IMPROVING STUDENTS' WRITING IN RECOUNT TEXT THROUGH SEQUENCE OF PICTURES AT THE SECOND GRADE OF MTSN 1 BANDAR LAMPUNG

(A Script)

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ABSTRACT

IMPROVING STUDENTS' WRITING IN RECOUNT TEXT THROUGH SEQUENCE OF PICTURES AT THE SECOND GRADE OF MTSN 1 BANDARLAMPUNG

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Abstract. The aims of this study were to find out whether there was any improvement of the students' writing skill in recount text after they have been taught by using sequence of pictures and to investigate which aspects of the students' writing skill improved the most after they have been taught by using sequence of pictures. This research is a quantitative research. The design used was one group pretest and posttest because the students' writing skill was measured in one group of participants before and after the treatments were administered. The subjects were 30 students of class VIIIC of MTsN 1 Bandar Lampung. The instrument was a writing test in form of essay. The data were in form of scores taken from the pretest and posttest and were analyzed by using Paired Sample t-test. The result showed there was a statistically improvement of students' writing skill in recount text viewed from the pretest score to the posttest score (58.9 to 70.8) after they have been taught by using sequence of pictures. The aspect of writing that improved the most was content. This is because the nature of sequence of pictures mainly guides the students to develop the ideas. It suggests that a sequence of pictures facilitates the students to improve their writing ability as a whole.

Keywords: sequence of pictures, recount text, writing.

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A Script

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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 15 Mei 2019

As'ad Rizki As-shidiqi

CURRICULUM VITAE

As'ad Rizki As-shidiqi was born in Bandar Lampung, on June 13th. 1998. He is the second and last son in the family of Drs. H. Shodri Daram and Hj. Munashiroh, M.M. He has one older brother, Fahmy Firman Wahyudi, S.Pd.

He started his study at his own home before he went to elementary school. He did not go to kindergarten, yet his parents taught him every day for every subject he needed to know like listening, speaking, reading, and writing. Then, he continued his study at SD Negeri 1 Rawalaut, Bandarlampung. After he graduated from elementary school in 2009, he continued his study at SMP Negeri 23 Bandarlampung and graduated in 2012. Then, he continued his study at SMAN 3 Bandarlampung. During his study, he joined English Club in the senior high school. He graduated in 2015. In the same year, he successfully passed SNMPTN program and was accepted as a student of English Education Study Program of University of Lampung.

During his time in the University of Lampung, he was actively involved in UKM-F HMJPBS (Himpunan Mahasiswa Jurusan Pendidikan Bahasa dan Seni). From July to August 2018, he did KKN in Kota Agung Barat, Tanggamus and he conducted PPL at MAN 1 Tanggamus. To complete his study, he undertook a research related to students' writing in recount text through sequence of pictures at MTSN 1 Bandarlampung.

DEDICATION

The writer dedicates this work to:

1. His beloved parents – Shodri Daram and Munashiroh
2. His brother – Fahmy Firman Wahyudi
3. His Almamater – University of Lampung
4. His friends in English Education Study Program
5. UKM-F HMJPBS
6. English Teachers

MOTTO

"My success comes from Allah SWT."

(Al Qur'an 11:88)

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11. My friends in Class B and English Department batch 2015. Thank you for the time we had together. I could not ask for better friends than you all.

12. UKM-F HMJPBS. Thank you for being my supportive family for helping me to achieve what I thought impossible, for guiding me to be brave, confident, and hard working person, and for making me as who I am today.

Finally, the writer believes that his writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and to those who want to conduct further research.

Bandar Lampung, 15 Mei 2019
The Writer

As'ad Rizki As-shidiqi

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I. INTRODUCTION

This chapter discusses the background of the problems, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms.

1. 1. Background of the Problems

Writing is one of the skills that should be mastered by the English learners in studying English besides listening, speaking, and reading. It is complicated skill that needs processes because many aspects should be considered. Brown (2001: 335) states that written products are the result of thinking, drafting, and revising that required specialized skills on how to generate ideas, organize them coherently, discourse markers and rhetorical conventions coherently into a written text, revise a text for clearer meaning, edit a text for appropriate grammar and produce a final product.

In line with the purpose of teaching English in curriculum 2013, the teachers have to: (1) develop the ability of communication in oral and written. These capabilities include in listening, speaking, reading, and writing; (2) grow awareness of the importance of English as a foreign language. Thus, according to Educational Unit Curriculum (K13), English is one of language skill that should be mastered by students. In writing aspect, the competence that students should master is understanding the various meanings (interpersonal, ideational, textual) in a variety of written texts interactional and monologue especially in the forms of descriptive, narrative, spoof or recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review. They also

should able to produce short spoken and written text (Kemdikbud, 2016). It means that writing has important role in English teaching and learning in this curriculum. In both of the curricula, writing is taught from the first until the last grade.

In order to make a good writing, the students must pay attention to some aspects to make a good piece of writing. Some aspects are grammatical rules, vocabulary mastery, and motivation to write. Based on the researcher's experience in Teacher Training Practice (PPL) in MAN 1 Tanggamus and pre-observation in MTSN 1 Bandar Lampung, most of the students' problems in writing are due to some factors. Those are using inappropriate words, using ungrammatical sentences, having lack of practice and difficult to express their ideas but the main problem is motivation.

