TEACHING RECOUNT TEXT WRITING
USING PICTURE SERIES

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Abstract: The research is about improving ability on recount text writing through Pictures Series to the Eighth Grade Students 0f SMPN 2 Monterado. The purpose of the study is to know how Pictures Series improves the Students' ability in writing recount text. It is expected that the research would be useful for the teachers and students in language teaching and learning process. The method used in this research is a Classroom Action Research which consists of Planning, Acting, Observing and Reflecting. This method is done in three cycles in order to get the maximum result of the research. The number of research participant is 30 students. The tools of collecting data are reading test, observation checklist and field notes. In Cycle 1, the students' mean score was 53.5. and cycle 2, the mean score was 59. Then, cycle 3 was 72.6. Based on the standard of passing score of the school which is 65, the result of the 3rd cycle is already adegrate. It is suggested that the research has been successful.
Keywords: Recount Text, Pictures Series

Abstrak: penelitian ini adalah untuk meningkatkan kemampuan siswa dalam menulis teks recount dengan menggunakan gambar berseri pada siswa-siswa kelas delapan B SMP 2 Monterado. Tujuan dari studi ini adalah untuk mengetahui bagaimana penggunaan gambar berseri dalam meningkatkan kemampuan siswa dalam menulis teks recount. Penelitian ini diharapkan bisa membantu guru dan siswa dalam proses belajar-mengajar. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas yang terdiri dari Perencanaan, Tindakan, Observasi dan Refleksi dimana penelitit menjelaskan hasil penelitian dengan meningkatkan kualitas data yang diperoleh. Untuk memaksimalkan hasil penelitian, Peneliti melaksanakan tiga siklus dalam penelitian ini. Jumlah partisipan adalah 30 siswa. Alat pengumpulan data adalah tes menulis teks recount, observasi dan catatan. Hasil rata-rata pada siklus 1 adalah 53,5 dan siklus ke-2 59. Kemudian ketika dilakukan siklus ketiga hasil rata-rata siswa adalah 72.6. Berdasarkan pada KKM, 65, maka penelitian ini berhasil karena siklus ke-3 sudah melebihi standar.
Kata Kunci: Teks Recount, Gambar Berseri.

W riting is a matter of transferring one's ideas or opinions in sentences and in a paragraph. For students, the writing activities include making notes, writing assignments, completing the missing words, and arranging words into sentences or sentences into paragraph.

Based on the School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan) 2006, the Standard of competence of writing of the eighth grade students of Junior High School in second semester is revealing the meaning of functional text and simple short essay in form of recount, descriptive, and narrative. Based on this Standard of Competence, recount text should have been learned by eighth grade students of Junior High School and they are expected to be able to write a simple short recount text. In writing recount text, the students have to arrange and form the ideas based on the generic structure and they have to pay attention to the language feature.

Based on the writer's experience in teaching English at SMPN 2 Monterado, the writer found that the students had difficulty to get ideas especially on writing their orientation, events and reorientation furthermore students had sentences for the recount text. Lack of vocabularies, and weak at their sentence structures especially on past tense which is needed in writing recount text.

The writer used some techniques in teaching writing to the Eight Grade Student of SMPN 2 Monterado (Answer the Question, Look and Write, Change the Sentence) with media such as card, pictures, hand out, those techniques did not improve the students' writing ability. Finally, the writer was interested in conducting a classroom action research in teaching writing to the eighth grade students of SMPN 02 Monterado in 2012 / 2013. The writer chose recount text because as stated above she found out that the students were weak in writing besides that recount text was kinds of text that tells about past event of the writer so the students would be interested to tell their experience.

In teaching writing, the teacher is demanded to create better techniques that students can be motivated in learning writing. To create better techniques also can help students to enjoy the process of writing and to explore the students' creativity of an effective writing practice.

The writer has found that it is helpful for the students to make a recount paragraph using picture series. Yunus (1981:49) adds that the pictures are two-dimensional visual representation of person, place of thing. Pictures can motivate and make the students interested in teaching and learning process. Because that the writer conducted to use picture series in CAR to Eight class.

METHOD

Singh (2006) says that Action research is a method for improving and modifying the working system of a classroom in school. The teachers and principal are able to study their problems of teaching scientifically. It is an objective oriented method. Classroom action research usually focuses on seeking solution to problems of classroom management, instructional strategies, use of material, or student learning. Action research is a process in which participants

examine their own educational practice systematically and carefully, using the techniques of research"

A classroom action research consists of four stages, they are planning, acting, observing, and reflecting. The first is planning. It means to plan the actions; in order to help the teacher to overcome the problems appeared in the classroom and improve student achievement. The second is acting. Acting is the implementation of the plans that have been made. Next is observing where the teachers observe the process of implementation; which functioned to record the activity in the classroom. The last is reflecting, where the teacher evaluated the implementation which had been done. The teacher plan activities that hopefully will overcome the problem that appear in the classroom, so the problem will not appear in the next treatment.

