AN ANALYSIS OF THE FIRST-GRADE STUDENTS' MASTERY IN WRITING RECOUNT TEXT USING PICTURES ON POWERPOINT AT SMA N 4 BUNGO JAMBI

THESIS

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Dinyatakan **LULUS** setelah dipertahankan di depan Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta pada hari Rabu, 09 Agustus 2023.

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ABSTRACT

Fajriani, N. 2023. *An Analysis of the First Grade Students' Mastery in Writing Recount Text Using Pictures on PowerPoint at SMA N 4 Bungo Jambi*

Advisor: Dr. H Welya Roza, M.Pd.

The purpose of this research is to describe the first grade students' mastery in writing recount text using pictures on powerpoint at SMA N 4 Bungo Jambi. The researcher used descriptive design for this research. The population of this research is the first grade students at class XA in the academic year 2022/2023. The researcher applied cluster random sampling technique to select the sample, and the number of sample was 24 students. The instrument for collecting the data in this research was writing text test in the form of writing a recount text. The result of analysis showed that the test was reliable. It was supported by the fact that the coefficient correlation was 0.70 (see Appendix 4). Then the test was valid in terms of content because it had covered recount text materials that students had learnt (see Appendix 1).

Generally, the students had high mastery in writing recount text using pictures on powerpoint (to express the content, to organize idea, to use correct grammar, to choose appropriate vocabulary and to apply mechanics). It was supported by the fact that 12 out of 24 students (50%) had high mastery in writing recount text. In detail, 17 students (70,83%) had high mastery to express the idea (content) in writing recount text using pictures on powerpoint, 19 students (79,16%) had high mastery to organize idea in writing recount text using pictures on powerpoint, 23 students (95,83%) had low mastery to use correct grammar in writing recount text using pictures on powerpoint, 21 students (87,5%) had high mastery to choose appropriate vocabulay in writing recount text using pictures on powerpoint, and 22 students (91,66%) had low mastery to apply mechanics in writing recount text using pictures on powerpoint.

By having known that the students had high mastery in writing recount text using pictures on powerpoint, the researcher gives some suggestions to teachers, students, and the future researchers. The teachers are suggested to use this learning media especially about writing recount text. The students should more pay attention when the teacher explains the material about a recount text. They also should improve their knowledge about writing a recount text. The future researchers are suggested to study more about recount text, especially about the students' problems to apply correct grammar and mechanics in recount text.

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There are a lot of people who have helped and given motivation, advice, and support to the researcher in writing this thesis. Therefore, the researcher would like to express her gratitude to her advisor: Dr. H. Welya Roza, M.Pd. who had given his guidance, time, inputs and expertise so that the researcher could finish writing this thesis. The writer also would like to thank her supervisors, Dr. Lely Refnita, M.Pd. and Dra. Ernati, M.Pd. who give a lot of advices and correction in writing this thesis.

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Finally, the researcher hopes that this research can be useful and can add insight to the readers. The researcher realizes that this thesis is not perfect yet, so the researcher welcomes suggestion and criticism from the readers.

Padang, August 2023

The Researcher

Nur Fajriani

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CHAPTER I

INTRODUCTION

In this chapter 1, the researcher explains the background of the study, the identification of the problem, the limitation of the problem, the formulation of the problem, the purpose of the research, the research questions, the significance of the research, and the definition of key terms.

1.1 The Background of the Problem

In this era, a second language is no longer a luxury. English is our daily necessity. English is an international language and an essential subject for communicating with the rest of society. According to Handayani (2016: 105), entering the era of globalization or the free market requires every individual to prepare reliable resources, especially in terms of communication. In this case, the role of English is very much needed both in terms of technology and communication as a means of global communication. In General, proficiency in English is very important as almost all global sources of information in various areas of life use this language there are business, scientific, economic, technical, and educational developments in the digital age, especially in Industry 4.0. Therefore, people have to get by in English and that is the main aspect that we have to have as part of this era. Given that English is the best common language in the world, mastering English makes it easier to spread the word about people. To master English, you must acquire the ability to

listen, speak, read, and write. The way listening and reading skills involve information intake are considered receptive or passive skills. Speaking and writing skills, on the other hand, include language production, which are considered a productive or active skill.

As an international language, English plays an important role as a means of communication between people around the world in business, science, and technology. In 'Kurikulum Merdeka', students must learn, namely: listen, speak, read, and write.

