

THE IMPLEMENTATION OF RECOUNT TEXT OF ISLAMIC STORIES TO IMPROVE WRITING SKILL FOR STUDENTS OF MTsN 2 MAKASSAR

(A Pre-Experimental Study at The Eighth of MTsN 2 Makassar)

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Abstract

The objective of this study was to describe how Islamic stories improves the students' writing ability in writing recount text at MTsN 2 Makassar and what are students' responses toward Islamic stories to improve their writing skill. The writer employed a pre-experimental design in two group classes. The sample of this study was 56 students in the second grade of MTsN 2 Makassar. In doing this study, the writer used pre-test, post-test, and questionnaire as instruments of the research, and the result of the research was analyzed by using SPSS Windows V26. The action was done through a teaching-learning process. All of the teaching-learning processes were presented by using recount text of Islamic stories. The result of the research indicated that there was a significant difference between students' scores on the pre-test and post-test. The research found on the post-test showed that the mean score of class 8.4 was 93.50 and the score of class 8.5 was 91.21. It showed the effectiveness of recount text of Islamic stories can improve students' writing skill higher than before the treatment. And also based on the calculation on the normality test, the frequency distribution shows that in the post-test there was no student in category very low, low, and medium. The students of class 8.4 there was 1 student in high categories and there were 27 students in very high categories, while all of the students of class 8.5 were in very high categories. It means that there was a significant difference between the result of the students' pre-test and post-test by using recount text of Islamic stories. And the students' responses through the questionnaire showed most of the students were strongly agree and agree about how the recount text of Islamic stories were able to improve their writing skill.

Keywords: *Islamic Stories, Recount Text, Writing Skill.*

Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana cerita Islami meningkatkan kemampuan menulis teks recount siswa di MTsN 2 Makassar dan bagaimana tanggapan siswa terhadap cerita Islami untuk meningkatkan keterampilan menulis mereka. Penulis menggunakan desain pra-eksperimental dalam dua kelompok kelas. Sampel penelitian ini adalah siswa kelas II MTsN 2 Makassar yang berjumlah 56 siswa. Dalam melakukan penelitian ini, penulis menggunakan pre-test, post-test, dan kuisioner sebagai instrumen penelitian, dan hasil penelitian dianalisis

dengan menggunakan SPSS Windows V26. Tindakan itu dilakukan melalui proses belajar-mengajar. Seluruh proses belajar mengajar disajikan dengan menggunakan teks recount cerita Islami. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara nilai siswa pada pre-test dan post-test. Hasil penelitian yang ditemukan pada post-test menunjukkan bahwa nilai rata-rata kelas 8.4 adalah 93.50 dan nilai rata-rata kelas 8.5 adalah 91.21. Hal ini menunjukkan keefektifan teks recount cerita Islami dapat meningkatkan keterampilan menulis siswa lebih tinggi daripada sebelum diberi perlakuan. Dan juga berdasarkan perhitungan pada uji normalitas, distribusi frekuensi menunjukkan bahwa pada post-test tidak ada siswa yang masuk kategori sangat rendah, rendah, dan sedang. Siswa kelas 8.4 terdapat 1 siswa dengan kategori tinggi dan terdapat 27 siswa dengan kategori sangat tinggi, sedangkan seluruh siswa kelas 8.5 berada pada kategori sangat tinggi. Artinya ada perbedaan yang signifikan antara hasil pre-test dan post-test siswa dengan menggunakan teks recount cerita Islami. Dan tanggapan siswa melalui kuisioner menunjukkan sebagian besar siswa sangat setuju dan setuju tentang bagaimana teks recount cerita Islam dapat meningkatkan keterampilan menulis mereka.

Kata kunci: Cerita Islami, Teks Recount, Kemampuan Menulis.

