An Analysis of Students Writing on Personal Experiences on Twitter

Sucita Ramdani
Universitas Islam Negeri Sultan Maulana Hasanuddin Banten
sucitaramdani52@gmail.com

M. Noor Anzali
Universitas Islam Negeri Sultan Maulana Hasanuddin Banten
noor.anzali@uinbanten.ac.id

Afif Suaidi
Universitas Islam Negeri Sultan Maulana Hasanuddin Banten
afif.suaidi@uinbanten.ac.id

Abstract
This research analyzed students' writing about recount text threads on Twitter. The research aimed to find out the quality of students' recount text and investigate how Twitter threads can help improve students' writing of recount text. The research used qualitative descriptive methods. The instruments used in this study were documentation and rubric. The research subjects were 5 students from class X DKV1 SMKN 3 Kota Serang who wrote about personal experiences on Twitter threads. To analyze the data, the researcher identified errors in students' essay writing, which were categorized according to Jacobs et al., and assigned scores based on the writing score criteria table. The results showed that students' writing skills were at an Excellent level with an average score of 82.2. Based on the table rubric, 1 out of 5 aspects of student writing is at the Excellent to Very Good level, this aspect is organization with an average score of (19.2). Additionally, 3 aspects are included in the Good to Average level, namely Content (25), Language Use (18.6), and Vocabulary (15.6). The results of the analysis show that students make the most mistakes in terms of mechanics with an average score of (3.8) at the Fair to Poor level. Furthermore, Twitter threads can help students write recount text well through step-by-step threads that make it easier for students to write the generic structure of a recount text. The use of Twitter thread media in writing recount text also makes students' work visible to others.

INTRODUCTION

To be deemed fluent in a language, students must be able to study and master all parts of a language's skills, including the ability to write. This is an important core ability that must be taught in order to fully comprehend a foreign language, notably English. Having effective writing skills can help people convey their thoughts, views, ideas, and feelings regarding particular events (Marpaung, 2019).

Students' will be required to write various of text types. One of the texts that can help students practice writing is writing personal experiences in the form of recount text. According to Knapp, the recount text is made up of a set of events that are retold in order (Knapp and Watkins, 2005). According to Saragih, recount text are written to inform or entertain people about an event (Saragih et al., 2014). Recount text becomes an intriguing and beloved text for students since it is closer to their actual life and retells their prior experiences. This can be seen when students post personal experiences on social media.

However, based on the writer's cursory observations many student errors were found when they wrote in every general pattern of recount text known as the generic

structure, according to Derewianka in (Fairuza, 2020) the generic structure of recount text namely Orientation, Events and Re-orientation . The ability of students to write sentences is not the same from one person to another, some students have difficulty applying grammar and linguistic features, therefore students need to know writing errors in order to use the correct language. Limited time and lack of practice in writing for students are also problematic in learning to write recount text at school so that students have difficulty communicating their intentions through good writing.

Another cause that causes a lack of writing skills in students is the teacher's lack of effectiveness in choosing learning tools or media. Learning media should not always use conventional media. This can lead to boredom of students when learning to write recount text. The use of technology based learning media can help teachers to convey learning material to students. Students will better understand the material provided and easy to apply it. On the other hand, social media can be accessed by anyone at any time. One of the media that can be utilized in writing recount text skills is Twitter media.

According to O'Reilly & Milstein as cited in Rezeki, Twitter is a messaging service that shares various characteristics with the communication tools it already (Rezeki, 2020). Twitter is utilized in practically every aspect of life. Radio, television, businesses, celebrities and politicians virtually all have Twitter accounts and utilize them to engage with their audiences (Setiawan et al, 2020).

In writing personal experiences on Twitter, students' can use the thread feature. According to Karle, A thread is a collection of tweets that have several replies, responses, and comments, or tweets that have many follow-up tweets (Lanham: Rowman & Littlefield, 2020). Threads allow you to convey more information, updates, or points by tying many Tweets together (Twitter, 2022), where this feature presents sequential text and can write at length about a series of stories. This can be used by students in developing writing so that it helps students write recount text well on Twitter using the thread feature. In Haryanti's research the threads feature on Twitter is said to be of good quality and effective so that it can be utilized in writing skills (Haryanti, 2022). Students can express their thoughts or stories of their experiences in the form of threads so that their works can be seen by Twitter users.