The subject of this research is the eighth grade Students of SMP Monterado, Bengkayang in academic year 2012/2013 that consisted of 30 students because they are lower and weak at writting.

Technique used in this research is In order to conduct this research, the writer will use the measurement technique. The measurement technique is applied to collect the data by administering a written test which is constructing for the purpose of this research.

The tools of collecting data in this research are writing test, observation and field note.

In analyzing data, the writer uses analyze the data from field note and the scoring table. The students' achievements in every cycle can be recognized from the improvement of score range taken from the result of scoring. The average score here is used to classify the qualification of the students' action in conducting the teaching writing through pictures series. The formula is as follows:

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

M = the average of students' score
∑X = the sum of total score
N = the number of students being observed

To know whether the students' improvement each cycle, the writer will conduct an observation in which the criteria of the students' achievement can be seen in table. The qualification based on the minimum standard of completion (KKM) in SMP Monterado, Bengkayang is 65. The all criteria are:

Table 1 : The criteria of the Students' achievement

Range	Qualification
80 – 100	Good to Excellent
65 - 79	Average to Good
50 - 64	Poor to Average
0 - 49	Poor

Adopted from: (Heaton, 1988:1)

FINDINGS AND DISCUSSION
Finding

The researcher conducted the classroom action research had by using picture series to solve the students problem as well as improving writing comprehension skill. This was conducted in three cycle. The teacher implemented the concept of fun learning through picture series in the classroom. The teacher show the picture to the students to make them interest in learning process in the classroom. After that, the researcher computed the individual students' score to obtain the mean score. The researcher observed the students' behavior during teaching learning process.

The research finding were discussed based on the triangulation. First of all, the researcher computed the individual students' score based on the scoring table, and then computed the students' mean score.

The writer discusses the findings of the research on the title "Teaching Recount Text Writing Using Picture Series (A Classroom Action Research to the Eighth Grade students of SMP Monterado, Bengkayang in Academic Years 2012/2013) ". The findings of Classroom Action research are gained from the result of Cycle 1, Cycle 2 and Cycle 3, also the observation checklist. The findings and discussion will be discussed as follows:

Table 2: Students' Achievement Score in the First Cycle

No	Name	Score
1	X1	46
2	X2	53
3	X3	46
4	X4	56
5	X5	53
6	X6	56
7	X7	53
8	X8	46
9	X9	53
10	X10	53
11	X11	46
12	X12	56
13	X13	53
14	X14	56
15	X15	63

16	X16	56
17	X17	53
18	X18	46
19	X19	53
20	X20	56
21	X21	56
22	X22	53
23	X23	56
24	X24	53
25	X25	46
26	X26	53
27	X27	63
28	X28	53
29	X29	63
30	X30	56
TOTAL		1605

$$m \ = \frac{\Sigma \ x}{N}$$

$$= \ \frac{1605}{30} = 53.5$$

The students' mean score in the first cycle is 53.5. It is qualified "poor to average ". It means that the research had to think the better preparation for the next cycle.

Table 3 : Students' Achievement Score in the Second Cycle.

No	Name	Score
1	X1	56
2	X2	56
3	X3	63
4	X4	53
5	X5	63
6	X6	56
7	X7	66
8	X8	63
9	X9	56

10	X10	56
11	X11	66
12	X12	63
13	X13	63
14	X14	56
15	X15	63
16	X16	56
17	X17	63
18	X18	66
19	X19	56
20	X20	56
21	X21	66
22	X22	53
23	X23	56
24	X24	53
25	X25	56
26	X26	63
27	X27	63
28	X28	53
29	X29	53
30	X30	56
TOTAL		1768

$$m = \frac{\Sigma\ x}{N}$$

$$m = \frac{1768}{30} = 59$$

The students' means score in the second meeting is 59. It is qualified poor to average. It means that the research had to think the better preparation for the third cycle.

Table 4 : Students' Achievement Score in the Third Cycle.

