

**IMPROVING STUDENTS' WRITING RECOUNT TEXT BY USING VISUAL MEDIA AT
SMP NEGERI 2 LINTONGNIHUTA IN ACADEMIC YEAR 2021/2022**

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Abstract

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This final project was an action research in this research, I limited the discussion by stating the following problem: "Is there any improvement of students' in writing recount text by using visual media at SMP N 2 LINTONGNIHUTA". And the scope of the research: focused on the improvements in writing a personal recount text by using pictures as visual media. The aims of the research was to investigate how the Writing A Personal Recount Text By Using Pictures As Visual Media. It was expected that the study can enrich the teacher's strategy in teaching writing recount text by using picture as visual media. The subject of this study is the students of SMP Negeri 2 Lintongnihuta. Which consist of 30 students. The students score divided in two kinds of tests; Pre-test and Post-test The mean of pre-test 45. The mean of post-test was 82.66 . The percentage of students who got point >70 also improved. In the pre-test, the students who got point >70 up were students (16.66 %). In the post-test students who got point >70 up were 27 students (90 %). In other words, the students' ability in writing recount text improved from the first meeting in the research to the end of the research.

Keywords : Visual Media, Writing recount Text

INTRODUCTION

English is very important because it becomes a global or international language that is used by people around the world to communicate each other. English is implemented as a first or second language around the world. It means that English is the main language in communication. It can solve the problem in conversation with other people who have different background of cultures and languages around the world. English can be implemented in science, business, technology, and education.

Writing skills have many important aspects in the world. Some people use writing for communication because people can interact

with others not only by using spoken language but also the written language.

Writing is an important skill in English enhance ideas, knowledge, and experience for students. Recount text is one of the English subject in grade 8 SMP high school. And also researchers was encouraged students to develop English skill, especially in writing recount text by using visual media.

Based the description above, the researcher was arrange to explain the problem of the study as follows:

1. Is there any improvement of students' in writing recount text by using visual media at SMP N 2 LINTONGNIHUTA ?

The objective of this study are: 1) To find out whether there is any improve of the. 2)

students in writing recount text using visual media.

There many kinds of recount text, such as personal recount, factual recount, and also imaginative recount. Likewise with visual media, has many kinds, such as pictures, realia or real object, chart, poster, cartoon and blackboard and whiteboard and other visual media. In this case, the writer as researcher only focused on the student improvements in writing a personal recount text by using pictures as visual media at SMP N 2 LINTONGNIHUTA

The result of this study motivated the author to conducted research was useful for:

- a. For teacher
Through the implementation of this classroom action research, the teacher learn writing recount text learning techniques through teaching use of visual media, problem encountered during the process learning English writing recount text can overcome and developed.
- b. For students
The results of this study are very useful for students to improve the ability to understand writing recount text without realizing it, because they can be learn in a fun way and easy to understand the object being studied using visual media
- c. For the researcher
This study can useful as the reference. It can used to show that the use of visual media can improve students writing recount text.

REVIEW OF RELATED LITERATURE

Writing

Writing" is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. According to John Aquilina MP (1999) writing it is recognized that learning to write involves developing skills, knowledge and understanding at all stages of schooling. Because this document is based on

a social view of language, it emphasis that writing has a purpose and is meant to be read.

Writing Process

The writing process is about how the stages of writing applied by the writer. As stated in the nature of writing, there are four stages in writing process. Those are planning, drafting, editing and final draft. The writer should think the topic that they want to write down a paper. Harmer (2004:11) explains the stages of the writing process. The stages are presented as follows : Planning, Drafting, Editing, and Final version.

