

IMPROVING STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT BY USING SEQUENCE OF PICTURES

***Nurul Rodiyah**

****Bachtiar**

Abstract

This study deals with the improvement of the students' achievement in writing recount text using sequence of pictures. This study was conducted by using action research at second year of SMP N 1 Kualuh Selatan. The sample of this study was just one class namely: VIII-1. The number of this class was 35 students. This study was conducted in two cycles and every cycle consisted three meetings. To collect the data, the instruments of data were used, writing test (quantitative data) and diary notes, interview sheet and observation sheet (qualitative data). In analyzing data, the mean of the students' score for the first competency test was 60,9, for the second competency test was 69,3, and for the third competency test was 80,0 and total percentage of improvement from the first competency to the third competency test was 85,72%. The conclusion is that using sequence of pictures can improve the students' writing achievement in recount text. It is suggested that English teacher should apply sequence of pictures as one of media to improve students' writing achievement in recount text.

Key words: *Students' achievement, Writing, Recount text, Sequence of Pictures*

INTRODUCTION

Writing is an activity that supports students to analyze and synthesize their discrete knowledge about language items into a text that is acceptable in a writing convention by using the appropriate paragraph structure and structure of the language itself (Rohim, 2007). Writing is the expression of language that is used to convey and explain idea in the form of letter, symbol and word to the reader. It is also a tool and skill of writer to communicate information and ideas to the readers in written form. In other words, writing is a tool of communication among the writer with his readers. It also should be supported by the mastering of other skills mainly the mastery of vocabulary since the writer will share the ideas in the form of words.

Moreover, writing is as one of the language skills recognized by the public. Writing is a skill that requires a good mastery of the language. In learning the language, writing is an advanced proficiency. According to Azies and Alwasilah (1996: 128), writing skills are closely related to reading. The more students read, the more likely he writes well. It proficiency does not develop instantaneously; it is continuous process that adapts and changes with one's experiences and education.

Based on the aforementioned explanation government mainly the Ministry of Education has made various efforts to improve the curriculum. Therefore Writing has been taught since the Junior High School. It is important to be taught for students because it can improve students' ability in reading and organizing text; expressing their idea and enhancing students' vocabulary. According to 2007/2008 the Competency Standard for Junior High School (Depdiknas, 2007 :2), the students should be able to comprehend short functional text, dialogue and monologue text in form of Narrative, Recount, Procedure, Descriptive, etc. The students are expected to be able to express meaning in short functional written text and simple essay of recount text in the context of daily life.

However, in reality as shown by what happens on field, writing is a skill less developed in most students. Based on the writer's experience during the Field Teaching Program (Praktek Pengajaran Lapangan: PPL) in State Junior High School (Sekolah Menengah Pertama Negeri: SMP N) 1 Pematangsiantar, the writer's observation showed that many students were not able to write an English well. They encountered difficulties in organizing and developing ideas, punctuation and lack of vocabulary. They did not know what they wanted to write and how to write it. It is due to the lack of knowledge about genres or types of text. In addition, the researcher also conducts the observation to students at grade VIII in SMP Negeri 1 Kualuh Selatan. The researcher tested the students to writing several genres. The researcher also found the students' low score in writing recount.

The lower score of students' achievement in writing comes from the student itself and also the teacher. From the students, they mostly do not have any motivation in writing text. This condition makes the writing activity is boring. Meanwhile, the teachers perspective which makes the writing activity is boring are as follows: (1) teaching writing is not enjoyable, (2) the teacher uses a conventional method in teaching

writing (3) the teacher does not use the media in teaching writing (4) the teacher is very dominant in teaching writing process.

Based on the explanation above, English teachers need to find the solution to solve the students' problems in writing. There are several alternatives that can be used by teacher to improve students' achievement in writing recount text. One of them is using media; pictures are one kind of teaching media. According to Dale in Rumampuk (1988:8), a man's learning experienced is 75% gained from sight, 13% from the sense of hearing, and rest from the other senses. Pictures are effective to be used in reaching the goal of teaching-learning. There are various types of pictures; sequence of pictures are one of them.

A former study using Sequence of pictures as teaching media was done by Susanti (2009). She got some advantages in teaching recount text writing by using sequences of pictures, such as the students were active and enthusiastic in teaching and learning process. Writing became enjoyable and interesting activity for them. The implementation of using Sequences of pictures in teaching writing recount texts also obtained positive response from the students.

Based on the explanation above, the researcher is interested to do the study using sequence of picture as the solution to solve the students' problem in writing recount text. Using sequences of picture as media in teaching recount text writing is regarded to be effective, enjoyable and interesting. It is hoped the students' achievement in writing recount text can be improve. Therefore, this study will focus on improving students' achievement in writing recount text by using sequence picture.

