

A STUDY ON THE ABILITY IN WRITING A RECOUNT TEXT BY USING PICTURES OF THE EIGHTH GRADE STUDENTS OF SMPN 2 TAMBAKROMO PATI ACADEMIC YEAR 2012/2013

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan menulis teks recount pada siswa kelas VIII SMPN 2 Tambakromo Pati yang sudah diajari menggunakan media gambar. Penelitian ini dilakukan pada 7-8 Februari 2013 di SMPN 2 Tambakromo Pati. Populasi dari penelitian ini adalah siswa kelas VIII SMPN 2 Tambakromo Pati. Ada 102 siswa dan penulis menggunakan metode purposive. Penulis mengambil 31% dari populasi yaitu 31 siswa dari kelas C yang diharapkan dapat mewakili seluruh populasi.

Instrumen yang digunakan untuk mengumpulkan data adalah sebuah tes. Para siswa diminta untuk menulis sebuah paragraf teks recount. Elemen dari penulisan yang akan diteliti adalah isi, susunan, grammar, penggunaan kata dan mekanisme.

Dalam mengumpulkan data, penulis menggunakan penelitian perpustakaan dan penelitian lapangan. Dalam menganalisa data, penulis menggunakan persentase penilaian dalam tes para siswa untuk mengetahui kemampuan dalam tes menulis, kemudian penulis juga menggunakan rumus mean/ rata untuk menghitung kemampuan rata-rata semua siswa dalam menguasai penulisan teks recount.

Setelah memberikan tes menulis, penulis menyimpulkan bahwa siswa yang mendapatkan nilai A= 0 (0%), B= 12 siswa (38,7%), C= 12 siswa (38,7%), D= 6 siswa (19,4%) and E= 1 siswa (3,2%). Penulis juga mendapatkan bahwa kemampuan menulis teks recount para siswa yang menggunakan gambar adalah 68,67%, kemudian penulis menggunakan referensi kriteria penilaian dari Sutrisno Hadi dan penulis mendapatkan hasil bahwa kemampuan menulis teks recount para siswa adalah memuaskan.

Untuk menambah kualitas belajar dan pembelajaran bahasa Inggris dan untuk mendapatkan hasil yang memuaskan di SMP, penulis menyarankan bahwa para guru bahasa Inggris seharusnya memberikan materi menulis yang tepat, member banyak latihan sebagai pekerjaan rumah, memberikan pelajaran ulangan pada para siswa yang mendapatkan nilai rendah, dan menggunakan bermacam-macam teknik pengajaran yang menyenangkan bagi siswa seperti menggunakan gambar.

I. INTRODUCTION

In Indonesia English is taught as the first foreign language from Junior High School up to University. As we know that language can be spoken and written. So it is also necessary to learn about writing. So far, technologically advanced people will make written language. It means that writing also plays very important role in modern society.

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Gerot and Wignell (1998 : 194) said that recount is a kind of genre which retell an event, for the purpose of informing or entertaining, tend to use past tense. Recount has generic structure: the first orientation is provides the setting and introduces participants, second is events tell what happened, in what sequence, third is re-orientation; optional-closure of events.

In Oemar Hamalik opinion (1985: 43-44) types of pictures are sketch, draft, graphs, comics, poster, cartoon, diagram and map. It means that to teach writing recount text, the teacher can use picture as the media. Moreover the students at junior high school are the students that usually like pictures. By using pictures, the students will feel relax, enjoyable and more interested in study. So it is hoped that their vocabulary will increase.

From descriptions which have been explained above, the writer chooses the topic on her study with title “ A Study on The Ability in Writing Recount Text by Using Pictures of The Eight Grade Students of SMPN 2 Tambakromo Pati Academic Year 2012/2013“.

