

USING LEARNING JOURNAL TECHNIQUE TO IMPROVE THE RECOUNT TEXT WRITING SKILL OF THE TENTH GRADERS OF MAN 1 KOTA MAGELANG IN THE ACADEMIC YEAR 2017/2018

Firda Khoirun Nisa'

English Department, Faculty of Education and Teachers Training, Tidar University
Indonesia

firdaachmad88@gmail.com

Abstract

Based on the syllabus of 2013 Curriculum, students of the tenth graders of senior high school should be able to produce some kinds of text. In relation to the recount text, students of the tenth graders (*X Agama 2*) of MAN 1 Kota Magelang still had difficulty in making good recount text. The average score of the students was 54. This score is less than the minimum standard of the score which is 70. The objectives of this research is to know whether the use of Learning Journal technique can improve the students' motivation in learning the recount text writing skill of the tenth graders of MAN 1 Kota Magelang in the academic year 2017/2018. The writer conducted a classroom action research that was divided into Pre Cycle, Cycle I, and Cycle II. In collecting the data, the writer used non-test technique (observation and questionnaire) to know the improvement of the students' motivation in learning writing of the recount text and test technique to know the improvement of the recount text writing skill of the students. There were 26 students of *X Agama 2* of MAN 1 Kota Magelang as the subject of the research. As the result, there was an improvement of students' motivation to learn English after the writer used Learning Journal technique. Furthermore, the students' motivation in Pre-Cycle was 54.44. However the motivation improved to be 73.37 after they were taught by using Learning Journal technique in Cycle I. Then it continued to improve in Cycle II and the motivation improved to be 88.46.

Keyword - Recount text, Learning Journal technique, Writing Skill

Introduction

In global era, English is being an important language for many countries around the world. They use it as their foreign language or even their second language. Therefore, English can be called as an international language. On the other hand, it is also used in some attributes of life, such as social media, books, electronic devices, and many others. Learning English is important nowadays since Indonesia is being one of the countries in Asia which allows the other countries to have economic transactions. That is why the education in Indonesia should put English in the curriculum.

English is taught to Indonesian students starting from kindergarten to higher education level. The teaching of language itself contains four skills. They are listening, speaking, reading, and writing. All of them are integratedly used in teaching English language. These skills need to be learnt and practiced in the learning process. The 2013 curriculum allows the students to practice these skills more than to get the material from the teacher. The teacher is being a facilitator only in the learning process. It is different from the previous curriculum in Indonesia which places the teacher as being the instructor in the learning process. However the 2013 curriculum demands the students to understand the material more by practical. Some materials are given from the curriculum include some texts, expressions, and grammatical rules. Besides, writing is one of the important skills in teaching language. However, it is not easy to write something whoever they are, whether they are a native or non-native. Writing is a challenging skill, then, it needs a process. Through the process, the idea will appear followed by the explanation. According to



Tompkins (2012: 4) the writing process is a way of looking at what writers think and do as they write. On the other hand, there are some genres of text that can be written, one of the genres is recount text. This text based on the writer's observation is being the difficult one to be written by students especially for the students of MAN 1 Kota Magelang.

There are some factors that cause the students' difficulties in learning English. The first factor is concentration which influences students' motivation on the learning process. There are some students who have low concentration when the teacher explains the material to them. The factor makes the students do not understand the material. As the result, the motivation to learn English is low.

Another factor is the low vocabulary mastery of English. It makes the students need to open dictionary when they learn English especially in their writing class. They also have difficulties to choose the appropriate word to be used in their writing. They sometime need to ask the teacher about the vocabularies to get the correct words. Furthermore, in writing class, they also have limited idea when they write a text. Then, they need long time to think and arrange about that. A monotonous technique that is used by the teacher can make the students have less interest in learning English writing.

Based on the writer's observation in MAN 1 Magelang, the school was being the writer's place to do a teaching practice. The students were having difficulties in writing English text. It can be shown by the students' average score which is lower from the minimum standard of score that was 54 from 70.

