

**ENHANCING STUDENTS' COMPETENCE IN WRITING
RECOUNT TEXT USING SEQUENCED PICTURES**

(A Classroom Action Research at Eighth Year Students of MTs Assalafiyah
Luwungragi Bulakamba Brebes Academic Year 2015/2016)

A THESIS

Presented as Partial Fulfillment of Requirements for the Magister degree of
Language Education Program



By

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MAGISTER PROGRAMME

WIDYA DHARMA UNIVERSITY KLATEN

2016

APPROVAL

**ENHANCING STUDENTS' COMPETENCE IN WRITING RECOUNT
TEXT USING SEQUENCED PICTURES**

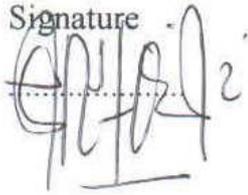
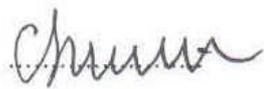
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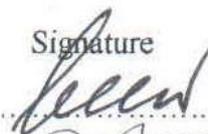
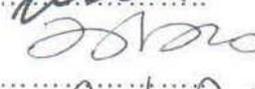
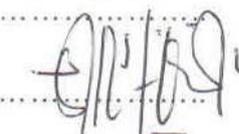
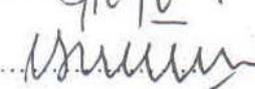
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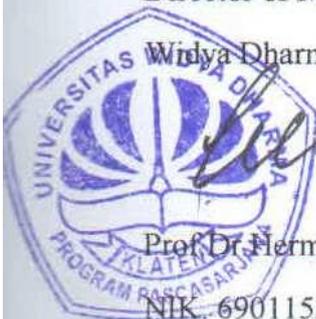
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If then this pronouncement prove incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 2016

The writer,


Nur laeli

DEDICATION:

To:

My beloved Mother : Hj.Muslikhah

My beloved husband: Suhermanto Hendra

My beloved daughters: Nabila Lendra and Anneta Lendra

My brothers and sisters

My friends in MTs.Assalafiyah Luwungragi

My beloved Class D Kunci Begal (Kuningan Cirebon Brebes Tegal)

MOTTO

No one is perfect but it is not denied to be perfect one.

Keep trying!!!

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In doing this study, researcher realizes that it is impossible finish it without countributions, helps, sugestions, comments and revisions from many people. So, writer would like to express her thanks and deep appreciation to:

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In writing this thesis proposal, researcher realizes that there are many lacks and still far from being perfect. So, she needs advises and positive criticism for the improvement.

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Klaten, 2016

Nur laeli

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ABSTRACT

Nurlaeli, NIM 14PSC01666, Enhancing Students' Competence in Writing Recount Text Using sequenced pictures (A Classroom Action Research at Eighth Year Students of MTs Assalafiyah Luwungragi Bulakamba Brebes Academic Year 2015/2016). Thesis. Language Education Programme, Magister Programme, Widya Dharma University Klaten, 2016.

This Research is aimed : 1) to investigate whether sequenced pictures able to enhance student's competence in writing Recount text. 2) to describe class situation when sequenced pictures used in second year students of MTs. Assalafiyah Luwungragi in Academic year 2015/2016 as it is observed. This study was conducted through action research. This CAR consists of three cycles, pre-action cycles was used to obtain the data before treatment. Then two cycles more were to obtain data after treatment and applied the techniques. Each cycle (cycle 1 and cycle 2) covers four main stages including: the planning of the action, the implementation of the action, classroom observation and reflection. Meanwhile, the supporting data are taken from observation. The subject of this research is class VIIIA MTs. Assalafiyah Luwungragi Bulakamba Brebes. In order to know students' competence in writing recount text, the result of each test is analyzed. Students' participation during the teaching and learning process is gained from result of observation.

The result of the average score of the writing test in pre cycle is $M=62.70$, cycle 1 is $M=69,32$. This result didn't achieve the target average score in this research that is $M > 70$. While on the classroom observation that is done in the pre cycle and the first cycle, it was found that students' involvement in the process of writing recount text is 41,93% and 67,74%. Therefore, the actions are proceeded to the second cycle by revising pre cycle and the first cycle such as: optimizing students' participation in the process of activities and giving enough vocabularies and some information related to the text. The results of the average score of the writing test in the second cycle is better $M=73.25$ that is classified into good category and 4 students get >80 that is classssified into excelent category. So, students' involvement in the writing process improved to 80,64% (in cycle 2). Based on the results, it can be concluded that the using sequenced pictures can enhance students' writing recount text. Then it is suggested to the English teacher to apply sequence pictures as the alternative media of English teaching media, especially in teaching writing recount text.