Based on the explanation above, the researcher uses the sequence of pictures as a technique in teaching writing recount text. Cahyono (2009: 35) has stated that by using picture sets, students will become more interested and enjoy the teaching-learning process; the topic pictures lead students to focus directly on words or texts. The use of picture sequences is suggested as one alternative way to improve the students' capability in writing especially in writing recount text. Lutfiyah (2009) states that the use of pictures in the classroom provides a stimulating focus for the students' interest because everybody likes to look at pictures. Sequence of pictures can improve students' motivation in learning writing. In addition, Yunus (1981: 49) states that sequence of pictures is a number of related composite pictures linked to form a series sequences. Its main function is to tell the sequence of story or event. Because sequence of pictures contains a story or a sequence of events, they can help students to develop their ideas. By using sequence of pictures, the students can produce a coherent and well organized writing because sequence of pictures gives the students a chance to think critically and interpret

events in the picture and write their ideas. Besides, sequence of pictures can build students' motivation; the students like to see pictures.

Prakash (2007) explained that when the students have high motivation, they learn things without taking much time, but when it is low, they take longer time to learn the writing skill aspects and they are exposed to make many errors in learning the material. It means that motivation will enable the students to solve the problems. The students who have high motivation will be more active in writing. They will adjust themselves to the learning condition with the teacher's guidance. And at least, the students will be interested in writing. Student's writing motivation has correlation with the students' writing skill. It can be assumed that the higher the students' motivation, the better the students' writing skill; the lower the students' motivation, the worse the students' writing skill.

The previous research has proved that sequence of pictures can be implemented in writing procedure text (Ramadhani, 2017). The researcher chose this technique to find out the answers of the research questions about the increase of students' writing skill in procedure text after the implementation of sequence of pictures and which aspect of writing improves the most after being taught by sequence of pictures. This research was basically quantitative research which used a group pretest-posttest design. The population of this research was the third year students of SMPN 23 Bandar Lampung in the academic year at 2017/2018. The sample of this research was IX B 2 chosen randomly by using a lottery. The finding of her study concludes that picture sequence technique can be applied in teaching a procedure text writing to improve students' ability.

Another similar research of sequence of pictures technique was conducted by Gunawan (2013). The research was conducted at SMP Negeri 2 Adiluwih-Pringsewu at the second grade in the academic year 2012 - 2013. This classroom

action research was conducted in two cycles, each cycle consisted of planning, action, observation and reflection. The result showed that there was an improvement of students' narrative paragraph writing by using sequence of pictures.

Prasetianingtias (2008) also conducted research to find out the effectiveness of using picture sequence technique in writing procedure text. The population of this research was the first year students of SMA N 15 Bandar Lampung. X5 class was chosen as the sample of this research that consisted of 37 students. This research used one group pretest posttest design. It means that the result was found by comparing the differences score between pretest and posttest. Based on the results of the research, it can be concluded that applying sequence of pictures was successful in increasing student's writing ability.

Based on the results of those studies, it can be inferred that those studies prove that sequence of pictures is good to be implemented in teaching writing, especially in helping the students improve their writing skill, so the study maintains to conduct a research mainly dealing with the use of sequence of pictures toward students' writing in recount text at junior high school. The differences between this study and the previous studies are about the type of the text, participants and the location of the research. Thus, this research is entitled "Improving Students' Writing in Recount Text through Sequence of Pictures at the Second Grade Students of MTSN 1 Bandar Lampung."

1. 2. Formulation of the Problems

Based on the background that has been discussed above, the researcher formulates the problem as follows:

1. Is there any improvement of students' writing skill in recount text after they have been taught by using sequence of pictures?

2. Which aspect of students' writing skill improves the most after they have been taught by using sequence of pictures?

1. 3. Objectives of the Research

1. To find out whether there is any improvement of students' writing skill in recount text after they have been taught by using sequence of pictures.
2. To find out which aspect of students' writing skill improves the most after they have been taught by using sequence of pictures.

1.4. Uses of the Research

The uses of the research are as follows:

1. Theoretically, the researcher hopes this research may contribute useful information for future research regarding the implementation of sequence of pictures in teaching writing.
2. Practically, as information for English teachers who want to improve students' writing skill by using sequence of pictures.

1.5. Scope of the Research

This research was a quantitative one. It was conducted in the second year students of MTSN 1 Bandar Lampung. The subject of the research was a class that consisted of 30 students. This class was taken randomly by using lottery technique. This research used sequence of pictures as the technique and the material of the research was limited only to personal recount text covering content, organization, vocabulary, grammar, mechanic. The basic theory of recount text is referred to Siswanto (2005:202) while for sequence of pictures is referred to Yunus (1981:49).

1. 6. Definition of Terms

In order to avoid misunderstanding from the readers, definitions of terms are provided as follows:

1. Writing is a form of communication to deliver thought or to express ideas through written form of grammatically organized sentence.

2. Teaching writing is to teach the students how to express the idea or imagination in written form. In order to be successful in writing, the material presented should be relevant to their needs, interest, capacities, and ages until they are able to make composition with view or even no errors (Finnochiaro, 1964: 129).

3. Recount text is a text that tells someone's past experiences in a chronological order (Siswanto, 2005: 202).

4. Sequence of pictures is a number of related composite pictures linked to form a series sequences (Yunus, 1981: 49).

5. Improvement is the process of a thing moving from pretest score to posttest considered to be better.

Those all above are what this chapter contains, such as, background of the problems, formulation of the problems, objectives of the research, uses of the research, scope of the research, and the definition of terms.

