**IMPROVING STUDENTS’ ABILITY TO WRITE RECOUNT PARAGRAPHS THROUGH MEMOIR**

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**ABSTRACT**

The objective of this research is to find out the use of memoir to improve the students’ ability to write recount paragraphs at the eleventh grade of SMA Negeri 1 Tolitoli. The researcher used quasi experimental research design that involved two groups: an experimental group and a control group. The population was the eleventh grade of SMA Negeri 1 Tolitoli. The sample was selected by using cluster sampling technique. They were XI IPS 3 as the experimental group and XI IPS 2 as the control one, which consisted of 39 and 39 students. The experimental group was given the treatment, while the control group was not. The technique of data collection was tests (pre-test and post-test). In analyzing the data, the researcher counted the mean score of the post test. The mean score of the post-test at the experimental group is 68, while the mean score of the post-test at the control group is 59. These show the significant difference of both groups. That is 9. It was proven by using t-test formula. It means that the use of memoir is effective in improving the students’ ability to write recount paragraphs at the eleventh grade of SMA Negeri 1 Tolitoli.

Keywords: Writing Ability; Memoir

*Penelitian ini bertujuan untuk mengetahui tentang penggunaan memoir dalam meningkatkan kemampuan siswa untuk menulis paragraf recount di kelas delapan SMA Negeri 1 Tolitoli. Peneliti menggunakan model penelitian eksperimen semu yang melibatkan dua kelas yaitu kelas eksperimen dan kelas kontrol. Populasi dalam penelitian ini adalah siswa kelas delapan SMA Negeri 1 Tolitoli. Sampel penelitian dipilih dengan menggunakan teknik cluster sampling. Sampel tersebut adalah XI IPS 3 sebagai kelas eksperimen dan XI IPS 2 sebagai kelas kontrol, yang terdiri dari 39 dan 39 siswa. Kelas eksperimen diberikan perlakuan, sedangkan kelas kontrol tidak. Teknik pengumpulan data menggunakan tes (pre-test dan post-test). Dalam penganalisaan data, peneliti telah menghitung nilai rata-rata dari post-test. Nilai rata-rata dari post-test pada kelas eksperimen adalah 68, sedangkan pada kelas kontrol adalah 59. Data ini membuktikan adanya perbedaan yang signifikan pada nilai dari kedua kelas tersebut. Perbedaannya yaitu 9. Hal ini dibuktikan dengan penggunaan rumus t-test. Sehingga dapat disimpulkan bahwa penggunaan memoir efektif dalam meningkatkan kemampuan siswa untuk menulis paragraf recount di kelas delapan SMA Negeri 1 Tolitoli.*

*Kata kunci: Kemampuan menulis; Memoir*

**INTRODUCTION**

Language is a means of communication. It is learnt by human to express feelings, wishes, and ideas then share to each other. During the era, there are some languages that come to Indonesia such as Germany, Arabian, Japan, Mandarin, Chinese, Dutch, French, and English. It is called foreign languages. In Indonesia, English is still considered as one of the most important foreign languages that have to be learnt to interact and communicate with foreigners.

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Teaching English as a foreign language in Indonesia is different from teaching it as the first language in the United States of America, Canada, Ireland, and New Zealand, and then as the second language in India, Singapore, Malaysia, and Pakistan. The difference of teaching English as the first, second, or foreign language in each country is in using media, methods, or techniques in its teaching and learning process. It is used to teach lesson easily. Yet, English is very important to be learnt since it is taught from elementary to university level in Indonesia. Besides, English is taught in informal education such as in private courses. It is to prepare the students to be ready in facing this global era.

Since English is learnt as a foreign language in educational area, the students are expected to master this language. In order to use English in communication both oral and written forms, the students need to learn language skills: listening, speaking, reading, and writing. Besides, the students are required to learn language components: grammar, pronunciation, and vocabulary. These skills and components can support the students’ competence in learning and using English.

