

THE EFFECT OF THE USING EXPOSITORY METHOD ON STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT TO TENTH GRADE STUDENTS OF SMA NEGERI 1 ANGKOLA TIMUR

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Abstract: *This study aims to know whether there is a significant effect of the expository method on the students' achievement in writing recount text to the tenth grades student of SMA Negeri 1 Angkola Timur. The research was conducted by using experimental method (pretest posttest one group design) with 33 students as the sample and they were taken by using cluster sampling technique from 102 students. Test and observation were used in collecting the data. Based on descriptive analysis, it could be found (a) the average of the using expository method was 2.85 (good category) and b) the average of students' achievement in writing recount text before using expository method was 68.18 (enough category) and after using picture and picture model was 77.06 (good category). Furthermore, based on inferential statistic by using t_{test} one tail, it could be found t_{table} was less than t_{test} ($7.545 > 1.695$). It means, there is a significant effect of the using expository method on the students' achievement in writing recount text to the tenth grades student of SMA Negeri 1 Angkola Timur.*

Keywords: *expository method and writing recount text*

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan metode ekspositori terhadap hasil belajar menulis siswa teks recount di kelas X SMA Negeri 1 Angkola Timur. Penelitian ini menggunakan metode eksperimen dengan desain penelitian pra-eksperimental; satu kelompok pre-test post-test design. Populasi dalam penelitian ini adalah semua siswa kelas sepuluh yang terdiri dari 102

siswa. Teknik sampling yang digunakan pada penelitian ini adalah cluster sampling dan jumlah sampel terdiri dari 33 siswa. Dalam mengumpulkan data, peneliti menggunakan lembar observasi untuk mendapatkan data dalam penggunaan metode pembelajaran ekspositori dan tes untuk mendapatkan data hasil belajar siswa dalam menulis recount text. Peneliti menggunakan proses statistik dalam menganalisis dengan menggunakan rumus uji t. Berdasarkan data yang telah dianalisis, hasil analisis data menunjukkan bahwa t_{test} lebih tinggi dari $t_{\text{tabel}} > t_{\text{test}}$ ($7,545 > 1.695$). Jadi, hipotesis diterima. Ini berarti ada pengaruh signifikan penggunaan metode ekspositori terhadap hasil belajar menulis siswa teks recount di kelas X SMA Negeri 1 Angkola Timur.

Kata kunci: metode pembelajaran ekspositori, menulis recount teks.

I. INTRODUCTION

English is one of the means to improve science, attitude skills and responsibility to the environment. English language has four skills. They are listening, speaking, reading and writing. Language skills consist of productive and receptive skills. The first is speaking and writing while the second is listening and reading. Writing and speaking as one productive skill are quite important in developing the students' competence and performance of language. Writing is one of difficult skill to teach, because writing has to express ideas, feelings and experiences to the reader. In other words, writing can be said as a mean of communication between writer and reader. Writing skill is specified into the skill in organizing ideas.

English subjects is one important element in education because English is so important role in daily life both nation and state. There some kinds of writing text in senior high school, they are descriptive text, narrative text, report text, procedure text and recount text. Writing is as productive skill that is quite important in developing student's competence and language

performance of senior high school level based on the curriculum today. One of the subjects in writing text is recount text. Recount text is the text that retells a past event which can be written in paragraph telling what we have experienced. In the subjects of English language is expected to build the ability of learners to act, act smart, wise and responsible in everyday, for that students are expected to master the material recount text as maximal as possible.

Based on observations that have been done in SMA Negeri 1 Angkola Timur, especially at the tenth grade that the students' ability in writing recount text is still low. Many problems that cause the lack of ability in writing recount text they are: the lack of interest of learners in terms of writing recount text, the difficulty of developing the topic due to lack of knowledge, less vocabulary to write recount text smoothly, lack of knowledge about systematics to write recount text well and correctly, lack of student concentration in listening explanation from teacher, student difficulty writing recount text according to generic structure of recount text that is orientation, event, and re-orientation and student difficulty writing recount text with pay attention to correct spelling.

It makes the student bored in the class. The fact showed that the students in the school are still low in writing recount text. It can be seen from the students DKN in SMA Negeri 1 Angkola Timur. This phenomenon is indicated by the score that they can get on the exam. The students' score of English in writing recount text material is on average 70. While, it is hoped the

students get on 75. Where the standard of KKM in SMA Negeri 1 Angkola Timur is 75.

Therefore, teachers are required able to choose the method of learning, learning methods that can help learners achieve successful learning and involve students actively and creatively in the learning process. The selection of learning method that fit the curriculum goals and potential learners is an ability that must be owned by a teacher so that the quality of learning will have a positive impact for the development of learners in mastering science.

