

## USING PICTORIAL STORY MEDIA IN TEACHING WRITING RECOUNT TEXT AT JUNIOR HIGH SCHOOL

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### Abstrak

Makalah ini membahas tentang penggunaan *Pictorial Story* sebagai media pengajaran dalam menulis sebuah *recount text* yang difokuskan pada siswa kelas 2 Sekolah Menengah Pertama (SMP). Siswa Sekolah Menengah Pertama (SMP) pada umumnya kesulitan dalam membuat sebuah *recount text*. Hal ini disebabkan karena siswa Sekolah Menengah Pertama (SMP) kesulitan mencari ide yang akan dikembangkan menjadi sebuah teks. Tidak adanya aktivitas dan media pembelajaran yang menuntun dan memotivasi siswa untuk menggunakan imajinasi dalam menemukan dan menyusun ide-ide tersebut juga menjadi penghalang dalam membuat *recount text*. Maka dari itu makalah ini mengusulkan penggunaan *Pictorial Story* untuk membantu siswa mengumpulkan ide-ide dan meningkatkan motivasi siswa dalam menulis sebuah *recount text*. *Pictorial Story* adalah salah satu media yang bisa membantu siswa dalam menulis bahasa Inggris. *Pictorial Story* ini terdiri dari beberapa gambar dan dijelaskan oleh sebuah cerita sehingga siswa akan termotivasi untuk menulis. Dengan memanfaatkan *Pictorial Story* sebagai media pembelajaran menulis *recount text*, siswa akan termotivasi untuk membuat cerita yang lebih menarik. Selain itu guru dapat membuat *recount text* sendiri sebagai materi pembelajaran dengan menggunakan *Pictorial Story* sehingga pembelajaran akan lebih menarik.

**Kata Kunci:** *pengajaran menulis, teks recount, pengajaran di SMP, pictorial story media*

### A. INTRODUCTION

Writing is a one of English skill that taught at Junior High School. So that teacher has many attentions to teach writing to student. Usually teacher evaluates the progress of learning by student's writing. In fact, students get many difficulties to write. They are lack of motivation, idea, and vocabulary grammatical and uninterested media. In writing, teacher can evaluate student's competence in learning. There are some aspects can be evaluated in writing. They are grammar, vocabulary, punctuation, and spelling. These aspects have influence

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to assessment student's writing. However, it is not easy to have a good skill in writing as there are some difficulties to master it.

The objective of writing is teaching the student by using some genres. Based on Curriculum 2013 that teacher taught for Junior High School. There are five genres which are conducted in junior high school. They are narrative, recount, procedures, descriptive, and report. Each genre has own social function, the generic structure and the language features. After the students learn all kinds of genres, they are expected to understand to differentiate the texts according to their own features based on their genres. One of the genres stated is recount text. Recount text focus on last experience. The generic structures of recount are orientation, events and re-orientation. Derewianka (1990:140) states that in a recount we reconstruct past experience, a recount is the unfolding of sequence of events overtime.

Based on writer's experience as teaching practice at SMP 9 Padang, writer found some problems that students face in writing recount text. These problems are lack of motivation, lack of idea, lack of vocabulary, and lack of grammatical and uninterested media.

There are several definitions of writing. Nation (2009:113) states that writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. Students must know about the process of writing. They can write based on some steps to help student produce good writing. Nation (2009:114) states that one possible division of the writing process contains the following seven sub processes. They are: considering the goals of the writer, having a model of the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written, editing.

In writing class, especially in junior high school, teacher should give clear instruction to the students and help them. For getting a good product of writing, teaching writing needs to be oriented not only to the product, but also to the process of writing. Harmer (2004:5-6) explains that writing is a recursive process. It means that in the process of planning, drafting, revising and editing, we will often re-plan, re-draft and re-edit before we get the product of writing.

Based on the problems, teachers have to find good solution and make the students interested in writing class. One of the media that can help students in writing a recount text is *pictorial story*. This media can help student to increase their motivation to write recount text. According to Pictorial is anything presented in the form of a picture, Procter (1996).

Based on the explanation above, the writer is interested in discussing the use of Pictorial Story as media of teaching writing for the second grade of Junior High School students, it is expected that students will enjoy and motivate in learning writing.

## **B. DISCUSSION**

Before applying using pictorial story media in teaching writing recount text at junior high school, a teacher should have preparation. This is because it determines the successful of teaching and learning process. The teacher has to do

following preparations such as lesson plan, media and pictorial story. These are should suitable in the syllabus and depends on curriculum that used.