Leonard (2010: 110) asserts that mastery is practice. It refers to the process by which difficult things become easy. Webster (1992: 110) states that mastery refers to (1) [a] the authority of a ruler; [b] Advantage in a competition or competition, superiority, prestige; and (2) [a] Possessing or demonstrating excellent skill or technique; [b] skill or knowledge that causes the owner of a subject to comment. To achieve mastery of writing, students must read a lot of texts to get good writing idea2s.

The students at senior high school should master writing text. It can be known in general there are 13 types of text namely descriptive text, recount text, narrative text, procedure text, explanation text, report text, exposition text, announcement text, discussion text, anecdote text, advertisement text, review text, and spoof text.

Recount text is one of the writing genres that first grade students learn. This text is written with the purpose of informing readers or people about something that happened in the past. It can be experiences and events. Many students do not understand how to write this text correctly. Sometimes students start writing written reports about these problems. Likewise, they should start with an introduction to the case they want to describe. Starting to write a story is not easy. Students should reveal the beginning of the story as interestingly as possible so that the story is enjoyable to read until the end.

The purpose of recount text is to list and describe past experiences by retelling events in sequence. In this regard, the writer chose recount text as a teaching material in the process of teaching English because it mainly tells about past events. The recount text also represents a variable that can be used to engage, motivate, inform, and entertain students. Accordingly, students will be interested in learning English by using recount texts to increase their fluency in the use of the simple past tense.

Based on the results of the researcher's interview with an English teacher at SMA N 4 Bungo, the teacher said that some students have difficulty in writing. They can not write well because they do not have much vocabulary and it makes them confuse to make sentences. Under the Kurikulum Merdeka, the first grade students in senior high school must write the text. Students are expected to be able to write recount text. Recount text is one type of text that students learn.

In teaching activities, the teacher can use learning media. There are 16 learning media that can be used, namely, pictures, finished pictures, line drawings, still pictures/picture series, photographic pictures, maps and globes, graphs, circle graphs, picture graphs, blackboards, boards flannel, displays, relays, posters, charts, and herbarium. One of them is a pictures that can make it easier for students to make texts.

Pictures are a sketch of objects visualized on paper, board, wall, etc. In teaching media, it belongs to visual aid. Pictures are photographic or hand-drawing objects. Wright (1989: 3) stated Pictures are most often used by teachers for some reason, for instance, easy to get; simple to use, and interesting. Then the characteristic of pictures itself is raising the students' motivation and focusing their attention on the materials. It can be uses as an educational media and it has a value that enables students to study effectively. These images are the main factor in learning, so before learning the teacher has prepared images that will be displayed either in the form of cards or the form of large size charts or if the school already uses Information Technology and Computers (ICT) using PowerPoint or other software.

This study aims to analysis at students' mastery of writing and retelling skills using pictures on PowerPoint. In the process of writing, sometimes students make mistakes. In this study, the researcher uses pictures on PowerPoint to guide students in composing ideas for the story text. The picture can be uses by students as a guide in developing recount text. Writing recount texts using a picture on PowerPoint

media, can make it easier for students to make recount texts. Because recount text is a type of text that is sequential events.

There are some related researched that had been done by some researchers the related to analysis students writing ability of recount text using picture on powerpoint : First, a research conducted by Mahfuza (2021: 1-137) entitled *An Analysis of Students' Ability in Writing Recount Text to the Tenth Grade of MAN 1 INHIL* examined the student's ability in writing recount text. The study reveals that there are so many students' mistakes in writing recount text. This study also said that in grade 10 at MAN 1 INHIL they did not have the skills to write recount texts in the grammar and mechanics category. Teachers can improve the methods or media used in learning activities to improve students' quality in writing recount texts. This research uses descriptive quantitative research methods and the type of this research was analysis research.

Second, research conducted by Ramli (2013: 1-11) also discussed *An Analysis on Students' Errors in Writing Recount Text*. The sample of this research is the first grade students at SMAN 1 Siantan. This study reveals to find out the errors made by students in writing recount text. The researcher found the errors of students in writing the recount text, there are grammar, vocabulary, and structure categories. Teachers can give more exercises for the students, which can improve the mastery of the writing recount text. This research uses descriptive quantitative methods.

The last research also discussed ‘using picture’. Akim (2017: 1-13) discussed *Using Pictures to Improve Writing a Descriptive Text.* The sample of this research is 32 students in the class XA of SMAN 1 Kayan Hulu in the academic year 2016/ 2017. This study was about the writing text used in the media. The study found the mistakes in writing text there are in the present tense and generic structure of descriptive text. This research uses classroom action research with two cycles.

