Enhancing Global Education Through Insights into Student Responses in Recount Text Writing

(Meningkatkan Pendidikan Global Melalui Wawasan terhadap Respon Siswa dalam Penulisan Teks Cerita Ulang)

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Abstract: This qualitative study investigates the responses of 8th-grade students in writing recount texts at SMP Muhammadiyah 4 Porong. Through interviews and analysis of students' texts, the research identifies students' chosen topics, feelings during writing, and difficulties faced. Results indicate that while many students struggle with composing recount texts effectively, they generally express positive feelings towards the task. These findings underscore the importance of teachers in supporting students' learning motivation and addressing writing challenges to enhance their writing skills.

Keywords: recount text; student responses; qualitative research; writing skills; teacher role

1. Introduction

English is use as an international language. Therefore, English is important for everyone to learn because English can make it easier for us to interact or communicate with foreign people, for example we go abroad to study, work, or vacation. In the academic field, all levels of education learn about English. English is used in the majority of schools around the world as an obligatory subject. In our country Indonesia, English subject is commonly used as a national exam subject as one of the graduation requirements. There are four critical aspects of English that must be learned, that is reading, writing, listening, and speaking. Harmer stated (Harmer, 2004) "Listening and reading skills that involve receiving messages are regarded as receptive skills. Speaking and writing skills which involve language production are considered top productive skills." Cholipah added (Cholipah, 2014) that writing has an important role as a communication media to expressing ideas, imparting knowledge and sharing information. According to Heaton in Istibsyaroh (Istibsyaroh, 2014) "Writing skills are complex skills and sometimes difficult to teach because the learner needs mastery not only grammatical and rhetorical devices but also conceptual and judgmental elements." While Barnet stated (Barnet & Stubbs, 1983) that Writing can also be categorized as a physical act, it needs material and energy. Writing is a form of thinking. Before publication, writing can be designed and given a limitless number of modification, Brown said (Brown, 2001). Maulidiyah conclude (Maulidiyah & Mandarani, 2023) that In junior high school level, writing is one of the complicated materials that learned by students. But, it also depends on students responses. Student response is a coordinated movement of students' perceptions of everything or input they received, stated by Hamalik in Novianti (Novianti & Kareviati, 2021). According to Febrianti (Febrianti et al., 2017) response plays a crucial role in learning, especially in writing. It related to the target of writing to obtained by students. It is related to the goal of writing that students want to achieve. Riyana stated in Muhlisin (Muhlisin, 2018) the teacher can see Students response during learning or teaching writing process. This could be analyzed through understanding writing material and students' enthusiastic enjoyment of the writing process. Recount text is one of many writing

materials. Hyland explained (Hyland, 2003) that Recount Text is a type of text or story that builds on past experiences by retelling the sequence of events. According to Wadirman (Wardiman et al., 2008), recount text is a text that informs readers about a certain event, action, or activity. by reading a recount text, readers can be entertained. According to Anderson in Husna (Husna & Multazim, 2019), Recount text is the text that retells past events, usually in sequential sequence. Harmer stated (Harmer, 2004) Recount text is the most basic type of text. This text's social purpose is to convey previous experience through the sequential narration of experiences. Can be concluded as Nafisah stated (Nafisah & Kurniawan, 2007), When writing recount text, students must retell a sequence of experiences that they previously had.

Based on previous two researches, First entitled "Students' Difficulties in Writing Recount Text at Inclusion Classes" previous researchers found several kinds of students' difficulties when they are writing recount text. One example is, there are many students used simple present tense verbs while when writing recount text they should use simple past tense. As a result, it is possible to conclude that some students still had no idea about the simple past material and recount text material that has been taught before. The difference from current research is the previous researchers studied only about the kinds of student difficulties when they are writing recount texts, and now, the researchers are researching about kinds of students response when writing the same material. The second research (Rahmawati, 2014) which the title "Students' Responses Toward The Implementation Of Theme-Based Teaching in EYL Class". On that tittle, the previous researcher was interested to know about how students responded in the application of researcher's teaching strategy for EYL Class, and for the result show there are various kinds of responses from students, but most students responded positively to what previous researchers did. The difference from current research is that previous researchers wanted to know student responses in implementing learning strategies, and current research, researchers want to know how students responses in the process of writing learning materials. The aim of this research is to analyze responses of students in writing a recount text.

