

IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT TEXT BY USING RGFE HOMEWORK AND VERBAL IMAGERY

A Pre-experimental Research to the Tenth Grade Students of SMAN 1 Sungai
Raya Kubu Raya in Academic Year 2011/2012

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Abstract: This research aims to investigate the effectiveness of teaching writing recount text by using Routine Grammatical Features Eliciting Homework and verbal imagery. It is a pre-experimental method with one group pretest post-test design. The sample is the tenth grade students numbering 30 students. The tool of data collecting in this research is pre-test given before a treatment and written post-test given after the treatment in the form of writing recount text. The data were analyzed by effect size formula. The result of data analysis showed that the effect size of teaching writing recount text by using Routine Grammatical Features Eliciting Homework and verbal imagery is high.

Key Word: Routine Grammatical Features Eliciting Homework, Verbal Imagery.

Abstrak: Penelitian ini bertujuan untuk menyelidiki keefektifan mengajar menulis teks recount dengan menggunakan Routine Grammatical Features Eliciting Homework dan verbal imagery. Metode yang digunakan adalah pre-experimental dengan dengan rancangan penelitian satu grup pre-test dan post-test. Sampel dalam penelitian ini adalah kelas X C yang berjumlah 30 siswa. Data penelitian dikumpulkan dengan memberikan test menulis seagai pre-test sebelum diberikan perlakuan dan post-test setelah diberikan perlakuan dalam bentuk menulis teks recount. Data dianalisa dengan menggunakan rumus tingkat efektifitas. Hasil penelitian menunjukkan bahwa mengajar menulis teks recount dengan menggunakan Routine Grammatical Features Eliciting Homework dan verbal imagery tingkat efektifitasnya adalah tinggi.

Kata Kunci: Routine Grammatical Features Eliciting Homework, Verbal Imagery.

Writing is one of the four skills contained in the literacy concept in current curriculum. The others are reading, speaking, and listening. This research deals with writing recount text by the tenth grade students of SMAN 1 Sungai Raya Kabupaten Kubu Raya. Based on the syllabus, writing recount text is taught in the first semester of tenth grade class. The purposes of writing recount text are to retell past events and to amuse readers. In retelling past events, the students are

required to write in its generic structure (orientation, events, and reorientation) with correct mechanics (capitalization, punctuation, and spelling) and lexicogrammar. In addition, to amuse readers the students are required to elaborate the events. This elaboration can be assisted by figures of speech and sensory details that involve using adjectives.

In an informal conversation with the English teacher of SMAN 1 Sungai Raya, it was found that the tenth grade students still found it difficult to write a recount text. The students found it difficult to generate sentences to tell their past experience and they often made morphosyntactic mistakes. Even after the teacher gave them an example of a recount text, they only produced their own recount texts with few changes of words to occupy the same sentence slots of subject, verbs, object, etc.

There were three main problems in writing recount text that students faced: cognitive constraint, linguistic competence, and creativity or style. All of these problems had to be dealt with in order to improve the students' ability in writing recount text. According to Deane (2008:10) cognitive constraint problem is that "Writing requires juggling content generation and organization with other writing processes, such as text generation and transcription. Consequently, real-time planning can place a considerable load upon working memory." The problem of linguistic competence is that students are dependent on their knowledge of vocabulary and grammar to represent their ideas and to make meaning. The size of students' vocabulary repertoire determines how well they are in diction, while their level of grammar mastery determines how well they arrange words to make meaning. The problem of style is that the purpose of writing recount text is also to amuse readers, thus it necessitates creativity.

So the writer tried to solve these problems by applying Routine Grammatical Features Eliciting Homework and Verbal imagery. To solve the issue of cognitive constraint, in this research the writer taught students how to write a recount text with the composition process: preparing to write, drafting, and revising. The lesson was delivered in some cycles of the teaching/learning cycle; building the context, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and linking related texts. These composition process and teaching/learning cycles are already recommended in KTSP.

