THE CAUSE-EFFECT TECHNIQUE IN TEACHING RECOUNT WRITING

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Abstract. The objective of the research was to find out whether or not the use of the cause-effect technique can improve students’ skill for eight grade students of SMP Negeri 1 Pancarijang and find out whether or not the use of cause-effect technique interested to students’ writing skill for eight grade students of SMP Negeri Pancarijang. This research employed the pre-experimental method with one group pre-test and post-test. The population of this research was the eight grade students of SMP Negeri 1 Pancarijang in academic years 2014-2015. The instrument used in this research was writing test and questionnaire. The result of this research showed that the pre-test got the mean score (40.00) while the post-test got mean score (65.00). This showed that there was a significant difference between pre-test and post-test. The result of the p.value was lower than alpha (α) 0.000 0.05. It means that H1 was accepted and H0 was rejected and the mean score by interest (76.85). It means the students interested in the technique.

Keywords: Cause-effect technique, Recount Text, and Teaching Writing

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INTRODUCTION

There are plenty of studies which conducted writing skill in foreign language learning (Qalbi et all, 2017; Mantasiah et all, 2017; Mantasiah et all, 2018; Yusri et all, 2017; Romadloni, 2017; Yusri, 2018) It shows that writing has been essential skill in foreign language learning. It is always done in the classroom. Meyer (2009: 83) stated that written language is different from oral language, writing is more distant than speaking, writing needs of the audience to whom the writing is directed have to be anticipated by the writer, and once the reader receives the text there is no way for him or her to engage with the author if something is not clear. In term written language has more benefit that spoken language in communicating ideas, students can learn much from writing. The statement above explains about writing often done in school as a way to achieve English Proficiency. According to Osln (2009:2) also stated that writing has three distinct advantages over speaking, 1) in writing, you can take it back. But the spoken word cannot be revised. After you make a statement verbally, it affects your audience in a certain way, and you cannot "take it back" or say it back to the point that the first statement is forgotten. 2) writing forces you to clarify your thoughts. If you have trouble writing, often because you are not finished with the thinking part. 3) Another advantage is permanent. The ideas presented in writing carry a much greater weight than the ideas spoken. In addition, they can be reviewed and referenced in their correct original form. The spoken idea depends on memories that are sometimes inaccurate from others.

Many ways have been used by teachers in teaching writing, especially in composition. However, sometimes he doesn’t pay too much attention to students’ interests and goals to write. Sometimes students only write for the purpose of assignment not for communicative purposes. This shows that students are not interested in their
writing. The difficulties of writing have been clearly explained by Byrne (1990:2-4). He states that there are three problems with writing. They are psychological, linguistic, and cognitive problems. For psychological problems, writing is considered as a solitary activity. We are required to write on our own without the possibility of interaction or the benefit of feedback. For linguistic problems, we have to keep the channel of communication. They refer to sentence structure, and the way of sentences is linked together. For cognitive problems, we have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known to us. It deals with mastering written form of the English language. We cannot deny the three problems sometimes are overlap to some extends.

Realizing many problems are faced by our students in English teaching, we always try to find out how we can teach the English as foreign in the best way. As we know that there is no one method in the world that can be applied at the same time and place. The method will depend on what approach the teacher is pursuing, how we design our language teaching course, and what procedures we take to accomplish our objectives.

This research has reversed the usual order you do things in. Many books about writing suggest you think out in advance what you’re going to wrote. After you have thought out your piece, you wrote it. This sounds logical and sensible. It works for some people all of the time. But it does not work at all, ever, for many people. Researchers suggest the cause-effect technique is to let your mind wander around the topic in a free form. You take notes and write little by little, explore various ways into the topic. Based on the statements above the researcher try to find out a technique to help students if they face the situation above, In particular, recount writing. And the researcher interest to apply one technique in conducting research on the title “Improving students’ recount writing through cause-effect technique at eight grade students of SMP Negeri 1 Pancarrijang.