According to Dornyei (2011: 3) motivation derives from the Latin verb *movere* meaning 'to move'. What moves a person to make certain choices, to engage in action, to expend effort and persist in action – such basic questions lie at the heart of motivation theory and research. Jafari (2012) stated that motivation defines as a physical, psychological or social need which motivates the individual to reach or achieve his goal and fulfill his need, and finally, feel satisfied owning to achieve his aim. Brown (2000: 162) also stated that motivation is something that can, like self-esteem, be global, situational, or task-oriented.

To measure motivation, there are some factors to be used. Adapted from Astra (2015: 77), the domains are including: (1) Cognitive domain is the students understanding to the material that is supported by the students' participation in the learning process. To measures motivation in the cognitive domain, the assessments are including students' attention, students' ability to answer the teacher's question, follow the teacher's instruction, and give quick respond. (2) Affective domain is behavior involving someone's emotion and sense. Assessment of affective domain shows students' sense, interest, and attitude in learning process. The domain includes students' curiosity, discipline, responsibility, care, respect, and active and responsive. (3) Psychomotor domain is related to students' activity in learning process. The assessment of psychomotor domain includes observing, questioning, and associating.

Writing is the way of expressing idea as the product of mind. Writing is not a spontaneous skill but needs process and time. It needs planning first before the elaboration process. Planning appears to promote success in writing, but research on specific prewriting strategies is inconclusive (Panofsky et al, 2005: 48). Written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally (Brown, 2007: 391).



Recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events (Knapp and Watkins, 2005: 223). Recount text is one of some kinds of text in learning English. This text is related to some events in the past. According to (Priyana et al, 2008: 18) a recount text is a text that tells us about part of experience.

Another definition of recount text is stated by Sudarwati (2007: 30), she says that recount text is a text to tell the reader about what happened in the past through a sequence of events. She adds that there are some language features that is used in recount text such as the use of past tenses, the use of time conjunction, the use of nouns and pronouns, the use of action verbs, adverbs, adverbs of phrases, and adjectives.

Learning journal is a structured personal log that permits a great deal of diverse input and allows students to provide their own focus (Joplin (1977) in Stanesco (1991: 204)). Furthermore, Silberman (1996: 129) claims that learning journals is a reflective log or diary students keep over time. Learning journal is recording the students' experiences on their learning process. Moon (2006: 2) says that learning journal may be called as diaries, but not the sort of diary or calendar that notes dates for events (that is, the kind that is carried in a handbag). She also added from NCIHE in 1997 and Cottrell in 2003 that learning journal is very likely to include some factual recording about place or time but for the sense here, it means more than that. Sometimes, a learning journal, as we have said, is the same as a personal development plan, a 'progress file' or a record of achievement.

The aim of this study is to know whether the use of Learning Journal technique can improve the students' motivation in learning the recount text writing skill of the tenth graders of MAN 1 Kota Magelang in the academic year 2017/2018.

Methodology

The type of this research was classroom action research (CAR). This kind of research uses to improve students' recount writing skill. It is about collecting and interpreting data which include a clear, repeated cycles. Classroom Action Research is carrying out to improve and make up the learning condition and situation to make the better one than before.

The subject of this research was students of X Religion 2 of MAN 1 Kota Magelang in the academic year 2017/2018. The total numbers of the students were 26 which consist of 8 men and 18 women. The reason for the writer chose this class because the students had low motivation in writing class that can be shown from their average score of their writing English class was only 54 of 70.

The technique of collecting data which was used in this research is non-test technique included observation and questionnaire. The techniques of analyzing the data that used in classroom action research were quantitative and qualitative.

1. Quantitative

To analyze the quantitative data, the writer used a formula that was suitable to analyze the quantitative data focusing on the students' score and the number of respondents to calculate the mean of score, the formula was:



$$M = \frac{SS}{R}$$

Explanation:

M : Mean

SS : Sum of students' scores

R : Number of Respondent

2. Qualitative

The qualitative data were collected by conducting observation, questionnaire, and documentation. The result of qualitative data analysis was used to know whether the students' motivation improved or not in the process of cycle I and cycle II using Learning Journal technique. Furthermore to analyze the qualitative data, the writer used steps of analyzing qualitative data that was adapted from Miles and Huberman (1994: 10-11).

