BACK and DRAW activities for improving writing skills

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Abstract

This present paper addresses the issue of writing as an important aspect of EFL instruction. Writing as one of the four basic language skills plays a pivotal role in the context of English teaching as a foreign language in Indonesia. Considering these problems, it is important to modify the writing process in such a way to cope the writing. The process of writing the writer means is *BACK and DRAW* activities. What the writer termed as *BACK and DRAW* is a set of writing activities involving students' active participation in the process, their intense learning experience in producing a required text, as well as their interactive work with peers and the teacher. *BACK and DRAW* stands for Brainstorming, Attaching, Correcting, Keeping, Developing, Revising, Arranging, and Wow! Or Wonderful! Or Well done!. These activities are good ways to improve the writing Ability.

Keywords: BACK and DRAW activities, writing ability

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Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. There is some evidence that writing is a complicated skill for students to master. They are good in speaking but they are poor at writing; they are able to read and understand the symbolic written language on a piece of paper but they encounter many problems in writing, and they can listen to and understand their interlocutor's oral speech although they cannot write well. Those students can perform listening, speaking, and reading but they find difficulties in writing even when they write simple compositions.

Harmer (2004) suggests some devices in order to be good at writing. According to him, to be able to write well, students need to know and consider (1) grammatical ties or grammatical cohesion such as pronoun, possessive reference, tense agreement, article reference, linkers, and substitution and ellipses; (2) lexical cohesion, such as repetition of word; and (3) coherence of text, such as line of thought order and writing purpose.

Relating to writing as a language skill, Byrne (1988) states that the writing program must be carefully planned to develop the mastery of the writing skill, which the learners can use for a continually expanding range of tasks. Since the writing skills will still be guided to a large extent, the English teacher needs to make activities as varied as possible, avoiding monolithic approach which relies on a limited range of exercise types. Moreover, he suggests that the writing program should continue to provide opportunities for reinforcing language learned orally, should be designed to include a greater range of the resources of the written language, and the amount of control over what learners write should be reduced and the range of communication task should be extended.

Brown (2007) categorized micro-and macro skills for writing production. Micro-skills cover the skills to (1) produce writing at an efficient rate of speed to suit the purpose, (2) produce an acceptable core of words and use appropriate word order patterns, (3) use acceptable grammatical systems (e.g. tense, agreement, pluralizations), patterns, and rules, and (4) express a particular meaning in different grammatical forms. Macro-skills cover the skills to (1) use cohesive devices in written discourse, (2) use the rhetorical forms and conventions of written discourse, (3) appropriately accomplish the communicative functions of written texts according to form and purpose, (4) convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, (5) distinguish between literal and implied meanings when writing, (6) correctly convey culturally specific references in the context of the written text, and (7) develop and use a battery of writing strategies, such as accuracy assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peers and instructor feedback, and using feedback for revising and editing (Brown, 2007, P. 399)

As beginning writers, however, junior high school students cannot be expected to acquire all the skills stated above. But at least, they can be a guideline for the students in learning writing as well as for teachers in teaching writing. In his book chapter 14, Richards (2002) wrote that learning to write in either a first or second language is one of the most difficult tasks a learner

encounters and one that few people can be said to fully master. Learning to write well is difficult and takes a lengthy process, one that induces anxiety and frustration in many learners.

To be able to write well, foreign language learners need to be equipped with early and continued writing experiences. It is, therefore, important to provide the learners with writing tasks that can develop their skills to record information in many different ways. The teacher can facilitate the students with real objects or pictures of objects with which the learners can develop ideas, make a plane and proceed to draft writing. The teacher can also ask the students to provide pictures such as their favorite advertisements, or their own drawings. This can relieve the teacher from the task of finding objects or pictures for students' writing topics and the students will be motivated to be involved in the project.

In conclusion, although writing is a difficult skill, it does not mean that the teacher can neglect it. The teacher in all efforts should attempt to equip the students with the skill by devising a good program; the writing activities should be familiarized from the initial time in which they learn the language and the activities have to be done in the continual program too. Due to its complexity, a writing class is necessary to be included as a part of the syllabus in the teaching of English as a foreign language even though it is for the basic level of students. The paradigm of thought arises because the teacher does not take advantages by delaying the writing class until the students are at mastery on the listening, speaking, and reading.