1. INTRODUCTION

English is one of the most widely spoken languages today. In this modern era, English becomes the international language used by people from around the world to communicate. And, it is one of the reasons why English is important to study and master. According to Richards & Rodgers, (1986: 65) state that people in many countries have spoken English as a communication tool in many international conferences. Mastery the English becomes very important because almost all information sources in daily aspects use this language. Therefore English become a global language that learning and understanding are very needed. It can be seen in the people who learn English in the world, especially students. By studying English, students can improve their knowledge and ability.

In learning English there some skills that must be mastered among others are speaking skill, listening skill, reading skill, and writing skill, to be able to use English well. Writing is one of the important skills. Students not only write according to what they want but in writing skills needed a strategy to write in English. Writing could help students to visually train through symbols and writing strategies. Writing skill is more complex and difficult than others which require only the mastery of linguistic competencies such as grammar, vocabulary, etc. but also require conceptual calculation. This is indicated by Heaton, (1998: 85) stated that writing skills are complex and sometimes difficult to teach, which requires mastery of not only grammatical and rhetorical retreats but also conceptual and judgment elements. As Pincars in Ilmiah. Supardin. Latief & Dalle, (2017) states that writing is one of the most important basic skills that should be learned well. And writing is one of the language skills that plays important role in human communication in which enable human being to communicate and express their feelings and opinions.

Writing is a communicative act that the students use not only in a formal situation but also informal one. And when studying writing skill we can develop and produce written simple functional text in the recount text, narrative text, descriptive text, etc. They can use the right diction, grammar, punctuation, spelling, and organization. Raimes in Muhammad Basri, (2008) considered nine aspects their different characteristics in handling production clear, fluid font and effective exchange of ideas. Those aspects are [1] the writing process (gathering ideas, start, draft, revise), [2] content (relevance, clarity, originality, logic, etc.), [3] synchronization Taxation (sentence

structure, sentence boundaries, stylistics) tic choice, etc.), [4] grammar (verb rules, conventions, articles, pronouns, etc.), [5] mechanics (handwriting, spelling, punctuation, etc.), [6] organization cohesion (paragraphs, themes and supports, cohesion and units), [7] word choice (vocabularies, idioms, sound), [8] purpose (reason for writing), and [9] audience (readers). all aspects and aspects refer to properties given by exchange of ideas. In this research, the writer only focuses on recount text, since this kind of text becomes a problem for the students and it needs to be solved immediately.

Recount text is the form of text that aims at retelling events for informing or entertaining in the recount text, the sentences are usually organized in time order or chronological order. As Anderson in Harmiyanti, (2019: 2) said that a recount text is a piece of text that retells people about past events. It tells one thing that happens and the events are told in the same order.

Teaching students to be able to write recount text well is very important in the writing class process. In writing recount text, it reinforces grammatical structures, spelling, and vocabulary. Those are all problems faced by students in learn writing recount text and feel difficult to master the ability to write recount text. So that is why the teacher has to create creative learning media, fun and easy for students to understand and master the ability to write recount text.

And in writing recount text there is a benefit that is the experiments of the writer. According to Dergayasa in Harmiyanti, (2019: 3) states that past experiences can be a matter of moral teaching or moral lesson that can be used as a reference to what to do and what to avoid next by reflecting on the events of the past. So learning recount text can contribute to build the student's appreciation of others' valuable experiences. Therefore, provide a story that not only is inspiring but also can build the student's positive character.

Islam as a majority religion in Indonesia has positive value in developing character. For example, discipline in running worship daily, fasting that teaches patience, appreciating differences, and so on. By tucking the value of Islamic values into each learning will have an impact on the moral formation of students to face the moral crisis of the nation. One way to present the Islamic character value is the imitation of a role model that well-implemented Islamic values through an Islamic recount story. As Allah said in Holy Qur'an surah Al-Ahzab verse 21 tells that as long as we believe and follow the sunnah and message from the Prophet of Allah will survive the late day. And several ways to convey it for everyone are by practicing, telling, or writing what has become a message from the Prophet of Allah. Being a Muslim it is a must to understand what has happened in the past and the times of the Prophets. It is very sustainable with the Islamic institution that will be more focused on how the value of Islam is compared to other public schools. Therefore the writer applied Islamic stories as a media to improve the student's ability writing recount text at MTsN 2 Makassar.