II. LITERATURE REVIEW

This chapter deals with the following topics: theories of writing, aspects of writing, teaching writing, text, recount text, sequence of pictures, sequence of pictures in teaching recount text, procedure of applying sequence of pictures in teaching recount text, advantages and disadvantages of using sequence of pictures, theoretical assumption, and hypothesis.

2.1 Theories of Writing

Writing is one of the skills of language that is studied in the classroom. In curriculum 2013, it is the activity requiring the ability to make the word become sentence. It is also activity of constructing sentence into a text. Writing is not easy because it is the most difficult subject in the school since the students have to produce a text by using English. It takes series of practices to develop this skill, it cannot be learnt only one time. The students have to write what they think in their mind and state it on a paper by using correct procedure. Learning to write either in the Junior High School or even in the Senior High School is one of the most difficult tasks a learner encounters and few people can master.

Raimes (1983: 76) states that writing is a skill in which we express ideas, feeling and thought which is to be arranged in words, sentences and paragraph. Writing is also reinforces the use of sentence's structure and tenses, idiom and vocabulary correctly in order to make the reader get the idea clearly.

According to Chaffee (1999:10), writing is an activity that represents our thoughts, feelings and experiences. Furthermore, Harmer (2004: 86) states that writing is a process and what we write is often heavily influenced by constraint

of genre, then these elements have to be presented in learning activities. Writing is a powerful tool to organize the out of order and events make them manageable. It is really a form of thinking using the written words.

The process of writing is a way of bringing about improvement in learners' writing by providing help at the various stages of the process instead of focusing only on the finished product. This statement implies that writing, as a process, needs a kind of technique to enable the students to improve their writing achievement. Hence, the existence of certain technique is needed to make the writing process valuable.

From the opinions above, it can be said that writing is a significant skill since it involves a process of communication to express feeling, ideas, thought in written form. Furthermore, to improve students' achievement in writing text, a technique is needed.

2.2. Aspects of Writing

In writing, there are several aspects which should be considered by students in order to write well. Brown (2001) proposes six major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, vocabulary, and mechanics. Content deals with thesis statement, related ideas, development ideas, and the use of description. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length. Discourses include topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical convention, reference, fluency, economy, and variation. Mechanics include the use of spelling, punctuation, citation of reference, and appearance.

Harris (1979: 68-89) also states that there are five aspects of writing. They are:

1. Content refers to the substance of writing, the idea expressed (unity).

2. Grammar refers to the employment of grammatical form and syntactic patterns.

3. Form refers to the organization of the content (coherence).

4. Style refers to the choice of structure and lexical items to give a particular tone or flavor to the writing.

5. Mechanics refers to the conventional devices used to clarify the meaning.

In addition, according to Jacobs et al (1981) there are five aspects of writing. They are:

1. Content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph.

2. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

3. Vocabulary refers to the selection of words that are suitable to the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

4. Language Uses/Grammar refers to the use of the correct grammatical form of syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanics refers to the use of graphic conventional of the language, i.e., the steps or arranging letters, words, sentences, paragraphs by using knowledge of structure and some others related to one another.

In this research, the writer applied the aspects of writing by Jacobs et al (1981) in evaluating the students writing score because it provides a well-defined standard. In short, writing comprises five important elements namely content, organization, vocabulary, language use, and mechanics.

2.3 Teaching Writing

Teaching writing is to teach the students how to express the idea or the imagination in written forms. It is very important for the teacher to provide the materials which are relevant to the students' interest and need. Brown (1980:7) states that teaching is showing or helping someone to learn how to do something, causing to know or to understand. It means that in teaching, teacher helps the students and guides them to learn the material easily. Furthermore, Raimes (1983: 27) mentions that teaching writing is a unique way to reinforce learning. It means teaching writing is very important in order to build students' language skill. Therefore, teacher should know the problems faced by the students during teaching learning process in order to know appropriate way to overcome the writing problem in writing class. In this research, the researcher chose personal recount text to be the material and taught about five aspects of writing.

Raimes (1983) also states that in order to be successful in writing, English teacher should guide the students in writing, in which the materials presented are relevant to their interest, needs, capacities and age until they are able to make composition with few or no error. Since teaching writing is to teach the students how to express the idea or the imagination in writing form, it is very important for teacher to provide the materials which are relevant to the students' interest and needs.

There are three steps of writing by Edelstein and Pival (1988):

1. Pre-writing

   Pre-writing is concerning to select the general subject, restricts the subject, generates the ideas, make the outline and organize the ideas.

2. Writing

   Writing is to set on the paper the ideas in her or his mind into words, sentences, paragraph and so on.

3. Rewriting

Re-writing concerns with evaluating her or his writing, deals mainly with:

a) Concerning the content and form.

b) Correcting the vocabulary, punctuation, and grammar.

c) Correcting writing errors, word duplications and omission.

Blanchard and Root (2003) state that there are three steps in writing process, they are prewriting, writing, and revising. All of those steps are important to make our writing better and systematic.

1. Pre-writing

Pre-writing is the first step; it is a preparation step before writing process. It gives a warming up to gather ideas which are going to write.

2. Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph. When we write, the ideas in pre-writing are used as a guide in this step.

3. Revising

The last step is revising; it is the important step to do after we have produced a draft. We have to analyze the content of the draft which may be unclear, ambiguous or confusing. We have to ensure that our paragraph is unified, coherent and improve the grammatical accuracy. So, in this step we can enrich our writing content with adding new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.

In conclusion, the English teachers have to guide the students when the students composing their writing. Interesting activities can motivate the students and make them enjoy in learning. Therefore, this study used three processes in writing, those are pre-writing, writing, and revising; however, sequence of pictures was only applied in both pre writing and writing stage of teaching writing process.