The Teaching of Writing in EFL Class

One of the language skills teachers are supposed to teach is writing. The writing activities given to students in EFL/ESL classroom are aimed to give them opportunities to practice writing. Faris as cited in O'Malley and Pierce (1996, p. 154) states that "writing in a language classroom is the most difficult language art to acquire because the students do not only have to initiate the idea but also have to develop the ideas into unified thought."

Brown (1995) classifies the teaching of writing in English into four categories; (1) approaches, (2) syllabuses, (3) techniques, and (4) exercises. Approaches are ways of what and how the students need to learn. Syllabuses are ways of organizing the course and materials. Techniques are ways of presenting the materials. Exercises are ways of practicing what has been presented.

In addition, the usual things associated with writing are word choice, use of appropriate grammar (such as subject-verb agreement, tense, and article use), syntax (word order), mechanic (punctuation, spelling, and handwriting), and

organization of ideas into a coherent and cohesive form (Gebhard, 2000). Besides, Harmer (2007) explained that there were four reasons for teaching writing to the students; (1) the activities of reinforcement, (2) language development, (3) learning style, and (4) writing as a skill. First, it may reinforce the students with the visual demonstration as an aid to committing the new language to memory. Second, it may make students require ongoing learning experience to construct properly written text. Third, it may develop different learning styles of the students such some students are quick at picking up language through looking and listening but some others may need time to think. Finally, writing is a basic language skill, just as important as the other skills: speaking, listening, and reading.

Whenever writing is viewed as process-oriented activities, the emphasis of teaching is on the writer (the student) as an independent producer of text. Therefore, teachers need to go further to address the issue of what they can do to help learners perform writing tasks (Hyland, 2003). The numerous incarnations of this perspective, as Hyland (2003) explains, are consistent in recognizing basic cognitive processes as central to writing activity and in stressing the need to develop students' abilities to plan, define a rhetorical problem, and propose and evaluate solutions. 10 activities are involved in the classroom process to deal with writing as proposed by Hyland (2003):

1. *Selecting the topic.* The topic may be selected by either the teacher or the students. Students' involvement in this phase will motivate them to be actively involved in the following activities.
2. *Prewriting.* After the topic is decided, pre-writing activities are then conducted. This includes the activity of brainstorming, collecting data, note taking, and outlining.
3. *Composing.* In composing, students start getting the ideas down on the paper. This activity is also called drafting process.
4. *Responding to draft.* Whenever the draft is completed, the teacher/peers can respond to its ideas, organization, and style.
5. *Revising.* The responses gained in the previous step are used as feedbacks to revise the organization, style, adjustment to the readers, and to refine ideas.
6. *Responding to revisions.* Again in this phase teacher/peers respond to the already revised text. The revision may cover the organization, style, adjustment to the readers, and refining the ideas.
7. *Proofreading and editing.* In this step, the students' work is checked and corrected in terms of its form, layout, evidence, etc.
8. *Evaluating.* In the evaluation process, the teacher evaluates the progress over the entire process.

9. *Publishing.* The publishing process can be done by class circulation or presentation, notice board, or website.
10. *Follow-up task.* This step is needed to address the weaknesses of the process. The purpose is to minimize the ineffective point of the process.

Probably the model of writing processes proposed by Hyland (2003) above is the most widely accepted by EFL teachers. This is understandable as the process is considered to be beneficial in three ways. It embraces the students in an active involvement during the writing session; it directs the students to experience the steps needed to produce the required text, and it generates intense interaction possibly leads to involvement of their communicative skills. However, teachers need not follow all the state activities in a rigid way. They may have their own emphasis as the problems they face may also differ from one to another.

The writer concludes that in the teaching of writing in the classroom, the activities should be started from the very simple writing activities like tracing texts, followed by guided writing activities, then activities to write a composition to describe people, places, activities, or objects.