Key words: Sequenced Pictures, Students' Writing Recount Text

ABSTRAK

Nurlaeli, NIM 14PSC01666, Enhancing Students' Competence in Writing Recount Text Using sequenced pictures (A Classroom Action Research at Eighth Year Students of MTs Assalafiyah Luwungragi Bulakamba Brebes Academic Year 2015/2016). Thesis. Jurusan Pendidikan Bahasa, Program Pascasarjana, Universitas Widya Dharma Klaten, 2016.

Penelitian ini bertujuan: 1) untuk mengetahui/mengamati apakah penggunaan gambar yang diurutkan dapat meningkatkan kemampuan siswa dalam menulis Recount text. 2) untuk menggambarkan/mengetahui situasi kelas ketika mengajar menggunakan gambar yang diurutkan pada siswa kelas 8 di MTs. Assalafiyah Luwungragi tahun Pelajaran 2015/2016. Penelitian ini adalah penelitian tindakan kelas terdiri dari 3 siklus, yaitu pra siklus, siklus 1 dan siklus 2, masing-masing siklus terdiri dari 4 langkah yaitu: perencanaan, pelaksanaan kegiatan, observasi kelas dan refleksi. Sementara itu, data pendukung juga diambil dari observasi. Subyek penelitian ini adalah kelas VIII A MTs. Assalafiyah Luwungragi Bulakamba Brebes. Dan untuk mengetahui kemampuan siswa menulis teks recount, hasil masing-masing tes dianalisis. Partisipasi siswa ketika pelaksanaan pengajaran dan pembelajaran diambil dari hasil observasi.

Hasil rata-rata pada tes menulis teks recount di pra siklus yaitu : 62,70 dan siklus kedua 69,32 . Hasil ini tidak mencapai target nilai rata-rata pada penelitian ini yaitu >70. Disamping itu hasil dari observasi kelas yang telah dilaksanakan pada pra siklus dan siklus 1. Keterlibatan siswa pada proses pembelajaran teks recount 41,93% dan 67,74%. Maka dari itu penelitian ini dilanjutkan pada siklus kedua dengan merevisi pelaksanaan pada pra siklus dan siklus pertama seperti mengoptimalkan keaktifan dan partisipasi siswa pada proses pembelajaran dan memberikan kosakata yang cukup dan informasi yang berhubungan dengan teks terkait. Hasil rata-rata pada tes menulis pada siklus kedua lebih baik yaitu 73,25 dan dikategorikan sebagai baik dan 4 siswa mendapatkan skor > 80 dan termasuk kategori Baik sekali. Disamping itu keterlibatan siswa pada proses pembelajaran ini meningkat dari 62,70% di pra siklus, meningkat menjadi 80,64% pada siklus kedua. Itu artinya kedua-duanya antara tes siswa menulis siswa dan keterlibatan atau keaktifan siswa pada proses pembelajaran mengalami peningkatan pada siklus ketiga dan memenuhi target pada penelitian ini. Berdasarkan hasil diatas, dapat disimpulkan bahwa penggunaan gambar berurutan (Sequence Picture) dapat meningkatkan kemampuan siswa menulis teks recount. Kemudian menganjurkan kepada guru bahasa Inggris untuk dapat menerapkan gambar berurutan sebagai media alternatif pengajaran bahasa Inggris, khususnya pada pengajaran teks recount. Diharapkan untuk memfasilitasi dan menolong siswa untuk bekerja sama dan berbagi pengetahuan serta pengalaman dengan teman-temannya untuk memecahkan masalah pada penulisan teks recount.

Key words: The use of Sequenced Pictures, Students' Writing Recount Text

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is a foreign language that is taught as a main and compulsory foreign language for students of elementary, junior and senior high school even university students. The objective of teaching English as a foreign language in Indonesia is that students have ability in language skills.

The success of language teaching should be supported by qualified teachers, good environments, facilities, and media. In this case, a good English teacher must be creative in selecting the appropriate methods and techniques of language teaching. Without the methods and techniques which are appropriate to the students' level, they may feel bored and not interested in joining the lesson; consequently, the result will not be satisfied.

