

# IMPROVING RECOUNT TEXT WRITING SKILL AMONG THE TENTH GRADE STUDENTS AP3 OF SMK SARASWATI 3 TABANAN BY USING PICTURE SERIES

Ni Made Floriantiw<sup>1</sup>, I Wayan Mawa<sup>2</sup>, Ni Putu Meri Dewi Pendi<sup>3</sup>

English Education Department

Teacher and Education

Training Institute Saraswati

[floriantiw06@gmail.com](mailto:floriantiw06@gmail.com)

## ABSTRACT

This research is aimed at improving recount text writing skill among tenth grade students AP3 at SMK saraswati 3 tabanan by using Picture Series technique. The preliminary observations, the problem was concerned with the lack of the student's writing skill. This research was categorize as Classroom Action Research (CAR). The subject of this research were 24 students of tenth grade students at SMK Saraswati 3 Tabanan. The data collected by using observation list and tests. This research was conducted in two cycles. The results of the observation, it has been shown that the students seemed to be more confidence and motivated begin to write in the terms for generating the ideas after implemented Picture Series technique. Moreover, this improvement can also be seen by comparing the mean values of each score from the pre-test to the post-test. Before the research done, the mean score of students' pre-test was 45.12. After the research done for cycle 1, the mean score of students' writing was increased to 60.37. The result of post-test in cycle 2 showed that, the mean score of students' writing was 75.54. Thus, picture series technique can appropriate to apply in teaching and learning process, especially for writing.

Keywords: writing, recount text, picture series.

## ABSTRAK

*Penelitian ini bertujuan untuk meningkatkan keterampilan menulis teks recount pada siswa kelas X AP3 di SMK Saraswati 3 tabanan dengan menggunakan teknik Picture Series. Pengamatan awal, masalahnya berkaitan dengan kurangnya keterampilan menulis siswa. Penelitian ini dikategorikan sebagai Penelitian Tindakan Kelas (PTK). Subjek penelitian ini adalah 24 siswa kelas X di SMK Saraswati 3 Tabanan. Data dikumpulkan dengan menggunakan daftar observasi dan tes. Penelitian ini dilakukan dalam dua siklus. Hasil pengamatan, telah ditunjukkan bahwa siswa tampaknya lebih percaya diri dan termotivasi untuk mulai menulis dalam istilah untuk menghasilkan ide-ide setelah menerapkan teknik Picture Series. Selain itu, peningkatan ini juga dapat dilihat dengan membandingkan nilai rata-rata dari setiap skor dari pre-test ke post-test. Sebelum penelitian dilakukan, nilai rata-rata pre-test siswa adalah 45,12. Setelah penelitian dilakukan untuk siklus 1, skor rata-rata penulisan siswa meningkat menjadi 60,37. Hasil post-test pada siklus 2 menunjukkan bahwa, nilai rata-rata tulisan siswa adalah 75,54. Dengan demikian, teknik rangkaian gambar dapat tepat untuk diterapkan dalam proses belajar mengajar, terutama untuk menulis.*

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

## 1. Introduction

English is implemented as a foreign language. In Indonesia students learn English as a foreign language because it becomes a subject. Harmer (2007:19) stated that EFL describes a situation where students learn English so that it can be used to communicate with other English speakers in the world. The purpose of teaching English is to develop basic four communication skills such as: listening, speaking, reading, and writing. By having more knowledge about language skills such as writing, we have a better chance to understand and be understood.