One of the language skills is writing which is important to be learnt in order to support the students’ ability to use English in written form. Writing is the process of using letters of the alphabet, punctuations, and spaces to communicate thoughts and ideas in readable form. Nunan (1988:36) states, “Writing is not a natural activity all physically and mentally people learn to speak a language, yet all people have to be taught how to write.” In other words, it is a process of expressing ideas or thoughts in words.

In teaching writing, the students are expected to be able to express the meaning and the rhetorical steps of essay by using the language variety of writing accurately, fluently, and acceptable in daily context formed in report, narrative and analytical exposition. Besides, the students are required to identify the meaning of words and sentences in reading texts, complication of a story, events, and rhetorical steps of a text. It is presented by the implementation of the School-Based Curriculum (KTSP). It means that in the teaching and learning process of writing, each student is expected to be able to express ideas which are formed in a paragraph by using grammar, vocabulary, and organization.

Nowadays, many students are indolent to write a paragraph. It makes the students lack in writing. The students are not able to express ideas clearly, to use suitable vocabulary and punctuation marks, and to arrange sentences into paragraph. It is caused by uninteresting writing activity. Yet, writing can be very enjoyable as long as the students as the writers have ideas and means to achieve it. Based on the explanation, it is concluded that in teaching writing the teacher should have an ability to lead the students how to write and also needs enjoyable techniques or media.

To improve the students’ interest in writing, we can use methods, techniques, strategies, media, or activities in presenting the lesson. They are brainstorming, free writing, cluster mapping, flow charting, double/triple entry, mind mapping, derby writing, serial pictures, the snowflake method, memoir, and so on. All of these techniques or media are used in order to make the teaching and learning process more enjoyable and easier to convey the lesson. In other words, the teacher is expected to be more creative in giving the material to the students by using effective techniques or media. Memoir is one of the media that can be used by teachers in teaching writing. It is a collection of memories that an individual writes about moments or events, both between public and private that took place in the subject's life.

Through memoir, a student is expected to be able to write his/her own memory of moments or events in his/her life. Hollander (2001:2) states, “Memoirs offer many other benefits in addition to illuminating the lives of children with special needs.” It means that memoir is used to lead students in remembering his/her experiences from childhood to adolescence by writing the events. Memoir usually focuses on a particular time and a particular moment. Writing through memoir is presented to stir emotions and at the same time to stir the mind of the readers. So, memoir is an important medium in improving students’ ability to write their story in life based on the experiences that ever come to their life.

Therefore, based on the statement above, the researcher gave memoir to lead the students in writing their story of life. Memoir was given as a medium to the object of the research to improve the students’ ability especially to write recount paragraphs about their own experience of life. The object of this research was the eleventh grade students of SMA Negeri 1 Tolitoli.

There were several reasons why the researcher chose the students of this school as the object of this research. First, the students found difficulties to express ideas clearly. Second, they lacked in using suitable vocabulary, punctuation marks, and capitalization. Finally, the students got difficulty in arranging sentences to be a good paragraph.

Briefly, based on the background above, it is concluded that a memoir is a medium that can be used in reminding students to their experiences by writing the events. Therefore, the researcher posed her research in improving the students’ ability to write recount paragraphs at the eleventh grade of SMA Negeri 1 Tolitoli through memoir.

**METHOD**

The researcher used quasi-experimental research design which is categorized in the non-equivalent control group design. It is one of the experimental research design in which the researcher does not make a randomization in determining the subject of population, but the goal is significant, considered both internal and external validity (Yusuf, 2014:78). The experimental and the control group were given tests to measure whether or not the memoir can improve the students’ ability to write recount paragraphs at the eleventh grade students of SMA Negeri 1 Tolitoli. It is formulated based on the research design purposed by Yusuf (2014: 185) as follows.

E O1 ------------------- x ------------------ O2

CO3 ------------------- - ------------------ O4

The population of this research was the eleventh grade students of SMA Negeri 1 Tolitoli majoring in social studies.

