

THE USE OF SCHEMA ACTIVATION STRATEGY FOR TEACHING WRITING RECOUNT TEXT

Jessica Griselda, Gatot Sutapa, Urai Salam

English Education Study Program of Teacher Training and Education Faculty of
Tanjungpura University Pontianak

Email: jessicagriselda30@gmail.com

Abstract: The purpose of this research was to find out whether or not the schema activation strategy increase students' writing skill of recount text on the tenth grade students of SMA Negeri 8 Pontianak. The form of this research was a Pre-Experimental design by using single group pre-test and post-test design. The population of the research is the tenth grade students of SMA Negeri 8 Pontianak consisted of 312 students. From the population, the sample class X MIA 4 is taken randomly with 39 students. The result of *t*-test obtains 6.03 that is bigger than *t*-table 1.6860. If the obtained *t* result is bigger (or equal to) the critical *t*-value, then the null hypothesis is rejected. It means that increasing the students' skill in writing recount text through the use of schema activation indicates a significance different result between the pre-test and post-test. The use of schema activation strategy for teaching writing recount text succeeded in increasing students' writing text. The students' writing score was improved and students can write recount text well and enjoyed in learning English writing.

Keywords : Schema Activation Strategy, Writing, Recount Text

Abstrak: Penelitian ini bertujuan untuk menemukan apakah strategi aktivasi skema meningkatkan keterampilan menulis teks recount siswa kelas sepuluh SMA Negeri 8 Pontianak atau tidak. Bentuk dari penelitian ini adalah desain Pre-Eksperimen atau desain grup tunggal pre-test dan post-test. Populasi penelitian ini adalah siswa kelas sepuluh SMA Negeri 8 Pontianak yang terdiri dari 312 siswa. Dari populasi ini, kelas X MIA 4 diambil secara acak sebagai sample yang berjumlah 39 siswa. Hasil *t*-test mencapai nilai 6.03 dimana lebih besar dari *t*-table 1.6860. Penggunaan strategi aktivasi skema untuk mengajar menulis teks recount berhasil meningkatkan keterampilan menulis siswa. Nilai menulis siswa meningkat dan siswa dapat menulis teks recount dengan baik dan menikmati pelajaran menulis dalam Bahasa Inggris.

Kata Kunci: Strategi Aktivasi Skema, Penulisan, Teks Recount

Recount text is one of the teaching materials which is taught at grade tenth in SMAN 8 Pontianak. The teaching of this text is included in syllabus as stated in basic competence of curriculum 2013, that is "Arrange the spoken and written of simple recount text about experience/activity/event, which focus on the social function, text structure, language features, appropriately with the context". Therefore, recount texts should be acquired by the tenth grade students of senior

high school and they are expected to be able to write the text as stated in the syllabus of English subject for tenth grade.

Based on the observation at SMA Negeri 8 Pontianak, many students were still incapable to write recount text. They had difficulties on how to explore their ideas and state that ideas on a paper in form of written text. Beside lack of vocabularies, most of them stated that the major problem in writing is because they did not know what to write and how to start writing. Through the application of schema activation, the teacher lead the students to activate their background knowledge which already stored in their mind which may come from their own experiences. This may help students to explore the ideas, so they will have the material to write and help them to organize the ideas so they know how they should start writing.

Schema activation itself is a concept that revolves around accessing the individual learner's prior knowledge of the information being learned. The aim of activating schema is to have the learner recreate an experience so new information can be associated with what is already known. Since students come from different backgrounds with different experiences, the past becomes the glasses in which learners view what they are learning.

A research done by Holland (1999) shows that applying the theory of schema activation was effective in learning new information. Students were able to relate the ideas from different perspectives. Besides, the findings of her study indicated that schema activation aided students in incorporating new information into their existing schema by prompting them to view new information from different perspectives.

Based on the above background, the researcher conduct an experimental research. Pre experiment is conducted in consideration to see the influence of independent variable toward the dependent variable in one group studied. The specific purpose is to find out whether or not schema activation strategy increases the students' writing skill of recount text. By doing this research, the researcher wishes the concept of this research can be applied well for the subjects in solving their problem.

As an active strategy to recall knowledge, the use of schema in teaching writing can help students to overcome their difficulties in writing activity. As stated by Strangman and Hall (2004) cited in Tawalbeh (2013:157), teachers may improve students' writing skill by activating their background knowledge. Students' prior knowledge in writing according to Gupta (2006) also has a strong effect on the way they realize writing (cited in Tawalbeh, 2013:157).

