The Effectiveness of Students' Own Picture to Improve the Ability of Writing Recount Text of the Eighth Grade Students

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Abstrak

Menulis adalah satu dari empat keterampilan dasar dalam berbahasa Inggris yang harus dikuasai oleh siswa. Dalam hal ini, siswa harus memahami tentang struktur teks dan fitur bahasa dari teks *recount*. Tujuan dari penelitian ini adalah untuk menemukan perbedaan yang signifikan antara siswa yang diajar dengan menggunakan media foto pribadi siswa dan siswa yang tidak dalam menulis teks *recount*. Penelitian ini merupakan jenis penelitian eksperimental dengan dua grup sebagai subyeknya. Datanya didapat dari nilai menulis dalam *pre test* dan *post test*. Peneliti menggunakan rumus t-*test* untuk menghitung data tersebut, dan hasilnya t-*value* dari post test milik experimental grup lebih tinggi daripada *t-table*. Karena itu bias dikatakan bahwa ada perbedaan yang signifikan antara experimental dan control grup untuk *post test*. Lebih lanjut lagi, bisa disimpulkan bahwa foto pribadi siswa efektif untuk diaplikasika dalam menulis teks *recount* untuk siswa kelas delapan.

Kata Kunci: Menulis, Foto Pribadi Siswa,Teks *recount*.

Abstract

Writing is one of four basic skills of English that has to be mastered by students. However, it is not easy to do. Here, students have to understand about the generic structure and language feature of recount text. The purpose of this study is to find out the significant difference between students who are taught using students' own picture and students who are not in SMPN 2 Jombang in writing recount text. This research was an experimental research with two groups as the sample. The data were gotten from the students' writing score of pre test and post test. The researcher used T-test formula to calculate the data, and the result was t-value of post test in experimental group were higher than t-table. Therefore it could be said that there was significant difference between experimental and control groups in post test. Moreover, it can be concluded that students' own picture is effective to be applied in writing recount text of eighth grade students.

Keywords: Writing, Students' Own Picture, Recount Text.

INTRODUCTION

Writing is a productive skill that plays an important role in learning a language. As stated by Lutfiah (2009) in her journal, that writing is one of the four language skills that plays a very important role in the teaching of English since writing can really help the students learn a second language, in this case English. Writing is also a media to communicate, to deliver our ideas with others in written form. As stated by Petty and Jensen (1980:399) that writing is an activity that creates ideas or opinions in a composition by using writing convention; it is ideas, thought, feeling expressed in written form. While, to mastered writing is not an easy thing to do. Writing is an activity that must be learnt by practicing. Since it consist of many aspects such as content, organization, vocabulary, language use and mechanic, so that students often feel that writing is the most difficult skill than others. As stated by Nunan (1991:35), learning to write fluently and expressively are the most difficult of the macro skills for all language users regardless the language being learned whether it is first, second or foreign language. It is supported by Richards and Renandya (2002:303) that there is no doubt that writing is the most difficult skill for learners to master. The difficulty lies in generating ideas, organizing ideas and also translating these ideas into a readable text.

There are two texts which are stated on Junior High School's basic competence for the eighth graders, they are recount and narrative. However this study will focus only

on recount text. It is because recount text is easier to be understood than narrative. So, it will be easy for junior high school students to start learning kinds of text from recount text first. While, to motivate students in making a text is not an easy work. Teacher needs to use an appropriate media to teach writing recount text. Teacher needs to stimulate students to write a good composition text.

Picture is a kind of visual aids that often used in teaching. In this research, the researcher used students' own picture as media to teach writing recount text. Students' own picture can be a good media to create students' motivation to write a recount text. Huebener (1967:37) strengthen that pictures can help students to recognize the various elements of a pictorial representation on the basis of his knowledge and their past experiences because it can give the illustration and interpretation. So, the teacher may use picture in writing class. Picture can make students remembering their experiences in the past. It can be very useful for students in writing a recount text based on their own picture. The researcher expects that by applying students' own picture as media in teaching writing, it can improve the students' writing ability, especially in writing recount text.

Based on the background of study above, the research question is formulated as follows;

1) Is there any significant difference in writing ability between students who is taught writing recount text using students' own picture and students who are taught writing recount text without using any picture?

RESEARCH METODH

Based on the research question that has been told before, this study will be experimental research which uses quantitative study as the research design. Since, this study investigated the effectiveness of students 'own picture to improve the ability of writing recount text of the eighth grade students.

