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## Grammar-Focused Writing Instruction to the Students' Writing Recount Text

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### ABSTRACT

In learning English, the students often make some problems while building a recount text. One of the problems causing it is that the teacher might use the old teaching method. This research aimed to examine the effect of grammar-focused writing instruction on the tenth-grade students' writing recount text at one of the Senior High School State at Kabupaten Tangerang. The research method used in this research was a quantitative method with a quasi-experimental design by using a non-equivalent control group design. The population of this research was 460 tenth grade students. The sample of this research was taken from two classes that were chosen by using Simple Random Sampling. There were X IPS 4 as the control class and X IPS 5 as the experimental class. The normality test result showed that the data is normally distributed, and the homogeneity test result showed that the variants belong to a homogeneous population. The analysis results of post-test by using t-test (The Pooled Variance Model T-test) were obtained data that t-count = 4,37 and t-table = 1,99 with significant level  $\alpha = 5\%$  or 0,05. From the post-test calculation result,  $H_0$  is rejected, and  $H_1$  is accepted. To sum up, there is a significant effect of students' writing recount text between students in the experimental class who were taught by using grammar-focused writing instruction and students in the control class who were taught by using the conventional method.



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## INTRODUCTION

English is one of the world's critical languages because it can be a lingua franca for connecting one country to others. Many countries use it as their second language or foreign language. These positions depend on many factors, such as the country's location, family background of the citizens, respectively. That is why English has different positions in different countries.

There are four primary skills in English. They are reading, writing, listening, and also speaking. Besides those skills, many English aspects cannot be separated into language learning, such as grammar, vocabulary, pronunciation, and many more. It is almost impossible to learn those skills and aspects in the short term. In Indonesia, English is introduced to the students since they were in elementary school or kindergarten until senior high school or maybe in college to master those skills and aspects. Therefore, writing can be an essential skill in learning English, which is needed to be learned; moreover, it is a productive skill.

Writing is a productive skill besides speaking. Nunan (2003) explains that "writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly" (Harris, 2014, p. 55). Writing can be a crucial skill in learning English because the writers are expected to build good writing and deliver the contained ideas efficiently to the reader. Writing can be a group of sentences, which is called a paragraph, and also can be a group of paragraphs, which is called a text.

Writing in English is related to the text type. Several text types have to be explained to the students, such as descriptive text, narrative text, recount text, and report text. In this research, the researchers will choose recount text because it contains past tense, which tells about past events to strengthen the students' memories. According to Anderson (1997), "Defines a recount is a piece of text retells past events, usually in the order in which they happened" (Utami, 2012, p. 25).

According to Cigdem (1997), grammar-focused writing instruction is a teaching method that can make the students think that grammar is essential to be learned, especially in writing. Besides, the specific grammar-structured grammar-focused task does not actually involve direct grammar structure development to accomplish the work answer, but rather aims to draw students' interest to grammar features and increase their knowledge of them (Ellis, (2002) in Nassaji and Fotos (2011)). In this research, the researchers tried to combine grammar and meaning to write their recount text.

The researchers considered that grammar-focused writing instruction could be an alternative method for students when writing recount text to achieve their academic success. The researchers took a quasi-experimental research design to determine whether grammar-focused writing instruction can affect students' writing recount text.

Thus, the researchers wanted to identify the problem by the following question "Is there any significant effect of using grammar-focused writing instruction to the students' writing recount text?"

## METHODOLOGY

This research was quantitative research by using a quasi-experiment design where there are experiment and control groups. The design of the research is to call a non-equivalent controlled design. Riadi (2014, p.14) shows the design of the research non-equivalent as follow:

Table 1. Non-equivalent control group

Group	Pretest	Treatment	Posttest
<b>Experimental</b>	$Y_e$	X	$Y''_e$
<b>Control</b>	$Y^k$	-	$Y^k$

(Riadi, 2014, p.14)

Where:

$Y_e$ : Score of the experimental group on the pretest

$Y'_e$ : Score of the experimental group on post-test

$Y_k$ : Score of the controlled group on the pretest

$Y'_k$ : Score of the controlled group on post-test

X: Small Group Discussion treatment

Then, the researchers gave a pretest and post-test in both classes. In the first meeting, the researchers gave a writing recount text test to the students. It was called a pretest. After teaching and learning writing recount text with a grammar-focused writing instruction method, the researchers gave test writing recount text for the students. It was called a post-test. The researchers compared students' post-test scores in controlled and experimental classes to see whether students obtained scores before and after the treatment. It is to see the influence of this method on students' writing recount text achievement.

