IMPROVING THE WRITING SKILLS OF RECOUNT TEXTS BY USING PICTURE SERIES FOR THE EIGHT GRADE STUDENTS AT MTS MUHAMMADIYAH 2 KEDUNGADEM

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Abstract

This research aims at improving the writing skills of the eighth grade students of MTs Muhammadiyah 2 Kedungadem in the academic year of 2020/2021 through picture series. This study was action research that was conducted in two cycles. The first cycle consisted of three meetings while the second cycle consisted of two meetings. The subjects of the research were 30 students of VIII B of MTs Muhammadiyah 2 Kedungadem. The data collected were qualitative but also supported by quantitative data. The qualitative data were gained through observation and interview. The data were in the form of field notes, interview transcripts, and photographs. Meanwhile, the quantitative data were collected from four kinds of writing tests. This research used five criteria of validity, namely democratic validity, outcome, validity, process validity, dialogic validity, and catalytic validity. Furthermore, to enhance the trustworthiness of the research, the researcher implemented two of four kinds of triangulations, namely time triangulation and investigator triangulation.The results of the research indicated that the use of picture series improved the students' skills in writing a recount text. The actions made significant improvements of the students' writing in the aspects of content, organization, language use, vocabulary, and mechanics. Moreover, by comparing the means of each score from the pre-rest to the post-test, it can be concluded that all of the score of each aspect increased.

Keyword: Improving, Writing Skills, Recount Text, Picture Series

Abstrak

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis siswa kelas VIII MTs Muhammadiyah 2 Kedungadem tahun ajaran 2020/2021 melalui gambar seri. Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Siklus pertama terdiri dari tiga pertemuan sedangkan siklus kedua terdiri dari dua pertemuan. Subjek penelitian ini adalah 30 siswa kelas VIII B MTs Muhammadiyah 2 Kedungadem. Data yang dikumpulkan bersifat kualitatif tetapi juga didukung oleh data kuantitatif. Data kualitatif diperoleh melalui observasi dan wawancara. Data berupa catatan lapangan, transkrip wawancara, dan foto. Sedangkan data kuantitatif dikumpulkan dari empat macam tes menulis. Penelitian ini menggunakan lima kriteria validitas, yaitu validitas demokrasi, validitas hasil, validitas, validitas proses, validitas dialogis, dan validitas katalitik. Selanjutnya, untuk meningkatkan kepercayaan penelitian, peneliti menerapkan dua dari empat jenis triangulasi, yaitu triangulasi waktu dan triangulasi penyidik. Hasil penelitian menunjukkan bahwa penggunaan gambar seri meningkatkan keterampilan siswa dalam menulis teks recount. Tindakan tersebut membuat peningkatan yang signifikan dari tulisan siswa dalam aspek konten, organisasi, penggunaan bahasa, kosa kata, dan mekanik. Selain itu, dengan membandingkan rata-rata setiap skor dari pre-rest hingga post-test, dapat disimpulkan bahwa semua skor dari setiap aspek meningkat.

Kata Kunci: Peningkatan, Keterampilan Menulis, Teks Recount, Gambar Seri

INTRODUCTION

Writing is one of language skills that have to be mastered by the students. Based on Depdiknas (2003:6),English learning process includes listening, reading, speaking, and writing as the form of spoken and written cycle. Additionally, right now, Carter, et al (2002: 269) argues that writing is important for career and personal life because others will judge our thinking ability according to what we write and how we write it. A well-written job application letter, for example can make someone get a job or be turned away. Therefore, good writing skills are necessary to communicate our knowledge and thought clearly and effectively. Based on the explanation above, it can be concluded that writing is important for our life. It can be a great tool to help us know more about the way we think because it can solidify ideas and thoughts, and allow us to reflect on them better than if the ideas remained evolving in our head. Besides, it helps us to learn how to form language, how to spell, how to put together a plot and how to make a logical argsument or how to persuade, mainly through writing. Hence, writing is needed to be mastered by all people, especially the students because writing is how much of the world communicates. If we do not write, it means that we cut ourselves off from a large community. Learning from this fact, nowadays, teaching writing to the students becomes a necessity. However, many teachers neglected the writing skill in their teaching. This happened because writing is regarded as the most difficult skill to be taught in English subject. And this happened for many reasons. For example, because of the teachers didn't have good ability in teaching writing, teachers lack of creativity, students have lack of motivation, and many other aspects involve in this situation.

RESEARCH METHOD

The research method used in this research is classroom action research. Which consists of the type of research, research setting, data collection instruments, data collection techniques, data analysis techniques, research procedures, as well as the validity and reliability of research. This research was conducted on May 10 to June 4, 2021 at MTs Muhammadiyah 2 Kedungadem. This study involved 32 students of class VIII B Madrasah Tsanawiyah. In this study, researchers only took 30 students who were used as research objects and respondents. In collecting data, the researcher used three instruments, namely the Observation Checklist, Interview Guidelines, and Tests. Then, there are many definitions put forward by several experts. The steps in action research are planning, action, observation and reflection. proposed by Kemmis and McTaggart (1988) in Burns (1999:33).

FINDINGS AND DISCUSSION

The results of the research were used to prove the improvement of students' writing skills of recount texts by using picture series in teaching and learning process. Before conducting a research, the researcher conducted an observation in the writing class at Eighth grade students of MTs Muhammadiyah 2 Kedungadem. The observation was done to know the problems in teaching and learning process of writing. Based on the observation, the researcher found that the students had a problem in developing ideas. They also could not construct the paragraphs coherently and cohesively. In addition, they made mistakes in language use and diction. Besides that, the media used by the teacher was not sufficient and the students also had low motivation in teaching and learning process.

They can arrange the text in good chronological order. Series pictures help students to generate ideas in writing recount text. In addition, the students' improvement in content, vocabulary and language use was satisfactory. They made some mistakes in terms of grammar. In addition, students' attitudes in the teaching and learning process also increased. Series pictures can attract their attention. They seem very enthusiastic to write. They look very active in class. They asked the researcher when they found some difficulties in writing recount text.

CONCLUSION

The first conclusion is that pictures series can be used to improve the students' writing skill. The students' writing ability increased. The improvement could be seen through some points. The first point is the improvement of their ability in developing ideas. The second point is that the students' improvement can be clearly seen from the mean score of the pre-test, cycle 1, cycle 2 and the post-test . In the pre-test, the students mean score is 55.03, in the first cycle the mean value is 59.10, while in the cycle 2 the mean value is 64.55, then inthe post- test the mean value is 68.12.

The second conclusion is that the implementation of picture series improves the students' motivation in learning writing. The students' attitude toward writing is positive.It is indicated their activeness in the class.They also enthusiastically write what the researcher asks to write. They are not afraid anymore of making mistakes because they know that their teacher will give feedback to them and they will be given a chance to correct their mistakes.

This can be seen from several aspects when the researchers conducted cycle II. First, they can develop their ideas to create a story. From the students' writing, it can be seen that the series pictures help them in writing. The second aspect is the students' writing ability in grammar is increasing. This can be seen from their writings. The third aspect is that students are very enthusiastic in the teaching and learning process and they show a positive attitude towards the activities carried out by the researcher. In addition, there are some students who are active and often ask questions when having difficulty in writing.

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