INCREASING STUDENTS’ ACHIEVEMENT IN WRITING RECOUNT TEXT USING SEQUENCE OF PICTURE AT THE TENTH GRADE OF SMK NEGERI 1 SIBORONGBORONG IN ACADEMIC YEAR 2018/2019

Manotas T Lumbantoruan 1), Novita Hutabarat 2)
1 Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sisingamangaraja XII Tapanuli
Email : manotas@gmail.com
2 Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sisingamangaraja XII Tapanuli
Email : novihutabarat@gmail.com

Abstract - This study deals with the increasing students’ achievement in writing recount text using sequence of pictures. This study was conducted by using action research at the tenth grade of SMK NEGERI 1 SIBORONGBORONG. The sample of this study just one class namely: X TKJ 2. The number of this class was 35 students. This study was conducted in two cycles and every cycle consisted of three meetings. To collect the data, the 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 the students who got increasing from the first competency to the third competency test was 85.72%.

Keywords: Writing, Recount, Sequence of Picture
CHAPTER I
INTRODUCTION

The Background of The Study

English is one of the foreign languages learned and used by many Indonesian people. In Indonesia, it was supposed to be a foreign language since mastering it has an important role in the globalization era. English has four basic skills that are required from students to be mastered in order to communicate and understand well, namely Listening, Speaking, Reading and Writing. One of the basic skills which is considered as the most complicated since it involves other skills is writing. Writing is the process of communication that is used to convey the idea, thought and opinion in the written form. It as well as speaking, is a productive skill and expressive. The difference is, writing is not face to face communication (indirect), while talking is a face-to-face communication (direct) (Tariqan, 1994: 2). It is an important skill that provide individuals with a way to communicate, an outlet for expression, reflection, and the means to record or history.

Writing is an activity that supports students to analyze and synthesize their discreted 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 was supported by the mastering of other skills mainly the mastery of vocabulary since the writer was share the ideas in the form of words.

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

Based on the aforementioned explanation, the Ministry of Education has made various efforts to improve the curriculum. Therefore Writing has been taught since the Senior 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 write text and simple essay of recount text in the context of daily life.

The student himself 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 teacher perspective which makes the writing activity is boring 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 experience is 75% gained fromsights, 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.

Picture is use to help presenting information to the class. Students are able to imagine what they want to write by seeing pictures. Picture does not only illustrate a topic, but also gives the chronological steps in making or doing something. There are various types of pictures; sequences of pictures are one of them.

A former study using Sequences of picture 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 sequences of pictures as the solution to solve the students’ problem in writing recount text. Using sequences of pictures as media in teaching recount text writing

The Problem of The Study

Based on the background of the study above, the problem of study could be formulated: does sequence of picture significantly increase students’ achievement in writing recount text?

The Objective of The Study

Related to the problem, the objective of study is to find out whether the sequence picture significantly increases students’ achievement in writing recount text.

The Scope of the Study

In English, there are four basic skills would be master by the students who learned English as a foreign language namely Listening, Reading,
Speaking, and Writing. In this case, the researcher will concern only to a skill namely writing.

Writing has many forms. One kind of writing form is genre or text. Here the researcher would share a knowledge of a genre namely recount. There are three types of recount, namely, personal recount, factual recount and imaginative recount, and this study was only focus on the personal recount. But of course, it would not be effective if there was no supporting tool used by the teacher. In other words, in teaching-learning process, the teacher needs a technique, method, approach or media in reaching the goal of teaching-learning process. But the researcher would have media to reach it. There are several media that could be used to enhance students' ability in writing. But this study is focused on using sequences of pictures as a teaching media since most students were interested in teaching-learning process if they have a media that would stimulate their spirit in learning since they could see it directly.

The Significance of The Study

The research findings of this study were expected to be useful for:

1. English teachers as their alternative teaching media to increase students' achievement in writing recount text.
2. The students increased their achievement in writing recount text.
3. Those who were interested in doing research about using sequences of pictures as a teaching media for further information.

