



The Influence Of Students Writing Ability By Using Muddiest Point Technique In Recount Text At 11 Grade Of SMA Negeri 1 Girsang Sipanganbolon

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Abstrak

Penelitian ini membahas tentang pengaruh kemampuan menulis siswa dengan menggunakan teknik muddiest point dalam teks recount di kelas XI SMA Negeri 1 Girsang Sipanganbolon. Desain penelitian ini adalah pre-experimental. Kelas XI SMAN 1 Girsang Sipanganbolon dipilih sebagai sampel penelitian ini dengan jumlah 32 siswa. Penelitian ini merupakan penelitian one group pretest-posttest design yaitu kegiatan penelitian yang memberikan pretest sebelum diberikan perlakuan, setelah diberikan perlakuan kemudian diberikan posttest. Tes ini dibuktikan dalam bentuk tes tertulis. Data pada tes dihitung dengan menggunakan rumus t-test. Hasilnya menunjukkan bahwa skor post-test lebih tinggi dari pre-test. Temuan menunjukkan bahwa ada pengaruh yang signifikan terhadap kemampuan menulis siswa setelah perlakuan. Terjadi peningkatan nilai jumlah siswa. Nilai rata-rata pre-test adalah 62,47 dan nilai rata-rata post-test adalah 69,4. Analisis data menunjukkan bahwa t-test adalah 5,5 dan t-tabel adalah 1,696. Dari data tersebut dapat disimpulkan bahwa t-test lebih tinggi dari t-tabel $5,5 > 1,696$, maka data menunjukkan bahwa hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak.

Kata Kunci: *muddiest point, teks recount, menulis*

Abstract

This study is about the influence of students writing ability by using muddiest point technique in recount text at eleventh grade of SMA Negeri 1 Girsang Sipanganbolon. The research design of this study is pre-experimental. The eleventh grade of SMAN1 Girsang Sipanganbolon were chosen as the sample of this study with the total number of 32 students. This research was one group pretest-posttest design is a research activity that provides a pretest before being given treatment, after being given treatment then gives post-test. These test proved in the form writing test. The data on the test were calculated by using t-test formula. The result showed that the post-test score was higher than the pre-test. The finding showed that there was an influence significantly on the students writing ability after treatment. There was an enhancement of the students number score. The mean score of the pre-test was 62,47 and the post-test was 69,4. The data analysis showed that t-test was 5,5 and t-table was 1,696. The data can be stated that t-test was higher than t-table $5,5 > 1,696$. The data showed that alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected.

Keywords : *muddiest point, recount text, writing*

INTRODUCTION

Halliday (in Gilmartin & Esterhuizen, 2020) define that Language is a system of meaning a semiotic system, a language is almost certainly the most complicated semiotic system we have. The researcher can conclude that language is used to communicate between a human and another human by using an idea, emotions and desire that can be produce some symbols. According to Brown (in Thuong & Phusawisot, 2020) writing skills are the ability to write naturally, coherently, grammatically, fluently, authentically, and purposefully. Meyers (2005:45) states that writing is a process of discovering, organizing, and putting ideas on paper, reshaping, and revising it.

According to Hyland (in Favero & Cesar, 2022) states that writing is an approach to share someone's thought. From the explanation above, the researcher conclude that writing is one of the important skills to be mastered by students. Someone use it to communicate with each other, as a means of ideas and emotional expression. Writing is about expressing the idea that a writer is not express what the speaker can express, such as gestures, body movements, facial expressions, tone and tone of voice, stress and doubt (Yusuf et al., 2018).

Knapp and Knapp (in Berry, 2018) states that recount text is the simplest type of text that tells the sequence of events with generic structures such as orientation, event and reorientation. Recount text is written to retell event with the purpose of either informing or entertaining the audience or readers (or both). The students are expected to express the ideas about the experience or last events focused to inform the readers. Recount text is a text used to retell the past experience when students talk/write about past events its giving a recount. Recount is used to write the daily experience. Writing recount text can use recount in diary book, letter or E-mail, biography and history. The purpose/social function is to inform or entertain the reader. A recount text is a text that tells the reader about a story, action, or activity. The purposes of recount text are to entertain and inform the reader (text that tells a story, action or activity) (Spencer & Petersen, 2018). The kinds of recount text are personal recount, factual recount, and imaginative recount. Personal recount is a recount text that has a function to tell about the author's personal experience. Personal recount is the most common type commonly used to write recount text. Factual recount is a recount text that has a function to present reports about events that occurred based on facts. A factual recount is a list of record of a certain event (Cho et al., 2019). Imaginative recount is a recount text that has a function to tell imaginative events. For example, a recount text that tells the author's experience in imagining a scene that author got from the dream (Larsen-Freeman & DeCarrico, 2019).

Boardman (IN Afrianto et al., 2021) states that the generic structures of recount text consist of: orientation, sequence of events, and reorientation. Orientation, in this section write about who was involved, what happened, where the event took place, and when it happened. Orientation gives reader background information needed to understand the text, and the reader will recognize about scene setting and context of the text. Events is the main activities that occurred in the story of the text (Ramadhan et al., 2020). In writing recount text, events are ordered in a chronological sequence. Sometimes, additional detail is added to the text to give some information for reader. Reorientation is a closing statement that may include elaboration (Leijten et al., 2019). Some recount texts also have a concluding paragraph. In this concluding paragraph, the writer can give his/ her personal comment or statement, but it is optional one (Graham, 2020).