**PREVIOUS STUDIES**

The first previous research was carried out by Muslims, Iman Muwafaq (2014) in his journal, writing well is truly a big challenge for native and non-native students. In general, it is much greater for students in English as a foreign language. Kalelioğlu, Filiz, and Gülbahar, Yasemin (2013) in their journal stated that creative thinking and problem-solving are considered skills needed for 21st-century individuals. On the other hand, technological competencies such as using the Internet and its services effectively and learning in an online environment are also skills needed for a new generation.

Jagli, Dhanamma (2012) in their journal stated that the basic steps of the cause and effect graph are kept very short and sharp. Experienced software testers may be able to jump right into this set of test cases from the requirements without using the CEG method for small projects, but for large and complex systems with many causes (inputs) and effects (outputs or transformations), this method is a way organized. to analyze problem statements and make test cases.

Javed Muhammad (2013) discusses evaluating and assessing students' competence in writing skills at Middle School level in English which focuses on five main content areas: word completion, sentence making / syntax, understanding, word form / grammar, and handwriting. Moxley, Joseph (2011) he discovered the cause-and-effect task is one of the most interesting writing projects that you will handle in school and in professional life. At school, teachers often assign process tasks. Another study is conducted by Buckingham, Louisa (2008) This study investigates how a group of 13 Turkish scholars from the humanities faculty at a leading university in Turkey saw the development of specific second language writing skills.

**WRITING SKILL**

Writing is a complex activity. When you think of a topic, you have begun to choose words
and arrange sentences - in other words, to conceptualize. As you compile and when you revise, thinking continues: you discover new ideas, realize that you have experienced a deadlock, find implications that you have never seen before (Kane, 2000).

Procter (2008) states that writing is making signs that represent letters, words or numbers on the surface, such as paper or a computer screen, using a pen, pencil or keyboard or using this method to record thoughts, facts, or messages.

Richard and Renandia (2002) say that the process of writing as a personal activity may be widely seen as consisting of four stages of planning, compilation, revision and editing. Oslon (2009: 3) states that Writing is nothing more than a planned thought on paper. Many people protect their minds, and therefore, prefer to hide them in their heads.

As one of the language skills, writing is used to express ideas. Ghaith (2002) says that writing is a complex process that allows researchers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning to motivate communication and make thinking available for reflection. When thoughts are written, ideas can be examined, reconsidered, added, rearranged, and changed. Byrne (1984: 1) states that writing is clearly more of a product of graphic symbols because speech is more than sound production.

The essence of writing is compiling to give what forms we think, feeling in the order of words, especially words that have been written and arranged well that are understandable and easy to get benefits by people who have read them. Thus, the researchers poured out what they thought attracted the attention of readers. In this connection, writing is a combination of process and product. The process is the time to collect data until the reader can read the writing that results from the activities of the researcher while the product is the author's purpose and also the reasons for the pre-writing process, draft revision, and editing phase (Brown, 2001: 335). By following these steps, students are expected to produce text quality.

The function of writing according to Dawes (2009:3) stated that there are three functions of writing, which are:

a. Entertain, it does not necessarily make the readers laugh, but it at least engages their feelings emotionally in some way while they read. The read a good reading material which is given.

b. Inform, it tells the reader about something.

c. Persuade, it tries to convince the reader about something.

Bacon (1998: 11) postulates five professional rules for success in the writing process, such as:

1. Before writing, identify your purpose and stick to it;
2. Identify your reader(s) in mind, make your message personal;
3. Use language people understand;
4. Organize first and work from the written outline;
5. Finally, edit, revise, and rewrite your composition.

Writing is a communication process means of passing your advice, your knowledge, your thought and ideas, your stories to others. In order to produce a good composition, it is primarily necessary to acknowledge some basic principles of effective writing (Wells, 1993).

1. Write for yourself.
2. Write clearly for easy understanding.
3. Never try to impress the reader with your own cleverness or skill.
4. Capture the reader’s interest quickly and relation throughout.

WRITING PROCESS

Most teachers divide the process into three stages namely prewriting, writing, and revising. Bratcher and Ryan, 2004. Divide the process of into Prewriting happens before a rough draft ever occurs. It includes brainstorming, discussions, drawing, dramatization, listening, reading, observing, researching, selecting a topic, and identifying the context of the writing. Most
theorists agree that well over 50 percent of writing time is devoted to some form of prewriting.

