

Conference Paper

Integrating Prowriting for Students' Writing Recount Text

Erni Yulianti*

Faculty of Constitution, Sriwijaya University, Indonesia

*Corresponding author: ABSTRACT

E-mail:

ernismansa@gmail.com

The purpose of the research was to investigate the application of Prowriting in students' writing recount text. The researcher did the study to see if there were increasing points got by the students in applying Prowriting for students' writing Recount text. The research used classroom action research. There were 36 students from senior high school 1 Pangkalpinang from class X2 as the participants in the research. The data was collected from documentation and class observation with 2 cycles. The finding data showed that there was an improvement in the student's results. It was shown from pre-cycle students' results in writing recount text with an average score was 49,47. Then, the first cycle for the first meeting was 69,30. The first cycle for the second meeting was 71,98 and lastly for second cycle with average score was 77,61. The data of research obtained that *Prowriting* was the best program to handle the students' error in creating recount text. Then, it helps students to have more motivation to revise their text. The writer assumes that pro-writing makes the meaningful the teaching and learning process.

Keywords: Prowriting, writing recount text, technology

Introduction

One of the programs that is an alternative way to check the students' written text is Prowriting. Prowriting as the media to check the students' errors as grammatical features. Besides having the best program, the students need the skill to create the text. It is a writing skill. One of four skill that students need is writing. Writing as media for a writer to communicate with the readers in sharing their opinion or thoughts in the text. Therefore, writing skills is necessary to have by the writers. It is related to Harmer that, "We can communicate successfully, especially in writing" (Harmer, 2007). It means that good writers need to have skill in writing to share what they are thinking as a media to do the communication to the readers.

The text which was mastered by senior high school students is recount text. Recount text is kind of the texts that expresses or tells someone's experience or text that talks about event that happened in the past time. Recount text purpose is to retell someone's experience. There are three points of generic structure of the text. They are orientation, events, and re-orientation. The students at junior high school to senior high school have learnt about recount text. The fact showed that the result of the students writing recount text was unsatisfied. There are some problems and trouble conducting recount text well at senior high school in Pangkalpinang. They found the trouble of how to create the text. The problems came from the student's skill, such as less vocabulary have, less motivation to write because they don't have good writing knowledge. They don't know how to create good text. They think that writing is a difficult activity for the students.

It is relating to the recent study found that writing skill seemed to be difficult for EFL students in language learning. There are two points that the students in creating the writing activity, there are "generating and organizing ideas using an appropriate choice of vocabulary, sentence and paragraph organization and putting such ideas into an intelligible text" (Tuan, 2011). And then, the teaching writing activity just focuses on the theoretical of the text and generic structure of the text used. It is related to the theory that said, "that teaching writing is focused on the theory and

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grammar with little exercise of writing and generally, the students writing is never given back to the students to be revised" (Herawati 2009). Then, the teacher doesn't have much time to check and give the score for the students' writing. Scoring was one of factors in assessing writing that led to scoring procedures (Hylan, 2004) to judge students' writing performance and to give feedback not only for teachers but also for students. Students benefited from teachers' feedback to revise their writing performance. It is one of the problems found that the students need teacher feedback to make their writing well. The teacher needs the program to support the teaching and learning activities in writing activity.

One of the technologies used to support the students' writing activity is by applying *Prowriting*. It is needed to increase the students' writing in recount text. Students used words processing to write their own writing. Next, they consulted their own writing to *Prowriting* by uploading their text to *Prowriting* online program. Then, *Prowriting* detected the students' works on some cases such as "Contextual Spelling Check, Grammar, Punctuation".

Hyland stated, "One example of how these expectations is communicated to ESL learners is suggested by the computer program BRIDGE, used with civil engineering students at the Papua New Guinea University of technology. The program is advantage to give the response for the students result of the text. It is related to Hyland that "the program is designed to assist teachers in creating useful feedback for students on their report" (Hyland, 2007). Based on the data above, the writer can assume that applying technology to support the learning activity gives a good effect for the students' motivation in writing activity.