The writer used Routine Grammatical Features Eliciting Homework to bolster students' linguistic faculty. Routine Grammatical Features Eliciting Homework is a task in the form of homework that requires students to employ syntactic competence and retrieve words in their lexical repertoire demanded by the context set in the homework. By the principle that language acquisition is influenced by frequency of use, the writer assigned this task as routine homework. The homework then was submitted to the teacher to be corrected by implementing written corrective feedback (WCF), after that the corrected homework was returned to the students so they could learn from their mistake. This correction was aimed to prevent the danger of fossilization.

The writer used verbal Imagery (Figures of Speech and Sensory Details) to improve the style of students' writing. According to Dictionary of Language

Teaching, Imagery is mental pictures or impressions (“images”) created by, or accompanying, words or sentences. Words or sentences that produce strong picture-like images may be easier to remember than those without visual imagery. In this research the writers used four kinds of figures of speech (metaphor, simile, analogy, and personification) and sensory details (sight, sound, smell, touch, and taste). The room for incorporating the imagery elements (figures of speech and sensory details) is during the revising or editing. However, in the beginning of the lesson, the writer explains first about figures of speech and sensory details to the students. Thus the composition process was applied to deal with the problem of cognitive processing constrains, imagery was applied to improve the writing style, and Routine Grammatical Features Eliciting Homework was applied to develop linguistic competence; grammar and vocabulary. Being mindful of the complexity and determining factors in writing, the techniques applied here addressed three main issues in writing: cognitive aspect, linguistic aspect, and style or creativity. The writer conducted pre-experimental research to know the effectiveness of those techniques. Hopefully the research findings will contribute to classroom practice or prompt others to carry out further researches that are related partially or fully to this research.

According to Chaisiri (2010:195-196):

Recounts are used to reconstruct and describe something that has already happened. They are used to retell experiences and may include the author’s or other people’s feelings and responses to these experiences. Their cultural purposes are to retell and describe, and inform others of a particular experience in which the author has been involved, although there are some recounts that are imaginative and are not written within the author’s experiences. The information in recount is arranged in a time sequence with appropriate language usage to link the events and to show the passing of time, and may include a personal comment or opinion. Usually a recount quickly establishes (within the introduction) the time, setting and participants in the event to be described.

There are many different types of recounts, the structures and features of which vary according to the purpose. For example:

- Personal recounts—first- and third-person recounts.
- Factual—historical recounts, biographical recounts (including autobiography and memoirs).
- Imaginative recounts—fantasy, adventure, and story.

Recounts can be in the form of letters, journals, diaries, learning logs, newspaper articles, anecdotes, memoirs, stories, school reports and reflections.

Writing demands the knowledge of language and topic. It involves external and internal conditions that are interrelated. This is done in iterative process that consists of some stages. Flower and Hayes (1981:6) write:

The writing activity requires three major factors which are represented in the three units of the model: the task environment, the writer's long-term memory, and the writing processes. The task environment constitutes anything external, starting with the rhetorical problem or assignment and finally including the text in

progress itself. The second element is the writer's long-term memory in which the knowledge has been stored by the writer, the knowledge of both the topic and the audience and of various writing plans. The third element is writing processes themselves, particularly the fundamental processes of Planning, Translating, and Reviewing, which are controlled by a Monitor.

Torrance and Galbraith (2005:12) point the cognitive problem in writing “The idea that writing is a complex activity requiring the coordination of a variety of different cognitive processes, and that it can induce cognitive overload is a fundamental problem in writing.”

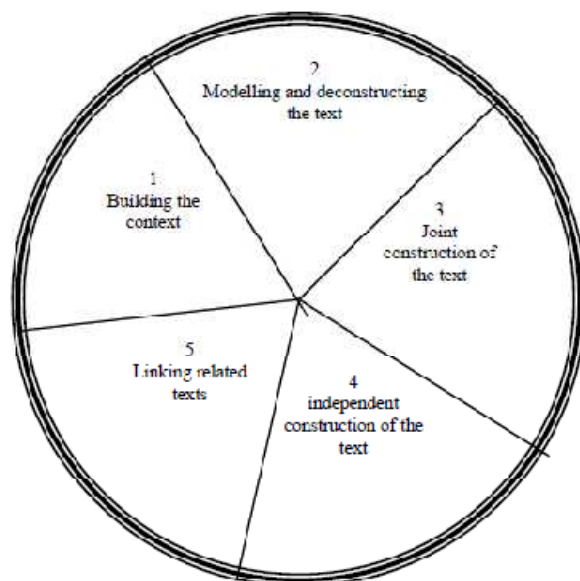
So in the writing process, a writer needs to divide the process into several hierarchical stages to prevent cognitive overload. Kellog (2008:3) says, “Achieving the necessary cognitive control can only occur by reducing the demands on the central executive.”

