtained by 2 students while the lowest score was obtained by 7 students. The low organization of the content of ideas affects the results of student writing.

Students' writing skills will be formed if supported by other skills so as to produce writing that can be understood by readers (Tarigan, 1985). Other language skills become the foundation for producing good writing. The productivity of writing will arise from the pleasure of something so that it imprints into an idea. In school learning, teachers can apply a *whole language* approach. This approach teaches students comprehensive language skills and how they develop writing skills whether listening, speaking, or reading. The application of the *whole language approach* as a treatment after the pretest by providing videos along with script text is able to develop the imagination and ideas of students. Treatment is given 3 times, after which a posttest is carried out to measure the student's ability. Posttest results are delivered as follows.

Table 3. Posttest scores of the Organization of Content Ideas in the Students' Recount Texts

No	Name	Score
1	Gusti Ayu Suardaniasih	20
2	I Gede Yogi Suantara	22
3	I Gusti Agung Bagus Abi Mahesa Putra	22
4	I Gusti Ayu Nyoman Yuwardani	18
5	I Gusti Made Surya Buana	22
6	I Kadek Hendra Dwipayana	15
7	I Kadek Rianta Wismana	13
8	I Putu Arlan Sagita Namendra	22
9	I Wayan Diska Ananda Putra	20
10	Kadek Elza Berliana	23
11	Kadek Resa Arya Putra	20
12	Ni Kadek Ayu Jesya Mutiara	19
13	Ni Kadek Dwi Anggia Putri	18
14	Ni Kadek Dwi Kariani	19
15	Ni Kadek Dwi Septiantari Putri	22
16	Ni Kadek Indira Ari Sintya	21
17	Ni Ketut Dinda Pradnyani	19
16	Ni Ketut Melandari	21
19	Ni Putu Maytha Andini Putri	23
20	Ni Putu Milayanti	18
21	Ni Putu Suciani	20
Total		417
Mean		19,86
Highest Score		23
Lowest Score		13
Male		8
Female		13

Based on the posttest results above, it can be explained that the highest score was achieved by Maytha and the lowest by Wismana. Scores between 15 to 19 were obtained by 7 students, namely Yuwardani, Dwipayana, Mutiara, Putri, Kariani, Pradnyani, and Milayanti. Scores between 20 – 25 were obtained by 13 students, namely Suardaniasih, Yogi, Mahesa, Surya, Arlan, Diska, Berliana, Resa, Mutiara, Septiantari, Indira, Melandari, Maytha, and Suciani. The increase in posttest scores occurred in the acquisition of scores between 20 -25 from 4 students to 13 students. There is still 1 student whose score range is at 10 -14. The average posttest scores also increased by 4.15, from 15.71 pre test scores to 19.86 posttest scores.

Increasing posttest scores from the pretest as a benchmark for the success of the *whole language* approach in learning can be conveyed in the form of the following diagram.

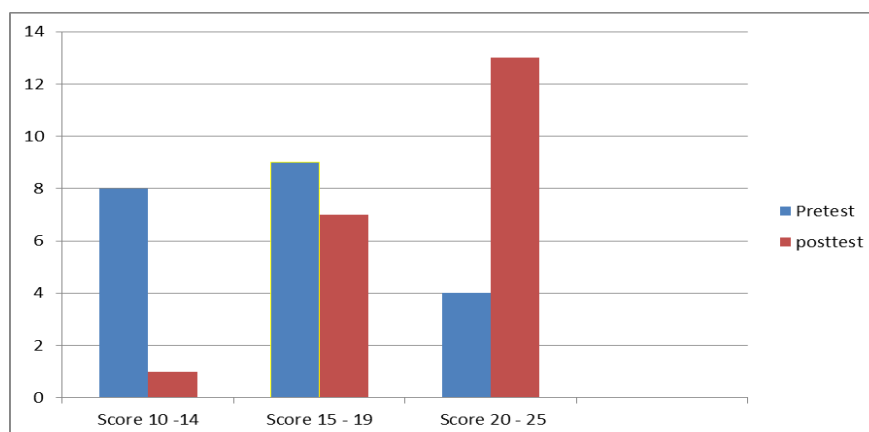


Figure 1. Diagram of the pretest – posttest

The role of videos set in real stories containing script text can increase students' imagination and ideas. The emphasis of the material given by the teacher always helps students in assembling ideas so as to produce a recount text whose sequence of events can be understood logically. In addition to general acquisition, the following is also given a presentation of individual student grade acquisition which is stated in the following graph.

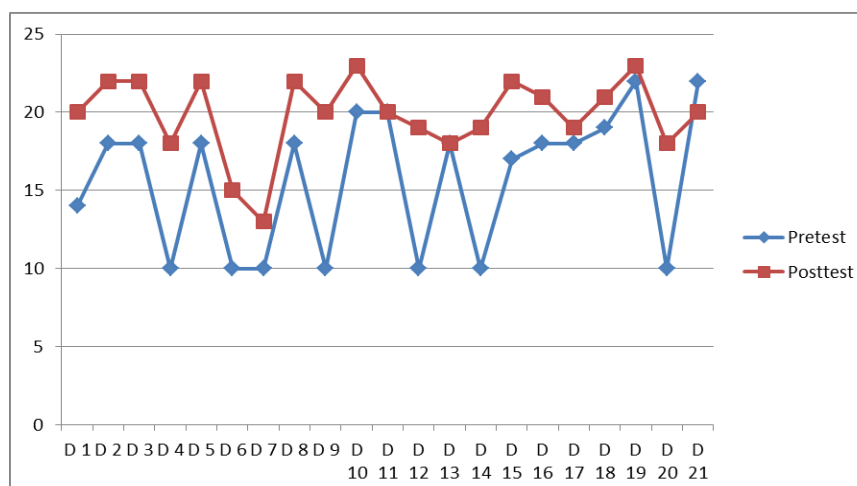


Figure 2. Graph of Student's Score for the Organization of Ideas

According to the graph, students' grades have mostly improved. The improvement varies depending on how they absorb and develop the learning material obtained. In addition to the increase, there is also a decrease in grades experienced by a student where the decline is not so far. From the data presented above, 95% of students experience an increase although individually the increase varies which can later be developed again according to their area of interest in writing.

CONCLUSION

Writing skills generally combine three other language skills. Writing skills are formed if you continue to be trained so that you become productive. In writing, many things are involved from pouring ideas, developing ideas, and writing mechanisms. The development of ideas can be obtained from everything both from being listened to, discussed and read. Organizational development of ideas from the *whole language* approach combines 3

language skills to increase student writing productivity. These four language skills are taught thoroughly, giving rise to various student learning experiences so as to stimulate their respective self-development.

The increase in students' posttest scores in the organization of the content of ideas shows that the idea will not arise if it is not given an understanding of the examples obtained through listening, speaking, and reading. As a teacher we will not know and be able to provide clear knowledge about what students want in developing themselves in this case writing. The importance of writing is to prove one's existence through writing. Increasing student writing productivity is a big challenge for a teacher. In writing, it is not just pouring ideas in the form of writing but how to organize ideas into something interesting to read. Various things can help students in writing, in this case writing recount text can be used as a basis for writing. Text recount is a simple writing experience. The provision of videos with a certain theme background with the script technology makes students' imagination dissolve in it.

The *whole language* approach applied to student learning according to the data above found that 95% of students' scores increased with various variations. Increased grade point average of the class obtained by 4.15 points from 15.71 to 19.86. The student learning experience is also getting more interesting with various media. From these data, it can be concluded that the *whole language* approach is able to improve the ability to organize the content of ideas as a basis for writing.

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