



# The Effect of Thesaurus Application on Students' Writing Ability of Recount Text at SMAN 3 Palangka Raya

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## ABSTRACT

English is an international language that all school levels make it one of the subjects in their school program. Many students still faced difficulties in writing recount text such as they do not know how to make a good sentence and lack of vocabularies. This research was conducted to find out the effect of Thesaurus application on students' writing ability of recount text at the tenth grade students of SMAN 3 Palangka Raya. The method used in this research was a pre-experimental research with the design "Pre-test – Treatment – Post-test Design". The sample was taken by Purposive Sampling technique from class of X MIPA 3, tenth-grade students of SMAN 3 Palangka Raya in the academic year 2022/2023. Test in form of writing recount text was used as the instrument to collect the data needed. The data of test were analyzed by using the non-parametric statistics of the Wilcoxon test. The results showed that Sig (2-tailed) higher than 0.005 (0.406 > 0.005). It means that the alternative hypothesis (Ha) was rejected and the null hypothesis (Ho) was accepted. It can be concluded that there is no significant effect of Thesaurus application on students' writing ability at the tenth-grade students of SMAN 3 Palangka Raya in the academic year 2022/2023.

## 1. INTRODUCTION

Language is the most crucial aspect of human communication. It facilitates communication through words and speech. People utilize language to communicate their thoughts, opinions and wishes to others. English is one of the most essential foreign languages in the world since it is used in many parts of life, including education, technology, science, art, and culture.

English has an essential role in Indonesia, particularly in education. English is one of the subjects at formal schools that use the 2013 Curriculum which expects students to have good character, knowledge, and skills. In relation to that, students are taught four language skills throughout the English teaching and learning process: listening, speaking, reading, and writing.

Writing is one of the most essential skills students must learn. Writing is a form of expression in which people put their thoughts into words and produce comprehensible text. Writing is a method of communication made by one person to another in the form of handwriting.

According to (Hyland, 2003), one of the most important skills to develop is writing, which entails composing skills as well as knowledge about texts, contexts, and readers. Writing as part of language skills must be taught to students optimally by the teacher. Students can exchange ideas, thoughts, and experiences through writing. Furthermore, students must have writing skills to express their feelings, needs, and desires in writing.

According to the 2013 curriculum, students should be able to examine the social function, generic structure, and language features of recount text. Furthermore, they should be able to create recount text in the form of a work report, history, and personal experiences. (Kemendikbud, Ministry of Education and Culture Republic of Indonesia, 2013).

According to (Dirgeyasa, 2016), a recount text retells a past event or experience. Students spend a significant portion of their lives telling their own stories and listening to the stories of others. They are also continuously reminded of past events. They choose words to describe such occurrences based on how they feel, recall, and listen. The students then tell the events based on their own experiences. That implies that individuals are continually creating recount texts in their daily lives.

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According to (Hyland, 2003), recount texts consist of reconstructing past experiences by retelling actual events. In this case, the text describes the actual context that occurred in the past based on the original sequence. Therefore, the events that occurred must be organized systematically.

Recount text consists of generic structure and language features. The generic structure of a recount text includes orientation (background information about who, where, and when happened), a sequence of events that explain what happened in chronological order, and a re-orientation regarding the summary or conclusion of the story that happened. Recount text also includes linguistic features such as a focus on specific participants, the use of material processes, circumstances of time and place, the use of the past tense, a focus on temporal sequences, and the use of conjunctions.

Based on the interview of one English teacher at SMAN 3 Palangka Raya, the students of tenth grade have difficulties in writing, especially recount text because lack of vocabularies and they do not know how to make a good sentence. To overcome that problem, it is suggested that the teachers should have some kinds of teaching media, to make the students more interested in learning English especially in enriching vocabulary that used in writing recount text. One of the media that can be use is Thesaurus application. It is dictionary that list words with similar meanings together (synonym). Also, this media is alternative teaching in this era modern.

A thesaurus is a type of dictionary that has an association between a word to another word (Nakayama et al., as mentioned in Tami (2014). Thesaurus is more suited to intermediate-level learners than pre-intermediate-level learners since it compares the number of vocabulary at intermediate and pre-intermediate levels (Dudeny and Hockly, as quoted in Tami, 2014). More specifically, a thesaurus is a book that has a categorized list of synonyms that are structured to help people find the word they are looking for but cannot think of (Kumar and Murthy as quoted in Tami, 2014).

To limit the scope of the research, this research focuses on finding the effect of Thesaurus application on students' writing ability of recount text about personal experiences which contains generic structure and language features of recount text that performed by the tenth grade students of SMAN 3 Palangka Raya in the academic year 2022/2023. The purpose of this research is to find out whether there is any significant effect of Thesaurus application on students' writing ability of recount text at the tenth grade students of SMAN 3 Palangka Raya.

