IMPROVING STUDENTS’ WRITING SKILL OF RECOUNT TEXT BY USING PICTURE SERIES FOR THE EIGHTH GRADE STUDENTS OF SMP NEGERI 4 MEDAN IN THE ACADEMIC YEAR OF 2017/2018

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Abstract

The objectives of this study are to find out students challenges in writing a recount text. To find out whether writing skill of recount text can be improved by using picture series for the eighth grade students of SMP Negeri 4 Medan in the academic year of 2017/2018. The research design of this study is experimental design. There are two variables that are independent and dependent variable. Independent variable is picture series media and dependent variable is writing skill of recount text. The study of this research used quantitative research and supported by observation. The design of study is to find out improvement writing skill of recount text by using picture series. The research design of this study is experimental design. This study conducted with two groups, which is experimental group taught by using picture series media and control group by using conventional way (without picture series media). Both of group were giving pre-test and post-test with the same item. The result of this research shows that there is a difference of output between both of groups. Based on the calculation, t-test (5.76) is higher than the t-table (2.00) for the degree of freedom (62) at the level of significance (0.05). this difference took place because of different treatment in both of groups. The experimental group was taught by using picture series while control group was taught without using picture series. Therefore, it can be concluded that using picture series media can improve students writing skill of recount text.

Keywords: Writing Skill, Recount Text, Picture Series method.

INTRODUCTION

The basic of teaching and learning English is to make students able to master four language skills; those are listening, speaking, writing and reading. Writing is an important English skill that has to be learned beside the other language skills. Writing is a communicative act; it is a way of sharing information, thoughts, experiences, or ideas, between ourselves and others Cahyono, (2009:16). Among other language skill, writing is considered the
most difficult skill since it involves several component including contents, vocabularies, rhetorics, grammatical structures, and mechanics, such as punctuation and capitalization.

According to Harmer in Cahyono (2011: 13), in junior high school students are young learners. The students in this age have several characteristics which are different from adults in learning a language. In this case, they have to learn some texts such as narrative, descriptive, recount, report, and procedure texts. Unfortunately, many students of junior high schools are not good enough in writing. The students consider that writing is one of the most difficult language skill because they are demanded to express their ideas in written English appropriately. It means that in teaching junior high school students, teachers need to be creative in correlating the main topic to the real situation and students can learn the linguistic features automatically.

Teaching materials and media are developed by teacher in teaching and learning activities. Techniques and approaches to teach skills, in this case, writing influenced by the use of media. Therefore, the materials will give more power to motivate the students to learn English. Then, students get the interesting media and it will help them to learn English easily.

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

Teachers as facilitator, 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. The 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 can help students to select for the idea, grammatical accuracy, vocabulary, and correct organization of contents.

The reasons of the researcher for choosing the topic are first, writing is one of the basic skills that have to be learn by students in tenth year of senior high
school. Second, Recount text is one of the genres that must be taught to students of senior high school. Third, Picture series is one of the interesting media for student which can help student’s skill in writing recount text. The researcher hope that by using picture series the students can feel interested and be more active when teachers teach writing also can motivate the students in learning writing.

Students have some problems to find the idea in writing. Then, students often made some mistakes in grammatical errors in their writing. It is very common when students write, because they were undeveloped in grammatical mastery. Afterwards, they do not organize the sequence of paragraphs well. The teacher used a coursebook in teaching writing and rarely used pictures as media. The media that were used by the teacher to support the teaching and learning of writing were not sufficient. Furthermore, students had low motivation in composing a story. The correlation between writing skill and picture series is a picture that contains of the pictures sequence, that every picture have relation one each other and telling an even and has a sequence of events that have a unity of story which made in a writing. Through Picture series student have imagination to write a story based on their imagination from the picture and produce more words and various vocabularies which can be put in their writing. The focus of the research is picture series media to improve the students’ writing skill in learning writing. Based on the reasons above, so the problems of the study are: 1) Is there the challenges that students face in writing a recount text? 2) Does the picture series can improve students’ writing skill in recount text for the eighth grade students of SMP Negeri 4 Medan in the academic year of 2017/2018?

