

**IMPROVING STUDENTS' RECOUNT TEXT WRITING SKILL
THROUGH SILENT WAY METHOD OF GRADE VIII AT SMP NEGERI
2 SIBORONGBORONG IN ACADEMIC YEAR 2021/2022 .**

Alvionita Hutabarat¹, Musrafidin Simanullang², Lamma Sihotang³

nitahutabarat108@gmail.com

musrafidinsimanullang@gmail.com

lammasihotang@gmail.com

**English Study Program, Faculty of English Teacher's Training and Education
University of Sisingamangaraja XII Tapanuli**

Abstract

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This study was conducted as an attempt to improve students' writing achievement in a recount text by using silent way method. The method of the study was Classroom Action Research with one class and five meetings. The subject of the study was the Eighth Grade students of SMP N 2 Siborongborong. The score of KKM in the school is 75. The research was conducted in two cycles and each cycle consists of three meetings. This research used two types of data, namely qualitative and quantitative data. Based on qualitative data that are interview and observations. The interview were obtained through an interview with students and can be concluded in the interview the students more interested to write recount text by using silent way method. The observations were obtained through during the teaching and learning process and can be concluded in the observation the students more understanding how to write recount text by using silent way method. In addition, based on data quantitative. The quantitative data were in the form of the results of the students' writing before the implementation of the actions (pre-test) and after the implementation (post-test). The result showed that improvement of the students' score from orientation test to cycle I and II test. It can be seen from orientation test as test I was 61,12, cycle I test was 72,46, and cycle II test was 82,46. Then the percentage from orientation to cycle I and cycle II. It can be seen from orientation test as test I was 6, 25%, cycle I test was 46, 87%, and cycle II test was 84, 37%. After the cycle II had fulfilment more than 75%, so researcher stopped, because researcher thought if had passed 75% it could be said success. So, it can be concluded that the use of silent way method improve students' achievement in writing recount text.

Keywords: Silent Way Method. Writing Skill, Recount

Introduction

Writing is the process of expressing ideas, thinking or feeling in words on the piece of paper. Writing actually is transferring information, message or idea in a grammatical sentence. The information, message or

idea is necessary to be expressed in a text.(Langan2011:13) states that as writing is a skill, it makes sense that the more they practice to write, the better their writing will be. He also proposes that keeping a daily or almost daily journal/diary can be an excellent way to

get practice in writing. One of the methods that would be studied in this paper is the use of Diary Writing as one way of silent way method by explaining some particular stages in a special text. It can be the beginning, the middle and the end. In this case the researcher is interested to do research in SMP Negeri 2 Siborongborong because of some reasons.

The problem of the Study

Based on the description of the background of the study above, the problems of the study is formulated as following: Does the use of silent way method improve the students' writing skill on recount text at grade VIII SMP Negeri 2 Siborongborong in academic year 2021/2022?

REVIEW OF LITERATURE

General Concepts of Writing

Writing is one of the basic skills for lifelong learning. Learners have to master this skill to simplify the process of learning. , writing is thinking on paper or talking to someone on paper, which means by writing someone can utter his idea, thought, feeling to other people. Then, writing is also known as a dynamic process which way of transforming thoughts through writing, that includes feeling, idea, silent conversation with readers and yourself. process of writing goes through, such as putting ideas down on paper to transform thoughts into words (Brown, 2001:336). It means that the process of writing is more valuable than the end of the product.

Writing Process

Langan (2011) propose that there are four basic writing stage. They are :

- a. Planning; that is thinking of what comes on the writers' mind, what they are going to say or write.
- b. The second is drafting. In this stage, the writers are focused on the fluency of writing and are not preoccupied with

grammatical accuracy. Writers can refer this as their first draft which may have several changes later. The next is reflecting or revising.

c. Revising is a process of reading through what the writer had written. In other words, the writers review their text on the basis of given feedback and make a global check to make sure that their writing can be understood by the readers.

d. The last stage is editing. It is a stage in which the writers have edited and make revisions or changes to their draft into their final version.

Types of Writing Performance

According to (Brown 2001:343) said that classroom writing performance is mainly divided into five categories as follow:

- a. Imitative, Typically, this style of writing is means for beginners who only need to write English letters, terms and phrases to practice spelling conventions.
- b. Intensive, Learners generate language to show syntax, vocabulary or phrases-making competences, so they develop controlled written grammar exercises intensively.
- c. Self-writing, Self-writing is a work that just has its own self in the eyes of the audience. Note-taking and diary can be categorized into this type of writing where you make a note of something in order to remember it later.
- d. Display writing, This style of writing focuses mainly on task-based answer in which students respond to a question or task.
- e. Real writing, the aim of this writing style is to share valuable knowledge. Seeing that distinct writings may have various aims, teachers have to provide students with a good interpretation of the style of writing output, so that students can discern and recognize which type of writing they are writing.

