

DEVELOPING STUDENTS' AWARENESS OF RECOUNT TEXT PATTERNS (THE PRACTICAL REFLECTION OF USING BURGER-SHAPED GRAPHIC ORGANIZER)

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Writing in the context of EFL has been viewed as a challenging task, for students are required to compose their text structurally and accurately. The recent research aims at investigating how the burger-shaped graphic organizer (GO) assisted students in developing their awareness of recount text pattern, and how its teaching was reflected. The recent research employed action research. The participants consisted of 20 students in the second grade of junior high school. The data were collected using a test, interview, and observation. The data were then analyzed using the following steps: data reduction, display, and verification. The findings signified that, first, to develop students' awareness of recount text patterns, the teacher can incorporate genre analysis and use the burger-shaped GO as the supplementary resource to assist students' awareness of recount text pattern. Second, the students gave positive feedback on the use of the burger-shaped GO in their writing class, so that the teacher might consider using it in teaching another genre. Further studies is highly suggested for detailed investigation of how the burger-shaped GO might enhance students' critical thinking.

Keywords: Efl, Developing Students', Text Patterns

1. INTRODUCTION

Writing has always been claimed the most difficult skill to be mastered in learning English [1], [2]. Students of higher, lower, or even the beginner level encounter difficulties in writing as it is a complex skill. It comprised various processes and abilities. For young learners, McCutchen (2000) described the whole complicated of writing process starting from the encoding process during writing to the next generation. Meanwhile, for students in high schools, genre familiarization should be attended for students to develop and organize their ideas in line with the specified tasks [4].

Saddler et al. (2004) made an excellent point about the process to attain good writing that is it needs not only hard efforts but also highly complicated and demanding mental exercise. Before students can practice their writing skills, they must pick and organize relevant information into a coherent representation and integrate it with their past knowledge in order to comprehend teaching instruction [6]. This pre-writing activity cannot be left unattended by expecting students could independently complete the cognitive process themselves. Therefore, teachers should empower techniques, strategies, or supporting materials to assist students to attain good writing.

As suggested by the Dualcoding Theory of Paivio (1990), human cognition consist of symbolic representational systems activities optimized to proceed with environmental information in a way to attain functional or adaptive behavioral objectives. Graphic organizers (GO) can be one solution to offer when students encounter difficulties during prewriting. The GO was originally devised as an attempt to convert Ausubel's 1960, 1963 of cognitive theory of meaningful reception learning into practice. He theorized that new meanings are only acquired when they are associated with previously learned material. On that account, if the current material is simply and concisely structured, new learning will

be facilitated. Going by that logic, Ausubel suggested that learning and information recall might be facilitated by enhancing learner's existing cognitive framework [8].

The GO was defined as spatial arrangements of words demonstrating the conceptual structure of texts by highlighting relationships between concepts. It can be in the forms of concept maps, knowledge maps, outlines, and so on. The GO can be used to visualize a text's structure to boost students' performance [9], [10]. Moreover, in her research, Mahan (2022) raised the significance of GO as a supplementary resource to assist students' language comprehension in context. On regular basis use of the GO, students constantly display a significant improvement in their reading comprehension of academic expository materials [12]. Other relevant research revealed that the GO was effective in developing students' strong arguments and argumentative structures in writing [13]. An interesting fact was found by Colliot et al. (2022) that when presented as a complete organizer, the GO can facilitate relevant load more than incomplete organizers and that handwritten notes result in deeper processing than computer notes.

This classroom action research was a direct response to the concern of researchers about the students' writing performance in a junior high school located in West Java, Indonesia. It is necessary to highlight that English is a compulsory subject in Indonesia. It is taught from the first to the secondary level of high school. In addition, English is taught as an integrated skill: reading, speaking, listening and writing. It is not easy for them to write a short recount in English. The difficulties emerged from the distinct grammar, difficulties in constructing sentences into a paragraph and redundancy in organizing ideas into a short recount and so on. This, then, led to students' confusion and lost in their own cognitive process.

Reflecting to what has been discussed earlier, the researchers would like to use graphic organizers to make students familiar with the generic features of recount text through graphic organizers (GO) in shape of a burger. The rationale of using the burger-shaped GO was taken from the 'hamburger technique' [14]. The GO was used to support and structure students' writing with the top bun as the orientation, the filling as the events involved and the bottom bun as the re-orientation. It was assumed when they have been aware of the text pattern, they could have strong understanding of how to organize ideas into sentences and finally they can write a short recount. There were two questions to be answered at the end of this paper: (1) How to develop students' awareness of recount text patterns through the use of burger-shaped GO?, and (2) How should the practice of using the burger-shaped GO in teaching recount text be reflected?

2. Literatur Review

2.1 Genre Analysis and Recount Text

The concept of "genre" as a useful tool in English writing gained popularity in the late 1980s and the 1990s. Genre is defined as a common created language practice that serves specific social functions recognized by a discourse community [15], [16]. However, instead raising the language practice as specific language practice, the term "genre" often refers to the broad forms of writing or typical rhetorical modes, i.e., descriptive, narrative, explanatory, and argumentative [17]. Recount text is a product of narrative.

