TEACHING WRITING RECOUNT TEXT TO GRADE X STUDENTS AT SMA NEGERI 2 PALU THROUGH PICTURES

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Abstrak

Penelitian ini dirancang sebagai penelitian tindakan kolaboratif. Peneliti dan kolaborator bekerja sama menyiapkan perencanaan, implementasi, observasi, dan refleksi selama penelitian. Siswa yang menjadi subyek penelitian ini adalah kelas XA di SMA Negeri 2 Palu tahun ajaran 2012/2013. Peneliti adalah guru yang mengajar di kelas X, sehingga ia memutuskan untuk menjadikan siswa kelas XA sebagai subyek penelitiannya. Sebagian besar siswa di kelas XA ini mengalami kesulitan dalam menulis teks recount. Hal ini disebabkan karena penggunaan kekeliruan tata bahasa dan ketidak tepatan penggunaan kata. Siswa juga tidak dapat menyusun kalimat-kalimat berbentuk lampau secara terpadu. Penelitian ini bertujuan untuk mengembangkan ketrampilan siswa dalam menulis sebuah teks recount melalui gambar. Penelitian dilakukan dalam 2 siklus, di mana setiap siklus terdiri atas tiga pertemuan. Dalam penelitian ini, data dikumpulkan dari hasil observasi, catatan lapangan, wawancara, dan tes. Kriteria keberhasilan dalam penelitian ini adalah siswa harus mendapatkan nilai sama atau lebih dari 7.5 sebagai nilai individu dan harus dicapai oleh 75% dari keseluruhan jumlah siswa. Temuan-temuan dalam penelitian menunjukkan bahwa penggunaan gambar efektif untuk secara bertahap membantu siswa mengatasi kesulitan dalam menyusun sebuah teks recount. Efektifitas dari penggunaan gambar dibuktikan oleh adanya perubahan signifikan dari rerata nilai klasikal siswa, 22 dari 33 siswa atau (66,7%) mendapat nilai di atas atau setara dengan 7.5 di siklus 1. Di siklus 2, jumlah tersebut menjadi 28 dari 33 siswa atau (84,8%) mendapat nilai di atas atau setara dengan 7.5. Dengan demikian dapat disimpulkan bahwa penggunaan gambar efektif untuk mengembangkan ketrampilan menulis siswa.
Kata kunci: *mengembangkan, ketrampilan menulis, teks recount, gambar.*

The purpose of the English teaching and learning in the classroom is to develop the language skills and master language components namely; vocabulary, pronunciation, and grammar. The students are also required to master the four language skills: writing, speaking, reading and listening based on the standard of competence. It is expected that, at the end of the teaching and learning process, the students are able to use English both oral language and visual one.

In comparison to the other skills, writing is considered the most complicated one for the students who are learning to write because they have to master a lot of aspects related to the mechanics of writing (spelling, capitalization, and punctuation), words choice, and grammar. The ability to produce a good piece of writing is facilitated by the ability to write correct sentences and by the ability to connect sentences to present the unified thought in written discourse.

Writing is actually an activity to communicate with other people by using a written language. A writer or an author actually performs a communication with a person who reads what he/she has written down. Rivers (1981: 202) states that to produce a piece of written English, a writer encounters problems not only on arranging words to form grammatical sentences, but also on organizing words and patterns. In addition, the students must learn to choose from among possible combinations of words and phrases with which will convey the meanings they have in mind, and, ultimately,

they must be able to do this so that nuances in the appropriate linguistic register are expressed through their writing.

The students who were in the tenth grade at SMA Negeri 2 Palu had learned English since they were in elementary school. However, based on the writer's observation, there were some problems found in the classroom. Most of the students' skills were far away from their learning target. When the writer taught writing skill especially recount text, the students found some difficulties to construct it, even a short and simple recount text. To start writing was something difficult for some students to do. The students knew or had the ideas what they were going to write but they did not know how to put them into words. They could not build a good sentence. They also could not create a text although the teacher had explained it.

There were some factors that made the student's writing skill was low. It was caused by there were still some grammar mistakes or inappropriate vocabularies use. Most of the students were also not able to construct sentences of past tense and arrange them coherently. In other words, although they had been given a topic to write, they could not automatically start their writing assignment because they mostly found difficulties on how to continue their writing. These frustrated the students and as the result, they tended to stop writing. Furthermore, the writer found that the students did not know specific way that could guide them in developing their ideas and put them in written form.

Based on the fact explained above, the writer conducted a Classroom Action Research to overcome the tenth grade students' problem at SMA Negeri 2 Palu. She proposed the use of pictures in developing the students' writing skill.