Concept of Recount Text

Recount is retell story to other

people about something that had happened in life is recount text (chronological order). Recounts are written text that narrates and describes the past event in sequence so that reader can identify the past event in chronological order usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. Based the definition above that recount text is a text which retells events or experiences in the past. Its purposes is either to inform or to entertain the audience.

Types of Recount Text

There are three kinds of recount text namely personal recount, factual recount and imaginative recount:

- a. Personal Recount – these usually retell an event that the writer was personally involved in.
 - b. Factual Recount – recording an incident, e.g. a science experiment.
 - c. Imaginative Recount – writing an imaginary role and giving details of events, e.g. a day in the life of a pirate
- In conclusion to the discussion above, the researcher choose personal recount for this research because Based on the types of recount text above, the types that the researcher choose is personal recount, because diary is a part of personal where the students wrote recount text based their experiences.

Generic Structure of Recount Text

As a kind of text, recount text has its own structure:

1. Orientation is providing information about who, where, and when;
2. Events is describing series of event usually recounted in chronological order.
3. Reorientation is rounds of the sequence events. Related to the explanation about it means that recount text consist of orientation which introduces the participants, place and time, evens which describe some events that happened in

the past, and orientation which states personal comment of the writer.

Concept of Silent way Method

Silent Way is a language-teaching approach created by Caleb Gattegno that makes extensive use of silence as a teaching method. It can be applied for English writing. In short silent way method is a technique to teach basic writing using diary and suitable for teaching writing for any grades.

Major Features of using Silent Way Method

According Richard and Rodgers the Major Features of silent way method, they are :

1. Learning is facilitated if the learner discovers or creates .
- 2 Learning is facilitated by accompanying (mediating) physical objects. The silent way uses colourful. They are used to introduce vocabulary (colours, numbers, adjectives, verbs) and syntax (tense, comparatives, plurals, word order...)
3. Learning is facilitated by problem solving involving the material to be learned.

The Principles of Silent Way Method

According to Gattegno, the silent way was conceived as a special case educational principles, which we had developed to solve problems in learning, and which he had previously applied to the teaching of English. Broadly, these principles are:

- a. Teacher should concentrate on how students learn, not on how to teach.
- b. Imitation and drill are not the primary means by which students learn.
- c. Learning consists of trial and error and revising conclusion. In learning, learners draw on everything that they already know, especially their native language.
- d. The teacher must not interfere with the learning process.

CHAPTER III RESEARCH METHODOLOGY

Research Design

In conducting this research the researcher used Classroom Action Research (CAR) in order to improve students' writing skill of using Silent Way Method. The researcher applied one class, there are pre-test and post-test I and post-test II only.

Subject

The subject of the study is the researcher took of the secondary VIII² grade students of SMP Negeri 2 Siborongborong in academic year 2021/2022, which consist of 32 persons, so the researcher took it become the sample.

Instrument of Collecting Data

The data collection technique is based on observations sheet and writing tests. Observations sheet is to know the students activeness during learning process on going. The instrument of research for the test is writing skill.

The procedure of data collection

This research was conducted by Classroom Action Research Procedures (CAR) utilized in this research which was divided into two cycles; Cycle I and Cycle II in which planning, action, observation and reflection was applied in each cycle. Each cycle was carried out in three meetings. According to the action research design by Kemmis and M.C. Taggart mentioned above, the researcher's adjusted cycle I to cycle II study concepts designed by Kemmis as follows:

1. Planning, is an arrangement for doing something.
2. Action, in the action phase, all of the activities that have been planned in the previous phase conduct in the real action of the teaching-learning process.

3. Observation, this phase where researcher pay attention to classroom teaching learning activities to see the impact using silent way method of diary towards students writing ability.

4. Reflection, phase is the final stage of a cycle. The purpose of this step is to correlate the outcomes of the observation phase with the success criteria to reflect the data in the implementation of the action and determine whether the action is successful.

The research was conducted with used qualitative and quantitative data. The qualitative data had been taken from the situation during the teaching process and quantitative data had been taken from the students' score and it was used to analyse the improvement of the students' writing achievement in each cycle.