Incorporating the genre analysis into teaching writing has provided numerous insights [18]. It will provide a synchronic portrayal of the genre as if it were homogeneous [19]. The incorporation was firstly aimed to anticipate the limitation of process approach which mostly has left students with unclarity and uncertainties in textual patterns [20]. Although it should be admitted that through process approach, students are constructive to identify the common text structures through experimentation and investigation [21].

In the development of students' text pattern awareness, the incorporation of genre analysis was also employed as the teaching method. This method as depicted in Figure 2, had five stages of the teaching-learning cycle. The cycle was based on a genre-based approach [22].

The logic to choose recount text as the research subject was that recount has been one of the texts to be learnt and mastered by 2nd grade of junior high school students. It was based on the standard

competences of the 2013 curriculum. This text is intended to retell events in the past in sequence [23]. Structurally, to Derewianka & Jones (2012), this text is built with the following parts: 1) orientation, which provides background information to readers including place and participants, 2) events, these present events, and 3) re-orientation (optional) that gives closing to the events.

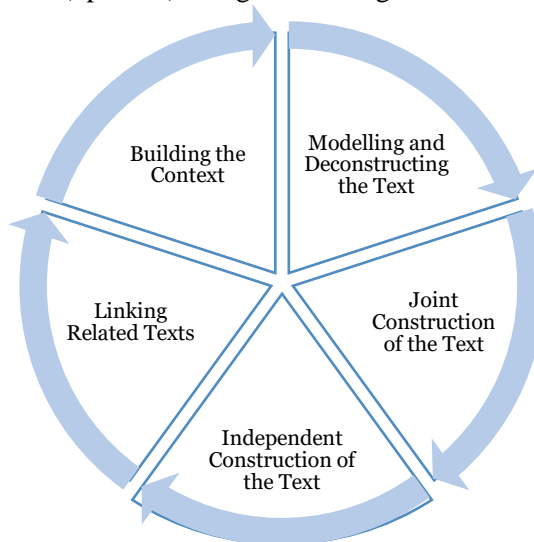


Figure 1. Stages of the Teaching/ Learning Cycle [22]

2.2 Relevant Studies on Using the Burger-shaped GO in EFL Classes

Graphic organizers are teaching and learning tools to illustrate the organization of concepts and their relations in a visual format [25]. The success stories of using the GO have been the subject of extensive research in many areas of language teaching, particularly the field of writing [26]. Not only in teaching writing, as a visual teaching tool, the GO assists students by constructing and displaying a graphic of the text's structure to foster solid performance in English reading comprehension [27].

When utilized as a prelude to writing assignments, graphic organizers can be used to gauge the level of students' comprehension and improve memory, retention, and summarizing of key ideas [28]. Students who complete writing assignments must link their concepts. Therefore, graphic organizers assist them in structuring the thoughts so that they can relate to one another [29]. The hierarchical top-down organization of their ideas in graphic organizers can serve as advice for them to write more effectively [30]. The authors set out to use graphic organizers in order to see if they may enhance students' writing on recount paragraphs.

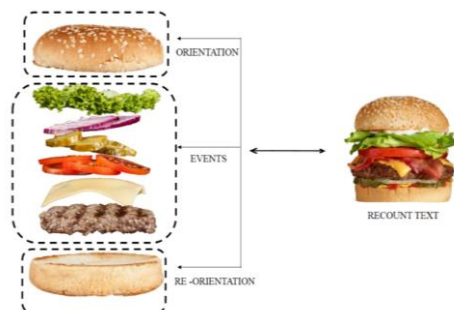


Figure 2. The Burger-Shaped GO Used In Developing Students' Awareness Of Recount Text Pattern

3. Methods

3.1 Research Setting

This recent research was conducted at a private junior high school in West Java. There were twenty students participated and a homeroom teacher. They were at the second level of junior high school. The research was conducted from February to March, 2021. This study was performed as classroom action research, with the goals of enhancing teaching practice and generating new knowledge that can be transmitted to others (McNiff, 2013, p. 13). In the research, the researcher is a participant, not an observer.

3.2. Procedure

Prior to this classroom action research, students were informed that they would participate in a research study. Also, they were briefed that a new classroom activity would be added to their learning to overcome students' difficulties in writing a short recount (see Table 1 for the research timeline). Yet, there was no specific details of research was discussed.