A cluster sampling technique was used in determining the sample. First, the researcher prepared five pieces of paper and wrote down the name of each class. Second, these papers were rolled and put in a bottle which has a small hole. Finally, the bottle was shaken until two pieces of paper fell down from a hole of the bottle. The paper falling first was the experimental group (XI IPS 3) and the second paper as the control group (XI IPS 2).

There are several ways that were used in collecting the data, they were: non-test and test. The non-test was classroom observation and test was pre-test and post-test. The observation was done before administering the pre-test to the students. The English teaching and learning process in the classrooms was observed by the researcher to get information about the students’ prior competence and performance.

Test was used to collect the data concerning with the students’ writing ability through memoir. The test was divided into two kinds: pre-test and post-test. The pre-test was given first to both groups. It was done in order to find out the students’ prior knowledge of writing before the treatment is applied to the experimental group only. The result of pre-test of each student was measured by using memoir scoring rubric, the maximum score was 16.

After the treatment was applied to the experimental group only, the post-test had been given to both groups in the ninth meeting in order to get students’ data that would be calculated. In order to know the students’ improvement in writing recount paragraph after the treatment is applied at the experimental group only, the researcher calculated the students post-test by using memoir scoring rubric. The maximum score was 16.

**Table 1** Memoir Scoring Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | 1 | 2 | 3 | 4 |
| ***Ideas and***  ***Content***  *-Focus on one*  *incident*  *-Strong*  *supporting*  *details* | It is hard to find my main idea. I do not focus on one incident. My paper is not interesting, it is simple. I have few or no details. | My main idea is there but not developed clearly. Some of my memoir is focused on one incident. My paper is not very interesting and very predictable.  I often use details that are  repeated and may not fit with main  idea | My main idea is clear. Most of my memoir is focused on one incident.  My paper is fairly interesting,  I use some original ideas, but more predictable ideas. I use supporting details that usually fit with the main idea. | My main idea is very clear. I always stay on topic. My paper is interesting and original.  My supporting details fit with the main idea. |
| ***Organization***  *-Sentences*  *organized into*  *paragraphs* | I have not broken my ideas into paragraphs. | I have tried a few paragraphs, | My paragraphing is usually correct. | My paragraphing is correct. |
| ***Effective***  ***Use of***  ***Language***  *-Word Choice*  *-Sentence*  *Fluency* | My word choice is very limited, basic and sometimes I use words incorrectly. I use short, simple  sentences | My word choice is accurate but limited I have used very few synonyms for tired words. You will find a lot of words repeated. I usually follow one sentence pattern. There is little variety in my sentence structure, length, or style. | My word choices are usually good.  I am trying to experiment with language (new vocabulary, similes, metaphors).  I have some variation in  sentence structure, length & style. | My word choice is accurate, descriptive, imaginative.  I use similes and metaphors  (Figurative language) to make my descriptions more exciting.  My sentences are varied in structure, length & style. |
| ***Conventions***  *-Spelling*  *-Punctuation*  *-Capitals* | I have many spelling errors.  I have used little or no punctuation.  It is almost impossible to understand my writing.  A great deal of editing, correcting and revising is needed. | I have quite a few spelling errors. My punctuation is not always used correctly.  I have not tried to use advanced punctuation or if I tried I was not usually successful.  My many errors make it difficult to read my writing.  I still need quite a bit of editing, correcting and revising. | I have very few spelling  Errors. Capitals, end punctuation are used; apostrophes, commas,  Some quotation marks are used; effort to use advanced punctuation is made and is often successful.  Some errors may interfere a little with reading the piece. Very little editing, revising or correcting necessary. | My spelling is excellent. Capitals, and punctuation are used well; apostrophes, commas, quotation marks are used well; I am successful when using advanced punctuation (colons, semi-colon, hyphen, parenthesis, dash).  My errors do not interfere with the reading of this piece. Little or no editing, revising or correcting necessary. |

*Baker (2015:28)*

After doing the treatment and administering the pre-test and post-test to the experimental and the control group, the results of both test were calculated. The data of this research are analyzed descriptively and statistically.

