The Implementation of Imitation Strategy to Increase the Students' Ability in Writing Recount Text

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Abstract: The problem of this research is based on students ability in writing recount text at the eighth grade of SMPN 21 Pekanbaru. Most of students faced difficulties in the areas of tenses or structure masteries, lack of vocabulary, mechanical skills, organization, and the content of the text. The purpose of this research was to improve students' writing ability especially in recount text by using imitation strategy. The design used in this research was Classroom Action Research (CAR) consisting of two cycles. There was an improvement of students' skill in writing, it can be seen from base score was 41,37, cycle I was 63,18 and in cycle II there was improvement to be 83,14. It was caused by some factors, those are teacher and students have relationship. The students interested toward the imitation strategy and students' were motivated, and fun learning. In conclusion, imitation strategy could improve students' writing ability and could achieve the minimum level of achievement of writing ability especially in recount text.
Key words: Imitation strategy, Writing

1. Introduction

Having a good writing skill is not easily attained. There were two aspects that should be applied, they were coherent and cohesion. Firstly coherent aspect developed. To start developing the topic students should generate topic sentence. Then, students decided the supporting ideas and supporting details. As the final student decided the conclusion.

Furthermore, in KTSP, students were demanded to comprehend several types of the text that related to genre based approach, such as narrative, descriptive, and recount

Based on my interview with the teacher of the eighth grade in SMP N 21 Pekanbaru. The students were studying about writing paragraph in recount text. According to Saptiari (2012) Recount paragraph is paragraph which retells past events or experience for the purpose of informing or entertaining. This could include personal events, factual incidents or imaginary incidents. Recount paragraph had social purpose, generic structure and lexicogrammatical features.

2. Review of related literature

According to Gorell (1985) Imitation strategy offers a way for unskilled writers to learn form and structure while generating and finding expression for their own ideas. Imitation can assist them in learning to shape their sentences, develop their paragraphs, express their own voices, and perform many of the complicated tasks that the writing process involves. Imitation, I suggest, is part of the processes of writing

models as they try to proceed with the writing. This block to expression results directly from their

There were the steps of writing by using Imitation Strategy :

was about the sequence of ideas compiled to organize paragraphs so that the readers did not miss the idea and they easily understand the ideas. Further, topics given should be well and learning to write; it frees creativity rather than stifling it, and its specific practices can be taught.

According to Hyland (2003:4) teaching writing predominantly involves developing learners in producing fixed pattern, and responding to writing means identifying and correcting problems in the student's control of the language system. It can be said that, in teaching writing to students, teacher should be able to develop students writing skill. Teacher does not only teach students how to produce writing but also help them to able to respond to writing. In other word, students can correct their friend writing whether about the organization or mechanical that writing.

Applied to writing, imitation means that we did not need to invent a new form every time we wanted to express an idea. Trial-and error writing depends too much on reinventing the wheel. Much more efficient is to ask: How has this problem been solved before? What are some of the possible ways of stating this idea? How have other people reported their research? How do other people write clear instructions? Basic writers, who so often have not internalized the modes of expression required for writing to a formal audience, have their flow of ideas halted in the absence of a form for expressing them. Because of deficient reading and writing backgrounds, they refer to inadequate internalized struggle with form. Imitation can enter the process in an enabling, heuristic function.

a. Throughout the writing process, writers refer to their internalized representation of what writing looks like.

b. When the writers read, they pick up not only meaning but also the way in which that

meaning is expressed. In the words, they "read like a writer".

c. Writers notice how other writers phrase sentences, choose vocabulary within those sentences, shape paragraphs. They develop a sense of the idiom of written style, and when they write they produce a similar idiom, utilizing similar ways of putting words and phrases and sentences together.

d. Most of the time this process of assimilation and imitation is unconscious; if asked why a sentence is phrased in a particular way, a writer would most likely not attribute the reason to something he or she had read.

There are researchers that have been done the research related to Imitation strategy in writing.