English as a foreign language is considered difficult by many students. It really needs creative efforts from the English teachers to conduct the process of teaching learning. To be more interesting, then the

teachers have to create many ways to explain the subject so that it can be understood by the students. Many efforts have been done in teaching writing for the students, one of them is using pictures as the media. Wright (1989: 2-4) states that media is one thing that is offered by many experts as a tool to increase the interest and motivation of the study. That is why, the ability to use teaching media is one of competences that every teacher must have. Pictures are the media, which are suggested for helping the success of teaching and learning process.

The use of of pictures is expected to give better for the students in writing recount text and make learning writing easier because it has many chronological illustrations. Thus, they can make interesting stories. By using pictures, the attention of students will be more focused, so pictures can create their inspirations, their wishes to know the content of the message of that picture and they can write it in a composition. In line with the statements above, this research is directed to investigate that using pictures in teaching writing recount text can develop the students' writing skill. Therefore, the problem statement is formulated as follows: "How to use pictures in developing the students' ability of the tenth grade of SMA Negeri 2 Palu in writing recount text?"

Pictures

Pictures can trigger the students' creativity through various languages. In addition, pictures have some powers; pictures are able to clarify a problem. It means that by seeing clear pictures, the students will understand more about the topic being taught. Raimes (1983: 27) states that all writing teachers can find a valuable resource in pictures: drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts, and map. First of all, pictures provides a shared experience for students in the class, a common base that leads to a variety of

language activities. With a picture, however, all students, after close observation of the material, will immediately need the appropriate vocabulary, idiom, and sentence structure to discuss what they see. So pictures are valuable, too, in that they provide for the use of a common vocabulary and common language forms. In addition, a picture can be the basis for not just one task but many, ranging from fairly mechanical controlled compositions, sentence-combining exercises, or sequencing of sentences to the writing of original dialogs, letters, reports, or essays. A whole series of connected activities can be generated from the source of one picture. Finally, because everybody likes to look at pictures, their use in the classroom provides a stimulating focus for students' attention. Furthermore, he states that pictures bring the outside world into the classroom in a vividly concrete way. So a picture is a valuable resource as it provides: 1) a shared experience in the classroom, 2) a need for common language forms to use in the classroom, 3) a variety of task, 4) a focus of interest for students.

The teachers, as facilitators, have to identify the students' need and must choose the proper way to teach the material effectively. Using pictures, as a media, in teaching writing make the students understand better and more clearly. Without pictures, as a teaching aid, the students will be confused and interpret the topic differently. In line with the statements, Gerlach (1980: 27) proposes three advantages of using picture as follows: 1) picture can help to prevent and misconception, 2) picture helps to focus and to develop critical judgment, 3) picture is also early manipulated.

Pictures are visual media which can enable the students to grasp the lesson easier. By showing the pictures, the students can remember more, be more impressed, be more interested and be more focused. The use of visual aids might complement printed instructional materials. Pictures as visual aids are helpful to the teacher of a foreign language in a number of different way. It can brighten up the class and bring more varieties into the language lesson, especially in teaching English. Pictures also show a situation or scene in which there are several different things and persons. It is good for the students to see the total scene or pictures to see how they are related to the whole. Wright (1989: 17) argues that pictures have some roles in teaching and learning process, such as: 1) pictures can motivate the student and make him or her wants to pay attention when to take part, 2) pictures contribute to the context in which the language is being used. They bring the world into the classroom, 3) pictures can cue responses to questions or cue substitutions through controlled practice, 4) pictures can stimulate and provide information to be referred to in conversation, discussion, and story-telling.

The role of pictures above should be suitable with the criteria of good picture that the students need to learn. Allen (1983: 34) proposes the criteria of picture as follows: 1) picture must be good, interesting clear, easily understood , and quite big to show the detail things, 2) something described in the picture must be enough important and appropriate with the problem learnt, 3) picture must be authentic, 4) picture must be appropriate with students.

METHOD

The design of this research employed the Classroom Action Research which the writer and the collaborator were involved in the teaching learning process directly from the beginning until the end of the study. This research was conducted at SMA Negeri 2 Palu, which is located in Jl. Tanjung Dako No. 9 Palu, Kecamatan Palu timur, Kota Palu. It had 27 classes in which each of the grades had parallel classes. Time allocation for English subject was 4 X 45 minutes a week. The research was started on March 13th 2013

and finished on April 11th 2013. The subject of this research was class XA, students of the first semester in 2012/2013 academic years. There were nine parallel classes of the first year students in that school. Therefore, the writer took one of them for the research. The selected class was class XA that consists of 33 students and all of them were taken as the subjects of this research.

Since this study was categorized as Classroom Action Research, it was done in a form of cycles using the procedures, which consists of four steps: planning, implementing, observing, and reflection as stated by Kemmis and Mc Taggart (1988: 25).