Teaching Writing In Junior High School

When we learn a second language, we learn to communicate with other people: to understand the, talk to them, read what they have written and write to them, talk to them, read what they have written and write to them. An integral part of participating fully in a new cultural setting is learning how to communicate when the other person is not right there in front of us, listening to our words and looking at our gestures and facial expressions. Visitors and other country will often have to leave a note for the mailman, fill out a customs declaration form, give written instructions, or write a thank-you letter. But in this research, the researcher focused on one of the scopes of learning English which is teaching writing of recount text based on the standard of competence of the School-Based Curriculum Grade VIII.

Recount Text

Text is an order of word used to provide information, explaining meaning and so on. According to Luxemburg the meaning of the text is an expression that has content, pragmatic syntax, and it all becomes a unity which makes the text have a meaning which becomes an explanation of a thing.

Definition of recount

Recount is as a verb, recount can mean either “tell the story of “or “add again”. As a noun, recount usually refers to the second (or third or fourth) tallying of votes in a close election.

The word count comes from the old French counter, which means “add up” or “tell a story”.

Definition of personal recount text

Recount text is a text that telling the reader about one story, action or activity. Its purpose is to entertain or informing the reader. Or a text which retells event or experiences in the past.

In personal recount text students are required to build an organized or structured text that is assembled to tell events in the past. In other words, students tell the events that they experienced personally to others which can be expressed through written form in which the chronological events that occurred are written in it. Personal recount text is a type of text that contains a person's personal experience that is delivered sequentially (Fadlun, 2011: 98)

Generic Structure of Recount text

There are 3 steps generic structure of recount text :

- Orientation
It is introduced the main characters and possibly some minor characters. Some indication is generally given of where or when the action happens.
- Event
Events are where the researcher tells how the characteristic to the event. It includes his/her feeling and what he/she does. It can be chronological order (the order in which they happened).
- Reorientation
Reorientation or personal comment is the evaluate remark, which are interspersed throughout the record of events, but it is optional.

Grammatical features of recount text

A recount usually includes the following grammatical features:

1. Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
2. Frequent use is made of words which link events in time, such as next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday, On Saturday. On Monday, On Sunday). Words that show the order of the events.
3. Focus on a specific participant, e.g. I (the writer)
4. Using the conjunctions, such as: then, before, after, etc.
5. Using an action verb, e.g. went, stayed.
6. The passive voice may be used, eg.the bottle was filled with ink (Factual Recount).

Kinds of Recount text

Recount text classified into three they are personal recount, factual recount:

- a. Personal recount
These usually retell an event that the writer was personally involved in. It means that the writer is actively involved in the activity of the event. The purpose of personal recount are to inform and to entertain the reader.
- b. Factual recount
A factual recount is a list of record of a certain event. It can be used to retell the particular incident or event, such as an accident report, eyewitness, science experience, historical events, and newspaper report. Its purpose is just to inform the reader about what was going on the past. Recording an incident, eg. a science experiment, police report
- c. Imaginative recount
An imaginative recount retells an imaginative story through the eyes of a fiction character. It mean, the event that happened in the text do not occur

in the real life. Its purpose is usually to entertain, and usually can be found in textbooks

Teaching Recount Text

In order to achieve the instructional objective of teaching how to write recount texts, the English teacher should consider some microskills of writing recount texts. First, the teacher should present and discuss a flow-chart text containing communicative purpose, rhetorical structure, and grammatical pattern of the text. Second, the teacher should guide the students to write the text which is initiated by orientation and followed by sequence of events that leads to reorientation.

To make a good recount text, the students have to consider some grammatical features in composing the text. The first consideration is the use of past tense to retell past events. There are some irregular verbs which cannot be added by -ed. The form of those irregular verbs is changed based on the verb itself. Students always have difficulties to form the verb into past tense. Next, the students have to consider the use of descriptive words to give details about who, what, when, where and how it happened and the use of sentence connector to show the order of the events such as first, next, then, etc.

Visual Media In Teaching Writing Recount Text

Media is important in the teaching and learning process. It is used as facilitator or relationship in delivering material from the teacher to students. Good and interesting situations can be created using the media. It makes up student motivation in the learning process increases.

