

An Implementation of Expilicit Instruction Strategy in Teaching Recount Text on the Students Writing Skill

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Abstract

In English learning, there are four skills that need to be mastered by English students, they are listening, speaking, reading and writing. As four skills writing is one of the most important skill for students. Writing becomes one of the most important aspect of the language skills because the students are helped to expand the other language skill through the teaching of writing skill by teacher. The purpose of this research was to find out whether any significant effects of using Explicit Strategy in teaching recount text on students writing skill at the first grade of SMPN 26 Kerinci. The population of this research was the first grade of SMPN 26 Kerinci, there were 28 students from two classes. The sample used totaling sampling. Based on the result of this research, there is significant effect Explicit Strategy in teaching recount text on students writing skill at the first grade of SMPN 26 Kerinci. Therefore, the researcher suggested for English teacher to use Explicit Instruction Strategy in teaching writing, especially in teaching of writing recount text.

Keywords: Writing Skill, Explicit Instruction, Recount Text

Abstrak

Pada pembelajaran Bahasa Inggris, terdapat empat kemampuan dasar yang harus dikuasai siswa yaitu mendengar, berbicara, membaca dan menulis di dalam Bahasa Inggris. Menulis merupakan salah satu kemampuan dasar yang sangat penting yang harus dikuasai oleh siswa, karena siswa mampu mengembangkan kemampuan berbahasa Inggris nya melalui menulis di dalam Bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh penggunaan strategi Explicit Instruction di dalam mengajar teks recount pada kemampuan menulis siswa kelas I SMPN 26 Kerinci. Populasi penelitian ini adalah 28 siswa yang terdiri dari dua kelas. Pengambilan sampel penelitian ini menggunakan Totaling Sampling. Berdasarkan hasil penelitian, dapat disimpulkan bahwa terdapat pengaruh penggunaan strategi Explicit Instruction di dalam mengajar teks recount pada kemampuan menulis siswa kelas I SMPN 26 Kerinci. Oleh karena itu, peneliti menyarankan kepada guru Bahasa Inggris untuk menggunakan strategi Explit Instruction dalam mengajar menulis Bahasa Inggris, khususnya dalam menulis recount text.

Kata kunci: Keterampilan Menulis, Explicit Instruction, Text Recount

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INTRODUCTION

In English learning, there are four skills that need to be mastered by English students, they are listening, speaking, reading and writing. As four skills writing is one of the most important skill for students, because writing can help the students improve their ability in learning English. Based on Dantes in Ariyanti (2016) “writing becomes one of the most important aspect of the language skills because the students are helped to expand the other language skill through the teaching of writing skill by teacher”.

Furthermore, listening and reading skills are regarded as receptive skills while speaking and

writing are regarded as productive skills. According to Oshima and Hogue (1998) “Learning productive skills is more difficult than receptive skill, especially in writing skill because writing is complex activity that it requires the ability to write good sentences and organize logically into paragraph”.

In addition, writing skill becomes the most difficult skill for English as Foreign Language students. Especially in Indonesia the most of students get difficulties when they write English. Because they have to consider about aspects in English language structure, such as grammar, vocabulary, meaning and soon. Based on Ariyanti (216 : 268), it also state that “writing is quite difficult skill for Indonesia students because between Bahasa and English there are some differences such as structural and grammatical term and style”.

According to Nunan (1989) “writing is more difficult from other skill such as listening, speaking and reading, because writing is an extremely complex cognitive activity in which the writer is required to demonstrated control of a number variables simultaneously, it includes control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation.

Moreover, based on the curriculum of junior high school writing skill is one of the competence that have to achieve in teaching learning process. But in some English learning situation, still many problems faced by students in writing. Based on the preliminary observation at SMPN 26 Kerinci the researchers found that the students low in writing skill, it found that they got confused in grammar, lack of vocabulary and so on.

Besides, the researchers had conducted the interview with the English teacher of SMPN 26 Kerinci, the English teacher explained that the student still had problems in writing skill, most of them were lack of vocabulary that make them got difficulties to express their ideas in written form, and then the students got difficulties in grammar, and difficulties how organize the sentence well into paragraphs, based on those problems it impact to students got low score in writing. Then, the researchers also had conducted the interview with some students, it found that the students got difficulties and bored in learning writing, because teaching strategy that used by the teacher was traditional method, it meant the students got difficulties to develop their writing skill.

