

Improve Personal Recount Text Writing Skills Through Serialized Images

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ABSTRAK

Meningkatkan Keterampilan Menulis Teks Personal Recount Melalui Gambar Berseri Pada Siswa Kelas Viii Smp N 37 Semarang. Pendidikan Profesi Guru, Fakultas Pascasarjana, Universitas PGRI Semarang. Penelitian ini bertujuan untuk mengetahui apakah penggunaan teknik *picture series* dapat meningkatkan keterampilan dalam menulis *personal recount text* pada siswa kelas VIII SMP 37 Semarang yang menjadi subjek penelitian ini. Sampel penelitian ini adalah siswa kelas D yang terdiri atas 30 siswa. Penelitian ini dilaksanakan dalam bentuk penelitian tindakan kelas yang terdiri atas empat tahapan dalam setiap siklusnya, yaitu pelaksanaan, tindakan, observasi, dan refleksi. Penelitian ini terdiri atas 1 siklus, yaitu satu siklus yang dilaksanakan untuk mengaplikasikan teknik ini. Pengumpulan data menggunakan empat instrumen, yaitu tes, observasi, kuesioner dan dokumentasi. Hasil analisis data disajikan dalam bentuk tabel dan grafik juga dengan penjelasan deskripsi. Hasil dari data kuantitatif dilihat dari penerapan teknik *picture series* dapat meningkatkan kemampuan menulis siswa kelas VIII SMP N 37 Semarang SEMARANG. Ini dapat dilihat dari hasil evaluasi tes dan hasil observasi yang mengalami peningkatan signifikan selama penenerapan teknik ini dilakukan. Hasil evaluasi sebelum diterapkannya teknik ini adalah 70,22 yang mengindikasikan bahwa nilai ini termasuk dalam kategori kurang dan belum memenuhi standar nilai KKM. Setelah penerapan model ini pada siklus II nilai rata-rata siswa meningkat menjadi 79,54 ,dengan kategori baik. Peningkatan yang terjadi pada pelaksanaan penelitian ini juga didukung dengan data kualitatif.

Kata Kunci : menulis, *personal recount text*, teknik, *picture series*

ABSTRACT

Enhancing Personal Recount Text Writing Skills Through Picture Series for Eighth Grade Students at SMP N 37 Semarang. This research aims to investigate whether the use of the picture series technique can improve writing skills in personal recount text for eighth-grade students at SMP 37 Semarang, who are the subjects of this study. The sample of this research consists of 30 students from class D. The research was conducted in the form of a classroom action research consisting of four stages in each cycle: implementation, action, observation, and reflection. This research consists of one cycle, which is one cycle implemented to apply this technique. Data collection was done using four instruments: tests, observations, questionnaires, and documentation. The results of data analysis are presented in the form of tables and graphs, along with descriptive explanations. The results of the quantitative data, as seen from the application of the picture series technique, showed an improvement in the writing ability of eighth-grade students at SMP N 37 Semarang. This can be observed from the evaluation test results and observation results, which experienced a significant increase during the implementation of this technique. The evaluation result before the application of this technique was 70.22, indicating that this score falls into the category of 'less satisfactory' and does not meet the minimum passing grade standard. After the application of this model in cycle II, the average student score increased to 79.54, categorized as 'good'. The improvement in this research implementation is also supported by qualitative data.

Keywords: writing, *personal recount text*, technique, *picture series*.

1. INTRODUCTION

Writing effectively need a great deal of practice, which must be accomplished gradually. Writing abilities are not something that can be learned solely through theory; rather, they must be practiced frequently in order for pupils to be able to write successfully. (Alwasilah dalam Zainurrahman, 2013: V). When teaching second languages, writing is typically viewed as a supplementary ability that comes after speaking, listening, and reading. Writing is a common method for pupils to express themselves personally or to practice language skills.(Ghazali, 2012:295). According to Ghazali in his other research (2010:295) Similar to spoken language skills, the development of writing abilities in a second language necessitates an awareness of how to put linguistic elements together—vocabulary, syntax, spelling, and structure (genre)—to create a text. A personal recount text is one that attempts to narrate previous events chronologically.

It is known from observations that there are still deficiencies among the grade VIII E students at SMP N 37 Semarang, particularly in the area of writing. In this instance, the researchers discovered three issues.