Furthermore, applying of technology in the modern era is needed for the teacher to motivate students in writing activity and make them interested in writing the text. According to Barbara (2000), technology is essential in the process of teaching and learning. It means that applying technology helps the writing process easier because it attracts more attention from the students. Then, technology also improves the teachers' way to be more creative in teaching writing. Technology in this modern era as a media and ICT to create more increase the student's communication in doing collaboration Hood and Gatomo (2003). The statement means that technology gives the good effect to encourage the collaboration between teacher and students. In this case, integrating *Prowriting* is an application that is used to support writing. It helps a writer to edit essential parts in the writing process. It covers grammar, punctuation, and spelling. Pro Writing enables teachers to teach and assess students in editing writing because the students can learn and edit their own writing without expecting their teachers. The students can realize their own mistakes. Therefore, the students are active and interested in conducting their text. They can improve the best of their writing significantly without considering the existence of the teachers in the writing activity or teacher's guidance. The statement related to the study which conducted by Nasution and Fatimah (2018) said that Pro Writing Aid is useful tool for students and can improve the students' writing skill. Overall, this tool is perfect for all types of writers, offering a lot of things that authors can catch on their own. It is a nice tool, and it is not only verifying for the grammatical issue.

Based on the background of the problem above, the writer found some studies have been conducted by applying *Prowriting* in writing activity. Therefore, the writer would like to do the renewal from previous studies by applying *Prowriting* to support the students' writing recount text. The study focuses on applying *Prowriting* in writing recount text. therefore, the research question of this study is whether there is any significant increase by integrating *Prowriting* for students' recount text writing?

Methods

This study employed classroom action research. In this case focused on a case study. This case study of classroom Action Research aimed to investigate, explore, examine, analyze, and discover the best and most appropriate solutions or ways to overcome a problem (Muliawan, 2010). The research was conducted in the classroom and focused on problems that occurred in the classroom

or in the teaching-learning process. This research was carried out in the classroom to improve learning and enhance the teaching-learning process of students in a particular class (Akbar, 2008). It used Kemmis & Mc. Taggart's model. They were: Planning (planning and identifying the problem). Action (implementing the action plan). Observation (observing and collecting data during the implementation). Reflection (analyzing and reflecting on the data). The research design for this action is a collaborative research design, since the research was conducted in pairs between the parties who carried out the action and the parties who observed the process of the action (Arikunto, 2009). In this collaborative research, the party who carried out the action was the researcher as a teacher, while the party who was requested to observe the implementation of the action was English teacher in the 10th grade class at SMA N 1 Pangkalpinang.

The participant of the study

The writer took the participant of the study from the first grade of Senior High School 1 Pangkalpinang, Bangka Belitung. The second-year students were chosen since writing recount text was learned by the students of the second semester of the independent curriculum at the school. There were six classes of tenth grade students. Every class consisted of thirty-six students. Then, one group from six classes was assigned to be the research sample. It was X.2 class. The simple random sample was assigned to obtain the sample from the population randomly.

Instruments

The instruments used for the research were observation and documentation. Observation was conducted by the teacher to observe and record the whole process of learning including students' participation in the classroom, students' discussion, and students' writing recount text result. Meanwhile, the documentations were taken from the classroom activity record and students recount text writing from pre cycle, the first cycle and the second cycle.

Data analysis techniques

Data analysis technique was conducted by descriptive analysis and percentage analysis. Descriptive analysis to get an overview of the data that explains the factors that influence learning outcomes. The data obtained during learning was processed using the percentage technique proposed by Hariyadi (2009) the results were assessed for each meeting, based on the total percentage of students involved in learning activities by the following formula:

$$P = \frac{F}{N} \times 100 \%$$

Note:

P = Percentage Number

F = Student Activity Frequency

N = Number of Students in a class

According to Arikunto (2006) student's abilities are categorized as Very High (ST), High (T) and Low (R), so the students get very high scores. They can be categorized as capable; students get high scores. They can be categorized as still developing and those who are categorized as low. they can be categorized still need guidance.

The following table is the criteria for the scoring level based on students learning outcomes of SMA Negeri 1 Pangkalpinang see in Table 1. Students' learning outcomes were increased if the results percentage of the students' activities was increase which conducted from the previous results observations. Student learning outcomes were complete classically if 70% of students get learning outcomes above 70 as the teacher and students' agreement.

