# IMPLEMENTATION OF REACT STRATEGY TO DEVELOP STUDENTS WRITING RECOUNT TEXT SELF EXPERIENCES SKILL AT JUNIOR HIGH SCHOOL

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**ABSTRACT**
*This study's purpose is (1) to determine the learning process activity in developing ability to write Recount Text for grade VIII F SMPN 53 Bandung using the react strategy. (2) To seen the improvement in the developing to write Recount Text Self-Experiences for grade VIII students of SMPN 53 Bandung in writing recount text self-experiences using the react strategy. Is a qualitative approach used in this research A total of 33 class VIII F students at SMPN 53 Bandung were participants. This research was conducted on two cycles. Observation, interviews and field notes are the collective data techniques used. The data shows that the REACT strategy can improve students' ability to write Recount Text Self-Experiences; this as well as from the results of the achievement of the 1 and 2 cycle value; students give an excellent response regarding the use of the react strategy. In addition, it encourages students to follow the learning process actively, and this REACT strategy creates a pleasant learning atmosphere.*
*Keywords: REACT Strategy, Writing Recount Text, Self-Experiences.*

## INTRODUCTION

English lessons are one of the lessons taught to junior high school students as one of the preparations to enter and compete in this era of increasingly rapid globalization. According to (Setiawan et al., 2022). In facing this modern era, the government is trying to improve the capabilities of Indonesian human resources by stabilizing Indonesian education. One effort made is to improve students' ability to speak a foreign language, namely English. According to (Depdiknas, 2004), English is a tool for communicating verbally and in writing. He also added that understanding and expressing information, thoughts, is part of communication. This means that communication is the ability to discourse: producing spoken and written texts which are summarized in four abilities, namely speaking, reading, listening and writing, these components can support discourse in both the environment and society. Sharing information, storing and accessing it is one of the uses of English. Apart from that, according to (Nasional, 2004), English is a communication tool for exchanging information and enjoying the beauty of the language in everyday life. In a cultural context, English functions as students' experience in understanding and interpreting English writings, feelings and thoughts. So that through oral

and written language students can get to know culture and gain international access (Depdiknas, 2004).

Based on the Education Unit Level Curriculum (Nasional, 2004), the aims of learning English in SMP is to improve the ability both oral or written to communicate English. These communication skills include listening, reading, and Writing using several types of English text such as procedure, narrative, descriptive, recount, discussion, Etc. Although the four abilities above are in the same position and side by side, it is the ability to write that is often used to train students to create or express ideas and thoughts through a piece of Writing. The meaning of writing is whether someone speaks or writes to express their thoughts; a person's activities in expressing ideas and thoughts things to their ideas that want to be conveyed through words framed into whole and clear sentences. In other words, Writing is an indirect form of communication. According to (N. H. Ningsih, 2020) she said that several things could be improved in ability writing English texts. Their matter are focused on manner of Writing, and usually, student need more vocabulary and mastery of grammar to start writing. Students who think writing in recount text is a complicated subject still need to improve their vocabulary and remember to use the second verb. Besides that, (Jayanti, 2019)explained that Writing is considered a difficult skill to master because Writing is a complex ability that requires students to have the ability to master the structure of texts, grammar, vocabulary, and mechanics. Writing recount text is a challenge for students. The difficulty comes from text structure, grammar, vocabulary, and writing mechanics. Students also need help in writing other English texts. Their thesis (Puspitaloka & Wahyuna, 2018)stated that the difficulties they often experience are in using grammar. It is known that writing English cannot be separated from the ability to write using grammar that follows what has been determined.

As discussed above, the problem that occurs should have a solution so that it does not have a prolonged problem. One is choosing correct learning strategy, and according to the circumstances of the environment, learning strategies are essential things that must be considered. So that teachers can more easily manage learning steps, and more easily determine information, teachers should use learning strategies. Learning strategies are the most important and basic component between students and teachers. (Ningsih L, 2020) Therefore, researchers choose one of the learning strategies as a solution to the problems mentioned above, namely the REACT. The REACT learning strategy, which Helpful concept teachers connect learning materials with daily life situations can also encourage students to connect the knowledge they have with its implementation in everyday life, so that they are aware that their daily habits can help them determine the right learning, familiar with which vocabulary and grammar are excellent and correct to use.

