

Holiday Picture: A Media to Enhance Students' Ability at Writing Recount Text

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ABSTRACT

This research aims to increase the writing skills through Holiday Picture as Media. The subjects of the research were 27 students of VIII-5 of Percut Sei Tuan. The data collected were qualitative data (observation sheet, interview sheet, diary notes, and documentation) and quantitative data (Recount Text Test). The results of the research indicated that the use of Holiday Picture as Media improved the students' skills in writing a Recount Text. This study was action research that was conducted in two cycles. Based on the result, gained the average of the study result pre-test with average 53.89, there were 3 students who got successful score criteria >75 or it was only 11.11% and 24 students who got unsuccessful score criteria >75 or it was only 88.89% . After using Holiday Picture Media in teaching and learning process was improved. There was an improvement of the students, mean 70.74 in post-test I cycle. Where, 10 students got successful score criteria >75 or it was 37.04% and 17 students who got unsuccessful score criteria >75 or it was 62.96%. Then doing new planning for post-test cycle II, there was an improvement the students' mean 77.22. where, 22 students who got successful score criteria >75 or it was 81.48% and 5 students who got unsuccessful score criteria >75 or it was 18.52%. The students respond in teaching and learning process when holiday picture media was being applied well.

Keyword : Holiday Picture as Media, Writing Recount Text

A. Background

Writing is a medium of communication that represents language through the inscription of signs and symbol. In most languages, writing is a complement to speech or spoken language. Within a language system, writing relies on many of the same structures as speech such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbol, usually in the form of a formal alphabet. The result of writing is generally called text, and the recipient of text is called a reader.

To write well, especially in writing Recount text, of course, it is influenced by many factors, such as: strategy, methode, media and the factors. Media is a tools in teaching learning to make the teacher easy to explain the material. There are many media that can be used by the teacher in the class, such as audio visual, visual and picture.

Picture is kinds of media, and can helped the teacher to make the students able to write, especially recount text. The students must have good capabilities in writing process and some aspects of writing. The students must be able to arrange sentence well, organize main idea, and spelling well. But in fact, based on my first observation, I found that most of students in eighth grade of SMP N 4 PERCUT SEI TUAN are less ability in writing recount text. It can be seen, when the teaching learning process going on, some of the students can not arrange structure of recount text well. Based on the problem, the focus of this research can be stated to find that holiday picture as one of media is effective to improve students' writing of recount text. The research question of this study can be formulated as how is the implementation of Holiday Picture ³ in teaching Recount Text?

B. Definition of Recount Text

Recount text is kind of text which retells the action happened in the past. According to Knapp and Watkins (2005: 18) said that recount is the ³ simplest text type in the genre. Formally recount is sequential text that does little more than sequence a series of events. Recount has the same from as narrative because both recount and narrative have a function to retell the activity or event in the past. The difference is recount tells event for giving information to the readers while narrative is not only giving information, but also giving a moral lesson by presenting a problematic experience and will be ended by a problem solving.

Siahaan (2008: 1-2) said that the English text is unique. It is the way its native speakers to organize a piece of both spoken and written information. This way is the culture of the native English speaker to communicate in both the spoken or written language. This means that the learning the English text is learning to communicate in the culture of the English people. The native speakers of the other language must learn the way the native speakers of the English language if they want to communicate in both the

spoken and written English successfully. Otherwise, they may speak English, any how their communication is limited.

Davies (2000:8) declared that there are many types of Recount Text, such as: (a) Personal recount, these usually retell an event that the writer was personally involved in. (b) Factual recount, recording an incident, eg. A science experiment, police report. (c) Imaginative recount, writing an imaginary role and giving details of events, eg. A day in the life of a pirate. (d) Procedural recount, records the steps taken in completing a task or procedure. (e) Biographical recount, tells the story of a person's life using a third person narrator (he, she, they).

According to Garrot and Wignell the generic structures of recount are :

- a) Orientation : Provides the setting and introduces participants.
- b) Events : Tell what happened, in what sequence.
- c) Re-orientation : Optional closure of Events.