First, students struggle to come up with and refine writing-related ideas. This is evident by the way they appear perplexed when asked to write text or even brief paragraphs by their teacher.

Second, grammatical mistakes made by students are evident in their writing. When recounting historical events, the students had no idea which tenses to employ. Researchers discovered that they were still having trouble writing verbs in recount texts.

Thirdly, students' paragraphs lack coherence and cohesiveness. The text recount was not correctly written by the students using generic structures.

Writing

Language skills are known to consist of four main components: speaking, writing, listening, and reading. Writing is a method of communication that involves

using language that is written as a tool or medium to deliver messages (information) to other parties. medianya (Dalman, 2014: 3). The written word is an activity that involves releasing and expressing one's heart through written word. Writing abilities require a great deal of practice and constant application. They do not just happen. If they are able to comprehend both the language and the visuals, writing also entails drawing or determining the graphic symbols. While images like paintings and pictures can express meanings, they cannot capture the unity from language. A portion of the unity of linguistic expression is represented through writing (Tarigan, 2000: 21).

"Writing is the most difficult skill for next or foreign students to master" (Richards & Renandya, 2002: 303) out of the four language skills. This is because writing is thought to be an intricate process of transferring concepts onto paper in order to give words to ideas (Brown, 2001: 336).

It is difficult to translate an idea or thought from an abstract concept that originates in our minds into a form that can be read or understood. Rohman also offers a definition along these lines (quoted in McDonald & McDonald, 2002: 7). He makes the point that the method of putting ideas into sentences and phrases onto paper is a useful way to characterize writing.

In connection with this, consistent practice is necessary for the writing process. Prior to writing creative stories, students in this study completed exercises that involved writing personal narratives. Because it can be used to analyze the structure of the first and second problems—that is, to reveal information about the ability to write both before and after the provided action—this theory is consistent with the research that has been done.

Recount Text

Students must construct an ordered or structured text to narrate historical events in their personal recount texts. Put differently, students communicate to others about the experiences they have firsthand, which they can do through written forms that include a timeline of

events. Texts that present an individual's personal experiences in chronological order are known as personal recount texts (Fadlun, 2011: 98).

Personal recount texts, which are centered on events written sequentially, are intended to provide readers with an understanding of an event that occurs in accordance with the time and place of the incident, according to Anderson & Anderson (1997: 48).

Picture 1. Generic/Schematics Structure of Personal recount text

Generic Structure/Schematics Structure	Function
Orientation	Opening (introduction of the character, place, time and event/activity of the perpetrator)
Sequences of Events	Events (chronological events)
Re-Orientation Conclusion	Conclusion (closing that explains the feelings of the perpetrator with the event or activity carried out)

A personal recount text may contain writing conventions like the past tense, sequence-time adverbs like "first," "then," "next," "finally," and so on, as well as personal pronouns like "he," "we," "they," and so forth (Fadlun, 2011: 98). Personal recount texts have two distinct characteristics, according to Anderson & Anderson (1997).

1. When describing specifics about who, what, where, when, and how, use descriptive language.
2. To identify the people involved in the recount, use proper nouns.

Picture Series

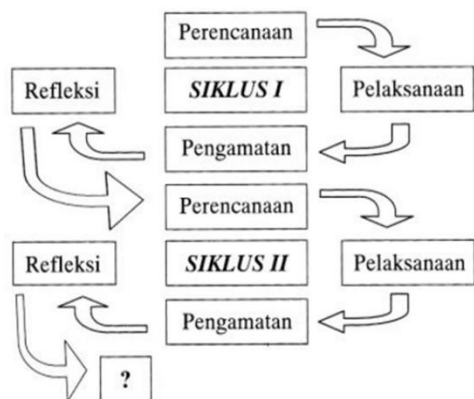
Teachers typically use photographs or graphics from books, newspapers, magazines, or photography to aid in teaching, according to Harmer (2007: 177). Images can be found in textbook photography, large images on the wall, flashcard shapes, and projector slides, which are also used by some teachers. According to Munadi (2013: 89), images are a valuable form of visual media that are widely accessible. It is claimed that images have the power to transcend human observation, concretize abstract concepts, and replace spoken words. Images make it possible for people to communicate ideas

or information more effectively than words can. According to this definition, picture series are any kind of media, resource, or instrument that is organized in a series of images with the goal of helping students learn content accurately and quickly. This definition is particularly applicable when using picture series to teach writing skills, particularly in the context of personal narrative texts.