Drafting begins when the pencil hits paper and sentences begin to be composed. It includes freewriting, reading what has been written, and deciding what to do next. Revising occurs when a writer rereads a draft for ideas. Content and structure concerns are addressed in the revising stage, most often with the help of peer readers.

Editing focuses on sentence structure, word choice, and usage and mechanics. Most often it includes both attempts self-editing and the help of an outside editor. Once editing is complete, the student generally rewrites and proofreads the final draft for mistakes in copying. Publishing results in sharing the final draft. Teachers provide many different ways to publish student work: by displaying it on a bulletin board, by binding into a class book, by printing it in a newsletter, by displaying it on a bulletin board, by binding it in ad-hoc groups, by reading it to the whole class from an author’s chair, and so forth. Richards and Schmidt (2002: 592) state that the process of writing is the strategies, procedures, and decision making used by writers when they write.

In line with Kane (2000) states, that Writing in the broadest sense is different from just putting words on paper and that it has three steps; think about it, do it, and do it repeatedly, as often as time will be possible and patience will last. Simard (1997) also categorized the stages of writing into four steps of the writing process namely prewriting, writing, re-writing, and post-writing.

Pre-writing is generating ideas and preparing to write. Whatever type of student writing is just an experiment. The pre-writing stage can be the most important if students can gather their information, and begin to organize it into a cohesive unit. This process can include reading, recording, brainstorming, and categorizing information.

Writing activities include writing and writing. Writing the first draft or draft invention is putting our minds on paper. The actual writing stage is basically just an extension of the pre-writing process. Re-writing activities involve revising and correcting or editing. Revising is questioning, re-thinking, editing our draft until it says what we want to say, preparing a final copy, proofreading it, and publishing it; so that, we can share it with others. In addition, revising or editing is usually the least favorite stage of the writing process, especially for beginners.

Post writing is what you do after you have all the ideas in your paper sorted out properly. The aim here is to make your paper as clear and easy to read as possible, not to correct every grammatical, punctuation and spelling error. The only post write if you have time left after everything else. Seeking the suggested concept about steps in writing above, it is clear that writing is a complex activity. Because of the complexities, which are interpreted each other, it needs a particular preparation before starting to write.

COMPONENTS OF WRITING.

Jacob et al. (in Hughes, 2008:103) point out that in the analytic scale, it has five components in writing. They are content, organization, vocabulary, language use, and mechanics. Related to the scope of the study, the researcher takes all of components of writing as follows:

Content

Content consists of the factual information, interpretations, and ideas a writer uses. It takes in main idea articulation, use of details, and completeness of communication about ideas and/or events being discussed in writing. Content concerns cannot be taken for granted with elementary students. The main idea is a high-level thinking skill calling for a synthesis of details.

Organization

Organizations in writing include coherence, important order, general to specific (public only), chronological order, and spatial pattern.
1. Coherence means all ideas must stick together, in the right order, and clearly.
2. The order of importance means arranging ideas and building ideas to provide a strong end in a paragraph.
3. General for specific (public only) means arranging topic sentences to make general statements followed by a series of supporting sentences specific, detailed, examples, and facts. Moreover, specifically for the public is contrary to the general to the specific.

4. Chronological order means paragraphs arranged chronologically, events and details are arranged in the order in which they occur, usually moving from the first and the earliest to the last or most recent.

**Vocabulary**

One of the requirements of good writing always depends on the effective use of words. In the personal description, word plays a dual role: to communicate and to evoke; and then, to the readers to perceive and feel. This twofold purpose is evident even that is such as a practical and common form of writing as an advertisement.

**Language use**

The use of language in writing involves the use of correct grammar grammars such as verbs, nouns and agreements. Certain nouns and strong verbs give the reader a mental picture of the description. These special nouns can be characterized by using adjectives modifiers, adverbs, and participle forms.

**Mechanics**

The use of mechanics is due to proper capitalization, punctuation, and spelling. This aspect is very important because it directs the reader to understand or recognize what the researcher intended to express with certainty. The use of beneficial mechanics in writing will make readers easily understand the idea of conveying or the message stated in writing.