Therefore, to overcome those problems the interesting ways have to used to get the enthusiasm and high motivation from students to get the achievement of writing in the class. According Wang (2011) “the teacher should to choose the strategy that can improve the students ability in writing, because the important of paying attention to process of writing that the students should continuously rewrite, revise, and edit their writing in order to improve it”. It means that, teaching strategy is very influence to get the achievement of learning. There are many kinds of strategy for teaching writing, such as Think Talk Write (TTW), Numbered Head Together (NHT), Jigsaw, Explicit Instruction strategy etc.

In this research the researchers used Explicit Instruction strategy in teaching writing. According expert opinion Explicit Instruction strategy is students are cognitively engaged through the

learning encounter. They have opportunities through the lesson to self-monitor and direct their own learning and participation. According to Huda (2013) "Explicit instruction is one of teaching approach that is designed to increasing students learning process. This strategy relates with declarative and procedural knowledge that can be taught steps by step". According to Tukiran (2014) "Explicit Instruction is direct learning that is designed to developed students learning about the procedural and declarative knowledge that is taught step by step".

Moreover according Archer (2018) "Explicit instruction is systematic, direct, engaging, and success oriented and has been shown to promote achievement for all students". Furthermore according Geoge (2018) "Explicit Instruction is the students are cognitively engaged through the learning encounter, they have opportunities through the lesson to self-monitor and direct their own learning participation. Besides, he also state that Explicit Instruction is learning model that is begin with teacher setting the stage for learning, teacher explains of what to do clearly, modeling process, guided practice, independent practice, and assessment".

According Huda (2013), the syntax of Explicit Instruction strategy begins with orientation of the lesson, presentation of the lesson, structured assignment, guiding practice, independent practice. Based on Suprijono (2009) they are steps in teaching using explicit instructions strategy. First, Teacher informs the objective of lesson to the students. Second, Teacher informs knowledge and skill. Third, Teacher guiding practice on students. Fourth, Teacher checking the students' understanding and giving feedback. Fifth, Teacher gives chance to students to independent practice.

Furthermore, according Huda (2013) there are some advantages of using Explicit Instruction Strategy in teaching learning process. First, Teacher can controls the material's learning and orders the information that received by student, it makes the teacher can defend focus that have to achieve. Second, It can help the student when they faced the problems in learning. Third, The students Improving the seriousness and less bored in the teaching learning process. Fourth, inviting the students to focus in the teaching learning process. Fifth, Improving the learning process, build self-creativity, reaching significance of learning through experience and last, Adding passion and interest student in learning process.

Besides, the researchers found the research that used Explicit Instruction Strategy, the finding of this research showed that there was a significant effect of using Explicit Instruction toward students' reading comprehension on hortatory exposition text at the Second Year Students of Senior High School 2 Teluk Kuantan. But the researchers conducted the research in teaching writing recount text, where recount text was one of genre of the text that has to master by students in junior high school.

METHOD

This research was a quasi-experiment research, According Creswell (2012) "experiment research is determined whether an idea with which to experiment influences an outcome or dependent variable". The researchers did the research to find whether any significant effect of using Explicit

Instruction strategy in teaching recount text on students writing skill at the first grade of SMPN 26 Kerinci.

Table 1. Research Design

Groups	Pre-Test	Treatment	Post-Test
Experiment	T1	X	T2
Control	T1		T2

Where:

T1 : Pre-Test

T2 : Post test

X : Using Explicit Instruction strategy

Besides, the population of this research was the first grade of SMPN 26 Kerinci that were consisted of 2 classes. The total number of the population of this research can be seen at Table 2.

Table 2. The Total of Students at the First Grade of SMPN 26 Kerinci.

No	Class	Number of Students
1	A	15
2	B	13
Total of students		28

According Arikunto (2014) "Sample is part of respondent or representative of population that will be investigated". In this research, the researcher need two classes where one classes as experiment class and one as control class. The sample of this research was the first grade of SMPN 26 Kerinci that consists of 2 classes. The sample of this research used totaling sampling. According Sugiyono (2009), totaling sampling is the all population as sample of the research. Besides, both of classes had homogeneous, it based on the students' scores from their English teachers. In this research, Class A was experiment class and class B was control class. The total sample consist of 28 students.