Teachers have an important purpose in helping students to link their own prior knowledge with new one. As the knowledge is a group of ideas, it can facilitate learning activities. Eliciting enough information about a topic before discussing it, affects how a learner builds meaning that helps to understand that topic in a full picture. Teachers have to establish a series of new knowledge, of which some aspects might overlap with prior knowledge in a specific topic. The problem that students face in understanding a topic is the misconception about that

topic which could affect their new knowledge. Therefore, teachers should encourage students to revise their previous information and develop their prior knowledge.

METHOD

The method that is used by the researcher is Pre experimental research. Experimental research is an attempt by the researcher to maintain control over all factors that may affect the result of an experiment. The aim of the experimental research is to investigate the possible cause and effect relationship by manipulating one independent variable to influence the other variable(s). The reason why the researcher used this method because Pre experimental research is the attempt of the researcher to determine what may occur.

There are three stages of research procedures as pointed out by Cohen, Manion, & Morrison (2005: 212). The first stage is signed as O_1 that implies the value of pretest. The second stage is signed as X that implies the treatment of teaching and the last stage is signed as O_2 that implies the value of posttest.

Based on the stated theory above, it can be explained that the research that use the experiemental design is focus on the three procedures that will be conduct by the researcher. O_1 (observation 1) is where the researcher do the earlier observation by giving the pretest as starting point in conducting research. Next, (X) which is consider as treatment after the pretest is given. The last stage that is O_2 (observation 2), the researcher do the observation where the result will be used to draw a conclusion about whether or not the treatment being given is successfull or not.

In this research, the researcher gave two tests (pretest and posttest) to the same group where there is no control group in this method. Pretest is given before the treatment, while post-test after the treatment. The treatment is given twice by teaching writing using schema activation strategy. By analyzing the result of pretest and posttest, the researcher can see the influence of the treatment. Through scoring, the result of the students' works useful to depict students' level of writing achievement. Teacher scored the students' work to obtain the quantitative information of each student. Since the purpose of the research is to measure the students' proficiency in writing, the researcherinterprets the result statistically through the guiding of scoring rubric.

The treatment was done in two meeting and it is conducted by teaching writing through schema activation strategy. In the implementation of teaching writing through schema activation, the researcher used graphic organizer which based on schema theory. She divided the process of teaching into three stages, namely pre-writing, while-writing, and post-writing, where in each stage some activities were assigned. The researcher used 2 materials of recount text with different story but still in the similar theme.

In each treatment, the graphic organizer was distributed to the students. Before they begin to write, the researcher activated the students' prior knowledge by doing brainstorming to help students engage in recount text. As a pre-writing activity, furthermore the students were asked to express their experiences about the topic that was going to be written.

After they were familiar with the idea the text cover, next in while writing activity the researcher led the students in writing activity and explained about the recount text. At this stage, the students learned more about the specific content and identify the rhetorical structure of the text.

The last activity assigned by researcher was verified the knowledge that has been acquired during while writing activity. Each students write down their experiences in a graphic organizer provided by teacher. Specifically, this graphic help students to arrange their topic into some parts start from the orientation to re-orientation. In doing so, the text produce by students will come into a good chronological order.

During the implementation of treatment, there is no significant difficulty in order to get students involved in teaching and learning process. It is because from the beginning of teaching the students were invited to share idea about their own experience. From what can be observed by researcher, it can be seen that students had enthusiasm in learning. Their enthusiasm increased more when the graphic organizer distributed to them. It stimulated their mood in learning and to understand about the recount text. They felt enjoy in writing activity because that was the first time they write a text with a graphic organizer. Students found that writing recount text with graphic organizer was helpfully and they can write their story easily. Through scoring, the result of the students' works useful to depict students' level of writing achievement. Teacher scored the students' work to obtain the quantitative information of each student. Since the purpose of the research is to measure the students' proficiency in writing, the researcher interprets the result statistically through the guiding of scoring rubric. The standard minimum requirement for English subject is 70. From scoring activity, teacher will see whether or not the students have achieved this standard score.

HYPOTHESIS TESTING

The researcher stated two hypotheses which are formulated in the beginning of research, they are null hypothesis and alternative hypothesis. The null hypothesis stated that "The use of schema activation strategy in teaching writing recount text to tenth grade students of SMA Negeri 8 Pontianak do not increase their skill in writing recount text while the alternative hypothesis stated "The use of schema activation

strategy in teaching writing recount text to tenth grade students of SMA Negeri 8 Pontianak can increase their skill in writing recount text.”