The Teaching of Writing at SMP/MTs

In English, all aspects of language skills, namely listening, speaking, reading, and writing with structure and vocabulary as supporting materials need to be mastered by students for the intention of making the students master English as a means of communication and as a tool of gaining science and technology. The mastery of the four language skills, thus, is very important in helping students to use English for communication (Saukah, 2000). Integration of the four language skills will get the students to perceive the relationship among several skills, and provide the teachers with a great deal of flexibility in creating interesting and motivating lessons (Brown, 2007).

Based on the 2006 Curriculum (School-Based Curriculum), as stated in the Decree of the Minister of Education No. 22, 2006, the objectives of the teaching of English at Junior High School (SMP) / Islamic Junior High School (MTs) are: (1) developing the students' oral and written communicative competence, (2) making the students have awareness toward the nature and the importance of English to increase the national competitiveness in the global society, and (3) improving students' understanding of the relationship between language and culture. In this level, the students are expected to be capable of using the language to fulfill their daily need such as reading a newspaper, manual, or instructions.

Writing as one of the four basic language skills plays a pivotal role in the context of English teaching as a foreign language in Indonesia. There are a number of reasons for teaching writing to students of English as a foreign language. First, through writing, students can communicate with each other although they do not sit face to face. Second, writing can also help students who have a problem in speaking. Finally, it is an act of reinforcement, an enhancement of students' language development, and development of learning style (Ndanguru, 2008).

Raimes (1983) stated that writing can really help the students learn a second language for some beneficial reasons. First, writing reinforces the grammatical structures and vocabulary items that the English teachers have been teaching to the students. Second, writing provides students a chance to be adventurous with the language and to go beyond what they have just learned to say. Furthermore, in writing students become much involved with the new language especially in the effort to express ideas and the constant involvement of eyes, hand, and brain. A similar idea proposed by Ghaitzh (2002) shows that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and reflection. When thoughts are written down, ideas can be examined, reconsidered, added to, rearranged, and changed. Hyland (2003) states that writing is a personal way of sharing meaning and it gives emphasis to the power of the individual to create his/her own view on a topic. In this case, writing is used to communicate with other people using written form through indirect communication.

Nevertheless, among the four language skills, writing is regarded as a difficult skill for foreign language (FL) learners to master. The difficulty lies not only in generating and organizing ideas but also in translating the ideas into readable texts. The skills involved in writing are highly complex. It involves several components, for example, contents, vocabulary items, organization, grammatical structure and mechanics such as punctuation and capitalization (Hartfield et al., 1985, p. 199 as cited in Cahyono, 2001). Foreign Language (FL) writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, and word choice. The difficulty even becomes bigger if their language proficiency is weak. Nunan (1991) states that writing seems to be more difficult compared to speaking since the characteristics of written language are more complex than those of the spoken language. Writing also seems to have an intricate structure that can only be learned by developing the ability to manipulate language and grammar (Hyland, 2003).

In relation to students' difficulties in writing, Mukminatien (1991) states that the difficulties are not merely caused by the students themselves but they can also be caused by inappropriate techniques or inappropriate ways of approaching language. These will result in the students' boredom and lack of motivation in learning it. Unfortunately, writing is not a favorite subject, not only for the students but also for the teachers. Very few of the English teachers are interested in teaching writing because the activity needs much time to prepare and to evaluate.

In line with Mukminatien (1991), it points out that creating an interesting atmosphere in the classroom is a big job for the teacher that he/she should be sensitive to students' needs by providing a suitable technique and interesting materials. The variety of techniques used by the teacher will make the students interested, joyful and motivated in their writing activities because learning is the most effective when it is fun (Ndanguru, 2008).

According to Brown (2007), the teacher is a main motivator in the learning and teaching process. Therefore, he/she should give extra efforts in order to help the students to engage actively in the writing activity. As a facilitator, the teacher offers guidance in helping students to engage in the thinking process. Additionally, Harmer (2007) states that the teacher should also be able to apply a kind of strategy and technique which can encourage the students to be more active in the teaching and learning process. The method, used by the teacher must have some effects on their motivation. If they find it deadly tiresome, they will probably be unmotivated, whereas, if they have self-belief in the method they will find it fascinating. Therefore, the technique should suit the class in terms of students' level, students' interest and students' need. One of the ways considered effective in teaching writing is by using *BACK and DRAW* activities (Taselin, 2010).

