

TEACHER AND STUDENT'S DIFFICULTIES IN WRITING RECOUNT TEXT USING PICTURE SERIES

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Abstract

Writing is one of the problems that students and teachers often have. Because writing was difficult to learned and taught for some students. One method that can be used in teaching writing was Picture Series. The research was conducted in SMP YPKKP in Bandung, the research aimed to identify teacher and student's difficulties in writing recount text using Picture Series at eighth grade. This research used descriptive qualitative research. From the result, the difficulty of teachers and students in teaching and learning writing using picture series is that students were not optimal in made texts and they difficulty to developing their ideas because of their limited knowledge in vocabulary, then they did not master grammar and their lack of understanding of changed in verbs used in making recount text. As a result, they will write according to their modest abilities. Therefore, teachers have to often provide motivation to students in the classroom or outside the school environment regardless of the burden of their responsibilities as teachers, and must be more optimal and creative in teaching by using various methods, one of which is using a picture series, the purpose is to improve students' writing skills.

Keywords: Recount Text, Writing, Picture Series

INTRODUCTION

One of the component of English language skills is writing. Brown (20014) as cited in (Febriyantika & Parmawati, 2021) stated That writing is a method of expressing some of a student's knowledge in a written form. Writing as a productive talent needs pupils to express their ideas in written form, which necessitates the use of certain skills such as strong diction, acceptable sentences, and precise spelling, Hasibuan (2013) cited in (Muthmainnah, 2019). According to Malay (1988; 5) cited in (K & Francis, 2020) opined that "Writing necessitates a high level of organization in the development of ideas and information, a high level of accuracy so that meaning is not ambiguous, the use of complex grammatical devices for focus and emphasis, a careful selection of vocabulary, grammatical patterns, and sentence structures to create a style that is appropriate to the subject matter and the target readers, and so on". When students write, students have to express their ideas and thoughts in writing into a sentence, text or paragraph. Besides they have to think critically to write their ideas at this stage, they also have to master vocabulary terms, choice of words, paragraphs organization, and language structure.

In teaching English there are quite a lot of problems faced by students who become a barrier to developing for their language skills. One of the difficult problems that is often faced is the problem in writing skills. It is because students think English language is a difficult for them and writing skill is not easy subject. This statement is reinforcez by Blanchard and Root (1998: 1) as cited in (Dwifadjrin & Pamungkas, 2020) stated that learning to write in a new language is not always easy. The difficulty found in writing is not only in translating a sentence or text, but also in understanding a sentence or text.

Recount text is a type of English text that has a function to retell the events of a story, action, or experience that occurred in the past. This idea supported by Anderson cited in (Salsabila, 2020) stated that this type of text is defined as a text retelling an event or occurrence in the past in chronological order. Similar with Mark and Kathy in (Rosalinah et al., 2020) stated that Recount text is a piece of text that retells past events, usually in the order in which they happened. This means that the text recounts is a experience or actions that occurred in the past chronologically. Meanwhile, based on Asni, Susanti, & Sulistiyo (2018) cited in (Rosalinah et al., 2020) stated Recount text is a kind of genre that has social function to retell event for informing or entertaining. So, the purpose of recount text is to entertain the reader, in the text there can be conflict or not, depending on the author. In addition, this text also aims to provide information to readers. In most literatures, the generic structure of recount text is consisted of three parts, according to Anderson (1997: 53) cited in (Purnamasari & Argawati, 2020) noted that there are three essential aspects to a Recount Text: 1) Introductions; introducing the attendees, the location, and the time. 2) Events: Retell the tale or experience from the past in a chronological order. 3) e-Orientation: This is an optional component. Bring the story to a close by concluding all of the plot points.

Because of the obligation of students to learn to writing subject, the teacher must find the effective strategy for teaching to progress student writing in recount text. According to Harmer (2007) cited in (Hidayah et al., 2019) proposes music, pictures, and films as excellent stimuli for writing. The teacher can use one of these media in the learning process. Students learn the most through their sense of sight, followed by their sense of hearing, and finally their senses of smell, touch, and taste. Visual media is considered to be the most effective way of learning because students learn the most through their sense of sight, followed by their sense of hearing, and finally their sense of smell, touch, and taste (Chee & Wong, 2003). In other words, Picture media is one of the methods that used of learning writing. Pictures can give anyone a clearer idea or easier information than using language terms.

There are some types of pictures used in the English teaching and learning. One of them is picture series. Picture series is a collection of pictures that focuses on telling a story and a sequence of events. Furthermore, picture series can stimulate and provide information to be referred to in conversation, discussion and storytelling. According to Lindstormberg (2004) cited in (Hidayah et al., 2019), by using picture series, the students will be interested and will enjoy the teaching and learning process. In using picture series, the teacher can apply certain principle such as modeling, inquiry and learning community. Based on this background, this research purposes to analyze the teacher and student's difficulties in teaching writing recount text using picture series at eighth grade in Bandung.