Visual is a tool used to convey messages and information that enjoyed through eyes. The visual media in the learning process is a tool used by eyes to transferable an ideas or concept of messages that would taught, in order to students obtain the ide.

Kinds Of Visual Media

There are many kinds of visual media which are in teaching and learning process to improve the students' ability. They are: pictures, photograph, realia or real objects, charts, poster and ect.

Pictures as Visual Media in Teaching Writing Recount Text

Visual media are the tools in teaching aspects of the language such as phonology, vocabulary and grammar. This media also will develop the different language skills such as listening, speaking, reading and writing. Moreover, the use of visualization can get the pupils interested and awakened their thought to be more creative thinker. This can create natural situations and active teaching and learning for the use of language as a means of communication.

Pictures bring challenges for students in learning writing skill. Pictures are used as the means of describing, identifying, matching, grouping, sequencing, ordering and memorizing. Pictures also bring opportunities to learn writing skills to express opinions, express experiences and feelings, speculate and express opinion, express and debate opinion and to dramatize. So, there are many activities which can be created from using pictures.

RESEARCH METHODOLOGY

This research the researcher used classroom action research (CAR). Classrooms are found in educational institutions of all kinds, ranging from [preschools](#) to [universities](#), and may also be found in other places where education or training is provided, such as corporations and religious and humanitarian organizations. action" is a process of doing something that involves physical movement to achieve a goal that can affect something else in the form of a particular task, problem or plan.

From the definition above, it can concluded that action research is a research which is done by the teacher or other individual in the teaching and learning process to solve the problem faced by the students.

The Subject of the Research

Research subject is a person who is the objects of research being researched. The subjects of this research were the eighth grade students of SMP Negeri 2 Lintongnihuta in academic year 2021/2022. It was the VIII-1 grade with the total number 30 students.

The Instrument for Collecting Data

The instrument of this study was "writing test". The writing test is used to know and measure the students' writing ability in recount text. The researcher also gave the students an interview to get their obstacles in improving their writing ability.

The Procedures of Research

The research design of this study was Classroom Action Research. Classroom Action Research cycle consists of four phases: planning, acting, observing, and reflecting. Researcher need to do every step of this study together or collaborative from the beginning to end. There were four components in one cycle for doing Classroom Action Research.

Data Collection Technique

The data of the research were qualitative and supported by quantitative data. The qualitative data were obtained through observation and interview related to teaching and learning process of writing class. Then, quantitative data were obtained through test

Observations

The observations were conducted to discover valuable information related to the teaching and learning process.

Interview

The researcher interviewed the students and the teacher before, during, and after the action. The interview was used to collect the data by using personal contact with students and the teacher to know the progress or improvement of students' writing ability.

Test

Documentation of the quantitative data was gained through tests. It was used to evaluate the action and improvement from the

students in writing class. The data were gained in the form of pre-test, and post-test.

Techniques of data analysis

The data analysis technique of this study used qualitative and quantitative data. Qualitative data analysis is used to describe the classroom situation during the process of applying the methods chosen to be taught, while quantitative data analysis is used to analyze the scores obtained by students after the test is given. The qualitative is analyzing from observation, and interview. The quantitative data are collect from test.

To know the mean of the students' score of each cycle, the researcher will apply the formula below:

$$X = \frac{\sum X}{N} \times 100\%$$

Where:

X = The mean of the students' score

$\sum N$ = The total score of the students

N = The number of students

Then to categorize the number of students who are competent in writing. the following formula will be applied.

$$P = \frac{R}{T} \times 100\%$$

Where:

P = The percentage of those who get the point up to 70

R = The number of students who get the points under 70

T = Total number of students

DATA ANALYSIS AND RESEARCH FINDINGS

The Data

The data of this study are qualitative and quantitative data. The qualitative data were taken from interview and observation with teacher and students of SMP Negeri 2 Lintongnihuta. The quantitative data were taken from the mean of students score of the writing test in one cycle of the Classroom Action Research. This research was conducted

in VIII-1 class with 30 students. The research conducted in six meetings. In the last meeting the students did the post test which will be shown in the calculation of the Quantitative Data.