Previously, several researchers studied REACT strategies in the learning process, which the authors could use as a reference in research writing. The first researcher is(Rifai, 2014). The findings of her research explain that REACT strategy is very effective for learning to write descriptive texts. In addition, (Oktafiani, 2021)in her thesis stated that the findings of the research showed implementation the Strategy successful to developing children' speaking skills in terms of pronunciation precision. It was evidenced by average cycle 1 of 66.87 enough, then increased to 79.02. Good in cycle II. Higher than the average score of the diagnostic test, which was 58.95, which was quite adequate. Therefore, there was an increase in speaking ability in terms of accuracy in mastering vocabulary and fluency. The success of the REACT strategy in increasing they abilities in the learning process was also expressed (Permatasari, 2017) in his thesis that the REACT strategy also succeeded in increasing conceptual understanding after the REACT strategy was implemented in energy science subjects which were marked by an increase in conceptual understanding in each cycle. Understanding this concept is also strengthened by calculating scores using the gain formula, where in cycle 1, the calculation results are 059, and in cycle II, the calculation results increase to 0.77.

Teachers connecting learning with everyday life or contextual learning is the basic concept of the REACT strategy (Depdiknas, 2004)This learning strategy was developed concerning constructivism because learning using this REACT strategy requires students to engage in various activities continuously, think, and explain their reasoning. In this case, the teacher tries to instill in the students a sense of interest, confidence, and a sense of need for understanding.

The aims of research to determine to implementation the REACT strategy activities that aim to improve students' ability to write self-experience recount texts of eighth-grade students at SMPN 53 Bandung and to find to advancement of the developing to write Recount texts self-experience of eighth-grade students at SMPN 53 Bandung using strategies REACT.

**METHOD**

In study, the writer uses a qualitative approach because he intends to see the process on applying REACT strategy in improving writing skills at VIII F SMPN 53 Bandung  self-experiential texts in the form of descriptive. (Fraenkel et al., 2012) states that situations, relationship quality, and material are some of the things that flow in a qualitative approach. This type of research emphasizes holistic descriptions, namely describing in detail everything that happens in a particular activity or situation, rather than comparing the consequences of a particular action.. The process of using the REACT strategy to develop

improve children writing skills in the form of storytelling as a learning approach and to find out significant differences between students before and after using the REACT strategy. For research design, we apply a Classroom Action Research (CAR) design, a qualitative research strategy with a constructive paradigm. According to (Kemmis et al., 2014), CAR is a strategy that is usually used to solve problems experienced by teachers and students and is used to detect real actions through a research procedure called the teaching cycle. Thus, the research was carried out systematically and reflectively towards the various actions taken by students and teachers who were also researchers to improve the learning conditions.

The instruments used in this study in collecting data are observations, interviews, and field notes. Observation describes the observed setting, the activities of the people participating in the activity, and what meaning is observed from the observer's perspective. An interview is a series of questions asked to a source to obtain detailed and comprehensive answers (Fraenkel et al., 2012). Field notes are notes recorded by researchers to record more detailed events with participants (Fraenkel et al., 2012)researchers used a triangulation strategy in checking the validity of the data, he added that triangulation compares information from sources, what they hear and what they see.

In this study, data will be presented on the form of descriptive analysis, Data was taken from various sources, namely: observation, interviews and field notes. This qualitative research uses unstructured or semi-structured interviews. The observation made in this study is where the observer fully participates in the group being observed (Fraenkel et al., 2012)This research will be taking place two cycles, consisting of planning, acting, observing, and reflection stages. The sampling technique used in this study is saturated sampling, which is included in non-probability sampling. According to (Fitriani & Sugiyono, 2018). Saturated sampling is a sampling technique in which all population members are used as samples. Saturated Sampling differs from a census because a census has a large population, whereas saturated Sampling uses a relatively small population, although both use the entire population as a sample.

