



**THE EFFECTIVENESS OF ID-EN LINE TRANSLATOR TO
IMPROVE STUDENTS' WRITING SKILL IN
RECOUNT TEXT**

(A Quasi-Experimental Study of the Tenth Graders of SMK N 4 Kendal in the
Academic Year 2016/2017)

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

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by
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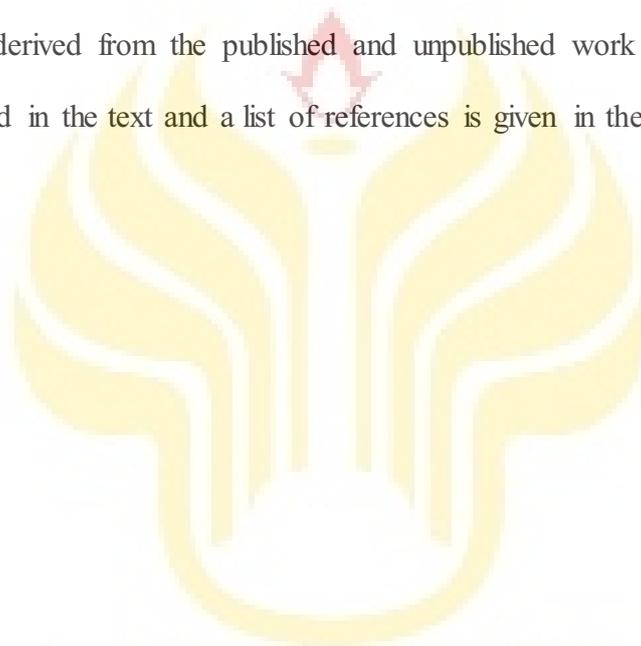
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**ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ARTS
SEMARANG STATES UNIVERSITY**

2017

DECLARATION OF ORIGINALITY

I Yuniasti Dwi Wismasari hereby declare that this final project entitled *The Effectiveness of Id-En Line Translator To Improve Students' Writing Skill in Recount Text* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.



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Semarang, 20 September 2017

A handwritten signature in black ink, appearing to be 'Yuniasti Dwi Wismasari', written over a white background.

Yuniasti Dwi Wismasari

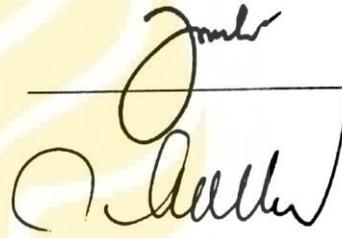
APPROVAL

This final project entitled *The Effectiveness of Id-En Line Translator to Improve Students' Writing Skill in Recount Text (A Quasi-Experimental Study of the Tenth Graders of SMK N 4 Kendal in the Academic Year 2016/2017)* has been approved by board of examiners and officially verified by the Dean of English Department of Faculty of Languages and Arts of Semarang State University on September 20, 2017.

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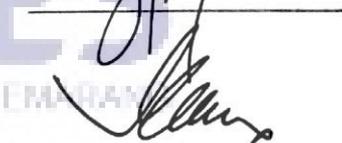
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MOTTO AND DEDICATION

God will raise people who are faithful among you and

People who are given some level of knowledge

(QS. Al-Mujadalah:4)



To my beloved parents,

To my dearest brother,

To my lecturers and my teachers,

To all my friends

ACKNOWLEDGEMENT

First and foremost, all praises to Allah SWT for the blessing, health, strength, encouragement, and ability in completing this final project.

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My deepest appreciation and gratitude are dedicated to my beloved father, mother, my brother and all my family for their love, support, and motivation along my study in Semarang State University. My huge thanks to all of my friends in the English Department of 2013, especially Dewi Kartika, Nafisatul Muawanah, Pradnya Samarra Putri who always care and give me motivation in all condition. Also, huge thanks to my best friends, Fajar Wijaya Putra, Lalita Yudhiasti, Riski Harista Wulansari, Rizky Yudya Lutfi, Dinanti Dera Saputri, and all of my good

friends that can not be mentioned one by one for accompany and support me as always.

Finally, the researcher realizes that this final project is still far from being perfect, Therefore, the suggestions and criticism are needed for its betterment. I also do really hope, this final project will be useful for all the readers.

Semarang, 20 September 2017



Yuniasti Dwi Wismasari



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ABSTRACT

Wismasari, Yuniasti Dwi. 2017. *The Effectiveness of Id-en Line Translator to Improve Students' Writing Skill in Recount Text (A Quasi-Experimental Study of the Tenth Graders of SMK N 4 Kendal in the Academic Year 2016/2017)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor I: Drs. Suprpto, M.Hum
Advisor II: Pasca Kalisa, S.Pd., M.A., M.Pd.

Key Words: Id-en Line Translator, Recount Text, Quasi-Experimental Study.

