DEVELOPING STUDENTS' WRITING SKILL ON RECOUNT TEXT BY USING PHOTOGRAPH AND GROUP GRID TECHNIQUE

Dian Candra Prasetyanti[17]
Husnul Hotimah[18]

ABSTRAK

Kemampuan menulis adalah kemampuan yang sangat sulit bagi para murid Sekolah Menengah Pertama. Mereka kesulitan untuk menuliskan ide-ide mereka karena mereka merasa tidak percaya diri dalam menulis kalimat berbahasa Inggris. Oleh karena itu, peneliti menggunakan teknik group grid *dan media foto untuk merangsang para murid mendapatkan ide-ide mereka dalam menulis bahasa Inggris. Penelitian ini adalah untuk meningkatkan kemampuan menulis para murid dalam menulis teks* recount *dengan teknik* group grid *dan media foto. Penelitian ini merupakan penelitian tindakan kelas. Peneliti menggunakan dua siklus. Setiap siklus terdiri dari empat tahap yaitu perencanaan (*planning*), tindakan (*acting*), observasi (*observing*), dan refleksi (*reflecting*). Metode yang digunakan dalam pengumpulan data adalah tes, observasi, wawancara, dan kuesioner. Penelitian ini menggunakan teknik* group grid *dengan menggunakan media foto untuk meningkatkan kemampuan menulis para murid dalam menulis teks* recount *serta untuk mengetahui pencapaian dan respon para murid selama proses pembelajaran. Temuan dalam penelitian ini menunjukkan bahwa ada peningkatan dalam penguasaan murid dalam menulis teks* recount. *Hal itu dapat dilihat dari nilai rata-rata murid dalam* pre-test *yaitu 40.56. Kemudian, nilai rata-rata di* post-test 1 *adalah 72.93, dan nilai rata-rata* post-test 2 *adalah 78.12. Persentase kelas untuk murid yang nilainya diatas KKM dari* post-test 1 *adalah 53% dan* post-test 2 *adalah 84%. Respon para murid dalam implementasi teknik* group grid *dan media foto sangat bagus. Hal tersebut juga dapat dilihat dari hasil kuesioner dengan persentase nilai total tertinggi 96% dan nilai terendah 70%. Rata-rata persentase yang didapat adalah 84% Berdasarkan perhitungan dari hasil data, bisa disimpulkan bahwa implementasi teknik* group grid *dan media foto dapat meningkatkan kemampuan para murid dalam menulis teks* recount.

Kata Kunci: *Menulis, teks* recount, *teknik* group grid, *foto.*

[17] Pengajar di Program Studi S1 Pendidikan Bahasa Inggris Universitas Muhammadiyah Semarang

[18] Mahasiswa Program Studi S1 Pendidikan Bahasa Inggris Universitas Muhammadiyah Semarang

INTRODUCTION

A. Background of the Study

Writing is one of language skills which makes students active to express their idea in written form. According to Harmer (2004:11), "before getting students to write we can encourage them to think about what they are going to write". It can be concluded that teacher must give instruction for students before they are asked to write. Students must understand what they will write and what its purpose is. Students need stimulus as encouragement to write, so as the teacher should use an interesting technique and media to motivate them in learning.

In fact, the problem appeared in the eighth grade students of SMPN 3 Banjarharjo. The teacher used conventional method in teaching so the students feel bored and not active in teaching learning process especially in writing.

In Curriculum 2013 students are asked to be able to arrange some texts like recount and descriptive text (Depdiknas,2013). The researchers tried to increase and improve students writing recount text because the purpose of this text is to tell the past experience. Students will be interested if they are asked to write their experience.

One of learning media that can be used to improve students' interest in writing recount text is photograph because photographs are real pictures that draw real events. While group grid technique is one of collaborative learning technique which can motivate students to be active. Sudarman (2009:09) stated that collaborative learning is learning process that each member of the group contribute their information, experience, ideas, attitudes, opinions, abilities and skills to improve their understanding together. It means that group grid can motivate students to be active in sharing their idea and experience each other in a group.

By using group grid and photograph media can make students active to create the sentences in a paragraph. Group grid collaborative is a collaborative learning technique that instructs students to choose some words each given by the teacher related to the material. Students in small group choose the words and write them on table. After that all students in each group collaborate their words to be sentences. Students must choose the words related to the paragraph given by teacher. By looking at the photograph, students can guess the event happened. Group grid helps students to find vocabularies and exchange ideas.