This research conducted pre-observations in the first semester October 2022. Researchers conducted interviews and research consultations with grade 8 English teachers at SMP Muhammadiyah 4 Porong. From the results of the interviews, the researchers could know that there were only one class for 8th grade in SMP Muhammadiyah 4 Porong, and that class had 16 students. The teacher told that Recount text is 8th grade material for junior high school. For this research, researchers uses "how do the students respond in writing a recount text?" as research question. The goal of this reserarch is to know about various responses of 8th grade students at junior high school level when they are writing a recount text.

2. Method

This research is to know about kinds of students' responses when they are writing recount text. In this research, the researchers employs descriptive qualitative research as design. According to Cresswell (Creswell, 2009) Qualitative research is technique of exploring and comprehending the meaning that individual and group ascribe to a human and social phenomenon. Typically, data is gathered in the participant's setting. The researchers interprets the significance of the data as the inductive data analysis progresses from specifics to broad concepts. And the final report structure is flexible. From that idea, it is possible to conclude when doing qualitative research, the writer can report research results flexibly according to the data obtained naturally without manipulation.

This research took place at SMP Muhammadiyah 4 Porong. This research was conduct on class VIII students, it consist of 13 students as subject. Data collection from this research carried out in second semester in April 2023. To collect data, the researchers used the teaching approach of re-explaining the recount text material briefly adapted from the teacher, then the students asked to make a recount text. The students were free to choose the topics between "made something in the past or holiday experiences" (Wachidah & Gunawan, 2014). When students are writing recount text, at that time the researchers organize the students to come foward in turn to conduct interview, this instrument data collection adapted from (Houghton et al., 2012). The results of the interviews were be compared with the student's recount text as data analysis, then all data were be managed, described and concluded as the results of this research. Indicator to be asked to the students about the feeling, the difficulties, and the topics they use that can make them interested.

3. Results and Discussion

3.1. Students Response in Writing Recount Text

Recount text is the material taught in April 2023, before that the students have also learned about simple past tense material and introduction to recount text which be useful in writing recount text set in the past. In this research, the researchers used 2 recount text themes, "Holiday" and "Made Something in the Past", one of which was chosen as the main theme for each student. During the process of creating recount text, students were allowed to use google translate as a tool to translate vocabulary that they did not know. At the same time, the researchers also conducted interviews about students' responses in writing recount text to students, this interview was conducted to 13 out of 16 students who were present in class 8 of SMP Muhammadiyah 4 Porong.

3.2. The Reason of Selecting Topics

Some students used the topic "Holiday" and some used "Made Something in the Past". It is based on several reasons why students choose that topic, and the following are the results of the interview from the first question "Why do you choose this topic?":

1. *What topic do you choose/why do you choose this topic? :*

   Student 3: Holiday, because had an interesting experience

   Student 4: Holiday, just happy with this topic

   Student 6: Made something in the past, because had an interesting experience

The example results above show that there are 3 answers from students, while from all the results of the first question there are 13 answers, it was found that 10 students used "Holiday" and 3 students used "Made Something in the Past" for their topic. From the responses of most students, students preferred or chose "Holiday" rather than "Made Something in the Past" as the topic they used in writing recount text. Most of their reasons for choosing their topics are that they have beautiful, interesting, and fun experiences that they remember and retell. Therefore, being based on memorable reasons can encourage students to be able to remember the series of events of their pleasant experiences and make them into the recount text they write. Below is an example of recount text written by student 4 with the "Holiday" topic:

Holiday in the Lake

On holiday last week, I went to the lake for swiming. It was suitable time for swiming because I had nothing to do. I went there with my friends.

I woke up earlier in the morning. After that we went to the lake we have decided before to start swiming. I was so excited, I enjoyed the moment so much that I didn't realized that the sun had already set. I called my friends and we went home.

I get so many moment. I think I will visit the spot again in the next holiday.

And next is the example of recount text with "Made Something in the Past" written by student 6:

English Olympics

(Made a Memorable Experience)

4 years ago, me and my friends have been chosen to present the school in the English olympics, there were like 4 people.

A week before the olympics began, my friends and I studied & practiced first to get better result. We practiced for at least two hours while the rest of students were doing their normal learning. We did some research and learn some vocabulary, it looked good until the olympics started.

When that day came. We did the olympics at university. We met a lot of really cool people. I was so nervous about not being confident. I was working on some issues with a bunch of people I didn't even recognize.