II. REVIEW OF RELATED LITERATURE

A. The Importance of Writing

The importance of writing can be seen in people daily activities and business activities. Because of writing activities people in big cities event in villages may get newest information through written media of communication. A lot of people can communicate to another over long distance only in very short limit of time through writing. It also makes the possibility for people to send messages because it can store the messages as long wished. Beside that, writing activity has more and more meaning in daily life.

B. Writing Ability

Writing ability is somebody’s ability in bearing mind, feeling, and will desire to others of through graph device understood by writer of itself and also others owning congeniality equality to graph symbol and own the congeniality equality also to language utilized. Writing is one of way of communicating in writing beside the existence of communications verbally.

C. Recount

1. Definition of Recount

Recount is a kind of genre which has been taught in junior high school. Recount has a social function to retell events for the purpose of informing and entertaining. The tense that used in recount text is past tense (Gerot and Wignell, 1998:194).

2. Social Function of Recount

Social function of recount is to retell events for the purpose of informing and entertaining.

3. Generic Structure of Recount

There are three generic structures of recount

- a. Orientation : provides the setting and produces participants.
- b. Events : tell what happened, in what sequence.
- c. Re-orientation : optional-closure of events

4. Significant Lexicogrammatical Features of Recount

There are five significant lexicogrammatical features of recount

- a. Focus on specific Participants
- b. Use of the Material Processes
- c. Circumstances of time and place
- d. Use of past tense
- e. Focus on temporal sequence (Gerrot and Wignell. 1998: 194)

D. Pictures

Among the educational media, picture is the most common media to be used. Visual media in relation with the human being's ability to memorize have the highest percentage. Based on the research done by Education Projection Corporation (In Rinanto, 1982:14). In the United States about the human being's ability to memorize through the five senses, the data on the ability are as follows: (1) Sense of taste: 2%, (2) Sense of smell: 3%, (3) Sense of touch: 5% (4) Sense of hearing: 30%, and (5) Sense of sight: 60%.

From the data stated above it is clear that visual media, which include pictures, are more advantageous than many other.

III. RESEARCH METHOD

A. Research Design

There are many kinds of method that may be taken in the research based on the objectives of the study and can be accounts as scientific. A scientific research is one that learns a method or a way to find out, to develop and truth of knowledge (Sutrisno Hadi, 1988 : 4). In this research, the writer uses descriptive method by purposive technique in the present time based on the reliable and factual data. The aim that will be reaches in this research is to find out students ability in writing recount text by using pictures of the eighth grade students of SMPN 2 Tambakromo Pati in academic year 2012/2013.

B. Subject of the Research

1. Population

The population of research in the eighth grade students of SMPN 2 Tambakromo Pati in the academic year 2012/2013 which the number of the population is 102 students. They are divided into A, B and C.

2. Sample

Sample is part of population being studied (Suharsimi Arikunto, 1998 : 125) recommends that the total number of population is less than 100 subjects, it is enough to take a sample 25-30 % or depending on the situation. Because the total number of the population is more than 100 subjects, the writer takes respectively 31

students from the total population that is 102 students, so it is 31% from the population.

3. Sampling

Sampling is a technique to take a sample (Suharsimi Arikunto, 1998). In this research, the writer uses purposive technique.

C. Method of Collecting Data

To make this research successful, the writer uses two ways in collecting the data.

1. Library Research

The writer tries to find some statements, ideas, and information from some books and literatures which have relation with the title. The writer attempts to look for some books that are related to the topic of the thesis. They are some books that are related to genre – grammar connection, English story, writing skills, and using pictures creatively. The basic ideas from those books are used to strengthen the writer's theoretical foundation.

2. Field Research

To get the empirical data, the writer gave an assignment in writing recount text by using pictures to the students. She gave them some explanations to write recount text and opportunities to the students to write their writing of recount text for about 60 minutes as the writer's data.

D. Instrument of the Research

In this study the writer uses a composition test that is the students ask to write paragraphs by using picture in recount form. The choice of the test type is based on the consideration that is the effectiveness of composition test to measure the writing-ability.