**RESEARCH METHOD**

In this research, The method of the research was a pre-experimental method with one group pre-test and post-test design to know the students skill in writing (Gay et al., 2006; Jufri, 2007; Jufri, 2017). The group was given pre-test and post-test in which the pre-test is administered to measure the prior competence of writing while the post-test is administered to measure the effect of the treatment.

There were three variables in this research namely independent variable (X), two dependent variables (Y1 and Y2). The independent variable was the use of cause-effect technique (X), and the dependent variable was the students’ skill in writing (Y1) and the second dependent variable was students’ interest (Y2).

A population was a complete set of a particular type of individual (Cramer, 2004:128). The population may be all the individuals of a particular type or a more restricted part of that group. The population of interest can very widely depend on the research question and purpose of the study. The population was all individuals from whom the data were collected. The population of this research was the eight grade students.

Getting sample was very important in scientific research because the total number of population will usually too many. The researcher took a sample as the representative of the population. According to Cramer, 2004:128) an example was a set of cases drawn or selected from a larger set or population of case, usually with the aim of estimating characteristic of the larger set or population. In this research the sample was being taken randomly, In this research, the researcher applies probability sampling (Dawson, 2002:51) with cluster sampling technique (Hadi, 1987 :229). The class selects randomly. The number of total samples was 20 students (VIII.b).

To collect the data from the research, the researcher utilized a writing test and questionnaire as the instrument. The students were asked to write a composition and fill up a set question in questionnaire sheet which is set up before. The test applied pre-test and post-test. The pre-test aims at finding out the prior writing of the students’ recount writing; while post-test aims at finding out the students’ writing skill in composition and the researcher distributed a questionnaire to find out student’s interest after treatment was given.
RESULT AND DISCUSSION

Scoring Classification

The findings were obtained through writing test, which was conducted through pre-test and post-test.

Table 1. The percentage of the students’ score of pre-test

<table>
<thead>
<tr>
<th>No.</th>
<th>Classification</th>
<th>Score</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very good</td>
<td>86-100</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Good</td>
<td>71-85</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Fair</td>
<td>56-70</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Poor</td>
<td>41-55</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Very poor</td>
<td>≤ 40</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1 shows that the students’ score in test result for pre-test group most of them were in fair category, 3 students (15%) were classified into fair, 3 students (15%) were classified into poor, 14 students (70%) were classified into very poor. There were not any students classified as very good and good. It means before the researcher giving treatment, the students’ pre-test is poor, and the student’s writing skill has low significantly.

Table 2. The percentage of students’ score of post-test.

<table>
<thead>
<tr>
<th>No.</th>
<th>Classification</th>
<th>Score</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very good</td>
<td>86-100</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Good</td>
<td>71-85</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Fair</td>
<td>56-70</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Poor</td>
<td>41-55</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Very poor</td>
<td>≤ 40</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2 shows that the students’ score in test result for post-test most of them were in good category, 1 student (5%) were classified into very poor, 6 students (30%) were classified into poor, 6 students (30%) were classified into fair, 7 students (35%) were classified into good. There were not students classified in very good categorization.

Inferential Analysis

The result shows that the mean score of pre-test and post-test were different after given treatment. The mean score of students in post-test
(65.00) was greater than pre-test (40.00). The standard deviation of pre-test was 12.97 and standard deviation of post-test was 13.95, it means that the students who are taught by using cause-effect technique material in writing skill. The result shows that the Probability Value was lower than alpha (α) (0.000 < 0.05). It means that $H_1$ was accepted and $H_0$ was rejected. It is concluded that there was a significant difference after treatment. It indicated that cause-effect is able to give a greater contribution to the students’ writing skill. It could be stated that using cause-effect could improve the students’ writing skill.