## 2. METHODS

This research applied a pre-experimental research design: The One-group Pre-test and Post-test. This research was to find out the effect of the Thesaurus application on students' writing ability to recount text. The sample is X MIPA 3, the tenth-grade students at SMA Negeri 3 Palangka Raya in the academic year of 2022/2023 has 34 students because the students has a low score in English, lack of vocabularies, and difficulties in writing recount text. Therefore, with using Thesaurus application as media for teaching vocabulary to the students, hopefully there would be significant different in students' writing ability of recount text.

### Hypotheses

This research has Null Hypothesis (H<sub>0</sub>) and Alternative Hypothesis (H<sub>a</sub>) as the following:

H<sub>0</sub>: There is no significant effect of Thesaurus application on students' writing ability of recount text at the tenth grade students of SMAN 3 Palangka Raya.

H<sub>a</sub>: There is significant effect of Thesaurus application on students' writing ability of recount text at the tenth grade students of SMAN 3 Palangka Raya.

### Techniques of Data Collection

In collecting the data of the student's scores, the procedures are:

The first is preparing the lesson plan that is used during the data collection process. And then, preparing the instruments, in the form of writing tests and questionnaire. Then, asking permission from the principal of the school and the English teacher of SMAN 3 Palangka Raya. Then, looking at the data of the tenth-grade students at SMAN 3 Palangka Raya. The next procedure is selecting one class as the sample by using a purposive sampling technique. After that, the researcher gives students code to keep their privacy of the students and to minimize the subjectivity in scoring. The students' names were replaced by giving codes such as A1, A2, A3... and so on.

The next procedure is giving a pre-test to students to know the student' knowledge about recount text before the treatment. Then, giving treatment to the students using the Thesaurus application for teaching vocabulary used in writing recount text. The researcher gave two treatments for two meetings. After that, giving a post-test to the students after the treatment. The purpose of the post-test is to observe the difference in the effect between the students' achievement before the treatment and students' achievement after the treatment using the Thesaurus application.

The next procedure is giving a questionnaire to the sample at the end of the experiment. The questionnaire is used to know the students' knowledge and to add information about students' difficulty in learning recount text and whether they like the Thesaurus application as the media for learning. Then, collect the students' answer sheets and score the students' answer sheets based on the scoring rubric of the recount text.

Table 1. Scoring Rubric of Writing by Brown (2007)

Aspect	Score	Aspect	Weighting
Content (C) 30%	4	The topic is complete and clear and the details are relating to the topic	3
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not complete and clear and the details are not relating to the topic.	
Organization (O) 20%	4	Fluent expression, ideas clearly stated, well-organized, logical sequencing, cohesive	2
	3	Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing	
	2	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development	
	1	Does not communicate, no organization, not enough to evaluate	
Grammar (G) 20%	4	Few errors of past tense, word structure, articles, pronouns and preposition	2
	3	Minor problems in complex constructions, several errors of past tense, word structure, articles, pronouns and preposition	
	2	Frequent errors of past tense, word structure, articles, pronouns and preposition confused or obscured	
	1	Dominated by errors, does not communicative, not enough to evaluate	
Vocabulary (V) 15%	4	Sophisticated range, effective word choice, word form mastery	1.5
	3	Adequate range, sometimes errors of word choice, usage but meaning not obscured	

Aspect	Score	Aspect	Weighting
15% Mechanics (M)	2	Limited range, frequent errors of word choice, usage but meaning confused or obscured	1.5
	1	Essentially translation, little knowledge of English vocabulary, not enough to evaluate	
	4	Few errors of spelling, punctuation, and capitalization	
	3	Occasional errors of spelling, punctuation, and capitalization	
	2	Frequent errors of spelling, punctuation, and capitalization	
	1	Dominated by errors	

$$Score = \frac{(3xC) + (2xO) + (2xG) + (1,5xV) + (1,5xM)}{40} \times 100 = Final\ Score$$

The last is tabulating the students' score of pre-test and post-test. After all the scoring, coding, and tabulating stepped completed, the research would proceed to the data analysis.

### 3. RESULT AND DISCUSSION

#### Results

The data presented in the following tables were the result of pre-test, post-test, normality test, and Wilcoxon test.

Table 2. Scores of Pre-Test and Post Test

No	Students' Code	Pre-Test Score	Post-Test Score
1	A1	57,5	58,7
2	A2	50	50
3	A3	70	70
4	A4	70	70
5	A5	50	25
6	A6	66,2	62,5
7	A7	62,5	66,2
8	A8	75	50
9	A9	62,5	66,2
10	A10	71,2	67,5
11	A11	40	50
12	A12	50	50
13	A13	67,5	70
14	A14	70	70
15	A15	75	80
16	A16	66,2	66,2
17	A17	62,5	62,5
18	A18	25	25
19	A19	45	45
20	A20	66,2	66,2
21	A21	70	70
22	A22	50	50
23	A23	25	32,5
24	A24	25	25
25	A25	80	80
26	A26	67,5	67,5

