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Improving Students Writing Recount Text Ability By Using Picture Series At The Second Year Of SMAN 1 Abuki

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Abstrak

Penelitian ini bertujuan untuk meningkatkan kualitas kemampuan menulis paragraf recount siswa kelas dua IPS 1 SMAN 1 Abuki. Jenis penelitian ini adalah penelitian tindakan kelas (PTK) karena ruang lingkupnya dalam pembelajaran di sekolah yang dilakukan oleh guru di dalam kelas. Analisis data dalam penelitian ini dilakukan melalui tiga tahapan yaitu reduksi data, pemaparan data dan penarikan kesimpulan. Metode pengumpulan data yang sifat penelitiannya meliputi observasi, tes, dan dokumentasi. Hasil penelitian ini adalah kemampuan menulis paragraf recount dapat ditingkatkan dengan menggunakan metode picture series pada siswa kelas XI IPS1 SMAN 1 Abuki, hal ini terlihat dari nilai rata-rata prasiklus sebesar 6,66%, kemudian meningkat menjadi 32% pada siklus pertama, kemudian ditingkatkan lagi hingga mencapai 60% pada siklus kedua. Terkait dengan nilai rata-rata pada pra siklus sebesar 51,3 pada pra siklus, kemudian meningkat menjadi 62 pada siklus I, kemudian mencapai sebesar 66,96 pada siklus II.

Kata Kunci: *Penelitian Tindakan Kelas, gambar seri, penulisan paragraf recount*

Abstract

This research aims of the research was to improve the quality of students' writing recount paragraph ability in second year IPS 1 students' of SMAN 1 Abuki. This type of research is classroom action research (CAR) because of its scope in learning in schools which is carried out by teachers in the classroom. Data analysis in this study was carried out through three stages, namely data reduction, data exposure and conclusions. The data collection method the nature of this research includes observation, tests, and documentation. The results of this research was writing recount paragraph ability can be improved by using picture series method in class XI IPS1 SMAN 1 Abuki, this can seen from the mean score of the pre-cycle were 6.66%, then increased to 32% in the first cycle, then increased again so that it reached 60% in the second cycle. Associated with the average value in the pre-cycle of 51.3 in the pre-cycle, then increased to 62 in the first cycle, then reached at 66.96 in cycle II.

Keywords: Action Research, picture series, writing of recount paragraph

INTRODUCTION

In the K13 curriculum, the Ministry of Education and Culture specifies that students in Indonesia must be able to comprehend and communicate in English in order to enhance their knowledge, technology, and culture. English as a Foreign Language (EFL) represented instances when students were learning English in order to communicate with any other English speakers worldwide, according to Harmer (2007:19). Because writing is a key component of communicating in society and expressing our thoughts and feelings through written language, training writing skills is essential. The researcher's focus will be on writing prowess.

Writing ability is required in modern communication and high-technology fields. Then, starting now, students must be taught and learn how to write in order to complete with others in this global era. Writing is the skill that is used to explore an idea and other communication activities when dealing with written language. Writing is classified as a useful skill. From writing, the writers can communicate what they think or feel about something and express their opinion on their way.

Writing appeared to be difficult for students to master because the result of learning writing was dissatisfaction. According to Brown (2001: 335), Writing calls for specific and specialized abilities in concept generation, coherent thought organization, cohesive use of discourse markers and rhetorical norms, meaning revision, editing, and final product production. These are the things that make it difficult for students to write in class. The students showed little interest in learning to write and lacked the ability to compose English sentences into readable and acceptable text using proper language, vocabulary, and punctuation.

Learning media has a significant impact on the educational system in terms of exploring students' abilities. The knowledge of the teacher and the students has been facilitated in classroom activities by the use of learning media. Additionally, learning resources need to work with the lesson plans that teachers employ. To instruct pupils in front of the class as facilitators, teachers must be well-prepared. Then, especially when teaching writing, teachers provide interesting items to support students' learning activities. Students can use media, such as pictures, as a guideline for completing a task.

Based on pre-observations made at SMAN 1 Abuki, there are some issues with the teacher's learning materials. When teaching writing, the teacher used a course book and rarely used pictures as media. The teacher's use of media to support the teaching and learning of writing was insufficient. Furthermore, students were uninterested in writing a story. They also had difficulty mastering vocabulary. The activity was carried out in a traditional manner.

Researchers chose this school as the object of the research because many students got grades below the KKM standard. The researcher also discovered that some issues arose during the writing process. Students have difficulty finding ideas in writing. Then, in their writing, students frequently made grammatical errors. It is very common when students write because their grammatical mastery is lacking. Following that, they do not properly organize the paragraph sequence.