Harmer (in Dobrin, 2019) states that "technique teaching aid is used by language teachers to explain language meaning and construction, engage students in topic, or as the basis of a whole activity." *Depdiknas*, using a variety of the media can overcome students' boredom. Then students will learn enthusiastically, they will enjoy the teaching and learning process, because the learning process is not boring and students are comfortable to follow activities and students can understand the lesson easily (Ismayanti & Kholiq, 2020). The researcher can concluded that the use of technique is very important and also affects student learning outcomes, this technique also has very good results significant because it will help students to dare to ask questions and be able to understand and learn the lesson (Jesson et al., 2018).

According to Angelo and Cross (in Gustanti & Ayu, 2021) the muddiest point is a classroom assessment technique (CAT) in which the teacher ask students, at the end of teaching session, to write down (on a card the answer to the question "what was the muddiest point most confusing point addressed today?" or any similar question. According to Mosteller (in Khair et al., 2021) muddiest point is students feedback checked to handle the problem (in the handout next session, an email to clarify the confusing point, or recapping the confusing points at the start of next session, repeating the whole session if there are many confusing points of even revise course content) (Haerazi et al., 2020).

The researcher chose this title to be research material, especially about writing personal recount text, because the personal recount text is written about someone's personal experience in the past, which is written in

a structure and systematic way (Bai & Guo, 2021). The muddiest point technique was an active learning exercise where students saw the part of the class students least understand also call their 'dirtiest spot'. The teacher gave the time at the end of the explanation of a material; so that students had time to think about areas that they found challenged or parts that they still did not understand. In short, the muddiest point can help students and teachers had made learning time more effective (Miller et al., 2018a).

METHOD

The researcher used pre-experimental design. One group pretest-posttest design is a research activity that provides a pretest before being given treatment, after being given treatment then gives post-test. In this research, the first students gave a pre-test to found out how far the students writing ability before given treatment by used muddiest point technique. After given the pre-test, then students gave treatment, by used muddiest point technique. According to Sugiyono (2020) population is generalization areas that consist of object or subject that has certain qualities and characteristic of the apply researcher to learn and concluded. The population was eleventh grade in SMA N1 Girsang Sipanganbolon. It has four classes from IPS, and four classes from IPA which consist of 272 students from two majors classes. Sample is part of number characteristic from take population. The Sample was one class (class XI IPS 2) consist of 32 students. The researcher collected the data from the students' writing test result.

RESULT AND DISCUSSION

The findings of this research shows that data from pre-test and post-test. The total distribution and percentage of the students pre-test and post-test has been provided in the table below:

Table 1. The Frequency Distribution and Percentage of the Students' Pre-Test Score

No	Classification	Score	F	%
1	Excellent	81-100	0	0
2	Good	75-80	4	12.5
3	Fair	61-74	13	40.625
4	Poor	51-60	13	40.625
5	Very poor	>50	2	6.25
Total			32	100%

Table 1 shows above the frequency and the percentage of the students' pretest. There is no students who got excellent and good score, 4 (12.5%) students who got fair score, 13 (40.625%) students who got poor score, 13 (40.625%) students who got very poor score, 2 (6.25%). From the result it can be concluded that the students' writing achievement on pre-test range good to very poor classification. After looks for the frequency value of the distribution and the percentage of the student's pre-test score, the test results of the frequency distribution and percentage of students' post-test are calculated in the following table.

Table 2. The Frequency Distribution and Percentage of the Students' Post-Test Score

No	Classification	Score	F	%
1	Excellent	81-100	3	9.375
2	Good	75-80	6	18.75
3	Fair	61-74	20	62.5
4	Poor	51-60	3	9.375
5	Very poor	>50	0	0
Total			32	100%

Table 2 shows above the frequency and the percentage of the student's posttest. Students got excellent score is 3 (9.375%) students who got good score, 6 (18.75%) students who got fair score, 20 (62.5%) students who got poor score 3 (9.375%) and none of students who got very poor score. From the result it can be concluded that the students' writing achievement on post-test range excellent to poor classification. Based on the result above, it can be concluded that the rate percentage in the post-test was higher than the percentage in the pre-test.

Table 3. The Mean Score and Standard Deviation of Pre-test and Post-test

Test	Mean Score	Standard Deviation
Pre-test	62,47	7.549
Post-test	69,4	7.071

Table 3 shows above the mean score of students' pre-test was 62,47, it indicated in poor score classification and the mean score of students' post-test was 69,4, it indicated the score was in good score classification. The standard deviation of pre-test was 7.549 and the standard deviation of post-test was 7.071. The mean score of the students' post-test was higher than the mean score of the students' pre-test, while the standard deviation of the students' pre-test was higher than the standard deviation of the students' post-test (Parmawati, 2018).

Table 4. The T-test Value of the Students' Writing achievement

Variable	T-test Value	T-table Value
$X_2 - X_1$	5,5	1,696

For the level of significance (p) = 0.05 and the degree of freedom $n-1 = 31$, then t-table value is 1,696. Thus, the value of the t-test was greater than the t-table ($5,5 > 1,696$) it means that, there is a significant difference between the pre-test and post-test of the students' writing achievement after being taught writing recount text by muddiest point technique. In other word, muddiest point technique is an appropriate way to influence the students' writing ability (Miller et al., 2018b).

CONCLUSION

The result of the statistical analysis of t-test at the level significance 0.05 with the degree of freedom (df) = $N-1$, whether $N=31$ indicated that there was a significant difference between the mean score of pre-test and post-test. The mean score of pre-test was 62,47 and the mean score of the post-test was 69,4. The t-test value was greater than the t-table value is $5,5 > 1,696$. Therefore, alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected.

Based on the result, it can be concluded that there was a significant difference between pre-test and post-test students' writing ability after giving treatment by using muddiest point technique. The difference shows the improvement based on the result of the students' test.

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