There are several stages to present using pictorial story media in teaching writing recount text at junior high school. They are included in pre-teaching activity, whilst-teaching activity, and post-teaching activity. The first stage is pre-teaching activity. In this stage, teacher activates students' background knowledge by asking some questions related to the lesson that is going to be taught. The teacher might ask several questions.

The second stages in the teaching and learning process is whilst-teaching activity. There are five phase in this stage. They are observing, questioning, experimenting, associating and networking.

Observing is a stage where the teacher begins to introduce the recount text to the students. The topic is about tell about last experience. For the beginning, the teacher does brainstorming activities by showing to the students picture related to the topic. The teacher asks some questions related to the pictures to the students in order to lead them to the lesson. Furthermore, the teacher gives an example of recount text equipped with generic structure. The teacher asks students to read the text first. Then, teacher guides the students to discuss about what the text tells about. The teacher explains about the concept of recount text. It starts from the definition of the text, social function, generic structure of the text, and also the language features of the text. In addition, the teacher will guide their student in questioning about the text they have observed before coming to the next stages.

In questioning, the teacher gives chance to the students to ask about the text that has given before. The students ask questions that related to the text that they still do not understand. It can be about the generic structure or the language features of the text. For example, if the students are still do not understand about simple present tense, the teacher will explain simple present tense. Furthermore, the teacher discusses the questions together with the students. This activity is to help the student understand about writing recount text and encourage student's motivation in learning. In addition, this stage will increase student's vocabulary.

Associating is the activity when the teacher leads the students to write and arrange a paragraph together. The teacher teaches the students about how to write a recount text based on the picture. , the teacher explains about the use of pictorial story in writing recount text. Teacher shows pictorial story to the student. The teacher gives instruction to pay attention and explain to them about how to use the Pictorial Story. There are some examples of pictorial story. The Pictorial Story consist of different pictures that illustrate the story, but the story incomplete yet. It is aimed to make student easy to write a recount text. In Pictorial Story, there is a clue sentence to continue the story. Students continue the story or make their own sentence to produce a story creatively.

Experimenting is the activity of the students to produce a written text by themselves. It also aims to give reflection to the students whether the teaching learning process is success or fail. The students will be worked in group. The teacher divides the students into several groups consist of four. Furthermore, the teacher gives the pictorial story to each group. So in groups, the students will take it in turns to produce story base on pictures and sentences in that picture.



Here is example of Pictorial Story :



Figure 1. Pictorial Story

Networking is the activity where the students show their writing to other students. Other students can give comments and the teacher will check the sentence whether it is correct or not. In addition, in experimenting the teacher provides a positive feedback and emphasizing through oral or written, sign or gift.

Finally, the last stage of teaching activity is post teaching activity. It has purpose to close the teaching and learning activity which can be done through creating summary or reinforce the important point by the teacher to the students. In this activity, the teacher gives chance to the students to ask some questions whether they find the difficulties in learning the descriptive text. If there are some students still do not understand about it, so the teacher has to give the explanation more. Finally, the teacher has to conclude and review the lesson to the whole class in order to make sure that the students are really understand about writing recount text. For the last, to close the class the teacher gives a home work to students.

There are several advantages of using pictorial story. First, pictures can translate abstract ideas into more realistic forms. Second, pictures are easily obtained, for examples, from schoolbooks, newspapers, and magazines. Third,

pictures are usable in different kinds of academic levels. Fourth, pictures can save the teachers time and energy. It means pictorial story that consist of some pictures and clues sentences has many function in learn writing recount text.

### **C. CONCLUSIONS AND SUGGESTIONS**

Using pictorial story media for teaching recount text is one of alternative to solve problem in teaching writing. The purpose of using this media is to help the students produce the good story in teaching writing recount text. Students can learn how to create their own sentence. Pictorial story can develop student idea to write the story. It also helps student easier to retell about their experience to others.

In order to be successful in teaching writing recount text to junior high school, teacher is suggested to make sure that the students have understood about the use of pictorial story. The teacher should use pictures that attract the students' attention. The teacher should use applicable language so it will be easy to be understood by the students. In addition, teacher is suggested always to keep control to students' activities.

**Note:** This article is written based on the the writer's paper under the supervision of her advisor, Muhd. Al Hafizh, S.S., M.A.

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