**AN ARTICLE**

**THE USE OF BOTTOM-UP STRATEGY IN TEACHING ENGLISH WRITTEN RECOUNT TEXTS: An Experimental Study at the Eighth Grade Students of SMPN 10 Mataram in the Academic Year of 2012/2013**



By:

**Willem Junior Tua Lingu**

NIM. E1D109091

**ENGLISH EDUCATION PROGRAM**

**LANGUAGE AND ART DEPARTMENT**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**MATARAM UNIVERSITY**

**2013**

**The Use of Bottom-Up Strategy in Teaching English Written Recount Texts: An Experimental Study to the Eighth Grade Students of SMPN 10 Mataram in the Academic Year of 2012/2013**

Willem Junior Tua Lingu

E1D109091

Mataram University

**Abstrak**

Penelitian ini bertujuan untuk meneliti perihal penerapan strategi pembelajaran *bottom-up* terhadap murid-murid kelas dua SMP Negeri 10 Mataram pada tahun ajaran 2012/2013. Penelitian ini dispesifikasikan untuk mengetahui kemampuan siswa-siswi dalam menulis teks *recount*. Tujuan dari penelitian ini adalah (1) untuk mengetahui kemampuan menulis teks *recount* para murid melalui penerapan strategi pembelajaran *bottom-up* dalam pengajarannya, (2) untuk mengetahui efektifitas dari penerapan strategi pembelajaran *bottom-up* dalam pengajaran menulis teks *recount*, dan (3) untuk mengetahui kontribusi dari strategi pembelajaran *bottom-up* terhadap kemampuan menulis murid-murid. Populasi dalam penelitian ini berjumlah 360 murid dan sampel yang diambil sebanyak 26 murid yang terdiri dari 14 murid perempuan dan 12 murid pria. Data yang dikumpulkan menggunakan *pre-test* (tes awal) dan *post-test* (tes akhir). Dalam menganalisis data, digunakan penghitungan *t-test*. Penelitian ini menemukan bahwa (1) kemampuan menulis teks *recount* siswa menggunakan strategi pembelajaran *bottom-up* dikategorikan kedalam kategori ‘lumayan’ dengan nilai rata-rata mencapai 65.61, (2) penggunaan strategi pembelajaran *bottom-up* adalah efektif dan hipotesa negatifnya ditolak karena nilai dari *t-test* (6.3) lebih tinggi daripada nilai *t-table* pada 95% (2.015) dan 99% (3.365), dan (3) kontribusi dari strategi pembelajaran *bottom-up* terhadap kesuksesan siswa-siswa mencapai 61.55%. Disimpulkan bahwa penerapan dari strategi pembelajaran *bottom-up* dalam pengajaran menulis teks *recount* pada siswa-siswi kelas dua SMP Negeri 10 Mataram pada tahun ajaran 2012/2013 adalah efektif.

Kata kunci: strategi pembelajaran bottom-up, kemampuan menulis.

**Abstract**

This research was aimed at investigating the application of bottom-up strategy to the students at the eighth grade students of SMPN 10 Mataram in the academic year of 2012/2013. This research is specified to find out the students’ ability in writing recount text. The purpose of this research were (1) to find out the students’ ability in writing recount text who were taught by using bottom-up strategy, (2) to find out the effectiveness of bottom-up strategy in teaching writing recount text, and (3) to find out the contribution of bottom-up strategy to the students’ writing ability. The population was 360 students and the sample was 26 students; there were 14 females and 12 males. The data were collected by using the pre-test and the post-test. In analyzing the data, t-test was used to accumulate the data. The research found that (1) the students’ ability in writing recount text by using bottom-up strategy is categorized as ‘fair’ with the total mean score of 65.61, (2) the use of bottom-up strategy was effective and the null hypothesis was rejected because the t-test value (6.3) is higher than the value of t-table at 95% (2.015) and 99% (3.365), and (3) the contribution of bottom-up strategy toward the students’ success in writing recount text was 61.55%. It was concluded that the use of bottom-up strategy in teaching English writing recount text at the eighth grade students of SMPN 10 Mataram in the academic year of 2012/2013 was effective.

Keywords: bottom-up strategy, writing ability.

1. **Introduction**

In Indonesia, English is the first foreign language which is taught at every school from kindergartens, elementary school, junior high school, senior high school to university students. The reason why Indonesian government choose English as the first foreign language to be taught at schools and as the major subject for the students is because they realize how useful English for Indonesian people to be able in competing with other countries and to build a good relationship. Students must master the four language skill, listening, speaking, reading and writing as the requirements in learning English. On the concept and function of English, it purposes to develop those four skills and also other language components such as grammar, vocabulary, structure and pronunciation (in speaking) or spelling (in writing). However, in mastering English, students are faced with the problems which are come from those components. Most students in Indonesia consider English as a difficult subject frustrating them.