Considering the explanation above, it is clear that the test used in this study belong to a composition test.

1. Construction of the Test

To find out the required data for this analysis, the writer constructs the test items. In this case, the writer make the writing task clear and specific: provide full directions. In this study the writer asks to the students to write paragraphs by using pictures in recount form.

2. Scoring Technique

In measuring the test, a standard technique should be used to show the results of the research are reliable. To measure the writing test the writer uses the element of writing that are content, organization, grammar, use of words, and mechanics.

The writer gives score for each element as follows:

Table 1: The Elements of Writing

Elements of Writing	Score
Content	25%
Organization	20%
Grammar	25%
Use of words	15%
Mechanics	15%
Total score	100%

(Joy M Reid. The Process of Composition.2000)

E. Technique of Analyzing the Data

The writer analyzes the data through giving test to the students, it needs some steps in analyzing the data. The following are the steps that had been taken by the writer:

To reach the level ability of writing recount text by using pictures in general, the writer count up the elements of writing to be one unity.

1. Individual Score

The writer checks the assignment sheet of the students. The material in writing test which is included the elements of writing that are content, organization, grammar, use of words and mechanic.

In processing the data obtained form the result of the test, the writer use the percentage of scoring of the students' test. A percentage of descriptive analysis formula as follows:

$$NP = \frac{R}{Sm} \times 100\%$$

Where:

NP= the percentage of scoring

R= the students' writing score

Sm= the maximum/total score for the writing test

(Ngalim Purwanto, 1990:102)

Then, after getting the score of the test, the writer could make a conclusion of the student's ability by categorizing them into some group in order to express various criterions of the students' achievement. Each level is represented A, B, C, D, E, each of them range about certain grade. The criteria of students' ability is based the following percentage:

Table 2: Criteria of Student's Ability

Level of Mastery	Letter Score	Value	Criterion
86% - 100%	A	4	Excellent
76% - 85%	B	3	Good
60% - 75%	C	2	Fair
55% - 59%	D	1	Less
0% - 54%	E	0	Poor

(Ngalim Purwanto, 1990:102)

The next analysis of the student's score on the ability in writing recount text by using picture was counting the percentage score of the eighth grade students by using distribution of relative frequency. The formula stated by Suharsimi Arikunto was as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = the percentage

F = Frequency

N = Number of students

2. Measure of Central Tendency

After getting the score of the test the writer measure of central tendency of the student's ability in writing recount text by using pictures. There are three measures of central tendency; there are mean, median and mode. The writer computes the mean score as the most frequency by using formula as follow:

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

Where :

\bar{X} (mean) = the average score of students ability in writing recount text by using pictures.

$\sum x$ = the total score of students

N = total number of students

(Sutrisno Hadi, 1988)

When scoring is done and the mean (\bar{X}) of difficulties appear. The writer will know how far the students' ability in writing recount text by using pictures. The writer categorizes it into the following level of achievement:

Table 3: The Students' Level Achievement

The percentage ability	Grade	Level of Achievement
90 – 100%	Excellent = A	Outstanding
75 – 89%	Good = B	Above Average
55 – 74%	Fair = C	Satisfactory
50 – 54%	Less =D	Bellow Average
20 – 49%	Poor = E	Insufficient

(Sutrisno Hadi, 1988)

IV. RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Students' Writing Ability

a. Individual Score

After conducting the actual test on writing recount text by using pictures, the writer wants to know the students' ability in writing recount text by using pictures. The distribution of the scores in each elements of writing can be seen in chapter III. The following table is the result of students' writing test:

