Teaching Recount Text; Picture Media; Students Reading Comprehension

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ABSTRAK

Kata Kunci:

Recount
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Penelitian ini bertujuan untuk memperoleh bukti empiris keefektifan media gambar pada Kelas Membaca Dasar dalam Recount untuk Pemahaman Membaca Siswa di UNMER Malang. Tujuan pertama untuk mengetahui tantangan yang dihadapi siswa dalam keterampilan membaca khususnya pada kelas Membaca Dasar di semester II, kedua apakah keterampilan membaca dapat ditingkatkan dengan menggunakan media gambar pada kelas Membaca Dasar. Metodologi penelitian adalah kuantitatif dengan penelitian kelas eksperimen yang dilakukan pada dua kelas, kelompok eksperimen dan kelompok kontrol. Kelas A diajarkan dengan menggunakan gambar, sedangkan kelas eksperimen tidak diajarkan dengan menggunakan gambar. Penulis memberikan teks recount untuk mengumpulkan data. Media yang digunakan dalam menganalisis data adalah rumus uji-t. Itu digunakan untuk menentukan apakah ada perbedaan yang signifikan antara rata-rata kelompok eksperimen dan kontrol. Nilai rata-rata pretest kelompok eksperimen sebesar 60,37 dan kelompok kontrol sebesar 58,5. Nilai rata-rata post-test kelompok eksperimen sebesar 75,03 dan kelompok kontrol sebesar 67,40. Berdasarkan hasil tersebut, efektivitas gambar meningkatkan kemampuan membaca pada siswa UNMER Malang. Peneliti menyarankan kepada guru khususnya di kelas Membaca sebaiknya menggunakan gambar sebagai salah satu media dalam pembelajaran bagi siswa.

ABSTRACT

Keyword:

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This research aimed to obtain the empirical evidence of the effectiveness pictures media on Basic Reading Class in Recount for Students Reading Comprehension in UNMER Malang. Objective of first to find out challenges that students' faced in reading skill especially in Basic Reading class in semester II, second whether reading skill could be improved by using picture media in Basic Reading class. Research methodology is quantitative by research experimental class which was conducted in two classes, experimental group and control group Class A was taught by using picture, while class experimental was not taught by using picture. Writer gave recount text gather the data. The media used in analyzing the data was t-test formula. It was used to determine whether there was a significance difference between the means of the experimental and control group. The mean of pretest in experimental group is 60.37 and control group is 58.5. The mean of post-test in experimental group is 75.03 and control group is 67.40. Based on the result, picture effectiveness improved reading for students UNMER Malang. researcher suggest to the teacher especially in Reading class better to use picture as one of the media in teaching learning for student.

PENDAHULUAN

An English teacher must know [1]strategies to guide students to achieve better learning outcomes. The basis of teaching and learning English is to help students master the four language skills: listening, speaking, writing and reading.

Teaching materials and media are developed by teachers as part of teaching and learning activities. Classroom teaching and learning activities use learning media to support knowledge for teachers and students. Then, teachers come up with interesting things to support student learning, especially when the teacher teaches writing. Media, such as pictures, can act as a guide for students to complete tasks. The reason why researchers choose the topic first is because reading is one of the basic skills that students must have. Then images are one of the interesting media for students, which can help students practice reading skills, especially about basic reading materials.

The author hopes that by using the series of pictures, students can feel more interested and active when learning through text and pictures, and can motivate students to learn to read.

The problems the author found when teaching basic reading to students of Merdeka Malang University, Semester II (two) D3.In English programs, these students have difficulty coming up with ideas for reading texts, as we often call them texts in college. Second, students often make mistakes in the process of reading and understanding the content of the text. The focus of this article is on the effect of Picture Media on students' reading skills while taking the basic reading course.

1. Reading Comprehension

Teachers, as instructors, must be well prepared to teach students in front of the class. Then, teachers come up with interesting things to support student learning, especially when the teacher teaches writing. Media, such as pictures, can act as a guide for students to complete tasks. The reason why researchers choose the topic first is because reading is one of the basic skills that students must have [2]. Then images are one of the interesting media for students, which can help students practice reading skills, especially about basic reading materials. The author hopes that by using the series of pictures, students can feel more interested and active when learning through text and pictures, and can motivate students to learn to read.

The problems the author found when teaching basic reading to students of Merdeka Malang University, Semester II (two) D3. In English programs, these students have difficulty coming up with ideas for reading texts, as we often call them texts in college. Second, students often make mistakes in the process of reading and understanding the content of the text. They are boring and do not feel attracted to reading the text. Students have little incentive to compose a story from text. The correlation between reading and images in the basic reading course is that students in the

picture set have imagination to guess the text content, motivating students to follow their imagination from the pictures and create more words and more diverse vocabulary. The focus of this article is on the effect of Picture Media on students' reading skills while taking the basic reading course.

