

“Improving the Eight Grade Students' Achievement in Writing a Recount Text by Using Picture in Series at SMP Islam Terpadu Al Ghozali Jember in the 2013/2014 Academic Year ”.

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Abstract

This research was intended to improve the eight grade students' achievement in writing a recount text by using picture in series at SMP Islam Terpadu al Ghozali Jember in the 2013/2014 academic year. The subjects of this research were the students of class VIII A at SMP Islam Terpadu Al Ghozali Jember in the 2013/2014 academic year. The research design was classroom action research. The data of this research were obtained from the students' writing test and observation. The result of writing test in cycle 1 showed that the percentage of the students who got score ≥ 70 was 78% of 23 students. Then, the result of writing test in Cycle 2 showed that the percentage of the students who got scores at least 70 were 82% of 23 students. It means that there was improvement from the first cycle to the second cycle as much as 4% of the percentage of the students who got score ≥ 70 . Based on the results of observation in Cycle 1 and 2, the students showed improvement in their participation during the teaching and learning process of writing. The average percentage of the students' active participation in Cycle 1 was 82.65%. Meanwhile, the average percentage of the students' active participation in Cycle 2 was 86.8%. From the results of observation there was an improvement as much as 4.15% on the students' active participation during the teaching and learning process of Cycle 1 and 2. Based on the research result, it could be concluded that the use of picture in series was able to improve the eight students' active participation, as well as their writing achievement in the teaching learning process of writing.

Keywords: Classroom Action Research, Picture in series, Writing Achievement, Active Participation.

Introduction

In the teaching of English, the role of the teacher in the class is very important. A professional teacher should be able to solve the problems found in the English classroom. A teacher must know the ability that the students have, especially in four language skills in English. They are reading, writing, writing and speaking. In order to gain those skills, the students should have the capability of the language components, such as pronunciations, vocabulary and grammar.

Based on the informal interview with the English teacher of SMP Islam Terpadu Al Ghozali Jember on Wednesday 6th November 2013, it was known that most of the students of the eight grade have got a problem in writing skill. It was be shown by the average score of the students' writing achievement test that was below the standard score requirement of 70 and the mean score was 69. The students who could reach this standard score level

were only 60%. Based on the English teacher, there were some reasons why the scores of the students' writing was still low. The first, the teacher thought that the students were less motivated in writing English because the teaching learning process of writing was relatively monotonous. So the students felt bored in joining the writing class. They were not interested in writing a recount text. Besides, the students' active participation in writing was also still low. It means that the students were still passive in the teaching learning process. The second, the teacher thought that the students got many difficulties to express the ideas in writing a paragraph based on their own words without any media.

According to Raimes (1983:8), writing is considered as a tool in learning because of some reasons. First, while students were writing, they were applying their knowledge of grammatical structures, idioms, and vocabulary. Second, they also had an opportunity to be exploratory with the language. Last, the students become involved with the new language. Among the four basic

skills, writing has an important role to communicate indirectly without face to face. In the writing skill, students have to explore their ideas to write on the paper. The students have to master many vocabularies to express their ideas in the form of writing.

Muhyidin (1999:1.1) states that students have difficulties in writing English without systematic training. They were difficult to act out their ideas without something that makes the students write well. It was supported by Gebhard (2000:235) that the problem encountered by the students in writing is the teacher's use of an ineffective writing strategies. It was necessary for the teacher to help the students to improve their writing achievement. According to Langan (2008:8), writing is done not in one step but in a series of steps. They have to prepare it well, to gain a good writing. If they didn't follow some stages of writing process from prewriting, drafting, revising and editing, they will find difficulties and will have negative attitude in writing.

In the teaching learning process, writing is one of the difficult skills for the students. The English teacher should be aware of the students' problem. He/she should make an instructional learning by using media or visual aids that is appropriate with the objectives of learning, the needs of the students and the teacher owns teaching material taught to the students. One of the media or teaching aids that can be used in teaching writing is pictures. To solve the students' problem in writing a recount text, the researcher will use picture in series in teaching a recount writing. In this research, picture in series will be used as media by the students in writing a recount text.

