THE EFFECTS OF USING PICTURES IN WRITING RECOUNT TEXT AT GRADE X SMA SEMINARI MENENGAH

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ABSTRACT

This research deals with the effect of using pictures series in Writing Recount Text, such as "what are the effects of using pictures series in writing Recount Text for students at grade X at SMA Seminari Menengah?" The objective of the study is "to know the comparison between using pictures series and without using pictures series on the students' competence in writing recount text at SMA Seminari Menengah. The design of this research was the experimental quantitative research. As experimental research, the aim is to know the effect of the method that given, whether it influences to the object or not. In collecting the data of the research, the researcher has to do three steps, as; pre-test, treatment, and post-test.

Keywords: *Recount Text, research, quantitative research.*

I. INTRODUCTION
The Research of The Background

No one can be success in using a foreign language without having writing ability. Writing is one of the most difficult aspects of language skills. The ability to write involves specific skills, such as; the use of punctuation, structure of sentence, vocabulary, and organization of paragraph. In writing process, learners will always deal with the process of putting ideas into word, then putting words into sentences and putting sentences into paragraphs until they can create a piece of writing.

According to Jain and Patel (2008) writing is a skill which must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage.

With writing, we can supplement our own memory. We can record much longer texts than we could ever hope to memorize. The writing text is also less fallible than human memory. Many of us have made a great deal of effort to memorize even a fairly short poem. Just think of trying to memorize an entire book! Or several!

Picture is one of the visual materials that can help teacher or students inside a teaching process. Picture is an illustration of picture person, place or thing. It means that picture has important thing for students to understand the material. By using picture the students can write something about their ideas that they look. And

it can be interesting for students to study with using picture. Even with a picture the students are not likely to respond if merely told to say something about it. Interesting picture can influence the students to pay good attention when the teacher explain the material and teaching learning process run well.

The Identification of the Research

In teaching learning English as foreign language, writing is one the four skills that must be mastered by the student. Writing is a complex process of exploring and expressing thought, feeling, idea or intention into written forms. Student always face a difficulty in writing skill, especially they did not write a text well. And also they cannot recognize a text based on genre. Writing is not only to write a text or paragraph but also to understand the unity and the cohered of the paragraph from the first paragraph until the end totally.

The Problem of The Research

Based on the background, the research problem is formulated as follows: "Does the use of picture series as media significantly effect of the students' writing recount text competence at grade X SMA Seminari Menengah?"

The Purpose of The Research

Dealing with the research problem, this research intends to find out the effect of using pictures series as media on the students' writing

recount text at grade at grade X SMA Seminari Menengah.

The Scope of the Research
1. Theoretically

This research will be useful for the students as the purpose of this research. The purpose will improve their skill to understand the generic structure and language features in Recount text. The students will recognize and realize that writing narrative text and it is very useful to have a good skill in writing.

3. Practically

For teachers, the finding of research will inform them about writing Recount text of using generic structure and language features that need to be given emphasis to assist students to writing Recount text well and of course the English teacher and effort to develop the teacher learning process in language especially in writing skill. The English teacher should be able to find on the strategy for them.

For the reader, it can inform them about the writing in recount text by using generic structure and language features.

The Hypothesis

The writer takes the data from grade X SMA Seminari Menengah the writer also focus to research for the students at Grade X. In addition the writer will limits the research by using picture series in writing recount text.

Theoretical Framework

The research is written based on some theories which are useful to support the researchers' ideas and relevant to the problem. The theories are, Arikunto (2006), Eve Beane and Helen Wolstencroft (2007), Byrne (1979), Dorothy and Rumisek (2003), Hatch & Farhady H (1989), Jain and Patel (2008), Lado (1979), Sadiman (2010), Wright (1989).Wiwin,Yulianto and Bheny (2012), Kurniawati,Prasetyo, and Subari (2013), Mardian, Albert, and Dewi (2013), Zainatuddar (2015), Katia (2015)

Hypothesis

H_0 : The use of picture series as media does not significantly affect the students' ability in writing recount text at grade X SMA Seminari Menengah.