2.4 Kinds of Text

Derewianka (1990: 17) defines a text as meaningful stretch of language - oral or written. There are some types of writing text taught in junior high school. Below are the types of writing text that are included in the English K-13 syllabus.

1) Descriptive Text

Descriptive text describes about a particular person, thing, or place. It talks about specific person, place, or thing by mentioning its characteristics, pars, quantities, or qualities.

2) Recount Text

Recount text retells events which have already happened in time order. It begins with background information who, when, where describes the series of events in time order.

3) Procedure Text

Procedure text gives instructions on how to make or do something. It begins with a statement of goal (could be the title), lists materials needed in order of use gives a series of steps (instructions) in order each instruction begins with a verb in the present tense.

4) Narrative Text

Narrative text tells a story using a series of events. The scene or the event is set in a time and place that characters are introduced. It usually has a problem that is addressed may contain a message.

From the explanation above, it can be concluded that there are some types of writing that taught in junior high school based on the English syllabus in curriculum 2013. In this researcher, the researcher taught writing recount text

because this text is suitable with the syllabus of the sample in this research. The recount text could be learned easily by the students.

2.5 Recount Text

Recount text is used to tell an experience in the past, obviously recount text uses past form. Recount text does not use conflict, but it uses series of event as characteristic. Recount text with complete generic structure will be constructed by structuring orientation, events and reorientation.

Siswanto (2005: 202) states recount is a text that tells someone's past experience in a chronological order. Derewianka (1990:15) also asserts in recount, we construct past experience. A recount is the unfolding of a sequence of events overtimes. It is used to tell past events for the purpose of informing or entertaining. It focuses on a sequence of events. In general is begun with an orientation. It provides the backgrounds information needed to understand the text such as who was involved, where it happened and when it happened. Then, the recount unfolds with series of events (ordered in a chronological sequence). At various stages, there may be some personal comments on the we call it re- orientation.

The generic structure of recount text (Derewianka, 1990: 145):

1. Orientation

   The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words (who, what, when, where, and why). The writer needs to gives information about what happened, who or what was involved, when and where the events occurred and why. An awareness of audience and purpose will assist the author in selecting the amount of detailed needed.

2. Events

In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depends on the creativity of the writer. Events should be selected carefully to add to the audience's understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninteresting. A recount, in most cases, is more than a 'shopping list' of every possible detail. Students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

3. Re-orientation (optional)

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation. It is optional.

Furthermore, according to Wardiman et al. (2008:61), there are some generic structures for constructing a written recount. They are:

1) Orientation

It is introduced the main characters and possibly some minor characters. Some indication is generally given of where or when the action happens.

2) Event

Events are where the researcher tells how the characteristic to the events. It includes his/her feeling and what he/she does. It can be chronological order (the order in which they happened).

3) Reorientation

Reorientation or personal comment is the evaluate remark, which are interspersed throughout the record of events, but it is optional.

In order to make the generic structure explanation be clear, here is the example of recount text and its language features:

Going Camping

Last weekend, my friends and I went camping. (Orientation)
We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river.
It was getting darker and colder, so we built a fire camp. The next day, we spent our time on observing plantation and insects while the girls were preparing meals. In the afternoon, we went to the river and caught some fish for supper.
At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy. (Events)
On Monday, we packed our bags and got ready to go home. (Reorientation)
(Source: https://freeenglishcourse.info)

Language features that are used in recount text adapted from Derewianka (1990: 145) are:

1. Simple past tense is used in most recounts, because recount text tells the past experiences, for example, "We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy".

2. Specific descriptive words (adjectives) help the audience visualize or imagine events. For example, "We built the camp next to a small river". In a factual recount or accident report, adjective provide necessary detail for an accurate recount.

3. A range of conjunctions (because, although, while) is used to link clauses within sentences.

4. Time connectives (firstly, secondly, next, finally) are used to link separate events or paragraphs into a cohesive whole text.

5. Passive voice is used, particularly in factual recounts, to give objectivity to the text.

6. Adverbs (yesterday, outside) and adverbial phrases. For example, "Last weekend, my friends and I went camping.

7. Specific participants such as nouns and pronouns..

In this research, the researcher focused on four language features; simple past tense, conjunctions, time connectives and adverbs because simple past tense, conjunction, time connectives and adverbs are the simplest language features which are used in writing personal recount text. The researcher presumed that they were suitable to be taught to the second year of junior high school students.

Simple past tense is the most important language feature because the function is to express something which happened in the past. Then, recount text should be written in chronological order, therefore conjunctions are also necessary to be taught. Time connectives are used to make the transition between the sentences. Adverbs are also chosen because this type of word can indicate times, and places.

It can be concluded that recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers. There is no complication among the participants and that differentiates from narrative text. Generally, the generic structure of recount text consists of three stages. The first is orientation. The second is event and the last is reorientation. So, to make a complete story of recount text, those stages must be integrated as a whole.

2.6 Sequence of Pictures

According to Harmer (2004:69), picture can stimulate students' creativity, especially in writing. Picture works in provoking the imagination and creativity so that they can produce a good piece of writing. He also explains that some situations, grammar, and vocabulary works can be presented by pictures. Furthermore, when students look at the picture, they will have their own

imagination inside the picture. Starting from that, they will have something (an idea) to write. Similarly, Brown (2003:226) argues that picture offers a non-verbal means to stimulate writer's response. It means that by giving students a picture, it is easier for them to get ideas.