From the statement above, the researchers use group grid technique and photograph media to improve their writing recount text by guessing the photograph and active to find the words to create the text.

B. Statement of the Problem

1. How is the implementation of group grid and photographs to improve students' writing recount text?
2. What are students' responses about the implementation on group grid and photographs in writing recount text?

C. Review of Related Literature

1. The Definition of Photograph

Photograph is kind of still picture that can be shown into the real objects or the events of outside the class. As media for teaching and learning process, the photograph has advantages and disadvantages. Based on Daryanto (2013:109), there are some advantages and disadvantages using photographs as media in teaching learning English: The advantages are it is easy to be use as practical without the need for any equipment and it can translate an abstract concept or idea becomes more realistic. While the disadvantages are some of the pictures are quite adequate but not large enough in size when used for the purpose of teaching large groups, except when projected through the projector and how wonderful photographs, is still does not show any motion pictures as well as life.

2. The Definition of Writing Skill

According to Kern (2000:172) cited in Helmi (2012:28) said "writing is functional communication, making learners possible to create imagined worlds of their own design". Writing is difficult skill because the writer should make some aspects in writing such as content, organization, vocabulary, language use, and mechanic. It means that the important activity in linguistic is writing and it doesn't just focus on self-expression. Writing is one of activities to improve grammatical patterns and lexical item.

3. The Definition of Writing Process

Based on Richards (1990:315) cited in Astuti (2011:11). The writing process as a private activity may be broadly seen as comprising four main stages, they are:

a) Planning (pre-writing) is any activity in the classroom that encourages students to write, such as: group brainstorming, clustering, rapid pre-writing, WH-questions and so on.

b) Drafting (writing) is a stage where the writers are focused on the fluency of writing and are not pre-occupied with grammatical accuracy or the neatness.

c) Revising is an activity to review the text on the basis of feedback given in the responding stage and to reexamine what was written to see how effectively the writer communicates the meaning to the reader.

d) Editing is the stage where the students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher; they edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and so on.

The process of writing provides the students with a series of planned learning experiences to help them understand the nature of writing at every point. Therefore, the process of writing is important to produce a better writing and it can develop positive attitudes toward writing.

4. The Definition of Recount Text

According to Hyland (2004:29), recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. Based on Anderson (1998:24) cited in Astuti (2011:14) mentioned the generic structures of recount text are orientation, events and re-orientation. And the language features of recount text are use words such as "I" or "we", use passive voice, abstract words, conjunctions, descriptive language and past tenses.

5. The Definition of Group Grid

According to Barkley (2012:321) "The use of group grid as a technique to help students sort out and remember information". It means that group grid technique can stimulate students' to find idea information as their knowledge in learning process.

6. Procedure of Group Grid

Based on Barkley (2012:320) mentions that the procedures of group grid as follow:

a) Shape groups and distribute blank sheet lattice, or ask students to copy from one sheet that you show in your projection screen or draw on the whiteboard.

b) Provide a list of items that have not been structured information to students.

c) Ask students to fill the empty cells that exist in the lattice. Group can discuss and make an agreement on how the items will be sorted, and how they will fill the lattice as a group project. Or individual students can take turns to fill the order.

d) Students collect lattice that is equipped to be assessed and evaluated, or you can display a grid that has been fitted correctly so that they can check its accuracy.

7. Theoretical Framework.

A photograph is the real pictures that draw the events happened in the past. In this research, students are asked to write or to remember their experience happened in the past. Students write recount text to the photographs they brought and it will help students to remember again about their experiences.

By looking at the photographs, students will have motivation to guess some words to be a sentence and students arrange the sentences into paragraph and group grid technique gives students inspiration to find some vocabularies related to events and places happened in the past.

RESEARCH METHODOLOGY

A. Research Design

In this research, the researchers used Classroom Active Research (CAR) to get the truth and practical benefits by the way of collaborative and participatory action. CAR is a study conducted by the teacher in the class itself (not done in the usual learning special class) with road design, implement, and reflect the collaborative and participatory actions with the aim of improving its performance as a teacher so the students' learning outcomes can be increased. There are four common stages of CAR, they are (1) planning, (2) acting, (3) observation, (4) reflection. (Arikunto, 2008:16).

