

**IMPROVING THE STUDENTS' WRITING ABILITY OF RECOUNT TEXTS
USING PICTURE SERIES FOR THE EIGHT GRADE STUDENTS OF SMP
NEGERI 3 SEWON IN THE ACADEMIC YEAR OF 2015/2016
E-JOURNAL**

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**Upaya Meningkatkan Kemampuan Menulis Teks Recount Siswa
Menggunakan Gambar Seri Di Kelas Delapan SMP Negeri 3 Sewon Pada
Tahun Ajaran 2015/2016**

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Abstrak: Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan menulis siswa kelas delapan SMP Negeri 3 Sewon tahun ajaran 2015/2016 dengan menggunakan gambar seri. Jenis dari penelitian ini adalah penelitian tindakan. Penelitian ini terdiri dari dua siklus. Masing-masing siklus terdiri dari dua dan tiga pertemuan. Subyek dari penelitian ini adalah siswa-siswi kelas VIII B, guru bahasa Inggris, dan peneliti. Data yang digunakan adalah data kualitatif dan kuantitatif. Data utama dalam penelitian ini adalah data kualitatif dan didukung dengan data kuantitatif. Data kualitatif didapatkan dari observasi dan wawancara. Data tersebut berupa catatan lapangan, transkrip wawancara, dan foto. Data kuantitatif dari penelitiann ini adalah nilai siswa. Data kuantitatif didapatkan dari nilai hasil tes menulis siswa. Hasil dari siklus pertama menunjukkan bahwa implementasi dari gambar seri meningkatkan kemampuan menulis siswa. Namun kesalahan pada penguasaan kosa kata, penggunaan bahasa dan mekanika dalam pekerjaan siswa masih ditemukan di hasil dari siklus pertama. Hasil dari siklus kedua mengindikasikan bahwa kesalahan pada kosa kata, penggunaan bahasa dan mekanika yang ditemukan dari hasil pekerjaan siswa berkurang.

Kata kunci : menulis, recount teks, gambar seri, siswa.

Improving the Students' Writing Ability of Recount Texts Using Picture Series for the Eight Grade Students of SMP Negeri 3 Sewon in the Academic Year of 2015/2016

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Abstract: The objective of this study is to improve the English writing ability to the eighth grade students of SMP Negeri 3 Sewon in the academic year of 2015/2016 by the use of picture series .The type of the research was action research. This research consisted of two cycles. Each cycle had two and three meetings. The subjects of the research were the students of VIII B class, the English teacher and the researcher. The data collected were qualitative and quantitative. The main data of this research were qualitative data that were supported by quantitative data. The qualitative data were collected through observation and interviews. The data were in the form of field notes, interview transcripts, and photos. The quantitative data were the student writing scores. The quantitative data were gained from the students' scores in writing tests. The result of the first cycle showed that the implementation of picture series improved the students' writing ability. However, errors of vocabulary, language use, and mechanics in the students' writings were still found in the result of cycle 1 of the research. The second cycle result indicated that errors of vocabulary, language use, and mechanics found in the students' writings reduced.

Key words : writing, recount text, pictures series, student.

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Introduction

The importance of mastering language is undeniable as a human being who needs to socialize in civilization. English is known as a global or international language that is used to communicate to each other. English is implemented as the first or foreign language around the world. It cannot be separated from the statement that English is a vital communication language. English can be implemented in any sectors such as business, education science and technology. It can help people coming from many countries who have different background cultures and languages around the world to solve problems in

communicating to each other. Therefore, to learn English helps people to reach a predicate as a part of better human source.

Harmer (2007:19) states "EFL described situations where students were learning English in order to use it with any other English speaker in the world". It can be known that students learn about sentence patterns and dictions, and those are supposed to be executed in four skills of language they are; listening, reading,

speaking, and writing. As the statement above that EFL students should acquire four skills of language. Writing is considered as one of the productive skills in learning English. The importance of writing skill to the global is undeniable. 1. writing is used as the alternative way of communicating to each other beside spoken language by people as the major interaction because people find that written language is a very useful when the situation is not supportive for the people to have a spoken conversation. 2. It is utilized for exchanging thoughts, messages, and data in composed structures, for example, expositions, application letters, educational modules vitae, reports, notices, and notes of meeting.

