

**USING PICTURES THROUGH ART (ASK, REFLECT, TEXT)
STRATEGY TO IMPROVE RECOUNT TEXT WRITING
ACHIEVEMENT OF THE ELEVENTH GRADERS OF SMA
MUHAMMADIYAH 1 PALEMBANG**

A THESIS

BY

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ENGLISH EDUCATION STUDY PROGRAM



FACULTY OF TEACHER TRAINING AND EDUCATION

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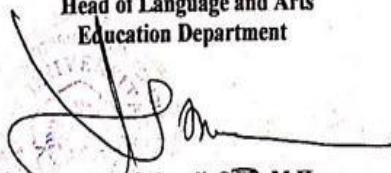
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Using Pictures through *ART* (Ask, Reflect, Text) Strategy to Improve
Recount Text Writing Achievement of the Eleventh Graders of SMA
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Certify that thesis entitled "Using Pictures through *ART* (Ask, Reflect, Text) Strategy to Improve Recount Text Writing Achievement of the Eleventh Graders of SMA Muhammadiyah 1 Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya, September 2018

The Undersigned,


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This thesis is dedicated to:

- 1) My beloved parents, sisters, and brothers who always support, pray, and love me.
- 2) All of my beloved friends who are always by my side since Senior High School until this time, Rahma, Bunga, Rina, and Yanti.
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The writer,

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Using Pictures Through *Art* (Ask, Reflect, Text) Strategy to Improve Recount Text Writing Achievement of the Eleventh Graders of SMA Muhammadiyah 1 Palembang

ABSTRACT

This study aimed to find out whether or not (1) the use of picture story through ART (Ask, Reflect, Text) strategy was able to improve recount text writing achievement students, and (2) there was a significant difference in the recount text writing achievement between the students who were taught by using picture story through ART strategy and the students who were not. It was also aimed to analyze the students' feedback in terms of the use of picture story through ART strategy. There were 60 students of SMA Muhammadiyah 1 Palembang who were selected purposely as the samples, which were divided equally into an experiment and a control group. Test and questionnaire were used to collect the data which were analyzed paired sample t-test and independent sample t-test. The findings of this study revealed that the use of picture story through ART strategy was able to improve the students' recount text writing achievement, and there was also a significant difference in the recount text writing achievement between the students who were taught by using picture story through ART strategy and the students who were not. In addition, the result of the questionnaire showed that the students supported the use of picture story through ART strategy.

Keywords: *picture story, ART (Ask, Reflect, Text) strategy, recount text writing achievement*

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background

Writing especially in English is a challenging task for Indonesian students as EFL learners. It is in line with Hedge's explanation (2005, p.7) that writing requires a number of things: a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers.

Writing has always formed part of the syllabus in the teaching of English (Harmer, 2004, p. 31). In context of teaching English for senior high school in Indonesia, writing is one of the four language skills taught in the school. In writing, students are involved in the process of creating ideas and put them in such media as paper, book, video, and blog by some elements such as vocabulary, grammar, organization, spelling, and punctuation. Therefore, students need to get off to a good start in writing in English by exposing them to writing practices. Writing practices are likely to be even more effective if they are embedded within a framework the English teachers know about how students move from initial to competence (Graham, 2008, p. 2); First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence; Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matters; Third, writing is used to identify, analyze and develop ideas. They must learn how to compose sentences, build texts, and express ideas within the standards of written English.

In English writing, students require the knowledge of grammar, collecting thoughts, generating ideas and supporting them, organizing them in their logical

order, putting them on paper and then revising what they have written and finally editing. However, students still have some difficulties in writing in English. For example, they do not know how to use right diction, grammar, punctuation, spelling, and organization correctly. It was shown by the previous studies conducted by the former undergraduate students of English Study Program Faculty of Teachers Sriwijaya University. For example, the studies conducted by Aguesti (2014), Amia (2014), and Lestari (2004) who focused their work on the students' English writing. The results of their studies revealed that the students still had poor English writing performance in terms of mechanic, structure, and content even though they had already been taught by using certain writing strategies. Another study conducted by Megaiab (2014, p. 190) found that students of two senior high schools in Semarang had English writing problems such as the use of tenses, articles, singular and plural, verbs, prepositions, and spelling. The students also had problem in using the punctuation and capitalization.