The First, Eshelle (2003) research was done by Tish Eshelle with the title "Imitation and Adaptability" found that The use of imitation exercises – writing activities employing model texts and the modeling of writing-process behaviors-in the first year composition classroom can have many benefits for both student writers and teachers, and offers practical solution to some of problems facing student writers in today's colleges

The Second, Buttler (2002) Butler argues that, although the use of imitation to developing good writing has been waning in the composition classroom, this approach still has beneficial application and "we should look to see the general value of using model and imitation".

The Third, Gorrell (1982) Another form of imitation that is often effective with inexperienced writers in exact sentence imitation. This approach begins with a model sentence, illustrates and explains the structural pattern of that sentence, present a sentence that imitates that pattern, and then requires the students first to copy the model exactly and then to write an imitation of it.

3. Research method

In this research, the researcher decides the design of the research was Classroom action research. The participants in this research were the students SMP N 21 Pekanbaru, and the researcher took the eighth grade students, there were 40 students. The research had been conducted at the eighth grade (VIII-6) of SMP N 21 Pekanbaru. The research was held on October 2015 to November 2015. There were four instruments used in the research: **Test, Observation Field Note, Interview**

The procedures of this research are as follows:

a. Plan

In plan phase, the research plan what was done in the eight grade of SMP N 21 Pekanbaru. Bellow were some steps that consisted in plan :

1) Designing the lesson plan
2) Preparing media
3) Preparing material

4) Preparing the research instruments
5) Conforming the teaching the teaching strategy based on lesson plan
6) Criteria of Success in writing recount text is > 78

b. Action

This secondary step was applied all from plan in learning process. There were some essential activities in this step:

a) The teacher gave explanation about writing recount text using imitation
b) strategy to students and what will going to do.
c) The teacher assigned student to groups by alphabetically and distribute the list of assignments to student the class.
d) The teacher set up room with fixed seating and bring group lists, textbook, reference material, and copies of problems for each group and each group member.
e) Teacher as guider, guide the students to do the first step is plan using copies of the topic. The steps of imitation strategy is for the meetings.

c. Observation

The collaborator and the researcher observed and note the learning activity to get the data collaboratively. The field note and observation sheet were also use to make improvement for coming meeting.

d. Reflection

In the last step, the researcher and collaborator needed to reflect what happen with the project. According to action process and observation reflection was about students' activity and technique application in the class and learning process.

There were two kind data of the research where collected:

Colleting Quantitative data

To analyze the data, the researcher analyzed based on the type of the data such as quantitative and qualitative data.

To analyze the quantitative data the researcher analyzed the score of the students' writing based on the minimum score criteria which the score was considered good if the score reaches the minimum score criteria 78 and vice versa.

To analyze qualitative data, the researcher used the step below:

a. Data managing
b. Reading or memoing
c. Classifying
d. Interpreting

4. FINDING AND DISCUSSION

This chapter presented the description of analysis namely finding and discussion.

1. The result of Cycle I

A. Plan

In this phase, the researcher and collaborator, did some activities as follows:

1. Designing of lesson plan. On that lesson plan generally could be seen from a standard competency, indicators, topic, time allocation, aim of the subject, learning technique, learning step, source, and assessment.
2. Prepared observation and field note checklist (see on appendix). On the observation checklist could be seen the research variable indicators of comparison, and on the field note could be seen the research variable indicators of Imitation strategy.
3. Prepared some topics and the schedule.

B. Action

In this stage, the researcher implemented the teaching phase which consisted of pre teaching, whilst teaching and post teaching. In pre teaching, the researcher as the teacher started the class activity generally by asking the class's chairman to lead pray. Then, the students greeted the teacher. After that, the teacher answered their greeting, checked their attendance. In whilst taught, teacher gave some questions to related the students' background of knowledge with the topic of comparison. Teacher made some group discussion in the classroom. Teacher showed the model of Imitation strategy.