This final project is a quasi-experimental study that aims to find out whether Id-en Line Translator is effective to be used in teaching writing recount text. A further concern of this study is to investigate the significant difference of writing achievement between the group that is taught using Id-en Line Translator and another group that is taught using a conventional technique. The population of this study was the tenth grade students of SMK 4 Kendal in the academic year of 2016/2017. Meanwhile, the sample consisted of 60 students from two classes. The study was started by giving pre-test, treatments, and post-test to both groups. The experimental group (X RPL 3) was taught using Id-en Line Translator, while the control group (X RPL 2) was taught using conventional technique. The data were gained by administering a pre-test and a post-test. In addition, the questionnaire was also given to the experimental group to obtain more data. In the pre-test, the mean score of the experimental group was 59.777 and the control group was 62.80. The result of post-test of the experimental group was 81.13, while the control group was 73.27. The result of the *t*-test also showed that there was a significant difference between the experimental group and the control group. It was proven by *t*-value (3.413) which was higher than *t*-table (2.00). It can be concluded that Id-en Line Translator is effective for teaching writing recount text. It is suggested that the teacher should consider that Id-en Line Translator is a good media in teaching writing since it makes the students easier to develop their ideas in composing a text.

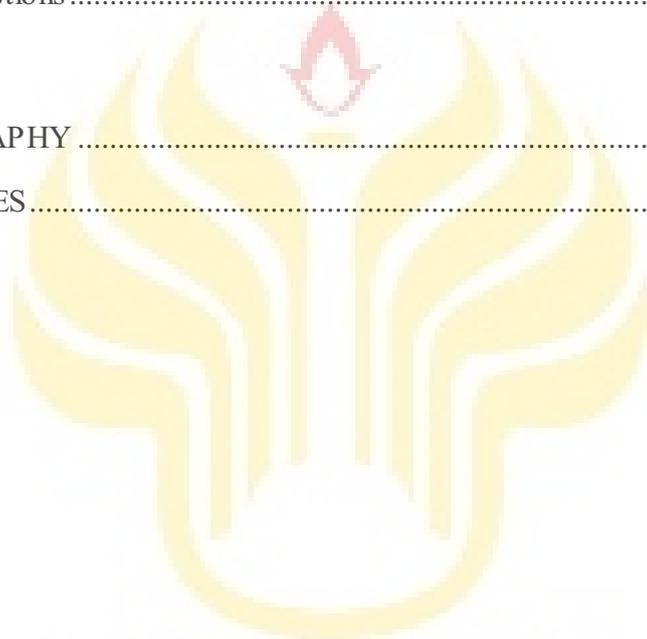
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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, reasons for choosing the topic, research problems, purpose of the study, significance of the study, and outline of the study.

1.1 Background of the Study

Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. It is one of the language skills of which students should have good control. According to Brown (2000:335), writing needs a process of thinking, drafting, and revising that requires specialized skills, skills that not every speaker develops naturally. It means that writing process needs many steps and students should practice composing good texts a lot.

As stated by Heaton (1978: 138) that “the writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment element.” The students also convey their thoughts and their ideas in a good concept and arrangement. They have to organize their ideas into structured sentences and compose the sentences into a good paragraph.

In teaching and learning process, writing skill is considered to be challenging. It needs more effort to be learned than other skills. Students argue

that writing is the most difficult skill to be mastered because of the complexity. The developing of the language skills has always been a very hard and an interesting task. The process of writing suggests that we can actually teach students how to write with coherence, an appropriate grammar structure, and an acceptable spelling. One of the effective ways to do this is to motivate the students and make them aware of the steps involved in effective writing. Four reasons why students dislike writing are; a) It leaves as more permanent record of proficiency than speaking; so it seems a threat to them, b) Students feel that they lack sufficient knowledge of the language, c) students believe that writing must be grammatically correct, d) They think that formal correctness must be achieved at their very first attempt.

Many previous studies have been done to improve students' ability in writing recount text dealing with the use of some medias, for instance the use of discussion board media (Sholihah : 2013); story bird platform media (Christitanti, et al : 2016); the use of instagram media (Listiani : 2016); web blog media (Amri : 2015); ASKFm media (Ruhama: 2016). Most of them focused on the use of media to create a real-life experience for the students, but not to improve their skill. On the other hand, the use of online dictionary media is very beneficial in teaching English, as we can see in some studies about the necessity of multimedia technology (electronic dictionary) to language teaching (Solanki and Phil: 2012); whether intralingual subtitling (translation) can be used to effectively improve the learning of English (Ntowa and Ayonghe: 2015) and; give translation teachers a better insight into the use of new technologies in the classrooms (Hashemi and

Azizinezhad: 2011). These researches provide very good results in teaching English using technology, more specifically electronic dictionary. It gives the better understanding to the students and improves their skill in English. Unfortunately, the use of electronic dictionary media that is really good to improve students in learning English especially in writing recount text is still low. Therefore, the researcher is motivated to find out how effective Id-En Line translator to improve students' skill in writing recount text that focused on students of senior high school. This research will be limited to students' improvement in organization, grammar, mechanics, and style. Hence, in conducting this research, the writer will use quasi-experimental study.

Based on my observation and investigation, the tenth graders of SMK 4 Kendal have difficulties to compose a text. Students find it hard to start writing because they have no idea what have to be written. Even when there are students who have million thoughts and feelings to be written. However, they are still confused to write it because they lack of vocabularies. They did not know how to start it. Because to memorize and understand each vocabulary is still hard for them, building recount paragraph on their own will become another kind of difficulty. In line with this problem, it was proposed *Id-en line translator* as an alternative media to degrees this problem in SMK 4 Kendal in writing recount text.

