Teaching Senior High School Students In Writing Recount Texts Through The Implementation Of The Reading-Writing Connection Strategy

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Abstrak. Teaching English encompasses mastering four essential skills: listening, speaking, reading, and writing, with writing often considered the most challenging due to its requirement of grammar, vocabulary, and spelling proficiency, alongside logical thinking, punctuation usage, and sentence construction. Among these skills, students frequently encounter difficulties in composing recount texts, primarily stemming from a lack of idea generation, leading to struggles in word arrangement and limited grasp of grammar and punctuation rules. To address these challenges, this paper proposes employing The Reading-Writing Connection Strategy, where teachers present students with a recount text example, analyze its structure, social function, and language conventions collaboratively, and subsequently guide students to write their own recount texts based on personal experiences. This strategy, known for its simplicity and effectiveness, facilitates students' understanding of recount text writing processes while encouraging creative thinking and idea generation. By following this approach, students can enhance their recount writing skills through guided practice and application of grammar and writing conventions, resulting in improved fluency and proficiency in crafting recount texts.

Kata kunci: writing, recount texts.

1. Pendahuluan

Mastering writing is imperative for students, as they are anticipated to proficiently convey their ideas, opinions, feelings, and emotions through written texts. Writing involves both the process of generating ideas and the complexity of transforming words into coherent sentences, culminating in the production of written texts.

According to Rass (2005:30), mastering the writing skill proves challenging for students as they must juggle numerous factors including content, organization, purpose, audience, vocabulary, punctuation, spelling, and capitalization. Consequently, writing becomes arduous as writers need to carefully consider content, organization, purpose, audience, vocabulary, and mechanical aspects. Writing goes beyond mere word arrangement; it involves a recursive process of revision and rewriting. It's not merely about assembling words but a repeated process of refining and reworking. Teaching writing entails guiding students through steps of discovering ideas, planning, and crafting draft texts.

According to Nunan and Tessema (2005), crafting proficient writing is perceived as an exceptionally challenging skill, even in one's native language. Writing demands significant cognitive effort as writers meticulously organize their thoughts into written form. Several factors contribute to the difficulty students face in writing: the challenge of mastering appropriate grammar and vocabulary, the necessity of structuring sentences cohesively, and the

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struggle to develop ideas effectively. Therefore, students require guidance from teachers to organize their writing, and educators should employ engaging teaching methods to facilitate students' comprehension of the subject matter.

Based on the aforementioned explanation, students encounter numerous challenges in honing their writing skills, particularly in crafting recount texts. Many perceive writing as tedious, struggle to transform sentences into coherent texts, and find that teachers fail to comprehend their written work. Additionally, teacher-related factors contribute to these difficulties, as educators often lack variety in their English instruction, especially when teaching recount writing. Relying solely on textbooks and exercises provided therein leaves students feeling disconnected from the subject matter and disinterested in their studies..

2. Metode Penelitian

This research employs an interpretive approach to analyze data pertaining to the phenomenon or symptoms under investigation. The methodology involves observation to identify unique or compelling phenomena for research focus, interviews to delve into deeper insights, and documentation to gather evidence and expand explanations related to the research focus.

3. Hasil Penelitian dan Pembahasan

In this study, the researcher examined recount texts from 30 tenth-grade students at Senior High School SMK Muhammadiyah Ponjong. The analysis utilized the Transitivity process framework, drawing on theories by Halliday & Mathieson (2014), Eggins (2004), Bloor & Bloor (2004), and Gerot & Wignell (1995). The data analysis revealed six types of process within transitivity: material, mental, behavioral, verbal, relational, and existential. The following explanation is organized based on the frequency of occurrence of these process types.

The initial process identified is the Material process, as indicated in the aforementioned findings. According to Halliday & Matthiessen (2004), this process involves actions and events and typically includes two participants within a clause, known as the Actor and the Goal. Out of the 370 clauses analyzed, the researcher identified 232 (63%) as material clauses, supporting the notion that Material process constitutes a common grammatical pattern in recount texts.