**METHODOLOGY**

The study of this research used quantitative research and supported by observation. The design of study is to find out improvement writing skill of recount text by using picture series. The research design of this study is experimental design. There are two variables that are independent and dependent variable. Independent variable is picture series media and dependent variable is writing skill of recount text.
This study conducted with two groups, which is experimental group taught by using picture series media and control group by using conventional way (without picture series media). Both of group were giving pre-test and post-test with the same item.

According to Ary, at all (1997 : 129) “Introduction to research in Education”, Population is defined as all members of any well-defined class of people, events, or objects. Based on the study, the researcher gathering the population from the students grade eighth SMP Negeri 4 Medan, each class consists of 32 students. There are 12 classes in the eighth grade. So the total of population is 384.

Sugiyono (2013:118) defined sample as a part of number or characteristic had by the population. Further, Bobbie Latham (2007:9) states in his journal, purposive sampling is selecting a sample “on the basis of your own knowledge of the population, its elements, and the nature of your research aims”. That is the population non randomly selected based on a particular characteristic. Considering those theories, the researcher determined 64 students as the sample, they were from grade VIII7 and VIII8. As the reason was, the two classes was consist of students who were more competence in English. The sample was divided into two groups namely experimental and control group. VIII7 became the experimental group while VIII8 became the control group. Therefore, there were 32 students in each group.

In collecting the data, the researcher gave the test to the students, the test was administered both after treatment was completed. In the study, the researcher used three step activities to collect the data: pretest, treatment, post test. Pre-test is an observation that is done before treatment. Pre-test was conducted to experimental and control group. It was used to know the ability of the students in writing skill before they got the treatment.

The treatment was conducted after the pre-test in both experimental and control group. The treatment in experimental group was applied by using picture series, while in control group by using conventional way (without picture series).
After teach the students about writing skill of recount text and without picture series media, the researcher gave the post-test to found out whether the media can improve students’ writing skill or not.

The validity and reability determine how well the test is. These two factors have to be fulfilled by a test before it was used to derive valid data in research. The establishment and procedure of this aspect were discuss in the following parts.

According to Arikunto (2013: 211), validity is degree of accuracy test measurement between data from the research object with the data that report by researcher.

Reliability show what extent is an instrument can be believed. The instrument of reability test is suitable with the curriculum of agreement of many people, not individual judgement. Reliability show meaning that an istrumet is enough to be trusted to use as a collection means because it is good. To determine the reliability coefficient use the Kuder Richardson formula (K-R-20), Arikunto (2013).

\[ r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2) \{N \sum Y^2 - (\sum Y)^2)\}}} \]

Where:
- \( r_{XY} \) : coefficient of correlation
- \( X \) : score of respondent each text
- \( Y \) : the total score
- \( N \) : the number of respondent

In this study the data are obtained from experimental and control group. There are three kinds of data gathered in the study. The first data are those concerning with result of the students’ active involvement during the class. The second data are concern with result of the students’ category in writing recount texts; the third data are those concerning with result of the students’ respond toward the process of learning using picture series technique, if the data were obtained, then it was analyzed by using statistical calculation of t-test to find out the difference score between experiment and control group was significant or not. Here, the researcher used formula according to Arikunto (1992: 261).
The researcher used to analyze the significant difference scores both groups:

\[
t = \frac{M_x - M_y}{\sqrt{\frac{d_x^2 + d_y^2}{N_x + N_y - 2} + \frac{1}{N_x} + \frac{1}{N_y}}}
\]

Where:
- \(M_x\) : mean score of experiment group
- \(M_y\) : mean score of control group
- \(d_x^2\) : the sum of deviation square of experimental group
- \(d_y^2\) : the sum of deviation square of control group
- \(df = N_x + N_y - 2\)

RESULT AND FINDING

The study was conducted by applying an experimental research. There were two groups in this research, namely experimental and control group. The data were collected by administrating the pre-test and post-test. A transcription of the students’ test scores can be found and analyzed in the following table the analysis of the students’ score in the test. This study provided an objective test called arranged test. The following table discussed the data was gained.