Dealing with this study, the researcher conducted a research entitled "The Effectiveness of Id-en Line Translator to Improve Students' Writing Skill in Recount Text". Through this study, the researcher wants to use Id-en line

translator as a media in teaching writing recount text. Then, the researcher will investigate whether or not Id-en line translator improves students' writing ability in recount text. Hopefully, this technique will help the students to construct a good recount text. Hopefully, by this research, the student will have better ability in writing recount text.

1.2 Reasons for Choosing the Topic

The reason why the writer chose the topic is that in this era writing skill is an absolute skill to have, aside from school demand in English major, writing skill is also an important skill to have other than speaking.

As for the tenth graders of Senior High School, to construct recount text is a quite challenge for them. Students find it hard to start writing because they have no idea what have to be written. In other side, there are students who have million thoughts and feelings to be written. However, they are still confused to write it. They did not know how to start it. Because to memorize and understand each vocabulary is still hard for them, building recount paragraph on their own will become another kind of difficulty. Along with this case, id-en line translator will help them find out about more words and more vocabularies they have not discovered yet. Even within this media they can translate or construct sentences even without knowing the vocabularies. Based on this intuition the researcher thought this way will help the students in making recount text easier.

To strengthen the reason the researcher also had some experience case related to the topic and subject of this study. This experience occurred in field

teaching practice, every time the researcher asked the students to use dictionary to find out of meaning from english vocabulary they will not do it, so many reason they uttered. Start from using old school dictionary is old fashioned and heavy, application based dictionary is using lot of storage from their phones, and else. Then the researcher the came up with a solution, using line id-en translator. Why using line id-en translator? It is because by using it the user will not have to install any other app other than line. The user simply just have to add id-en translator as their friend in Line friendlist and then they can use it to translate any English words, vocabularies, sentences, paragraphs, and else.

1.3 Research Problems

Based on the background of the study and the reason for choosing the topic, the writer will formulate the statement of the problem as follows:

1. Is there any significant difference between the students taught by using Id-en Line Translator and those taught by using conventional learning method in teaching writing of recount text?
2. How are the students' attitudes on the effectiveness of id-en line translator to improve students' writing skill in recount text?

1.4 Purpose of the Study

1. To find out the significant difference between the students' writing skill in recount text by using and without using id-en line translator.

2. To analyze students' attitude on the effectiveness of id-en line translator to improve students' writing skill in recount text.

1.5 Significance of the Study

The results of this research are expected to be beneficial for:

1. Students

The students can improve their ability in writing skill by using id-en line translator as an alternative media to help and encourage them expressing their ideas, experience, and thought onto paper in recount text.

2. Teachers

It can be a reference for the teachers in teaching recount text in a more interesting way. It also will give some advantages to the teachers to develop teaching learning strategy in school, so they will be easier to teach recount text to the students and make them be more active in writing learning.

3. Other researchers

The results of this research hopefully can be used as a reference for further researchers who are interested in observing the same topic or in another strategy.

1.6 Outline of the Study

This final project is divided into five chapters.

Chapter I is introduction which presents background of the study, reasons for choosing the topic, research problems, purpose of the study, significance of the study, and the outline of the study.

Chapter II is review of related literature which presents of review of previous studies, review of theoretical studies and theoretical framework.

Chapter III discusses the Research Design, Object of the Study, Population and Sample, Research Variables and Hypotheses, Type of Data, Instrument for Collecting Data, Method of Collecting Data, and Method of Analyzing Data.

Chapter IV discusses the result and analysis of the study, which consist of the explanation about the effectiveness of id-en line translator to improve students' writing skill in recount text.

Chapter V contains the conclusions and the suggestions based on the result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into three main parts; they are the review of previous studies, review of theoretical studies, and theoretical framework. Review of the previous study explains the previous study that has been done by other researchers related to this research. In addition review of the theoretical study explains many resources written by the experts related to the writer's topic. And the last is the theoretical framework. It explains the draft the writer use in doing the research.

2.1 Review of the Previous Studies

Yulianti (2016) conducted a research to investigate whether Talking Chips technique is effective to be used in teaching recount text. The finding reveals Talking Chips technique leads to a significant difference in students' mastery of writing recount text. There was a significant difference in achievement between the students who were taught using Talking Chips technique and those who were taught using Mind Mapping technique. Talking Chips is effective to be applied in teaching learning process as a technique to improve students' mastery of writing recount text because Talking Chips technique gives some benefits to the teaching learning process.

Sholihah (2013) conducted a research to improve the students' skill in writing a recount text through the use of discussion board. The findings of the study revealed that discussion board was successful in improving the ability of the

eighth grade students of MTsN Model Pandeglang 1 in writing recount text. The success was shown by the achievement of the two criteria of success, which dealt with the students' score for their final product and participation in using the discussion board. In regard to the students' writing score, it could be seen the improvement in terms of percentage of the students in which the percentage of score in the preliminary study who achieve the minimum passing criteria/ criteria ketuntasan minimal was only 29.63%, and after the implementation of discussion board, the percentage was improved up to 81.48% of the students who got score of 65 or more. Regarding the students' participation and the students' responses, based on the result of observation checklist, field notes, and questionnaire it was revealed that about 82.30% of the students were actively involved in the teaching and learning process. There were 84.70% of the students had positive responses after the implementation of discussion board. Finally, it could be concluded that the discussion board was successful in improving the students' skills in writing a recount text.