Table 1. The Research Timeline

Week	Tasks/Process
Pre-research observation	Researchers observed students' difficulties from their writing tasks. Some of them are difficulties when using auxiliaries, present and past tense, sentence construction and redundancy in organizing ideas into a short recount.
Week 1	Participants were briefed that a new classroom activity would be added to their learning to overcome students' difficulties in writing a short recount.
Week 2	Together with students, one of the researchers analyzed a short recount text and used the burger -shaped GO to students.
Weeks 3–5	In collaboration, participants created digital graphic writing on the following topics/issues covered during three weeks (at the end of each week): a. Going to Our Hometown b. Sharing Good Stories c. I do not like Monday! Do you? At the end of each meeting, participants' sharing their digital graphic writing during a mini-presentation session (each week)
Week 6	Semi-structured interviews were conducted to gather participants' perceptions towards the use of GO and its possible contribution to their learning as well as other issue.

3.3. Instruments

There were three instruments used in this recent research. They were 1) a scoring rubric to measure students' performance in writing a short recount before and after the GO was utilized, 2) an interview guide to gather participants' perceptions towards the use of GO, 3) an observation sheet for teacher as collaborator in this research.

3.4. Research Design and Data Analysis



This research took the qualitative approach as the research design. There were three steps involved in analyzing the collected data: 1) data reduction; 2) data display; and 3) data verification [32]. To confirm the findings, three independent measures (a scoring rubric, an interview guide, and an observation sheet) were used.

4. RESULTS AND DISCUSSION

From the pre-research observation, it was found that only three students can achieve the score required by the school minimal standards of students' course completion. This score was determined by considering many elements which were associated with students' learning capacities to achieve. The score in this school was 70 of 100. Based on the finding, more than half of participants got a score lower than 70.

How to develop students' awareness of recount text patterns through the use of burger-shaped GO?

To develop students' awareness of recount text patterns, the researchers incorporated genre analysis and used the burger-shaped GO as the supplementary resource to assist students' comprehension of recount text analysis. The teaching-learning cycle started from Building the Context where students were exposed to the short recount text titled "Going to Our Hometown". At this stage, students were introduced to a short recount text by answering the reading comprehension exercise directed by the teacher.

The burger-shaped GO was used to assist the explanation of the recount text patterns at the second stage. This is the stage at which the recount text was modeled and deconstructed. Here, students investigated the structural patterns and language features of the recount text. The assumption whether or not students' awareness of the text pattern increases when the patterns and features were demonstrated using the burger-shaped GO was observed. During this stage, teacher used students' understanding through dynamic assessment.

To signify the sufficient level of understanding the patterns and features of recount text, teacher asked students to reorganize jumbled recount text in collaboration (joint-construction stage). Students started making contributions to the text organization through information gap exercises and collaborative writing in small groups. In this stage, students' independence increased, while teachers' direction decreases. This stage was planned to focus on collaborative activities between students and teachers as well as students and their peers [33], [34]. As one of the basic cycles of the genre-based method drawn from the theory of Vygotsky's Zone of Proximal Development (ZPD), this stage was required for students to obtain teachers' instruction before the next stage starts.

The next stage of independent construction of the text included activities for students to write their own short recount text. To link what they have acquired in the first text with another product of recount text, a new text titled "Sharing Good Stories" was introduced. Then the cycle was once again started. The same cycle also occurred to the third text "I do not like Monday! Do you?". As the last cycle, teacher linked the development more to the prerequisite of developing other genres in the next level of junior high school that is procedural text.

How should the practice of using the burger-shaped GO in teaching recount text be reflected?

The students who were questioned generally had favorable things to say about the use of the burger-shaped GO in teaching recount texts, even though some of them did not pass the grade. They view the modeling component as a valuable tool for their composition. They also cited the teacher's advice to not encourage students to write quickly but to first complete an exercise to rearrange jumbled sentences as helpful. Additionally, the students' group discussions during the collaborative construction stage have inspired and encouraged them to write. In this case, numerous activities are used to improve thinking process [35]. In a nutshell, the burger-shaped GO offers them a straightforward, step-by-step construction.

Second, they concur that this organizer provides them with direction for structuring, cohering, and rationally arranging their ideas. They learned what to write first, how to organize paragraphs that outline events, and how to add individualized commentary to the events they described. They were also

taught how to relate one incident to another so that the sequence of events makes sense. Here, we see how the visual organizer aids students in communicating their thoughts. [36] and logically locate their ideas [37].

Based on the results of this evaluation, the teacher may decide to repeat the scaffolding procedure in her writing class using the burger -shaped GO. It is very likely that some students who failed the grade still require additional modeling, applicable tasks, and supervised composition building. In the end, repetition can assist the students in successfully completing the goal of generating recount texts as a component of properly communicating their written ideas [38].

4. CONCLUSIONS

It is a requirement for EFL writing students to effectively and structurally present their thoughts. It is crucial to give students the right tools for learning and enough exposure. This recent study has demonstrated that using this GO-shaped model in writing instruction is a wise decision for teachers. In particular, the organizer helped teachers become more aware of text structure and shared with them how their students felt about a particular teaching strategy so that they might reflect on their own teaching practices in the future. Another fascinating area for inquiry is how this burger-shaped GO might foster critical thinking, as students are not only expected to be outstanding communicators but also excellent thinkers.

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