Table 3.1
Design of Experimental Research

Groups	Pretest	Treatment	Posttest
E	E_1	T	O_1
G	E_2	-	O_2

In which:

E	: The experimental group who were taught recount text using students' own picture
G	: The control group who taught recount text without using any picture
T	: The treatments where the technique is implemented
E_1 and E_2	: The pretests given before treatments
O_1 and O_2	: The posttests given after treatments

The population was the eighth grade students of SMPN 2 Jombang. There were nine classes. The researcher selected two classes from nine classes randomly as the samples by using cluster random sampling technique. Then, the researcher used random assignment to decide which class would be experimental group and which class would be the control group.

The data of this study got from the tests, try-out, pre test, and post test to find significant difference students who is taught writing recount text using students' own picture and students who are taught writing recount text without using any picture.

Firstly, the researcher held the try – out test to another class to know whether the test was valid and reliable or not before conducted pretest to the control and experimental group. Then, the researcher gave pretest to both groups to know the students' ability in writing recount text before the treatments in experimental group. The next meeting the researcher began to explain about recount text and gave the treatment of using students' own picture to the experimental group students. The researcher gave them an example of recount text based on a picture of her study tour. Meanwhile, the researcher also gave the explanation about recount text without the treatment for the control group. Finally, the researcher gave the posttest to both groups with the same topic as in pretest one to know the writing recount text students' score after the treatments was done. The researcher had asked the students of experimental group to bring their own picture in the last meeting before. Then at the posttest they had to write a recount text about their unforgettable moment based on their picture that they had brought.

After the researcher collected the data of the pretest and posttest of the control group and the experimental group, the researcher analyzed it using ESL composition. It consists of five component, they are content, organization, vocabulary, language use, and mechanics. Then, the researcher calculated the data using statistical calculation. In this study, the researcher used t-test formula to find out whether there were the differences

between experimental and control group significant or not.

RESULT AND DISCUSSION

The result of pretest can be seen in the table below:

Table 4.1
Pre-test scores of Experimental and control groups

Group	Scores	Mean of Pretest Score	df	t_{value}	$t_{.0001}$	Significance
Exp.	1705	68.2	48	3.78	4.053	Not Significant
Cont.	1566	62.64				

From the table above, we can see that the mean of both groups is not really difference. It can conclude that they have almost the same ability in writing recount text mastery.

After applying some treatments to the experimental group, the researcher conducted posttest to both of groups to know the significant difference of writing recount text ability of experimental group after the treatment. And the result of posttest of experimental and control group can be seen on the table bellows:

Table 4.2
Post-test scores of experimental and control groups

Group	Scores	Mean of Post-test Score	df	t_{value}	$t_{.0001}$	Significance
Exp.	1970	78.8	48	4.16	4.053	Significant
Cont.	1794	71.76				

From the table, it can be concluded that there is improvement after giving the treatment. It indicated that the result of the calculation there was a significant difference of post test scores of both groups. The t value was higher than t table, it means that there was significant difference of post test scores in both experimental and control groups. So, it can be concluded that there is significance difference between students who were taught with students' own picture and those who were taught without any picture.

CONCLUSSION

This research tries to find out whether there is a significance difference in scores of writing recount text mastery between the eighth graders who are taught using students' own picture and those who are taught using any picture.

From the pretest that has been conducted in both experimental and control group can be seen that the ability of the both of group were equal. It was proved by the calculation, the t – value on df 48 was 3.78, and t.0001 was 4.053. Hence, the t – value is <than t – table. So, the result was not significant.

After gave treatment, posttest was administered to find out whether there is a significance difference between students who are taught using students' own picture and those who are taught without using any picture.

From the posttest score, the students in experimental class got higher scores than students in control class. It can be proved with the result of t – value. The t – value of posttest was 4.16 then t – table .0001 level of significance with d.f (degree of freedom) 48 is 4.053. From the calculation it can be seen the t-value was higher than t-table 4.16>4.053. It confirmed that the students' own picture could improve the students' ability in writing recount text. The hypothesis was accepted as the t – value was higher than t – table.

SUGGESTION

The suggestions are given to those who has a related study with this research. The researcher would like to give suggestion for English teachers and also the next researchers who wants to continue this study.

For the teachers, the researcher suggests that they should build the students' enthusiasm and their motivation before the lesson was given to them. The teachers can use an interesting media or techniques to attract the students' attention to learn English interestingly. Since students' own picture is an effective technique to increase writing recount ability, it is recomended to the other teacher to use this technique By using visual media like students' own picture, teachers can build students interest.

For the next researchers, the researcher suggests to use this technique to teach different language skill such as speaking or different type of text such as descriptive and procedure text

This technique may be appropriate to not only for eight junior high school students but also for the tenth, or eleventh senior high school students.

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