**Students’ Interest**

To know the students’ interest in the use of cause-effect in improving students’ writing skill, the researcher distributed a questionnaire to the students. The data was analyzed by using Likert Scale and SPSS. These results can be seen in Table 3:

<table>
<thead>
<tr>
<th>Category</th>
<th>Range</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Interested</td>
<td>85-100</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Interested</td>
<td>69-84</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Moderate</td>
<td>52-68</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Uninterested</td>
<td>36-51</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Uninterested</td>
<td>20-35</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Based on the percentage analysis of students’ interest in table 3 above, The analysis indicated that the students were strongly interested in improving the students’ writing skill through cause-effect. 3 student (15%) were classified into moderate, 12 students (60%) were classified into interested, 5 students (25%) were classified into interested. The mean score of students’ interest is 76.85. It means the students interested to use cause-effect to improve the students’ writing skill. Based on the data above, it showed that the writing skill of students pre-test and post-test has significant different, where students after applied a technique of cause-effect in writing, has a higher score. The description of data collected through the test as explained in the previous section showed that the students’ skill in writing improved significantly. It is supported by the mean score of the students’ test in post-test. The mean score of post-test was 65.00, the data in previous showed that applying cause-effect in writing was effective to improve students’ writing skill. It is supported by the difference between the test mean score of post-test 65.00 was higher than the pre-test 40.00. Based on the students’ result obtained and stated in findings above, the researcher used $p$-value in inferential statistic through SPSS version 21.0 program to test the hypothesis. On the statistics test result, it showed that the $p$-value was lower than alpha (α) 0.000 < 0.05. It means that $H_1$ was accepted and $H_0$ was rejected. It is concluded that there was a significant difference between students’ in writing skill. It other words, there was an improvement on the students’ writing skill after applying cause-effect in SMP Negeri 1 Pancarijang. Goes in line with Richards and Schmidt (2002:342) A cause-effect paragraph were usually developed by inductive reasoning. A cause-and-effect analysis was any event, experience, or occurrence for which you want to examine the causes and/or effects. The essay explains the cause and effect and examines the connections between them. A cause refers to actions or circumstances that lead to a result or consequence. A cause was something or someone that makes something happen. An effect means the result or consequence brought about by a particular cause or event.
Jagi, Dhanamma (2012) stated in his journal the basic steps of the cause-effect graph was kept very short and snappy. An experienced software tester could probably jump right to this set of test cases from the requirements without using the CEG method for small projects but for large, complex systems with multiple causes (inputs) and effects (outputs or transformations) this method is an organized way to analyze the problem statement and create test cases. The case study described in this paper would be helpful to the college students to understand the placement procedure easily. Apart from this, it would be useful to software testers, students, faculties and others interested in the software testing domain.

Moxley, Joseph (2011) he find out cause-and-effect assignments were among the most interesting writing projects that you tackled in school and in professional life. In school, teachers frequently assign process assignments. For example, humanities professors may ask for an analysis of what causes particular music genres or artistic genres to capture the imagination of popular culture; history professors, the impact of cultures on world history; social science professors, the effects of inventions on culture or the effect of gun control laws on violent homicide rates; business professors, the effects of changes in the interest rates on the economy.

Students’ interest score toward of technique showed that from 20 respondents and total score 1537. The analysis indicated that the students were interested to improve the students’ writing skill through cause-effect. It was proved by interest mean (76.85). Based on the data analysis, the researcher concluded that: (1) there were significant before and after treatment; (2) the use of cause-effect technique it makes the students interested in writing. Harmer (1991:4) stated in his book there were two factors can affect a student’s motivation as well as their interest in learning, namely: intrinsic and extrinsic motivation. Intrinsic motivation concerned what factors outside the learner. Extrinsic motivation consisted of two main types: first, integrative motivation in where the students need to be attracted by the culture of target language community. Second, an instrumental motivation which described the situation in which students believe that mastery of the target language.

CONCLUSION

The use of the cause-effect technique was significant. This was indicated by the mean score of students in post-test (65.00) and in pre-test (40.00). The standard deviation of pre-test was 12.97, and a standard deviation of post-test was 13.95. The result of Probability Value was lower than alpha (α) (0.000 < 0.05), it means that H₁ was accepted and H₀ was rejected. It could be stated that using cause-effect could improve the students’ writing skill. The questionnaire was given after the post-test to know the students’ interest in using cause-effect. It was supported by the mean score of the student’s answer in the questionnaire (76.85). Based on the analysis of questionnaire the researcher concluded that the students were Interested in the use of cause-effect.

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