According to Brown & Hood (1989:6), in brief there are three stages in writing process: preparing to write, drafting and revising.

The approach that is used to teach writing in KTSP is genre-based approach. This approach had been used in many schools in Australia long before it is used in Indonesia. Martin (1987) and Rothery (1986) developed pedagogy to support the implementation of genre-based approach. This pedagogy is a teaching and learning cycle that consists of a number of stages which the teacher and students go through so that students gradually gain independent control of a particular text-type. Knapp and Watkins (2005:77) explain:

Apart from Martin and Rothery's classroom research this model drew extensively on the work of theorists of language learning such as Vygotsky, Halliday and Painter, and gave emphasis to the need for greater teacher direction in learning to write. Vygotsky, the notable Soviet social psychologist, stated that Instruction is one of the principal sources of the schoolchild's concepts and is also a powerful force in directing their evolution...He developed what he termed the Zone of Proximal Development or ZPD, describing the gap between a child's actual development determined by independent problem-solving and his or her potential development achieved when assisted.

Diagram 1: Stages of the teaching/learning cycle



Stages of the teaching/learning cycle (adapted from Callaghan and Rothery 1988, Green 1992, Cornish 1992) in Nugroho and Hafrizon (2009:22)

Routine Grammatical Features Eliciting Homework is given as homework repeatedly to assist students in acquiring certain grammatical features. The homework can be in oral or written but the result submitted to the teacher is always written. For example a teacher wants to assist students in acquiring simple present tense. The teacher may ask students to write daily activities of themselves and their family members. If the teacher wants to assist students in acquiring question and negative formation, the teacher may ask students to write a dialogue containing questions and answers. If the teacher wants to assist students in acquiring future tense, the teacher may ask students to write about their plans and predictions for the next ten years in their life. In this research the writer chose recount text so the grammatical features that the writer wanted to elicit from students were grammatical features relate to past tense. The writer asked students to write a diary, to write a childhood memory, and to do the activity called find someone who by interviewing some people.

The homework was given at the end of a lesson and submitted in the next meeting. The teacher took students' work home then corrected the mistakes by employing written corrective feedback (WCF). After being corrected by the teacher, students' work was returned to the students so the students might learn from their mistakes. Corrective feedback is one of the pedagogical interventions frequently used in Focus on form. Beuningen (2010:2) defines corrective feedback or error correction as "the type of feedback on linguistic errors or responses to L2 learners' non-targetlike production." Focus-on-form methodology

can be applied preemptively or reactively. Written corrective feedback is applied reactively in response to errors committed by students. Beuningen (2010:5) states

CF is a reactive focus-on-form methodology with the specific value of inducing learners' attention to form in the context of performing a task in a personalized, individualized manner. It could be argued that CF on written output is especially promising as a focus-on-form intervention. Whereas oral feedback will inevitably interrupt the communicative flow, learners only have to deal with written feedback after meaning has been communicated.

There is a distinction in term of immediacy between written corrective feedback and oral corrective feedback. Sheen (2007:256) states "Written CF is delayed whereas oral CF occurs immediately after an error has been committed. Written CF imposes less cognitive load on memory than oral CF, which typically demands an immediate cognitive comparison, thus requiring learners to heavily rely on their short-term memory." In certain case, written corrective feedback has advantages that oral corrective feedback lacks. Alroe (2011:41) explains

In fact, written correction, though it may lack immediacy, has its own advantages. In large classes, individual students are not likely to be able to obtain much oral error corrective input, if any, from the teacher. But a student's written output can be comprehensively corrected on a regular basis. Further, oral corrections can be lost in the immediacy of real time communicative activities while with correction of written work, the student has time to consider and reflect on the feedback received thus modifying subsequent output to more closely approximate native L2 forms.