Hapsari, Seniwegasari, Fauzi (2016) conducted a research to improve students' writing skill in recount text through the Storybird Platform. The result of the research shows that the use of Storybird Platform was effective to improve students writing skill in recount text. In this study, the use of Storybird helps students improve their writing. They developed creative thinking and experienced more fun process in writing (Anderson, 2010, p.4). Along the process, the participants felt encouraged to create their stories because Storybird offers the possibility to do collaborative writing using art galleries to create storyboards, and

that was new for the groups of learners (Ramirez, 2013, p. 178). The outcomes shown represent an opportunity to reflect on education and consider the promotion of experiences where learners have the chance to use diverse web tools. The use of the internet to develop learning tasks is encouraging for learners but demotivating when there is not support from the teachers (Ramirez, 2013, p. 178). It means that there was a significant difference in speaking skill between the students who were taught by being given Story bird Platform and those who were not.

Solanki and Phil (2012) conducted a research to analyze the necessity of multimedia technology to language teaching. We have a lot to choose from the world of technology: Radio, TV, CD Rom, Computers, Electronic Dictionary, etc. As a result, technology plays a very important role in English teaching. Using multimedia to create a context to teach English has its unique advantages. There are also many more opportunities for students to gain confidence practice and extend themselves, especially for ESL students who learn the language for more than just fun. For them to keep pace with ELT and gain more confidence they have to stride into the world of multimedia technology.

Ntowa and Ayonghe (2015) conducted a research aimed at assessing whether intralingual subtitling can be used to effectively improve the learning of English language by French speaking Cameroonian students in the country. The result showed an improvement in their language elements namely: comprehension, vocabulary, word formation, sentence structure, sound speech, meaning, and usage depending on the context. The improvement average mark

increased from 9.5/20 in the pre-test to 12.0/20 in the post-test, thereby confirming the fact that students can effectively improve on language learning through the use of intralingual subtitling which can, therefor, be considered as an important tool of audiovisual translation.

Hashemi and Azizinezhad (2011) conducted a research to give translation teachers a better insight into the use of new technologies in the classrooms. As the result, this research provides an overview of the use of technical media as a tool for media translation instruction. With the advent of new technologies and the dramatic change they've gone through, teachers have a wide variety of options at their disposal to choose from. To name a couple of them one can think of the internet, data projectors, satellite receivers, CD and DVD, education software, digital dictionaries, mp3 players, VHS, VCD, and DVD players, etc.

Tandukklangi, Siam, and Tahir (2015) The writer concludes that there is a significant effect of using a web blog to teach writing at class X IIS 1 of Senior High School 4 Kendari. The students felt positive to use web blog instruction compared conventional instruction. The students also enjoy learning writing of personal recount text by using web blog. Based on the research finding, it can be concluded that web blog instruction is an effective way to overcome the problems faced by the students and teachers in teaching writing.

Ruhama (2016) conducted a research to investigate the significance difference in the mastery of writing recount text of the students taught by using ASKfm medium. The result of the study shows that the students' writing recount text could be increased by providing important learning materials by using

ASKfm in which this kind of medium could gain the students' attention. According to the students' questionnaires and tests, the researcher concluded that there was an improvement in their motivation in learning English as well as the achievement. The students became more active and enthusiastic in learning English by using ASKfm. Thus, the students used social medium not only for communicating with others but also for supporting their learning English.

Amogne (2013) conducted a research to examine the extent to which EFL students who majored in English at Bahir Dar University improved their argumentative essay writing skills as they were exposed to a genre based writing practice with their writing teacher. The results revealed out that throughout their learning, even after their exposure to genre based argumentative essay drafting, students had serious problems of critiquing or rebutting opposition views and coming up with stronger reputations. However, they were able to show progress in terms of identifying the lexico-grammatical features and overall rhetorical (genre) structure of argumentative essays. The participants' reaction toward the approach was positive. The paired samples t-test also indicated that the students' argumentative texts written during the postintervention phase showed significant improvements compared to the pre-intervention drafts. It was generally understood that given a learning passage through a genre based approach in writing, students could take control of the linguistic features of text types with particular communicative purposes, and develop their writing skills at ease.

Listiani (2016) conducted a research to investigate whether there is any significant difference in improvement of students' progress in writing recount text

between students who were taught using instagram writing and those who were taught using teacher centered writing. The result of the research is the use of instagram promoted a better understanding for students with high and low motivation which improved the quality of their writing. Regarding the final result, the comparison of the average score of post-test in experimental group and control group were significantly different. The experimental group achieved higher mean score with 73, meanwhile, the control group only got 67.15.

This research is different from the previous researches because it uses Id-en line translator as media to improve students' writing skill in recount text which is never been done by anyone before. This research will give a benefit for the students who want to improve their writing skill in recount text and hopefully makes the learning process easier than before.