Firstly, in calculating the individual scores of each student, the formula used is proposed by Sutomo (1985:123). After obtaining the individual score, the mean score on pre-test and post-test were counted by using formula proposed by Hatch and Farhady (1982: 55). Moreover, after getting the mean score, the individual deviation of the students’ score at the experimental group and the control group was counted by using the formula adapted from Hatch and Farhady (1982: 59). After obtaining the individual deviation, the squared deviation was computed to find out the significant difference between the score at the experimental and the control group using the formula proposed by Arikunto (2006: 312). After getting the result of the significant difference between the score at the experimental and the control group, the t-counted score was calculated in order to know whether the hypothesis is accepted or rejected. The formula is proposed by Arikunto (2006:311). Finally, in testing the difference between the t-counted and the t-table, the researcher applied 0.05 level of significance proposed by Best (1981:42) where (df) Nx + Ny – 2.

The researcher analyzed the data of the pre-test and the post-test at the experimental and the control group. At the first meeting, the pre-test was administered to both groups in order to measure the students’ basic competence in writing a recount paragraph. The results are presented in table 2.

**Table 2** The results of the pre-test at the experimental and the control group

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Initials of Experimental Group | Individual Score | Initials of Control Group | Individual Score |
| 1 | AR | 38 | AAF | 56 |
| 2 | AI | 44 | Asm | 44 |
| 3 | Afi | 38 | ATK | 44 |
| 4 | Afr | 50 | Asy | 38 |
| 5 | AFO | 50 | BRA | 38 |
| 6 | An | 44 | CP | 38 |
| 7 | AJW | 37 | CT | 25 |
| 8 | Ar | 25 | ES | 50 |
| 9 | C | 25 | FH | 44 |
| 10 | CJG | 56 | FS | 50 |
| 11 | CCG | 56 | F | 38 |
| 12 | DW | 25 | HBB | 50 |
| 13 | DPS | 31 | IS | 44 |
| 14 | ERT | 50 | LG | 50 |
| 15 | ECF | 38 | MPGA | 38 |
| 16 | FA | 25 | MA | 56 |
| 17 | GAA | 44 | MAA | 44 |
| 18 | Ha | 44 | MS | 38 |
| 19 | He | 25 | MF | 50 |
| 20 | LR | 31 | MAM | 44 |
| 21 | MFT | 50 | NY | 31 |
| 22 | MIA | 44 | Nura | 31 |
| 23 | MNS | 44 | Nurh | 31 |
| 24 | MR | 25 | ROH | 44 |
| 25 | MS | 38 | RH | 44 |
| 26 | MZP | 44 | REK | 31 |
| 27 | NPYS | 75 | RAI | 44 |
| 28 | NA | 31 | SNW | 44 |
| 29 | R | 38 | SAR | 25 |
| 30 | SN | 50 | TK | 31 |
| 31 | SNB | 50 | UA | 31 |
| 32 | SRA | 50 | ZAHB | 44 |
| 33 | VFA | 38 | CAT | 44 |
| 34 | WH | 31 | CeT | 31 |
| 35 | Z | 25 | SMI | 44 |
| 36 | SD | 25 | RN | 62 |
| 37 | MIR | 38 | AHB | 62 |
| 38 | SP | 25 | MF | 50 |
| 39 | D | 25 | EE | 31 |
|  | Total Score | 1522 |  | 1634 |

Based on the table, the highest individual score of pre-test at the experimental group was 75 and the lowest score was 25. Based on the table, the highest score of pre-test at the control group was 62 and the lowest score was 25. The total individual score at the experimental group is 1522 and the total individual score at the control group in pre-test is 1634. Before giving the treatment, the mean score of pre-test at the control group was computed by using the formula, where the amount of individual score was divided by the amount of the students. The mean score at the experimental group in the pre-test was 39. And than she calculated the mean score at the control group. The mean score at the control group is 42.

