

# The Improve Recount Text Writing Skills By Using Picture Series At The First Year Students Of Akuntansi Keuangan Lembaga

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## Abstract

The aim of this research is to improve writing skills in recount text material using picture series as media with a problem based learning model at the first year students of Akuntansi Keuangan Lembaga SMK Negeri 1 Pendalian IV Koto, totaling 24 students. The method used in this research is Classroom action research consists of two cycles and each cycle consists of: planning, implementation, observation and reflection. The research shows that student learning outcomes have experienced a significant increase in the percentage of learning completeness, where in cycle I it was 83% and in cycle II it was 100%. % and the level of student activity in the learning process increased from 85.41% in cycle I to 94.44% in cycle II. Based on the results of this classroom action research, it can be concluded that the application of serial image media can improve the recount text writing skills at the first year students of Akuntansi Keuangan Lembaga SMK Negeri 1 Pendalian IV Koto.

**Keywords :** *Media, Image Series, Recount Text*

## INTRODUCTION

Basically, mastery of English language skills is an absolute requirement that must be had in the current era of communication and globalization. Learning English at the Vocational High School (SMK) level is the main material as part of the student's self-development function in the fields of science, technology and arts. It is hoped that after completing the learning, they will be able to grow and develop into intelligent, skilled and personality individuals as a provision. life in the future. Mastery of English subject matter at the vocational school level includes four language skills, namely: listening, speaking, reading and writing supported by linguistic elements including: vocabulary, grammar and pronunciation in accordance with the themes studied in learning activities.

Writing is one of the language competencies that is important for students in learning English. According to Munirah (2019: 4-6) Writing is a form of conveying an idea or message by the writer to the reader in the form of language symbols. As a writing process it involves a series of activities that consists of pre-writing, writing and post-writing stages. Writing skills have several benefits. Dalman (2018: 6) suggests

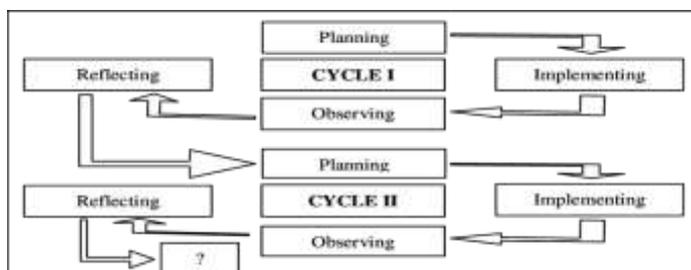
that writing has many benefits for life, including: (1) increasing intelligence, (2) developing initiative and creativity, (3) growing courage, and (4) encouraging the will and ability to gather information. One type of text studied by vocational high school students in English lesson is recount text. Recount text is a text that retells events or experiences that occurred in the past. According to Resmanto (2022), recount text is a type of text created with a social function, namely, providing information about activities in the past in a coherent manner (chronological order).

Based on observations of the results of the daily test assessment at the first year students of Akuntansi Keuangan Lembaga (AKL) SMK Negeri 1 Pendalian IV Koto, data obtained from the recount text material showed that there were many students who obtained scores below the minimum completeness standard, namely below 70. From the problems faced by the students In writing recount text, action is needed to overcome the problem. Palupi (2017) states that: in the process of learning writing skills, teachers should be more creative in using various approaches, methods, learning models, media and so on so that they can foster enthusiasm and direct students in writing activities. Teachers are required to be more creative in preparing the learning that will take place. This implementation is a challenge that must be faced and resolved by a teacher to be more creative in preparing the learning to be implemented so that in the end the learning objectives can be achieved according to what was planned.

Therefore, researchers developed a problem based learning model using Picture Series media as a form of learning strategy. Picture Series media is a teaching method by distributing different pictures to each student and then asking students to look for connections. pictures from other friends to be used as a story. Munadi (2015: 89) said that pictures are an important visual medium and are easy to obtain. This technique can make it easier for students to express their ideas in written form that is directed and arranged chronologically, through This also means that students can be actively involved and have their own roles and responsibilities, so that student activity during the learning process increases in accordance with the characteristics of English language learning which link aspects of knowledge with aspects of attitudes and skills, so it is hoped that students can work together or collaborate to solve problems. a problem in learning that is given by jointly finding a solution to the problem. Referring to the results of previous research that the use of picture series media can improve learning outcomes, the researcher intends to use the media in classroom action research to improve student The problem formulation in this research is: 1. Can the use of picture series improve students' skills in writing recount text at the first year of AKL Students SMK Negeri 1 Pendalian IV Koto? 2. What factors influence the improvement of students' skills in using picture series in writing recount texts at the first year of AKL Students SMK Negeri 1 Pendalian IV Koto?