In planning step, the writer and the collaborator made some preparations including 1) preparing the teaching technique, 2) designing the lesson plan, 3) developing research instruments such as: observation sheets, questionnaire, field notes and 4) preparing the criteria of success. This research was considered successful if it met the students' writing product should get equal or over 7.5 as individual score and should be achieved by 75% of total number of students.

To implement the plan, the writer acted as the teacher who implemented the use of pictures by referring to the lesson plan designed before. Meanwhile, the collaborator acted as the observer of the activities done in class. The research was conducted in three meetings in which each meeting had a different focus. The first meeting was focused on the prewriting and the drafting stage. The second meeting was focused on the revising stage. The third meeting was focused on the editing and publishing stages. In the first meeting, the writer gave the students some examples of recount text and introduced the generic structure and the language features of recount text especially simple past tense. She then asked the students to analyze the text given. After that, she divided the students into some groups and distributed to them the several copies of series pictures with

a list of questions. She asked the students to identify the pictures and answer the related questions. Based on the students' answer, the writer guided the students to write their rough draft. In the second meeting, the writer asked the students to have mini conference. In this stage, each student discussed and shared ideas within the group members. They revised his or her friend's first draft. In the third meeting, the students collaborated in mastering some components of writing in their groups. Each member of the group gave comments and suggestions to his or her member's draft. After that, they were guided to write their final draft based on their friend's comments and suggestions as the writing product. Finally, the students read their writing in front of the class.

In observing step, it was the process of recording and collecting data about any aspect or event which happened during the implementation of action. The writer was observed by the collaborator during her teaching learning activities. All events during the teaching learning activities were noted by the collaborator with observation sheets and field notes.

The last step was reflection. The data collected were analyzed qualitatively according to the data character in each cycle. The activities of analyzing the data were done in each cycle. The data were collected from the result of observation sheet, field notes, questionnaire, and test. The data collected from the observation sheet, field notes, and questionnaire were analyzed qualitatively by giving data interpretation and data explanation. In this case, the writer provided the description about how the teaching learning process was carried out, how the teacher and the students' activities or participation was, and what the students' feelings and response toward the use of series pictures in teaching recount text writing. Meanwhile, the data collected from the result of the students' test were analyzed quantitatively by employing marking scheme

to see paragraph content, organization, vocabulary, language use, and mechanics.

The writer and the collaborator made a reflection after analyzing the data. The writer and her collaborator would decide whether they continued the action through this reflection based on the data that had been collected. They had to provide the reasons why they decided to continue or to stop the action based on the data obtained during the first cycle. If they decided to continue the action into cycle 2, they had to revise the planning by making some improvements based on the data obtained during the implementation of plan in cycle 1. If the action was decided to be stopped, they had to elaborate the reason based on the data that had been collected during the implementation of plan in cycle 1.

RESEARCH RESULT AND DISCUSSION

This research was conducted into two cycles. In conducting this study, teaching writing through pictures, the writer thought that using pictures in teaching writing recount text might result the development on students' writing skill. Some preparations were carried out before the writer and the collaborator did the action such as time to conduct the action and the lesson plan which covers instructional objectives and material, source and media, teaching and learning activities, assessment and prediction of the result of teaching and learning process.

The first cycle was planned for three meetings. Each meeting of the cycle had a different focus, instructional objectives, material, and activities from one another. The first meeting was focused on prewriting and drafting, the second meeting was focused on revising, and the third meeting was focused on editing and publishing. The implementation of action for cycle 1 was carried out on March 19th 2013 to March 27th 2013.

In relation to the focus and the instructional objectives, the activities that were done for the first meeting were to 1) explain the objectives of prewriting and drafting stage, 2) show the model of recount text and ask questions about the model, 3) distribute the series pictures and a list of questions, 4) assign the students to relate series pictures to the topic, 5) assign the students to answer the questions, 6) guide the students to arrange their answer based on the generic structure of recount text, and 7) guide the students to write their rough draft.

The activities that were done in the second meeting were to 1) explain the objectives of revising stage, 2) form group works consisting of two to three students for each group, 3) explain the parts of their writing that need revision 4) guide the students to have mini conference, 5) have interview with the students individually, and 6) guide the students to revise their first draft.

In the third meeting, the activities were to 1) explain the objectives of editing and publishing stage, 2) explain and give example the way to edit the writing, 3) direct the students to work in pair, 4) give input to the students' writing individually, 5) guide the students to write their final draft, and 6) direct the students to publish their writing in front of the class.

The observation was done simultaneously with the implementation. The teacher and the collaborator conducted the observation when the teaching and learning process took place. They observed the implementation of using pictures in teaching writing recount text. The writer used the data that were gathered through observation sheets, questionnaire, and field notes to make reflection towards the teaching and learning process. The test was used to observe the progress of the students' writing skill after getting a three-action treatment in cycle 1.