Table 1. Minimum mastery criteria of student learning outcomes class X2 at SMA Negeri 1 Pangkalpinang

No	INTERVAL VALUE	NUMBER	%	SCORE	KET
1.	91 – 100				complete
2.	81 – 90				complete
3.	71 – 80				complete
4.	60 – 70				Not complete

Results and Discussion

Pre-cycle learning outcomes

For the pre-cycle activity, the writer did not give the treatment by applying Prowriting. The first activity that the teacher wanted to do was to get the student's score in pretest of writing recount text. In this case, the teacher asked the students to write recount text based on their knowledge of the topics given. The students tried to understand the text based on their previous knowledge of recount text. The data obtained from the pre-cycle for 36 students writing recount text. The results were not satisfied. The data showed that there were still many students who got below score of minimum mastery criteria. The mastery level that students should achieve is 70. The results of the pre-cycle activity can be seen from the following Table 2:

Table 2. The improvement of students learning outcomes in class X2 in teaching and learning activity pre-cycle (before action)

No	Value Interval	Number of Students	Percentage	Score	Note
1.	90 – 100	-	-		-
2.	80 – 89	4	11	82 (highest)	complete
3.	70 – 79	7	19	76 (highest)	complete
4.	<70	25	70	20 (lowest)	Not complete
	Total	36	100		

Table 2 above shows that the students who get in the value interval of 80-89 consist of 4 students. They get the highest score 82. Then, the value interval less than 70 consists of 25 students. And the lowest score is 20. Therefore, the data showed that the average value obtained is 49,47. The pre-cycle for the student writing recount text data can be illustrated from the following Figure 1:

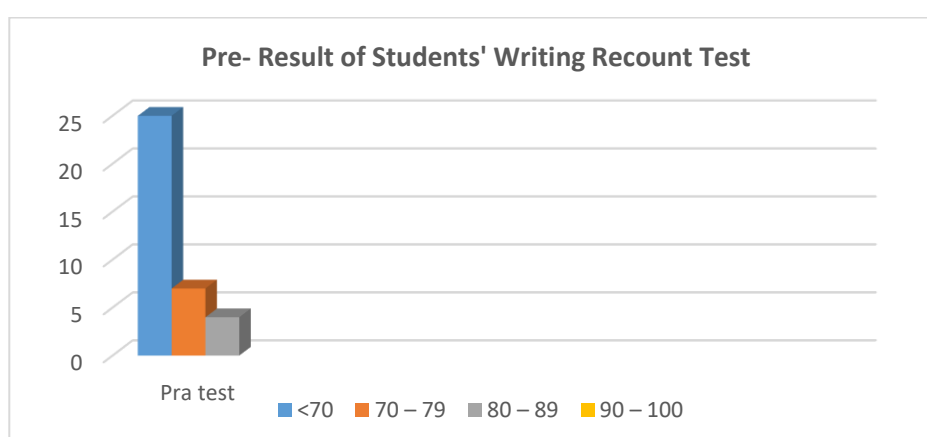


Figure 1. The Improvement of students' learning outcomes class X2 in teaching and learning activity pre-cycle (before treatment)

Based on Figure 1 above, the data shows that value interval 80-89 who gets number of the interval consist of 4 students. It means that the percentage shows 11%. Then, the value interval of 70-79 who gets the number of intervals consists of 7 students on percentage of the data is 19%. Then, the data shows that they are 25 students get under the minimum mastery criteria on interval less than 70. The data shows that the percentage of the students writing recount text to 70%. To regenerate students' interest and enthusiasm and to make it easier for students to understand recount text material. The teacher needs to improve the writing activity by a program which supports the teaching writing process. The teaching writing activity by applying technology in Prowriting. Prowriting is applied to support and increase the students writing recount text. The teacher arranges the activity to increase the students writing recount text from two cycles. There is a first cycle and second cycle from the writing recount text process.

Cycle 1 learning Outcomes

First meeting

For this stage, the writer gave the treatment by integrating *Prowriting*. The data from pre-cycle as the important point to do the first cycle. The data showed that the students wanted to write the text based on the suitable generic structure, had the correct grammar or structure to create the text, and wrote and created the text based on the suitable grammatical features of recount text. The text that was created by the students based on their experiences. The writer found that there were still find the students' troubles in conducting writing recount text at pre-cycle needed the best treatment. The writer thought and made the planning how to create the meaningful teaching and learning process to conduct the writing recount text better. The first stage: the writer prepares a lesson plan and the various materials to accommodate the students' learning needs, such as video, audio and kinds of paper materials (content differentiated). Therefore, the students can choose the best material that supports their learning profile. Then, as the product differentiated, the writer asked the students to choose their own topics which made them interested to write based on their best experience. After that, the writer introduced *Prowriting* and taught them how to operate it. After the students conducted text, they uploaded the text into *Prowriting* program. The students looked interested and happy, because *Prowriting* gave the information for the sentences error used. *Prowriting* was able to access the students' spelling, punctuation, and grammar that consist of the students' style, grammar, overused words, and phrases, cliches, sticky words, diction, repeats, combination, length, pronouns, alliteration, homonyms, transitions, thesaurus, house style check, and plagiarism report. Then, Pro Writing enables teachers to teach and assess students in editing writing because the students can learn and edit their own writing without expecting their teachers. The students can realize their own mistakes. Finally, the students become active and learn by themselves. The result of students writing recount text by applying *Prowriting*.