After analysing the result of both groups, the data show the difference of mean score between the experimental and the contol group, the difference between two groups were about -3. Based on the students pre-test, it is found that the students lacked in using suitable vocabulary to tell about experience, using punctuation marks, and to arrange sentences. Most of the students were not able in arranging the sentences into a good structure of recount paragraph. Yet, the students were good enough in telling their ideas and content of their own experience focusing in one incident but not developed clearly. It means that the level of knowlegde of those groups was closely equal before given treatment. And the research can be continued because the difference is not too far.

Next, after the pre-test was given to the students at the experimental and the control group, the memoir was used as a medium when applying the treatment to the students at the experimental group for eighth times and it took 90 minutes for each meeting. In applying the memoir, the researcher leaded the students in writing their own experience. According to Kirby (2007:11), “When we teach contemporary memoir, we ask our students to construct narrative versions of their lives, to remember events and people from their past, and to invent additional detail and dialogue as necessary”. It means that memoir is a type of writing where the author provides an account from personal experience. It usually focuses on a particular time, like childhood, and a particular moment like the first day of school. It is concluded that a memoir is useful for every student in remembering and telling everything that happened in the life in written form.

The post-test was administered to both experimental and control groups to measure the improvement of the students’ ability to write recount paragraphs through memoir after the researcher applied the treatment at the experimental group only. While, at the control group was aimed to find out the students’ improvement without memoir. This post-test used the same type of test in the pre-test. The results of the post-test are presented in Table 3.

**Table 3** The results of the post-test at the experimental and the control group

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Initials of Experimental Group | Individual Score | Initials of Control Group | Individual Score |
| 1 | AR | 75 | AAF | 67 |
| 2 | AI | 69 | Asm | 56 |
| 3 | Afi | 81 | ATK | 88 |
| 4 | Afr | 81 | Asy | 56 |
| 5 | AFO | 69 | BRA | 56 |
| 6 | An | 56 | CP | 44 |
| 7 | AJW | 81 | CT | 38 |
| 8 | Ar | 25 | ES | 56 |
| 9 | C | 50 | FH | 50 |
| 10 | CJG | 88 | FS | 69 |
| 11 | CCG | 75 | F | 44 |
| 12 | DW | 63 | HBB | 75 |
| 13 | DPS | 69 | IS | 50 |
| 14 | ERT | 75 | LG | 56 |
| 15 | ECF | 94 | MPGA | 56 |
| 16 | FA | 50 | MA | 69 |
| 17 | GAA | 81 | MAA | 38 |
| 18 | Ha | 81 | MS | 50 |
| 19 | He | 31 | MF | 63 |
| 20 | LR | 69 | MAM | 56 |
| 21 | MFT | 69 | NY | 63 |
| 22 | MIA | 63 | Nura | 56 |
| 23 | MNS | 75 | Nurh | 63 |
| 24 | MR | 50 | ROH | 44 |
| 25 | MS | 56 | RH | 63 |
| 26 | MZP | 63 | REK | 50 |
| 27 | NPYS | 88 | RAI | 50 |
| 28 | NA | 75 | SNW | 63 |
| 29 | R | 81 | SAR | 50 |
| 30 | SN | 81 | TK | 63 |
| 31 | SNB | 63 | UA | 50 |
| 32 | SRA | 75 | ZAHB | 56 |
| 33 | VFA | 75 | CAT | 81 |
| 34 | WH | 63 | CeT | 75 |
| 35 | Z | 50 | SMI | 56 |
| 36 | SD | 50 | RN | 94 |
| 37 | MIR | 75 | AHB | 75 |
| 38 | SP | 63 | MF | 75 |
| 39 | D | 56 | EE | 50 |
|  | Total Score | 2634 |  | 2314 |

After getting the mean score of pre-test and post-test, the individual deviation and square deviation were calculated. The individual deviation is the difference of individual score with the mean score of the test. Individual score is taken from the result of post-test in each group and the mean score of the test is taken from the mean score of each group too.