My friends and I didn't get away with it at the time, we were sad at first cuz it's a contest we've been waiting for, but at the same time we were happy to have a great experience at that time.

There is generic structure in the recount text. Generic structure is an important element in writing recount text. Many students already understand the generic structure of the recount text, but there are also some who still don't understand. From that students works, the researchers tried to match the structure of the recount text from Anderson's theory. According to Anderson in Cholipah (Cholipah, 2014) there are 3 steps or generic structure of recount text, as follows :

1. Orientation

    It is introducing the participants, place and time

2. Events

    It is describing several series of events that happened in the past

3. Re-Orentation

It is including of stating personal comment of the writer about the story

We can see in the "Holiday" example, in terms of orientation and events it can be said to be good at writing, It's suitable to Anderson's theory. But, in the re-orientation it looks enough but still a bit lacking in expressing personal comment states. And then, the student still used the word *swiming* when it should be *swimming*. So from the third example, It can be said that student understand enough about recount text material, but students can learn more to make it better, especially in making state personal comments and writing vocabulary.

Turning to the "Made Something in the Past" example, the Orientation shown in the first paragraph is correct and suitable about explaining the participants, place, and time section accordingly. Then, for the events section in paragraphs 2 and 3, the series of events section appears to be neatly organized. For the re-orientaion part, students also express stating personal comments about the experience they write. From the results of the first example, it can be explained that students can correctly organize orientation, events, and re-orientation in accordance with Anderson's theory.

3.3. The Feeling in Writing Recount Text

After knowing about the topic that the students chose and the reason, in the next interview question, the researchers knew how the students felt when writing recount text. According Cetin theory (ÇETİN et al., 2021) Students' feeling showed that the students experienced positive emotions, such as happiness, excitement, curiosity and wonderful. And also experience negative emotions, such as stress, sadness, unhappiness, boredom, anger and fatigue. The following is the result of the interview regarding students' feeling with the second interview question "How do you feel when writing recount text**?**"

1. *How do you feel when writing recount text?:*

Student 1: I'm stressed and confused

Student 11: I'm happy

Student 13: My feeling is happy

From the results of the second interview question, 11 out of 13 students got positive feelings such as happy, excited and proud when writing or creating recount text. While 2 of them responded with feelings of confusion (unhappiness). From the results of positive and negative student responses can be based on certain factors. Students who respond positively such as excited, and happy can be based on students' willingness and interest in learning the material received by students. There are many students who do not understand the material taught, but they do not give up, with a sense of enthusiasm and willingness to learn, they can understand the material. For example, here is recount text work from student 11:

Holiday in Jogjakarta

On last year vacation, I and my family went to a city in central java, Jogjakarta.

On that holiday, I stayed at a hotel in Sleman, I stayed in Jogjakarta for 3 days.

After 3 days passed, my family and I went to the souvenir shop, after tha we went home.

On the text above, it can be said that the student is not very proficient in developing a story as a recount text structure. He only wrote one sentence in each paragraph, so the student's writing was lacking in explaining the generic structure of recount text. But since he responded positively (happy) in writing recount text, it is certain that this student has an interest in learning this material. As Luo stated (Luo et al., 2022) a student's interest can have a significant impact on the learning process and is thus an important aspect in the effort to improve learning. Even though the student has not quite mastered the material, if there is interest, the student will be easy to develop his learning ability so that he will quickly be able to master the material well.

As for students who respond negatively, it can be based on the students' own habits, which are usually lazy, not excited, and have no interest in understanding the learning material being taught. For example, this is a recount text written by a student 1:

Play in the Garden

On holiday last month I go to together friends ride a bike to the garden to play and there my friend fell

And I played under the tree my friend asked for help I can't hear it because I'm using earphone and that my friends

And that's where I regret being concerned with cellphones from there I have no friend and a few years I went to class I have many friends

From the results above which show that the student responds negatively (stressed), it can be said that the results of the student's writing are irregular, there are no punctuation marks, until the meaning of the sentence is not clear. It shows the student's lack of seriousness in learning even for example he does not use "punctuation" which is the basic thing in writing, and the lack of learning motivation in the student also greatly affects laziness in learning something. For this reason, students must increase their learning motivation. Student learning motivation is usually obtained from the teacher who teaches it, in addition to getting motivation from the teacher, according to Mardikaningsih in Darmawan (Darmawan et al., 2021) students must have the awareness to learn and develop themselves so it is necessary to know the things that encourage the emergence of student learning motivation. After receiving learning motivation, students be more enthusiastic in following the learning material so that students can take part in learning activities happily without feeling pressured.