Table 3. Observation result of improvement the students' writing recount text by integrating *prowriting*. Cycle1, first meeting (after treatment)

No	Value Interval	Number of Students	Percentage	Score	Note
1.	90 – 100	-	-	-	-
2.	80 – 89	6	17	82	complete
3.	70 – 79	12	33	78	complete
4.	<70	18	50	50	Not complete
	Total	36	100		

Table 3 above shows that the students who get the highest score of value interval from 80-89 is 82. Then, the students who get the lowest score of less than 70 is 50. Therefore, the data showed

that the average score obtained is 69,30. The pre-cycle student learning outcomes data can be illustrated in Figure 2 as follows:

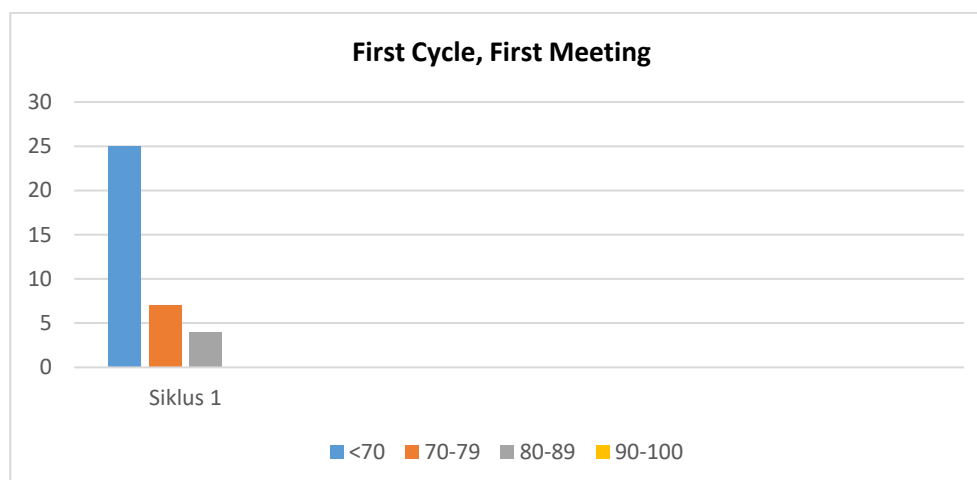


Figure 2. The improvement of students' learning outcomes class X2 in teaching and learning activity (After treatment)

Based on Figure 2 above, the data shows that the students who get the value interval 80-89 consist of 6 students. It shows that the students percentage get the score is 17%, and the students who get the value interval 70-79 consist of 12 students. The data shows that the student's percentage get the score is 33%. Then they are 18 students get under the minimum mastery criteria on interval less than 70 with a percentage 50%.

Cycle 1 learning outcomes

Second meeting

In this stage, teacher and students did collaboration to discuss the content of the recount text. The teacher assisted the students to create their own text based on their own topics. Students prepared many kinds of topics which were based on their own experiences. After consulting their own topics with the teacher, students checked and analyzed the sentence errors from Prowriting and learnt how to correct it from students and teacher's collaboration. Therefore, the students can create recount text better.

Table 4. Observation result of improvement the students' writing recount text by integrating *Prowriting*. Cycle1, second meeting (after treatment)

No	Value Inter- val	Number of Student	Percentage	Score	Note
1.	90 - 100				
2.	80 - 89	10	28	86 (highest)	completed
3.	70- 79	13	36	78 (highest)	completed
4.	<70	13	36	50 (lowest)	Not completed
	Total	36	100		

Table 4 above shows that the students who get the highest score from value interval 80-89 is 86 and the students who get the lowest score from value interval less than 70 is 50. Therefore, the data shows that the average score achieved is 71,98. The first cycle, second meeting for student learning outcomes data can be illustrated in Figure 3 as follows:

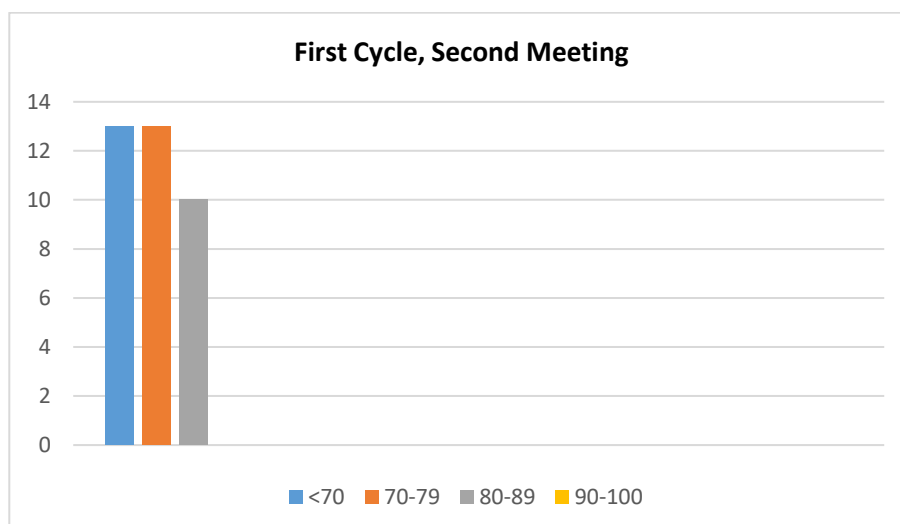


Figure 3. The improvement of students learning outcomes class x2 in teaching and learning activity (After treatment)

Based on Graphic 3 above, the data shows that the students who get value interval 80-89 consists of 10 students from interval 80-89. The data shows the percentage of students writing text result is 28%, and the students who get value interval 70-79 consist of 13 students. The data shows the percentage is 36%. Then they are 13 students get under the minimum mastery criteria on interval less than 70 with a percentage 36%.

Cycle II Learning Outcomes

This cycle focused on discussing students writing recount text error analysis. The teacher planned to listen to the students' difficulty during writing recount text process. The students made a note of what made the problem happen in the process of writing. Such as, Spelling, Punctuation, and Grammar and the utilizing *Prowriting*. In the action stage. The teacher opened the class by asking the students for readiness in the teaching and learning process. Teacher lets the students choose their own topic in creating their text. After that, the teacher asked the students about trouble in creating the text and how their experiences by writing recount text, in this activity, there are class discussion to solve the students' trouble to create the text. After teacher obtained the students trouble in writing activity. Then, the teacher motivated students how to create their best text and their desire to be good writers. The last role of the teacher for this stage is asking them to show the students of text and the students' result of the text written to *Prowriting* program. *Prowriting* automatically gave the students feedback result from the students' error made. The role of the teacher did the class discussion to help the students to revise their writing text mistakes. After, the students and teacher had discussion and revised the text. The students were given the chance to send the revision of the text to *Prowriting*. The process of the writing activity to do to get the increasement score of the writing activity.

Table 5. Observation result of improvement the students' writing recount text by integrating *prowriting*, Cycle 2, first meeting (after action)

No	Value Interval	Number of Students	Percentage	Score	Note
1.	90 – 100	4	11	96	complete
2.	80 – 89	15	42	86	complete
3.	70 – 79	11	30	78	complete
4.	<70	6	17	50	Not complete
	Total	36	100		

Table 5 above shows that the students who get the highest score from value interval 90-100 consist of 4 students. It shows that there is an increasing score from value interval from 80-89 to 90-100. It is 96 for 4 students. Then, the students who get the lowest score from value interval less than 70. It is 50 for 6 students. Therefore, the data shows the average score of the data research is 71,98. The second cycle for student learning outcomes data can be illustrated in Figure 4 as follows:

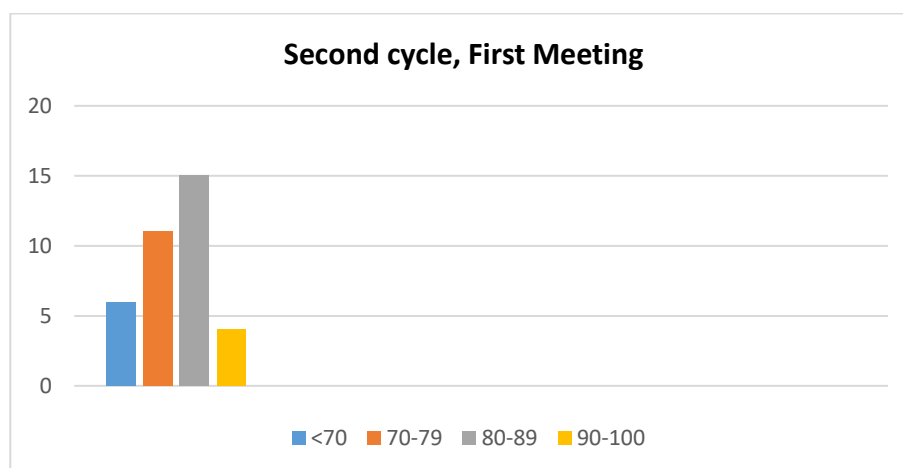


Figure 4. The improvement of students learning outcomes class X2 in teaching and learning activity cycle 2 (After Action)