Dirgeyasa (2014:18) explained that in details, the generic structure and textual elements function as follows :

No	Textual Element	Function
1	Orientation	• It consists of theme or topic to be informed. • To show the reader about the topic/theme being informed • To attract reader attention and interest. • It enables to attract and provoke the reader so that he/she is willing to continue reading the whole text • The use of adjective to show personal attitude in order to make the event more meaningful and powerful.
2	Record of event of	• To provide details about the event informed describe chronologically (the

	sequence of event	type of plot may vary). • It is better to tell chronologically rather than flash back and zigzag. In order to have a good chronologically order the sequence markers such as first, second, third, etc. Are important.
3	Re-orientation	• It functions to show personal attitude about the activities or event informed or told of record of event. • It is a matter of conclusion with personal attitude.

To be clear, the following is the example of recount text :

My Holiday

Last week, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Orientation

Sequence of Event

Re-Orientation

Raines (1983:27) said that a picture is ⁴drawings, photographs, posters, slides, cartoons, magazine advertisements, diagram, ⁴graphs, tables, charts and maps can be valuable resource for teaching writing. Picture ⁴provide a shared experience for the students in the class, a common base that leads to a variety of language activities.

Moreover, picture can bring the world outside the students have not known before into the class in a concrete way, as it provides:

- a) A shared experience in the classroom
- b) A need for common language forms to use in the classroom.
- c) A variety of tasks
- d) A focus of interest for students

As Wright (1989:193) stated in his book, there are twenty types of picture can be used in teaching and learning process : (1) Pictures of a single object (2) pictures of one person (3) pictures of famous people (4) pictures of several people (5) pictures of people in action (6) pictures of places (7) pictures from history (8) picture with a lot of information (9) pictures of the news (10) pictures of fantasies (11) pictures of maps and symbol (13) pairs of pictures (14) sequence of picture (picture series) (15) related pictures (16) single stimulating pictures (17) ambiguous picture (18) bizarre pictures (19) explanatory pictures (20) student and teacher drawings.

Picture is one of visual and printed media and it is widely used for educational purpose. Picture as one of media can be used by teacher in teaching learning process has some advantages. Based on Gerlach and Ely, restated in research by Dwi Nur Indah (2010:10), the advantages of picture are :

- a) Picture is inexpensive and widely available.
- b) Provide common experiences for an entire group.
- c) Visual details make it possible to study subject that would otherwise be impossible.
- d) Picture after stimulus to further study reading and research
- e) Pictures help to focus attention and develop critical judgment.
- f) Picture are easily to manipulate.

In connection with the advantages, there are some disadvantages. They are:

- 1. The picture only emphasizes eye senses perception.
- 2. The picture objects that are too complex less effective for learning activities.
- 3. The size is very limited for large groups.

D. Procedure of Holiday Picture Media

There are some steps to used holiday pictures, are :

- a) The researcher divided the students into some groups.
- b) The researcher gave holiday pictures to all of groups
- c) Then, researcher explained what the students will do.
- d) Students retell based on holiday picture that their group get.
- e) After that all of the students write down recount text on the paper.

The Steps of Holiday Picture as Media

1. Teacher gave students number consist of absent and devided them into 5 groups.
2. Teacher explained Holiday Picture as Media.
3. Give a holiday picture to each group.
4. Ask students to write down what is happening in the holiday picture.
5. Ask each group to make the Recount Text based on the holiday picture as much as possible in 20 minutes.

E. Research Finding and Discussion

The data was applied by qualitative and quantitative data. The qualitative data were taken from interview, observation and documentation. The qualitative data were taken from inform of students' score in the taking test in class. The researcher was conducted in one class with 27 students the researcher used holiday picture as media in the class VIII at SMP N 4 Percut Sei Tuan.

The Qualitative Data

The qualitative data was taken from diary notes, observation sheet, interview, and documentation.

1) Observation

From the observation sheet, the researcher was noted that the studentss were active and enthusiastic in learning Recount Text by using Holiday Picture as Media. By using Holiday Picture as Media they found their own way to explain the material for each topic to other group in class.

2) Interview

The interview was done before conducting from the first cycle. It was found that the teacher problem in teaching grammar were lack of using media or method in teaching learning process in class. The interview also found the students' difficulties writing text were lack in vocabularies about how to use the correct tense, and adverv of time. The interview also was done after implementing Holiday Picture as Media to the English teacher and some students who got the low and high score during teaching learning process.