Table 3. The Total of Sample of the Research

No	Class	Female	Male	Total
1	Experiment Class	7	8	15
2	Control Class	6	7	13

Technique of data collection was test. Test is used to measure the ability of the object that is researched. In this research the researchers used pre-test and post-test. The data analyzed by using statistical. Before testing the hypothesis, the data should be analyzed by using pre-requisite analysis that is test of normality and homogeneity. The test of normality used Shapiro Wilk Test and the homogeneity testing by Variance test (F-test). While the test of hypothesis was done by using *t-test* for hypothesis.

FINDINGS AND DISCUSSIONS

The Description of the Data in Control Class

Pre- test

The control class was taught without using Explicit Instruction Strategy in teaching recount text on students' writing skill. In this class, there were 13 students. Before teaching learning was done, the researchers gave pre-test for the control class to know the students score before teaching learning process about writing recount text. Then, to calculate the students score of recount text test, the researchers used 3 raters. From the first rater was gotten the mean score of pre-test in control class was 43,69. It was consisted 3 students got fair category, 6 students got weak category and 4 students got poor category. Besides, from the second rater the mean score of pre-test in control class was 43,07. It was consisted 3 students got fair category, 6 students got weak category and 4 students got poor category. Then, from the third rater the mean score of students pre-test in control class was 43,07. It was consisted 3 students got fair category, 6 students got weak category and 4 students got poor category.

Post-test

Post-test of control class purposed to know the outcomes of learning the writing recount text was taught without using Explicit Instruction Strategy. After teaching learning recount text was done, the researchers gave post-test to the control class to know the last students score after teaching learning process, to look how far the improvement the score. Then, to calculate the students score of recount text in post-test, the researchers also used 3 raters.

From the first rater was gotten the mean score of post-test in control class was 67,07. It was consisted of 3 students got good category, and 10 students got fair category. Besides, from the second rater was gotten the mean score was 68. It was consisted of 3 students got good category, and 10 students got fair category. Then, from third rater the mean score was gotten 68. It was consisted of 3 students got good category, and 10 students got fair category.

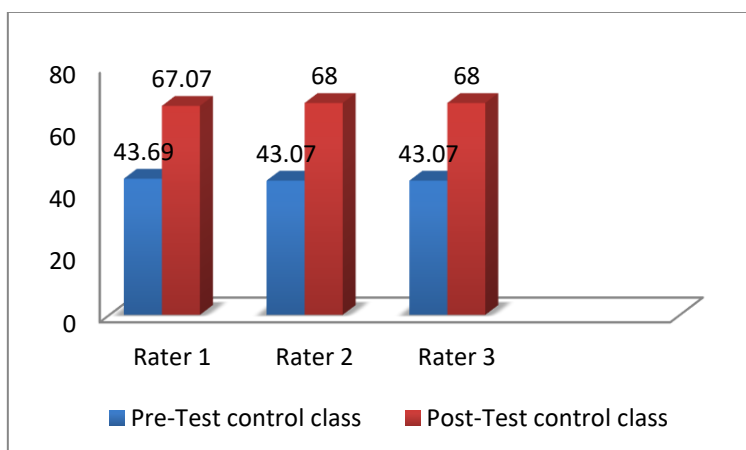


Chart 1. The Students' Scores in Control Class.

The Description of the Data in Experiment Class

Pre-test

The experiment class that a class was taught using Explicit Instruction Strategy in teaching recount text on students writing skill. In this class, the students consisted of 15 students. Before teaching learning recount text was done using Explicit Instruction Strategy, the researchers gave pre-test to the experiment class to know the students score before teaching learning process about recount text. The pre-test of experiment class was conducted to know the students score before doing the treatment. Then, to calculate the students score of recount text test in pre-test of experiment class, the researchers also used 3 raters.

From the first rater the mean score of pre-test in experiment class was gotten 41,60. It was consisted of 1 students got fair category, 9 students got weak category and 5 students got poor category. Besides, the mean score of pre-test in experiment class from second rater was 41, 60. It was consisted of 1 students got fair category, 9 students got weak category and 5 students got poor category. Then, from the third rater the mean score of pre-test in experiment class was gotten 42,13. It was consisted of 1 students got fair category, 9 students got weak category and 5 students got poor category.

Post-test

A post-test of experiment class was a class purposed to know the outcome of the effect of using Explicit Instruction Strategy in teaching recount text on students writing skill. After teaching learning recount text was done using Explicit instruction strategy, the researchers gave post-test to the experiment class to know the last students score after teaching learning process, to look how far the improvement the score and then compared to the students score was gotten from the control class score. To calculate the students score of recount text in post- test, the researchers also used 3 raters.