Based on Graphic 4 above, the data of the research shows the students who get the value interval from 90-100 consist of 4 students. It means that the percentage of the research result is 11%. The students who get value interval from 80-89 consist of 15 students. It means that the percentage shows 42%, and the students who get value interval 70-79 consist of 11 students. It means that the percentage shows 30%. Then, they are 6 students got under the minimum mastery criteria with a percentage 17%.

The writer conducted the study to know how Prowriting gave the best alternative for the students in creating recount text. It was shown from the data above that students applied Prowriting as a media to help and check their text. The data collection of the study had shown an increasing value for the students writing recount text from pre-cycle to the second cycle of the following research data:

Table 6. The calculation result of improvement the students' writing recount text by integrating prowriting from pre- cycle to cycle 2

No	Inter-val Value	Pre-Cycle		Cycle I				Cycle 2		NOTE
		num-ber	%	Meeting 1		Meeting 2		Meeting 1		
				number	%	num-ber	%	num-ber	%	
1.	91 – 100	-	-	-	-			4	11	Complete
2.	81 – 90	4	11	6	17	10	28	15	42	Complete
3.	70 – 80	7	20	12	33	13	36	11	30	Complete
4.	<70	25	69	18	50	13	36	6	17	Not Complete
	Total	36	100	36	100	36	100	36	100	

From Table 6 above, the writer got the data from the pre-cycle to the second cycle. The finding data shows that there is an increasing score for the student's writing recount text by applying the Prowriting program. The data showed the average value of the students writing recount text is

49,47. Then, the writer conducted the data from the first cycle for first meeting of the study by getting the average value is 69,30. The first cycle, second meeting was 71,98, then the second cycle was 77,61. The data showed significant improvement. The improvement in the number of activity scores indicated that Prowriting could make the classroom situation more active and communicative. Because Prowriting is used, the teacher facilitated students according to their needs by considering learning readiness, learning styles and student interest. Then, the writer believed that by applying Pro writing to promote the importance of technology used in this modern era for the students in teaching writing recount text. The students are more motivated in writing activity because of the technology used. Teachers facilitated the students based on the students' need in the technology era right now. The calculation result of the student writing recount text can be illustrated from the following Figure 5:

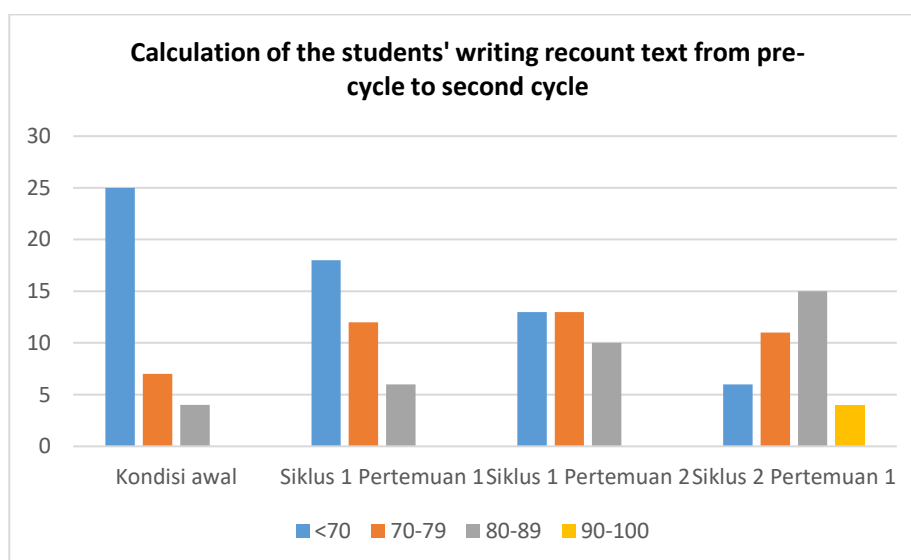


Figure 5. The result of the students' Writing recount text by applying prowriting from pre- cycle to cycle 2

Based on figure 5, the writer made the percentage comparison for each cycle. The percentage data shows there is positive increasing for the students' writing recount text, since they applied *Prowriting* in writing activity.