From some previous research that has been described, several aspects were discussed in writing the recount text and the media used. The researchers pay more attention to other media to analysis students' mastery in writing recount text. Previous studies found similar discussions, but the research location and the media used had differences. This research focuses on mastery the skills of writing recount texts using the media of picture on powerpoint at SMAN 4 Bungo Jambi.

From the explanation described above, it can be stated that some of the students still have problems in writing a recount text. Thus, the researcher is interested in conducting the research entitled: "**An analysis of the first-grade students’ mastery in writing recount text using pictures on powerpoint at SMA N 4 Bungo Jambi**”.

1.2 The Identification of the Problem

There are some problems that appear in writing the text. First, students have not been able to compose recount text according to a predetermined structure. In this

case, students often do not match the contents of each recount text structure. As in orientation, students do not know what the contents of the text are, even though this orientation contains information about characters, places of events, and when they happened.

Second, the students have less vocabulary. This causes students to be confused when making a sentence or text. In addition, students rarely want to memorize English vocabulary. Even though memorizing vocabulary is not difficult, we can do it by listening to songs.

The last problem is that the students are still confused to develop their ideas in writing recount text well. Besides those problems, most of the students like spoken literature which is why they like seeing drama or cinematography more than reading books. That is why students need a new technique or media to help them in order to understand to write the text easily.

1.3 The Limitation of the Problem

Based on problem identification, many problems occur in students. Researchers need to limit this research problem to focus on such components of writing : Idea (Content), organizatiom, grammar, vocabulary and mechanic using pictures on powerpoint and the kinds of recount text is a historical recount.

1.4 The Formulation of the Problem

Based on the limitations of the problem above, then the problem of this research can be stated in the following research questions: How is the first-grade students' mastery of the components in writing the recount text using pictures on powerpoint at SMA N 4 Bungo Jambi?

1.5 The Research Question

a. How is the first-grade students' mastery to express idea (content) in writing recount text using picture on powerpoint at SMA N 4 Bungo Jambi?
b. How is the first-grade students' mastery to organize idea in writing recount text using pictures on powerpoint at SMA N 4 Bungo Jambi?
c. How is the first-grade students' mastery to apply correct grammar in writing recount text using pictures on powerpoint at SMA N 4 Bungo Jambi?
d. How is the first-grade students' mastery to choose appropriate vocabulary in writing recount text using picture on powerpoint at SMA N 4 Bungo Jambi?
e. How is the first-grade students' mastery to apply mechanics in writing recount text using pictures on powerpoint at SMA N 4 Bungo Jambi?

1.6 The Purpose of the Research

In general, the purpose of this study is to see the mastery of the first-grade students in writing recount text using pictures on powerpoint at SMA N 4 Bungo Jambi. The specific objectives of this study are as follows :

a. To describe the first-grade students' mastery to express idea (content) in writing recount text using picture on powerpoint at SMA N 4 Bungo Jambi.
b. To describe the first-grade students' mastery to organize idea in writing recount text using picture on powerpoint at SMA N 4 Bungo Jambi.
c. To describe the first-grade students' mastery to apply correct grammar in writing recount text using pictures on powerpoint at SMA N 4 Bungo Jambi.
d. To describe the first-grade students' mastery to choose appropriate vocabulary in writing recount text using pictures on powerpoint at SMA N 4 Bungo Jambi.
e. To describe the first-grade students' mastery to apply mechanics in writing recount text using picture on powerpoint at SMA N 4 Bungo Jambi.

1.7 The Significance of the Research

The researcher hopes this research can be useful for schools, especially for teachers who teach. It can make the teacher know the student's mastery in writing

recount text. Then, the technique or method of using pictures can be taken into consideration in the learning process. The researcher also hopes this can be an evaluation of students' mastery to write recount text. Finally, this research will be a source of information and reference for future researchers.

1.8 The Definition of Key Term

There are five the definition of key terms:

a. Mastery : The ability to use knowledge and intelligence.
b. Writing : A process of a persons ability to generate ideas and communicate.
c. Recount Text : Text retelling past events, usually in order in which they happened.
d. Pictures : The visual forms use in the learning process, this media has no sound element and it can only be seen.
e. PowerPoint : An application for media presentations. Users can convey material in the form of slides on a computer or large screen.