From the first rater the mean score of post-test in experiment class was 91,73. It was consisted of 12 students got very good categories and 3 students got good categories. Besides, from the second rater the mean score of post-test in experiment class was 91,73. It was consisted of 12 students got very good categories and 3 students got good categories. Then, from the third rater the mean score of post-test in experiment class was 92,27. It was consisted of 12 students got very good categories and 3 students got good categories.

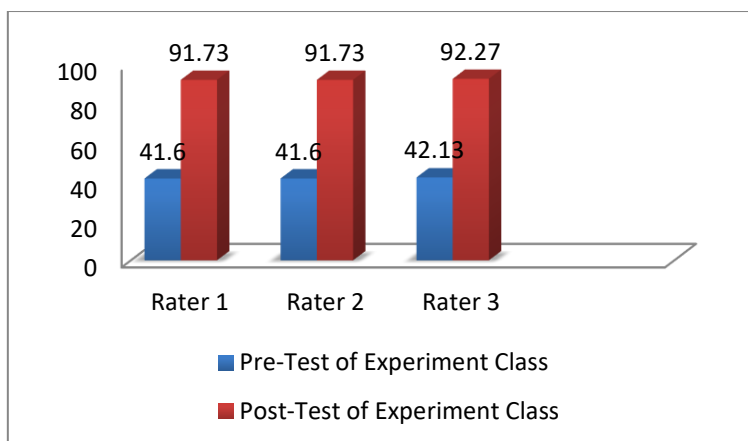


Chart 2. The Students' Scores in Experiment Class

Therefore, based on the both scores from control and experiment classes, the average of score from the students who was taught Using Explicit Instruction Strategy in teaching recount text were higher than the students who were not. It can conclude that using Explicit Instruction Strategy in teaching recount text on students writing skill at the first grade of SMP Negeri 26 kerinci was successful.

Testing Analysis Requirement and Hypothesis

Normality Test

The normality of test is conducted to know the data of pre and post-test of control and experiment class is distributed normal or not. In this research, the researchers was done the normality test used Shapiro-Wilk Formula. To calculate the normality test using Shapiro –Wilk formula, there were some steps to got it.

First step, the researchers determining the value D by making the table distribution and input students' scores from lowest to highest score, then calculate $(x_i - \bar{x})^2$ to get the D value. After value D was gotten the next step calculated Value T by $a_i (x_{n-i+1} - x_i)$, and the last step determining the normality of data by the Shapiro-Wilk formula. Moreover, the data was distributed normal if the P value > 5%, so H_0 was received; H_a was rejected. The following were normality of test result.

Table 4. Normality Test Result

Normality Test	P Value	α	Statements
Pre-test of control class	0,9403	0,05	Scores were normally distributed
Post-test of control class	0,8723	0,05	Scores were normally distributed
Pre-test of experiment class	0,9967	0,05	Scores were normally distributed
Post-test of experiment class	0,9236	0,05	Scores were normally distributed

From the result above, it can be seen that the both scores of control and experiment classes were normally distributed, H_0 was received; H_a was rejected. because P Value > 5%.

Homogeneity Test

Homogeneity test purposes to see whether the data or sample in both classes are homogenous or not. The classes are homogenous if $F_{\text{Count}} < F_{\text{Table}}$, so variance value are homogenous. In this research, the researchers was used F formula. To calculated the F value, firstly the researchers counted the standard deviation of post-test experiment and control classes score. Standard deviation (S_1) of post-test experiment was 7,16 and Standard deviation (S_2) of post-test control was 6,30. Then, to get F value, the researchers counted the Homogeneity test by F formula.

From the calculation, it can be seen that $F_{\text{Count}} < F_{\text{Table}}$ ($1,29 < 2,64$). Based on the criteria, it can be concluded that H_0 was accepted. It meant that the sample in control and experiment classes were homogenous.

Hypothesis Test

After scoring the students' test of writing recount text, to see whether significant effect of using Explicit Instruction Strategy in teaching recount text on students writing skill at the first grade of SMPN 26 Kerinci. In this research, the researcher was used hypothesis test by t-test formula.

From the calculation of t-test, it was shown that $t_{\text{Count}} > t_{\text{Table}}$. It means that H_1 that stated There is significant effect of using Explicit Instruction Strategy on the students writing skill at the first grade of SMPN 26 Kerinci was accepted and H_0 that stated There is no significant effect of using Explicit Instruction Strategy on the students writing skill at the first grade of SMPN 26 Kerinci was rejected.