Table 7. Percentage result of students' writing recount text by *Prowriting*

No	Cycle	% Completion
1	Pre-Cycle	23
2	Cycle 1	64
3	Cycle 1	83

From Table 7 above, the data of the study shows the percentage result of the students writing recount text from pre cycle to the second cycle. The activity has been done well and successfully. The writer obtained the data collection of the study, there was significant improvement for the students score result in writing recount text by using Prowriting. The writing recount text activity was obtained from pre-cycle. The data showed that the students' result in writing recount text were only 23%. But, at the first cycle, the data showed that there was an improvement percentage obtained up to 64%, it means that there was an improvement percentage obtained from this cycle up to 41%. Then, the data showed from the second cycle, there was an improvement percentage up of 83%. Form the whole cycle, the writer tried to compare the result of data collection from the first cycle. The data obtained there was an improvement percentage to 19%. Then, the writer

compared it to pre-cycle. There was an improvement percentage for the students' writing recount text to 60%.

Conclusion

From the data of the study obtained, the writer applied *Prowriting* in students writing recount text activity. The data obtained showed that there was positive improvement of students' writing recount text score from both cycles. It showed that the percentage of the students writing recount text score increased from 23% to 63%. Then a higher score was obtained in the second cycle. The percentage showed 83% or 30 students got more than minimum mastery score. Meanwhile, from the teacher observation. The data showed that by applying *Prowriting* made the students values more varieties and showed the development values in students' writing recount text activity. The data obtained shows that *Prowriting* helps the students understand the text easily. Meanwhile the students can revise their text in *Prowriting spontaneously* on the program. It showed that *Prowriting* program made the students are easy to revise the text mistake. The writers assumes that *Prowriting* helped students to produce recount text easier in writing activity. Therefore, the writer concludes that *Prowriting* was the best way to create the students recount text. Then, the teaching and learning atmosphere was enjoyable for the students since the teaching and learning process used technology.

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APPENDICES

APPENDIX 1

Documentation during the teaching and learning activity.