H_a : The use of picture series as media significantly affects the students' writing recount text at grade X SMA Seminari Menengah.

The Research Key Term

There are some key terms of the research, they are:
1. Writing is a form of note product often the result of thinking or ideas, drafting and revising form the thinking.
2. Recount text is a text that aims to retell a story that happens in the last time.

Picture is an illustration of picture person, place or thing.

II. REVIEW OF RELATED LITERATURE
Writing

Byrne (1979) stated that, "writing, by contrast, is the whole of the relevant activity and we create the context as we write. As we have noted, the person we are addressing is not present, so there can be no interaction between writer and reader. Although we may try to anticipate reactions and build them into the text, we have to sustain the whole process of communication on our own and to try to stay in contact with our reader through words alone.

According to Praveen M. Jain and M. F. Patel (2008), writing is a skill which must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage.

In the other hand, writing is a skill which is used to communicate indirectly without face to face interaction. Writing means the way we can use to express our ideas and feelings. The written productive language skill is called writing. It is the skill of a writer to communicate to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language she or he is writing to transfer the information she or he has in her or his mind to the readers effectively.

Based on the statement above, writing is a process of expressing idea, feeling or thinking to communicate with other people without face to face or indirectly through writing after spoken.

Process of Writing
Pre-writing

This is the process that helps us find the right words for our expression. It involves on the subject to write on and the gathering of all the information about the subject from every available source of information.

Step One: Choose a topic. Before you write, your teacher gives you a specific assignment or some ideas of what to write about. If not, choose your topic yourself.

Step Two: Gather ideas. When you have a topic, think about what you will write about that topic.

Step Three: Organize. Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about last.

After we finish gathering the information about our topic, the next step is to draft our write-up. This process requires the planning and organizing of the gathered facts. The results of our research should be organized in a logical manner so that the message borne by our writing is conveyed to our readers.

Step Four: Write. Write your paragraph or essay from start to finish. Use your notes about your idea and organization.

Reviewing and Revising

The next important component of the process of writing is revising of the draft. It is the phase in which we need to correct the errors in our draft and also think about the ways to improve our writing.

Step Five: Review structure and content. Check what you have written. Read your writing silently to yourself or a loud, perhaps to a friend. Look for places where you can add more information, and check to see if you have any unnecessary information.

Rewriting is the process to write something again especially in a different way in order to improve it or to include new information.

Step Six:

a. Revise structure and content. Use your ideas from step five to rewrite your text, making improvements to the structure and content.

b. Proofread. Read your text again. This time, check your spelling and grammar and think about the word you have chosen to use.

c. Make final correction. Check that you have corrected the errors you discovered in step five and six and make any other changes you want to make.

The Recount Text

Recount text is a piece of text that retells past events, which are usually told in order in which that happened. The purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from the recount. Recount explores the series events that happened to participants. These events are the main element in composing recount text. However, it just focuses on the events are themselves. It does not include the conflict inside the events will be told in chronological order based on time and place.

Peter (2005) says that recount text is also narrative text to. Basically, it is written out to make a report about an experience of a series of related event. Theoretically, the technique to write a recount text is similar to the way a narration is written. Recount text is a text which a retells events or experience in the past. Recount is written out to make a report about an experience of a series of related event. Specifically, a recount text is written out to inform an event or to entertain people.

Structurally, a recount text is a text which can be divided three components, the first is the orientation. It does not necessary have only a single clause. In a longer recount, it may contain to as many clauses. This number event happened is written first. The second is written text, and the last one is written at last. The last component of a recount text is reorientation. It is statement of the first component of this text, sometimes, the technique of writing this is by using synonyms or other related words.

