Proceedings

INTERNATIONAL CONFERENCE
ICEL 2013

The First International Conference on Education and Language (ICEL)

28,29,30 January 2013
Bandar Lampung University（UBL）
Indonesia

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Faculty of Teacher Training and Education (FKIP)
English Education Study Program, Bandar Lampung University (UBL), Indonesia

PROCEEDINGS

The First International Conference on Education and Language

ICEL 2013

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PREFACE

The activities of the International Conference is in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the First International Conference of Education and Language (ICEL 2013) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philipine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 30 January 2013

Mustofa Usman, Ph.D
lCEL 2013 Chairman

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(ICEL 2013)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
January 28, 29, 30, 2013

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THE INFLUENCE OF SERIES PICTURE ON
THE STUDENTS' WRITING RECOUNT TEXT ABILITY

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Abstract

The purpose of teaching learning English is to develop four language skills, such as, listening, reading, speaking, and writing. The students are expected to be able to master the four skills. So that they can communicate effectively in English, either in spoken or written. But many students still often find difficulties in the learning process, especially in learning writing. The teachers must be able to find out a strategy in learning English included in writing skill. The English teachers can use some interesting methods in their teaching process, such as, using series picture. It can be used to motivate the students in developing their vocabularies to express their ideas. This research is aimed at finding out the influence of series picture on the students' writing recount text ability. In this research, the writer used two classes as the experimental and control class. Based on the result of the data analysis which used t-test formula, it was found that there was influence of using series picture towards students' writing ability in recount text at the second semester of grade eleventh at SKM N 1 Tanjungsari South Lampung in academic year 2011-2012. In significant level of 0.05, t-test is higher than t-table, t-test > t-table = 3.75 > 1.999. It also can be seen from the score of experimental class is 9.73 and score of control class is 7.61. It means that the score of experimental class was higher than control class.

Keywords: Series picture, writing ability, recount text, student's writing ability, writing recount text.

INTRODUCTION

We could say that in order to be able to communicate effectively in English, either spoken or written, we should master such language components of English as grammar or structure, vocabulary, sound system, etc. But many students said that spoken and written are very difficult to be learnt, especially writing skill. They feel confused in expressing their ideas in starting writing. There are some text types in English and every text types has structural and language feature which students must be competent in. Such as: Narrative, Report, Recount, Procedure, Explanatory, Exposition, and Response.

As a teacher we must have strategy in English learning include in writing skill. The English teacher can use some methods to make their learning interesting, such as; using series picture. Series picture can be used to develop students' writing skill. They read the meaning of illustration from the story depends on what the students' visualize. Series picture helps students to be inspired to have more creative ideas. By the detail illustration offered by series picture, students are able to write good sentences which are arranged into good stories effectively. Series picture is used as additional tools to motivate students to develop their vocabulary to express their ideas.

Based on the preliminary research at SMK N 1 Tanjungsari South Lampung, the writers found that the students' writing ability is still poor, especially in recount text, which uses past tense. They could not write English well yet and they could not express their ideas and the English teacher has never used picture or series picture in teaching writing.

To this case, the writers try to look for the effective technique in teaching writing. Here the writers choose series picture as the technique in teaching writing of recount text. The writers want to implement the series picture and to investigate whether it will be effective or not for teaching writing recount text.

REVIEW OF LITERATURE

Writing is a crucial part in our global society. Let us imagine how this world is without writing. Through writing, we can learn a lot of things, from the simplest one such as how to make a glass of noodles until how this earth is formed, for example. In short, writing plays a significant role in our life. Through writing, we can express our ideas, experiences, thoughts, and feelings. It is even through writing that we can communicate over long distance and period.

This is in line with (Ramelan's opinion in Hidayah, 2007: 18-19) "Writing is very important as a part of man's culture because it can be used to preserve thoughts, ideas, and also speech sounds." While as quoted by Byrne (1988: 1) points out: "Writing is usually neither an easy nor a spontaneous activity. Writing, unlike speech, is displaced in time". Indeed, this must be one reason why writing originally evolved since it makes possible for the transmission of a message from one place to another.