2. METHOD

In this research, the writer applied a pre-experimental research design by using pre-test, post-test, and questionnaire as instruments. The population of this research is the eighth-grade students at MTsN 2 Makassar. The number of populations were 56 students from 2 classes. The first class is class 8.4 consists of 28 students and the second class is class 8.5 also consists of 28 students. The research design conducted in this research covered the following steps: 1. Pre- test: The writer gave a test before treatment to know the students' ability before getting treatment from the teacher.,

2. Treatment: After giving the pre-test to know the ability of students, the teacher gave the treatment conducted 6 times (meeting 1-6) in three weeks., 3. Post-test: The writer gave the same test again as in the pre-test to know the students' ability after treatment to find out the students' improvement., 4. Questionnaire: The writer gave the students questionnaire to know the student's responses after learning the recount text of Islamic stories to improve their writing skill. To analysis the data of the students' tests, the writer used the scoring by Heaton, (1998) that scoring 5 aspects of writing skill those are content, vocabulary, language use, organization, and mechanics. And the questionnaire analyzed by using table Likert scale containing 5 statements those are strongly agree, agree, undecided, disagree, and strongly disagree.

3. FINDING AND DISCUSSION

Based on the implementation of the recount text of Islamic stories which were carried out in 6 meetings, the writer presented the findings based on the result of data that had been collected through the test (pre-test and post-test). Besides, the discussion is an explanation and interpretation of the findings which were analyzed by using SPSS Windows V26. The results of the test as follows:

Table 1

The Raw Score of Students' Pre-test and Post-test

No	TEST	CLASS		KET
		8.4	8.5	
1	Pre-test	1.667	1.677	
2	Post-test	2.618	2.554	

The raw score of students' pre-test and pos-test are the total score all of students score. It showed the students' pre-test of class 8.4 was 1.667 and the post-test result was 2.618. while the students' pre-test of class 8.5 was 1.677 and the post-test result was 2.554. According to the result of the pre-test and post-test that were collected, the writer analyzed these data by using SPSS Windows V26. The result of the SPSS analyzing as follows:

Table 2

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest Writing 8.4	59.54	28	8.439	1.595
	PostTest Writing	93.50	28	3.394	.641
Pair 2	Pretest Writing 8.5	59.89	28	14.263	2.695
	Posttest Writing	91.21	28	2.299	.434

The mean score of class 8.4 pre-test was 59.54 (with a standard deviation of 8.439 and a standard error mean was 1.595) and the post-test mean score was 93.50 (with a standard deviation of 3.394 and a standard error mean was 0.641).

The mean score of class 8.5 pre-test was 59.89 (with a standard deviation of 14.263 and a standard error mean was 2.695) and the post-test mean score was 91.21 (with a standard deviation of 2.299 and a standard error mean was 0.434).

Table 3
Frequency and Rate Percentage of Students' Scores, Between Pre-test and Post-test

No	Category	Score	Class 8.4				Class 8.5			
			Pre-test		Post-test		Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	frequency	Percentage
1	Very Low	0-34	-	-	-	-	1	3,57	-	-
2	Low	35-54	5	17,85	-	-	6	21,42	-	-
3	Medium	55-64	16	57,14	-	-	6	21,42	-	-
4	High	65-84	7	25	1	3,57	15	53,57	-	-
5	Very High	85-100	-	-	27	96,42	-	-	28	100
Total			28	100	28	100	28	100	28	100