### **FINDINGS**

This research was conducted in two classes. Class X IPS 5 consisted of 40 students as the experimental class with a grammar-focused writing instruction method in teaching writing recount text. Class X IPS 4 consisted of 40 students as the controlled class in teaching writing recount text without a grammar-focused writing instruction method.

The researchers obtained the result of the students' scores in experimental and controlled class. The researchers held field research to observe the teaching-learning process, and the researchers got the data from the pretest and post-test. The pretest was given before the lesson began, and the post-test was given after treatment.

In this chapter, the researchers compare pretest and post-test achievement to know whether using grammar-focused writing instruction methods or not writing recount text. The score would be calculated and analyzed.

Firstly, the researchers showed the students' score from both experimental and controlled classes.

Table 2. Students' Score in Experimental class

No.	Respondents	Score	
		Pretest	Post-test
1.	Student 1	65	78
2.	Student 2	57	77
3.	Student 3	60	78
4.	Student 4	30	65
5.	Student 5	56	77
6.	Student 6	66	78
7.	Student 7	57	82
8.	Student 8	66	80
9.	Student 9	57	75
10.	Student 10	55	81
11.	Student 11	52	77
12.	Student 12	58	73
13.	Student 13	68	80
14.	Student 14	63	90
15.	Student 15	40	70
16.	Student 16	59	84
17.	Student 17	60	83
18.	Student 18	40	75

19.	Student 19	55	83
20.	Student 20	50	77
21.	Student 21	63	80
22.	Student 22	60	78
23.	Student 23	54	80
24.	Student 24	60	90
25.	Student 25	57	81
26.	Student 26	54	81
27.	Student 27	57	72
28.	Student 28	56	79
29.	Student 29	58	78
30.	Student 30	60	82
31.	Student 31	50	76
32.	Student 32	73	80
33.	Student 33	60	83
34.	Student 34	52	85
35.	Student 35	60	80
36.	Student 36	62	77
37.	Student 37	30	65
38.	Student 38	64	85
39.	Student 39	62	90
40.	Student 40	73	82
<b>TOTAL</b>		<b>2279</b>	<b>3167</b>

Based on the result of the comparison between the score of pretest and post-test in the experimental class, it could be identified the pretest that the highest score was 73 and the lowest score was 30, and from post-test, the highest score was 65, and the lowest score was 90.

The score of students' writing recount text in pretest was obtained through testing in the essay form. From the data of students' writing recount text of the experimental class obtained score range from 30 to 73, the average score is 56.79, the median is 57.97, the mode is 58.57, the standard deviation is 9.2, and the variant is 85.47.

Students' writing recount text in the post-test was obtained through testing in the essay form. From the data of students' writing recount text of the experimental class obtained score range from 65 to 90, the average score is 79.4, the median is 79.32, the mode is 79.1, the standard deviation is 5.4, and the variant is 29.19.

Table 3. Students' Score in Controlled class

No.	Respondents	Score	
		Pretest	Post-test
1.	Student 1	65	81
2.	Student 2	36	68
3.	Student 3	62	73
4.	Student 4	56	65
5.	Student 5	60	71
6.	Student 6	50	68
7.	Student 7	61	75
8.	Student 8	66	78
9.	Student 9	65	75
10.	Student 10	61	66

11.	Student 11	62	65
12.	Student 12	50	80
13.	Student 13	64	80
14.	Student 14	43	70
15.	Student 15	73	83
16.	Student 16	30	68
17.	Student 17	60	80
18.	Student 18	43	65
19.	Student 19	50	70
20.	Student 20	73	79
21.	Student 21	66	79
22.	Student 22	43	75
23.	Student 23	62	78
24.	Student 24	57	80
25.	Student 25	68	80
26.	Student 26	66	78
27.	Student 27	66	78
28.	Student 28	57	70
29.	Student 29	60	80
30.	Student 30	69	83
31.	Student 31	62	76
32.	Student 32	64	78
33.	Student 33	63	80
34.	Student 34	60	70
35.	Student 35	63	75
36.	Student 36	56	67
37.	Student 37	70	70
38.	Student 38	72	75
39.	Student 39	71	68
40.	Student 40	72	78
	<b>TOTAL</b>	<b>2397</b>	<b>2978</b>

Based on the result of the comparison between the score of pretest and post-test in controlled class, it could be identified the pretest that the highest score was 73 and the lowest score was 30, and from post-test, the highest score was 65, and the lowest score was 83.