2. METHOD

This study used an action research approach using the Classroom Action Research (PTK) method, which looks at both qualitative and quantitative data from linguistic aspects and applied linguistic aspects (in this case, language learning and teaching). A qualitative approach, according to Zuriah (2006: 92), is a research method that yields descriptive data in the form of people's written or spoken words or observed behavior. In qualitative research, analysis is more descriptive in nature, meaning that the content is interpreted and compiled in a methodical, thorough, and systematic manner.

The cycle was employed in this study to ascertain the degree of change in students' abilities prior to and following the application of picture series techniques with the aim of enhancing the writing of personal recount texts in class VIII E SMP N 37 Semarang. Four stages are typically completed, according to Arikunto (2012: 16): (1) planning, (2) implementation, (3) observation, and (4) reflex.



Picture 2. Cycle of research

The observation method was employed in this study to collect data. To gather data, researchers look directly at the research location and make observations. There were pre-, during, and post-study observations made. Peers discuss and jointly analyze the findings of the researcher's observations to identify the various gaps in the learning process that still need to be filled and to determine the best ways to observe these issues.

In general, there are two types of data that were used in this study: quantitative and qualitative data. On the basis of the students' writing results on the pre- and post-tests, quantitative data were examined. Qualitative data collected through observation and documentation is analyzed to find out how students' writing of personal narrative texts changes before and after the picture series technique is applied. It will be observed if student writing results improve. Writing assessment rubrics, which were derived from analytical rubric scales for writing test assessments, were used to descriptively analyze quantitative data gathered from students' writing activities (Brown and Bailey, 1984: 254).

3. FINDINGS AND DISCUSSION

The ability of students to write recount text using the picture series technique in class VIII E SMP N 37 Semarang consists of two cycles

Cycle 1

The implementation of classroom action research was carried out in grade VIII E at SMP N 37 Semarang for the 2023/2024 school year with the topic of the ability to write recount text using picture series techniques. The results and discussions found in the field are described and aim to strengthen the research that has been carried out in the class. Thirty students attended the implementation. The picture series has not been used in the execution of this cycle. Researchers take on the role of observers during teaching and learning activities and record their findings on specially created observation sheets.

Table.1 Assess Students Based on Four Aspects of Assessment

Student scores	Assessment Aspect			
	1	2	3	4
25--22	0	0	0	1
21--17	22	15	15	28
16--12	6	16	16	2
11--6	1	0	0	0
5--1	0	0	0	0

Aspect 1 (organization) of the assessment has the highest and lowest scores of 21 (4 students) and 10 (1 student). In assessment aspect 2 (idea development), one student received the highest score of 20 and the lowest score of 14. In assessment aspect 3 (grammar), two students scored 9 and 14, respectively, highest and lowest. In assessment aspect 4 (mechanics), the highest and lowest scores are 22, 1 person, and 16 (2 students). Aspects 1 through 4 had average scores of 18, 16, and 19 for each aspect.

It can be seen that as many as 6% of students obtained good grades indicating that they were able to obtain grades that met the minimum completeness criteria (KKM), namely at a score of 78, then 9.6% of 30 students obtained sufficient marks, and 83% received less marks. The average grade score obtained from the calculation results is 70.22. Based on the determination of KKM SMP N 37 Semarang, It can be concluded that assessment aspects number 2 and 3 have the lowest average value, which is 16 which

is then the main concern in the implementation of cycle 2.

Cycle 2.

observation of cycle 2, which took place over the course of two meetings during English class time, totaling eighty minutes (2 hours of instruction). Every meeting, during cycle 2 implementation, two observers—English lesson teachers and homeroom teachers VIII E—observe the process of learning and the execution of actions taken in both student and teacher activities. The lesson plan that was originally intended has been adjusted to incorporate picture series techniques into the learning design. From the beginning stage to the closing stage that happens in each cycle, the entire learning series experiences numerous changes. When the process of learning commences, there is a notable transformation.