Meanwhile, Spivey (2008) explains that sequencing is the process of putting events, ideas, and objects in a logical order. We sequence all day long, we divide our time into what we need to do first, second, and last; we understand events in our lives by understanding the order in which they occur.

Additionally, Yunus (1981:49) describes sequence of pictures as numbers of linked pictures which form series of sequences in order to tell a sequence of events or a story. The use of sequence of pictures can help the students to write types of text that require sequences like narrative, procedure, recount or spoof. Here are examples of sequence of pictures:

(https://www.slideshare.net/tayayam/recount-text-26625613)

(http://sallenglishmaterial.blogspot.com/)

(https://www.slideshare.net/br801016/recount-text-58259520)
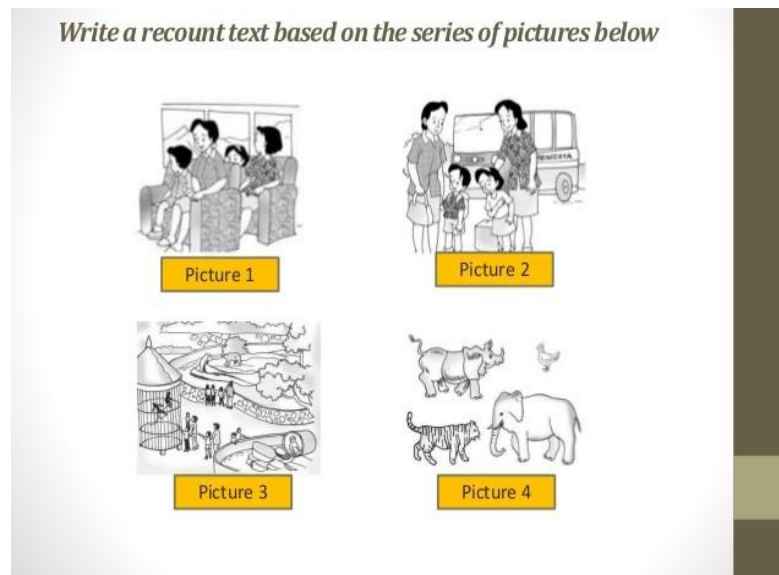
In conclusion, the researcher believed that sequence of pictures could be an effective way to teach and learn writing. Using sequence of pictures would help the students to illustrate it in a short story. The picture was one of good ways to stimulate the writing ability of the students. In this research, the researcher used three sets of sequence of pictures in which one set was for each meeting.

2.7 Sequence of Pictures in Teaching Writing Recount Text

Generally, teaching is not only transferring knowledge to the student, yet it is guiding the students that they are able to succeed. Brown (2000:7) states that teaching is guiding, facilitating learning, and enabling the learners to learn to get the condition for learning.

Every teacher has to use an appropriate technique in order to make his or her students be more active in the classroom. There are some techniques that usually use in the classroom especially in teaching writing. One of them is sequence of pictures. There were three sequences of pictures and the researcher applied one sequence of pictures in each treatment. In the first treatment, the researcher showed the example of the sequence of pictures of recount text. In the second treatment, the researcher gave them the same sequence of pictures then the students worked in pairs to write it into a good paragraph. In the third meeting, the researcher provided sequence of pictures then each student wrote the recount text based on the sequence of pictures.

There are some previous studies about the effect of sequence of pictures in teaching writing:

Based on Ramadhani (2017), there is an increase in students' procedure text writing. By using picture sequence, the students will have imagination about pictures they see. It will help them to produce a text; write their idea into sentences to make the coherence and unity procedure text, so the organization of the text will be improved.

Gunawan (2013) also investigated that there was an improvement of students' narrative paragraph writing by using sequence of pictures. She did classroom action research that conducted in two cycles, each cycle consisted of: planning, action, observation and reflection.

The last, Prasetianingtias (2008) found that applying sequence of pictures was successful in increasing student's writing ability. It happened because sequence of pictures can guide the students in composing the procedure text well.

Those previous studies above were used as references for the researcher in conducting this research and also as the comparison between those relevant studies with the study conducted by the researcher at the present time.

The researcher chose sequence of pictures as the technique in teaching a recount text because this technique was suitable with the recount text which has sequence of events. It was easier for students to develop their ideas of one event if each event was given one picture. Sequence of pictures also had been successfully applied in some schools; the process could trigger students' creativity.

There was also no research yet in Lampung which observed the use of sequence of pictures in teaching writing especially recount text. Hence, the researcher wanted to examine "sequence of pictures to improve students' writing in recount text". Thus, the researcher wanted to analyze whether teaching writing by using sequence of pictures can improve students' writing in recount text.

2.8 Procedures of Applying Sequence of Pictures in Teaching Recount Text

In practicing to write by using picture sequence technique and observing the process, the researcher followed the following procedure proposed by Blanchard and Root (2003):

1. Prewriting

Prewriting activity gave warming up the brain to gather the ideas to write about. The teacher would introduce the students the topic of learning which was about recount text. After that, he explained the picture chronologically from the first

picture to another. Then, he would tell the students that sequence of pictures would help them in generate ideas when they started to write.

2. Writing

After that, the teacher gave a sequence of pictures to the students and they should create the first draft. The teacher asked them to start writing their recount text individually based on the sequence of pictures that were given. The result of brainstorming of sequence of pictures in prewriting process was as guidance for the students to write paragraph. The students should concern about the developing ideas.