The objects in this research were 33 students in class VIII B of SMPN 53 Bandung. Researchers used a saturated sampling method. According to (Fitriani & Sugiyono, 2018)a sampling technique in which all members of the population are

used as samples to take samples in this research. Saturated sampling is often carried out This technique is used because there are not too many objects and it is hoped that many errors will not occur.

**RESULTS**

Analysis of data from observation instruments, interviews, and field notes shows that 1) The REACT strategy can improve students' abilities in writing recount texts, 2) Students can improve and develop their abilities in writing confidently, 3) Students are more enthusiastic about learning English when studying with using the REACT strategy 4) students can develop their ability to discuss when working in groups 5) the REACT strategy teaches students to be more sensitive to their social environment. In implementing the teaching and learning process, researchers assessed students' attitudes and test results starting before learning using the REACT (Pre-test) strategy until students had already carried out learning using the REACT (post-test) strategy. The following is an explanation and achievement of student scores:

Table 1. Results of student work on the Pre-test

| Interval | Amount of student | Percentages | Category |
|---|---|---|---|
| 90 – 100 | - | - | Excellent |
| 80 – 89 | - | - | Verry Good |
| 70 – 79 | - | - | Good |
| 60 – 69 | 2 | 6% | Fair |
| 50 – 59 | 8 | 24% | Less |
| 40 – 49 | 23 | 70% | Very less |

Based on Table 1 data, only two students scored on Fair at a presentation of 6%, students who got in the less category totaled eight people at a presentation of 24%, and finally, students who got shallow scores or could be said to have failed a total of 23 people who were presented at 79%. In other words, students still need help writing recount text, and 94% are in the lesser category.

Table 2. Student Work Results in Cycle 1

| Interval | Amount of student | Percentages | Category |
|---|---|---|---|
| 90 – 100 | 4 | 13% | Excellent |
| 80 – 89 | 15 | 45% | Verry Good |
| 70 – 79 | 9 | 27% | Good |
| 60 – 69 | 5 | 15% | Fair |
| 50 – 59 | - | - | Less |
| 40 – 49 | - | - | Very less |

Table 2 shows that four students got an Excellent category of 13%, 15 an excellent category of 45%, and students got a good score with a percentage of 27 %; the last five children got a Fair score with a 15%. Shows that cycle one of learning using the REACT strategy was quite successful and increased students' writing skills.

Table 3. Student Work Results in Cycle 2

| Interval | Amount of student | Percentages | Category |
|---|---|---|---|
| 90 – 100 | 24 | 72% | Excellent |
| 80 – 89 | 6 | 18% | Verry Good |
| 70 – 79 | 3 | 9% | Good |
| 60 – 69 | - | - | Fair |
| 50 – 59 | - | - | Less |
| 40 – 49 | - | - | Very less |

In Table 3, there are quite a lot of students who got an Excellent score, namely 24 students with a percentage of 72%, six children who get a Very Good score of 18%, and there were six students who got a Good score of 18%. Moreover, students who got good grades totaled six people with a percentage of 18%. The score was three people with a percentage of 9%. Thus, using the REACT strategy to improve students' self-experiential recount text writing skills at SMPN 53 Bandung is likely thriving.

Table 4. The Student Work Results in all Cycle

| Test | Total Score | Mean Scores |
|---|---|---|
| Pre-Test | 1455 | 47,36 |
| Cycle 1 | 2460 | 79,45 |
| Cycle 2 | 2917 | 89,58 |