Finding(s) and Discussion

This research has been done in Pre-Cycle, Cycle I, and Cycle II at 24th of March, 2018. From the result of observation in Pre-Cycle, the students did not ready to join the writing class. They had difficulties in writing recount text because they had little motivation in learning process. It can be shown by their score of motivation in observation sheet. The average score of their motivation was 54%, however it belongs to the low category.

To overcome the problem in Pre-Cycle, the writer used the technique of Learning Journal in Cycle I. Therefore, the students motivation improved to be 73%. It belongs to high category, but it was not giving satisfactory for the writer.

Furthermore, the writer continued to Cycle II to get more motivation of the students. The writer made improvement in teaching process such as explaining more about recount text and Learning Journal technique in Cycle II. The writer tried to use interesting way by remembering them about their interesting past event in learning process. The writer also combined the language to explain the material using English and Indonesian, so the students understood what the writer said clearly. Therefore, the students were motivated and interested in teaching and learning writing process using Learning Journal technique. They also got better scores in doing the writing test. Most of them were getting higher score from the minimum standard of the score. The students motivation in Cycle II were 88%.

Table I. Result of Students' Motivation

No	Behavior Types	Aspect	Pre-Cycle	Cycle I	Cycle II
1	Students-Teacher interaction	1. Pay attention to the information given by teacher	69.23	84.62	92.31
		2. Answer teacher's question	38.46	61.54	88.46
		3. Follow teacher's instruction	61.54	69.23	96.15
		4. Give quick response	57.69	76.92	88.46



2	Affective Domain	5. Curiosity	65.38	76.92	84.62
		6. Discipline	57.69	88.46	92.31
		7. Responsibility	50.00	65.38	92.31
		8. Care	61.54	76.92	88.46
		9. Respect	61.54	80.77	92.31
		10. Active and Responsive	46.15	76.92	80.77
3	Psychomotor Domain	11. Observing	50.00	65.38	92.31
		12. Questioning	30.77	61.54	76.92
		13. Associating	57.69	69.23	84.62
SUM			707.68	953.83	1150.01
AVERAGE			54.44	73.37	88.46

Based on table I, there were some improvements in the students' behavior during the teaching-learning process from the Pre-Cycle to Cycle II. The aspect (1) is about students' paying attention to the information from the teacher. There was an improvement about 13.39% in Cycle I and 7.69% in Cycle II. It means that the average student had ready to join the English material. The 2 students did not pay attention too much in Cycle II. Overall, that was good. At the aspect (2) about students' answer to the teacher's question, the improvement was about 23.08% in Cycle I. About 26.92% or 23 students answered the question that given to the teacher in Cycle II. It means that more students had understood the material well. Aspect (3) is following teacher's instruction. There was 7.69% improvement from the total students who followed the instruction during the teacher's explanation about the material well, such they were mentioning the characteristics of recount text by the teacher's instruction in Cycle I, then in Cycle II improved to be 26.92%. At the aspect (4) about students' quick response, the improvement was 19.23% in Cycle I and 11.54% in Cycle II. The students there responded the teacher actively. While some of them were needed to get more inducement from the teacher. However, it was better than the meeting in Pre-Cycle.

The improvement of students' curiosity in aspect (5) was about 11.54% in Cycle I and 7.70% in Cycle II. There, the students curious about the next meeting material that would be given by the teacher especially when the teacher talked about Learning Journal technique. For the students' discipline on aspect (6), there was 30.77% in Cycle I and 3.85% improvement Cycle II. The average students did the assignment orderly. The aspect (7) is about responsibility in the assignment, students who did the assignment and instruction that was given from the teacher improved about 14.38% in Cycle I and 26.93% improvement in Cycle II or it was being 24 students. Two of them were still doing the assignment within personal discussions and jokes each other. At aspect (8), students who care about the teacher's explanation improved 15.38% and 11.54% in Cycle I and Cycle II. The average students gave more interest to learn English material than in pre-cycle. At aspect (9) the students who respected to the teacher and the learning process were improve to be 19.23% and 11.54% in Cycle I and Cycle II. However, in Cycle II, there was only



two students still had little joke during the teaching-learning process, then, at the aspect (10) about active and responsive of the students, there were 76.92% and 80.77% in Cycle I and Cycle II. It mean that there was 30.77% and 3.85% improvement.