3) Diary Notes

The researcher found that the students more active and enthusiastic during teaching learning process after using holiday picture as media in writing Recount Text. However some students are lazy and confused to study about text. After joining the group and made their own way to explain about Recount Text to other groups. They were active, serious and in terested in the class. Last, the researcher found that the students showed a good improvement in learning text especially about Recount Text.

The Quantitative Data

The kind of the test in this research is writing test to the students in the end of each cycle. It was found that the mean of the stdents' score was kept improving the test in cycle II. The result of the students' score could be seen in the following table :

Table 1

The Students' Score from the Pre-Test, Post-Test I and Post-Test II

No	Initial Name	Pre – test	Post – Test I	Post – Test II
1	AIM	50	70	75
2	AFU	75	80	85
3	AS	60	70	75
4	AA	65	75	85
5	AN	50	65	75
6	A	40	60	70
7	CA	60	75	80
8	EAS	75	85	90
9	FA	50	70	75
10	HP	65	75	85

No	Initial Name	¹ Pre – test	Post – Test I	Post – Test II
11	HP	50	70	75
12	KS	50	75	80
13	MS	40	65	70
14	MI	45	65	75
15	NMA	40	65	70
16	MNA	40	65	75
17	N	55	70	80
18	RP	75	80	85
19	RS	60	75	80
20	RF	40	65	75
21	SYZ	50	65	70
22	SR	60	75	80
23	SS	50	70	75
24	TW	50	70	75
25	UW	50	65	70
26	YS	55	70	75
27	YEHM	55	75	80
TOTAL		$\Sigma = 1455$ $\bar{X} = 53.89$	$\Sigma = 1910$ $\bar{X} = 70.74$	$\Sigma = 2085$ $\bar{X} = 77.22$

The data showed ²that the total of the students' score is increased from pre-test until post-test II. It means that there was an improvement of students' ability in writing Recount Text which was taught by using holiday picture as media. The students' ability got improving from the pre-test until post-test II as have been described in table. The students' score in post-test I was higher than in the pre-test. Then students' score in the post-test II was higher than in the post-test I. From the result of analysis showed that there was a development on the students' ability in writing recount text. It showed from the mean of pre-test was 53.89, the mean of post-test I was 70.74 and the mean of post-test II was 77.22.

The result of percentage of students writing during the research showed that percentage of students writing improved in each test. In the pre-test there was only

11.11% (3 students) who got point 75. It was caused the teacher did not gave the treatment to the students. In the post-test I there was the improvement of percentage of students who got points up to 75 namely 37.04 % (10 students). In post-test I (cycle I), the students did not got meaningful changes score from pre-test to post-test I, although the teacher had holiday picture as media in teaching recount text. It was caused by some of the students still did not know how to make holiday picture as media, when the teacher explained holiday picture as media, they did not give attention well.

Many students were not seriously or active in doing the task because they did not know what to do even they just imitated their friends' task. The lack of students interest in learning, lack of motivation, lack of control of teacher, and lack of concentration on the teaching material. In observation sheet and interview sai that some of students did not pay attention to the teacher explanation, sometime some students bored in the class during teaching learning process, some students did not bring dictionary, and there was dustaint punishment to the students who were noisy because their voice distrub teaching and learning process. In addition, it was caused by the lack controlling of the teacher or lack of in mastering the material. Their score got improving from pre-test until post-test II. It was caused in this cycle the teacher still applied the picture as media and explain it more detail, and also did some additional activities that were based on the reflection done by the teacher and collaboration to prevent the some mistake in cycle I and to get better improvement of students' score. Teacher motivated students were noisy to stand up in front of the class, gave more chance and attention to the students were not confidence to present their work or to ask what they had not understand.

F. Conclusion

After analyzing the data, it was found out that the students score increased from pre-test to post-test of cycle I and cycle II. It means that :

1. The students' ability in writing recount text before giving the explanation about material was very low. They still confused to arrange the words be a good sentence or paragraph, generic structure and process to make recount text, I gave test to

showed that mean of the pre-test (53,89). In this ¹ pre-test, students who got point up 75 were only 3 of 27 students.