Wright (1989:201) states that picture in series or sequences of picture are potentially useful. In other words, pictures as media could give a number of special roles, such as to help the teachers to attract and motivate the students in the teaching and learning process. That's why, the researcher will choose picture series as media in teaching writing a recount text.

According to Wright (1989:201), picture in series are pictures which relate to each other to develop a story or a process in series or in sequence. Besides, the function of the media is to tell a story a sequence of past events. Yunus (1981:50) says that picture in series is a number of related composite pictures whose function is to form a sequence. It will make the students easier in writing process with the sequence picture on it. The students will have more ideas from the pictures. Picture series will guide the students in writing a recount text and can improve the students' writing achievement.

Based on the background above, the researcher conducted a classroom action research entitled "Improving the Eight Grade Students' Achievement in Writing a Recount Text by

Using Picture Series at SMP Islam Terpadu Al Ghozali Jember in the 2013/2014 Academic Year"

Research Method

The classroom action research was used in this research because this research was intended to improve the students' active participation and their achievement in writing a recount text by using picture in series at SMPIT Al Ghozali jember in the 2013/2014 academic year. The classroom action research with the cycle model was applied in this research. Arikunto (1996: 91) says that in conducting the classroom action research, the researcher needs to do it collaboratively with another researcher or a team. Dealing with the statement above, the classroom action research was conducted collaboratively with the English teacher of class VIII-A in SMPIT Al Ghozali Jember. The collaboration was focus on planning the action, implementing the action, observing the class, and analyzing the data and reflecting the action. The area determination method of this research was done by using purposive method. This research was conducted at SMP Islam Terpadu Al Ghozali Jember. This school was chosen by considering some reasons. First, the students of SMPIT Al Ghozali Jember, especially the eight A grade students had difficulties in writing a recount text and they were passive in the writing teaching learning process. Second, The English teacher agreed with the researcher to conduct the classroom action research by using picture series collaboratively. Then, the Headmaster gave permission to the researcher to conduct this classroom action research.

In this research, the research subjects were the students of class VIII A at SMP Islam Terpadu Al Ghozali Jember in the 2013/2014 academic year. Based on the preliminary study, the total number of the students in that class was 23 students. This class was chosen because based on the preliminary study this class had low mean score of writing that was 69. The methods used in collecting the data were writing test, observation checklist, interview guide, and documentation.

The evaluations conducted in this research were product and process evaluations. The process evaluation was conducted by observation which was done in each meeting to evaluate the students' participation during the teaching learning process of writing by using picture in series. The students' participation in this research was referred to the students' participation during teaching learning process. The students' participation could be seen from four categories, i.e, paying attention to the teachers' explanation, asking the questions about the lesson, answering the teacher's oral questions, doing the exercise of writing a recount text by using picture in series. The students who fulfilled at least three indicators were categorized as active students. The product evaluation was

conducted at the end of each cycle by administering writing test.

The action was categorized successful if 75% of the students could achieve score 70 as the minimum standard score established by SMP Islam Terpadu Al Ghozali jember. Moreover, the action was considered successful if 75% students in the VIII A class were actively participated during the teaching learning process of writing

Data analysis was used to analyze the obtained data. The data were collected from writing test and observation. The data from the students' writing test were analyzed quantitatively, while the results of observation were analyzed quantitatively in the percentage.

The students' scores of the students writing test were analyzed quantitatively to find the percentage of the students who got score 70 or higher in the writing test by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the students who got score 70 or higher in the writing test

n = the number of the students who got score of 70 or higher in the writing test

N = the number of the students (the result subject)

(Ali, 1993:186)

Then, the data obtained from observation were analyzed using the following formula to find the percentage of the students who actively participated in the teaching learning process of writing by using picture series:

$$E = \frac{N}{n} \times 100\%$$

Notes:

E = the percentage of the students who actively participated the teaching learning process of writing by using picture in series

n = the number of the students who were categorized as active students

N = the number of the students (the result subjects)

(Ali, 1993:186)

Research Finding

The action in the first cycle was conducted in two meetings. The first meeting was done on April 16th, 2014 and the second meeting was done on May 17th, 2014. Then, the writing test was administered on May 19nd, 2014 after the actions. The activities done in Cycle 1 covered four stages namely: the planning of the actions, the implementation of the actions, observation and evaluation, and data analysis and reflection of the action. The implementation of the action in the first cycle was the researcher based on the lesson plan constructed both by the researcher and the teacher. The first meeting was based on lesson plan 1 and the second meeting was based on lesson plan 2. The material used in each meeting was recount text.