Harmer (2004:3) states that although almost all human beings grow up speaking their first language, as a matter of course, writing has to be taught. Spoken language is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned. Moreover, we often find out that writing in our first language is not an easy thing to do. Consequently, to be able to write in foreign language, we need to put great effort and absolutely should do more practice in writing.

Recount as one of the factual texts can be said as the simple text type because it even can be about familiar and everyday things or events. Recount text, however, can be more demanding if it is used on formal contexts such as report of a science experiment, police report, news report, historical account, etc. "Recount is a piece of text that retells past events, which are usually told in order in which they happened", Anderson in Hidayah (2007: 27). The same opinion with Anderson's idea, Derewianka (1990: 14) states "In a recount we reconstruct past experience. A recount is the unfolding of a sequence of events over time. We are using language to keep the past alive and help us to interpret experience".

Meanwhile, Mukarto et al (2007) states that the generic structure or rhetorical features of a recount text consist of three parts, namely: a) orientation, it gives reader background information of the story. As the opening paragraph, it should answer the questions: who, what, where, when, and how; b) list/series of events, it tells a series of events in a chronological order and describes what happened; c) reorientation, it consists of a type of conclusion with a comment or a summary and evaluation about the topic of the story.

Beside the generic structure or rhetorical features of a recount text, as Anderson & Anderson (2003) state, there are also the language features which are usually found in a recount text, they are: a) proper nouns to identify those involved in the text; b) descriptive words to give details about who, what, when, where, and how; c) the use of the past tense to retell the events, and d) words that show the order of events or connectors (for example, first, next, then, etc).

Pictures have been used for centuries to help students understand various aspects of foreign languages. Andrew stated that "pictures have motivated the students, made the subjects they are dealing with clearly, and illustrated the general ideas and forms of an object or action which are particular to a culture "(Andrew, 136). Many language teachers are concerned to help their students to develop people and their ability to relate to others as they are to help them to develop their ability to use the foreign language. It is supported by Raimes in her book which said that "Picture can be the basis for not just one task but many, ranging from fairly mechanical controlled compositions, sentence-combining exercises, or sequencing of sentences to the writing of original dialogues, letters, reports, and essays". Meanwhile, when the English teachers face students who generally feel frustrated and afraid to learn English, it is important for teachers to use instructional techniques, such as; series picture to increase students' writing skill.

Series picture can be used to develop students' writing skill. They read the meaning of illustration from the story depends on what the students' visualization. Series picture help students to be inspired to have more creative ideas. By the detail illustration offered by pictures series, students are able to write good sentences which are arranged into good stories effectively.

Moreover, series picture are excellent device in providing both in purpose and contain for writing activity. Series picture not only provides students with the basic materials but also stimulates their imaginative powers. Then, one way to get students write their creative ideas is by using interesting series picture. Like what people say that "a picture is worth a thousand words". Harmer said that "just as picture can be used to provoke story writing, so first and last line of possible stories can also be used to get students' imagination going".

METHODOLOGY

This research has been conducted in SMKN 1 Tanjungsari South Lampung at the second semester at eleventh grade in academic year 2-11-2012. This research was conducted by using experimental design. The writers took two classes as the experimental and control class. Since the result is supposed to prove whether teaching writing recount through series picture could be used in improving the students' writing skill. In experimental class the writers applied writing recount through series picture technique as the special treatment at least for two (2) meetings and the control class was taught by using Conventional Learning. The population of this research was the eleventh grade at he second semester, and the sample of the data were XI MO1 class and XI TKJ2 class by using cluster random sampling technique because the populations were in classes and the classes were homogeneous.

RESULT AND FINDINGS

In conducting this research the writers arranged some steps which were used in doing the research, as follows:

1. Determining the research subject that was the students at the second semester of grade eleventh in SMK N Tanjungsari South Lampung.
2. Taking two classes as the experimental class and the control class.
3. Choosing the subject of sample by using cluster random sampling technique.
4. Performing the interaction of teaching writing by using series picture for experimental class and teaching writing for control class.
5. Making the test to get the data from the students.
6. Analyzing the data and testing the hypothesis.
7. Reporting the result of the research.