2.2 Review of The Theoretical Study

This part discusses theoretical background underlying this study. It consists of the general concept of writing, the general concept of recount text, and theoretical framework.

2.2.1 Writing

Writing is a process of discovering and organizing the ideas, putting them on paper, reshaping and revising them. Thus when writing is understood as process and skill by the students, they can realize that mastering writing, it needs practice and practice more.

Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil. Rivers (1968:242) distinguished writing from other skills according to the form, it was from the simplest form to the most highly developed one. From its simplest one, writing can be conceived as the act of putting down in the conventional graphic form something that had been spoken. Another definition is given by Harmer (2004) stated that writing encouraged the students to write using an appropriate and accurate language use. They will transfer what they think into written form so it will enhance their language mastery. They will be pushed to write better and right. They try to produce a piece of writing product that is worth reading for others so that they will pay attention to the use of language that is accurate. Writing can help students develop their language skills. It also trains them to think critically as they try to pour their minds into writing.

Writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out the transaction, persuade, infuriate, and tell what we feel. According to Meyers (2005), writing means a process of finding and developing the ideas, transferring them on a paper, editing, and revising them. It means that writing is a place where a writer can pour all of the ideas that he has. A writer can transfer what he thinks into written form. He can begin to write with finding the ideas, developing the ideas or even replacing the ideas that have been written until he arrives at the point of final draft. Writing is like a collection of processes.

The process of writing will produce a written product. According to Brown (2001), the result of thinking, arranging, and revising would often produce the written products. A speaker can not develop it naturally. Writing a good written product requires a lot of efforts and practices. The more practice of writing will be used to produce a better written product.

There are some characteristics of a good writing. According to Boardman (2008: 18-25) There are three characteristics in writing a good text or paragraph, namely:

1. Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand your ideas easily. The principles for ordering depend on the types of paragraph you are writing. Coherence means stick together, coherence is basically a matter of having the part of a piece of writing in the right with the clear process.

2. Cohesion

Another characteristic of a good paragraph is Cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.

3. Unity

The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to consider order as direction. Thus order chronological steps to express the idea the written form.

From the explanation above, the writer concludes that writing is transferring the ideas into written form and it needs the process of drafting and revising. Writing will also enhance the students' focus on accurate language and improve the students' language mastery. In constructing a good writing, we need a complex process and procedure in order to make the readers understand about the information.

2.2.1.1 Component of Writing

Components of writing are very important to make our writing good and easy to understand by the audience. There are five components of writing by Harmer (2004: 86):

- a. Organization
It contains reasonable sentences that support the topic of the writing. Organization is needed to understand the meaning of text. If the idea and sentences are well organized it can be understood by the reader.
- b. Content
Content refers to the sentences that flow easily and is not too hard to understand. Reasonable sentences or ideas that are arranged into a good story refer to meant by the content. The content also includes the idea of the researcher. It means that what writer is going to convey ideas to the reader.
- c. Grammar
Grammar is connecting with how the words are arranged into good sentences. Good means correct in the tenses and has meaning. Some students got the problem with grammar. This is because some of them are still confused what verbs that should be used in the sentence. They cannot differentiate between the verbs that should be applied according to the times. Another problem is the using of „to be“ in English, so because of those mistakes sometimes their writing cannot be understood by others.
- d. Punctuation
Punctuation or spellings are important in writing. It is needed to make their writing sounds reasonable to be read. We need to put capital letter, commas, and point in our writing. We should pay attention dealing with punctuation or spelling. This ability needs careful practice.
- e. Style
Style deals with the precise vocabulary usage and the use of parallel structure. Vocabulary takes important role in English. Vocabulary is the basic thing that should be owned by the students. Without that, they cannot do many kinds of English tasks. The lack of vocabulary means the failure in the communication. So in the writing, students must have enough vocabulary to make it succeed.

2.2.2 Recount Text

In Senior High School, a recount text is taught in the first semesters of tenth grader. Recount text belongs to genre, which retells about past event. Gerot and Wignell (1995) said that a recount text was a kind of text which retell events for the purpose of informing or entertaining. It is in line with Anderson and Anderson

(1997: 48) “a recount text is a text that retells past events that have purpose to give the audience a description of what occurred and when it occurred.” The social purpose of recount is to reconstruct past experiences by retelling events in original sequence. Besides, there are so many aspects in recount that have to be concerned such as the type, generic structure, and the language features of it.

According to Knapp (2005: 224), Recount Text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past. Recount is to tell “what happened”. A recount text has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers (Siahaan and Shinoda, 2008: 9). Recount tells a series of events and evaluate their significance in some way. It is also to give audience a descriptions of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

2.2.2.1 *Generic concepts of Recount Text*

Boardman (2008:287) stated that the steps for constructing of written recount text are:

- a. The First paragraph that give background information about who, what, where and when. It is called on orientation.
- b. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.

- c. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
- d. A reorientation which “rounds off “the sequences of events or retell about what happened in the end.

In making of functional grammar, the significant common grammatical patterns of recount include (Board of studies,1998:287):

- a. Focus on specific participant.
- b. Use of material process or action verb.
- c. Circumstance of time and place.
- d. Use past tense and focus on temporal sequences.