Table 4 shows the comparison in test results from each cycle that has been carried out consisting of all Cycle: In the Pre-test, students get a score of 1455 with an average value of 47.36, Cycle 1 students get 2460 with average score of 79.45 here there was an increase of 32 points and the last one in the cycle 2 test students of 2917 with an 89.58. shows increased students' developing to write a Recount of

the previous text. The difference in scores obtained in all Cycle can be seen in the
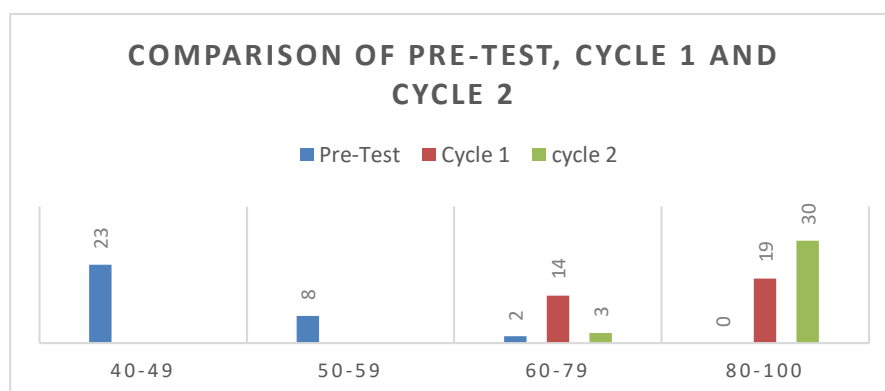
diagram below:



Chart . Comparison of Pre-Test, Cycle 1 and Cycle 2

## DISCUSSION

The findings that the REACT strategy successfully increased students' grades and abilities in writing self-experiential Recount texts. In line with the findings of previous researchers (P. A. Ningsih, 2015)the REACT strategy is very effective for learning to write English texts, especially recount texts, because contextual learning that connects daily activities with material makes the class atmosphere fun and not dull. In other words, in line with the findings of (Suharsih et al., 2016), learning through the REACT strategy makes students play an active role in discovering new knowledge through the context of their lives and discovering concepts in their learning.

The process and results will be discussed by researchers in this section from beginning to end to obtain data from observations and interviews (Gayatri & Gaffar, 2023) Using the REACT strategy, the researcher conducted class observations and interviews with children about their ability to write recount texts before and after learning. Following is a sequence and explanation of the teaching process for class VIII F students of SMPN 53 Bandung.

Apart from the results of data analysis, the researcher also conducted interviews with students as a support. Before participants received learning using the REACT strategy, students asked to complete the task on the student worksheet regarding writing Recount text. Student achievement can be seen in Table 1. After working on it, the writer began interviewing several students regarding recount text.

At first, they thought that writing English texts was complex, and this was results from (Novri et al., 2018), which stated at first, many students claimed to have difficulty when they had not used the REACT strategy, they also thought that learning English was very dull (Diarta et al., 2023)Not a few of them also consider writing English texts very difficult because many things must be considered, such as the use of tenses, mastery of vocabulary, and the placement of words at the right time is very difficult. This is in line with the results of (Apsari, 2017)

However, after learning the strategy REACT in cycle 1, the students thought that writing a Recount text about one's own experience was very simple, as simple as telling an incident or incident that we experienced this morning when we left for school until now, this is in line with the research results (Hamka, 2014)apart from that, students also think that the REACT strategy is a fun new learning model, when they learn to use the REACT strategy they get motivation in Student learning also thinks that this strategy can make students think more critically, this is in line with (Putra et al., 2023).

Based on findings of research or field notes during the learning process, it was recorded in cycle one that: 1). At the first meeting, the researcher or teacher was not yet fully able to condition the students, so the students seemed to only focus for a few minutes. 2) Students still need help working together in groups because students only want to work in groups with their friends. 3) Students look enthusiastic about learning using the REACT strategy(Herlina, 2022). Students still need to dare to present the student achievement group work in front of the class. 5) children are still embarrassed to ask and answer questions from researchers or teachers. researcher as plays a direct role, not only as an observer (Fitriani & Sugiyono, 2018).

In its implementation, REACT strategy learning provides opportunities for students to make themselves more active and contribute to the learning process; this is in line with the opinion of the (Musyadad & Avip, 2020) article, which states that learning using the REACT strategy requires students to be more active and involved.