One of the methods that can make students enthusiastic in teaching and learning process is expository method. Expository method places the teacher as a teaching center, because the teacher is more active in providing information, explaining a concept, demonstrating skills in obtaining patterns, rules, propositions, giving examples of problems and solutions, giving students opportunities to ask questions, and other teacher activities in this lesson.

If the problem above continues it will certainly be a constraint in learning. The problem needs to be resolved, in various ways or efforts. Efforts that can be done such as holding teacher upgrading, procurement of learning facilities and infrastructure, forming study groups, providing training, and providing additional tutoring. But the efforts made have not brought the results of change to a better direction. If the problem is left then the results of student achievement is lower. In order for learning more interesting and dynamic then a teacher can use a good learning strategy in accordance with conditions during the learning process.

1. The Nature of Writing Procedure Text

Iwuk (2007:3), "By writing, we can convey what we hear. We write the results of learning to hear to know our ability to hear". Maharani (2007: 7) also states that, "Writing is pouring what you feel, think, and know through written language. One goal is to share experiences with readers". In writing, there are many types genre of writing such as recount, narrative, procedure, descriptive, and news item in the context daily life. In this case the writer only discuss about recount text. In mastering recount text the students are expected to be able to understand about: a) definition of recount text, b) social function of report text, c) generic structure of recount text, and the last d) language feature of recount text.

According to Maharani (2007:69), "Recount text is to tell the story of past events. The accident is written as it happened in the past". Iwuk (2007:7) also states that, "The text with the recount genre is the text that contains the story of an event that has been going on. The incident was told back in sequence". Based on some description before, it can be conclude that recount text is the retelling or recounting of an event or experience or recount is a text that retells events or experience in the past.

Iwuk (2007: 64) states that social function of recount text is: "The social function of the text is a conceptual framework that plays a role in distinguishing different types of text based on its communicative purpose. Therefore the social function of a text is often also referred to as communicative purpose of the text. According to Garot and Wignell in Nurhayati (2017: 194) states that,

“The social function of recount is to retell events for the purpose of informing or entertaining”.

Maharani (2007:70) states that, “Generic structure of recount text are: 1) The orientation consists of the characters, the time, and the place in the story, 2) The Events consist of sequentially arranged events, 3) Re-orientation is about personal comments or assessment phrases. According to Iwuk (2007: 65) generic structure recount text are: 1) Orientation contains the setting of an event. Setting tells about background events, 2) Sequence of events is a series of events events. The series of events is recounted sequentially and chronologically, 3) Re-orientation is a conclusion paragraph that contains the author's comment on the event described”.

Language features are the language aspects of a text. Language. According to Gordon (2009:18), “In the factual story recount can be found nouns and pronouns, action verbs in the form of past tense, join words and connecting words. Adjectives, adverbs and phrases”. Meanwhile, Iwuk (2007: 65) states that, “Language features of recount text, they are: 1) Using simple past tense, 2) Using time markers: later, then, before, after, 3) Focus on individual participants”.

Based on the some descriptions above, it can be also concluded that the recount text consists of three generic structures, they are orientation, events, and reorientation. Then, it has certain languages features such as noun as personal pronoun, individual participant, past tense, conjunction,

and so on. This text is intended to tell about someone past experience or factual incidents or accidents..

2. Nature of Expository Method

Hamruni (2012:73) says that, “Expository learning strategy is a learning strategy that emphasizes the process of verbal material delivery from a teacher to a group of students with the intention that students can master the subject matter optimally.” According to Trianto (2009: 280) “Expository learning strategies will be effective if: a. Teachers will deliver new materials and their relation to what students will and should learn b. If the teacher wants the students to have a certain style of intellectual style, for example, so that students can remember the lesson material, so that he will be able to express it again when necessary.”

In using expository method there are several steps that the teacher needs to pay attention they are: a. Preparation, b. Presentation, c. Correlation, d. Generalization, e. Application.

Based on some descriptions above, it can be concluded that expository method is the method emphasizes the subject matter presented directly by the teacher, the students are not required to find the material. The subject matter seems to be so because the expository learning strategy is more emphasis on the process of speaking, Expository learning strategy is a teacher-centered teaching activity that aims to move knowledge, skills, and values to students.

V. METHODOLOGY

The writer takes the place of this reseach in SMA Negeri 1 Angkola Timur which is located at Jalan Sipirok, Desa Marisi pargarutan. This research used experimental method with pre-experimental research design; one group pre-test post test design. In collecting data with one group pre-test post test design, the research used test and observation sheet as the instrument. The test is used to measure the students' achievement in writing recount ext and the observation sheet is used to observe the researcher in using expository method.