Suprianti, (2015:5) stated that writing is process of inventing ideas, thinking about how to express them, and organizing into statements and paragraphs that would be clear to a reader. Writing is one type of productive written language skills. Writing can be said to be the most complicated language skills among other types of language skills. In the area of education with English as a foreign language, the students especially Senior high school students are required to be able to communicate in both spoken and written language. The written language can be expressed through written product which specialized skills. Writing skills are not taken into account and considered in the teaching process rather than other skills. For example, teacher often ask students to read certain texts and answer the following question. Instead ask them to procedure text. It makes students feel writing skills seems not very important. As a result, problem that arise becomes obstacles for students to get good results on their writing, writing has many genre, the genre is recount text which includes in current school year level senior high school. Students usually face difficulties in writing recount text. First they do not like reading, thus, they hard to find the ideas to write, second, they are difficult to compose writing that comprehensible because they have limited vocabulary. Third, they are confused in making sentences with correct grammar. And the last, they have low motivation in writing because the teacher still confuse to choose method and media which are suitable to current curriculum in writing.

The focus of the research is that series picture technique could give the students new feeling in learning writing. Picture series is learning model that uses picture and sorted into logical sequences. This learning model relies on picture series as a medium in the learning process. According to Muhibbudin (2016) Picture series is one of the techniques of co-operative learning. The researches uses picture series to improve writing skill at SMK Saraswati 3 Tabanan because students writing skill are very low. Some students have not been able to make a short text in the form of a recount, many weaknesses that need attention, first, there are still many students writing that do not use past tense. Second, some students ask the teacher to translate the words they write. Third, the mastery of vocabulary is not sufficient to be able to make a good text. Fourth, the students have limited time to write that contains element of orientation, events, and re-orientation. The low ability to write students in the form of recount text is caused by several things such as low students motivation, learning technique that are less attractive to students, low mastery English grammar, for that weakness therefore the researches choose picture series as technique, which is a way to provide picture in order that shows the chronology of events that occur. Using picture series can make it easier for students to express ideas in the form of directional writing and arranged chronologically. The students could feel interested and be more active when teachers teach writing. Thus, the methods could motivate the students in learning writing skill. Picture series techniques are used in an effort to provide stimulus to students so that the reasoning power of students about an event is more directed which can generate responses in the form of ideas as outlined in written form.

## 2. Method

This research is classified in to classroom action research (CAR). Classroom action research is scientific research based on a learning problem and corrective actions to solve problems in class being taught. Techniques to get the data in action research were generally qualitative. It is because the main goal of this study was to investigate practice critically and to work towards changing it within the context of situation of the teaching situation. It did not mean that quantitative doesn't give any relevant result to the research. In some terms, quantitative data would be used to complement or extend the findings of action research (Burns, 1999: 78).

The subject of the research was grade students AP3 class of SMK Saraswati 3 Tabanan in the academic years of 2019/2020. The population of this class there are 24 students consisted of 19 male students and 5 females. The setting of the research was SMK Saraswati 3 Tabanan. SMK Saraswati 3 Tabanan is one of the popular tourism vocational high school in Tabanan. The school is located at Jalan Pahlawan No. 2 Tabanan. There are two majors in tourism at SMK Saraswati 3 Tabanan namely housekeeping and food service. The school was selected as the setting of the research due to the study is lack ability in writing, the researcher found that many students were not eager in writing English. So that, the researcher decided to conduct a research to improve the students' writing skills by using picture series in order to achieve the goal of English teaching and learning in SMK Saraswati 3 Tabanan.

The data collecting technique using test and non-test, so there are 2 type of data, qualitative and quantitative data. The qualitative data were obtained through observation, and the quantitative data were obtained through test. The instrument of the research are Observation checklist and task.

Table 01. The Elements Judged in Writing

No	Assessment Criteria	Maximum Score
1	The contents of recount text	100
2	Cohesion essay	100
3	Accuracy of grammar usage	100
4	Capital letter and punctuation	100
<b>Maximum Score Total</b>		<b>400</b>

Assessment information:

Used the score as follows:

100	= very appropriate
75	= appropriate
50	= quite appropriate
25	= less appropriate
0	= not appropriate

Table 02. The Guidelines of Conversion Score of the Test

No	Score	Integrity	Predicate	Note
1	85-100	5	A	Very good
2	75-84	4	B	Good
3	55-69	3	C	Enough
4	40-54	2	D	Bad