Picture

According to Andrew Wright (1989), pictures are not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall experiences. It can be interesting for students to study with using picture. Even with a picture the students are not likely to respond if merely told to say something about it.

Eve Beane and Helen Wolstencroft (2007) added many children use their experience of visual text to give them inspiration for writing. Picture books, film, still images, graphic novels and computer games can be rich source for imaginative writing, offering models of settings, character and plot as scaffolds. Sometimes, however, the images can stay within the mind's eye and not be translated into a coherent that makes sense to a reader. It means that picture can help the students to give their inspiration by looking picture.

Picture is a tool or media that can help the teacher in teaching. The pictures are very useful for the teachers and students in teaching learning

process. By using picture the students can understand the material and she or he can write something about his or her ideas.

Based on the explanation above, the writer concludes that picture has significant effect for the teacher and also the students. By using picture the students can understand the material and she or he can create their ideas to write something.

The Advantages of Using Picture

We know that picture has some advantages in teaching learning process. According to Sadiman (2010) there are some the advantages of using picture in learning process, they are:
a. Picture is concrete and more realistic to show the problem than verbal media.
b. Picture can solve the limitation of space and time.
c. Picture can solve the limitation of the research.
d. Picture can make clear a problem in all objects and picture can solve misunderstanding.
e. Picture was cheap media and easy to find also easy to use, without needed special tolls.

The Disadvantages of Using Picture

Beside the advantages of using picture, there are some disadvantages of using picture in learning process. Those are:
a. The picture emphasizes the sensory perception of the eye.
b. Picture / photograph which are more complex not effective for teaching learning process.
c. The size is very limited for large groups.

Using a Picture Set for Recount Text

Picture is the part of visual media, which can be used in the class to help the students in learning process and also help develop their thinking skill. Take an example, when the students asked to write recount they are asked to write an interesting experience, like: holiday, when he/she graduated etc. they will get confused if some of them never been there before. They cannot write what is like. Without picture they are difficulty in writing sentence or paragraph because the students may need long time to express their idea to appropriate the topic. That is why pictures help students in getting the ideas easily by looking at the picture.

III. METHODOLOGY OF THE RESEARCH

The Research Design

The writer uses the design of research based on quantitative research. It deals with the research method, which focus on the result then process. To know the information and the quality of the object researched, the writer collected the data, then she made the measurements and the results of the data collected.

Population and Sample

Population and sample are two terms has relation in research. In Encyclopedia of Educational Evaluation," A population is a set (or collection) of all elements possessing one or more attributes of interest''. Arikunto (2006:131) stated that sample is a part of the population that is researched. In taking the sample usually the writer has choosen the number of population.

Instrument of the Research

Instrument is a tool that used for collecting data. In this research, the writer needs data to find out the effect of using pictures as media on the students' writing recount text. In this case, the writer will give the students written test using picture about holiday. The purpose of it to find out the effect of using pictures series as media on the students' writing recount text.

The Validity of The Test

Validity is an evaluation; it means validity should therefore be seen as related to inferences rather about scores rather that to test themselves. The writer assumed that the test is valid for the purpose of the test has sufficient evidence that complete with ability to be tested.
The validity test formula as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{\sum Y^2 - (\sum Y)^2\}}}$$

(Arikunto, 2006)

Where:
N : The number of students that follow the test
X : The score which is received by the students in every item
Y : Total score of items
r_{xy}: Coefficient of Validity Test

Rxy	Validity
0.80 up to 1.00	Very High
0.60 up to 0.80	High
0.40 up to 0.60	Fair
0.20 up to 0.40	Low
0.00 up to 0.20	Very Low

The Reliability of The Test

The reliability of the test concerns its precision as a measuring instruments or it can be said that reliability refers to the consistency of the measurement. To obtain the reliability of the test, Kuder-Richardson (KR 21) was used in this study of following:

$$r_{11} = \frac{2xr_{\frac{1}{2}\frac{1}{2}}}{\left(1 + r_{\frac{1}{2}\frac{1}{2}}\right)}$$

(Arikunto, 2006:180)

Where: r_{11} : Instrument reliability
         $r_{\frac{1}{2}\frac{1}{2}}$: Half Split

Technique of Collecting the Data

1. Pre-Test

The writer gives the students test about recount text before the students are learning recount text by using pictures. The purpose is to get the prior knowledge of the students.