B. Subject of the Study

The research subject is a source for information or description of the desired research. The subject of this research is 32 students of the eighth grade of SMPN 3 Banjarharjo.

C. Method and Instrument of Collecting Data.

There are two types of collecting data: qualitative data and quantitative data. Some instruments were applied to obtain the data in this study. The researcher used observation and interview dealing with qualitative data. On the other side, the researchers used the students' final writing as a pre-test and post-test to obtain the qualitative data.

D. Data Analysis

In analyzing the data related to students' test of writing ability, the researcher used analytical scoring rubric adapted from Weigle (2002:6). In this case, the researchers collected the whole data that have gained.

In analyzing the statistical data, she put on average students' writing score per action in one cycle. It was used to measure the students' ability in writing.

E. Research Procedures

Classroom Action Research was conducted with four steps. They are, planning, action, observation, and reflection are always accomplished in every cycle. CAR performed at least two cycles from planning to reflection.

These stages are repeated until there is an improvement, with a note that the planning of the next cycle should be based on input from the previous cycle, and indicate what are the weaknesses of the cycle, then an explanation of how it will be repaired (Aqib; 2006:41). If the cycle has not shown any signs of change towards improvement (quality improvement), research activities continued in the second cycle, and so on, until the researchers were satisfied and achieved its objectives. (Arikunto; 2007:117).

RESEARCH FINDING AND DISCUSSION

A. The condition before implementing CAR

The first phase, the researchers wanted to know the first condition of class VIII A SMPN 3 Banjarharjo at the first semester academic year 2014/2015. Before the researchers did the action in improving students' writing recount text using group grid and photograph.

The researchers used pre-test to measure the students' writing recount text. The pre-test had done before the CAR. It was conducted on Tuesday, August 12th 2014. In the pre-test, the students were instructed to write about their past experience related to their knowledge background of recount text.

After the students finished the pre-test, the researcher collected the result. From the calculation of pre-test result, it is gained mean score 40.56. The highest score was 50 and the lowest score was 34. There was no students get the score reached KKM. So, the class percentage was 0%. It means that the students writing skill of recount text was still very low.

B. The Implementation of CAR

1. Cycle 1

   a) Planning

   In this stage, the researchers made a lesson plan and teaching format, prepared photographs media and also made observation check list to observe the situation in class during learning process. Furthermore, the researchers also prepared the post-test I to collect the data; to know whether there are some students' improvement scores from pre-test to post-test.

   b) Acting

   The action of the cycle I was done on Tuesday-Thursday, 12th – 14th August, 2014. The researchers implemented the teaching learning process based on the lesson plan. In the first meeting, the researchers taught recount text through group grid and the students made a group of four. After that, the researchers gave example of recount text to the students and created some vocabularies in white board. Then, they asked the students to make a recount text based on the photograph and collected it. In the second meeting, the students were asked to identify again the story of photograph which was given and identify the keywords of each photograph to ease them make their writing. Then, they were asked to revise and edit their writing before. The revision of their recount text writing was the data for post-test I.

   c) Observing

   In this phase, the researchers tried to notice all activities in the classroom activity. The researchers observed class situation and students' response. There are some problems in the class, such as: first, related to the teacher's performance, as a whole, she had accomplished the task in line with the lesson plan, but the teacher's direction was too fast. Second, some students also had problem in looking for vocabulary and correcting grammar, therefore they spent too much time to accomplish their task. The implementation of student's activity will describe in the table below:

No.	Activities	Percentage
1	Students' attendance	100%
2	Students asked actively	37%
3	Students answered and gave opinion	19%
4	Students did the task well on time	100%
5	Students paid attention well	100%
6	Students did not make noisy in the class	100%

d) Reflecting

In this phase, the researchers told about the result of the action. Based on the result of reflection stage, the researchers conclude some revision of the first cycle. First, the students had to bring dictionary in order to help them find out the difficult words. Then, the students were given more time to make their recount writing in order to develop their ideas in making it. The last, the researchers should give more explanation about the material and give clear instruction in order to make students understand about the activity that they have to do. In addition, the researchers should walk around the class to check students' worksheet. The result of post-test I showed that the mean score of the class derived in which there were 17 students who passed the Minimum Mastery Criterion was 75.