## METHODS

The research used is Classroom Action Research or in English terms Classroom Action Research. King (2013): classroom action research is a form of investigation designed by teachers to overcome problems and increase the professionalism of teaching staff in the classroom. According to (Kemdikbud, 2015) states that: classroom action research is action research carried out by teachers with the aim of improving the quality of learning practices in their classes. The procedures used in this research were adapted from Kemmis and Taggart which has four stages, including: planning, action, observation, and reflection and is applied in two cycles.



Qualitative data obtained in the form of observations and documentation were analyzed. Qualitative data is data in the form of words, schemes and images. The qualitative data for this research is in the form of names and addresses of research objects, Sugiyono (2015). To find out the changes that occur in students in writing personal recount texts before and after the picture series media is given, it will be seen whether there is development and improvement in students' writing results. The data from the analysis of cycle I becomes a reflection for cycle II so that improvements can be made in the learning process regarding the methods used. The subjects of this research were at the first year of AKL Students SMK Negeri 1 Pendalian IV Koto with a total of 24 students.

## DISCUSSION

*Learning outcomes of using picture series in writing recount texts at the first year of AKL Students SMK Negeri 1 Pendalian IV Koto*

Jihad and Haris (2010: 14) state that: "learning outcomes are the achievement of a form of behavioral change that tends to persist in the cognitive, affective and psychomotor domains of the learning process carried out within a certain time" From the implementation of pre-cycle activities, cycle 1 and cycle 2 at the first year of AKL Students SMK Negeri 1 Pendalian IV Koto, obtained daily test scores as follows:

Table 1 Comparison of pre-cycle daily test scores, cycle I and cycle II

SUDENTS	FINAL SCORE			INFORMATION	KKM LEVEL
	PRE CYCLE	CYCLE1	CYCLE 2		
	68	76	80	Increase	Exceed
	70	80	88	Increase	Exceed
	68	74	73	Increase	Exceed
	68	74	90	Increase	Exceed
	64	76	81	Increase	Exceed
	68	76	81	Increase	Exceed
	64	74	78	Increase	Exceed
	68	74	78	Increase	Exceed
	64	68	74	Increase	Exceed
	64	69	74	Increase	Exceed
	70	78	81	Increase	Exceed
	64	66	74	Increase	Exceed
	68	72	74	Increase	Exceed
	64	68	81	Increase	Exceed
	72	76	78	Increase	Exceed
	60	70	76	Increase	Exceed
	74	78	81	Increase	Exceed
	74	78	78	Increase	Exceed
	68	75	88	Increase	Exceed
	74	78	90	Increase	Exceed
	74	78	90	Increase	Exceed
	70	78	86	Increase	Exceed
	64	74	86	Increase	Exceed
	70	78	84	Increase	Exceed
<b>Average</b>	<b>68</b>	<b>75</b>	<b>81</b>	Increase	Exceed

From the table above, there are results of an increase in the achievement of students' daily test scores on recount text material after using picture series, where in the pre-cycle there were only 9 students (37%) who achieved the KKM. After the action in cycle I there was an increase to 22 students. (83%) and on cycle II reached 24 students (100%) who had reached the KKM. This shows that the use of picture series can be used in recount text material, which is also in accordance with the opinion of Jemadi,Franciskus.et.all.(2021) who stated that: the use of pictures series can improve the quality of students' writing skills. (Retnaningrum, 2021) who found results that the application of the picture series technique applied to recount text essays in English subjects could improve student learning achievement results by strengthening and repeating the material.