The complexity of the rules is on the line of the main attention. Students have to pay more attention to word grammar, spelling, dictions, punctuation marks, purposes of their writing, and of course ideas of what they want to write. The first thing that they have to understand is getting the idea to write. That is the spirit of their written work since it contains messages to be conveyed to the readers. With a specific and goal to make such writings, individuals are expected to have a satisfactory writing capability. As a part of productive skills teaching and learning writing activity needs media and teaching materials. Those are should be well prepared by the teacher.

Based on the observation conducted, there are several problems found related to the material used by the teacher to teach writing in English class. The teacher used mostly course books. She used pictures as media rarely. It analyzed as the reason why the students gave less attention to the lesson. They found the materials used by the teacher are not interesting enough for them to get them into the lesson in the classroom activity. Moreover it makes students' motivation in writing a story went lower. The teaching learning process was going too formal, and then vocabulary mastery also needed more attention to be increased. In learning English, the materials used affect the students' motivation very much. Whether they are highly motivated or even the opposite, it is all depending very much on the materials used by the teacher. If the students find the materials are interesting for them, they will be happy and highly motivated and of course they will also participate so much in the process of learning English which commonly results good understanding. For example is picture. Picture can help students completing the task given to them easier. Picture also plays role as a guideline in the process of the students' writing process.

Joklova (2009:19) states *"The picture is used in a more meaningful and 'real -life-communicative' way than being just displayed for students to say what they can actually see"*. Picture is very beneficial in attracting students to be focused on the teaching learning process. In addition, picture also gives students inspiration to write. There are some kinds of picture that can be found such as photo, picture cued, posters, picture series, etc. The pictures, however, have their own functions in every side. Yunus (1981) stated that *"A picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events."* The researcher modified the picture series to teach writing a recount text for eighth grade students of junior high school. The researcher limited the study. The researcher focuses on the material used in writing teaching learning activity that is picture series. By

implementing picture series as media, the researcher believes that it helps the researcher to improve students' writing skills of recount texts of the eight grade students of SMP N 3 Sewon Bantul in the academic year of 2015/2016.

Research Methods

The research classified as Classroom Action Research (CAR). This research was type of action research. According to Burns (1999) action research is the way to find problem solving in order to improve the quality of actions in social situation. It involves the collaboration and corporation of the researcher, collaborator, and commoners. In this case, the researcher helped by the teacher as the collaborator, and students as the commoners. In addition she adds that the characteristics of action research are contextual, small-scale, and localized. In her book *Action Research for Improving Practice*, Valsa Koshy (2005:3) states her opinion similar to the previous theory. She states that action research is the action to find a new knowledge based on enquiries conducted within specific and practical context. According to her, the purpose of action research is learning through action toward to personal or professional development.

Based on the definition and purpose of action research above, the researcher found that this type of research best suited with the problem found in the class. Because of that, the researcher decided to use action research as the research type for this research. This study included in a type of action research because the purpose of this research was to improve the writing ability of VIII grade students of SMP N 3 Sewon using picture series in the academic year of 2015/2016 since the researcher found problems dealing with students' writing ability. It was conducted in the second semester of SMP Negeri 3 Sewon in the academic year of 2015/2016. The subjects of the research were 32 students of Grade VIII B. The research procedure followed the model of action research suggested by Kemmis and McTaggart in Burns (2010: 9). The researcher followed some steps in the cycle of an action research as explained by Kemmis and McTaggart in Burns (1999, namely (1) reconnaissance, (2) planning, (3) action, and (4) reflection.

There were two triangulations that the researcher used. They were time triangulation, and investigator triangulation. Time triangulation reached as a result of collecting data loads of times. In this research the actions carried out in the two cycles. It was planned that each cycle consisted of two and three meetings. In this research, the collaborator or the English teacher and the researcher played role as observer. Investigator triangulation kept away from the observer predisposition and affords checks on the consistency of the observation. This triangulation could be completed by using more than one observer in the same research setting There were two kinds of the data in this research. They were qualitative and quantitative data. The qualitative data were obtained by doing observation, interviewing students and teacher, and creating field notes. The quantitative data were gained from the pre-test and post-test. They were presented in the form of scores and analyzed by comparing the students' mean scores using Microsoft excel program. The validity of the data was gained by using democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

Research Findings

This study was carried out in two cycles, which each cycle consists of three and two meetings. The research findings and the discussion show that the students' writing ability of Grade VIII B at SMP Negeri 3 Sewon improved through the implementation of picture series. The implementation of picture series to students' teaching learning activity could improve their writing ability. It could improve students' ability in developing ideas of to write. Furthermore it could also improve the other aspects of students' writing competence such as the organization, vocabulary mastery, language use, and the mechanics of the text. It means that picture series is considerable to use by the teacher in English teaching learning activity especially in writing class.