Hyland (2003) mentions that teachers need to go further to address the issue of what they can do to help learners perform writing tasks. This perspective, as Hyland (2003) explains, is consistent in recognizing basic cognitive process as central to writing activity and in stressing the need to develop students' ability to plan the writing activity, define the rhetorical problem, determine the propose, and evaluate solutions.

It is generally believed that writing teachers in Indonesia still hold the view that writing is a product. They are more concerned with the finished product, rather than the process. Their evaluation is more of grammatical accuracy rather than writing fluency, thus developing cognition at the cost of ignoring affection. As product-oriented teachers, they would overlook the long, tiring, exciting, and sometimes frustrating process behind the finished product. This product-oriented approach to writing has been around and has failed to

provide students with writing skills in ethnic language, the national language, let alone in English. By and large, Indonesian intellectuals lack writing skills. It is high time we overhaul the method of teaching writing at all levels of education from kindergarten to college. Writing skills develop over the years through trial and error; therefore, each level should serve their students to develop the skills functional for their age and level of education (Alwasilah, 2006).

Even though the teaching of writing skill has been given to the students from the early stages in our country, it officially starts the first year of Junior High School to Senior High School, but the students still have many problems in expressing ideas through the written language. The problems of writing deal directly with three factors – psychological, linguistics, and cognitive – although this inevitably overlaps to some extent (Byrne, 1988). The problem caused by psychological factors means that the learners are confronted with the fact that they are required to write their own, without the possibility of interaction or benefit of the feedback. They also have to keep the channel of communication open through their own effort and to ensure both the choice of sentence structure and by the way, the sentences are linked together and sequenced, that the text produced can be interpreted on its own (linguistic problems). Besides those two problems, there is also cognitive problems which are cause a problem in terms of content-what to say.

To overcome the problems, the English teachers need to be aware that writing is important; therefore, an English teacher should have a good strategy or technique by implementing *BACK and DRAW* activities to make the students interested in writing. Ndanguru (2008) suggests some tips for the teaching of writing in EFL classes. First, the EFL teachers should include a regular writing into their classes since one problem with writing class is that in many EFL classes it is relegated to homework or classes devoted to writing. Second, the teachers should give the writing purpose since another problem is that writing is often done 'cold'. Writing is normal in response to something else whether it be another piece of writing, e.g. in answering a letter; a conversation, e.g. taking notes during a telephone conversation, or after reading something, e.g. replying to a job advertisement. This means that the piece of writing has a context. Therefore, it would be useful to try and to make the writing the teacher gives in class or for homework as realistic as possible. Third, the teacher should fit the writing into their lessons. Students often see writing as being a boring activity. This is not only because of lack of thinking and discussion time but is also due to writing being seen as an individual task and not one that is collective. Fourth, the teacher should talk about the topic, plan, discuss the plan, write the outline and discuss, write the first paragraph and discuss. Fifth, the teacher should

make it part of the lesson by talking about the topic, reading about it, or developing role-plays from the situation. Sixth, the teacher can also make much of the writing collaborative. Finally, the teachers should use students' writing as the starting point for the future lesson either for discussion or be responded to with another piece of writing.

According to the 2006 School-based Curriculum for SMP/MTs, the program of teaching and learning English as a foreign language is focused on objectives to develop students' skills in listening, speaking, reading, and writing. In addition, the objective of learning English at SMP/MTs is to provide for learners to communicate in English. The communication skill is reached through the development of major skills – listening, speaking, reading, and writing – which is presented integrative on the basis of the suggested themes.

In sum, it is obvious that writing is imperative for the students to learn. It has to be an inherent part of the teaching of English. The teachers, nonetheless, had better be aware of the goal, the level of students and the context when teaching writing in a foreign language, so that the awful situation as depicted in advance can be eliminated. As a result, there should be no opinion further that devoting some time to teach writing will disadvantage the students as their time to study other language skills decrease.