*Results of learning observations using picture series in writing recount texts at the first year of AKL Students SMK Negeri 1 Pendalian IV Koto*

The results of observations of students during the learning process using recount text material using picture series as media can be seen from the table below:

Table.2 results of observations of student activities during learning

No	Aspek yang diamati	Siklus I (%)	Siklus II (%)
1	Student Attention	100	100
2	Student Activity at the group	91,66	95,83
3	Student Activity the LKPD	87,50	91,66
4	Student Activity Ask and Giving Opinion	83,33	95,83
5	Student Activity answer the quistion	70,83	95,83
6	Student Activity manage the time	79,16	87,50
<b>Avaerage</b>		<b>85,41</b>	<b>94.44</b>

For the results of observing student activities as a basis for assessing student activity when learning using the picture series method in recount text, it must reach a minimum percentage of 85%. It turns out that in cycles one and two it has been achieved, namely 85.41% in cycle one and an increase of 94.44% in the second cycle shows that by using picture series, student activity increases both in terms of attention when listening to teacher explanations, discussions, working on LKPD, expressing opinions, answering quizzes and utilizing time during learning. Based on the results of the observation assessment that has been carried out, the most dominant activities students carry out are working together on LKPD and discussing. This shows that students work together and are responsible for getting good results. This is in accordance with Santoso's opinion (in Anam, 2000: 50) which states that cooperative learning encourages students in groups to study, work and be responsible seriously until the completion of individual and group tasks and the opinion of Marzuki and Hakim (2018), namely : The cooperative learning model is able to increase the effectiveness of learning, prioritizes cooperation between students to achieve learning goals, changes the role of the teacher, from being centered on the teacher to managing students in small groups, is used to teach complex material, helps teachers to achieve learning goals with a social dimension, provide opportunities for students to further develop their abilities, and students are required to be active in learning through group collaboration activities.

*Results of observations of teachers in using picture series in recount text at the first year of AKL Students SMK Negeri 1 Pendalian IV Koto*

The results of observations of teachers regarding their ability to manage learning activities are as follows:

Table.3 The Observations of teachers during learning activities

No	Aspects observed	Cycle I Score	Cycle II Score	Predicate
1	Preparation	3	3	Good
2	Performance	2.5	2,6	Good
3	Management	2.5	3	Good
4	Condition	3	3	Good
<b>Average</b>		<b>2.75</b>	<b>2.90</b>	Good

From the table above, it is known that there is an increase in teachers in classroom management during learning using the picture series method in recount texts, both in preparation, implementation of classroom management and classroom atmosphere, where in cycle one the average score was 2.75 and in cycle two with The average value is 2.90 which is in the good category. Ndayani (2013) states: teachers play a very big role in efforts to master their students' writing competence. Apart from that, teachers must be able to get students used to expressing their ideas, starting from the simplest things, into written English. This is in accordance with the opinion of Ibrahim (2000), that teachers play an important role in managing teaching activities, which means teachers must be creative and innovative in designing learning activities in the classroom, so that students' interest and motivation in learning can be increased.

*Factors that influence the improvement of students' skills in using picture series in writing recount texts at the first year of AKL Students SMK Negeri 1 Pendalian IV Koto*

Based on the data obtained by researchers regarding the use of picture series in recount texts, important factors were found that influence the improvement of students' skills in writing recount texts using picture series media, including:

- 1.The use of picture series media can actually increase students' attention in following learning with recount text material, this becomes a special attraction when students see the pictures displayed during learning and stimulates students to develop their creative ideas in completing the text. these pictures and in this study students found it easier to understand the lesson material.
2. Motivation and guidance and praise from the teacher as a mediator in learning, there is interaction between the teacher and students and interactions between students are made better by discussions, creating a pleasant atmosphere so that students are enthusiastic about following the lesson to completion.
3. Actions to strengthen the material carried out by the teacher in the form of repetition of the material, writing training given by the teacher can provide good responses so that there is an increase in the results of students' recount text writing.
4. Through the use of picture series media, students become more interested in developing recount texts in the form of their own experiences and writing quite well with their own imagined narratives.

## CONCLUSION

Based on the discussion of the results of this classroom action research, it can be concluded that the application of the Picture Series media using the problem based learning model, it can be concluded that the application of the Picture Series media can improve the recount text writing skills at the first year of AKL Students SMK Negeri 1 Pendalian IV Koto. It can be seen from the student learning results that there was a significant increase in the percentage of learning completion, where in cycle I it was 83% and in cycle II it was 100% and the level of student activity in the learning process increased from 85.41% in cycle I to 94.44% in cycle II.

Success in the learning process is something that a teacher really desires, with the application of innovation in media, good techniques and methods in learning being the main key in making this happen, and of course communication and motivation to create interaction between teacher, student and student. ultimately creating an active and enjoyable atmosphere. The application of picture series media is one alternative that teachers can use in recount text material.

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