English covers four skills to be mastered. They are listening, speaking, reading and writing. One of the two productive skills in learning English is writing. Writing skills have many important aspects in the world. Some people use writing for communication because people can interact with others not only by using spoken language but writing is categorized as one of hardest and difficult skill because it requires grammatically accuracy, punctuation, capitalization, spelling, and vocabulary.

Dealing with written language, writing is a skill that is used to explore idea and other communication activities. Writing is categorized as a productive skill. Teaching materials and media are developed by teacher in teaching and learning activities. Techniques and approaches to teach skills, in this case, writing is influenced by the use of media. Therefore, materials will give more power to motivate students to learn English. Then, students get interesting media and it will help them to learn English easily.

Learning media has a great influence in education system to explore students' ability. Teaching learning activities in the classroom have used learning media to facilitate teacher and students' knowledge. In addition, learning media must be suitable with the lesson plan that is used by teachers.

Teachers, as facilitators, must be well-prepared to teach students in front of the class. Then, teachers give interesting things to support students learning activities, especially when teachers teach writing. Media, such as pictures, can be used as a guideline for students in completing a task.

A good writing was done with appropriate rules and principles that applicable by teacher to teach students in writing. Furthermore, the use of media and other learning kits can help students to select for the idea, grammatical accuracy, vocabulary, and correct organization of contents. But in fact, most students are not able to perform the productive skill. When they are having writing class, students have no conviction, interest and adequate practice to do

writing. It is not easy to write in English, sometimes students found some English words have same sound but they write in different letters.

Based on researchers' experiences when teaching in MTs. Assalafiyah Luwungragi, there are some problems related to the learning materials provided by teacher. Such as, the teacher used a coursebook in teaching writing and rarely used pictures as media. The media that were used by teacher to support teaching and learning of writing were not sufficient. Furthermore, students had low motivation in composing a story. They also faced a problem of vocabulary mastery.

Hence, the result of students learning achievement is not satisfying. It can be prove from students Semester 1 result, that many of them didn't pass the paasing grade 70 (minimum mastery criteria).

Tabel 1.1 Students English achivement in the first and the second semester

Subject	Semester 1	Semester 2	Avarage
English	65	-	65

Researcher also found that there are some problems occurred in writing process. Students have some problems to find the idea in writing. Then, students often make some mistakes in grammatical errors in their writing. It is very

common, because they can't developed grammatical mastery. Afterwards, they do not organize the sequence of paragraphs well.

After discussing on how to solve students in writing recount text , researcher and English teacher chose “ sequenced pictures” as one of the effective efforts used to deal with students' writing difficulties in teaching and learning process of writing.

Sequenced pictures was recommended because it has many benefits in teaching and learning process of writing. The benefit is that sequenced picture stimulated students to develop and use their imagination so that they able to write well. It also helped students expressing ideas they have in mind into readable writing works.

In addition, picture is two-dimensional visual representation of person, place, or things. It can be painted or drawn. Yunus (1981:49-53) classifies pictures into three types such as composite picture, picture series and individual picture.

In relation to use pictures in teaching, Gerlach (1980:274) said that there are six reasons of using pictorial material; they are: Pictures are very useful for presenting new grammatical and vocabulary items , Pictorial material allows for meaningful practice of vocabulary and structures presented by the teacher, Pictorial material can also provide a stimulus for using language at reproduction

and manipulation stages to speak, to read, and to write , Pictures can be used for revision from one lesson to another as well as for long- term revision of vocabulary and structure, Pictorial material can be used to supplement whatever textbook teacher is using or whatever course he is following. Pictures can be used to provide more practice of the exercise that student have done using the textbook , Pictorial material is easy to collect, to make and to transport.

Students can construct their knowledge during learning recount text easily by using media. One of the media is sequenced pictures which draws a story. Media which can be used to make students learn more easily and teacher teaches easily is the main part of the learning process. The media must be used in integrated way in teaching and learning and not only as ice breaker of teaching and learning.

To understand the way of the picture series, students need to appreciate it in abstract way. In the same way, when they express their ideas to construct the story in a good coherence as well as unity, they have to think it in abstract way too. Both of them will be easier for them in learning process if the teacher can use picture series. It can not only help the students to get ideas more realistic in understanding the recount text but also in constructing ideas to create it.

During students are writing the text, they can use top-down technique in predicting the content of the text based on understanding of picture series (Brown, 2004:217). They can predict the content of the text easily based on their

understanding about the picture series. The pictures give the schemata to students to construct ideas from their background knowledge and experience.