Table 4: The students' scores on the writing test

No.	Students' Code	Elements of Writing					Total Scores
		Content	Organization	Grammar	Use of Words	Mechanics	
1.	R-1	20	18	18	12	10	78
2.	R-2	20	18	16	12	10	76
3.	R-3	20	18	18	12	12	80
4.	R-4	20	18	18	12	12	80
5.	R-5	20	18	18	12	10	78
6.	R-6	18	10	10	12	8	58
7.	R-7	18	15	15	12	12	72
8.	R-8	16	12	10	10	8	56
9.	R-9	20	18	18	12	12	80
10.	R-10	18	15	18	12	12	75
11.	R-11	18	16	18	12	12	76
12.	R-12	18	18	16	12	12	76
13.	R-13	20	18	16	12	12	78
14.	R-14	20	18	18	12	12	80
15.	R-15	16	12	10	12	10	60
16.	R-16	16	10	10	12	8	56
17.	R-17	16	14	12	10	12	64
18.	R-18	18	15	15	10	10	68
19.	R-19	16	12	12	10	10	60
20.	R-20	18	12	15	12	10	67
21.	R-21	16	10	10	12	10	58
22.	R-22	20	15	15	12	12	74
23.	R-23	20	18	18	12	12	80
24.	R-24	18	16	16	12	12	74
25.	R-25	16	12	12	12	12	64
26.	R-26	16	12	12	10	10	60
27.	R-27	15	12	10	10	8	55
28.	R-28	18	12	10	12	10	62
29.	R-29	20	16	16	12	12	76
30.	R-30	16	10	10	12	10	58
31.	R-31	12	10	8	10	8	48

Then the other result of the students' ability on writing recount text by using pictures can be seen on the table below.

Table 5: The Descriptive Analysis Table

No.	Students' Code	Total Score	Percentage	Letter Score	Value	Predicate
1.	R-1	78	78%	B	3	Good
2.	R-2	76	76%	B	3	Good
3.	R-3	80	80%	B	3	Good
4.	R-4	80	80%	B	3	Good
5.	R-5	78	78%	B	3	Good
6.	R-6	58	58%	D	1	Less

7.	R-7	72	72%	C	2	Fair
8.	R-8	56	56%	D	1	Less
9.	R-9	80	80%	B	3	Good
10.	R-10	75	75%	C	2	Fair
11.	R-11	76	76%	B	3	Good
12.	R-12	76	76%	B	3	Good
13.	R-13	78	78%	B	3	Good
14.	R-14	80	80%	B	3	Good
15.	R-15	60	60%	C	2	Fair
16.	R-16	56	56%	D	1	Less
17.	R-17	64	64%	C	2	Fair
18.	R-18	68	68%	C	2	Fair
19.	R-19	60	60%	C	2	Fair
20.	R-20	67	67%	C	2	Fair
21.	R-21	58	58%	D	1	Less
22.	R-22	74	74%	C	2	Fair
23.	R-23	80	80%	B	3	Good
24.	R-24	74	74%	C	2	Fair
25.	R-25	64	64%	C	2	Fair
26.	R-26	60	60%	C	2	Fair
27.	R-27	55	55%	D	1	Less
28.	R-28	62	62%	C	2	Fair
29.	R-29	78	78%	B	3	Good
30.	R-30	58	58%	D	1	Less
31.	R-31	48	48%	E	0	Poor

Based on the table above, it can be concluded the writing ability of the eighth grade students of SMPN 2 Tambakromo Pati in the academic year 2012/2013 is satisfactory. From 31 samples in the research, there are 24 students who are capable in doing the test and 7 students fail in doing the test. The specification of the capability is none of the students have excellent criterion, 12 students have good criterion, 12 students have fair criterion, 6 students have less criterion and 1 student has poor criterion. So, it can be said that there are only 77,4% of the eighth grade students of SMPN 2 Tambakromo Pati who are capable on the material of the test, and 22,6% of the eighth grade students of SMPN 2 Tambakromo Pati who are not able on the material of the test.

b. Measure of Central Tendency

After analyzing the students' score in mastering writing test by using the percentage score of the eighth grade students of SMPN 2 Tambakromo Pati, the writer calculates the mean score of the students to know the students' average in writing ability.