BACK AND DRAW ACTIVITIES

BACK and DRAW is a set of writing activities involving students' active participation in the process, their intense learning experience in producing a required text, as well as their interactive work with peers and the teacher. *BACK and DRAW* stands for Brainstorming, Attaching, Correcting, Keeping, Developing, Revising, Arranging, and Wow! Or Wonderful! Or Well done! (Taselin, 2010).

There are activities involved in the classroom process to deal with writing as proposed by Hyland (2003) as shown in Figure 1. What the researcher termed as *Back and Draw* is a set of writing activities involving students' active participation in the process, their intense learning experience in producing a required text, as well as their interactive work with peers and the teacher. *Back and Draw* stands for Brainstorming, Attaching, Correcting, Keeping, Developing, Revising, Arranging, and Wow! Or Wonderful! Or Well done! (Taselin, 2010).

Selection of topic: by teacher and/or students
Prewriting: brainstorming, collecting data, note taking, outlining, etc.
Composing: getting ideas down on paper
Response to draft: teacher/peers respond to ideas, organization, and style
Revising: reorganizing, style, adjusting to readers, refining ideas
Response to revisions: teacher/peers respond to ideas, organization, and style
Proofreading and editing: checking and correcting form, layout, evidence, etc.
Evaluation: teacher evaluates progress over the process
Publishing: by class circulation or presentation, noticeboards, Website, etc.
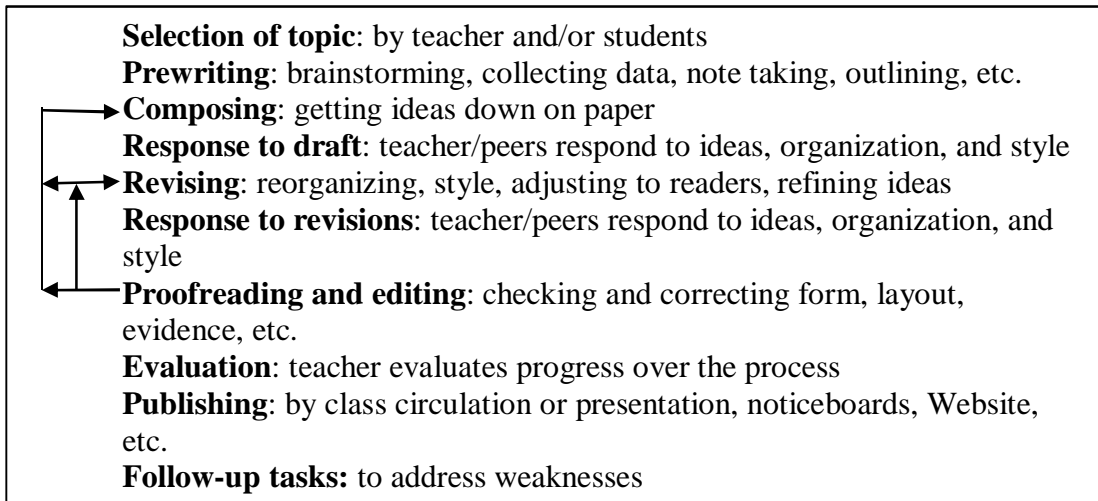**Follow-up tasks:** to address weaknesses

Figure 1. A Process Model of Writing Instruction (Hyland, 2003)

Taselin (2010) explained the modification of the process of writing as follows:

1. *Brainstorming.* In this stage, the teacher asks the students to work in a group of four or five. The following task is to assign them to choose the topic for their writing project. After that, students are directed to write words related to the topic on small pieces of paper. One word is written down on one piece of paper. Although it is done individually (each student writes their own words) they basically still work in a group. Students need to write as many words as possible in a certain amount of time set by the teacher. To facilitate the students' vocabulary development, in this step students are allowed to use their dictionary.

2. *Attaching.* The next activity is asking the students to attach the papers (on which they wrote the words) on the provided base paper. Each group has their own base paper to accommodate all the words they cited. They may attach their small pieces of papers in such a way to show their creativity and confidence.