Based on the background of the study above, the problem of study can be formulated in the form of question as: does sequence picture significantly improve students' achievement in writing recount text?

There are four language skills, namely Listening, Speaking, Reading and Writing. This study will deal with writing achievement. The study will focus on the writing recount text. The student must be able to write recount text. The researcher will use sequences of picture as teaching media because sequences picture contributes a great deal too students in developing their motivation in writing skill.

Recount, is one of text type, that retells the sequence event or experience in past. It has purpose to retell and describe experience in the past. The Generic

Structure of Recount: (1) Orientation; It introduces the participants, place and time, (2) Sequence of events; It tells what happen in what sequence or normal sequence, (3) Re-orientation; It is optional. It indicates the closure of events.

The Language Features of Recount: (1) Using simple past tense, (2) Introducing specific participants: my friend, he, etc, (3) Using action verb: spent, visited, decided, etc, (4) Using linking verb: were, was, etc, (5) Using chronological order: first, second, then, after, etc. Many students of Junior High School get difficult to write although they have learned it for years. They do not know how to express their idea, how to write a good text, and what text they want to write.

The student's achievement concerned in this study is in writing recount text. They are expected to be able to write recount text following the correct generic structure, which means: their writings have to contain these aspects: orientation, sequences of events, and re-orientation, and use the correct language features: the use of the past tense verb and connectives.

Sequence picture is the kinds of visual aids in the teaching learning that shows the events. Sequence picture is suitable for writing production because it helps student to produce the text. By the sequence picture, students are helped to write their idea into the sentence to make the coherence and the unity recount text, so the students' ability in writing can be improved.

Wright (1976) states that the uses of sequence of pictures are: (1) Showing one main event with considerable details. (2) Offering an attractive and stimulating framework for writing practice. (3) Making the students respond favorably. (4) Guiding the students to use certain language. (5) Reminding the students of what to say.

In this study, the teacher will teach the students by applying the sequence of pictures as teaching media. The students will sit in group and will be asked to write a recount text based on the picture that is given by the researcher. The using of sequence picture will help the students write a recount text properly. So, the students' achievement can be improved in writing recount text.

METHODOLOGY

This study will be conducted by applying classroom action research. Action research defined by Singh (2006: 261) is a method for improving and modifying the

working system of a classroom in school. Stringer (2007:1) defines that action research as the systematic approach to investigation that enables people to find effective solution to problem they confront in their everyday lives.

Classroom action research will be applied in this study because it will be used to see the improvement the students' achievement in writing recount text by using sequences of pictures. Burns (2010) states there are four steps in conducting action research, namely Planning, Action, Observation and Reflection.

The Research conducted on Academic Year 2012/2013 at SMP N 1 Kualuh Selatan, Jln. Lintas Sumatera Desa Sidua-dua Kecamtan Kualuh Selatan Labura. The subject of this research was the second year students. The class chosen was VIII-1 that consisted of 35 students. The reason in choosing this class was the researcher found the problem in writing recount text.

In this research, the data will be collected by using diary notes, interview, observation sheet and writing test. The students are taught writing recount text by using sequence of pictures. There are three tests done during this research, they are orientation test, test cycle I and test cycle II. The tests are conducted to measure the ability of the students statistically.

RESULT AND DISCUSSION

The research was done in SMP NEGERI 1 KUALUH SELATAN. The data was during the action of cycle I and cycle II. Every cycle consisted of the four steps of classroom action research which included planning, action, observation, and reflection. The first cycle including the 1st competency test (Orientation Test) and 2nd competency test (Test Cycle I) was conducted in three meetings. The second cycle including 3rd competence test (Test Cycle II) was conducted in three meetings.

The writing score was taken from students' writing test which was done in two cycles. The score of the students' writing was calculated based on the generic structures and grammatical features of recount text. The students' score of writing recount text taught by using sequences of pictures is presented in the following table.

The Student's Score from the First until the Last Meeting

No`	Student' Initial Name	orientation	test cycle I	test cycle II
1	ANA	69	70	85

2	ARH	50	60	75
3	AFR	55	62	75
4	APN	50	60	69
5	APS	69	76	85
6	AWA	65	69	80
7	ADS	70	80	90
8	BP	59	67	77
9	DRS	69	70	85
10	DM	65	68	80
11	DY	59	77	80
12	DAN	50	65	77
13	DFO	66	70	83
14	EE	52	67	80
15	ERS	65	70	80
16	FAM	65	69	80
17	FAT	50	65	75
18	FB	50	67	85
19	FS	50	68	80
20	H	50	65	69
21	IS	66	69	75
22	IJ	65	70	90
23	IL	67	70	80
24	ISG	65	77	85
25	IFT	70	80	90
26	JT	65	69	80
27	JN	55	68	75
28	JL	59	69	80
29	MA	65	70	77
30	MS	60	67	77
31	MYA	70	70	80
32	P	67	70	80
33	RS	55	75	80
34	SS	60	67	85
35	WF	65	69	77
total Σx		2132	2425	2801
mean		60.9143	69.2857	80.0

After analyzing all the data, it was conclude that students' score in writing recount text score had improved for each student from the first competence test to the third competence test. It was described as follows.