In determining the significance of research, the researcher compare the result of t-test in this research by applying the significance level 0.05 with the degree freedom (df) = N – 1 (39 - 1). The degree of freedom (df) are the number of subjects minus one. If df is interpreted into t-table, so 38 is 1.6860. As the result, t-test 6.03 is bigger than t-table 1.6860. If the obtained t result is bigger (or equal to) the critical t-value, then the null hypothesis is rejected. It means that increasing the students’ skill in writing recount text through the use of schema activation indicates a significance different result between the pre-test and post-test.

In conclusion, the null hypothesis (H_0) which says “The use of schema activation strategy in teaching writing recount text to tenth grade students of SMA Negeri 8 Pontianak does not increase their skill in writing recount text” is rejected, while the alternative hypothesis (H_a) which says “The use of schema activation strategy in teaching writing recount text to tenth grade students of SMA Negeri 8 Pontianak can increase their skill in writing recount text” is accepted.

DISCUSSION

Based on the result of data analysis, the researcher found that using schema activation contributes a positive influence to increase students’ skill in writing recount text. Through application of schema activation strategy and the appropriate technique used for teaching writing, teacher can help students in increasing their skill in writing recount text. The involvement of graphic organizer helps students arrange their idea easily. They can have listed out who the participant and how the story be written in chronological order. Thus, students can write their story of recount in chronological order.

Teachers have an important purpose in helping students to link their own prior knowledge with new one. As the knowledge is a group of ideas, it can facilitate learning activities. Eliciting enough information about a topic before discussing it, affects how a learner builds meaning that helps to understand that topic in a full picture. Teachers have to establish a series of new knowledge, of which some aspects might overlap with prior knowledge in a specific topic. The problem that students face in understanding a topic is the misconception about that topic which could affect their new knowledge. Therefore, teachers should encourage students to revise their previous information and develop their prior knowledge.

During the implementation of treatment, there is no significant difficulty in order to get students involved in teaching and learning process. Nevertheless, at the beginning, some students still confused about the table of graphic organizer that distributed by teacher. They stated that they did not know how to complete the graphic organizer, such as what information should be write in each column of the graphic organizer. At this time, teacher took more time to explain about it to make them understand. Next, the students were invited to share idea about their own

experience. From what can be observed by researcher, it can be seen that students had enthusiasm in learning. They felt enjoy in writing activity because that was the first time they write a text with a graphic organizer. Students found that writing recount text with graphic organizer was helpfully and they can write their story easily.

In view of theoretical framework, teaching writing recount text by using schema activation can bring positive influences for students in increasing their skill in writing. It is because schema activation will help student arrange the ideas before it is written in complete one. In line with Holland (1999), applying the theory of schema activation was effective in learning new information. Students were able to relate the ideas from different perspectives. Besides, the findings of her study indicated that schema activation aided students in incorporating new information into their existing schema by prompting them to view new information from different perspectives.

Keterangan dan Saran

CONCLUSION

Based on the result of data analysis, the Alternative Hypothesis which is formulated in the beginning of research that stated “The use of schema activation strategy in teaching writing recount text to tenth grade students of SMA Negeri 8 Pontianak can increase their skill in writing recount text” is accepted. This conclusion is obtained from the calculation of testing hypothesis by using t-test formula. Based on the criteria which stated if the obtained t-result is bigger or equal to the critical value, then the null hypothesis is rejected, while alternative hypothesis accepted.

The skill of the students writing recount text is increased which can be seen when the students are able to write down their story in a good chronological order based on the rule of a recount text. The students’ score was improved while they used schema activation strategy to write a recount text. They really enjoyed the teaching learning process, especially in writing. They can combine their background knowledge with the topic.

SUGGESTION

Based on research finding and conclusion, the researcher advances suggestion as follows:

1. Teachers can use schema activation strategy when their teach about recount text to increase the students’ skill in writing recount text.
2. Teacher’s creativity in process of teaching and learning such as facilitated the process of learning by using appropriate media and technique is needed. The purpose is to obtain the valuable learning process for students so it can help increasing their achievement in learning.
3. For the English Teacher Training students of Tanjungpura University who are mostly prospective English teacher in the future, the researcher wishes to

recommend that the application of schema activation strategy is very useful in teaching, so combined the schema activation strategy in teaching learning process in whatever skills as possibly as it can help the students in learning.

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ARTICLE

Jurisdiction Responsibility by:

JESSICA GRISELDA

F12112059



TEACHER TRAINING AND EDUCATION FACULTY

TANJUNGPURA UNIVERSITY

PONTIANAK

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