Cycle 2, the researcher attempted to apply the REACT strategy so that students were expected to understand the Recount text material according to the learning implementation plan (RPP). At this final stage and meeting, students no

longer only work on student worksheets but are asked to create recount texts from their own experiences. After that, students present their work in front of the class. This is reinforced by the opinion (ÖZBAY & KAYAOĞLU, 2015) that the REACT strategy allows students to develop their competencies in learning about real experience.

Researchers also observed classroom attitudes and situations. Based on the researcher's observations and field notes on the learning process that took be held the second cycle, it can be concluded that students are starting to be conducive and able to carry out learning well, in line with the opinion of (Fauziah, 2010)in her thesis which states that students show a positive response to learning through the REACT strategy, researchers began to correct deficiencies in the learning steps that had been made in the lesson plans, students began to understand which forms of words should be used, students became more accustomed to discussing, and students dared to present their work, apart from that, students also dared to respond to input from the teacher in line with (Sari, 2020).

After implementing the REACT strategy in cycles one and 2, students can improve and develop their ability to write(Suryaningtyas & Halimah, 2017). This can be seen when students receive assignments; students no longer ask many questions but are more enthusiastic and confident when assigned to create a Recount text. Students were also more enthusiastic about learning English when studying using the REACT strategy. We can be seen from their statements when interviewed, and they stated that there was a particular enthusiasm or interest when they received learning using the REACT strategy, which was in line with (Herlina, 2022) Therefore, students get pretty good grades in cycle 2.

The aims of in this research is to determine the implementation of the REACT strategy for learning process activities that aims to developing children ability to write self-experience recount texts of eighth-grade students at SMPN 53 Bandung and to find the improvement of the ability to write Recount texts self-experience of class VIII F students at SMPN 53 Bandung using strategies REACT. This research shows that the REACT strategy can develop students' ability to write recount texts about personal experiences by carrying out two cycles at three meetings. In the process, students were very enthusiastic and able to work together, same the findings (Putra et al., 2023), the application of contextual learning REACT

strategies has proven to be efficient and effective in increasing students' enthusiasm and motivation to follow Learning Activities. so that learning to write recount texts using the REACT strategy took place smoothly and conducive.

According to (Musyadad & Avip, 2020)the REACT model can grow the communication skills of students who are learning. In addition, the REACT strategy model can improve students' Problem-solving thinking skills and active learning motivation. Students in teaching and learning activities in class should find it easier to understand the subject matter (Azmiyyah & Lianawati, 2021), the application of contextual learning REACT strategies has proven to be efficient and effective in increasing students' enthusiasm and motivation to follow Learning Activities. Apart from that, (Pasla et al., 2022)also states that the REACT strategy influences the process and mood of students**.**

**CONCLUSION**

Based on the results and discussion, the researcher can conclude that applying the REACT strategy can improve the ability of class VIII F students of SMPN 53 Bandung to write self-experiential recount texts. The following is an explanation of the data obtained by the researcher during the research.

First, the REACT strategy can improve developing students' ability to write recount texts confidently. When students have received learning using the REACT strategy, they get much higher scores before using the REACT strategy in learning to write self-experiential recount texts. In the Pre-test, only 6% of students were able to get enough marks, while students who got shallow scores or were said to have failed were at 70%. After learning in cycle 1, students experienced an increase in grades; around 13% of students got Excellent scores, and the lowest student scores with the sufficient category were at a percentage of 15%. After learning cycle 2, using the REACT strategy, students achieved the Excellent category with a percentage of 72%. Moreover, students with the lowest scores, numbers 70-79, are in the excellent category at 9%.

Second, students are more enthusiastic about learning English using the REACT strategy and are more sensitive to their social environment. It was proven by their statements when they were interviewed; they were enthusiastic since the REACT strategy was implemented in their class, and they enjoyed and did not get bored when learning to write recount texts took place. In addition, students have

also started to get used to discussing correctly and no longer choose to choose friends when they want to discuss so that social relations between students can be appropriately maintained.

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