Boardman (2008:287) the language features usually found in a recount:

- a. Use of nouns and pronouns to identify people, animals or things involved.
- b. Use of past action verbs to refer the events.
- c. Use of past tense to located events in relation to speaker’s or researcher’s time.
- d. Use conjunctions and time connectives to sequence the event.
- e. Use of adverb and adverbial phrases to indicate place and time.
- f. Use of adjectives to describe nouns.

Those grammatical features of recount text was the consideration the writer did scoring to students’ work. To achieve a high score, students must apply the gramatical features above in their writing and avoid several grammatical errors.

2.2.2.2 *Types of Recount Text*

In exploring how text work (Derewinka, 1990: 15-17) there are three types of recount. They are:

1. Personal Recount

Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recount are:

- a. Use of first pronoun (I,we).
- b. Personal responses to the events can be included, particularly at the end.
- c. Details are often chosen to add interest or humor.

2. Factual Recount Text

Factual recount is a recount that recording the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount). Language features of factual recount are:

- a. Use of third person pronouns (he, she, it,they).
- b. Details are usually selected to help the reader reconstruct the activity or incident accurately.
- c. Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).
- d. Mention of personal feelings in probably not appropriate.
- e. Details of time, place, and manner may be need to be precisely stated (e.g. at 2.35 pm, between John st, and Park rd, the man drove at 80 kbp).

- f. Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long his, weighing 75 kilos and approximately 189 cm tall).
- g. The passive voice may be used (e.g. the breaker was filled with water).
- h. It may be appropriate to include explanations and satisfactions.

3. Imaginative Recount

Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...)

From those types of recount text, the writer will apply personal recount text to be taught in her research. Personal recount text is easier to be taught to students because it is based on students' personal experience.

2.2.3 Translation

Translation has been defined in many ways by different writers in the field, depending on how they view language and translation. According to Wills in Choliludin (2007: 3), translation is a procedure which leads from a written source language text to an optimally equivalent target language text and requires the syntactic, semantic, stylistic and text pragmatic comprehension by the translator of the original text. Besides, Nida and Taber (1982: 12) states that translation consist of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style. Newmark in Rudi Hartono states that translation is rendering the meaning of a text into another language in the way that the author intended the text.

Catford (1965: 20) states that translation may be defined as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). Similar definition is also mentioned by Larson (1984: 3). He says that translation consists of translating the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant. Only the form changes.

From the notions above it can be concluded that translating includes the act of transferring message from the source text to the target text. The aim of translation is to find the equivalent meaning of the source language expression in the target language. Thus, meaning is important in translation and it must be held constant. Furthermore, translating a literary work into another language is creating a new literary work in another language. A translation novel is a novel that contains different language from the original text but carrying the spirit of the original text. It also arouses the same response to the readers between the two languages.

Catford (1965: 21-25) makes categories of translation in terms of extent, levels, and ranks. Based on the extent, he classifies translation into *full* and *partial* translation. On the levels of translation, there are *total* and *restricted* translation and on the ranks there are *rank bound* and *unbounded* translation.

In full translation, the entire text is submitted to the translation process, that is, every part of the source language text is replaced by the target language text

material. In partial translation, some parts of the source language text are left untranslated. They are simply transferred to the target language text.

Total translation means the replacement of SL grammar and lexis by equivalent TL grammar and lexis with consequential replacement of SL phonology or graphology by non equivalent TL phonology or graphology. While restricted translation means the replacement of SL textual material by equivalent TL textual material at only one level, that is translation performed only at the phonological or at graphological level, or at only one of the two levels of grammar and lexis.

Rank-bound translation is translation in which the selection of TL equivalents is deliberately confined to one rank or a few ranks in the hierarchy of grammatical units, usually at word or morpheme rank, that is, setting up word-to-word or morpheme-to-morpheme equivalence. In contrast with this, normal total translation in which equivalences shift freely up and down the rank scale is called unbounded translation.

Based on the purpose of translation, Brislin (in Choliludin, 2007: 26-29) categorizes translation into these following types.

1. Pragmatic Translation

It refers to the translation of a message with an interest in accuracy of the information that was meant to be conveyed in the source language form. It is not concerned with other aspects of the original language version.

2. Aesthetic-poetic Translation

This refers to translation in which the translator takes into account the affect, emotion, and feelings of an original agnate version, the aesthetic form used by the original author, as well as any information in the message. The examples of this type are the translation of sonnet, rhyme, heroic couplet, dramatic dialogue, and novel.

3. Ethnographic Translation

The purpose of ethnographic translation is to explicate the cultural context of the source language and target language versions. Translators have to be sensitive to the way the words are used and must know how the words fits into cultures.

4. Linguistic Translation

This is concerned with equivalent meanings of the constituent morphemes of the source language and grammatical form. The example is the language in a computer program and machine translation.

In the translation process, the first thing to do is understand the total meaning of the source text. There are three types of “meaning” that can be determined in the analysis of meaning of the source text (Nida and Taber, 1982: 34), namely (1) *grammatical* meaning, (2) *referential* meaning, and (3) *connotative* meaning. In grammatical meaning, when one thinks of meaning, it is almost inevitably in terms of words or idioms. Generally grammar is taken for granted since it seems to be merely a set of arbitrary rules about arrangement, rules that must be followed if one wants to understand, but not rules themselves that seem to have any meaning. Referential meaning refers to words as symbols

which refer to objects, event, abstracts, and relations. Connotative meaning refers to how the users of the language react, whether positively or negatively, to the words and their combination.