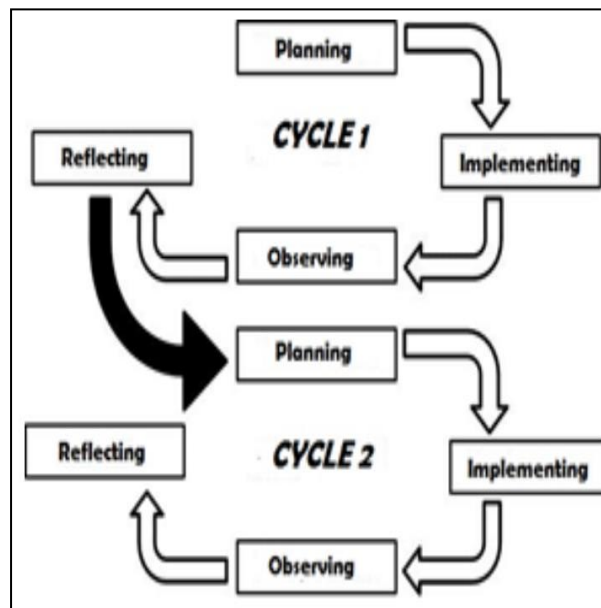
Based on these issues, the researcher proposed using picture series as a medium to help students improve their writing skills. Students may find writing inspiration by using picture series. They generated ideas more easily with the help of picture series. Picture series were collections of images that tell or illustrate the story of someone, something, or somewhere in time. Students believed that using picture series made it easier to generate ideas for writing a text. They would no longer be unsure of what they wrote.

RESEARCH METHOD

Research Design

The methodology of this research, the researcher applied mixed method. It means that both qualitative and quantitative method. Quantitative was used to describe a process during teaching and learning, while qualitative used to describe about the result of student's score.

This research carries out by the following process:



Arikunto (2010)

Classroom Action Research Cycles the Classroom Action Research (CAR) used four steps stated in Arikunto et al. (2010, p. 42).

1. Planning

In planning step the teacher arranged learning tools and instruments that would be used in the research.

2. Implementing

In implementing step the learning was conducted using discovery learning steps i.e. stimulation, identification of problems, data collection, data processing, verification, and generalization.

3. Observation

The observation conducted during the action implementation. The observation was conducted by two observers-the researchers and collaborating teacher. The observation focused on the implementation of discovery learning steps and experiment report writing skill

4. Reflection

Reflection in which the researcher and collaborating teacher discussed learning evaluation that was conducted in cycle

RESULT AND DISCUSSION

From the first data on students' recount paragraph writing skills were obtained from observations, interviews with classroom teachers, and pre-cycle writing skill test results. Based on the analysis of the initial data, the students' writing skill ability is still relatively low.

This can be seen from the results of the pretest with mean score of only 51.3 and 2 students who achieved the KKM score. Therefore, it was necessary to make improvements to improve students' overall writing skills. From the observations it was also found that students' writing skills were not developed because students also did not participate actively during learning so it was necessary to develop interesting learning so that students were enthusiastic in participating in learning and willing to participate actively during the learning process and the strategies used by teachers were less innovative. Thus, students' writing skills can be improved. Based on some of the factors above as well as considerations from researchers, mentor lecturers, and teachers, it was decided to study writing comprehension using recount text using the picture series method which is believed to be able to improve students' writing skills and participation.

The results of the research in Cycle I showed that the students' writing skills had increased. The number of students who reached the KKM was 7 students. This is indicated by the results of the posttest conducted at the end of Cycle I with mean score of 62 students. Students who achieved the KKM were 7 students (23.3%), and students who had not reached the KKM were 23 students (76.7%). comparison of the value of the pretest before the treatment was held, many students got an increase, namely 23 students were said to have increased and 7 students were said to have not increased. From the results of observations during the action in Cycle I, in this case students did not fully understand task-based learning strategies, so the learning process of writing recount paragraphs did not run smoothly and took up a lot of learning time. To condition the class because there are some students who often talk alone. In addition, the teacher does not provide opportunities for students to ask questions and express opinions, due to time constraints. Based on some of the things above, the researchers and teachers agreed to continue the action in Cycle II to correct existing deficiencies because the success of the process or results were not in accordance with what had been determined. The results of the research in Cycle II showed that the students' writing skill increased significantly. There was an increase in the number of students who reached the KKM were 18 students. This can be seen from the results of tests conducted at the end of Cycle II with an average student score of 66.96. Students who reach the KKM are 18 students (60%), and students who have not reached the KKM were 12 students (40%). From the results of observations, group discussions conducted by students became more effective. From the results of the increase in the second cycle 22 students experienced an increase while 8 students did not experience an increase. All students were actively involved in discussions to rearrange the paragraphs of the recount text, this is because the writing text used is not too long. Based on observations and reflections made by researcher and

teachers, the application of learning strategies using picture series in understanding writing learning is optimal. In the cycle II, the results of the implementation of class actions have reached the predetermined success indicators, so that the implementation of this class action is only carried out for two cycles. The following are the results of the increase in student scores starting from the pre cycle, cycle I, and cycle II.

The improving students' writing skills as can be seen in the table below above, it can be achieved because of the application of the picture series method picture series was able to attract interest and attention to writing, so the used of picture series in learning activities can attract interest, enthusiasm, and provide an increase in student learning, including in learning writing skills

CONCLUSION

Based on the results of research and discussion on improving students' writing recount paragraphs in English subjects through picture series techniques in eleventh grade IPS 1 students of SMAN 1 Abuki, it can be concluded that:

1. Mastery of writing recount paraphrase through picture series techniques in eleventh grade IPS 1 students SMAN 1 Abuki has increased.
2. The application of the picture series method picture series was able to attract interest and attention to writing, so the used of picture series in learning activities can attract interest, enthusiasm, and provide an increase in student learning, including in learning writing skills. The percentage of learning completeness in the pre-cycle is at 6.66%, then increased to 32% in the first cycle, then increased again so that it reached 60% in the second cycle. Associated with the average value in the pre-cycle of 51.3 in the pre-cycle, then increased to 62 in the first cycle, then reached at 66.96 in cycle II.

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