However, in writing personal experiences in the form of recount text thread on Twitter, Students must attention to the general structure and language features. The reason behind this is that each short text has a different structure and language features. On the other hand, errors in forming English words are common and cannot be avoided by students since they occur naturally and normally. According to John Norrish, it is natural for a human or learner to make mistakes (Norrish, n.d.). Therefore, it is necessary to know how to avoid these mistakes. Thus, students will know and correct mistakes and not repeat them and produce quality writing.

Based on the background of study above, the researcher formulates the following goals of the research: How is students' quality recount text? And How can thread Twitter help students' writing recount text better? The objective of this study is to analyze students' writing to find out how is students' quality recount text and to find out how can thread Twitter help students' writing recount text better.

METHODS

In this study, researches used qualitative methods and will also be designed using descriptive qualitative research. According to Bogdan and Taylor, the qualitative methodology has a broad relevance in research methodologies since it creates descriptive data from the behavior of persons who are observed and interviewed in writing and vocally (Taylor and Bogdan, 2016). This is related to writer's research which also analyzes student writing in writing personal experiences in the form of recount text on Twitter media using the thread feature.

Subjects in a study are required to obtain the required information. Lodico et. al revealed "Depending on the type of questions asked, researchers want to choose subjects so that they can provide key information that is important for research" (G. & Lodico, Dean T. Spaulding, 2006). This means that in qualitative research, researchers choose subjects based on subject knowledge that is able to answer questions. In this study, researchers chose subjects by applying selection. The subjects of this study were 5 students' (13.5%) from class X DKV1 SMKN 3 Kota Serang who wrote personal experiences on Twitter threads. The consideration underlying the selection of the 5 students' was that the researcher assumed that students' who owned Twitter and had written personal experiences on Twitter threads could provide valuable information in this study.

To collect the data the researcher use some techniques, the source of the data was collected through students' documentation and rubric. The documentation guide was in the form of student recount text writing on thread Twitter. The students were asked to submit their writing assignments about recount text on the Twitter thread. The writer also uses it to answer the problem of how can the Twitter thread help students' writing recount text better, the writer analyzes how the students' steps in writing recount text on the Twitter thread. And also their writing will be analyzed by the researcher to find out how is the students' quality recount text.

The researcher employed a rubric to to identify students' writing recount text. The usage of this rubric is considered because it contains the aspects asked by the research questions. Researchers will analyze students' recount text writing that has been collected through Twitter threads in the form of soft files. Next, the researcher will categorize the level of ability and quality of students' writing in terms of content, organization, vocabulary, language use, and mechanics based on the scoring rubric adopted from Jacobs et al in the book Weigle Evaluating Writing.

Table 1. Jacobs et. al. Scoring Profile

ASPECT	SCORE	LEVEL/CRITERIA
Content	30-13	Excellent to Very Good – Very Poor

Organization	20-7	Excellent to Very Good – Very Poor
Vocabulary	20-7	Excellent to Very Good – Very Poor
Language Use	25-5	Excellent to Very Good – Very Poor
Mechanics	5-2	Excellent to Very Good – Very Poor

This research is following the 3 current flows activity in analyzing the data proposed by Miles and Huberman, they are data reduction, data display and conclusion drawing or verification (Miles, B. M., & Huberman, 1994).

Data reduction is the process of selecting, focusing, reducing, abstracting, and transforming data from field notes or written transcriptions. data volume must be reduced or adjusted significantly in data reduction. In this study, the authors processed data collected from documentation in the form of writing student recount text essays on Twitter threads, checked writing, and assessed student work using an analytical scoring rubric adopted from Jacobs et al in the book Weigle Evaluating Writing, the rubric has five components: content, organization, vocabulary, use of language, and mechanics (Weigle, 2016). And from the document the researcher also analyzes the steps in making a recount text on a Twitter thread using a generic structure according to the recount text.

According to Miles and Huberman, the second stage of data analysis is data display or data presentation. In general, data display is an organized and compressed collection of information that enables for inferences and actions to be drawn (Miles, B. M., & Huberman, 1994). Data can be shown using diagrams, graphs, charts, tables, or matrices to collect structured information so that the researcher can understand what's going on and either make conclusions from the data or go on to the next level of analysis. The researcher in this study exhibits the data of students' writing scores via tabulation after obtaining the data. The table will include the pupils' writing scores. Then the researcher will describe the assessment obtained by students and describe the quality of student writing. The researcher also describes the steps taken by the students in writing recount text on the Twitter thread.