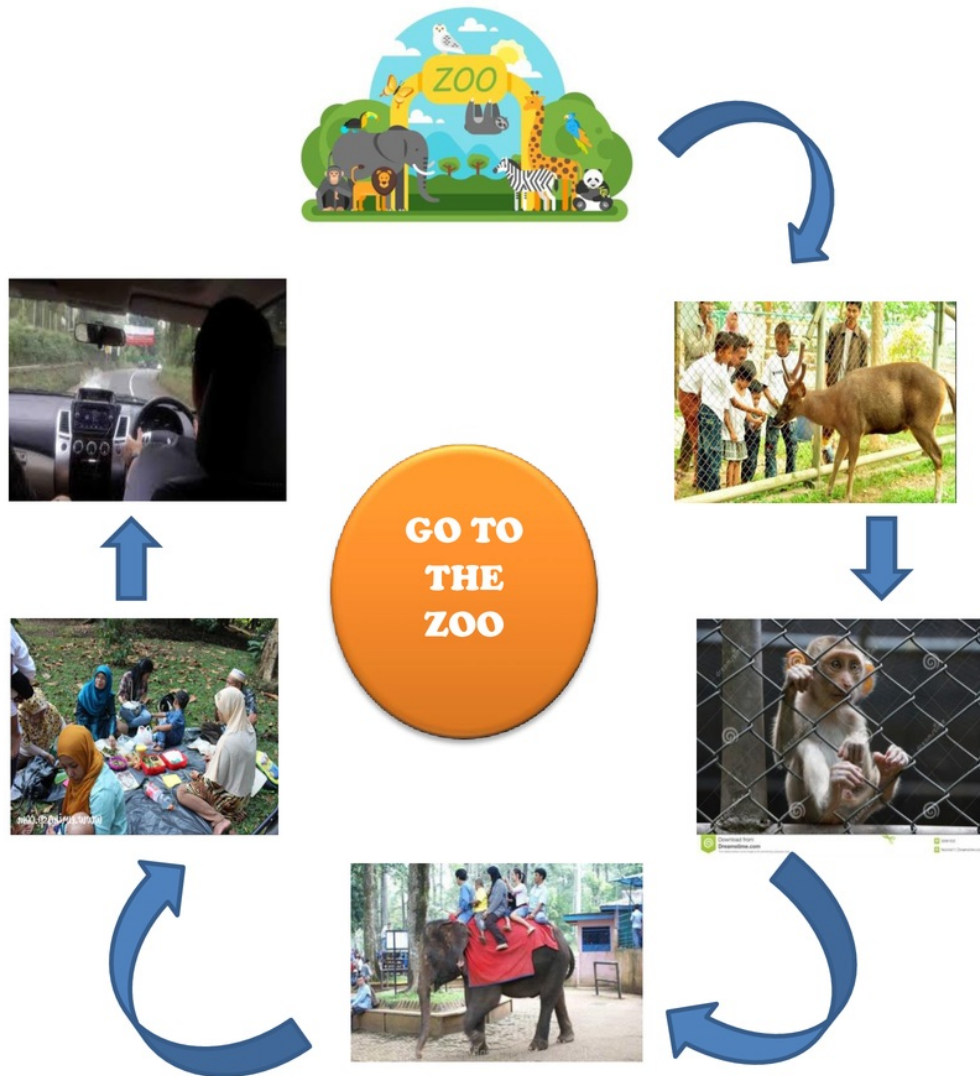
2. There were some steps to implemented holiday picture as media in writing recount text such as :

- a. Teacher gave students number consist of absent and divided them into 5 groups
 - b. Teacher explained Holiday Picture as Media
 - c. The teacher gave a Holiday Picture to each group
 - d. The teacher asked students to write down what is happening in the holiday picture
 - e. Then, asked each group to make the Recount Text based on the holiday picture as much possible in 20 minutes.
3. The students' response in teaching-learning process when the holiday picture media applied, the students more active in teaching learning process showed that observation sheet the students can explain about writing recount text, generic structure and the students felt interesting, enjoy, using holiday picture media and had ability to make recount text. When holiday picture media applied, I gave test to the students, asked them to do by their self. The result of the analysis showed that was 53.89, post-test I was 70.74, and the post-test II was 77.22.

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