C. Observation

This activity was based on planning's action. Collaborator observed the student activity when the students did their work. Their learning comparison activity were done by using Imitation strategy. These were applied in every meeting. Furthermore, the collaborator also took notes about the class activity in each meeting. After observing students activities for four meetings, the teacher as the researcher gave student a test in fifth meeting. They learnt recount by using Imitation strategy. The students writing in recount text score in cycle 1 could be seen as follows:

The mean score of students' writing ability in Recount text by using Imitation stratefgy for Cycle 1 were 63.19, it was categorized into "fair". The students' ability for "content" was 61,25. It was categorized into"fair" score category. The students' ability for "organization" was 60.94. It was categorized into "fair" score category. Then the students' score category for "grammar" was 59,06. It was categorized into "poor" category. Next, the students' ability for "vocabulary" was 62.81. It was categorized into "fair" score category. And the last, the students' score category for "mechanic" was 75.93. It was categorized into "fair" category.It could be identified that students had difficulties in term of understanding the aspect of writing in recount text particularly in grammar mastery.

Based on the data above, it could be seen that comparison of the students' writing recoun text by using Imitation strategy was still low from Base score and cycle 1, and the KKM was not reached. It could be seen that from the total average of score showed the students got 63.19. For aspect of of writing, only "mechanic" aspect was the highest of then but still could not reach the KKM, for aspect content, grammar, organization and vocabulary were still lower than KKM. They should reach more than >78 based on the criteria of passing score in the school.

Furthermore, the researcher and collaborator found that the most students writing recount in Cycle 1 score were higher than the score in Base score for all criteria. The students "content" score from base score was 39,37 while in cycle 1 was 61,25. "Organization" from base score was 38,75became 60,94 in cycle 1, "grammar" from base score was 43,43 became 59.06 in cycle 1, but still not reached KKM for all of indicator writing recount.Therefore, the students understanding about those indicators became researcher and collaborator focused to improve the writing recount text by using Imitation strategy in cycle 2.

D. Reflection

According to the students' score in cycle 1, the researcher and collaborator did reflection to analyze the learning comparison result. The researcher and collaborator found the students had problem in all aspects of writing recount. Therefore, the researcher and collaborator focused on students understanding all of indicators writing recount text. For this, the researcher as the teacher gave more explanation about both of those indicators.

Based on the students' low understanding and weakness in cycle I, the researcher and collaborator improved and revised some plan to be implemented in cycle II. The revision could be implemented as follows:

A. Plan

The researcher and collaborator redesigned topics to be presented to the student. It could be seen as follow:

1. Designing of lesson plan. On that lesson plan generally could be seen from a standard competency, indicators, topic, time allocation, aim of the subject, learning technique, learning step, source, and assessment.
2. Prepared observation and field note checklist (see on appendix). On the observation checklist could be seen the research variable indicators of comparison, and on the field note could be seen the research variable indicators of Imitation strategy.
3. Prepared some topics and the schedule as follows;

B. Action

In this phase the researcher also implemented the three phases on teaching method which consist of pre teaching, while teaching, and post teaching. In the pre-teaching in the first meeting, the teacher asked the chairmen to lead praying. The student greeted the teacher. The teacher answered

their greeting and checked the attendance. After that, the teacher explained to the students about recount text and full about how write recount text well. And then explain about the importance of using Imitation strategy. Moreover, this phase was same as the previous action in Cycle 1.

C. Observation

This phase was based on action in planning. The researcher as a teacher and collaborator observed the students activity for four meetings. This activity was based on planning's action. Collaborator observed the students activity when the students did their work. Their learning comparison activity were done by using Imitation strategy. These were applied in every meeting. Furthermore, the collaborator also took notes about the class activity in each meeting. And the end of cycle, the teacher as the researcher gave them a test. Imitation strategy were applied in every meeting. Furthermore, the collaborator also took notes about the class activity in each meeting. And the end of cycle, the teacher as the researcher gave them an essay writing recount test. In this test, the students learnt recount with the topic that given by the teacher. They read rules by using method of Imitation strategy.