3. *Correcting.* Then the students are asked to swap the result of their work on base paper to other group checks their friend's work, give comments and correct their spelling errors, and they may also add some words that have not been written down by the other group.

4. *Keeping.* In this step, each group returns the work to the other group owning the work. Then, based on the classmates' additional feedback, the groups are urged to evaluate and pay attention to the classmates' feedback, correction, and additional words. After that,

the groups are asked to keep their own correct words and leave put the wrong ones.

5. *Developing.* In this stage, the students individually (but still in the group) are asked to develop sentences based on the words they have collected. In this developing process, the interactive activities are generated within the groups. They may share their knowledge of composing an accurate sentence. The positive interaction among the individuals in the group facilitates the learning process.

6. *Revising.* When the available time for developing sentences is over, again they are directed to swap their work to other groups to be checked by their classmates. In this phase, the teacher helps them to deal with incorrect grammar, spelling, and inappropriate expressions.

7. *Arranging.* The result of the correction done both by peers and the teacher is given back to the owner. Then, each group works on those sentences to arrange them in a good order. In this process, they may have different opinions on what should come first and what comes next. In this case, again, the interactive process should facilitate them to come to the best decision at the end. The process of arranging the sentences will surely determine the final product of their writing.

8. *Wonderful.* "Wonderful!" "Well-done!" or "Wow!" are the expected comment when finally students display their final work. The positive and motivating responses on the result of their hard work will surely enhance their courage to do their best in classroom activities.

There are a number of reasons for teaching writing to students of English as a foreign language. First, through writing, students can communicate with each other although they do not sit face to face. Second, writing can also help students who have a problem in speaking. Finally, it is an act of reinforcement, an enhancement of students' language development, and development of learning style (Ndanguru, 2008).

Raimes (1983) states that writing can really help the students learn a second language for some beneficial reasons. First, writing reinforces the grammatical structures and vocabulary items that the English teachers have been teaching to the students. Second, writing provides students a chance to be adventurous with the language and to go beyond what they have just learned to say. Furthermore, in writing students become much involved with the new language especially in the effort to express ideas and the constant involvement of eyes, hand, and brain. A similar idea proposed by Ghaitzh (2002) shows that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning

for it motivates communication and reflection. When thoughts are written down, ideas can be examined, reconsidered, added to, rearranged, and changed. Hyland (2003) states that writing is a personal way of sharing meaning and it gives emphasis to the power of the individual to create his/her own view on a topic. In this case, writing is used to communicate with other people using written form through indirect communication.

The Teaching of Writing using *BACK and DRAW* Activities

It is acknowledged that *BACK and DRAW* activities are appropriate in improving the ability of the students in writing recount paragraph. It is also effective to help the teachers and the students in teaching and learning writing.

In addition, by the implementation of *BACK and DRAW* activities, the students were able to write because they got guidance in every stage starting from prewriting, then drafting followed by revising, and the last, editing stages. Based on a research by Zahroh (2011) in the rewriting stage, the students were incorporated with editing activities. They were assigned to edit their friends' drafts in terms of spelling, punctuation, and grammar. This is supported by Stone (1990) who states that the editing is the stage of the writing process in which students begin to look at correctness.

In terms of research finding, at first, the students got difficulties in editing their friends' drafts although they had been provided with editing guideline. Later on, in the second and the third cycles, they could progressively edit their drafts or their friends' drafts in terms of spelling, punctuation, and grammar based on teachers' guidance and explanation.

Besides the editing activity, in this stage, the students were also assigned to have a mini-conference with the teacher. It was done by discussing the students' writing with the teacher individually. This statement is in line with Church (1993) as cited in O'Malley and Pierce (1996) who states that conferencing, is an important component of process writing in which the teacher meets with the students individually and asks questions about the process they use in writing. In other words, Thornton (1980) states that students learn that writing is something that has to be worked at if they wanted to achieve a satisfactory product which requires genuine collaboration between themselves and their teacher.