During the implementation of the media, the students showed their active participation. The classroom interaction also improved. The steps of the implementation of picture series in teaching learning activity were conducted both in pair and in group and allowed students to cooperate with their classmates. The researcher also could communicate intensely to the students and guide them dealing with the teaching learning process conducted in the class. Students' worksheet, LCD projector, hand-out, and big sized of printed picture series were used to support the implementation of this media. It changed students' attitude and enthusiasm headed for the teaching learning activity and made the students enjoyed the recount writing activity.

In the first cycle the researcher administered 3 meetings. The result showed that the students still had problems with vocabulary mastery and translating the meaning. Some of the students still had difficulties in using the correct verb form. The students were confused to make a good complete sentence in the recount text. The past tense using was still a problem for the students. However the students felt that the picture series helped them to generate ideas and to make a recount text. It indicates that picture series helped the students to improve their ability in making a recount text. The students behaved better and more enthusiastic in the class. They were attracted to the materials presented.

In the second cycle the researcher conducted 2 meetings. The result of this cycle showed increasing of students' improvement of writing a recount text compared to improvement in the first cycle. The five aspects of writing criteria improved. It showed the students could generate and develop ideas better. The lack of vocabulary mastery and creating complete sentences also decreased. In the cycle 2 the students enthusiastic increased. They gave more attention to the teacher and followed the lesson actively.

The following figure presents students, mean score on pre-test and post-test.

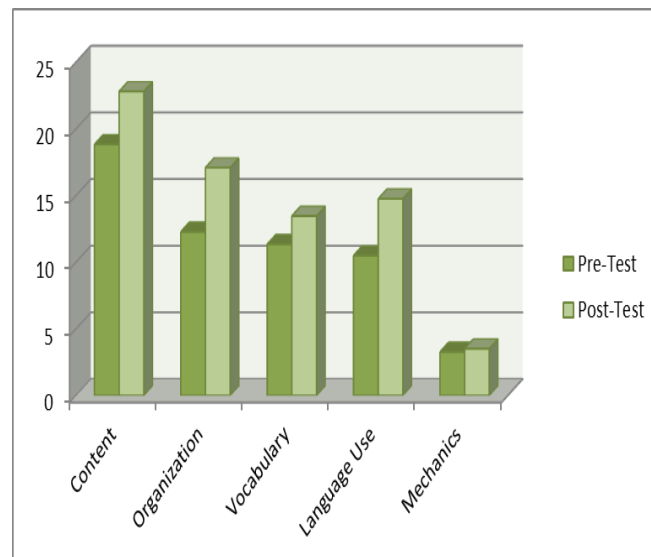


Figure 1. Graphic of the students' mean score in pre- test and post-test.

Based on the graphic above, the students' score in post-test after treatment was increased compared to students' score in pre-test. The scores in five aspects showed the improvement of the students' writing skill. The mean score of the students writing test gained 12.69 points. It indicated that the students' writing ability improved through the implementation of picture series in the teaching learning activity.

Conclusions

In conclusion, Picture series could help the students to improve their writing ability. It helped the students to generate ideas. In addition it also improved the aspect of language feature of the text they wrote. Picture series using was also gave students more spirit to learn. The enthusiasm of the students dealing with the teaching learning activity also increased. The result of the study showed that picture series could help to improve students' writing ability. This media is considerable to implement in English teaching learning activity. In addition it also motivated students to write. They were enthusiastic in the class. They were attracted to the materials given and actively participated in the class. The teacher should be more creative in choosing materials dealing with English teaching learning activity. The teacher is suggested to use picture series as media because it is proven to help students improve their writing ability and to increase the students' attention to the teaching learning activity. Picture series helped the students in writing a text. It helped them generating and developing ideas. The students were also more enthusiastic to follow teaching learning activity with picture series. as one of the models of teaching.

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