CHAPTER II

REVIEW OF LITERATURE

Writing

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). Brown (2001) describes that writing is a process of putting ideas down on paper to transform thoughts into words, to sharpen main ideas, and to give them structure and coherent organization.

In relation to the above explanation, it can be summarized that writing is a process of transferring thoughts, knowledge into words on paper by using appropriate coherent organization of the ideas and the appropriate language structure itself. So, it is a process of ideas or thoughts transformation into written information which is contextually acceptable.

According to Nunan (1999), written language is used for action (for example: public signs, product levels, television and radio guides, bills, news, telephoned directions, ballot papers, computer manuals), information (for example: newspapers, current affair magazines, advertisements, political pamphlets) and entertainment (for example: comic strips, fiction books, poetry and drama, newspaper features film subtitles).

Gebhard (2000) mentions other reasons to write, namely, to thank a friend or colleague for doing a favor, wish a relative a happy birthday, or tell a lover how one feels. Writing is also used to convince administrators to change policy, colleagues to change attitudes, or agencies to give money. Even when someone writes to oneself, through a diary, one has a purpose, perhaps to know oneself or the world around differently. At present, the purpose of writing is associated with the social purposes of the texts being written which are associate with certain genres.

The most important reason for teaching writing is that it is a basic language skill, just as important as the other language skills: listening, speaking and reading (Harmer, 1998:78) even though it is consider the most difficult and complicated language skill to be learned compare other language skills. It requires more effort to produce meaning through writing than to recognize meaning through listening and reading (Dixon, 1983).

Teaching writing as one of two linguistic-productive skills actually cannot separate from the teaching and reading as one of the other two receptive language skills. Harmer (2003:205) explains that the teaching of productive skills is closely bound up with receptive skill work. The writing output produced by the students will be the input for them to see how it turns out. The students working with genre-focused tasks will find that a written text they read as a vital way for providing models for them to follow, and so on. It is normal to see the teaching of reading and writing or listening and speaking is held in one go.

Recount Text

Recount is a text which retells events or experiences in the past. Recount is the sequence text that does little more than sequence series of events (Knapp and Watkins, 2005:223). Recount is also one genre which is competent in writing skill in English curriculum basic level.

The purpose of recount is to list and to describe past experience by retelling events in which they happened (chronological order). The events in therecount are the main elements in composing the text. However it just focuses on the events themselves. According to Knapp & Watkins (2005:223), recount is the simplest text type from all genres. Formally, recount is sequential text that doest little more than sequence a series of events. Every story, no matter how simple, needs an orientation.

Types of Recount Text

Derewianka (1990:15) mentions there are three types of recount text that have variation in focus, they are:

1) Personal Recount
Personal recount involves the reconstruction of a personal experience that often includes reflection on the writers' feeling. This usually retells an event that the writer is personally involved in. The language features of personal recount are:

- **a)** Use of the first person pronouns, such as, I and we
- **b)** Personal responses to the events can be included, particularly at the end.
- **c)** Details are often chosen to add interest or humor.

2) **Factual Recount**

Factual recount involves the recounting of events from an informational perspective and often includes statement of observation as aside to the recount events, e.g., a science experiment, police report. The language features of factual recount are:

- **a)** Use of third person pronouns, such as: he, she, it, and they
- **b)** Details are usually selected to help the reader reconstruct the activity or incidents accurately.
- **c)** Sometimes, the ending describes the outcome of the activity.
- **d)** Mention of personal feelings is probably not appropriate.
- **e)** Details of time, place and manner may be needed to be precisely stated.
- **f)** Descriptive details may also be required to provide précis information.
- **g)** The passive voice may be used.
- **h)** It may be appropriate to include explanations and satisfactions.

3) **Imaginative Recount**

Imaginative recount may involve the writer in recounting an imagined perspective or recounting imagined events from a personal perspective that may include both imagined observation and comment. Writing an imaginary role and giving details of events, e.g., a day in the life of a pirate. The language features of imaginative recount are:

- **a)** It is usually written in the first person.
- **b)** It may be appropriate to include personal reaction.

The researcher has listed the types of recount text. But this study is only focused on the personal recount as one of types of recount that should be mastered by Senior High School students.