2. Cycle II

a) Planning

In this phase, the researchers made some planning for the action based on revision of the first cycle. There were no significant differences with the previous lesson plan, but there were some modifications, the researchers need to give time to the students in doing writing task and also discuss about the keywords of each photograph and also prepared the post-test II to collect the data.

b) Acting

The action of the cycle two was done on 19th and 21st August 2014. In the first meeting, the students made a group of four and the researchers gave example of photograph about recount text to the students. The researchers wrote some vocabularies in white board. Then, the students were asked to do exercises into a recount sheet by

using their own words to retell the story of photograph. They were allowed to use a dictionary. In the second meeting, the students were asked to continue their writing and revise it to a good order of recount text. After that, the researchers collected the writing sheet. It was the data for post-test II.

c) Observing

In the second cycle, generally the class condition in learning process was better than previous cycle. The interpretation of students' activities in the second cycle could be seen on this table.

No.	Activities	Percentage
1	Students' attendance	100%
2	Students asked actively	50%
3	Students answered and gave opinion	50%
4	Students did the task well on time	100%
5	Students paid attention well	100%
6	Students did not make noisy in the class	100%

d) Reflecting

The reflection of CAR was carried out after getting the result of test. The researchers felt satisfied with their efforts the students' writing mastery had been realized. The mean score of students' score in post-test II was 78,125 in which there were 27 students who passed the Minimum Mastery criterion 75. After achieving the target research of where minimally 75% students who passed the Minimum Mastery Criterion, therefore the researchers decided to stop the CAR because it had already succeeded.

C. The Discussion of Finding Result after CAR

1. The Result of Post-Test

In obtaining the data of the students' writing achievement, the researchers utilized the data from pre-test, post-test I and post-test II. To compare the result between pre-test and post-test of each cycle, the researchers used some steps. Those were calculating the students mean score of the test, calculating the class percentage, and calculating the students' improvement score from pretest to post-test I and II into percentage. The mean score of the class in pre-test was 40,56. It means

that the students' writing mean score before using photograph and group grid was 40,56.

The second step was known the percentage of students' score who passed the Minimum Mastery Criterion. From the computation, the students' score percentage in the pretest was 0%. It means there was no students who passed the Minimum Mastery Criterion. The achievements students' writing of eighth grade at SMPN 3 Banjarharjo was very low.

Next in cycle I of CAR, the researchers calculated the result of post-test I to know the students' score improvement from the pre-test to post-test I result. There were two steps to get this improvement; calculating the students' improvement score into percentage and calculating the class percentage. The students' mean score of post-test I was 72,93. It proves that there were some improvements from the pre-test mean score. It could be seen from the pre-test mean score 40,56 to the mean score of post-test I 72,93. It improved 32,37 (72,93-40,56).

The second step was to get the percentage of students' improvement score from pre-test to post-test I, the result was 79,80%. It shows that the score in cycle I gas improved 79,80% from the pre-test score.

The third step is to know the percentage of students who past Minimum Mastery Criterion. The result was 53%. It means that in cycle I of CAR, there were 17 students who passed the Minimum Mastery Criterion and 15 students whose score was under Minimum Mastery Criterion. Therefore the researchers have to do cycle II because there were many students who gained low score.

In cycle II of CAR, the researchers also calculated the result of post-test II to know further the score improvement either from the result of pre-test or post-test I. The mean score of post-test II was 78,12. It means that there were some students' improvement scores 5,19 from the mean score of post-test I 72,93.

The second step was to know the calculation of the percentage students' improvement score. The result was 92,60%. It shows that the score in the cycle II has improved 92,60% from the pre-test score.

The third step was to know the percentage of students who passed Minimum Mastery Criterion. The result was 84%. It means that the cycle II of CAR there were 27 students who passed Minimum

Mastery Criterion and only 5 students whose score under Minimum Mastery Criterion. The class percentage of post-test II showed that some students' improvement of the class percentage in the previous test was 12,80%. The students' improvement passed Minimum Mastery Criterion was 31% (84%-53%).

From all the calculations above, the researchers can interpret the result after the implementation of CAR from cycle I up to cycle II. It can be seen from the result of pre-test I and post-test II.

2. The Result of Interview after CAR.

The researchers conducted the interview after CAR done. The interview was done on Tuesday, August 26th 2014. The researchers took three students as the sample of interview. The purpose was to know students' responses directly on the implementation of group grid and photographs media in learning writing recount text.