2. Post-Test

The writer gives the students test about recount test after the students are learning recount text by using picture. The purpose of it to know whether the students have understood the subject or not.

Technique of Analyzing Data

After, the researcher collects the data, and then the researcher analyzes the data by following steps:

1. Finding mean score of each group

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

$\bar{X}$	= the average score
$\sum fx$	= sum of the raw score
N	= number of students

2. Finding standard deviation of each group

$$S = \frac{\sqrt{\sum d^2}}{N-1}$$

S	= standard deviation
$\sum d^2$	= sum of mean deviation
N	= number of students
1	= constant number

(Hatch & Farhady, 1982: 59)

3. Finding standard error of difference of mean

$$SE(\chi e - \chi c) = \sqrt{\left(\frac{xe}{\sqrt{N1}}\right)^2 + \left(\frac{xc}{\sqrt{N2}}\right)^2}$$

$SE(\chi e - \chi c)$	= standard error
se	= standard deviation of experimental
sc	= standard deviation of control
N1	= number of students of experimental
N2	= number of students of control

(Hatch & Farhady, 1982: 112)

4. Testing Hypothesis

$$t_{test} = \frac{\bar{X}e - \bar{X}c}{SE(\chi e - \chi c)}$$

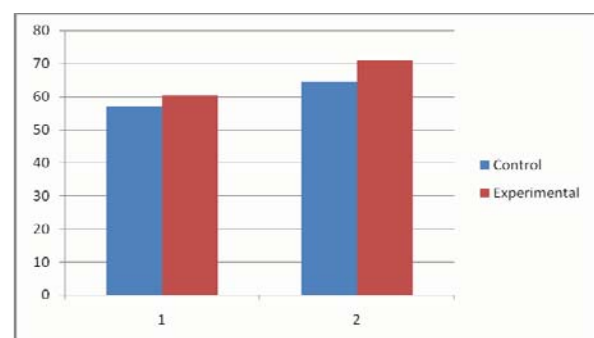|	
$\bar{X}e$	= Mean of Post Test in Experimental
$\bar{X}c$	= Mean of Post Test in Control

(Hatch & Farhady, 1982: 111)

IV. FINDINGS AND INTERPRETATION

The Progress of Students' writing after treatment

Group	Pre-Test	Pos-Test	Improvement
Control	57	64,5	7,5
Experimental	60,33	71,16	10,83

By looking at the data on table 4.5, it was found that the total sum squares of the respondents at the time of administering the post-test in experimental group was **934,168** points. Those points were necessarily required in order to determine the standard variation for post-test in experimental group which was in turn compared to the same data at post-test in control group.

Research Findings

After analyzing the data, the researcher formulates the research findings, as follows:

1. There is a significant effect of using pictures series on the eighth grade students' vocabulary mastery at at SMA Seminari Menengah
2. The difference or the improvement as the whole students got in post test from control to experimental group was 195 or 6,5 point in average.
3. The total sum squares of the respondents at the time of administering the post-test in experimental group was 934,168 points where its standard deviation was 5,70.
4. Meanwhile, the total sum squares of the respondents at the time of administering the

post-test in control group was 467,5 points where its standard deviation was 4,01.

5. Testing hypothesis showed that t-test (2.8) was lower than t-table (1.67) at level of significant 5% for two tailed test.

V. CONCLUSION

Picture is one of effective media is English teacher. Students are attracted to see colorful pictures. This may trigger their motivation to practice their writing skill it has been proved by this research that students thought by using pictures achieved more significant score then without pictures.

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