Using this formula, the writer calculated the overall score from the results of the writing test:

$$M = \frac{\sum fx}{N}$$

M   = The average the main score

N   = Total number of the student

$\sum fx$ = The total of obtain score

After classifying the students' scores, the researcher utilized this formula to percentage the students' scores:(Sudijono, n.d.)

$$P = \frac{F}{N} \times 100\%$$

P   = Percentage value

F   = The number of frequencies

N   = Ideal Number

In addition, to classify the students' ability to write recount text, the researcher used Cohen's table criterion of writing score.

Table 2. Students' Level Criterion and Percentage of Writing Score

Range of Real Score	Level	Frequency	Percentage
80-100	Excellent		
61-79	Good		
41-60	Average		
21-40	Poor		
0-20	Very Poor		

The final step in analyzing the data is drawing conclusions and verification. At this stage the researcher draws conclusions and verifies the answers to the research questions that have been carried out in the 2 previous stages of data analysis by combining documentation and rubrics. This stage is expected to answer research questions and summarize the results of data analysis. Therefore, this stage is expected to explain how the quality of students in writing recount texts and how can thread Twitter help students' writing recount text better.

RESULTS AND DISCUSSION

The results of students' writing abilities were analyzed through the writing aspects proposed by Jacob et. Al, they are: Content, Organization, Vocabulary, Language Usage and Mechanics, so that the reduced data becomes:

Table 3. Students' average Score of Writing Aspects Result

| Students' | Criteria | | | | | Total |
	Content	Organization	Vocabulary	Language Use	Mechanic	Score
1	26	20	14	18	3	81

2	25	18	12	18	4	77
3	26	20	18	18	4	86
4	21	18	16	18	3	76
5	27	20	18	21	5	91
Average	25	19.2	15.6	18.6	3.8	82.2

Graphic 1. Students' Level Criterion and Percentage of Writing Score Result
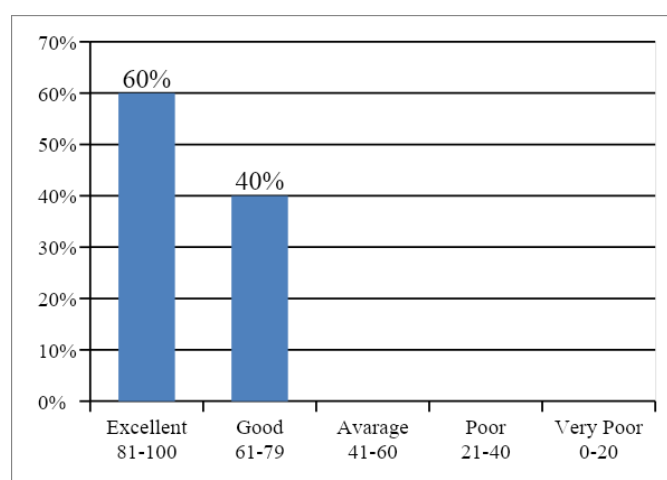
Table 4. Students' Average Score and Percentage of Writing Aspect

Aspects	Average	Percentage	Level
Content	25	30%	Good To Average
Organization	19.2	23%	Excellent To Very Good
Vocabulary	15.6	19%	Good To Average
Language Use	18.6	23%	Good To Average
Mechanics	3.8	5%	Fair To Poor
Average	82.2	100%	

Following is a further explanation regarding the quality and errors of students in writing recount texts, the following is the data display:

The first is the content. Content in writing is refers to the unity of the paragraph that should be appropriate with the topic which explains one idea. A good content of writing should be substantive, relevant to the topic assigned and thorough

development of the thesis. The students' gained a level of Good to Average level since most of the essay are in line with the topic given, which is about personal experiences.

The second criterion of analytic scoring writing is organization. From the students' recount texts, it can be seen that in writing recount texts students are organized into essay organizations. Score of students' in aspect of organization is 19.2, which is included in the level of the category Excellent to Very Good. This level category was given because in general, students can compose paragraphs from their essays into a good organization of recount text, which are contains of orientation, series of events and re-orientation. In addition, most students were also able to develop topic sentences that clearly followed one main idea.