The Quantitative Data

The Quantitative data were taken from the tests result in the class, which was carried out in one cycle, there was six meetings were conducted. The test was given to the students in forms of pre-test and post-test. The result of the students' score could be seen in the following tables.

Table 4.1 The Quantitative Data

No	Name Student	Score of Pre-test	Score of Post-test
1	Alfredo Quasimo Silaban	30	70
2	Andre Saputra A. Sinaga	50	80
3	Angel Putri T.Nababan	70	100
4	Anggreni Sondang Sihite	40	80
5	Cristian M. Lumbantoruan	40	90
6	D.R Rahel Sihombing	70	80
7	Daoni Silaban	40	80
8	Dea Pristin Silaban	30	90
9	Dela Jesika N. Simbolon	40	80
10	Eirene Pauline Sihombing	70	100
11	Enjeli Mutia S. Sihombing	50	90
12	Ester felisya Sihombing	40	90
13	Gresi Stevani Silaban	50	80
14	Hotasi Judika Hutasoit	30	60
15	Isak Partogi H. Sihombing	40	50
16	Josua A.R. Sihombing	70	90
17	Josua Simajuntak	30	50
18	Mastauli M.M. S	40	80
19	Master Sihombing	40	90
20	Merryeris Sihombing	50	100
21	Rahel M. Sihombing	60	100
22	Reifan Sihombing	50	100
23	Rina Lusiana Silaban	40	70
24	Ririn S. Sihombing	40	80
25	Rut F.Silaban	40	90
26	Rut N. Silaban	30	80
27	Satria K. Sihombing	30	90
28	Simon Steven	30	80

Nababan			
29	Tristan N. Sihombing	70	80
30	Vaulina Sianturi	40	80
TOTAL		$\sum X=1350$	$\sum X=2480$
		$X=45$	$X=82,66$

Based on the table above, the students' mean score from the pre-test (before the researcher gave the treatment picture media) to the post-test improved. And the students reached the minimum criterion of a good writing in the post-test

The Qualitative Data

The qualitative data were collected by using observation sheet, interview.

The Observation sheet

Observation was used to see the level of students' activities and teacher's activities during teaching learning process. The observation was focussed on the situation of teaching learning process using picture was applied, students' activities and behaviour, students' writing ability, and interaction between teacher and students it can be seen in aappendices.

Interview

There were two interview sessions conducted. The first interview was done in the first meeting while students did pre test and the second one was done in the end of research.

After conducting an interview with the teacher, the researcher received information that the class that had low scores in writing was VIII-1. Then the results of interviews with class VIII-1 students, researchers found the fact that students were less motivated in writing due to lack of time and they only participated in learning English, especially in writing at school without any auxiliary media.

Data Analysis

Quantitative Data

The researcher gave test in the end of the researching. It has been found that the means of students score increasing from pre test until

post test. The following table is

From the table of pre-test, the total score of students was 1350 and the number of students who took the test was 30 students, so the students' mean was:

Table 4.2.1.1 The Calculation of Students' Score in Pre-tes

$$\begin{aligned} X &= \frac{\sum X}{N} \\ X &= \frac{1350}{30} \\ X &= 45 \end{aligned}$$

Table 4.2.1.2 The Calculation of the mean of Pre-test

$$\begin{aligned} P &= \frac{R}{T} \times 100\% \\ P1 &= \frac{25}{30} \times 100\% = 83.33\% \\ P2 &= \frac{5}{30} \times 100\% = 16.66\% \end{aligned}$$

From the table analysis above, the students' writing recount text was still low. From the criteria 5 students got successful score or it was only 16.66 %. In other side 25 students got unsuccessful score or it was 83.33 %. It could be concluded that the students' writing recount text was still low.