In the hope to improve students' writing ability, sequenced pictures is expected to help students in second grade of MTs. Assalafiyah Luwungargi to solve their problem in composing recount texts.

B. Identification of the Problem

Based on classroom observation, there were some problems found in students' writing problems of second grade students of MTs. Assalafiyah Luwungragi. They were related to the processes of developing idea and constructing a coherent and cohesive paragraph, grammatical errors, the preference of suitable words in writing and insufficient use of teaching media. It can be explained below :

1. students could not develop the idea in writing. It could be seen in class when they asked by teacher to write a text. They looked very confused to write a text. Then, some students looked not so enthusiastic to write a text based on teacher's instruction. They looked not enthusiastic because they had no idea on what they want to write in their worksheet. In addition, it could be seen in the result of the lesson when teacher shown students' work to writer.
2. students could not construct a coherent and cohesive paragraph. It could be seen in the result of students' work. They did not understand how to construct a coherent and cohesive paragraph. Then, they did not construct paragraph

into coherence and cohesive because they could not develop the idea in writing a text. Therefore, students had difficulties in writing a text.

3. Grammatical errors always became a problem for students who still learn English. In this case, grammatical errors were happened in writing. Students still had difficulties in writing a text. It was proved by the grammatical errors which were found in students writing. They still used a simple present tense in writing a recount text. Moreover, students were confused when choosing the verb II in writing text. They put -ed in all verb which have to be changed into verb II. For example, for the verb “build” students wrote “builded” whereas the correct verb is “built.” It seems that grammatical errors were happened in their writing.
4. Teacher did not provide interesting media for students in teaching writing. Students felt bored because teacher rarely used an interesting media. In addition, it did not help students to learn English especially in writing. Media can support students’ motivation and encourage students in teaching and learning process.

C. Limitation of the Problem

The discussion of the study needs to be limited. This study was conducted to fulfill researcher’s curiosity by focusing on how the picture as a media used in teaching and learning process of writing. Sequenced pictures is one of media

that can be used to enhance students' writing skills of a recount text of eighth grade students' of MTs.Assalafiyah Luwunragi in Academic year of 2015/2016.

D. Formulation of the Problem

The problem of this study can be formulated as follows :

1. Is the use of sequenced pictures able to enhance students competence in writing recount text ?
2. How is the class situation when sequenced pictures used in second year students of MTs.Assalafiyah Luwunragi in Academic year 2015/2016 ?

E. Objective of the Research

Objectives of study in Classroom Action Research are including below:

1. To investigate whether sequenced pictures be able to enhance student's competence in writing Recount text.
2. To describe class situation when sequenced pictures used in second year students of MTs.Assalafiyah Luwunragi in Academic year 2015/2016

F. Significance of the Study

The result of this study can give a contribution to teaching and learning process of writing in English as a foreign language.

1. For English teacher

This research can improve the teacher's ability to help students in teaching writing in the class. Besides that, English teacher is able to use interesting media to improve the student's ability in writing.

2. For Students

This research can be used to help students in writing. It means that, media as picture series can help students to organize idea in writing.

In addition, it can be used to motivate their learning in the class, especially writing of a recount text.

3. For other researchers

This study can be useful as the reference for other researchers who want to conduct a research in same topic and purpose. It can be used to show that using pictures series can improve students' writing skills.

CHAPTER II

UNDERLYING THEORIES

A. Theoretical Description

1. Teaching Writing to SMP Students

CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

1. Conclusion

From the discussions mentioned in the previous chapter, it can be drawn some conclusions as the result of the study in the eight grader of MTs. Assalafiyah Luwungragi in academic year of 2015/2016 on the improving students' skill in writing recount text:

- a. Based on the results of writing test after pre cycle, cycle 1 and cycle 2, it could be concluded that the use of sequence pictures could enhance students' writing competence on recount text. The enhancement could be seen from the standard mean score in second cycle, that was 'good' (M=73.25) and 'excellent' for 4 students who got >80 score and compared with their mean score in the pre cycle (M=62.70) and the first cycle (M=69,5). The results achieved the target score that was required in this research. In short, sequence pictures could improve students' achievement in writing a recount text of the VIIIA students of MTs Assalafiyah Luwungragi Bulakamba Brebes.
- b. Based on the results of class observation, the students' involvement in the teaching and learning process increased from 41,97% in the pre cycle and 67,74% in the first cycle to 80.64% in the second cycle. The results achieved the standard requirement that was required in this research. In short, sequenced

pictures could make the students be active to join the process of teaching and learning, mainly in writing learning on recount text of VIII A students of MTs. Assalafiyah Luwungragi Bulakamba Brebes.