No	Students' Code	Pre-Test Score	Post-Test Score
27	A27	87,5	87,5
28	A28	50	66,2
29	A29	50	50
30	A30	45	50
31	A31	57,5	57,5
32	A32	57,5	57,5
33	A33	75	67,5
34	A34	70	70
Mean Score		59,07	59,10

Table 3. Normality Test Result

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.147	34	.060	.934	34	.040
Post-Test	.182	34	.006	.924	34	.020

a. Lilliefors Significance Correction

The researcher determine the normality of the data by using Liliefors Test. Liliefors test results is the pre-test and post-test have Sig. 0.060 and 0.006. When compared to 0.05, Sig. 0.060 is higher than 0.05. But Sig. 0.006 is not higher than 0.05. It means that one of two groups have data that are not normally distributed 0.05. In conclusion, the pretest and post-test data results were not normally distributed, so the researcher used Wilcoxon Matched-pairs Signed-Rank Test to test the hypotheses.

Table 4. Wilcoxon Test Result

	Test Statistics <sup>a</sup>
	Post-Test - Pre-Test
Z	-.831 <sup>b</sup>
Asymp. Sig. (2-tailed)	.406

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

In Wilcoxon Matched-pairs Signed-Rank Test, if the value of Sig (2-tailed) is lower than sig 0.05, Ha is accepted; and if the value of Sig (2-tailed) is higher than Sig. 0.05 Ho was accepted. Based on the results of the calculation of the data above, the value of Sig (2-tailed) is 0.406, which means Sig 0.406 higher than 0.05 ( $0.406 > 0.05$ ); therefore, the alternative hypothesis (Ha) was rejected and the null hypothesis (Ho) was accepted. It means that "There is no significant effect of Thesaurus application on students' writing ability of recount text at the tenth-grade students of SMAN 3 Palangka Raya".

## Discussion

The research would like to explain the results of the data that has been described in this part. The purpose of the research was to find out the effect of the Thesaurus application on students writing ability of recount text at the tenth-grade students of SMAN 3 Palangka Raya. The researcher uses a pre-test and a post-test, then calculates the test results into SPSS 25 to interpret the results, which are related to the influence of the Thesaurus application as a learning media for teaching vocabulary used in writing recount texts for tenth-grade students at SMAN 3 Palangka Raya.

The result of the analysis pre-test and post-test showed that the use of the Thesaurus application was not effective in teaching writing recount text by looking at the students' scores in the writing recount text. It showed by the students' scores pre-test and post-test from 34 students. The researcher found that the mean was 59,07 on the pre-test and 59.10 on the post-test. After the treatment, it turned out that students had problems with organization and grammar. Although they used a thesaurus application, the two-element writing could not improve.

The researcher used the Wilcoxon Test to test the hypothesis that comes from the data of the sample because after checking the normality of the data, the scattered data are not normally distributed. In the

results of the T-test, Sig. (2-tailed) was obtained, which was 0.406. If Sig. (2-tailed) 0.406 compared to 0.05, the result is Sig (2-tailed) higher than 0.05. It means that the alternative hypothesis (Ha) was rejected and the null hypothesis (Ho) was accepted. It could be concluded that there was no significant effect of the students writing ability of recount text before and after they are taught by using Thesaurus application at the tenth grade students of SMAN 3 Palangka Raya.

Based on a scoring rubric of writing by (Brown, 2007), writing is not only about vocabulary. But also about content, organization, grammar, and mechanics. And based on the results that the researcher mentioned above, the Thesaurus application cannot cover or assist the 4 aspects of writing other than vocabulary. It might be needed more time, more effort, and additional techniques and applications that can cover all of the elements of writing, not just focus on one part.

#### 4. CONCLUSION

Based on the data obtained from the research and statistical analysis, it can be concluded that after students have been taught to write recount texts using the Thesaurus application have no significant differences in scores from before students have been taught without using the Thesaurus application. This can be proven by looking at the results of hypothesis testing using the Wilcoxon test to test the hypothesis that comes from the data before and after the treatment because after checking the normality of the data, the scattered data are not normally distributed. In the results of the T-test, Sig. (2-tailed) was obtained, which was 0.406. If Sig. (2-tailed) 0.406 compared to 0.05, the result is Sig (2-tailed) higher than 0.05. It means that the alternative hypothesis (Ha) was rejected and the null hypothesis (Ho) was accepted. It means "There is no significant effect of Thesaurus application on students' writing ability of recount text at the tenth-grade students of SMAN 3 Palangka Raya". This shows that the Thesaurus application is not effective to be used in teaching writing for the tenth grade of SMAN 3 Palangka Raya.

The researcher would like to give some suggestions. For English teacher needs to arrange more suitable materials, interesting activity, improve students' motivation and make them love writing. For students should improve their ability and also be more active in order to understand the lesson better. Finally, the researcher gives suggestions to other researchers who are interested in further research related to this research and should explore the significant information to expand their understanding of the Thesaurus application.

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