After giving the same test for experimental and control class, the writer got the data as follows:

Data Normality Test of Experimental Class

By the result obtained from the test of writing recount text ability of experimental class, it was obtained the highest data was 88 and the lowest data was 55.

Span = the highest of the data – the lowest of the data

R = 88 – 55

= 33

The total number of interval class (K) = 1+3.3 log n

= 1+3.3 log 33

= 1+3.3 (1,518)

= 1+5.016

= 6.016

= 6

Length of interval class (P) $= \dfrac{R}{K}$

$= \dfrac{33}{6}$ = 5.5

= 6

Table
The List Frequency of the Result from Experimental Class

Score	F_1	X_1	$X_1{}^2$	$F_1.X_1$	$F_1.X_1{}^2$
55 – 60	5	57.5	3306.25	287.5	1653.25
61 –66	4	63.5	4032.25	254	26129
67 – 72	7	69.5	4830.25	486.5	33811.75
73 – 78	8	75.5	5700.25	604	45602
79 – 84	4	81.5	6642.25	326	26569
85 – 90	5	87.5	7656.25	437.5	38281.25
Total	33			2395.5	176924.25

From the table it can be obtained:

$\sum f_1 x_1 = 2395.5$

$\sum f_1 x_1{}^2 = 176924.25$

$F_1 = 33$

So it can be searched the mean and standard deviation as follows:

$\bar{X} = \dfrac{\sum f1.Xi}{\sum f1}$

$= \dfrac{2395.5}{33}$

= 72.59

Standard deviation

$$S_1{}^2 = \frac{n(\sum f1X12) - (\sum f1X1)2}{n1.(n1-1)}$$

$$S_1{}^2 = \frac{33(176924.25) - (2395)2}{33.(33-1)}$$

$$= \frac{5838500.25 - 5738420}{1056}$$

$$= \frac{100080.25}{1056}$$

$$S_1{}^2 = 94.77$$

$$S_1 = 9.73$$

The next step is determining the Expected Frequency (Ei) and Observed Frequency (Oi) as follows:

1. Delimitating the boundary of the class (X) by subtracting the lowest score in the class by 0.5
2. Calculating Z for the boundary of the class with the formula $Z = \frac{x - \bar{x}}{s}$
3. Calculating width of interval class by seeing Z value list
4. Calculating expected frequency (Ei) by multiplying width of every interval with the total of data that is Ei = Li.n

From calculating with the formula above, we got result of follows:

Table
List of Distribution of Expected and Perception Frequency of Experimental Class

X	Z	Z$_1$	L	E$_1$	O$_1$
54.5	-1.85	0.4678			
60.5	-1.24	0.3925	0.0753	2.48	5
66.5	-0.62	0.2324	0.1601	5.28	4
72.5	-0.01	0.0040	0.2284	7.53	7
78.5	0.60	0.2258	0.2298	7.58	8
84.5	1.22	0.3888	0.1630	5.37	4
89.5	1.37	0.4582	0.0694	2.29	5

Determining $X^2{}_{ratio}$ by using the following formula:

$$X^2{}_{ratio} = \sum_{i=1}^{k} \left(\frac{Oi - Ei}{Ei} \right)2$$

$$X^2{}_{ratio} = \frac{(5-2.48)2}{2.48} + \frac{(4-5.28)2}{5.28} + \frac{(7-7.53)2}{7.53} + \frac{(8-7.58)2}{7.58} + \frac{(4-5.37)2}{5.37} + \frac{(5-2.29)2}{2.29}$$

$$X^2{}_{ratio} = 2.56 + 0.31 + 0.03 + 0.02 + 0.35 + 3.20$$

$$X^2{}_{ratio} = 6.45$$

Criterion Test:

Rejected Ho if $X^2{}_{ratio} > X^2{}_{table}$ (1-α) (k-3)

For the significance level of 5% (α = 0.05) obtained:
$$X^2{}_{table} = X^2 (1 - 0.05) (6 - 3)$$
$$= X^2 (0.95) (3)$$
$$= 7.81$$

For the significance level of 1% (α = 0.01) obtained:
$$X^2{}_{table} = X^2 (1 - 0.01) (6 - 3)$$
$$= X^2 (0.99) (3)$$
$$= 11.3$$

From the calculation above it is good as significance level of 0.05 and 0.01 in the reality that $X^2_{ratio} < X^2_{table}$. So for Ho hypothesis is accepted, it means that the data have normal distribution.