Based on the data above, shows the rate percentage of scores in the pre-test from classes 8.4 and 8.5 that consist of each 28 students. It compared the students' scores before and after getting treatment with the recount text of Islamic stories. And to know the students' responses when learning to recount text of Islamic stories, the writer applied a questionnaire. The results of the questionnaire as follows:

Table 4
The Tabulation and Percentage of Students' Responses in Questionnaire

No	Tabulation						Percentage					
	SA	A	U	D	SD	Total	SA	A	U	D	SD	Total
1	33	23	-	-	-	56	59%	41%	0%	0%	0%	100%
2	33	21	-	2	-	56	59%	38%	0%	3%	0%	100%
3	13	36	2	5	-	56	23%	64%	4%	9%	0%	100%
4	26	28	-	2	-	56	46%	50%	0%	4%	0%	100%
5	25	27	1	3	-	56	45%	48%	2%	5%	0%	100%
6	35	21	-	-	-	56	63%	37%	0%	0%	0%	100%

The data of students' responses to the questionnaire show that most of the students strongly agree and agree with all the statements of the questionnaire. It emphasizes the active participation of students or students' engagement in the learning process such as students paying attention, taking notes, mastering new vocabulary, understanding the material, and feeling happy while the learning process.

Regarding the research that was done in the second grade of MTsN 2 Makassar, it was found that there is a significant difference in writing skill between after the students learned to recount

text of Islamic stories and before getting the treatment. The absolute gained scores of the frequency and rate percentage of students' scores, between pre-test and post-test of both classes emphasize the significant difference in the students' writing skill. based on the calculation on the normality test, the frequency distribution shows that in the post-test there was no student in category very low, low, and medium. The students of class 8.4 there was 1 student in high categories and there were 27 students in very high categories, while all of the students of class 8.5 were in very high categories. Besides, based on the tabulation and percentage of students' responses in questionnaire showed in the first statement about paying attention while learning process had shown that there were 33 students (59%) who strongly agree and there were 23 students (41%) who agree. In the second statement about taking note during learning above had shown that there were 33 students (59%) who strongly agree and there were 21 students (38%) who agree and there were 2 students (3%) who disagree. In the third statement about try to mastery every new vocabulary had shown that there were 13 students (23%) who strongly agree and there were 36 students (64%) who agree and there were 2 students (4%) who undecided and there were 5 students (9%) who disagree. In the fourth statement about Islamic stories make easier to write recount text had shown that there were 26 students (46%) who strongly agree and there were 28 students (50%) who agree and there were 2 students (4%) who disagree. In the fifth statement about Islamic stories make easier to understand recount text had shown that there were 25 students (45%) who strongly agree and there were 27 students (48%) who agree and there was 1 student (2%) who undecided and there were 3 students (5%) who disagree. And in the sixth statement about feeling happy while learning recount text of Islamic stories had shown that there were 35 students (63%) strongly agree and there were 21 students (37%) agree. This related to Raimes in Wahyuni (2012: 14) states that writing reinforces grammatical structure and vocabulary that have been through to the students. Students also have a chance to be adventurous with the language what they have learned. From the results, it showed recount text of Islamic stories can improve students' writing skill.

4. CONCLUSION

Regarding to the research that was done in the second grade of MTsN 2 Makassar by using pre-test, post-test, and questionnaire as instruments and then analyzed the data by SPSS Windows V26. It was found that there is significant difference in the writing skill between the test after the students learned recount text of Islamic stories and the test before get the treatment. As the frequency distribution showed in the post-test that the students of class 8.4 there was 1 student in high categories and there were 27 students in very high categories, while all of the students of class 8.5 were in very high categories. And the students' responses showed that most of the students were strongly agree and agree with all the statements of the questionnaire. It showed the implementation of recount text of Islamic stories in the learning process of writing can make a significant improvement on the students' score. Besides, Islamic stories as a media can contribute build the students' appreciation of others' valuable experiences. On the other hand, this method not only is inspiring but also builds the student's positive character.

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