The mean score of students' writing ability in Recount text by using Imitation strategy for Cycle 2 were 83,14, it was categorized into "good". The students' ability for "content" was 83,44. It was categorized into"good" score category. The students' ability for "organization" was 84,06. It was categorized into "good" score category. Then the students' score category for "grammar" was 80,62. It was categorized into "good" category. Next, the students' ability for "vocabulary" was 83,14. It was categorized into "good" score category. And the last, the students' score category for "mechanic" was 84,50. It was categorized into "good" category.It could be identified that students were able to understand the aspect of writing in recount text and it was gettting higher mean score than the previous one.

D. Reflection

Based on the data above, the researcher and collaborator concluded that the students writing ability in recount text by using Imitation strategy was improved. It could be seen from the test result from pre-test to cycle II. And, the mean score of Cycle 2 could reach the criteria minimum score (KKM) > 78. The score was changed to be "good". By this description, it could be clarified that Imitation Strategy could reach the standard score that provided by the school and it could a little bit improve students writing recount ability.

B. Discussion .

1. **The extent to which Imitation strategy could improve the students' writing ability learning comparison.**

Referring the writing recount test that was given in cycle I and cycle II, it could be seen that the use of Imitation strategy could a little bit improve the students' writing ability in writing recount text by using Imitation strategy. It was found that the students'writing ability in using Imitation strategy was increased in cycle II.

2. **The factors influenced the students' writing ability in learning recount by using Imitation strategy**

The using of Imitation strategy brought much to the observation checklist that taken in cycle I and cycle II, it could be identified that the students did all of the writing ability in using the method. Furthermore, based on the field note in appendix for 2 cycles, it could be identified that the students followed the teaching and learning activities in various ways.

3. **The process of teaching and learning writing recount at the eighth grade of SMP N 21 Pekanbaru based on observation, fieldnotes and interview**

The data were obtained from the real observation, fieldnote and interview to see the process of learning recount text by using Imitation strategy at the eighth grade student of SMP N 21 Pekanbaru from October, 14th to November 26th 2015, the research was two cycle and the duration of the research was about eight meetings, each meeting was 2 x 40 minutes learning. The sample of this research were 40 students. The researcher and collaborator observed, noted and interviewed the students during eight meetings.

From the first to the eighth meetings, the collaborator observed the researcher and the students in process of teaching and learning writing especially in recount text by using Imitation strategy. Mostly, the collaborator checklist the statements on the obsevation sheet because the researcher as a teacher and the students as the learner could do the steps of teaching and learning recount text by using Imitation races strategy.

And then, from the first to the eighth meetings, the collaborator wrote the fieldnote the researcher and the students in process of teaching and learning comparison by using Board races strategy. The collaborator noted the statements on the fieldnote sheet related to the activity of the researcher as a teacher and the students as the learner in teaching and learning recount by using Imitation strategy.

And the last, from the first to the eighth meetings the collaborator did the interview to the students related to the compherension of writing recount and also the impression of Imitation strategy. For the compherension of recount text, the questions were *"Do you understand about writing recount and its purpose?"* the student said *"Yes, recount is genre of the text, the function to tell about experience someone"* . *"Do you know the of generic structure of recount text?"*the student said *"Yes, there are orientation,series of event and re-orientation, "*

5. Conclusion

After analyzing the data taken from the test, observation, field notes, and interview, the finding of this classroom action research could be concluded as follows:

1. Imitation strategy can better improve the students' writing ability especially in recount text at the eighth grade of SMP N 21 Pekanbaru. It could be seen from the achievement of students which from Base score was 41,37, cycle I was 63,19 and cycle II got improvement to 83, 14. Moreover, they could understand more and enjoy in learning writing by using Imitation strategy.

2. The factors influence the changes of students improvement in writing ability by using Imitation strategy are:

a. The students' interested toward the Imitation strategy. During conducting this classroom action research, the students were interested toward Imitation strategy in learning.

b. The students' motivation in learning recount. During conducting the research, the students were motivated and joyful toward the Imitation strategy.

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