2. Implication

The use of picture series can help the teaching and learning process run well. The students are able to gain the ideas in writing a composition especially writing a procedure text by looking and understanding the series of pictures which are given by the teacher. In addition, it also helps them with the vocabularies.

Picture media can motivate the learners to write, too, because it attracts their interest and help them understand ideas and acquire information and overcome the limitation of time, size and space. The teacher will be easier in explaining the material as the picture helps her to integrate the materials and make the students understand.

In addition, pictures in sequence provide for a variety of guided and free writing exercises. It makes students not only hear but also see the sign that expresses the words or idea. The use of picture in the teaching and learning process is very important. Students can understand easily what is happening in the pictures as they provide material that offer guidance on vocabulary, sentence structure, and organization yet lets students write about new subject matter. The pictures can also improve students' idea in writing a text compared with just

listening to teacher's explanation. It can also motivate students to give more attention to the lesson, as it is an interesting object for them.

So, by using the sequenced pictures, it is hoped that the teaching and learning process especially in the writing class will be more effective. Therefore, the improvement of students' writing skill can be achieved effectively.

There are some ways in teaching using picture. A teacher can use a single picture or sequenced pictures as a media for students in explaining something. From the picture, students will get the ideas in writing their composition and stimulate their imaginative powers. Teacher can stick a big picture on the whiteboard in front of the class and then ask students to describe the picture or ask students to make a simple composition based on the picture.

Besides that, teacher can also give some sequenced pictures to some groups of students. In each group, they are asked to make a simple paragraph or a simple composition related to the picture given. Student may cooperate with their friends in making their assignment. Here, teacher makes some corrections to students' mistakes, if any. The final work after being checked by teacher is attached on the whiteboard of the class. All students can see their works and can compare their work with others.

In the teaching and learning process, teacher has to use the target language all the time, as it is to reinforce students to study hard. If students have some

difficulties in finding the meaning of the difficult words, they can consult to teacher for the synonym of the word or they can open the dictionary.

In the pre cycle researcher taught by conventional method by explained the material to students without learning aid. Then she found that some of indicators had not been achieved, such as language features, conjunction, vocabulary mastery etc. However, students' development of ideas in writing is improved. They seemed as if they did not have any difficulty in developing ideas.

Researcher found that students' writing still had inappropriate grammatical errors. Therefore, she needed to continue her research by using sequenced pictures as a media of teaching and learning process with classroom action research design.

It could be seen from several aspects when researcher conducted the second cycle. First, they can develop their ideas to make a story. From students' writing, it can be seen that sequenced picture them in writing. The second aspect is students' writing ability in grammatical improved. It could be seen in the result of their writing. The third aspect is students were more enthusiastic in teaching and learning process and they showed positive attitude to the activities that were conducted by researcher. Besides that, there were some students who whereactive and often asked the questions when they found some difficulties in writing.

In conclusion, the use sequenced picture could improve students' writing competence of a recount text in terms of developing ideas. Students could construct paragraph coherently and cohesively. In addition, their writing ability was improved in the aspect of grammar. Then, students' attitude towards teaching was positive in writing.

Based on the conclusion, there is an improvement of students' writing competence after the sequenced pictures were implemented. Researcher can imply that sequenced picture can be used as away to improve the writing skills.

3. Recommendation

By considering the conclusion and implication, some recomendation are proposed to the following people:

1. For Teacher
 - a. Teacher may consider the use of sequenced pictures in the teaching of recount writing text, because it can motivate students to write their experience to share to the other.
 - b. Teacher should prepare the equipment well. It means that before using sequenced pictures as a medium in the teaching of recount writing, it will be better for teacher to prepare the media or teaching and learning aid because it can help student in writing.

- c. Using sequenced pictures as a learning aid in teaching and learning process is very important, especially in writing recount text. It would be successful if the theme based on students' interest.
- d. Using sequenced pictures as a learning aid is a good way for students in improving their ability in writing and gives much times to students be active in writing.

2. For Students

- a. Students should study more and respond in learning process.
- b. Students should be more interested in English study.
- c. Students should improve their ability in English.

3. For Future Researcher

The result of this research is suggested for future researchers to conduct further research, such as; improving the students' writing achievement in writing recount text by using another media or doing another research which focuses on the use of sequence pictures on writing achievement using different research design such as an experimental research.

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