3. Revising

In this step, the students focused on the clarity of their message such as organizing ideas and selecting more precise vocabulary. In editing, the students proofread for and corrected errors in spelling, punctuation, capitalization, and usage.

2.9 Advantages and Disadvantages of Sequence of Pictures

In using sequence of pictures, there must be the advantages and disadvantage. The advantages of sequence of pictures in teaching recount text:

1. Sequence of pictures help the students to generate ideas about what they are going to write as students are sometimes confused about what they will write firstly. Picture series provides information of which one comes first and which comes next.

2. Sequence of pictures can draw students' attention out to be involved in writing process.

3. Sequence of pictures also provides clearer description about what happened.

4. Sequence of pictures also represents the details of events.

While the disadvantages of sequence of pictures:

1. Students pay attention to the sequence of pictures more than learned material.

2. It takes time and costs much to provide attractive pictures.

3. Small and unclear pictures may arise problems in the teaching learning process since the students may misunderstand about the sequence of pictures.

2.10 Theoretical Assumption

Sequence of pictures is an effective technique to be used in teaching writing like recount text since picture gives students a chance to think critically and interpret events in the picture and write their ideas. Sequence of picture is also really suitable for teaching writing because it helps the students to complete ideas and stimulate their imagination.

Based on the explanation of sequence of pictures, the researcher believes that there is an improvement in students' recount text writing. By using picture sequence, the students will have imagination about pictures they see. It will help them to produce a text; write their idea into sentences to make the text be coherent and be unity, so the content of the text will be improved. The researcher also assumes that sequence of pictures will help students to develop the ideas in composing a recount text since it helps students to organize their thought systematically.

2.11 Hypotheses

Based on the theoretical assumption above, the researcher formulated the following hypotheses:

1. There is any improvement in students' writing skill in recount text after they have been taught by using sequence of pictures.
2. Content is the aspect of students' writing skill that improves the most after they have been taught by using sequence of pictures.

Those all above are what this chapter covers, such as, theories of writing, aspects of writing, teaching writing, text, recount text, sequence of pictures, sequence of pictures in teaching recount text, procedure of applying sequence of pictures in teaching recount text, advantages and disadvantages of using sequence of pictures, theoretical assumption, and hypothesis.

III. RESEARCH METHODS

This chapter discusses about research design, population and sample, data collecting technique, research procedure, scoring criteria, instrument, validity, reliability, data analysis, hypothesis testing, and schedule of the research.

3.1 Research Design

This research was a quantitative study which was intended to see the students' recount writing improvement after the implementation of sequence of pictures. The research design was one group pretest-posttest design because the researcher used only one class. The design was used to compare the students' writing skill elicited through the score of a pretest and a posttest after treatments were given. According to Hatch and Farhady (1982: 20), the research design is represented as follows:

$$T1 \ X \ T2$$

Notes:

T1 refers to the pretest that is given before the researcher teaches through sequence of pictures in order to measure the students' competencies before they are given the treatment.

T2 refers to the posttest that is given after implementing sequence of pictures and to measure how far the students' improvement after they get the treatment.

X refers to the treatments given by the researcher through sequence of pictures to improve students' writing.

3.2 Population and Sample

The population of this research was the second-grade students in the second semester of MTSN 1 Bandar Lampung in academic year of 2018/2019. There were ten classes. For the sample of this research, the researcher took one class as the experimental class, it was class VIII C that consisted of 30 students chosen by using a lottery technique. There were ten classes written in pieces of paper and the researcher took one out of ten, so that those all the second year classes in the school got the same chance to be the sample.

3.3 Data Collecting Technique

The aim of this research was to gain the data on the students' recount writing skill score before the treatment and after the treatment. The data were gained from:

1) Pretest

The pretest was conducted before the students were taught by sequence of pictures. It was to see the basic quality of students' recount text writing performances before the students were given the treatments. The pretest was a writing test. The students were asked to create a short recount text about past experience. For the test of writing, the researcher asked the students to create a short paragraph and focused on content paragraph especially in generic structure which consists of orientation, events, and reorientation. It was conducted in 80 minutes.

2) Posttest

The posttest was conducted after the students were taught by sequence of pictures. It was used to know the improvement of student's skill in writing a simple recount text. The test had the same form as the pretest which the students created a short recount text about past experience and focused on content paragraph especially in generic structure and language features of recount text. It

was conducted in 80 minutes.

3.4 Research Procedures

In collecting the data, this study used the following steps:

1. Selecting materials for treatment

In selecting materials for treatment, the researcher selected some samples of recount text from the internet.

2. Determining the population and selecting sample

In this stage, the researcher chose MTSN 1 Bandar Lampung as the population of this research. The researcher took one class that used in this research as the sample; it was VIII C as experimental class.

3. Administering a pretest

The pretest was conducted to measure students' preliminary skill before treatments. Here, the students in the experimental class were assigned to write a recount text. The students were given the topic and the time allocation was 80 minutes.

4. Conducting treatments

After the researcher gave the pretest to the students, the experimental class was given treatments by using sequence of pictures. Each treatment was conducted in 80 minutes; it was based on the time allocation in the syllabus of the second grade of MTS. The treatment was conducted in three meetings. In those three meetings, the students were guided to write a recount text. After the treatments had been given, the posttest was given to the students to evaluate their skill in writing a recount text after the implementation of sequence of pictures.

5. Administering a posttest

In order to see the improvement of student's writing skill, the posttest was conducted in the experimental class after they had been given the treatments. The test was in the form of writing. The students were asked to develop their

recount text writing. The posttest was conducted in 80 minutes.