The deviation score at the experimental group and the control group were computed. The highest deviation (d) score was 56 and the lowest deviation was 0. While the highest square deviation (d2) score was 3136 and the lowest square deviation was 0.

The individual deviation score at the control group was computed. The highest deviation at the control group was 44 and the lowest deviation was -6. The highest square deviation score was 1936 and the lowest was 0.

After getting the deviation and square deviation at the experimental and the control group, the mean deviation of both groups was computed. The mean deviation at the experimental group was 29 and the control group was 17. The squared deviation was computed to find out the significant difference between the score at the experimental and the control group. The squared deviation at the experimental group is 5160 and the squared deviation at the control group is 4924. After getting the result of the significant difference between the score at the experimental and the control group, the t-counted score was found out by using the following formula. It was aimed to know whether the hypothesis is accepted or rejected. The researcher found that the t-counted is 4.669.

Furthermore, the researcher computed the t-table by applying 0.05 level of significance proposed by Best (1981:42) where (df) Nx + Ny – 2. Since the value of (df) is not listed in the table. The researcher found that the t-table is 1.995.

The result of the data analysis shows that the t-counted (4.669) is higher than the t-table (1.995). It means that the research’ hypothesis was accepted. In other words, the students’ ability to write recount paragraphs at the eleventh grade of SMA Negeri 1 Tolitoli can be improved through memoir.

**DISCUSSION**

This part discusses about the findings of this research. Based on the result of data analysis, it was proved that there was a significant difference between the result score of post-test at the experimental group and the control group. The mean score of post-test at the experimental group (68) is higher than the mean score of post-test at the control group (59). Whereas, the mean score of pre-test at the experimental group (39) is lower than the control group (42). Therefore, the deviations of experimental and control group were different. In order to find out the improvement of the students’ ability in writing a recount paragraph after the researcher applied the treatment, the results score of post-test at both experimental and control group were subtracted with the results score of pre-test. The total deviation of experimental group (1112) is higher than the total deviation of control group (680). Based on the results score of pre-test and post-test at the experimental and the control groups, it is proved that there was an improvement in the students’ ability to write recount paragraphs through memoir. The improvement was in all aspects of a recount paragraph as the criteria of scoring which are appropriate with the memoir. The aspects are idea and content, organization, effective use of language, and convention.

In idea and content aspect, the students are expected to be able to grab the reader’s attention with interesting life experience by telling ideas clearly and giving supporting details fitting with the idea. Besides, the students’ paragraph needs to stay in one topic or incident. In this research, the students of experimental and control group showed the improvement on this aspect. It is proved by the total score of students’ post-test at the experimental group (121) is higher than in the pre-test (68). The improvement is about 53. While, the total score of students’ post-test at control group (106) is higher than in the pre-test (80). The improvement is about 26. From the data of each group, it is clear that the improvement of experimental group in idea and content aspect is higher than in control group. It means that in idea and content aspect, the students’ ability at the experimental group showed a significant improvement in telling idea and giving supporting details about one topic or incident.

Most students of the experimental group are not able to tell their experience about a topic clearly and to give the supporting details before memoir is applied. For the example: a student with initial Afi wrote “*My Name is Afifah. You can call me fifah. I have a family. My Family consist of 5 person. They are…*” in the first paragraph at her answer sheet of pre-test. It is not a narrative form. Then the student told about her first time in a school and when she got a birthday surprise. The students combined two incidents in one story. Yet, after the memoir was applied, the student wrote “*When I was in Junior High School, I had a best friend from Palu city. My friend name is Putry. She was…*” Then the student told an experience when she went to have a holiday with her friend’s family. Based on the data, it is clear that the student showed a significant improvement on her ability to write recount paragraph. In the control group, most students show small progress on their ability to tell ideas and give supporting details. For the example: a student with initial CP wrote “*One day I and my mom go to palu. I live at home my uncle. The second day...*” in her answer sheet of pre-test. Then in the post-test, the student wrote ”*My Sister and I went to seen a film last night. It was and American movie…*”. The student told about the story of the movie, not about her experience during the movie. Therefore, based on the data, it is concluded that the students of experimental group could write their idea and gave supporting details of what they were going to write.