The first question, the researchers asked students about their feeling with learning writing recount text using photographs media and group grid technique. Their answer were almost same, they were glad that they learnt writing recount text using photographs through group grid because they could write the text easily.

The second question, the researchers asked the students about their difficulties when they carried out the learning process of writing recount text using photograph through group grid. They said that there was an unclear picture, and one student gave reason that there was a student who didn't give their opinion during discuss the text.

The third question was about students' ability to answer the issues raised by the researchers in the early learning. All of them answer that there were problems that could not be answered.

The next question was about the students' understanding in learning recount text using photographs through group grid or normal way. All of them answered that they were better understand the learning by using photographs and group grid.

For the final question was about students' profit in learning writing recount text using photograph and group grid. They said that they got profit from the learning. The recount text became easier to understand for students.

From the interview result above, it can be concluded that the students' responses in learning writing recount text through group grid by using photographs media is very good. They were easy to understand the text using photograph media than using conventional teaching. It means that the implementation of group grid technique and photographs media can improve students' writing skill of recount text.

3. The Result of Questionnaire after CAR.

The questionnaires were given to students on Tuesday, August 26th 2014. The questionnaires were given to know students' responses in teaching learning process of writing recount text through group grid by using photographs. The questionnaire consists of 10 questions.

From the questionnaire result, most students agreed that collaborative technique like group grid made students easily to understand the text because they can exchange the idea with their friends. Besides that, they also agreed that photographs media used in learning writing recount text was interesting, and the media helped them to understand the general overview of recount text. So, their confidence increased to do the test independently.

The result of questionnaires calculation showed that the highest total score of students' responses in the questionnaires was gained 48 by presentation 96% from the maximum score 50% and the lowest score 35 by presentation 70% from the score maximum. Based on the presentation number of students' entire value is gained the average of 84%. Based on Arikunto (2010:44) qualification the result of questionnaire presentation achieved more than 81% and less than 100% was excellent. It means that many students in class support the implementation of group grid technique and photographs media in learning writing recount text.

D. Conclusion

Based on the result of data conducted in eight grade of SMPN 3 Banjarharjo academic year 2014/2015, it could be concluded that the implementation of group grid technique and photographs could improve students' responses and mean scores which are increased during teaching learning process in each cycle. In this research, photographs helped students to write recount text easily, and the use of group grid in teaching writing skill had helped both teacher and students as well. Finally, the students' response about the implementation of photograph

media through group grid was positive and it would be alternative way in teaching writing. Therefore, photographs could develop the students' writing skill in writing recount text through group grid technique.

REFERENCES

Arikunto, Suharsimi. 2007. *Penelitian Tindakan Kelas*, Jakarta:PT Bumi Aksara.

Arikunto, Suharsimi dkk. 2008. *Penelitian Tindakan Kelas*, Jakarta:PT Bumi Aksara.

Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Cetakan ketiga belas. Jakarta: Rineka Cipta.

Astuti, Puji. *Improve Students' Ability in Writing Recount Text: A Classroom Action Research at X Grade MA Darul Ma'arif Cipete in Academic Year 2010-2011*. Final Project, (Jakarta, UIN, 2011).

Aqib, Zainal. 2006. *Penelitian Tindakan Kelas Bagi Pengembangan Profesi Guru*. Bandung: Yrama Widya Cross.

Barkley, E. E., K. Patricia, and M. Claire Howell (eds). 2012. *Collaborative Learning Technique*. Bandung: Nusa Media.

Daryanto. 2013. *Media Pembelajaran*. Yogyakarta: Gava Media.

Harmer, Jeremy. 2004. *How to Teach writing*. Malaysia: Longman.

Helmi, Farid. *Improving Students' Skill in Writing Recount Text by Using Personal*

Letter. A Classroom Action Research with the Tenth Graders of MA SS Proto Pekalongan in the Academic Year 2011-2012. Thesis, (Semarang, UIN Walisongo, 2012).

Hyland, Ken. 2004. Genre and Second Language Writing. The United State of America: University of Michigan Press.

Sudarman. 2009. *Penerapan Metode Collaborative Learning*. Online at http://jurnaljpi.files.wordpress.com/2009/09/vol-3-n0-2sudarman.pdf. Retrived on May 20th 2014.