METHOD

In this research, the researcher used qualitative approach. This research aims to collected data from the senses and is used to describe phenomena relevant to social behaviour and activities of writing recount text using picture series to eighth grade in Bandung. The researcher used a descriptive qualitative research as a design. Descriptive method was used as (Best, 1974) cited in (Kusumawardhani, 2019) explained that descriptive method is the method which tries to give the explanation about the symptoms relating to the recent situation. The researcher found teacher's difficulties in teaching writing using Picture Series conducted by interview, while student's difficult in learning recount text using Picture Series conducted by test. Observations were made by the process of collecting open-end information, directly by observing student's behavior during teaching and learning process in the class. Meanwhile, for the students were

given several series of pictures, then the researcher asked the students to arrange the pictures and made sentences in a paragraph of recount text.

RESULTS AND DISCUSSION

Results

1. Teacher's Difficulties

The result of teacher interview showed that the teacher thought that students in doing recount text assignments that students were still have limited in vocabulary, then made students misunderstanding a meaning of the text and they confused about changed of verb in made a sentence, especially recount text. Furthermore, students have difficulty in organizing and developing ideas. They were not able to develop ideas on the text they write. As a result, the students still difficult in applying English vocabulary correctly. However, with picture series media very helpful because students can see pictures before they write.

2. Student's Difficulties

The researcher finding, the researcher presents the result data of analyzed. The researcher analyze the students score from their worksheet in order to know the student's difficulties in learning writing recount text using picture series method. The type of worksheet which was done by students was essay in the paragraph.

Table 4.2
The Result of Test Recount Text Using Picture Series

No	Name Of Students	Aspect Of Writing					Number Of Person
		Content (4)	Organization (4)	Vocabulary (4)	Grammar (4)	Mechanic (4)	
1	Student 1	4	3	2	3	4	8.2
2	Student 2	3	2	3	2	3	6.5
3	Student 3	3	2	2	2	3	5.4
4	Student 4	3	2	2	2	3	5.4
5	Student 5	3	2	3	2	3	6.5
6	Student 6	4	2	2	2	3	6.9
7	Student 7	3	2	2	2	3	6.1
8	Student 8	4	3	3	3	4	8.6
9	Student 9	4	3	3	3	4	8.6
10	Student 10	3	2	2	2	2	5.8

11	Student 11	3	3	2	2	4	7.3
12	Student 12	3	2	2	2	3	6.1
13	Student 12	3	3	2	2	4	7.8
14	Student 12	3	2	2	2	2	5.8
15	Student 12	3	3	3	3	4	7.9

The data collected from the students score. The data showed from test there has been understanding of recount text learning, as evidenced by the results of students' scores at the after being given recount text material using picture series method. From the data above in the test, students have difficulties with grammar and vocabulary. As a result, with limited of their vocabulary, this had an impact of their grammar skills. They still have difficulty in understanding grammar when writing, they were confused about using the right sentence in making sentence of the text, and because their difficulty in their grammar, they have limited knowledge in changing the verb in the use of recount text. Finally, because their difficulties about the vocabulary and gramamr, they will write with nonoptimal results in writing recount text.

Discussion

Based on the researcher's interview to the English teacher and gave test for students, their difficulty was vocabulary and grammar, which made it difficult for them to formulate correct sentences in making a text and developing their ideas. Basically, writing is one of the most difficult skills when compared to other skills. This idea was supported by the statement "Compared to other three skill, writing is one of the most difficult language skill to achieve by the students and to teach by the teachers" (Alwasilah, 2005 as cited in Rizki et al., 2020). Furthermore, they still confused use of several of the sentences and connect several vocabularies to become a correct sentence and they still confused about changed of verb in made a sentence (grammar). In fact, grammar is one of the sub skills that is difficult for students to learn because Indonesian does not have grammar like that of English. However, if the teacher more often trains students' writing skills by using picture series or other methods, it is already capable of making a the learning process with situations and conditions that are fun for students. Furthermore, it can be facilitate and guide students in finding inspiration and ideas for storytelling and as the result, it will improve students' ability in writing simple short essays in the form of recounts text. So that the first stage for this problem, teachers have to often provide motivation to students, especially in English subject. As stated by Wilson (2002) a limited amount of stress can have a positive impact on motivation and creativity of teachers, while excessive pressure can have a negative impact on them. It means, not only teachers who feel very burdened when teaching in class because of their responsibilities, students will also feel burdened if they are not given motivation. Therefore, teachers must motivate themselves in teaching in order to increase students' interest in their writing skill. The second stage, teacher should often give stimulate and shared vocabulary with students in the learning process in the classroom, especially in the school environment.

CONCLUSION

Learning to write recount text is a lesson that is not easy, because of the difficulty of students who still have difficulty making sentences, especially their difficulty in vocabulary and grammar, so that it made them confused as students don't know what to write and limitations in expressing their ideas. As for the difficulty of students in this method was their lack of

knowledge in vocabulary and they still have difficulty using grammar when making sentences, but that difficulties at least can be helped by picture series method.

Based on the results of the analysis, it was given suggestions to every teacher who does the learning should use the appropriate media learning material to be taught, because with the existence of media assistance, students will be more receptive and understand the learning delivered by teacher and will get more optimal results.

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