No	Name	Score
1	X1	76
2	X2	76
3	X3	73
4	X4	73

5	X5	73
6	X6	76
7	X7	76
8	X8	70
9	X9	70
10	X10	63
11	X11	73
12	X12	66
13	X13	66
14	X14	70
15	X15	73
16	X16	76
17	X17	70
18	X18	76
19	X19	66
20	X20	80
21	X21	76
22	X22	73
23	X23	66
24	X24	73
25	X25	73
26	X26	80
27	X27	70
28	X28	80
29	X29	73
30	X30	73
TOTAL		2179

$$m = \frac{\Sigma x}{N}$$

$$= \frac{2179}{30}$$

$$= 72.6$$

The students' mean score in the third meeting is 72.6. The percentage of the students' achievement of each question was represent as follows: based on KKM (Kriteria Ketuntasan Minimum) of English subject in this school, 100% of students passed the criteria .

Discussion

This classroom action research was conducted in three cycles. Each cycle consisted of planning stage, acting stage, observing stage, and reflecting stage. The acting stage was conducted in one meeting (2 x 40 minutes) that was performed during the teaching-learning process. While doing teaching-learning process, the researcher acted as collaborator.

The most prominent problems that happened in the first cycle were the interest of the students in writing the text. Some students seemed uninterested in writing the text given by the teacher. The students were not active in the class too. They asked the other mates to answer their questions.

In conducting the second cycle, the researcher applied some strategies to overcome those problems. A familiar title was chosen for the students. The teacher also actively monitored the students' writing. She ensured that all the students wrote recount text. The students were more active and felt enjoy during the teaching learning process in the second cycle.

All students could finish the tasks and the teacher could give a chance for the students to share their difficulties during the teaching-learning process and then the teacher concluded the materials. After observing the process and interpreting the data, both the researcher and the collaborator decided to stop the actions because the data showed that the indicators of success were fulfilled.

The teacher computed the students' individual score and the mean score. The research findings showed that the students' mean score in the first meeting is 53.5. It is qualified "poor to average". It means that the researcher had to think the better preparation for the next cycle. The students' mean score in the second meeting is 59. It is qualified "poor to average". And for the third meeting is 72.6. The percentage of students' achievement of each question was presented as follows: Based on KKM (65) of English subject is this school, 100% of students passed the criteria.

Picture series ensures the same accountability and the opportunities for the students in the teaching learning process. It can avoid the students that are passive in teaching learning process; for example when the teacher posed questions, only the SMP students that answer. So, the high achievement students can share their knowledge and comprehension to the low achievement students. It will help the students by themselves through the discussion.

In conclusion, the research findings of the classroom action research were satisfying. The students' writing of recount text is improved significantly by implementing the teaching technique. The students showed their interest in writing story and getting the message. The prediction of the action hypothesis was accepted.

CONCLUSIONS AND SUGGESTION

Conclusions
Based on the findings and discussions:

Students' writing of recount text is improved by applying the picture series. The mean score was increased from 53.5 to 59 and to 72.6. This classroom action research was conducted in three cycles with four stages–planning, acting, observing, and reflecting. The students kept improving step by step in each cycle until they fulfilled all indicators of success. In the first cycle, the indicators (generic structure, language use, and mechanics) of success were not fulfilled. Therefore, based on the reflection from the first cycle, it was necessary to conduct the second cycle and third cycle. In the third cycle the indicators of success were fulfilled and the action was stopped.

In teaching recount text writing by using pictures series in this research, the teacher of the action research faced that most of the students seemed uninterested in writing text because they did not understand about generic structure, language use, mechanics, and comprehend the text. Therefore at the second cycle the teacher re-explained about generic structure, language use, and mechanics in writing a recount text. As s result, at the second cycle most of students could not write recount text. The problem of the second cycle was most of the students difficult in language using, and mechanics to write recount text. Because of that the teacher explained briefly about language use from the text and picture series. As the result at the third cycle most of students are not difficult to write recount text.

Picture series can make the students active in the teaching learning process. The students can actively in learning. They also can share their knowledge and comprehension of the recount text given by the teacher.

Suggestions

Based on the findings, the writer would like to offer some suggestions to be considered in teaching to improve the students writing ability. Based on the result of the research, the writer made some suggestions to the following paragraph. The teacher should consider in using the interesting media, such as picture series help students to get their idea in writing recount text. To keep the students' motivation in learning process of recount text writing, the activity should involve the term of competition environment toward writing skill activity such as weekly or monthly writing competition among the students.

And finally to increase the students' skills in writing recount text, vocabularies, language use, mechanics, and writing style the teacher can start from developing as aspect of writing. This also can be done the aspect of generic structure of recount text.

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