This study focuses on the application of English in Junior High School. Teaching and learning activity at Junior High School is concentrated in four skills (listening, speaking, reading and writing). However, there is one skill that is too difficult to gain its goal. That is writing skill, because the Indonesian students are not accustomed to write any writing product. Students tend to copy and paste the writing product from the internet, books, newspapers, magazine and other sources. It makes the students cannot find and create their own idea or even they do plagiarism and it results the students cannot produce any writing product originally by themselves. This is the real condition and situation in Indonesia where the students are lazy to write about English and they rely on the other’s work of writing.

One of the strategies which can be applied in helping the students in writing activity is bottom-up strategy. As Just and Carpenter (1987) in Badger and White (2000) described, this skill deals with the learners in the way they recognize and analyze the words, clauses and sentences where it involves the syntactic and semantic understanding. In other words, this strategy deals with how the students begin to write from the easiest things to do in writing to the most difficult things.

This experimental study is aimed to investigate the way bottom-up strategy is effective or not in writing English recount text.

* 1. Statement of the problem

This research tries to answer the problem within:

1. What is the students’ ability in writing recount text taught by using bottom-up strategy?
2. Is bottom-up strategy effective for teaching written recount texts to the students?
3. What is the contribution of the bottom-up strategy to students’ writing skill?
   1. Scope of the study

This research focuses on finding out the effectiveness of bottom-up strategy to the eighth grade students of SMPN 10 Mataram. In this research, the researcher takes one classroom (VIIIH) as the target in applying the bottom-up strategy and the whole students are involved as the sample from that class. The experiment method is to know the ability in writing recount text of the eighth grade students.

1. **The Theories**
   1. Writing Strategies
      1. Free-writing.

In the theory of Hurt (2001), says “Free-writing is a tool to use at the beginning of your writing process, and at points where you have blocks, or need to think out something.” It means that free writing is one of the strategies in writing which is purposed for the students in the beginning level or stage to create their own writing. Free writing deals with free topic, so before the teacher gives the specific topic to the students to write about, the first step that teacher has to do is making a writing practice with a free topic for the students.

2.1.2 Brainstorming.

One strategy in helping students to overcome some problems which they face in writing activity is the use of brainstorming activities. Based on the theory which is announced by Scane, Guy and Wenstorm (1991) in Badger and White (2000) say that brainstorming activities motivate students who do not usually want to write by creating a nonthreatening atmosphere. In other words, a nonthreatening atmosphere is able to assist the students in developing their writing skill. Moreover, this brainstorming stage can assist students to activate their prior knowledge and skills to apply to the writing task and find out what information they already have and what they still need. In addition, brainstorming is useful in giving students the opportunity to find or create their ideas before they finally decide to write.

2.1.3 Mind Mapping.

The mind mapping strategy is one of the teachers’ strategies in teaching. Not only mind maps show facts, but also show the overall structure of a subject and the relative importance of individual parts of it. It helps students to associate ideas, think creatively, and make connections that might not otherwise make (Buzan, 2010). It means that mind mapping strategy is able to accommodate the wants and needs of students in writing activities. In other words, mind mapping strategy is able to support the students in writing activity, as Harmer (1998) investigated that writing as a skill; of course it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letter, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media.

2.1.4 Bottom-Up

In this case, a bottom-up approach to foreign language study is necessary to be applied. This is not easy, however. In some instances, it requires looking deeper on grammatical forms that are used rather frequently and it can be more complicated. It also requires learning and teaching vocabulary with a lexical approach. According to Bloomberg (2005) announced that taking a bottom-up approach to ESL/EFL learning and teaching can help unravel some of the complexities involved in becoming a proficient speaker and listener of English as a second or foreign language.

Nunan (1999: 272) describes the product approach as “bottom-up processing” he adds that bottom-up processing is, “…not consistent with emerging ideas in discourse analysis.” He believes that teachers should recognize that higher order choices such as context and communicative purpose affect lower order choices such as grammar and lexis. Furthermore, the dealing between bottom-up approaches with writing activity is about how the learners understand the grammatical forms in their writing from the word choice, sentence arrangement, the language features and so forth.

* 1. Using Bottom-Up Approach in Teaching and Learning Writing.

Writing is one of the four language skills that play a very important role in the teaching of English since writing can really help the students learn a second or foreign language. In commonly the students get difficulties in finding and generating ideas; they feel confused to start their writing; moreover the students have low motivation and seem uninterested in writing.