The finding of this study showed that having mini-conference could give a positive impact on the students' drafts. At first, the students were reluctant to come to the teachers' table, but later on, they enjoyed the activities very much. As the result, in the second and the third cycles, most of the students could work cooperatively by giving comment or suggestion although they were still in simple ones.

Another research finding showed that assigning the students to work in the group could help them improve their drafts. In the first cycle, the group work was not assigned. Meanwhile, in the second cycle, assigning students to work in the group randomly was not effective since the high achiever students were not distributed evenly. The fact was that the low achiever students sat together with the other low achiever students. Based on this fact, the researcher then revised the strategy applied in the third cycle by distributing the high achiever students evenly in every group.

The last stage was the post-writing stage. This stage is also called publishing stage. Since, in this stage, the students were given a chance to publish their final composition. The publishing activities could be done by asking students to read their own writing to the front of the class or by asking the students to read their friends' final writing. Those statements are in line with publishing is a form of activity that is very important for students as it provides an opportunity for them to share their writing product with a real audience of their classmates and other students. In addition, Tompkins (1994) proposed some ways to share children's writing such as reading it aloud in class, displaying it on bulletin board, or reading it to students in other classes.

The finding of this study showed that during the first cycle, the students were reluctant to read their final writing due to their poor final works. Meanwhile, in the second and third cycles, the students really enjoyed the activities. The students did not only read their own final writing but also read their friends' final writing in front of the class.

The Improvement of the Students' Behavior in Writing

For example, the results of the research and collaborators by Anik Zahroh (2011), obtained during the implementation of *BACK and DRAW* activities in three cycles showed that the students' behavior on teaching and learning process increased significantly from the first cycle to the following cycles. Although there were still some students who were shy and reluctant, it showed better improvement compared with the previous condition. And finally, in the second and the third cycles, all the students had been enthusiastic, motivated, and actively involved in joining all the activities incorporated in the teaching and learning process using *BACK and DRAW* activities. Those statements are parallel with Piaget's theory that the change of behavior occurred after the child as an active learner and thinker construct his or her own knowledge from objects and ideas (Cameron, 2007). In addition, Donaldson (1978) as cited in Cameron (2007) emphasizes that "(the child) actively tries to make sense of the world... asks questions,... wants to know...

also from a very early stage, the child has proposed and intentions: he wants to do."

It is true that based the result of the analysis shows that *BACK and DRAW* activities could be applied to help students generate and organize ideas and use appropriate vocabularies in writing. *BACK and DRAW* activities can improve students' writing especially in terms of content, organization, and language use and vocabulary. In addition, the strategy can stimulate students' interest so that they are enthusiastic and stayed focused on the lesson. They also become relaxed and enjoy the activities so that their motivation and their learning of English improved. Thus, it can be said that the implementation of *BACK and DRAW* activities was successful in improving the ability in writing a recount text.

CONCLUSION

BACK and DRAW activities have some strength in the teaching and learning of recount texts. First, it gives the students an easy way to write a paragraph. Second, it can encourage students to write even in cases where they may initially fear of making errors. Third, it can encourage them to take pride in their writing which as good as they can make it. Fourth, it can provide students with techniques for generating and organizing their ideas and thoughts. Fifth, it requires students to work cooperatively so that they can solve their problems by giving feedback, suggestions, and comments. And finally, it promotes positive, productive teacher feedback rather than judgmental comments.

Nevertheless, the writer should consider some aspects in implementing the strategy. First, set the time effectively by considering the length of time allotted in every activity. Second, deliver the explanation using clear voice, not too slowly and not too quickly. Third, use the Indonesian language if the students find it hard to understand the explanation. Fourth, give a model or an example at every stage so that the students can easily follow the activity. Fifth, provide the students with lists of vocabulary or ask them to always bring dictionary since they still have a poor vocabulary. Sixth, distribute high achiever students in each group so that they can help their low achiever friends in their group. Seventh, approach and guide students when they work on their tasks. Eighth, in conferencing with students, make the students relaxed and comfortable so that they do not feel to be judged. And finally, be patient since this approach employs a lot of time and activities in every stage of *BACK and DRAW* activities.

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