5	0-39	1	E	Very bad
---	------	---	---	----------

The analytical method was a method of data analysis carried out by using a particular analysis to obtain a result of research. The data obtained from the implementation of the action, both obtained from the results of observation and tests. According to the table above, the research can count the score of the test. Formula can be calculated as follows:

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

In which:

M (Mean) : average score of the elements judged in writing

X : score total

N : Number of students

The formula of the mean of the test in each cycle can be calculated as follows:

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

$$Y = \frac{\sum Y}{N}$$

In which:

X : mean of post-test 1 scores

Y : mean of post-test 2 scores

N : the number of sample

$\sum X$  : the sum of post-test 1 scores

$\sum Y$  : the sum of post-test 2 scores

The analysis of data tool place continuously, in every complete one action. Kartika (2019:48) stated that after the data has collected, the next step of the data was analyzed by using recount analysis method that was analyzing the data systematically to obtain the conclusion. This has done in the following ways:

### 1. Deciding for student that has passed threshold score

A through students =

$$\frac{\text{Number of students which get a certain score due diligence}}{\text{Total number of student}} \times 100\%$$

### 2. The formula used to decide for an unfinished student

An unfinished students =

$$\frac{\text{Number of students which get a certain unfinished value}}{\text{Total number of students}} \times 100\%$$

### 3. Determining the increase in value obtained

The formula used to determine the increase was as follows:

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

In which:

P : percentage increase

x<sub>1</sub> : previous action score

x<sub>2</sub> : next action score

### 3. Findings and Discussion

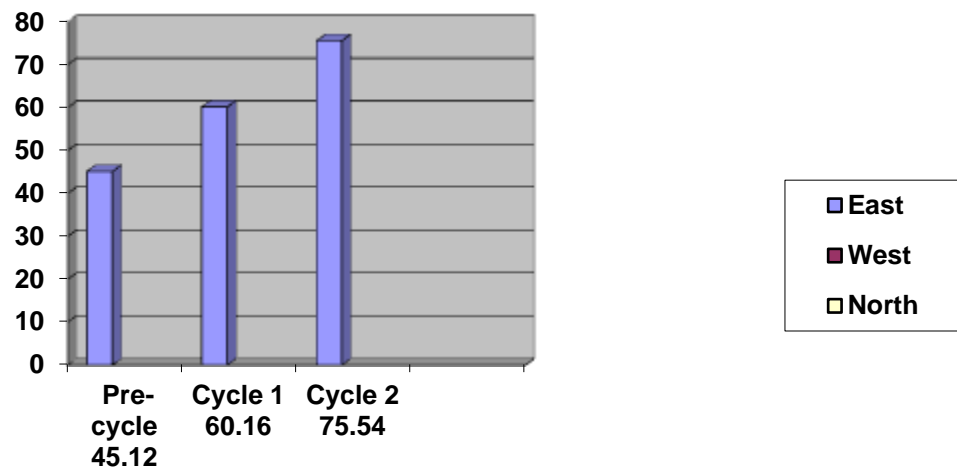
The improvement of writing ability in recount text by applying picture series technique from the pre cycle activities to the cycle 2 was presented in the table below.

Table 03. The students result from pre cycle, cycle 1, and cycle 2

No	Cycle	The Mean Scores	Total of Students Who Reached Threshold Score	Percentage of Students Who Reached Threshold Score
1	Pre-cycle	45.12	0	0%
2	Cycle 1	60.16	4	16.66%
3	Cycle 2	75.54	24	100%

The improvement data of the mean scores which can be seen in the chart below.

**Figure 03. The Mean Scores of Each Cycle on the Research**



Based on the data above, it can be seen that by applying the picture series technique the ability to write a recount text has increased. This can be proven by the mean score obtained always increased, those were in the pre-cycle was 45.12 and then in the cycle 1 was increased to 60.16. Likewise in the cycle 2 the mean score increased to 75.54.