Here are the instructions of Routine Grammatical Feature Eliciting Homework:

1. Write a diary not less than one page of paper for each day!
2. Write about yourself when you were a kid. Your likes and dislikes. Your hobbies, your favorite TV programs, your appearance, your characters, your neighborhood, your happiest experience, your saddest experience, unforgettable experience, etc!
3. Find someone who, by asking questions and then write the answer as a report. The first two questions and answers have been done as an example!

Fleckenstein(2002:7) divides imagery into three main categories, they are: (1) mental imagery which is the representation of senses in the mind; (2) graphic imagery that refers to material images like photograph, power point presentation or film; (3) verbal imagery that is used in literature.

In this research the writer used verbal imagery (Figures of speech and Sensory details).

The four figures used are: simile, metaphor, personification, and analogy. The sensory details used are: sight, smell, touch, sound, and taste.

Here are the descriptions of these four figures according to Devlin (1910:34) and Grothe (2008:2-5):

1. **Simile** (from the Latin *similis*, like), is the likening of one thing to another, a statement of the resemblance of objects, acts, or relations; as "In his awful anger he was like the storm-driven waves dashing against the rock"
2. **A Metaphor** (from the Greek *metapherein*, to carry over or transfer), is a word used to imply a resemblance but instead of likening one object to another as in the simile we directly substitute the action or operation of one for another. If, of a religious man we say, "He is as a great pillar upholding the church," the expression is a simile, but if we say "He is a great pillar upholding the church" it is a metaphor.
3. **Personification** (from the Latin *persona*, person, and *facere*, to make) is the treating of an inanimate object as if it were animate and is probably the most beautiful and effective of all the figures. "The mountains sing together, the hills rejoice and clap their hands"
4. **Analogy**. Grothe (2008:2-5) says that formally, an *analogy* is an attempt to state a relationship between two things that do not initially appear to have much in common (the word derives from the Greek word *analogia*, formally meaning a "proportionate" relationship between two pairs of things). In the fourth century B.C., the Greek philosopher Antisthenes found another aspect of the human experience that was analogous to iron and rust: **As iron is eaten away by rust, so the envious are consumed by their own passion.**

According to Odell (2006:293) "Sensory detail sare what we experience through our fivesenses sight, hearing, touch, taste, and smell."

The following chart shows the kinds of details you can use to support the main idea of a paragraph.

Table 1: Sensory details chart

Kinds of Sensory Details	Supporting Sentences
Sight	The bright sun glared off the front wind shield of the car.
Hearing	Thunder boomed down the canyon, echoing off the walls.
Touch	My hands felt frozen to the cold, steel handlebars
Taste	Thirstily, she gulped down the sweet orange juice
Smell	The sharp, unpleasant odor of asphalt met his nose.

- Source: Odell (2006:293)

Example of simple recount text without sensory details:

The beautiful Beach

Last week I went to a beach with my friends.

We went by a car.

My friends took some pictures. When we were hungry we ate fried chicken. Kids played games at the beach, and some people swam. We went home in the afternoon.

We were tired but happy.

Example of recount text added sensory details:

From "The Beautiful Beach" by Mora Siregar

I remember one time in particular that I went to the beach with my friends. First, I looked for good place when I arrived at the beach, because it would be very

crowded on weekends or holidays. I selected a cool place under the trees and extended a mat on the white sand. The wind that blew through the trees softly made the weather cool and pleasant. Peace came into my heart when I looked at the very beautiful long, white sand. People played games on the beach; for instance they played volleyball. Some of them swam in the shallow sea. There were some kids trying to make something in the sand, and then trying to break it. Everybody looked happy at that time.

Example of recount text added sensory details and figures of speech:

From "The Beautiful Beach" by Mora Siregar (edited by the writer with adding figures of speech)

I remember one time in particular that I went to the beach with my friends. We went by a car.