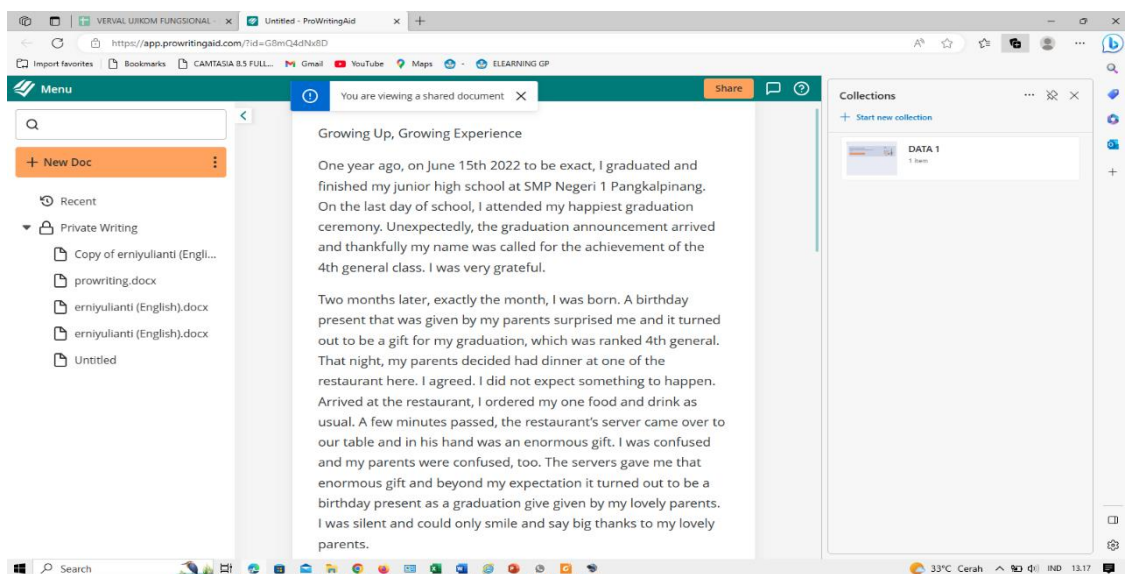
APPENDIX 2

THE RESULT OF WRITING RECOUNT TEXT BY PROWRITING

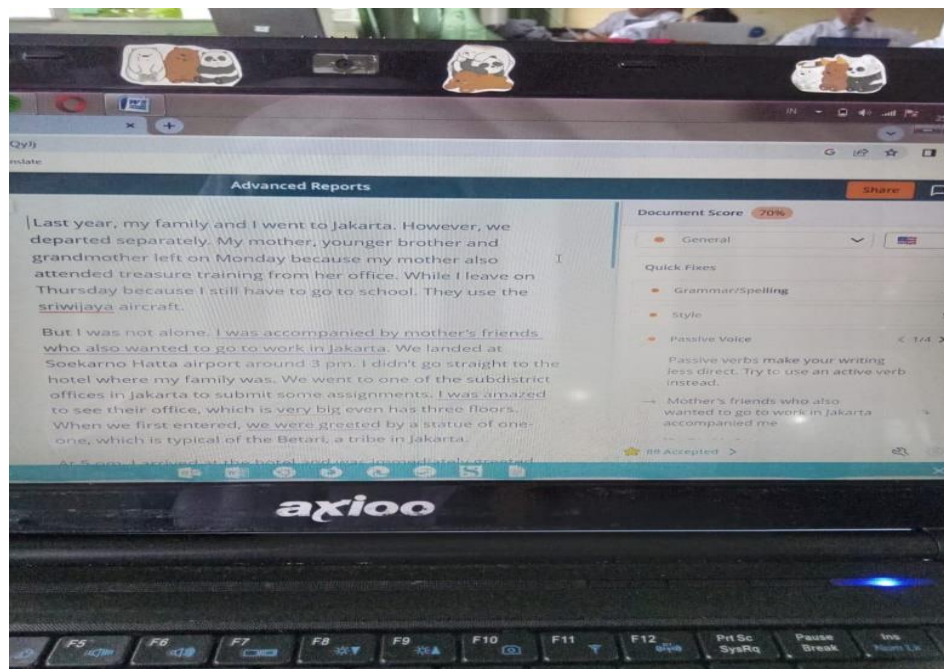
Link Teks Recount

Aldysa

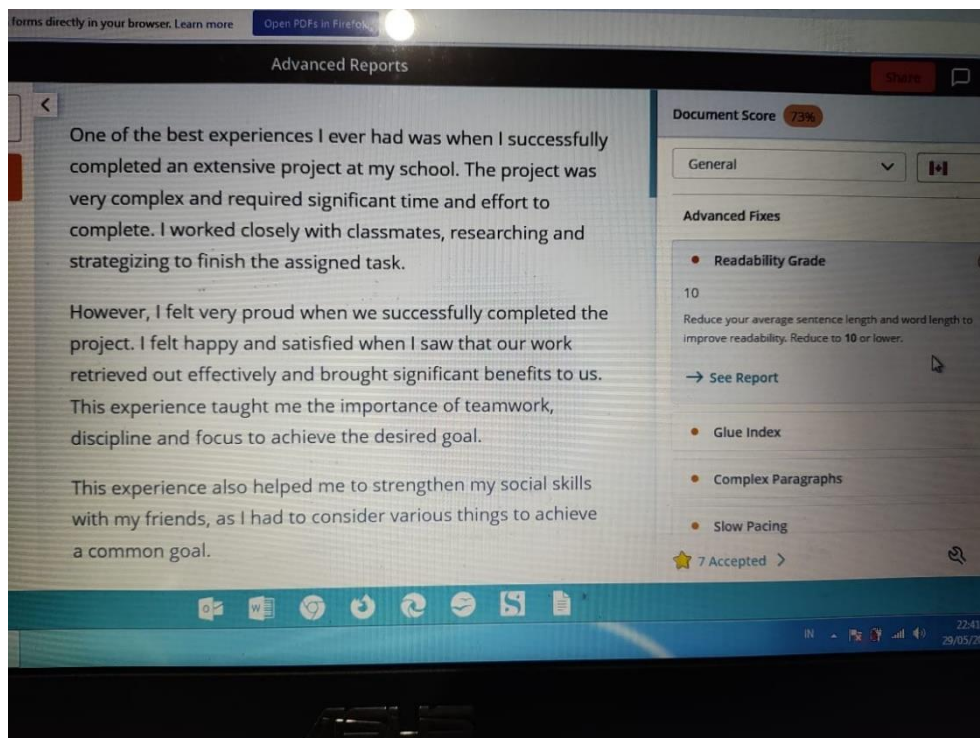
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Wiza



Adni Hezel



Rosa Auliyah

<https://app.prowritingaid.com/?id=a14xblQyIj>