In relation to the purpose of this present study, the interview with three English teachers and four randomly-selected students of eleventh grade of SMA Muhammadiyah 1 Palembang revealed that the students had some difficulties in terms of organization, content, vocabularies, structures, and mechanic in writing English. To support the result of the interview with three English teachers of SMA Muhammadiyah 1 Palembang related to the students' writing difficulties, 15 students of eleventh grade were selected randomly and were asked to write the recount text in English. Their writings were checked by the writer. Among 15 students who submitted their writings, 12 students were not able to write a recount text correctly based on the characteristics of generic structures and language features of recount text. They also had difficulties in terms of organization, mechanic, and content of their writing in recount text they wrote.

One of the basic competences of 2013 Curriculum that need to be achieved in writing in the fourth semester by the eleventh grade students of senior high school in English syllabus is writing recount text. Knapp (2005, p. 223) states that recount text is basically written to make a report about an experience of a series of

related event. A recount is written out to inform an event or to entertain people. Recount text has its function as for telling an incident in the past. A recount text has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers (Siahaan & Shinoda, 2008, p. 9). Being able to write recount text, which consists of orientation, events, and reorientation, are not easy for some high school students in learning writing recount text process. For example, based on what the researcher found out at SMA Muhammadiyah 1 Palembang, the problems that were often encountered by the students in recount writing is the difficulty to express their ideas, poor English vocabularies, and lack of understanding about the content of recount text. Therefore, the teachers of English are expected to make their teaching and learning writing recount text in the class more interesting with various methods and strategies in order to achieve the basic competences.

One of the media that can be used for teaching recount writing is by using pictures. Using picture as a teaching medium can become alternative in teaching writing skill recount text. Picture offers authentic materials that can be designed for language learning. Furthermore, Alidoost, Tabatabaei, and Bakhtiarvand (2014, p.363) found out that using picture cues helps them transition smoothly and coherently from one idea to the next for university-age learners. In addition, the students will use their imagination to tell the situation or condition based on what picture they have in the form of writing.

In this present study, the picture will be applied through *ART* (Ask, Reflect, and Text) strategy. Dunn, Tudor, Scattergood, & Closson (2010) developed an *ART* based writing curriculum. Dunn, *et al.*, (2010) explain Ask, Reflect, Text provides students with a means to develop story ideas, organize them into a story-structure sequence, and produce elaborate text addressing the seven WWW, W=2, H=2 acrostic questions. *ART* (Ask, Reflect, and Text) strategy helps students develop a thinking process to master the task themselves. Furthermore, Dunn (2013, p. 2013) found out that the students who used *ART* strategy performed better with story content and number of words written.

Considering the usage of picture story combined with *ART* strategy, this study also wants to apply this strategy to improve students' writing in English. Therefore, the study "**Using Pictures through *ART* (Ask, Reflect, Text) Strategy to Improve Recount Text Writing Achievement of the Eleventh Graders of SMA Muhammadiyah 1 Palembang**" were conducted.

1.2 The Problems of the Study

The problems of this study were formulated in the following research questions were:

- 1) Was the use of pictures through *ART* (Ask, Reflect, Text) strategy able to improve recount text writing achievement of the eleventh grade of SMA Muhammadiyah 1 Palembang?
- 2) Was there any significant improvement in the recount text writing achievement between the students who were taught by using pictures through *ART* (Ask, Reflect, Text) strategy and the students who were not.
- 3) What were the students' feedbacks in terms of the use of pictures through *ART* (Ask, Reflect, Text) strategy?

1.3 The Objectives of the Study

Based on the following problems above, the objectives of the study were:

- 1) To find out whether the use of pictures through *ART* (Ask, Reflect, Text) strategy was able to improve recount text writing achievement of the eleventh grade of SMA Muhammadiyah 1 Palembang.
- 2) There was the significant improvement in the recount text writing achievement between the students who were taught by using pictures through *ART* (Ask, Reflect, Text) strategy and the students who were not.
- 3) To analyze the students' feedback in terms of the use of pictures through *ART* (Ask, Reflect, Text) strategy.

1.4 The Significance of the Study

It is expected that the results of this study can aid the teachers' understanding and skill in teaching writing using pictures through *ART* (Ask, Reflect, Text) strategy, improve the students' writing skill and stimulate them to increase their writing skill, and show the benefits of using pictures through *ART* (Ask, Reflect, Text) strategy in teaching writing recount text.

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