The score of students' writing recount text in pretest was obtained through testing in the essay form. From the data of students' writing recount text of the controlled class obtained score range from 30 to 73, the average score is 59.42, the median is 61.5, the mode is 62.5, the standard deviation is 11.0, and the variant is 121.24.

The score of students' writing recount text in the post-test was obtained through testing in an essay. From the data of students' writing recount text of the controlled class obtained score range from 65 to 83, the average score is 74.62, the median is 75.5, the mode is 68.59, the standard deviation is 5.62, and the variant is 31.58.

In analyzing the data, the researchers used the normality test and homogeneity test, and the researchers used a comparative technique to compare the experimental and controlled class. This technique was useful to prove statistically significant differences between the two variables. There were teaching writing recount text using a grammar-focused writing instruction method and using the conventional method.

In the normality test, the researchers used Chi-square ( $X^2$ ). It was aimed to know whether distribution normal or not. The formulation of Chi-square ( $X^2$ ) as follows:

$X^2_{count} < X^2_{table}$  data distribution is normal

$X^2_{count} > X^2_{table}$  data distribution is not normal.

The normality test result of the pretest can be seen from the normality test of both classes' pretest. See the table below:

Table 4. Normality Test of Pretest

Class	N	$X^2_{count}$	$X^2_{table}$	Criteria	Conclusion
Experimental	40	10.88	12.6	$X^2_{count} < X^2_{table}$	Normal
Control	40	9.86	12.6	$X^2_{count} < X^2_{table}$	Normal

From the table Chi-square for  $\alpha = 0.05$  and  $dk = 7 - 1 = 6$ , it was obtained  $X^2_{table} = 12.6$ . The experimental class's pretest data was normal because of  $X^2_{count} < X^2_{table}$  ( $10.88 < 12.6$ ). The controlled class's pretest data was also normal because of  $X^2_{count} < X^2_{table}$  ( $9.86 < 12.6$ ).

Table 5. Normality Test of Post-test

Class	N	$X^2_{count}$	$X^2_{table}$	Criteria	Conclusion
Experimental	40	10.32	12.6	$X^2_{count} < X^2_{table}$	Normal
Control	40	12.47	12.6	$X^2_{count} < X^2_{table}$	Normal

From the table Chi-square for  $\alpha = 0.05$  and  $dk = 7 - 1 = 6$ , it was obtained  $X^2_{table} = 12.6$ . The post-test data of the experimental class is normal because  $X^2_{count} < X^2_{table}$  ( $10.32 < 12.6$ ), and for the post-test data of the controlled class was also normal because of  $X^2_{count} < X^2_{table}$  ( $12.47 < 12.6$ ).

Based on the pretest result, the homogeneity test variant for testing the data obtained is homogenous. The computations of homogeneity use the Fisher formula. The completion of this test can be seen as follow:

Table 6. Homogeneity Test

No.	Data	F-count Value	F-table Value	Remarks
1.	Pretest score	1.19	1.7	Data sample are from a homogeneous population
2.	Post-test score	0.98	1.7	

The researchers found the value  $F_{count}$  in the pretest, and the post-test was lower than  $F_{table}$  from the data above. It was 1.7. It means  $F_{count} < F_{table}$  ( $1.19 < 1.69$  and  $0.89 < 1.69$ ). Then, it could be assumed that  $H_0$  was accepted, and both groups were homogeneous.

The hypotheses test was purposed to know the effect of writing recount text by using grammar-focused writing instruction method could be accepted or could not be accepted based on the data of students' writing recount text by using grammar-focused writing instruction outcome from the post-test experimental class and controlled class in eleventh-grade students of One of the Senior High School State at Kabupaten Tangerang as the subject of the research.