Table 5. t-test Calculation Result

Mean		Difference of Mean	t_{Count}	df	t_{Table}	Hypothesis
Pre test Experiment Class	Post test experiment Class					
41,60	91,73	50,13	15,5683	28	1,7011	H_1 was accepted

Discussion

This research was a study of the effect of using Explicit Instruction Strategy in teaching recount text on students writing skill at the first grade of SMPN 26 Kerinci. This study was a quasi-experiment research that was used two classes. In this research, the researchers took Class A as experiment class and B as control class. The purposed of this research was to find whether significant effect of using Explicit Instruction Strategy on the students writing skill at the first grade of SMPN 26 Kerinci in academic year 2017/2018.

From the analysis of data, there were significant different between the student who were using Explicit Instruction Strategy and the students who were not. Based on the calculation, the mean score pre-test in control class was 43,69 and the mean score of post-test in control class was 67,07. It meant, after doing teaching learning process without using Explicit Instruction Strategy about writing

recount text in control class the gain score was 23,38. Moreover, the mean score of pre-test in experiment class was 41,60 and the mean score of post-test in experiment class was 91,73. From the calculation, it looked that after teaching learning process about writing recount text using Explicit Instruction Strategy, the gain score in experiment class was gotten 50,13. It concluded that the gain score of experiment class was higher than control class.

Then, hypothesis with 5% (0,05) of level significance and the value of t-table of the level freedom df (28). The value t-count (15,5683) was bigger than the value of t-table (1,7011). It meant that H_1 was accepted and H_0 was rejected. In other word, there was significant effect of using Explicit Instruction Strategy in teaching recount text on students' writing skill at the first grade of SMPN 26 Kerinci.

Moreover, after conducted this research, the researchers found some previous researches that used Explicit Instruction Strategy, those researches found Explicit Instruction Strategy also had significant effect in learning English. Besides, it would support of the researcher research result in used Explicit Instruction Strategy. Firstly, the researchers found the research that had conducted by Wike Arningsih (2014), she stated that there was a significant effect of using Explicit Instruction toward students' reading comprehension on hortatory exposition text at the Second Year Students of Senior High School 2 Teluk Kuantan. It proved by the analysis of independent sample T-test formula. It found that t-obtain 2.729. It is higher than t-table either in significant 5%=2.02 or in significant 1%=2.69.

Secondly, the researchers also found the research was done by Intan Trine Chodija (2015), she states there was a statically significant difference effect of using Explicit Instruction on students' mastery in the simple past tense. Thirdly, the research results that was done by David F. Cihak and Kristin Castle (2011), which indicated that both students with and without disabilities made significant improvements in expository writing skills with Explicit and Strategy Instructional Methods as measured on the state's criterion reference test for written expression. Fourthly, the research that was done by Yuko Iwai (2016), The results showed that the teacher candidates increasing their awareness of metacognitive after the intervention of Explicit Instruction on Strategic Reading in Literacy Methods Course. Fifthly, the research was done by Gina M. Lencioni (2013), which research showed that lower performing readers benefit from explicit direct instruction with independent practice of reading comprehension strategies and higher performing readers from explicit direct instruction with cooperative learning groups to practice reading comprehension strategies.

Therefore, the researchers assumed that the used of Explicit Instruction Strategy also gave good contribution and strategy in learning writing recount text at the first grade of SMPN 26 Kerinci. It proved by after conducted the research using Explicit Instruction Strategy in teaching writing recount text, it was increased the writing recount text of students. It proved by the statistical data that had explained; besides from this strategy the students also got different experience in learning writing.

CONCLUSIONS

Based on the finding and discussion, it concluded that the effect of using Explicit Instruction Strategy in teaching recount text on students writing skill at the first grade of SMPN 26 Kerinci was effective. It was proved by the t-count score of t-test. The t-test showed that t-count (15,5683) was higher than t-table (1,7011). It meant that H1 was accepted and Ho was rejected.

Since the t-count higher than the t-table, there were significant difference in the achievement between students in class experiment who were taught using Explicit Instruction Strategy and students in control class who were not. The mean score of experimental group was 91,73 and the mean score of control class was 67,07. It meant that the experiment class was better than the control class. Therefore, it concluded that Explicit Instruction Strategy had a positive effect on text on students writing skill in recount text at the first grade of SMP N 26 Kerinci academic years 2017/2018.

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