6. Analyzing the test result (pretest and posttest)

After scoring the pretest and posttest, the researcher analyzed the data by using SPSS version 16.0 software program. It was to find out the means of the pretest and the posttest and how significant the improvement was.

3.5 Scoring Criteria

There are five aspects to be tested for evaluating the students' recount text: content, organization, vocabulary, language use and mechanic. In evaluating the students' writing scores the researcher analyzed the result of students' text writing to make sure that the treatment had given an impact to the students' skill. The criteria of scoring system are based on the rating sheet from Jacob et al (1981) because it provides a well-defined standard. The score of the test was derived as follows:

1. Content   : 30%

2. Language use   : 25%

3. Organization   : 20%

4. Vocabulary   : 20%

5. Mechanic   : 5%

Table 3.1. The Scoring criteria

Aspect	Criteria	score
Content	**Excellent to very good**: Knowledgeable, substantive, through development of thesis, relevant theory.	30-27
	Good to average: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.	26-22
	Fair to poor: Limited knowledge of subject, little substance, inadequate development of topic.	21-17

	Very Poor: Does not show knowledge of subject, no substantive, not pertinent, not enough to evaluate.	16-10
Organization	**Excellent to very good**. Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.	20-18
	Good to average. Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.	17-15
	Fair to poor. Non-fluent, ideas confused or disconnected, lack logical sequence and development.	14-10
	Very poor. Does not communicate, no organization, not enough to evaluate	9-7
Vocabulary	**Excellent to very good.** Sophisticated range, effective words/idioms and usage, word form mastery, appropriate register.	20-18
	Good to average. Adequate range, occasional errors of idiom choice, usage but meaning not obscured.	17-15
	Fair to poor. Limited range, frequent errors of idiom/words, meaning confused or obscure.	14-10
	Very poor. Essentially translation, little knowledge of English vocabulary, not enough to evaluate	9-7
Language use	**Excellent to very good**. Effective complete constructions, few error of agreement, tense, number, word order, function, pronouns, and preposition.	25-22
	Good to average. Effective but simple construction, minor problem in complex construction, several error of agreement, preposition but seldom obscured.	21-18
	Fair to poor. Major problem in simple construction, frequent error of negation, agreement, tense. Number, word, pronoun. Meaning confused.	17-11
	Very poor, virtually no mastery of sentence construction rules, dominated errors, does not	10-5

	communicate, not enough to evaluate.	
Mechanic	**Excellent**. Few errors of punctuation, spelling, and capitalization/ used correctly	5
	Good. Occasional errors of punctuation, spelling, and capitalization.	4
	Fair. Numerous errors of punctuation, spelling, and capitalization	3
	Very Poor. No mastery of convention, dominated by errors of punctuation, spelling, and capitalization	2
Total score		

(Jacobs et al, 1981: 90).

3.6 Instrument

The instruments used for this research were the pretest and the posttest. The pretest was given in the beginning of meeting before students got the treatments, while the students would get the posttest after students got the treatments.

3.7 Validity

According to Hatch and Farhady (1982:281) there are two basic types of validity; content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity are analyzed.

Content validity is the degree to which a test measures an intended content area. This research, the test has content validity because the researcher makes this test based on the course objectives in syllabus of the second grade students at MTSN 1 Bandar Lampung. The type of the text is recount text. The topics are the representative of writing materials of curriculum 2013.

Five aspects of writing were things would be measured by the researcher since

this research focused on writing. So, it can be said that the test had been covered with the construct validity. It can be said that the instrument of this research was valid because it had construct and content validity.

3.8 Reliability

Hatch and Farhady (1982:243) establish that the reliability of a test could be defined as the extent to which a test produces consistent result when it administered under similar conditions. A test can be considered reliable if the test has a consistent result. In order to ensure the reliability of scores and to avoid the subjectivity of the research, the researcher used inter-rater reliability. Inter-rater reliability is used when score on the test is independently estimated by two raters. In this case, the first rater was the researcher and the second was an English teacher in MTSN 1 Bandar Lampung. Before scoring the students' recount text writing, it is important to make sure that both raters use the same criteria of scoring. Hereby, the first and the second rater used scoring criteria devised from Jacobs et al (1981: 90).

To measure how reliable the scoring is, this study used *Rank – order Correlation* with the formula:

$$R = \frac{1 - 6\left(\sum d2\right)}{N.\left(n2 - 1\right)}$$

Notes:

R refers to the reliability of the test

N refers to the number of students

D refers to the difference of rank correlation (mean score from the pretest and the posttest)

1 – 6 refers to the constant number

After finding the coefficient between raters, the researcher then analyzed the coefficient of reliability with the standard of reliability, as follows:

A very low reliability (ranges from 0.00 – 0.19)

A low reliability (ranges from 0.20 – 0.39)

An average reliability (ranges from 0.40 – 0.59)

A high reliability (ranges from 0.60 – 0.79)

A very high reliability (ranges from 0.80 – 0.100)

Based on the standard of reliability above, it can be concluded that writing tests are considered reliable if the tests reach the minimum range of 0.60-0.79 (high reliability) (Arikunto, 1998: 260).

After calculating the result of students' recount writing, the data were calculated by the researcher by using the formula above (see appendices 10 and 11). The result of the reliability could be seen in the following tables:

Table 3.2. The Result of Reliability

	Pre Test	Post Test
Reliability	0.962	0.988

Based on the standard of reliability above, the writing test has very high reliability (range between 0.80000 - 1.0000). It can be concluded that there was no subjectivity in scoring students' writing between the researcher and English teacher.