To know the mean of the students' score of each cycle, the research was done applied the formula by Sudjono (2006) below:

$$X = \frac{\sum X}{N} \times 100\%$$

Where:

X : the mean of students

$\sum X$: the total score

N : the number of the students

Then, to categorize the number of students who are competent in writing, the following formula by Sudjono (2006) was done applied:

$$P = \frac{R}{T} \times 100$$

Where:

P : percentage of the students getting KKM

R : number of students getting KKM

N : the total number of students

CHAPTER IV RESEARCH FINDING**The data**

The researcher was chosen the classroom action research design As the researcher has been explained in the third chapter, the data were collected by using quantitative and qualitative data, quantitative data were measures used writing test, and qualitative data were taken from the observation sheet and interview sheet. In quantitative data which test were prepared in collecting the data.. This research used written test. The instruments consist of a diary. After the researcher gave a diary to the samples, the researcher got the data. . Table 4.1 shows the improvement of the students' score from orientation test to Cycles I and II test, and the calculation can be seen as followed.

The Students' Score in the Writing Recount Text Test

No	The Initial of the Students' Name	Orientation Score	Cycle I Score	Cycle II Score
1	AET	69	80	88
2	AS	63	77	83
3	ALS	64	75	83
4	BHG	60	75	80
5	CKN	62	67	75
6	ETN	63	68	73
7	EFG	60	68	80
8	GEN	75	80	92
9	GAN	65	75	92
10	GPS	60	75	80
11	GRN	64	75	78
12	JYH	67	75	85
13	KRS	60	67	74
14	MGS	62	75	85

15	MS	63	70	80
16	RN	63	75	85
17	SDN	75	80	90
18	SAN	60	75	80
19	SH	62	67	73
20	SL	62	68	85
21	SN	62	70	88
22	SRH	60	70	87
23	SHG	65	75	85
24	SSH	60	68	73
25	TL	60	68	85
26	TLT	61	70	85
27	TN	65	72	75
28	TS	62	70	85
29	VYN	62	67	72
30	VES	60	70	85
31	VTN	60	72	88
32	YS	60	80	90
	ΣX	1956	2319	2639
	X	61,12	72,46	82,46

The categorize students who got score up 75 was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100$$

$$P1 = \frac{2}{32} \times 100$$

$$= 6,25\%$$

$$P2 = \frac{15}{32} \times 100$$

$$= 46,87\%$$

$$P3 = \frac{27}{32} \times 100$$

$$= 84,37\%$$

The Percentage of Students Who Got Score Over 75

Test	Percentage
Orientation Test	6,25 %
Cycle I Test	46,87%
Cycle II Test	84,37%

Then, Qualitative Data It was taken to measure how diary can improve students' writing skill.a. Interview was used to investigate the improvement of the students on writing recount text. Observation, in this phase, the research was done by collaborator with the teacher to observed activities teaching learning process, observed students' attitudes while doing their work and observed attitude in doing test.

Research findings

Based on the data analysis, the result of research indicates that there was improvement on the students' writing a recount text achievement which taught through silent way method of diary. It was proved by the data, the mean of the students' score in the cycle II (82, 46) was the higher than cycle I (72, 46) and also in the test I (61, 12). The qualitative data that were taken from observation sheet and interview also showed that the students' interest in writing recount text increased, because they could write the writing a recount text.

CHAPTER V CONCLUSION AND SUGGESTION

Conclusion

Based on analysing the data, it was found that the students' score increased from Cycle I to the Cycle II. It means that there was the improvement in students' writing a recount text achievement when they were taught through Silent Way method. The students' score continuously improve in each test. Therefore, it can be concluded that the Silent Way method significantly improve students' writing recount text achievement. The improvement of the students' score in the first writing a recount text test until the third writing a recount text test. The mean in the third writing a recount text test was the highest among the other test. The students' score in these three tests were varied. Orientation test, the lowest score was 60 and the highest one was 75. In cycle I test, the lowest score was 67 and the highest one was 80. In cycle II test, the lowest score was 72 and the highest one was 92. In orientation test there was 6, 25 % (2 students) who got points of over 75. In cycle I test there was 46, 87 % (15 students) who got points over 75. It means there was an improvement about 40, 62 %. In cycle II test, there was 84, 37 % (27 students) who got points over 75. There was an improvement about 37, 5% from cycle I test to cycle II test. Based on the analysis of the data, it was concluded that the students' writing a recount text test score had improve for each student from orientation test to Cycle II test through Silent Way method.

Suggestions

Based on the conclusion of the result of the study, the researcher would like to suggest that:

1. To English teachers, to use Silent Way method in teaching writing a recount text because it helps the teacher in monitoring and encouraging the students can expand the ideas easily. The teacher should

choose the technique and materials that are appropriate with the students' needs and experiences so the class atmosphere become enjoyable and interesting.

2. To students, to increase their ideas, to write accurately and to improve their writing skill.

3. To the other researcher who keen to conduct a further study on the application of using Silent Way method in teaching other types of genres.

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