The implementations of pre-cycle using the system online. In pre-cycle the students write recount text. Then, in cycle 1 before implementing picture series in planning the researcher made some preparations. The preparation was in the form of lesson plans. In Action there were 2 meeting, meeting 1 Focusing on explaining the material of recount text, picture series and the way to use picture series technique in writing recount text, in meeting 2 Focusing on the implementation of writing recount text by using picture series technique with entitled "Vacation to Grandparents house" after action there was observation in observation the students are not active, did not really attention the material in the last step there was reflection in reflection picture series technique in cycle I had not meet the success yet, then need to continue to cycle 2.

Cycle 2 there were 4 steps, in planning made revision because in cycle 1 showed had not been success yet. Revised the picture series technique used selecting themes that were more appropriate for the students, the action there were 2 meeting , meeting 1 in cycle 2 focusing explaining more detail the material about recount text, picture series, the way to use picture series technique. In meeting 2 Focusing on the implementation of writing recount text by using picture series technique with entitled "Vacation to the Beach". Observation In cycle 2 the students have done the task correctly, and can write the task in the form of recount text better than before, then reflection in cycle 2 was better than cycle, it succeeded in increasing student enthusiasm.

The students opinion toward picture series technique the students more excited and more interested in learning wrote recount text. By using this technique the students get more ideas in writing than without using media. Picture series that is learning technique that made the students more active in learning, picture series can also motivated student. By applying picture series technique the average value always increases. The average grade experience was always increasing. In cycle 2 can be seen a significant improvement from students, while there were

improvement in grammar, vocabulary, sentence structure and making sentence, although, there were little mistake such as in the word “singing” should use “sang”, then, in the sentence ”said a few jokes ” that was not true, should use sentence” made some jokes”. Then in the cycle 2 has increased to 75.54. The average improvement in cycle 2 reflects the students’ understanding of writing skill recount text that is getting better. The hypothesis proposed on this research; picture series techniques can improve the students’ writing skill on recount text at tenth grade students of SMK Saraswati 3 Tabanan.

#### 4. Conclusion

Based on the student scores in preliminary research, it is known that student achievement needs to be improved because the score is low. The students’ ability is low in improving the ideas of writing. The researcher applied a technique called picture series to improve the ability of tenth grade students to write recount text. When pre-cycle the value of the students are very low, and then in cycle 1 researcher using picture series and the value of the students can be increased although on cycle 1 the students are still confused in writing recount text by using picture series technique. And finally researcher repeated explaining the material with in detail and guide the students slowly, and in cycle 2 there is a significant improvement of the student achievement in writing skill of recount text. The students started excited and interested using picture series technique so that the value of the students can be interested. Based on the findings and discussion of researcher in the previous chapters, concluded above, the researcher concluded that the use of picture series techniques can improve the students writing abilities in recount text and become appropriate techniques and can be applied by English teachers.

#### Bibliography

Burns, Anne. 1999. *Collaborative Action Research for English Language Teacher*. United Kingdom: Cambridge University Press.

Harmer, Jeremi.2007. *The Practice of English Languag Teaching*: England: Pearson Longman

Kartika.2019. *Improving Sevent Grade Students’ Writing Ability in Descriptive Text By Using Numbered Heads Together (NHT)Technique in SMPN 1 Penebel*. Tabanan: IKIP Saraswati

Muhibbudin. 2016. “The Application Of Picture Series To Improve Writing Skills”.

<file:///D:/BAHAN%20SKRIPSI/REFRENSI%20SKRIPSI/muhibudin.pdf>

(Accessed on 13 Juni 2020)

Suprianti.2015.” Writing Workshop and Journal Writing Techniques; A Comparative Study In Teaching Writing”.

<file:///D:/BAHAN%20SKRIPSI/REFRENSI%20SKRIPSI/suprianti.pdf> (Accessed on 13 Juni 2020)