Using the formula as stated by Suharsimi Arikunto (1998: 246), the writer computes the average of the score is as follows:

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ \bar{X} &= \frac{2129}{31} \\ &= 68,67\end{aligned}$$

The mean of the test score is 68,67, then it will be calculated by using the formula as stated by Suharsimi Arikunto (1998: 246) namely:

$$\text{Percentage of student's average} = \frac{\text{The mean of score}}{\text{The total score on the test}} \times 100\%$$

$$\begin{aligned}&= \frac{68,67}{100} \times 100\% \\ &= 68,67\%\end{aligned}$$

Based on the classification of the criterion-referenced grading introduced by Sutrisno Hadi that the writer mentions in chapter III, 68,67% is regarded satisfactory achievement. So it can be concluded that the average of the students' ability on the writing recount text by using pictures are fair.

B. Discussion

By analyzing and identifying the mistakes made by the students, it is useful for the teachers of English to formulate the better strategy in learning process in the classroom in order to improve their writing ability in English. By learning the mistakes commonly made by the students in learning writing are important because the writing process involves many language skills and components. It means that it is easier to write an English paragraph if the students master the language skills and components well.

Based on the research above, the writer concludes that the research findings of the eighth grade students of SMPN 2 Tambakromo Pati shows that 0% of the students are categorized "excellent", 38,7% of the students are categorized "good", 38,7% of the students are categorized "fair", 19,4 % of the students are categorized "less", and 3,2% of the students are categorized "poor". Then according to Sutrisno Hadi the eighth grade students of SMPN 2 Tambakromo Pati also have satisfactory ability in mastering writing recount text by using pictures, because their average ability are 68,67%, and it is categorized satisfactory achievement. The eighth grade students of SMPN 2 Tambakromo Pati also face the difficulties in doing the writing test, from the analysis of their test result, only several students are still confused in mastering each elements of writing such as content, organization, grammar, use of words, and mechanics as has been explained above.

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The data analysis shows that the students who passed the writing test are 24 students which have percentage 77, 4%. None of the students who got score A which the percentage is 0% of the score, 12 students got B which the percentage are 38, 7%, and 12 students got C which the percentage are 38, 7%. Then the students who fail in the writing test are 7 students which have percentage 22, 6 %, there are 6 students got D which the percentage are 19,4% and 1 student got E which the percentage are 3,2%. Then the writer concludes that based on the criterion referenced grading given by Sutrisno Hadi as the writer mentions in chapter III, if the students' ability is between 55%-74%, their ability will be categorized into satisfactory. Since the students ability in writing test are 68, 67%, so it can be concluded that the students' ability in writing recount text by using pictures are satisfactory.

The data analysis also shows that only several students of the eighth grade students of SMPN 2 Tambakromo Pati face the difficulties in mastering writing recount text by using pictures. They are still confused in mastering the elements of good writing such as content, organization, grammar, use of words, and mechanics as explained in chapter IV.

B. Suggestions

Based on the conclusion above, the writer would like to give some suggestions:

1. To the teachers
 - a. The English teachers should give the students appropriate reading material to enrich the students vocabulary and minds, such as English books, English magazines, English stories, and English articles, so the students will be easy to develop their ideas in writing.
 - b. Because of limited time at school, the teacher should give more exercises as the homework, especially the exercises that related to writing process.
 - c. After analyzing the result of the test, the teacher should give the remedial teaching to the students who got low score and an enrichment to those who got satisfactory score.
 - d. The teacher should give a lot of practices related to writing as the writing skills is an integrate process.
2. To the students
 - a. The students should pay attention to the teacher when he or she gives the English lesson.
 - b. The students should learn the elements of good writing especially grammar and its application in the writing process.
 - c. The students should practice their ability of writing from the simple to the complex one.
3. To the readers

The readers are hoped to get information, knowledge, and advantages by reading this thesis.

4. To the writer

The writer expects to English teachers, students, and others who are interested in mastering and developing writing recount text by using pictures can follow this study.

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