2. Picture Media

Visual media has been used in the teaching and learning process as a tool to help improve students' English learning ability. Visual aids make it easy for students to understand the teacher's explanations. Visual aids used by teachers can take many forms:

video slides, images or illustrations. In addition, the use of visual media also creates a natural situation to attract students' attention in the learning process. In this case, the researcher decides to choose the image as the medium. Some theories suggest that the use of images is useful in the teaching process. According to Wright [3], images help improve students' interest and motivation in the learning process. Furthermore, he explains that images give contextual meaning to the language and can be a point of reference or a specific stimulus for students. Images are easy to find from many sources. It can come from books, the internet, and magazines. In addition, there are certain types of images; series of pictures, cue cards, flashcards, posters and photos. Images can be described objectively or interpreted or processed subjectively. The pictures can then show answers to questions or substitutions through controlled practice. They can stimulate and inform conversation, discussion, and storytelling

In this article, the researcher is interested in using series of images. Image sequences that display multiple actions are called image sequences. The set includes three or more images. It helps students develop ideas for writing a text.

3. Recount Text

Recount text is a text that retells the past event. It purpose is to provide description and when it occured with sequence of events. According to Anderson (1997: 48) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. In this study, students are assigned to write a recount text. Gerot and Wignell (1994:194) found that recount text has social function, generic structure, and linguistic features that are as follows:

a. Social function of recount text is to retell events for the purpose of informing or entertaining.

b. Generic structure:

1) Orientation provides the setting and introduces participants. It tells who was involved, what happened, where the events took place, and when it happened.

2) Events tells what happened and in what sequence.

3) Re-orientation consists of optional-closure of events.

c. Linguistic features

1) Focus on specific participants

2) Use of material processes

3) Circumstances of time and place

4) Use of past tense

5) Focus on temporal sequence

Example of recount text:

My Adventure at Leang Cave

Orientation

On Sunday, my parents, my best fruend Novi, and I visited a cave at Maros called Leang-leang . It was my first time to visit the cave, better yet, my best friend came to visit it with me!

Event 1

The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave and its surroundings was turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain. Next stop was a place where some seashells littered the ground and some were actually piled into a big mound! The guide said that these piles of seashells are called kjokkenmoddinger, or kitchen trash.

Event 2

The humans who lived here ate the shells and dumped the left overs in their kitchen. The last place was a small museum where they have skeletons of the humans who lived in the caves. The skeletons along with some roughly made jewelry and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs taken when they did an excavation there.

Reorientation

After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of our lives!

Recount text is kind of genre text which the purpose is to amuse and entertain the readers or listener about past events. It is about past activities or experiences so to tell the story it

uses simple past tense. The story tells in 3 parts, orientation, sequences of events and reorientation. The text is started by orientation that introduce who, where, when the story happened, sequences of events that tells the events orderly and ended by the researcher comment as the ending of the story in reorientation stage.

METODE

The strategy of this investigate is Quantitative strategies and investigate plan CAR (Classroom Activity Investigate) is exploratory plan [4]There are two factors that utilized in this investigate they are autonomous and subordinate variable. Free variable is picture arrangement media and subordinate variable is perusing expertise in Essential Perusing course. This think about conducted with two bunches, which is exploratory bunch instructed by utilizing picture arrangement media and control bunch by utilizing ordinary way (without picture arrangement media). Both of bunches were giving pre-test and post-test with the same thing.

1. **Population and Sample**

The populace is understudies in D3. English Programs Universities' Merdeka Malang and testing is understudies in Semester II 38 understudies in Bunch A 15 understudies and Gather B 23 understudies. In collecting the information, the creator gave the test to the understudies; the test managed both after treatment was completed. Within the consider, the creator used three step exercises to gather the information: pretest, treatment, post-test. Pre-test is an perception that's done some time recently treatment. Pre-test was conducted to test and control bunch. It was utilized to know the capacity of the understudies in perusing ability some time recently they got the treatment was conducted after the pre-test in both exploratory and control gather. The treatment in test bunch was connected by utilizing picture arrangement, whereas in control bunch by utilizing ordinary way (without picture arrangement).

After educate the understudies almost reading aptitude of relate content and without picture arrangement media in pre-test, the creator gave the post-test to discover out whether the media can make strides students' perusing expertise or not. Picture arrangement is instrument that utilized in collecting information of this investigate, the information was collected by utilizing test. Test comprises of pre-test and post-test and test that utilize by creator in collecting information is perusing in Fundamental Perusing Course. Pre-test and post-test were pointed to get the information of students' perusing ability some time recently and after has been treatment [5].