- There were 2 students who got improving score about 1-10 points.
- There were 22 students who got improving score about 11-20 points.

- There were 10 students who got improving score about 21-30 points.
- There were 1 students who got improving score about 35 points.

It conclude that all of the students improved their score significantly

Comparison Score of the Students' Writing Recount Text

Score	Competence Tests		
	1 st Test (Orientation Test)	2 nd Test (Test Cycle I)	3 rd Test (Test Cycle II)
Lowest Score	50	60	69
Highest Score	70	80	90
X	60,9	69,3	80,0
N	35	35	35

Where: X= Mean

N= Number of students

It concluded that the students' reading achievement in recount text by using sequence picture had increased from 60,9 to 80,0. It also was supported by the result of diary notes, interview sheet, and observation sheet.

From result analysis of diary notes, interview sheet, and observation sheet, the researcher found that before the students were taught writing recount by using sequence of picture, the students thought that writing was boring activity. It was caused by less of the students' interest and motivation in writing recount. There was no motivation on writing recount, it made they were hard to get idea on writing recount, and they also did not know how to write recount text. It could be seen from the mean of the orientation test was low (60,9).

To solve that problem, the researcher chose the sequence of pictures because it could use to show one main event with considerable details, to offer an attractive and stimulating framework for writing practice, to make the students respond favorably, to guide the students use the certain language and to remind the students of what to say.

After the students were introduced and explained about how to use sequence of pictures on writing recount text. Some students were attractive and interested in writing recount. It became they enjoyed and focused on the process of writing recount. But, some of the students did still not focus on the writing recount process. They disturbed their friends and made noisy which could disturb their friends' concentration on writing. When they were testing to write recount text based on the sequence of pictures given,

the researcher expected that the product of the students writing would contain an orientation, which introduced about the participant, place, and time of the paragraph; the sequence of events, which described the events in chronological order; reorientation and it would be written in the past form.

The result of the students' writing recount product showed that the paragraph, which was written by the students, contained the orientation, the sequence of events and re-orientation. Even though, there were still students who did not write the time or place in the orientation part. And there were still some students who did not write the events in past form and did not use the chronological words.

It could be concluded that the students' writing was almost like what the researcher expected. And it could be said that the students' writing was improved than the previous one, it was supported by the mean of the writing score (69,3). Based on the reflection of cycle I, it was needed to conduct cycle II in this research in order to get better result than the previous.

From the result analysis of diary notes, interview and observation sheet showed that the students were more active than the previous cycle. The students were more enjoyable and more enthusiastic in writing recount text using sequences of pictures. Sequences of pictures helped them to explore their ideas to write. And also help them to be more focus on writing. They did not make noise and disturb their friends while they were writing. The class became more conducive. Beside they became more active; they also became more care and cooperative in group. They were to be more care to their group member by helping the group member who got the problem, for example, translating the Indonesian word to the English word; by helping the group member who still did not understand on writing recount text, for example, reminding their friends to use the past form or use the chronological words in writing recount.

When they were testing to write recount text, the result of their writing recount product showed that the paragraph, which was written by the students, contained the orientation, the sequence of events and re-orientation. They wrote the participant, the time or place in the orientation part. They wrote in the past form, even though there were number students who did not use the chronological words.

It could be concluded that the students' writing was almost like what the researcher expected. And it could be said that the students' writing was improved

significantly from the previous one, it was supported by the mean of the writing score (80,0). Based on the reflection of cycle II, the research could be stopped on this cycle.

CONCLUSION AND SUGGESTION

Based on the result of the study, the conclusions are drawn as follows:

There is an improvement of the students' achievement in writing recount text by using sequences of pictures. It showed by mean of the students orientation test (60,9), test in cycle I (69,3) and test in cycle II (80,0). The students are more interested and enjoyable in writing recount text by using sequences of pictures. It showed by their enthusiasm in writing recount text in the two cycles and their respond was good when they were asked to write recount text. In relation to the conclusion above, some suggestions are pointed out as follows:

- a. It is suggested that English teacher apply Sequences of pictures to guide, describe and explained components of writing recount so that the students can improve their recount writing.
- b. It is suggested that students apply sequences of pictures in learning English, especially in writing recount text. So the students can write better.
- c. A sequence of pictures is suggested to be useful reference for readers who are interested in education.

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