It was bright beautiful morning. The sun shone like a giant lamp. My feeling was fresh as the morning dew. I enjoyed the scenery along the way. The green paddy fields warmed by the sun. After about three hours we arrived at the beach. First, I looked for good place when I arrived at the beach, because it would be very crowded on weekends or holidays. Vacation was to the mind, what fresh water was to the dry throat. I selected a cool place under the trees and extended a mat on the white sand. My friends were busy taking pictures. The wind that blew through the trees softly made the weather cool and pleasant. Peace came into my heart when I looked at the very beautiful long, white sand. People played games on the beach; for instance they played volleyball. Some of them swam in the shallow sea. There were some kids trying to make something in the sand, and then trying to break it. The sounds of wind, and waves kissing the shore were nice. Everybody looked happy at that time. Then we opened the food container we brought. The smell of the fried chicken seduced us. In the afternoon we decided to go home. I enjoyed the drive with wonderful memory of the good time I enjoyed at the beach. The sun was rushing away with practiced punctuality. Two hours later the moon smiled among the stars. The stars were to the night sky as the jewelry was to a beautiful lady. In the cars we swapped jokes. Idle banter was our invisible playground. Arrived home, I was tired but happy. The beach was really beautiful. And the atmosphere there was great. The view along the way itself was beautiful. I think all of us had fun there. Sure I have to go there again on holiday someday.

Table 2: Examples of added figures of speech in the text

Figures of speech	Examples
Metaphor	Idle banter was our invisible playground.
Simile	The sun shone like a giant lamp.
Analogy	Vacation was to the mind, what fresh water was to the dry throat.
Personification	The sun was rushing away with practiced punctuality.

Table 3: Examples of added sensory details in the text

Sensory details	Examples
Sight	It was bright beautiful morning.
Sound	The sounds of wind, and waves kissing the shore were nice.
Touch	The green paddy fields warmed by the sun.
Smell and taste	The smell of the fried chicken seduced us.

METHOD

The writer conducted pre-experimental study in his research. Hatch and Farhady (1982) stated pre-experimental study is not really considered model experiment because it does not account for big number of variables which can influence the result. The pre-experimental design in this research applies the one group pre-test post-test. In one group pre-test post-test design there is no control group and the students are given some experimental instructions or treatments for a period of time. In the beginning the students have pretest.

According to Ary (2010:302) “*Pre-experimental designs* do not have random assignment of subjects to groups or other strategies to control extraneous variables.” There are three kinds of pre-experimental design that are most commonly used. They are the one-shot case study, the one group pretest posttest, and the intact group comparison design. In this research, the writer uses the one group pretest posttest design. In the one group pretest posttest design there is no control group. The design of the preexperimental study that the writer applies can be seen below:

$O_1 X O_2$

Note:

X Represents the treatment

O_1 Represents the pretest

O_2 Represents the posttest

O_1 Indicates that the pretest is given before the experimental treatment is held. The purpose is to know the students’ precondition to the writing ability. X is the experimental treatment. O_2 is the post-test given after the treatment. The post-test is given to know the achievement after the students receive the treatment.

Population and Sample

The population in this research was the tenth grade students of SMAN 1 Sungai Raya in the academic year 2011/2012 which consists of 12 classes. Class X C with 30 students was taken as the sample. It constitutes nonprobability sampling since it was the teacher there who chose the class.

Technique and Tools of Data Collecting

The measurement technique was used to measure the effect of teaching recount text by Routine Grammatical Features Eliciting Homework and Verbal Imagery. The tool of data collecting in this research was written test. The students were asked to write a recount text about last holiday.

Data Analysis

In this research the writer evaluated the students writing using the categories as follows:

Table 4: Table of Specification

The items to be evaluated	Specification
1. Content	It refers to the students ability in

2. Orientation	writing recount text with relevant and detailed content. It gives information about the people involved and the setting of place and time.
3. Event	It gives information about what happened in the story and in what sequence.
4. Reorientation	It refers to the optional closure of event/ending.
5. Language features	It refers to the usage of sentence structure, lexicogrammar, and mechanics (capitalization, punctuation, and spelling).