**Generic Structure of Recount Text**

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

**Language Features of Recount Text**

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

**Sequence of Pictures**

According to Afisyad (2000) that teaching media consists of book, magazine, newspaper, and picture are more effective for the students in teaching learning process. Picture can be used as teaching media because picture also includes a tool of visual aids that can present the details of something, like person, place, thing, etc.

As explained by Gerlach and Ely (1980:273) that a picture may not only be worth a thousand words; it may also be worth a thousand years or a thousand miles. Through pictures, learners can be shown people, places, and things from areas far outside their own experiences. Pictures can also represent images from ancient times or portray the future.

Moreover, Finocchiaro (1974:100) states in his book “English as a Second Language: From Theory to Practice” that every classroom should contain a file of pictures which can be used not only to illustrate the aspects of the socio-cultural topics, but also give interesting, meaningful practice in the sounds, structures, and vocabulary of English. Wright (1988:2) mentioned picture should certainly be subject to some practical area for assessment of their value but such criteria should apply to all activities whether they involve picture or not. There are five criteria of picture which are used by the teacher in the classroom namely Easy to prepare. Easy to organize, Interesting, Meaningful and Authentic, Sufficient amount of language.

Sequence of pictures is one of example of picture as teaching media. Sequence of pictures is strip of pictures which shows a story or an event. Sequence of pictures is suitable for writing production. Sequence of pictures is kind of visual aids in teaching learning which shows the chronological pictures, the arrangement of picture have relation one to another.

Wright (1976) states that the uses of sequence of pictures are:

- **a)** Showing one main event with considerable details
- **b)** Offering an attractive and stimulating framework for writing practice
- **c)** Making the students respond favorably
- **d)** Guiding the students to use certain language
- **e)** Reminding the students of what to say.

By using sequence of pictures, teaching and learning process is very interesting because the students can see the different situation scenes, other imaginary places and it can enlarge the students’ idea or opinion.

**The Procedure of Using Sequences of Pictures in Teaching Writing Recount Text**
According to Susanti (2009), the appropriate of the procedure in using sequence of pictures in teaching writing recount text is as follows:

1) Dividing the students in groups,
2) Assigning the students to arrange jumbled pictures into sequence of pictures,
3) Assigning the students to gain any vocabulary and information from the pictures,
4) Asking the students to determine the outline of each picture,
5) Giving a model of recount text to the students,
6) Having the students identify the verbs used in the text,
7) Having the students identify the connective words used in the text,
8) Asking the students to discuss the parts of the texts,
9) Asking the students to discuss the content of the text by asking some questions,
10) Having the students identify the use of capital letters and punctuation; in a model recount text,
11) Asking the students to rearrange jumbled sentences into good recount text based on sequences of picture.

**CHAPTER III
RESEARCH METHODOLOGY**

**Research Design**
This study was 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.

According to Stephen Kemmis (1983) as quoted by David Hopkins (2008:48) action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situation in order to increase rationality and justice of (a) their own social or educational practices, (b) their understanding of this practices, and (c) the situations in which the practices are carry out. It was most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals, and sometimes incooperation with ‘outsiders’.

Classroom action research was applied in this study because it was used to see the increase of the students’ achievement in writing recount text by using sequences of pictures. Burns (2010) stated there are four steps in inducting action research, namely Planning, Action, Observation and Reflection, planning is this phase the researcher identify a problem or issue and developing a plan of action in order to bring about improvements in a specific area of context. Action is the plan of carefully considered one which involves some deliberate interventions into the researcher's teaching situation that is put into action over an agreed period of time. Observation is this phase involves there searcher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening.

**Population**
Population is a group of people that you want to find out about doing your research. Population is a group of people or things interesting to beresearch.the group to which he was like result of study to be generalize. The population of this research is the tenth grade of SMK Negeri 1 Siborongborong. There are thirteen classes. The total numbers of students who become population are 450 students.

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**Sample**
A sample is limited number of elements from a population. Based on that statement, it is imply that not all population is necessarily involved in a study, but only a certain number of students are selected as the representative.