In organization, the students are expected to be able to arrange sentences into a good paragraph. In this research, the students of the experimental and the control group show the improvement on this aspect. It is proved by the total score of students’ post-test at the experimental group (108) in organization which is higher than in the pre-test (56). The improvement is about 52. While, the total score of students’ post-test at the control group (91) is higher than in the pre-test (50). The improvement is about 41. From the data of each group, it is clear that the improvement of the experimental group on this aspect is higher than in the control group. However in organization, the students of both experimental and control groups show a significant improvement in arranging sentences into paragraph.

Most students of both experimental and control groups are not able to organize sentences into recount paragraph before the memoir is applied. For the example: a student of the experimental group with initial CJG wrote “*three years ago, that was a first time I went to Jakarta…*” in a paragraph on his answer sheet of pre-test. After the using of memoir was applied as a treatment, the student wrote “*Once at Christmas day, I met someone new…*” as the first paragraph and the introduction part; “*After that incident, we belong a friend very along…*” as the second paragraph and the middle part; “*And finally, we were seperated. I was sad before…*” is the last paragraph of his experience and the conclusion part that tells about the end of the incident. The student understood about the generic structure of recount paragraph they are introduction; middle; and conclusion, then how to write experience in good order. In other words, the student was able to tell what happen first, next, and the end of the experience. Based on the data, it is clear that the student showed a significant improvement on his ability to write recount paragraphs through memoir.

While, at the control group a student with initial AAF wrote “*I have an experience that I was never forget…*” as the first and the last paragraph of his experience in his answer sheet of pre-test. Then at post-test, the student wrote “*On the last sunday I was went to sabang beach with…*” as the first paragraph; “*First, my brother was told me that…*” as the second paragraph; ”*Finally, after we taked a few pictures…*” as the last paragraph. Based on the data, it is clear that the organization aspect of the student showed an improvement. Therefore, the students at the experimental group did better than students at the control group in organizing sentences

into a good order of recount paragraph.

In effective use of language, the students are expected to be able to use words accurately; descriptively; and imaginatively. They need to use similes and metaphors in order to make the description more exciting, and the students’ sentences are varied in structure, length, and style. In this research, the students of the experimental and the control group show an improvement on this aspect. It can be seen in the total score of students’ post-test at the experimental group (88) which is higher than in the pre-test (61). The improvement is about 27. While, the total score of students’ post-test at the control group (88) is higher than in the pre-test (59). The improvement is about 29. From the data of each group, it is clear that the improvement of the experimental group on this aspect is lower than in the control group. It is caused by the students’ knowledge on vocabulary which is not good enough.

Most students at both experimental and control groups are able to use word or vocabulary well but limited. The students used very few synonyms for words and a lot of repeated words. They also followed one sentence pattern so that there is little variety in their sentence structure, length, or style. For example: a student of the experimental group with initial MFT wrote “*One day I and my friend go to Lutungan Island, we came together in a mery’s home.*” on his answer sheet of pre-test. The sentence should be “*One day, my friend and I went to Lutungan Island. We came together at Mery’s home.*” After the treatment was applied, the student did better, he wrote “*Last week my friends and I went to Bendungan for holiday.*” The sentence should be ”*Last week, my friends and I went to Bendungan for spending holiday.*” Besides, a student of the control group with initial CP did the same mistakes. She wrote “*One day I and my mom go to palu.*” on her pre-test. The sentence should be “*One day, my mom and I went to Palu.*” At post-test, she did better by writing “*My sister and I went to seen a film last night.*” It should be ”*My sister and I went to see a film, last night.*”

Based on the data, it is concluded that the students of both experimental and control groups did similar mistakes, but the students show an improvement on their ability to write recount paragraphs after memoir was applied. Therefore, the students of both groups used vocabulary and sentence’ pattern better than before.