2. **Technique of Examination**

In this consider the information was gotten from experimental and control group. There are three sorts of information accumulated within the ponder. The primary information are those concerning with result of the students' dynamic association amid the lesson. The moment information are concern with result of the students' category in composing relate writings; the third information are those concerning with result of the students' react toward the method of learning utilizing picture arrangement procedure. in case the information were gotten, at that point it was analyzed by utilizing measurable calculation of t-test to discover

out the contrast score between try and control bunch was noteworthy or not. Here, the analyst utilized equation concurring to (Apuke, 2017)

The analyst utilized to analyze the critical distinction scores both bunches :

$$t = (Mx-My)/\sqrt{((dx^2+ dy^2)/(nx+ny-2) - (1)/Nx + (1)/Ny)}$$

Where:

Mx : cruel score of explore bunch

My : cruel score of control gather

dx^2 : the whole of deviation square of exploratory bunch

dy^2 : the whole of deviation square of control gather

df = Nx + Ny – 2

HASIL DAN PEMBAHASAN

The ponder was conducted by applying an test investigate. There were two bunches in this inquire about, specifically exploratory and control gather. The information were collected by administrating the pre-test and post-test. A translation of the students' test scores can be found and analyzed within the taking after table the investigation of the students' score within the test. This consider given an objective test called organized test. The taking after table talked about the information was picked up.

The student' capacity instructed by utilizing picture arrangement is exceptionally great. It means the picture arrangement emerge the students' inspiration to urge thoughts, instructed, feeling and express them into perused. Through picture arrangement that the analyst utilized in exploratory gather and customary way in control bunch, it can be known the score of each understudies in moving forward perusing aptitude by utilizing picture arrangement. It can be seen from the score of pre-test and post-test takes after

Table 1. The Experimental Group

No	Student's Name	Score of pre-test	Score of post-test
1	AA	55	65
2	AY	66	80
3	AA	65	80
4	BS	58	78
5	CT	70	85
6	DS	70	78
7	DM	68	75
8	FR	70	85
9	FA	57	65
10	FS	58	78
11	HH	63	75
12	IH	63	80
13	IP	45	65
14	KS	57	65
15	LP	55	75
	TOTAL (∑)	1954	2401
	MEAN	60,37	75,03

Table 1.2 Experimental Group

NO	Student's Name	Score of pre-test	Score of post-test
1	AW	47	60
2	A	70	75
3	AS	65	70
4	AG	60	70
5	AS	60	70
6	D	55	58
7	F	50	65
8	G	45	58
9	H	45	60
10	I	55	70
11	IS	60	65
12	MR	65	75
13	KR	45	58
14	MW	65	70
15	M	63	70
16	MP	55	60
17	M. N	62	70

18	M. R	67	73
19	NF	60	70
20	NS	54	65
21	PR	70	80
22	RC	68	75
23	RW	65	70
	TOTAL ($\sum$)	1872	2157
	MEAN	58,5	67.40

The information appears that in exploratory gather, the entire score of pre-test is 1964, where the most noteworthy score is 70, and the most reduced score is 45. In post- test of exploratory gather, the overall is 2401, where the most elevated score is 85, and the most reduced score 65. In addition, the full score of pre- test in control gather is 1872, the most noteworthy score is 70, and the least is 45. In post-test of control bunch, the whole score is 2157, the most elevated score is 80, and the least is 55. The students' score in test bunch is higher than within the control bunch.

Based on the perception of this investigate, there were the challenges that students' confront in Essential Perusing Course. To begin with, the understudies troublesome to compose the content. The moment, the understudies troublesome to found the thoughts of the content, the third, the understudies troublesome to decide the nonspecific structure of content since new vocabularies. Educating perusing in content by utilizing picture arrangement made a difference understudies to fathom the challenges that confronted by understudies in term of building and creating their information thoughts, substance and data of the content.

The result of this inquire about appears that there's a distinction of yield between both of bunches. Based on the calculation, t-test (5.76) is higher than the t-table (2.00) for the degree of opportunity (62) at the level of noteworthiness (0.05). this distinction took put since of distinctive treatment in both of bunches. The exploratory bunch was instructed by utilizing picture arrangement whereas control gather was instructed without utilizing picture arrangement. Hence, it

can be concluded that utilizing picture arrangement as media can be effectives to understudies learning perusing expertise in Essential Perusing Course.

SIMPULAN

After analyze the complete information, it was found that the students' in Fundamental Perusing Course test getting score progress from the pre - test until post - test. The Pictures media is higher than the students' instructed without picture media. Teaching perusing by utilizing picture made a difference understudies to unravel the challenges that confronted by understudies in term of building and creating their information perusing content.

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