Table 5: The Scoring Rubric Writing Task Recount

Criteria	Topic consistency (content)	Text structure Orientation	Text structure event	Text structure Reorientation	Sentence structure, grammar and mechanics (capitalization, punctuation and spelling)
	1	2	3	4	5
Very poor (4-7)	The sentences are not related with the topic	<ul style="list-style-type: none"> There is no title There are no aspects in the orientation that answers the questions, who, what, when and where 	<ul style="list-style-type: none"> Does not show clear sequence One paragraph consist of one or two events 	The ending is not sequence	Frequent errors in Sentence structure, grammar and mechanics
Poor (8-11)	There are some related	<ul style="list-style-type: none"> The title is not 	<ul style="list-style-type: none"> Organized in logical 	The ending is not explicitly	Many errors in Sentence structure, grammar and

	ideas	appropriate	order	connected with the topic	mechanics
		<ul style="list-style-type: none"> Some of the aspects of orientation are not clear 	<ul style="list-style-type: none"> One paragraph consist of three events 		
Good (12-15)	Ideas are clearly connected	<ul style="list-style-type: none"> The topic is appropriate Contains an effective orientation that includes all of the 'wh' questions: who, what, when and where 	<ul style="list-style-type: none"> Organized in a sequential or logical order One paragraph consist of four events 	Contains an effective orientation that connects with the topic	There are some errors in Sentence structure, grammar and mechanics
Very good (16-20)	Writing is relevant and detailed	<ul style="list-style-type: none"> There is an appropriate and interesting title Contains the orientation that effectively establish relationship between people setting 	<ul style="list-style-type: none"> The writing organization can engage the reader One paragraph consists of more than five events 	Contains interesting reorientation and included the evaluation to the events	There are few or no errors in Sentence structure, grammar and mechanics

SCOR	20	and events 20	20	20	20
E					
TOTAL SCORE					100

Table 6: Writing score classification

Range	Qualification
80-100	Good to very good
60-79	Average to good
50-59	Poor to average
0-49	Poor

(Adapted from Writing English Language Test by J.B. Heaton. 1988:96)

Based on the principle of scoring above, the students' writing of a recount text was scored as follows:

1. The students' individual score we can get from the total number of each item to be evaluated
2. The students' mean score of pre-test and post-test

$$M_1 = \frac{\sum X_1}{N} \quad M_2 = \frac{\sum X_2}{N}$$

Note:

- M_1 = The students' mean score of pre-test
- M_2 = The students' mean score of post-test
- $\sum X_1$ = The sum of individual score of pre-test
- $\sum X_2$ = The sum of individual score of post-test
- N = Total number of students

3. The analysis on the students' different score of pre-test and post-test

$$MD = M_2 - M_1$$

Note:

- MD = The difference of students' mean score of pre-test and post-test
- M_2 = The students' mean score of post-test
- M_1 = The students' mean score of pre-test

4. The test significance of students' score

$$t = \frac{M D}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \quad \sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

(Arikunto, 2006: 306-308)

Note:

- t = The obtained for correlated sample
- MD = The mean of difference
- $\sum x^2$ = The sum of different students scores between pre-test and post-test
- N = The number of students

5. The effect size analysis

$$E_S = t \sqrt{\frac{1}{N}}$$

- E_S = Effect size
- t = The obtained for correlated sample
- N = The number of students

The result is categorized as follows:

$E_S \leq 0.2$ is categorized as low

$0.2 < E_S \leq 0.8$ is categorized as moderate

$E_S > 0.8$ is categorized as high

(Arikunto, 2006:310)

FINDINGS

The result of students' score in pre-test.

The finding of students' achievement in pre-test was as follows:

The pre-test score from 30 students in class 10 C Ranged from 20 to 75. The lowest score was 20, which was categorized as poor and the highest score was 75 in the category of average to good. There were 15 students who were in the category of 'poor', there were 6 students who were in the category of 'poor to average' and there were 9 students who were in the category of 'average to good'. The total score of the students' pre-test from 30 students was 1385. The computation of students' mean score of pre-test can be seen as follows:

$$\begin{aligned}
 M_1 &= \frac{\sum X_1}{N} \\
 &= \frac{1385}{30} \\
 &= 46.17
 \end{aligned}$$

Based on the computation above, the students' mean score of pr-test was 46.17. According to the criteria, the students' mean score was poor.