Data Normality of Control Class
By the result obtained from the test of writing recount text ability of control class, it was obtained the highest data was 78 and the lowest data was 50

Span = the highest of the data – the lowest of the data
R   = 78 – 50
      = 28

The total number of interval class (K) = 1+3.3 log n
                                        = 1+3.3 log 33
                                        = 1+3.3 (1,518)
                                        = 1+5.016
                                        = 6.016
                                        = 6

Length of interval class (P) $= \dfrac{R}{K}$

$= \dfrac{28}{6}$ = 4.6

= 5

Table
The List Frequency of the Result from Control Class

Score	F_2	X_2	X_2^2	$F_2.X2$	$F_2.X22$
50 – 54	4	52	2704	208	10816
55 –59	4	57	2349	228	12996
60 – 64	8	62	3844	496	30752
65 – 69	8	67	4489	536	35912
70 – 74	5	72	5184	360	25920
75 – 79	4	77	5929	308	23716
Total	33			2136	140112

From the table it can be obtained:

$\sum f_1 x_1$ = 2136
$\sum f_1 x_1$ = 140112
F_1 = 33

So it can be searched the mean and standard deviation as follows:

$$\bar{X} = \frac{\sum f1.Xi}{\sum f1}$$

$$= \frac{2136}{33}$$

$$= 64.72$$

Standard deviation

$$S_2^2 = \frac{n(\sum f2X22) - (\sum f2X2)2}{n2.(n2-1)}$$

$$S_2^2 = \frac{33(140112) - (2136)2}{33.(33-1)}$$

$$= \frac{4623696 - 4562496}{1056}$$

$$= \frac{61200}{1056}$$

$S_2{}^2 = 57.95$

$S_2 = 7.61$

Table
List of Distribution of Expected and Perception Frequency of Control class

X	Z	Z_1	L	E_1	O_1
49.5	-2.00	0.4772			
54.5	-1.34	0.4099	0.0673	2.22	4
59.5	-0.68	0.2518	0.1581	5.21	4
64.5	-0.02	0.0080	0.2438	8.04	8
69.5	0.62	0.2324	0.2404	7.93	8
74.5	1.28	0.3997	0.1673	5.53	5
78.5	1.81	0.4649	0.0652	2.15	4

Determining $X^2{}_{ratio}$ by using the following formula:

$$X^2{}_{ratio} = \sum_{i=1}^{k} \left(\frac{Oi - Ei}{Ei} \right)^2$$

$$X^2{}_{ratio} = \frac{(4-2.22)2}{2.22} + \frac{(4-5.21)2}{5.21} + \frac{(8-8.04)2}{8.04} + \frac{(8-7.93)2}{7.93} + \frac{(5-5.52)2}{5.52} + \frac{(4-2.15)2}{2.15}$$

$X^2{}_{ratio} = 1.42 + 0.28 + 0.01 + 0.01 + 0.04 + 1.58$

$X^2{}_{ratio} = 3.34$

Criterion Test:

Rejected Ho if $X^2{}_{ratio} > X^2{}_{table}$ (1-α) (k-3)

For the significance level of 5% (α = 0.05) obtained:

$X^2{}_{table} = X^2 (1 - 0.05) (6 - 3)$

$\qquad = X^2 (0.95) (3)$

$\qquad = 7.81$

For the significance level of 1% (α = 0.01) obtained:

$X^2{}_{table} = X^2 (1 - 0.01) (6 - 3)$

$\qquad = X^2 (0.99) (3)$

$\qquad = 11.3$

From the calculation above it is good as significance level of 0.05 and 0.01 in the reality that $X^2{}_{ratio} < X^2{}_{table}$. So for Ho hypothesis is accepted, it means that the data have normal distribution.