The reflection was conducted at the final stage of the research. It was done based on the analysis of findings of observation

sheets, questionnaire, field notes, and the students' writing product. The criteria of success of this study were the students 'writing product should get score equal or over 7.5 as individual score and should be achieved by 75% of total number of students. The score of students' writing product in the first cycle was only 22 of 33 students or 66,67% who got marks greater than or equal to 7.5. Based on the results of analysis, the writer and the collaborator concluded that the implementation of using pictures in teaching writing recount text in cycle 1 did not meet yet the criteria of success. It means that the revision of the teaching and learning process through pictures in teaching writing recount text was needed for the next cycle. The writer and the collaborator decided to continue the action to cycle 2 by focusing the activities on the problems faced in cycle 1.

Some revisions should be made for cycle 2. The first, the writer gave the explanations slowly and clearly, so the students did not ask for clarification more often. The second, the writer motivated the students to find out the information in the pictures as many as possible in order to overcome the students' problem in relating and gaining detailed information from the pictures. The third, the writer provided a simple example to ease the students writing their draft and help them to make the revisions. The fourth, to attract the students' attention, the writer activated the students by talking the topic that they were discussing. The fifth, the writer kept approaching the students by moving around the class in order to encourage them to do the task with their teammates. The last, the writer managed time well so all students got teacher's attention.

Based on the findings in the first cycle, the writer then revised the plan and was sure that in the second cycle the students' writing skill might be better. The inputs above were obtained during the reflection of the implementation of action in cycle 1. They were included as the main concern in revising the plan to be implemented in the cycle 2. The second cycle also consisted of three meetings where the first meeting was still focused to Pre-writing and Drafting. The second meeting was focused on Revising, and the third meeting was focused on Editing and Publishing.

On April 2nd 2013 to April 10th , the research of cycle 2 was conducted. The writer implemented three actions and each action was observed by using observation sheets and field notes in cycle 2. The writer and the collaborator did the observation collaboratively. The observation was done to ensure that the implementation of using picture in teaching writing ran as planned.

The analysis and reflection in cycle 2 was aimed to recognize whether all the plans were well-implemented or not. It was also aimed to recognize how well the implementation of revised plan influenced students' writing product.

The students' writing product in cycle 2 was analyzed based on the marking scheme that had been provided. The result of the students' writing in cycle 2 indicated a gradual progress not only in organizing ideas but also in paragraph content. Most of students could write her/his writing using appropriate words. The mistakes in spelling and punctuation could be minimized. They also could apply the agreement and word order appropriately. Although five students still had low achievement, the criteria of success had been achieved. There were 28 of 33 students or 84,8% students who got scores greater than or equal to 7.5. The classical Mean Score was 8.17. It was satisfied because the percentage of achievement of the students had fulfilled the criteria of success.

In accordance with the students' achievement scores above, it can be concluded that using series pictures in teaching writing can help the students to overcome their difficulties in gathering and developing ideas in recount text. It was line with the writer's assumption that teaching

writing through series pictures could help the students to develop their writing skills. The students progressively have been able to compose a recount text. The paragraphs contained a main idea and supporting ideas that were connected by using appropriate connectors. The students' ability to construct grammatically correct sentences also progressively increased. Based on data obtained in the second cycle, the writer and the collaborator decided to stop the action.

CONCLUSION AND SUGGESTION

Referring to the findings and discussion of this research, it can be concluded that using pictures in teaching writing recount text was effective to gradually overcome the students' difficulties in composing a recount text. The students are able to write better and can improve the mastering of writing components. The effective of using picture was indicated by the significant change of students' Mean Score, 22 out of 33 students (66,7%) got score greater than or equal to 7.5 in cycle 1. In the cycle 2, 28 out of 33 students (84,8%) got score greater than or equal to 7.5. It could be said that the actions were implemented in two cycles considered successful to solve the writing problems in constructing recount text. Therefore, the use of pictures is beneficial to be employed in the teaching and writing process.

Based on the research findings and discussion, the writer draws the suggestions as follows; it is suggested that the English teachers whose students have the same characteristics and in similar situation to apply this model as one of the alternative that can be used in teaching writing skill. Using interesting teaching media is recommended for teachers to attract the students' attention to study. It is important since good teachers have to create good environment for students to study.

For other researcher, it is suggested that they can conduct action research in developing students' writing skill by using pictures for other writing modes, such as narration and argumentation and in other level of students in order to know whether this strategy is also effective and applicable to be implemented to achieve different goals of teaching writing, since the scope and limitation of this research are developing students' writing skill only in writing recount text.

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