Psychomotor domain outcome is related to the students' activity in the learning process. The aspect (11) about observing, 24 students of the total students followed the learning process and collected the data accurately from the teacher during the learning process or there was 15.38% 26.92% improvement. It was better than before. Aspect (12) improved 30.77% in Cycle I, while in Cycle II improved 15.38% or 20 students questioned the material in the learning process. The active students improved. The last, aspect (13) is about associating. There was 11.54% in Cycle I. Furthermore, 15.39% was the improvement in Cycle II or 22 students who discussed and analyzed the material within their teacher and friends. Some others did not too focus on the material. It means that the result of the students' motivation can be categorized in very good category.

Conclusion(s)

There is an improvement of the students' motivation in learning writing recount text writing skill of the tenth graders of MAN 1 Kota Magelang in the academic year 2017/2018 which is taught by using Learning Journal technique. It can be seen from the result of students' observation score. In Pre-Cycle, there is only 54% of the students' average score of their motivation. It means that the students score is very low. Therefore, the writer continued the observation in Cycle I. In Cycle I, the score is 73%, means that the students score improves in the better condition. However, the average score is not satisfied enough because some sstudents still have low motivation in questioning and answer the teacher's question during the learning process. While in Cycle II, the result of the students' observation score is 88%. It can be concluded that the students' learning motivation increased. The students are enthusiastic and also have better involvement in learning process.

References

- Astra, I. M., Wahyuni, C., Nasbey, H. (2015). Improvement of learning process and learning outcomes in physics learning by using collaborative learning model of group investigation at high school (Grade X, SMA 14 Jakarta). *Journal of Education and Practice*, Vol.6, No.11, 2015.
- Brown, H. Douglas. (2000). *Language assessment – Principle and classroom practice*. New York: Pearson/ Longman.
- Brown, H. Douglas. (2007). *Principles of language learning and teaching*. New York: Pearson/ Longman.
- Dornyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation*. Harlow, UK: Longman/Pearson.
- Jafari, S., M. (2012). Motivation, its type, and its impact in language learning. *International Journal of Business and Social Science*, Vol. 3 No. 24 (Special Issue – December 2012).
- Knapp, P., & Watkins, M. (2005). *Genre, text, grammar – Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales Press.
- Miles, M., B., & Huberman, A., M. (1994). *An expanded sourcebook – qualitative data analysis*. London: SAGE Publication.



- Moon, J., A. (2006). *Learning journals – A handbook for reflective practice and professional development, 2nd edition*. New York: Routledge.
- Panofsky, C., Maria, P., Sara, S., Janet, S., Chad, F., Margaret, H., Erica, K. (2005). *Approaches to writing instruction for adolescent english language learners*. Brown University: The Education Alliance.
- Priyana, J., Arnys, R.I., Virga, R. (2008). *Interlanguage: English for senior high school students X*. Jakarta: GramediaWidiasarana Indonesia (Grasindo).
- Silberman, Mel. (1996). *Active learning – 101 strategies to teach any subject*. Massachusetts: Allyn and Bacon.
- Stanenco, John David. (1991). *The personal journal as a learning and evaluation tool in geology field-trip courses*. Colorado: Department of Natural Science.
- Sudarwati, Th. M., & Grace, E. (2007). *Look ahead 1 – An English course for senior high school students year X*. Jakarta: Erlangga.
- Tompkins, G., E. (2012). *Teaching writing - Balancing process and product*. Boston: PEARSON.