The pretest was normal and homogenous with the sample  $n_1 = n_2$  so that the test hypotheses would be using t-test polled variance.

In the test on pretest class, the hypothesis is as follows:

$H_0$  = There is no difference in learning writing recount text using a grammar-focused writing instruction method between the controlled and experimental classes.

H<sub>1</sub> = There is a difference in learning writing recount text using a grammar-focused writing instruction method between the controlled and experimental classes.

By using a significance level of 5%, then the test criteria are:

$t_{\text{count}} < t_{\text{table}}$  so, there is no difference in learning writing recount text by using a grammar-focused writing instruction method between the controlled and experimental classes.

$t_{\text{count}} > t_{\text{table}}$ , so there is a difference in learning writing recount text using a grammar-focused writing instruction method between the controlled and experimental classes.

From the calculation be found the following data as follows:

Table 7. Hypotheses Test Result

No.	Data	$t_{\text{count}}$ value	$t_{\text{table}}$ Value
1.	Pretest score	-1.08	1.99
2.	Post-test score	4.37	1.99

The pretest analysis results using the T-test (*The Pooled Variance Model T-test*) were obtained data that  $t_{\text{count}} = -1.08$  and  $t_{\text{table}} = 1.99$  with significant level  $\alpha = 5\%$  or 0.05. From the calculation result, if  $t_{\text{count}} (-1.08) < t_{\text{table}} (1.99)$ , then H<sub>0</sub> is accepted. There is no significant difference in the students' writing recount text between the students in the experimental class who were taught by using grammar-focused writing instruction and the students in the controlled class who were taught by the conventional method.

The post-test analysis results using the T-test (*The Pooled Variance Model T-test*) were obtained data that  $t_{\text{count}} = 4.37$  and  $t_{\text{table}} = 1.99$  with significant level  $\alpha = 5\%$  or 0.05. From the calculation result, if  $t_{\text{count}} (4.37) > t_{\text{table}} (1.99)$ , then H<sub>1</sub> is accepted. There is no significant difference in the students' writing recount text between the students in the experimental class who were taught by using grammar-focused writing instruction and the students in the controlled class who were taught by the conventional method.

In this research, the researchers used grammar-focused writing instruction to teach writing recount text. Grammar-focused writing instruction effectively improved students' writing recount text and made them more interested in learning English.

Based on the explanation above, the researchers concluded a significant effect using grammar-focused writing instruction to the students' writing recount text at one of the Senior High School State at Kabupaten Tangerang.

**DISCUSSION**

Based on this research result, teaching writing recount text by using grammar-focused writing instruction was sufficient. The result above is also supported by Cigdem's (1997) theory. Grammar-focused writing instruction is a teaching method of writing that can make the students think that grammar is essential to be learned, especially in writing. Teaching writing recount text using a grammar-focused writing instruction method in the experimental class got a better score than a controlled class taught by the conventional method.

Another research used writing recount text as Aulia Rizky Ramdhani (2017), this research was focused on the effect of collaborative writing strategy on students' achievement in writing recount text. The result indicates that the alternative hypothesis (H<sub>a</sub>) was accepted based on the research data analysis. It means that there is a significant effect of using a Collaborative writing strategy on student achievement in writing recount text. The research conducted by Aulia Rizky Ramadhani

had the same result as this research that significantly affected each teaching method of writing recount text.

Also, the result of this research was supported by a theory by Hyland (2002), who stated that "Writing is central to our personal experience and social identities and we are often evaluated by our control of it" (Adam, 2015, p. 3). By writing a recount text consisting of personal experience, the students could develop their writing ability because they had to write their own experiences. It also could help the students to strengthen their memory by telling their experience chronologically.

## CONCLUSION

Based on the research finding, it could be concluded that the use of mar focused writing instruction to the students' writing recount text was effective. The obtained score of the t-test proved it. The t-test showed that  $t_{\text{count}}$  4.37 was higher than  $t_{\text{table}}$  1.99. It means that  $H_1$  was accepted, and  $H_0$  was rejected. Therefore, the  $t_{\text{count}}$  was higher than the  $t_{\text{table}}$ . There was no significant difference in the achievement between students in class X IPS 5 who were taught using grammar-focused writing instruction and students in class X IPS 4 who were taught without using grammar-focused writing instruction.

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