3.4. The Difficulties in Writing Recount Text

After knowing the result of students feeling, on the next question the researchers discuss whether students have difficulty in writing recount texts. In writing texts, there are several things that must be considered or mastered, such as text structure, sentence structure, and grammar, which can make writing somewhat more difficult and complex than listening, reading, and speaking. Then to find out student responses in this case, the researchers used the third interview question "Do you think it is easy or difficult to write this text?"

Do you think it is easy or difficult to write this text, and if there are difficulties, what is that?

Student 9: I think it is little difficult, still not mastering past tense

Student 10: It is easy

Student 12: I think it is little difficult to compose this text

The results of the third interview question showed that only 3 students found it easy to write recount text and 10 others found it difficult. The example below is the writing of student 10 who responded "easy"

Holiday in the Swimming Pool

On holiday last week, I went to the swimming pool. I swim in the deep pool, and I also learned to swim there with my brother.

I arrived at the swimming pool at 09.00 am and I come home at 14.00 pm. There I also eat delicious local food.

And after swimming I stopped at the café to drink a cup of coffee, and the café in a beautiful area in the highlands.

From the writing of that student who considers "easy", we can see from the orientation in the first paragraph, events in the second paragraph, the student can be said to have understood the structure of the recount text even though the sentences in the paragraph are still too short. Meanwhile, the re-orientation part is still lacking because he has not explained the state of expression of his writing. From the opinion of the "easy" student's response can be said that it is close to being appropriate from his response, it's just that the student needs a little more learning to develop his sentences and add a state of expression in the last paragraph or re-orientation in order to make the recount text he wrote better.

And next is the example by student 12 who responded "little difficult to compose this text"

Made Trouble

Last month I took guava at someone house, and that person almost caught me, I run with my friend.

After that my friend and I always wore jackets so that person would not recognize. I feel so fun.

From that result, we know that student still cannot compose writing properly. He used an inconsistent verb tense. He also only wrote two paragraphs which were too short so that it was too short to explain the structure of the recount text, especially the series of events. In accordance with the response, the student really has to learn how to compose and arrange recount texts properly

So, from the third interview question result, it shows that most of students still haven't mastered how to write recount text. Some are still confused to organize the text, vocabulary selection and more are still not mastering about past tense or grammar. It is a common thing experienced by students. Gray stated (Koutsoftas & Gray, 2012) In writing, the students usually face difficulties with productivity, complexity and grammar. Somehow it seems to show that

students are still not serious in learning, especially on simple past tense grammar material which has previously been taught by the teacher before the recount text material. Students also need to increase their vocabulary to help them write recount text.

It is okay because if students want to learn again seriously then they will master the material. It has received a positive response from students as shown in the second interview question, many students feel happy when writing recount text even though they think it is a bit difficult. It shows that there is still a high spirit of learning. With that, students will be able to gradually improve their ability to mature in writing. In addition, the role of the teacher is also important in this case. Harmer stated (Harmer, 2004) The success factor of improving students' productive skills in writing can also depend on the way teachers organize them, and giving feedback on students' work is also very important. With feedback from the teacher, students will correct how their work is. If the writing still has errors, then students know what to fix and learn again, so that it make students better at writing. The implicataion of this research can help teachers to analyze and evaluate students' abilities through the responses obtained, so that teachers can develop better ways or methods of learning so that students are more enthusiastic, active and improve their learning outcomes.

4. Conclusion

This research shows the kinds of students' response in writing recunt text from 8th grade students in SMP Muhammadiyah 4 porong. There are student responses about the topic they choose, feeling when writing, and about whether there are difficulties they face when writing. From the responses about these things, many students still have difficulties in writing recount text. It can still be denied because in learning English, writing is a difficult skill compared to the other 3 skills (reading, speaking, and listening). But the response from "students feeling" shows that many students feel happy when writing recount text even though there are still difficulties. Because of that positive feeling, it can be a reference for students' enthusiasm for learning to more understanding recount text material and how to write and organize it properly. Suggestion and recommendation from this research is intended for the teacher to pay attention more in learning because the role of the teacher is also very important for their learning motivation and instructor to maximize students' abilities.

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