In convention, the students are expected to be able to use spelling, punctuation, and capital well. In this research, the students of the experimental and the control group show the improvement on this aspect. It is proved by the total score of students’ post-test at the experimental group (104) which is higher than in the pre-test (58). The improvement is about 46. While, the total score of students’ post-test at the control group (85) is higher than in the pre-test (72). The improvement is about 13. From the data of each group, it is clear that the improvement of the experimental group in conventions aspect is higher than in the control group. It means that in this aspect, the students’ ability at the experimental group show a significant improvement in using spelling, punctuation, and capital well.

After treatment, most students of the experimental group are able to use capital and punctuation such as apostrophes; commas; and quotation marks. The students have very few spelling errors. Besides, the students’ paragraph needs very little editing, revising, or correcting. For example: a student of the experimental group with initial Afi wrote “*They are My Father, My Mother, My young sister, my young brother, and I, I’m 16th Years old.*” on her answer sheet of pre-test. The sentence should be “*They are my father, my mother, my young sister, my young brother, and I. I’m 16th years old.*” After memoir was applied, the student did better. She wrote “*She was beautiful, clever, and very smart.*” on her post-test. In this aspect, the students of the experimental group show a significant improvement on their ability.

While at the control group, the students show small progress in the pre-test until post-test. For example: a student with initial MPGA wrote “*I’am celebrating christmas day and new year together with my family.*” on her pre-test. It should be “*I was celebrating Christmas Day and New Year together with my family.* Then at post-test, the student wrote *“My family planing to go for holiday in Lalos beach on sunday.*” There is a mistake. It should be “*My family planned to go for holiday in Lalos Beach, on Sunday.*” Based on the data, it is clear that the improvement of the experimental group in this aspect is higher than in the control group. It means that in convention aspect, the students’ ability at the experimental group show a significant improvement in using spelling, punctuation, and capital well.

From the discussion above, it is clear that there is an improvement in all aspects of recount paragraph as the criteria of scoring which is appropriate with the memoir at both groups. However, the improvement at the experimental group is higher than the improvement at the control group. It is proved by looking at the result score or the data of the students at the experimental group. That is happened caused by the using of memoir which the researcher used to improve the students’ ability to write recount paragraphs. Therefore, it is concluded that the students’ ability to write recount paragraphs at the eleventh grade of SMA Negeri 1 Tolitoli can be improved through memoir. Comparing this research with the relevant studies on chapter II, it is clear that there is a similarity. It is the using of medium of both relevant studies. They are *increasing students’ ability in writing narrative paragraph of the tenth grade at SMA Negeri 1 Bumi Raya by using comics* was conducted by Faradila in 2013 and *improving writing skill of the tenth grade students at SMA Alkhairat Kalukubula through diary writing* was conducted by Ningrum in 2013. Both of these relevant studies showed a result that the using of a medium can improve the students’ ability to write a paragraph. It means that both of research hypotheses of these relevant studies were accepted. It is also proved in this research using a memoir as the medium. The objective of this research was to prove that memoir could improve the students’ ability to write recount paragraphs at the eleventh grade of SMA Negeri 1 Tolitoli. This research presents the result of t-counted (4.669) which is higher than the t-table (1.995). It means that the research hypothesis is accepted. Therefore, it can be concluded that the use of memoir can improve students’ ability to write recount paragraphs at the eleventh grade of SMA Negeri 1 Tolitoli.

**CONCLUSION**

After collecting and analyzing the data, it is concluded that the use of memoir can improve the students’ ability to write recount paragraphs at the eleventh grade of SMA Negeri 1 Tolitoli. It is proven by the result of t-counted(4.669) which is greater than the t-table(1.995). It means that the research hypothesis is accepted.

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