Translation has been performed as a process which begins with the source text, then the meaning of the text is analyzed, discovered, transferred, and re-expressed in the receptor language. In actual practice, however, the translator moves back and forward from the source text to the receptor text. Sometimes he or she will analyze the source text in order to find the meaning, then restructure this meaning in the receptor language, and move back once again to look at the source text. In translation, the translators should know the types of meanings. By knowing what meaning they should produce, the messages of the source text can be transferred well. Then, the well-transferred meaning will make easier to understand for the readers.

Based on many experts in translation, there are many translation strategies to translate a text. Every translator uses different strategies to translate a text since different people may understand a word in different ways. Furthermore, there are kinds of expressions such as idioms and proverbs which are the products of culture. Idioms in one language probably have different forms in other languages. It may have distinctive form but the samemeaning.

The result of translation must be transferring the meaning of the source language clearly. In order to make the clear meaning of source language, it is expected that the meaning of target language can be understood by the readers. Therefore, the result of translation must be readable. In target language,

readability is needed, because it makes the readers easier to catch the content of the translation text, conversely when the translation text is not readable. It will make the readers difficult to understand the content of the text well.

2.2.4 Line

Line is a freeware application for instant communications along with many other features on electronic devices such as smartphones, tablets computers and personal computers. It has made a serious reputation in many countries in Asia as well as the West as a WhatsApp alternative. It has even overtaken apps like Skype in terms of the number of users registered and using it. There are currently around 200 million Line users. Like WhatsApp and Viber, it registers users through their mobile phone numbers, and offers free instant messaging and all the auxiliary features, and also free voice calls between Line users. It also offers paid calls to mobile and landline users. It is also grooming a small social network around its service. Line is also often used in countries where WhatsApp and Viber calls are restricted.

Line users exchange texts, images, video and audio, and conduct free Voip conversations and video conferences. This application also has a feature to add friends through the use of QR codes, by line id, and by shaking phones simultaneously. The application has a direct pop-out message box for reading and replying to make it easy for users to communicate. In addition to communication, line also put out some features that can be used by the line users. Line has become one of the most popular Voip and messaging service in Asia, and in other parts of the world. It is a neat and well-made app with some good service behind that is

serving more than 200 million users worldwide. This huge user base makes it interesting in the sense that you have more chances of making friends and make calls to them for free.

There are some perks of using Line, such as:

- Free calls between LINE users
- Interesting list of features.
- A huge number of users, thereby increasing the chances of making free calls.
- Allows paid but very cheap calls to landline and mobile users.
- Integrates a social network service.
- Easy to set up and use, using mobile phone number for registration.
- Versions for Windows PC and Mac also available, along with devices running iOS, Android and BlackBerry.

Beside the perks, Line also has some weaknesses, such as:

- No enforcement for security and privacy through encryption.
- Still unknown in some countries.

Line currently has more than 35 apps available to download, including its core messaging app, to a light version for emerging markets, social games, a music streaming service in Japan and Thailand, an Uber rival in Japan and Webtoons, its cartoon app. It also offers a payments service that sits inside the Line messaging app in its largest markets.

Id-en translator is one of the official account in Line application. It is a feature of Indonesian instant translation into English. To use this application, the user

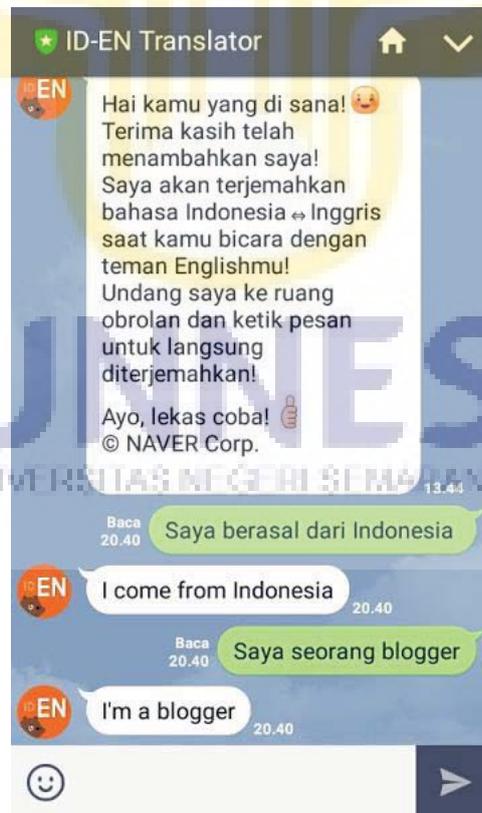
simply just have to add the Official Account "Id-en translator" as their friend in Line friendlist.



Rekomendasi Akun Resmi



and then they can use it to translate any english words, english vocabularies, sentences, paragraphs, and else.



This feature can also be used in a group conversation with a group of users.