Nunan (1999: 272) describes the product approach as “bottom-up processing” he adds that bottom-up processing is, “…not consistent with emerging ideas in discourse analysis.” He believes that teachers should recognize that higher order choices such as context and communicative purpose affect lower order choices such as grammar and lexis. This is one of the disadvantages of the application of bottom up approach according to Nunan. However, on the other side bottom up approach also provides advantage for teaching and learning activity as Badger and White (2000) point out that product approaches can be praised for providing “linguistic knowledge about texts” and “understanding” that imitation is one way in which people learn.”

Furthermore, the dealing between bottom-up approaches with writing activity is about how the learners understand the grammatical forms in their writing from the word choice, sentence arrangement, the language features and so forth. There are some advantages in applying bottom up as the approach in teaching writing, they are:

1. Bottom up deals with teaching the material from the simple things and it makes the learners understand from the beginning how they create their own writing.
2. The teachers are able to measure how far the learners understand and comprehend with the materials which are taught because it is begun from the easy materials then move forward to the complex materials.
3. Building the learners’ knowledge from the basic.

In this point, a bottom-up strategy to the foreign language study is necessary. This is not easy, however. In some cases, it requires grammatical forms which are used less frequently and that might be more complicated. It also requires learning and teaching vocabulary. Bloomberg (2005), a bottom-up strategy to ESL/EFL learning is further complicated by reduced forms, or reductions, which occur in the everyday speech of people whose first language is English. It means that Students might feel that English is quite complex.

* 1. Recount text.

According to Anderson (1997), a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. Recount text means the form of the text telling about someone experience in the past, such as their adventure and their day’s activities.

A recount has social function. Recount “tell what happened”. The purpose of a recount text is to record a series of events and evaluate their significance in some way. It is also to give the audience a descriptions of what happened and when it happened. The purpose of recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

1. **Research Design**

This research is an experimental research. As the researcher, I decided to use quantitative analysis to find out the effectiveness of bottom-up strategy in teaching writing skill. To implement this study, the researcher executed the pre-test to investigate the existing knowledge of the samples and gave the treatment on materials relating to the skill being taught and delivered post-test to measure the development of the samples.

The design of this experimental research utilizes the pre-test and post-test in order to gain the students’ improvement before they receive the treatment and after they receive the treatment. A pretest-posttest design is generally used in behavioral research, exclusively for the purpose of comparing groups and/or measuring change resulting from experimental treatments (Creswell, 1994). The focus of this research is on measuring a group development with pretest and posttest data using the approach which has been chosen. Pretest is given in the first meeting where the researcher does not give any treatments (lesson materials) yet and posttest is given in the end of the research period, exactly after the researcher gives the treatments relating to the strategy which is applied.

Writing test is used as the instrument to measure the students` achievement in teaching and learning activity. The writing test is actually subjective as said by Haris (1969) in White and Arndt (1991) that composition test are a reliable measured because students indicate different performance on different topic and on different occasion and also the scoring on compositions is by nature highly subjective.

In analyzing the data that I have collected through pre-test, treatments and post test, I adopt the procedure in accumulating the data according to the formula of single-group or repeated measure and it is called t-test.

1. **Research Findings**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Students’ Name** | **Score of pre-test (X1)** | **Score of post-test (X2)** | **Difference Score (D)**  **(X2 – X1)** | **D -** | **(D - )2** |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | **(7)** |
| 1. | A D | 50 | 51 | 1 | -18.3 | 334.89 |
| 2. | B H | 55 | 65 | 10 | -9.3 | 86.49 |
| 3. | B L | 43 | 81 | 38 | 18.7 | 349.69 |
| 4. | D A | 45 | 81 | 36 | 16.7 | 278.89 |
| 5. | D S | 45 | 81 | 36 | 16.7 | 278.89 |
| 6. | D H | 25 | 50 | 25 | 5.7 | 32.49 |
| 7. | D D | 75 | 75 | 0 | -19.3 | 372.49 |
| 8. | F B | 18 | 31 | 13 | -6.3 | 39.69 |
| 9. | F A | 50 | 75 | 25 | 5.7 | 32.49 |
| 10. | G R | 56 | 73 | 17 | -2.3 | 5.29 |
| 11. | H M | 18 | 60 | 42 | 22.7 | 515.29 |
| 12. | H L | 26 | 40 | 14 | -5.3 | 28.09 |
| 13. | H D | 23 | 73 | 50 | 30.7 | 942.49 |
| 14. | L B | 41 | 43 | 2 | -17.3 | 299.49 |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | **(7)** |
| 15. | M S | 45 | 55 | 10 | -9.3 | 86.49 |
| 16. | M H | 55 | 75 | 20 | 0.7 | 0.49 |
| 17. | M L | 45 | 46 | 1 | -18.3 | 334.89 |
| 18. | M N | 70 | 80 | 10 | -9.3 | 86.49 |
| 19. | M P | 58 | 70 | 12 | -7.3 | 53.29 |
| 20. | R H | 43 | 65 | 22 | 2.7 | 7.29 |
| 21. | S P | 46 | 65 | 19 | -0.3 | 0.09 |
| 22. | S I | 95 | 98 | 3 | -16.3 | 265.69 |
| 23. | S B | 85 | 90 | 5 | -14.3 | 204.49 |
| 24. | W R | 31 | 79 | 48 | 28.7 | 823.69 |
| 25. | W S | 45 | 84 | 39 | 19.7 | 388.09 |
| 26. | Y H | 16 | 20 | 4 | -15.3 | 234.09 |
|  | **Total Score** | **1204** | **1706** | **502** |  | **6081.74** |
| **Average** | **46.30** | **65.61** | **= 19.3** |  |