Cluster randomly sampling. Cluster randomly sampling is collected as a group or cluster from every unit (Mury Yusuf 2015:158)

The researcher role thirteen small papers one of the paper is given X simbol. All the small paper put in to the box and sake all, and each class monitor take one paper and who got the X simbol it will be the sample. in this study class X TKJ 2 was the sample which consisted of 35 students.

**Technique of Data Collection**
In this research, the data was quantitative and qualitative data. In quantitative data, the researcher used writing text as instrument. The students were test by asking them to write a recount text based on the picture. In scoring the students recount text, the researcher used some criteria based on the generic structure.

In qualitative data the researcher used diary note, interview sheet and observation sheet as instrument. Diary note is used to record events that contain the researcher personal evaluation about the class, interview sheet is used when the researcher want to identify what was happened in the classroom, and
observation sheet was done to observe all activities that happened in class during did action

CHAPTER IV
DATA ANALYSIS

Data Analysis

The data on this research was quantitative and qualitative data which were taken from class X TKJ-2 which consisted 35 students. The quantitative data was taken from writing score. The qualitative data was taken from diary notes, interview sheet and observation sheet. This research was accomplished in two cycles. Each cycle consisted of four stages, they are: planning, action, observation and reflection. The two cycles consisted six meetings, the first cycle consisted three meetings and second cycles consisted three meetings. In the end of cycle, the students were asked to write a recount text to see the improvement of the teaching learning process and also the students' score. The purpose of the research was to see the improvement of the students' writing recount text by using sequences of pictures.

Analysis of Quantitative Data

The quantitative data was taken from students' writing score. 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 showed that there were increase in students' writing recount text when they were taught by using sequences of pictures. The students' score in test cycle I was higher than orientation test. The students' score in test cycle II was higher than test cycle I. The score from those tests were different. In the orientation test, the lowest score was 50 and the highest score was 70. In the test cycle I, the lowest score was 60 and the highest score was 80. And in the test cycle II, the lowest score was 69 and the highest was 90. The increase of the students' score in writing recount text by using sequence of pictures could be seen from the mean of the students' score in each test by using this formula:

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

Where, $X$ = the mean of students' score  
$\sum x$ = the total score  
$N$ = the number of the students

In the orientation test, the total score of the students was 2132 and the number of the students was 35, so the mean was $X = \frac{2132}{35} = 60.9$. In the second test, the total score of the students was 2425 and the number of the students was 35, so the mean was $X = \frac{2425}{35} = 69.3$. The lastest, the total score of the students was 2801 and the number of the students was 35, so the mean was $X = \frac{2801}{35} = 80.0$. The improvement of mean from the orientation to the second test was 8.4 points (60, 9 to 69, and 3). And the mean from the second test to the last test improved as much as 10.7 points (69, 3 to 80, 0). While the mean from the orientation test to the last test increased from 60, 9 to 80, 00 (19, 1 points).

Based on the Minimum Mastery Criteria (Kriteria Ketuntasan Minimum: KKM) of recount writing in the school, the students have to pass minimum score which is 75. The number of the students who got point 75 to up which was calculated by applying:

$$P = \frac{R}{T} \times 100\%$$

$P_1$ = the percentage of the students who got point 75 in the cycle I  
$P_2$ = the percentage of the students who got point 75 in the cycle II  
$P_3$ = the percentage of the students who got point 75 in the cycle I

Where: $P$: the percentage of the students who got point 75  
$R$: the number of the students who got point 75 to up  
$T$: the total number of the students

In the orientation test, there were 3 students (8.57%) who got score 75, while in the test cycle I, there were 6 students (17.14%) who got score 75 to up and in the test cycle II, there are 33 students (94.29%) who got score 75 to up and there were three students did not pass the score 75 in the test cycle II. Even they did not pass the score 75, their score still improved from orientation test to test cycle II. It proved that the sequences of pictures could improve students' writing in recount text.

From the result, the writer found that most of the students improved from the orientation test to the cycle II.

CHAPTER V
CONCLUSION

Conclusions

Based on the result of the study, the researcher concluded that there was an increasing 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.

References