Students are engaged in learning activities with newly introduced techniques as a result of the cycle's implementation. Using the Zoom Share Screen, students were shown images during the first part of the second and third meetings. Students pay close attention to the media when pictures are displayed, observing and documenting all that they find interesting in the slide series of pictures. Following the picture series' broadcast, students got to work on the assignments that the teacher had given them earlier. As they develop their critical thinking skills, students start by creating a few basic sentences that will eventually become the primary ideas in each paragraph, which are then tailored to the story's chronological order. After that, based on the core sentences that have previously been formed into paragraphs, students start to formulate ideas or ideas that occur to them. Furthermore, students start coming up with titles for the picture series they have displayed once their writing starts to take on the form of an essay. Students don't need much time at this point to compose sentences that fit the created text. The teacher provides the instructions for writing the recount text using the text's generic structure at the conclusion of the activity, showing a

grammatical structure to remind students not to make the same mistakes twice.

Table.2 Assess Students Based on Four Aspects of Assessment cycle 2

Student scores	Assessment Aspect			
	1	2	3	4
25--22	9	2	1	13
21--17	22	29	30	18
16--12	0	0	9	0
11--6	0	0	0	0
5--1	0	0	0	0

The highest and lowest scores of assessment aspect 1 (organization) are 23 (3 students) and the lowest 19 (1 student). The highest and lowest scores in assessment aspect 2 (idea development) were 22 (2 students) and 17 (4 students). The highest and lowest scores in assessment aspect 3 (grammar) are 22 (1 student) and 15 (6 students). The highest and lowest scores of assessment aspect 4 (mechanics) are 23 (1 person) and 8 (1 student). The average value of aspect 1 is 21, aspect 2 is 19, aspect 3 is 18, and aspect 4 is 21. Based on cycle II results, it can be said that all students have met the KKM through quantitative studies. The same four types of errors that were present in cycle II but at a lower percentage than in cycle I were discovered in the qualitative analysis results. The four types of errors are mechanical, grammatical, idea development, and organizational. Students in cycle II most frequently make grammatical errors (a 25% error rate) related to tenses, gerunds, pronouns, and plural usage. Cycle II mechanical errors account for 6% of the total and are composed of five types of errors: misspellings, capitalization, diction, and apostrophe usage mistakes.

Table.3 Assess Students Based on Four Aspects of Assessment cycle 2

No	Category	Value Comparison	
		Cycle 1	Cycle 2
1	Organization	17.8	21.16
2	Idea development	16.68	18.87
3	Grammar	16.39	18.35
4	Mechanic	19.35	21.16
Total		70.22	79.54

Based on the comparison table above, it is known that the writing assessment criteria adapted from the writing assessment rubric of Brown & Bailey (1984: 254) can be described as follows.

- a. According to the organizational assessment criteria (introduction, content, and conclusion) displayed in the pre-action values comparison table for cycles I and II, students seem to be able to gain a better understanding of the recount text's general structure. Using the events on the picture series slide as a guide, students can ascertain the chronological order of events.
- b. The aforementioned comparison table indicates an improvement in the idea development assessment criteria. Students can expand on the concepts they have in mind by first making note of the picture's key points, which they can then develop into paragraphs to create an essay.
- c. According to the information in the comparison table above, improvements are also made in grammar. This indicates that students' comprehension of how to use grammar is beginning to grow as a result of the material being repeated about grammatical structures at each cycle meeting prior to the writing assignment.
- d. Students can effectively use these aspects of assessment in the mechanical domain. They focus more on it in order to reduce the amount of writing errors.

4. CONCLUSION

Based on the results of research that has been discussed in the previous chapter, the conclusions of research results related

to students' ability to write recount text are as follows.

The pre-action test results indicate that there are still a lot of errors in the students' results, particularly in organizational structure, idea development, grammar, and mechanics, which are areas that will likely cause more problems down the road. The primary issue that frequently raises concerns is the grammar errors that students make. And after the application of the Picture Series technique, there was an increase in each meeting in the two learning cycles carried out. Factors that influence the evaluation results in the application of picture series techniques in writing recount text displayed using slides can provide stimulus to students about new learning, especially in writing recount text. Thus, making it easier for students to bring up ideas that are in their minds that will be poured into a can make it easier for students to write a recount text with the applied picture series techniques. In addition, the repetition of the material given and reinforcement that responds well to the results of student writing and the motivation given by the teacher when learning takes place causes students to be enthusiastic in writing.

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