The procedures of this research design were: 1) the students are given pre-test first and the researcher got the data, 2) the researcher applied the treatment to increase the students' achievement, 3) after the treatment is given, the students are given post-test and the researcher got the data, 4) the scores of pre-test and post-test are compared by the researcher.

The research used quantitative data which is gotten by the researcher from calculating mean, median, and mode score from the test of recount text and observation sheet of expository method. In analyzing the data, the researcher used t_{test} formula to look for the significant effect of expository method on the students' achievement in writing recount text.

VI. RESULT

After conducting the research in SMA Negeri 1 Angkola Timur by contributed observation sheet and test to the tenth grade students to see the effect of expository method on the students' achievement in writing recount text. Then, the researcher described the data which are calculated by using statistical analysis. First, the application score of expository method is described in the table below.

Table 1.Result of Observation Sheet of expository method on the students' achievement in writing recount text

No	Indicator	Mean
1	Preparation	2.75
2	Presentation	2.25
3	Correlation	2.75
4	Generalization	3.00
5	Application	3.50
Score Total		1425
Score Mean		2.85

Based on the result obtained from the analysis of observation sheet about the expository method on the students' achievement in writing recount text at the tenth grade students which contains 20 statement about the steps and the mean of the score for each indicators are 2.75 for preparation, 2.25 for Presentation, 2.75 for correlation, 3.00 for generalization and 3.50 for application. After all of the score are totaled, the mean of the score was 2.85. So that, the mean was included in the "Good" criterion.

The mean of pretest was 68.418 and it was categorized as a "Enough" achievement. The mean of posttest was 76.06 and it was as a "Good" achievement. The table showed that pretest score was higher than posttest score. In analyzing data to look for the effect of expository method on the students' achievement in writing recount text, the researcher does the hypothesis testing by using t_{test} and the result can be seen on the calculation below.

$$\bar{D} = \frac{D}{N} = \frac{260}{33} = 7,89$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{7,89}{\sqrt{\frac{3200 - \frac{(260)^2}{33}}{33(33-1)}}$$

$$t = \frac{7,89}{\sqrt{\frac{3200 - (67600 : 33)}{33 \times 32}}$$

$$t = \frac{7,89}{\sqrt{\frac{3200 - 2048,58}{1056}}}$$

$$t = \frac{7,89}{\sqrt{1,090449954}}$$

$$t = \frac{7,89}{1,0442} = 7,545$$

Based on the calculation above, it is determined confidence degree is 95% and degrees of freedom (df) = (N - 2) = 33-2 = 31. Therefore, it can be seen t_{tabel} 1.695 ratio between t_{count} by t_{tabel} is seen that $t_{\text{count}} > t_{\text{table}}$ that is $7,545 > 1.695$. Based on the consultation result of the score, the alternative hypothesis formulated in this research is accepted, it means that, "There is a

significant effect of the using expository method on students' achievement in writing of recount text to the tenth grades student of SMA Negeri 1 Angkola Timur."

IV. DISCUSSION

Based on the observation sheet result of expository method on students' achievement in writing of recount text, the researcher found that the score was 2.85. The score is categorized as "Good" criterion. Furthermore, the result of the students' in writing recount text before using of expository method the mean score of the students is 68.18, it can be categorized into an enough category. While the the students' achievement in writing recount text after using expository method the mean score of the students is 76.06, it can be categorized into a good category. It means that there is an improvement on the students' achievement in writing recount text after taught by using expository method.

The improvement was happened because the using of expository method in teaching recount text was good, so that the students were more active to follow the teaching and learning process, and the teaching and learning process will be more fun and not boring because in learning the students also can play and develop their ability in deliver their opinion. It means that expository method had the significant effect to make the students able to write and easier to understand in writing recount text.

CONCLUSION

Based on the result of the data analysis in this script, it can be concluded as follows:

1. The using of expository method on the students' achievement in writing recount text to the tenth grades student of SMA Negeri 1 Angkola Timur is by good category. It can be seen from the mean score of the students, that is 2.85.
2. The students' achievement in writing recount text before using of expository method at the tenth grade students of SMA Negeri 1 Angkola Timur the mean score of the students, that is 68.18, it can be categorized into an enough category. While the description of the students' achievement in writing recount text after using expository method at the tenth grade students of SMA Negeri 1 Angkola Timur the mean score of the students, that is 76.06, it can be categorized into a good category.
3. The hypothesis in this research was accepted. It means that "There is a significant effect of the using expository method on students' achievement in writing recount text to the tenth grades student of SMA Negeri 1 Angkola Timur". It can be seen from the score of t_{test} is higher than the value of t_{table} ($7,545 > 1.695$).

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