The third criterion for writing assessment is vocabulary. In general, students achieved a Good to Avarage level in terms of vocabulary with a total average score of 15.6. Vocabulary contains the accuracy of word selection and use of words as well as idiomatic. However, there are also mistakes that students make in their writing in terms of vocabulary, especially in choosing words, whis is:

- *"the science competition by learning <u>what it was</u> from school books"* it should be *"the science competition by learning it from school books".*
- *"and told me to stop and <u>told me to</u> just focus on studying"* it should be *"and told me to stop and just focus on studying".*

The next criterion of writing criteria is Language Use. Based on the data that has been obtained, the average score of students' writing on this aspect is 18.6 and is categorized as Good to Average. In terms of language use, this level because students' use effective but simple constructions, example:

- *When I was in elementary school, I played a game that was quite strange.*
- *We were very scared and couldn't sleep.*
- *One day, we watched a horror movie.*

In the language feature there are also minor problems in complex constructions and there are some mistakes in tenses, conjunctions and nouns pronouns in recount text. However, there were mistakes made by students in writing recount text. Examples of student writing errors in the use of language are as follows:

- *"My punishment <u>is</u> to become a monster to catch them"* it should be *"My punishment <u>was</u> to become a monster to catch them".*
- *"<u>Me and my friend</u>"* it should be *"<u>My friends and I</u>".*
- *"I didn't cry <u>but</u> my leg hurt so much"* it should be *"I didn't cry <u>even though</u> my leg felt hurt so much".*

The last criterion of aspects of writing assessment is mechanics. Based on the average score of the data, students are categorized as Fair To Poor with a total score of 3.8 in this aspect of writing. Many students make mistakes in mechanics because of problems with punctuation, spelling, and capitalization, Example:

"<u>we</u> rode bicycles<u>,</u> at that time it was really exciting" it should be *"<u>We</u> rode bicycles. <u>At</u> that time<u>,</u> it was really exciting".*

After doing data reduction, the last step in analyzing the data is drawing conclusions and verification. The results of the data above were obtained from student written documents and analyzed using a rubric based on Jacob et al. analytic assessment. This shows that the students' writing skills are at the Excellent level with an average score of students' writing scores obtained is 82.2. For clear description about the excellent result see at appendix 4. Based on the table rubric, 1 out of 5 aspects of student writing composition is at the Excellent level. This aspect is organization (19.2), while 3 aspects are included in the Good To Average category, namely Content (25), Language Use (18.6), and Vocabulary (15.6). 1 other aspect is included in the Fair To Poor category, namely mechanics (3.8). From the aspects above, it can be seen that students write personal experiences in recount text on Twitter threads of Excellent quality.

Based on the table students' level criterion for the recount text writing skills of class X DKV 1 students, students can write their personal experiences on Twitter threads with Excellent quality, so Twitter threads can help students write recount text. Students use twitter in writing recount text by doing the steps on the thread. In the first step, students use threads to make orientation by introducing the beginning of stories made by students. Example of the first thread written by a students':

- Students' 3 : *"When I was in middle school, I took part in a martial arts extracurricular."*

In writing recount text orientation structure, the first tweet of students can set the scene, where are you? What is going on? Bookmark relevant accounts and use any hashtags the student might have created. And in the second step, students use threads to create events explaining the flow of events from their personal experiences. Add to the thread as the event or experience continues it doesn't have to be all at once. Just reply to the first tweet, then reply to the second tweet, etc. Example of the next thread that students wrote in writing recount text on the thread :

Students' 5

- Thread 2 : *"One day, we watched a horror movie. However, my friend's parents forbade us from watching horror movies at night. We disobeyed our parents' advice and continued to watch horror films."*
- Thread 3 : *"Then while we were watching we heard someone knocking on the window very loudly, I checked and saw who was knocking but no one was behind the window. As a result, we were very scared and couldn't sleep."*

Students can also take photos and share them along the way of the thread, and can also tag the people who are with him in the story. In the final step, students use threads to draw conclusions from their personal experiences or it can be called re-orientation. Students summarize, what can be taken? What do you wish other people would do or explore because of what you heard or experienced?. Example of the last thread written by students in writing recount text on the thread:

- Students' 5 : *"Finally, we promised not to watch horror films at night."*

From the analysis above, it shows that students' writing skills can be helped by using Twitter threads in writing recount text better on the generic structure aspect. Twitter threads can help students write recount text well from step-by-step threads that help students make it easier to write generic structure recount text. Twitter thread media in writing recount text also makes student work visible to others. In addition, using the Twitter thread media is an innovation that students can use for learning so they don't focus on theory but directly practice so that learning is truly meaningful.

CONCLUSION

Based on data analysis, the researcher found that students of class X DKV 1 SMKN 3 Kota Serang had the quality in writing recount text categorized as Excellent with an average score of 82.2. This can be seen from the assessment that has been carried out using 5 aspects of the assessment, namely Content, Organization, Vocabulary, Language Use and Mechanics.

In addition, in the second finding, the results of the analysis show that Twitter threads can help students write recount text through steps that can help students write according to the generic structure of recount text. That way Twitter threads can help students write recount text better.

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