Table 4.2.2.1 The calculation of the students mean score in Post-test.

$$\begin{aligned} X &= \frac{\sum X}{N} \\ X &= \frac{2480}{30} \\ X &= 82.66 \end{aligned}$$

From the analysis above, students' riting recount text by using picture got improvements. The mean of students was 82.66. And the number of students' who were competent in writing test was calculated by applying the following formula:

Table 4.2.2.2 The Calculation of the mean of Pre-test

$$\begin{aligned} P &= \frac{R}{T} \times 100\% \\ P1 &= \frac{3}{30} \times 100\% = 10\% \\ P2 &= \frac{27}{30} \times 100\% = 90\% \end{aligned}$$

From the table of analysis, the writing recount text by using picture got improvements. The mean of students was 82.66 %. From the criteria 27 students got success score or it was 90 %. In the other side 3 students got failed score or it was 10 %. It could be concluded that the students' ability in writing text improvement.

The calculation of the improvement percentage is gained from the following formula:

4.3 The Calculation of the mean of Pre-test and Post-test

$$\begin{aligned} P &= \frac{y2-y}{y} \times 100\% \\ P &= \frac{82.66-45}{45} \times 100\% \\ P &= \frac{37.66}{45} \times 100\% \\ P &= 83.68\% \end{aligned}$$

Qualitative Data

Planning

The researcher arranged a lesson plan based on the teaching material. The researcher also prepared the post-test to collect the data to know whether there are some students' improvement scores from pretest to post test.

Acting

The action was done on July 26th and 31rd 2021. In the first meeting, before involving students in writing recount text by using picture, the researcher acts as teacher and she done based on the lesson plan before.

Observing

In this phase, the researcher tried to notice all activities in the physical classroom activity. It might be about the teacher's performance, students' response and students' participation during teaching and learning process using picture.

Reflecting

The researcher and the teacher evaluated about the conclusion of implementing the action. Based on the result of post-test, they were only 27 students or 90 % of students who

passed the KKM. Then, the researcher and the teacher tried to modify the action in order 80 % of students in the class could pass the KKM.

Research Findings

The result indicated that there was an increasing on the students' writing recount text by using picture. The percentage of students who got point >70 also grew up. In the pre-Test, the students who got point >70 up were 5 students (10 %). The post-test, students who got point >70 were 27 students (90 %). in other words, the students' ability in writing improved and became well in the first meeting to the next meeting

CONCLUSION AND SUGGESTION

Conclusion

There are some conclusions found on the discussion in the previous chapter. The conclusions are presented as follows. The first conclusion is that pictures series can be used to improve the students' writing test. 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, and the post-test. In the pre-test, the students mean score is 16.66 %, then in the post-test the mean score is 82,66 %. The second conclusion is that the implementation of picture 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 were gave feedback to them and they can be given a chance to correct their mistakes. In teaching writing, it is important to implement an appropriate teaching approach. The use of picture in teaching writing of recount texts is an effective way to improve the students' writing skill. One of the positive points of using picture is the students can

develop the idea to write a paragraph in chronological order.

Suggestions

The results of this study show that the use of Pictures improving the students' ability in writing specially a recount text. The following suggestion are offered:

1. To English teachers,
Teachers should be able to choose an appropriate technique which improve the students' motivation in teaching and learning process. It is better if the teachers use interesting media. One of the media to teach writing is picture.
2. The Students
The students are more active during the teaching learning process, so it can make the students interested and motivated in learning English. Moreover, they will get a better result.
3. To other researcher
This research discusses the implementation of picture series to improve students' writing skills in SMP Negeri 2 Lintongnihuta. It is expected that the result of the study can be used as an additional reference for other researchers, especially researchers dealing with the teaching of writing recount text using picture as visual media.

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