SD = =

Notes:

SD = standard deviation

n = numbers of sample

= amount of (D - )2

From the calculation above, the average deviation of the difference score (D) is 15.59. Therefore the estimated standard error of the mean difference scores is as follow.

S =

S =

S =

S = 3.06

After the writer gained the amount of S, then the writer computed the t-test as follow.

t =

t =

t = 6.3

Finally, the writer found the value of t-test. Furthermore, the writer tested the hypothesis of this research.

t = 6.3

Ho = 95% 99%

.05 .01

* 1. 2.479

95% = 1.706 < 6.3

99% = 2.479 < 6.3

From the calculation above, it means that the value of t-value (6.3) is higher than of the t-table with the numbers of sample is 26 students (95% = 1.706 and 99% = 2.479). The conclusion of the analysis showed that hypothesis negative is rejected (Ho = Rejected) and it means that bottom-up strategy is effective to be applied in teaching writing recount text.

Through bottom-up strategy that the writer used in the class showed that the score of each student relating to the writing recount text was improved to the higher score.

The research result on the students’ writing ability in writing recount text using bottom-up strategy showed that their ability was improved. It can be seen from the result of pre-test and post-test that shows an improvement of their ability in writing recount text.

According to the research finding, the writer found that the use of bottom up strategy gave an improvement to the students’ writing recount text. It means that the students are more capable to write after they were taught writing recount text using bottom-up strategy.

Generally, the students’ ability taught using bottom-up strategy is classified as fair. The average score of writing test is increase from the pre-test (μ = 46.30) to the post-test (μ = 65.61). It means that bottom-up strategy helped the students to write recount text better.

The writer found that the total t-test value is 6.3, which is higher than the value of the t-table on confidence level of 95% (1.706) and confidence level of 99% (2.479). From this result, we can conclude that the use of bottom-up strategy in teaching writing recount text can significantly improve the students’ achievement in writing recount text. It means Ho is rejected and the use of bottom-up strategy in teaching writing recount text is effective to be applied.

1. **Conclusion**

The students’ ability in writing recount text through the use of bottom-up strategy is classified as fair (μ = 65.61). The use of bottom-up strategy is effective to be applied in teaching writing recount text. It can be concluded from the total t-test value is 6.3, which is higher than the value of the t-table on confidence level of 95% (1.706) and confidence level of 99% (2.479). It means the hypothesis negative is rejected. The contribution of bottom-up strategy brought an improvement to the students’ scores in the pre-test to that of the post-test with the percentage of students who succeed in mastering writing recount text is 61.35 % on the post-test.

In conclusion, the use of bottom-up strategy in teaching written recount texts to the eighth grade students of SMPN 10 Mataram in the academic year 2012/2013 is effective.

1. **References**

Badger, R., & White, G. 2000. *A Process Genre Approach to Teaching Writing*. *ELT Journal*, 153-160. Volume: 1.

Harmer, J. 1988. *The Practice of English Language*, Cambridge: Longman.

Kerlinger, F.N. 1956. *The Language of Approach of Science.* Oregon: Harcourt College Publishers.

Nunan, D. 1999. *Second Language Teaching and Learning.* Boston: Heinle and Heinle Siders.

Nunan, D. (Ed.). 2003. *Practical English language teaching.* New York: McGraw-Hill.

Quain, S. Taken from: <http://www.ehow.com/info_12059397_difference-between-topdown-teaching-bottomup-teaching.html/>. Accessed on March 2013.

White, R., & Arndt, V. 1991. *Process Writing.* Harlow: Longman.