3.9 Data Analysis

The data in this research are in form of scores. In order to get the results of this research, the data were analyzed by using some steps as follows:

1. Scoring the students' writing worksheet of the pretest and the posttest.

2. Putting the scores from students' worksheet into the table in appendix 4 and 5.

3. Finding the mean of the pre-test and post-test by using this formula:

$$Md = \frac{\sum d}{N}$$

Md refers to mean

$\sum d$ refers to total score of students

N refers to number of students

4. Drawing the conclusion to answer the first research question. The conclusion is developed from the result of statistical computerization that is repeated measure T-test in SPSS.

5. Using ANOVA test to answer the second research question.

It can be stated that the formula of the mean was used to find out whether there was an increase of students' recount writing. Meanwhile, this research was intended to find out whether the data were normally distributed or not by using normality test (SPSS 16.00). *One-Sample Kolmogorov Smirnov Formula* was used by the researcher to analyze the normality of the data.

The criteria or normal distribution are:

H0: the distribution of the data is normal

The hypothesis is accepted if the result of the normality test is higher than 0.05 (sign > α). In this case, the researcher used the level of significance of 0.05. To

find out whether the data were distributed normally or not, test of normality was used as follows:

Table 3.3. Test of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kode	Statistic	df	Sig.	Statistic	df	Sig.
Nilai	Pretest	.079	30	.200[*]	.973	30	.621
	Posttest	.121	30	.200[*]	.957	30	.254

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From Table 3.3, it can be seen that the value of normality test in the pretest (0.621) and the value of normality test in the posttest (0.254) is higher than 0.05. It could be concluded that H0 is accepted. In other words, the data of the pretest and the posttest are distributed normally.

3.10 Hypotheses Testing

After collecting the data, the researcher analyzes the data to find out whether there is any improvement of students' writing in recount text after they have been taught by using sequence of pictures and which aspect of students' writing skill improved the most.

The hypotheses are analyzed using Paired Sample T-Test and ANOVA test of Statistical Package for Social Science (SPSS). The researcher uses the level of significance 0.05 in which the hypothesis is approved if sign < p. it means that the probability of error in the hypothesis is only 5%. The hypotheses are:

1. H1 indicates that there is any improvement of students' writing in recount text after they have been taught by using sequence of pictures.
2. H1 indicates that content is the aspect of students' writing skill that improves

the most after they have been taught by using sequence of pictures.

The criteria is:

If the t-value is higher than t-table: H1 is accepted

3.11. Schedule of the Research

During the implementation, this research took five meetings, i.e., the pretest, the first treatment, the second treatment, the third treatment, and the posttest. To be more specific, the table below describes the administration of the research.

Table 3.4. Table of the Research

Meeting	Activity	Description
1st meeting January, 8th 2019	Pre-test	Giving a first test about recount text
2nd meeting January, 12th 2019	Treatment 1	Giving a sequence of pictures about recount text
3rd meeting January, 15th 2019	Treatment 2	Giving a sequence of pictures about recount text and revising students' draft
4th meeting January, 19th 2019	Treatment 3	Giving a sequence of pictures about recount text and revising students' draft.
5th meeting January, 22nd 2019	Post-test	Giving final test about recount text

This chapter covers such as research design, population and sample, data collecting technique, research procedure, scoring criteria, instrument, validity, reliability, data analysis, hypotheses testing and schedule of the research.

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers and further researches.

5.1 Conclusion

1) The implementation of sequence of pictures was effective to improve students' writing skills. It could be seen from the improvements of students' writing score in the pre-test and post-test. The mean score improved from 58.9 to 70.8. The mean score is below the minimum standard of English lesson in the school which is 73 even though there is improvement. Sequence of pictures also improved the students' skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanic by seeing the analysis of the students' works in the pretest and the posttest in each aspect.

2) The most improvement is on content aspect because sequence of pictures helps the students to generate ideas about what they are going to write as the students are sometimes confused about what they will write firstly. Sequence of pictures provides information of which one comes first and which comes next

3) The implementation of sequence of pictures could improve students' writing skill in recount text writing. It is because the use of sequence of pictures could generate students' ideas into chronological order. Sequence of pictures combines between pictures and the stories. Every picture tells a story. Using a picture will help the students to illustrate it in a story. In addition, sequence of pictures could make the students interested in the teaching learning process. It is because the pictures were colorful. Thus, the students loved it. It implies that sequence of

pictures increased students' enthusiasm in the teaching and learning process of writing.

5.2 Suggestions

In reference to the conclusion above, the writer gives some suggestions as follows:

1) Suggestions for English Teachers

a) Considering the advantages of sequence of pictures, the researcher suggests that English teachers of the class to apply sequence of pictures as an alternative way in teaching writing especially recount text. Sequence of pictures not only helps the students to improve students' writing in recount text but also increases the teachers' performance and the students' participation in the classroom.

b) It needs much time to apply sequence of pictures in teaching writing because the teacher should prepare the learning tools such as laptop and LCD projector before starting the lesson. Therefore, the teacher should allocate the time efficiently.

2) Suggestions for Further Researchers

a) This study was conducted in a junior high school level. Therefore, further researchers can try to find out the effect of using sequence of pictures in different level of school.

b) Obviously, the students' scores were still low in mechanics aspect. Thus, the further researcher is suggested to find out another strategy to improve students' writing particularly in terms of mechanics.

Those are the conclusion of this study after using sequence of pictures, also the suggestions for both English teachers and further researches.

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