2.3 Theoretical Framework

A Quasi-experimental research is used to conduct this study that uses two groups. They will be treated as the experimental and control group. In this study, both two groups are given pretest and posttest. The pre-test, treatment, and post-test were given to the experimental and control groups. The pre-test was conducted before giving the treatment and the post-test was conducted after giving the treatment. Those tests are in form of written test which the students are asked to write a recount text individually. Then the results will be submitted and assessed. In the experimental group, the students were taught by using id-en line translator and the students were taught by regular teaching media in the control group.

The theoretical framework is visualized below:

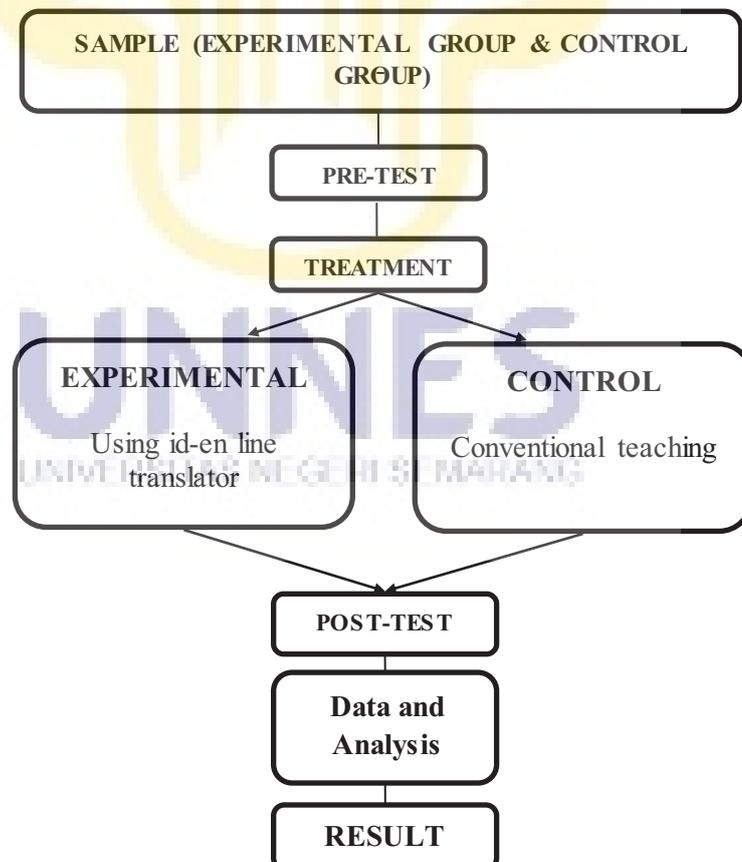


Figure 2.1 Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the discussions and analysis conducted in the previous chapters of the study. It also covers some suggestions concerning the study for the students the readers and the academic teaching as well as for further researchers.

5.1 Conclusions

The writing ability of the students at the tenth grade students of SMK 4 Kendal was low. It could be seen on the result of the pre-test from both classes; many students still get low scores in writing recount text. After calculating the post-test results, it could be seen that there was a significant progress of the students' writing ability of recount text after getting the treatments. The mean score of post-test in the experimental group was 81.13 and the final mean score of post-test in the control group was 73.26. It had a different in result that was 7.87 points. It indicates that the experimental group's writing ability of recount text was better than the control group's ability in writing a recount text. The result of the *t*-test also showed that there was a significant difference between the experimental group and the control group. It was proven by *t*-value (3.413) which was higher than *t*-table (2.00). Based on the result of post-test, mean scores differences between pre-test and post-test of experimental and control group, and *t*-test

findings on the previous chapter, I concluded that Id-en line translator is effective for teaching writing recount text.

Besides, Id-en line translator gave the students positive responses. It was proven from the students' opinion through the result of questionnaire that Id-en line translator can motivate them to write recount text. The Id-en line translator made them improve their ability in writing recount text. Moreover, they also improved their writing in terms of grammar, vocabulary, mechanics, relevance, and fluency.

5.2 Suggestions

Based on the study that has been discussed above, the writer convey some suggestions for English teachers, students, and future researchers.

First, for English teachers, they should find out the appropriate strategy for teaching writing recount text. They should be able to create the teaching and learning environment more enjoyable, interesting, and educative, so that the students will find themselves get easier in practicing writing. English teachers should use an interesting media in teaching a recount text because an interesting media will attract the students' attention to follow the lessons. It also makes them feel curious so they will pay attention and focus on the materials that are explained.

Second, for students, they need to have more practices in writing because writing is a continuous activity which will not easily be done and mastered in a short time, but it needs to be practiced regularly. They should change their mind

set that writing is difficult and find the confidence inside themselves to start writing. Besides, they need to be more active to ask to the teachers anytime they find difficulties in English lesson especially when they engage in writing activity.

Third, for future researchers, the writer hope this experimental research can encourage them to find new techniques, strategies, or media to teach writing and improve students' writing skills. The limit of this study is the period of the treatments which took only three meetings while the improvement of students' writing skill was not too high. Therefore, the next researchers hopefully can extend the time for the treatments so that students can get a better improvement. The writer also hope that this research can be used as a one of reference in conducting their future research.

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