The student’s ability taught by using picture series is very good. It means the picture series arise the students’ motivation to get ideas, taught, feeling and express them into written. Through picture series that the researcher used in experimental class, it can be known the score of each students in improving writing skill of recount text by using picture series.

The data shows that in experimental group, the total score of pre-test is 1964, where the highest score is 70, and the lowest score is 45. in post-test of experimental group, the total is 2401, where the highest score is 85, and the lowest score 65. Moreover, the total score of pre-test in control group is 1872, the highest score is 70, and the lowest is 45. In post-test of control group, the total score is 2157, the highest score is 80, and the lowest is 55. the students’ score in experimental group is higher than in the control group.

Validity of the test
To test the validity of test items, based on the result of the test all items are valid for the number of sample 64 students.

**Reability Of The Test**

Reability show what extent is an instrument can be believed. The instrument of reability test is suitable with the curriculum of agreement of many people, not individual judgement. Reability show meaning that an instrument is enough to be trusted to use as a collection means because it is good. To determine the reliability coefficient use the Kuder Richardson formula (K-R-20), Arikunto (2013).

\[
rx_y = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2] [N\Sigma Y^2 - (\Sigma Y)^2]}}
\]

Where:
- \(rx_y\) : coefficient of correlation
- X : score of respondent each question
- Y : the total score
- N : the number of respondent

\[
rx_y = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2] [N\Sigma Y^2 - (\Sigma Y)^2]}}
= \frac{32(152830) - (2019)(2401)}{\sqrt{32(130421) - (2019)^2} [32(181629) - (2401)^2]}
= \frac{4890560 - 4847619}{\sqrt{[4173472 - 4076361] [5812128 - 5764801]}}
= \frac{42941}{\sqrt{97111} [47327]}
= \frac{42941}{67793.60}
= 0.63
\]

(0.61 – 0.80 = the reability is high)
Data Analysis

The analysis data was conducted to obtain the reliability of the research instrument and to test the hypothesis. Each of these is presented as follows:

From the score of the tests, a calculation was made to find out whether the using picture series can improve students writing skill of recount text. The result of the test is calculated by using t-test formula in the following:

\[
t = \frac{M_x - M_y}{\sqrt{\frac{d_x^2 + d_y^2}{N_x + N_y - 2} \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}
\]

Where:
- \(M_x\) : mean score of experiment group
- \(M_y\) : mean score of control group
- \(d_x^2\) : the sum of deviation square of experimental group
- \(d_y^2\) : the sum of deviation square of control group
- \(df = N_x + N_y - 2\)

\[
M_x = 13.4 \quad M_y = 8.9
\]
\[
d_x^2 = 799.92 \quad d_y^2 = 494.72
\]
\[
N_x = 32 \quad N_y = 32
\]

\[
t = \frac{13.4 - 8.9}{\sqrt{\frac{799.92 + 494.72}{32 + 32 - 2} \left[ \frac{1}{32} + \frac{1}{32} \right]}} = 4.5
\]

\[
t = \sqrt{\frac{1294.64}{62} \left[ \frac{2}{64} \right]} = \frac{4.5}{\sqrt{0.62}} = \frac{4.5}{0.78} = 5.76
\]
Finding

The result of this research shows that there is a difference of output between both of groups. Based on the calculation, t-test (5.76) is higher than the t-table (2.00) for the degree of freedom (62) at the level of significance (0.05). This difference took place because of different treatment in both of groups. The experimental group was taught by using picture series while control group was taught without using picture series. Therefore, it can be concluded that using picture series media can improve students writing skill of recount text.

CONCLUSION AND SUGGESTION

Conclusion

After analyze the whole data, it was found that the students’ writing test score improve from the pre test until post test. The conclusion are shown as follow : 1) The students’ writing skill improve by using picture series is higher than the students’ taught without picture series. 2) Teaching recount text by using picture series helped students to solve the challenges that faced by students in term of building and developing their knowledge of writing a recount text.

Suggestion

1. English teacher are suggested to use picture series as a learning media to improve students’ skill in writing a recount text because every students has time to brainstorm ideas, discuss and solve problem, and practice what they have learned with their group member.

2. Future researcher are suggested to conduct the research on the use picture series in teaching writing in other kinds of text genre.

REFERENCES