The process evaluation was done by observing the students' participation while the teaching learning process of writing skill was going on by using picture in series which was carried out by using observation checklist. There were 4 indicators in the observation checklist to observe the students' participation. There were; paying attention to the teachers' explanation, asking the questions about the lesson, answering the teacher's oral questions, doing the exercise of writing a recount text by using picture in series.

The researcher administered writing test at the end of Cycle 1. The result of writing test in Cycle 1 showed that there was 78% students who got scores ≥ 70 in writing test. Based on the list of students' scores in writing test, there were 23 students who got scores ≥ 70 which means that the target of this research was achieved.

The result of observation in Cycle 1 of the first meeting, there were 18 students or 78.3% of 23 students who were active during the teaching learning process. Then, in the second meeting, there were 20 students or 87% of 23 students who were actively involved in the teaching learning process. Thus, it could be concluded that the average result of the students' active participation during teaching learning process was 82.65%. Which means the result achieved the target.

Based on the result of writing test and observation during the teaching and learning process in Cycle 1, it was categorized to be successful or achieved the target. Although the target of this research was achieved in cycle 1, it was still continued to the second cycle to know the consistency the result of the action done in Cycle 1.

The second cycle was conducted in two meetings. The first meeting was done on May 23rd, 2014 and the second meeting was done on May 26th, 2014. Then, the writing test was administered on May 30th, 2014. There were two kinds of data obtained, the first data were the data of the students' active participation in the teaching learning process of writing a recount text by using picture in series. The second data were the data of the students' achievement in writing a recount text.

From the result of writing test and observation during the teaching and learning process in Cycle 2, it was concluded that there was improvement in both product and process evaluations. Based on the result of writing test in Cycle 2, there were 19 students or 82% of 23 students who got ≥ 70 as the standard minimum score. Then, the result of observation in the first meeting showed that there were 19 students or 82,6% of 23 students, and in the second meeting there were also 21 students or 91% of 23 students who were active during the teaching learning process of writing by using picture in series. Based on the result of writing test and observation during the teaching learning process in Cycle 2, it showed improvement and successfully achieved the target of the research. Thus, it could be concluded that the results of Cycle 2 gave the consistent results as what

had been done and found in Cycle 1, that the use of picture in series could improve the students' achievement in writing a recount text and their participation during the teaching learning process.

Those results proved the theories which stated that using picture in series can improve the students' writing recount text achievement as well as their active participation in the teaching learning process. Wright (1989:2) states that picture in series contribute to arouse students' interest. In other words, pictures as media can give a number of special roles, such as to help the teachers to attract and motivate the students in the teaching and learning process. According to Underhill (1987:67), pictures can be easily understood to stimulate the students, and make more visual rather than written.

Conclusion and Suggestion

Based on the results of data analysis and discussion, it could be concluded that teaching writing by using picture in series could improve the eight grade students' achievement and active participation during the teaching learning process at SMP Islam Terpadu Al Ghozali Jember in the 2013/2014 academic year. It means that the results of cycle 2 gave the consistent result as well as that done in Cycle 1, that the use of picture in series could improve the students' active participation in the teaching writing. Since the use of picture in series could improve students' achievement in writing and participation during the teaching learning process, picture in series can be used as media to teach writing. Thus, the researcher suggests the English teacher to use picture in series as medium of instruction in the teaching learning process especially in teaching writing. The students are also suggested to be more active during the teaching learning process and they should practice writing in English a lot so that they can improve their writing achievement. For the future researchers are suggested to use this research results as information or a reference to conduct a further research that deals with the use of different subjects at difficult schools.

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