The subsequent process identified is the Mental process, which comprises approximately 56 instances (15%) of the clauses in the dataset. This process aligns with the theory that Mental process involves sensing activities such as feeling, thinking, perceiving, and emotional reactions (Gerot & Wignell, 1995; Halliday & Matthiessen, 2004). The primary elements within the clause include the senser (or experiencer) and the phenomenon. The third process identified is the Behavioral process, which accounts for approximately 29 instances (8%) of the clauses examined in the dataset. This process corresponds to the notion that Behavioral process encompasses physiological and psychological behaviors such as breathing, watching, looking, listening, smiling, snoring, dreaming, hiccupping, and pondering (Gerot & Wignell, 1995).

The central participant in this process is the Behaver, though it may occasionally involve a Behavior as well. The fourth process identified is the Existential Process, as outlined in the earlier findings. It constitutes approximately 24 instances (6%) of the clauses within the dataset. This process corresponds to the theory proposed by Bloor and Boor (2004), which suggests that

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in the Existential Process, there is only one participant, known as the Existent. The Existent typically takes two primary grammatical forms: either as a copular verb with an empty "there" as the subject, or with the Existent serving as the subject and usually accompanied by an adjunct of circumstance. Following the previous findings, the subsequent process identified is the Relational Process, comprising approximately 18 instances (5%) of the clauses analyzed in the dataset.

This process aligns with the theory proposed by Gerot & Wignell (1995), wherein Relational process involves states of being and having. It encompasses a broader interpretation of traditional copula constructions and is utilized to denote identification or attribute assignment. Bloor and Bloor (2004) further categorize relational processes into attributive processes and identifying processes. The final process identified is the Verbal process, as indicated by the previously mentioned findings. It comprises approximately 11 instances (3%) of the clauses analyzed in the dataset. This process corresponds to the theory proposed by Gerot & Wignell (1995), wherein Verbal process involves the act of saying. The participants in this process include the sayer, recipient, verbiage, quoted, and target. The sayer produces the utterance, the recipient is the intended audience, the verbiage represents what was said, the quoted is the direct representation of the utterance, and the target refers to someone or something that the sayer addresses.

Based on the previously discussed findings, it is evident that all types of Transitivity processes are present in the recount texts produced by tenth-grade students at Senior High School SMK Muhammadiyah Ponjong. Notably, the dominant Transitivity type observed in the students' texts is the Material process, which occurs 232 times, constituting 63% of all clauses. This finding aligns with Boardman's (2008) theory, emphasizing the prevalence of material processes and specific participant focus in recount texts, alongside the use of temporal and locational circumstances. The students' ability to apply such theories in their writing is noteworthy.

Conversely, the least frequently occurring process is the Verbal process, accounting for only 3% or 11 clauses. This process, defined as the act of saying, involves verbs such as talk, say, ask, reply, suggest, praise, insult, slander, and flatter. According to Bloor and Bloor (2004), additional nuances may be conveyed by the Sayer through verbs like urge, explain, remind, challenge, grumble, agree, report, lisped, growled, whisper, barked, and bawled, indicating the complexity of verbal expression in writing.

4. Simpulan dan Saran

Based on the preceding discussions regarding transitivity in students' recount writing, the researcher identified six types of transitivity processes based on Halliday & Matthiessen (2014), namely material, mental, behavioral, verbal, relational, and existential processes. The most prevalent transitivity process observed in the data was material process, accounting for approximately 63% or 232 clauses. Material process involves actions and events. The second most frequent process was mental process, occurring 56 times (15%), which involves sensing activities. Behavioral process, referring to psychological behaviors, comprised approximately 8% or 29 clauses. Existential process, indicating existence, appeared 24 times (6%). Relational

process, involving states of being and having, accounted for 5% of the data with 18 occurrences. Lastly, verbal process, relating to speech, constituted approximately 3% or 11 clauses.

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