The result of the students' score in post-test

The post-test was administered after the treatment. Its purpose was to know students' achievement after the treatment. The result of the post-test can be seen as follows:

The students' post-test score ranged from 44 to 79. The lowest score was 44, which was categorized as poor and the highest score was 79 in the category of average to good. There were 2 students who were categorized as poor and 28 students who were in the category of average to good. The total score of the

students' post-test was 2101. The computation of the students' mean score in the post-test was as follows:

$$\begin{aligned} M_2 &= \frac{\sum X_2}{N} \\ &= \frac{2101}{30} \\ &= 70 \end{aligned}$$

Based on the computation above, the students' mean score of post-test was 70. According to the criteria, the students' mean score was average to good.

Interval score of pre-test and post-test. The mean of difference (interval D) of pre-test and post-test

The total of the differences is 709. The computation of the mean of difference is as follows:

$$\begin{aligned} MD &= M_2 - M_1 \\ &= 70 - 46.17 \\ &= 23.83 \end{aligned}$$

Table 7: The students qualification score of pre-test and post-test

Test	Mean	Qualification
Pre-test	46.17	Poor
Post-test	70	Average to good
Interval	23.83	

Test significant of the students' score

From the result of the computation, it was obtained that the value of t-test observed is bigger than t-table (7.28 > 2.045). Thus, it means that the mean score of pre-test and post-test of the experiment group being observed has a significant difference.

The analysis of the effect of the treatment

The result of effect size (ES) would show how effective was teaching recount text by using routine grammatical features eliciting homework and imagery. Based on the result, the effectiveness of teaching recount text was categorized as high with ES > 0.8 (1.329 > 0.8). It means that teaching recount text by using routine grammatical features eliciting homework and imagery gave a significant effect to increase the students' achievement in writing recount text.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Referring to research findings and the analysis of the students' test result, the writer draws conclusions as follows:

1. The students' mean score of pre-test is 46.17. It is categorized as poor.
2. The students' mean score of post-test is 70. It is categorized as average to good.

3. The students' ability has been improved with the interval score of pre-test and post-test is 23.83.
4. The obtained t-value of the differences of the tests is 7.28, whereas in the t-table with 29 degree of freedom at 0.05 level of significance is 2.045. From this result, we can conclude that the obtained t-value is higher than the t-table ($7.28 > 2.045$). It indicates that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. It means that teaching recount text by using Routine Grammatical Features Eliciting Homework and Verbal Imagery to the tenth grade students of SMAN 1 Sungai Raya is effective to improve students' ability. The difference is significant.
5. Using Routine Grammatical Features Eliciting Homework and Verbal Imagery is an effective way to teach writing recount text to the students. The students' ability is increased. The mean score of post-test is better than the mean score of pre-test ($70 > 46.17$), and the effectiveness of teaching recount text by using routine grammatical features eliciting homework and imagery is categorized as high with $ES > 0.8$ ($1.329 > 0.8$), the category is highly effective.
6. Teaching writing recount text by using using Routine Grammatical Features Eliciting Homework and Verbal Imagery can improve students' ability significantly.

Suggestions

Referring to the results of the research, the writer provides some constructive suggestions as follows:

1. The teacher is suggested to implement using Routine Grammatical Features Eliciting Homework and Verbal Imagery in the practice of teaching writing recount text because they helps the students to be easier in constructing a recount text and stimulated the students' thinking and learning.
2. It is expected that the teacher repeat the use of using Routine Grammatical Features Eliciting Homework and Verbal Imagery in teaching writing recount text for several times so that the students can understand and gain the real experiences in order to make sure the students are able to write every step of writing recount text such as orientation, events, and reorientation.
3. The teacher should be creative to choose the appropriate topic and examples of texts as material that is familiar and interesting to the students.
4. A discussion of their assessment is needed in order to correct their work and share it with the whole class so that the students know their mistakes. Moreover, by knowing their mistake, they can improve their writing themselves.
5. The teacher has to make sure that all of students focus on the theme and topic given so the teacher and students are connected.

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