Homogeneity Test of Variance

The writers also conducted the examination of homogeneity variants from both samples with the following hypothesis:

Ho $\qquad : \sigma^2{}_1 = \sigma^2{}_2$ both samples have equality of variance.

Ha $\qquad : \sigma^2{}_1 \neq \sigma^2{}_2$ both samples have difference of variance.

The test statistics formula used is:

$$F = \frac{Highest\ Variance}{Lowest\ Variance}$$

From the calculation above obtained:

1. Highest variance that is the value of standard deviation from experimental class ($S_1{}^2 = 94.77$)
2. Lowest variance that is the value of standard deviation from control class ($S_2{}^2 = 57.95$)

Then the result of highest variance and lowest variance include into formula, $F = \frac{Highest\ Variance}{Lowest\ Variance}$

$$= \frac{94.77}{57.95}$$

$= 1.63$

With the criterion:

Rejected Ho if $F_{ratio} > \frac{1}{2}$ α $(V_1 V_2)$ with $V_1 = n_1 - 1$ and $V_2 = n_2 = n_2 - 1$

Also take the real level 0.05 and 0.01

For α = 0.05 obtained $F_{table} = F \frac{1}{2} . 0.05 (32.32)$

$\qquad\qquad = 1.84$

For α = 0.01 obtained $F_{table} = F \frac{1}{2} .0.01 (32.32)$

$\qquad\qquad = 2.34$

From the data above it can be concluded that Ho is accepted because at the significance level 0.05 and 0.01 was obtained $F_{ratio} < F_{table.}$ It means that the data have the variants equality.

The Hypothesis Test

To test the hypothesis, the writer used a statistic formula of t-test as follows:

$$\text{t-test} = \frac{X1 - X2}{S\sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

with

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1^1 + n_2 - 2}$$

From table above obtained:

n_1 = 33
n_2 = 33
$\overline{X1}$ = 72.59
$\overline{X2}$ = 64.72
S_1^2 = 94.77
S_2^2 = 57.95

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1^1 + n_2 - 2}$$

$$S^2 = \frac{(33-1)94.77 + (33-1)57.95}{33 + 33 - 2}$$

$$= \frac{(32)94.77 + (32)57.95}{64}$$

$$= \frac{3032.64 + 1854}{64}$$

$$= \frac{4887.04}{64}$$

S^2 = 76.36
S = 8.73

$$\text{t-test} = \frac{X1 - X2}{S\sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

$$= \frac{72.59 - 64.72}{8.73\sqrt{\frac{1}{33} + \frac{1}{33}}}$$

$$= \frac{7.87}{8.73\sqrt{0.06}}$$

$$= \frac{7.87}{2.0952}$$

t-test = 3.75

The Testing of two averages.

$H_o : t_{test} < t_{table}$ = There is no significant influence of using series picture towards students' ability in writing recount text at the second semester of grade eleventh at SMK N 1 Tanjungsari South Lampung in 2011/2012

$H_a : t_{test} > t_{table}$ = There is significant influence of using series picture towards students' ability in writing recount text at the second semester of grade eleventh at SMK N 1 Tanjungsari SouthLampung in 2011/2012.

From the table above the writers found that:

$t_{table} = (1 - \frac{1}{2} \alpha) (df)$

with :

$dk = (n1 + n2) - 2$

For the significance level 5% ($\alpha = 0.05$) obtained:

$t_{table} = t (1 - \frac{1}{2} .0.05) (33+33-2)$

$= t (1 - 0.25) (64)$

$= t (0.975) (64)$

$= 1.999$

For the significance level 1% ($\alpha = 0.01$) 0btained:

$t_{table} = t (1 - \frac{1}{2}.0.01) (33+33-2)$

$= t (1 - 0.005) (64)$

$= t (0.995) (64)$

$= 2.59$

CONCLUSION

After getting the result of $t_{ratio} = 3.75$, $t_{table} = 1.999$ and 2.59. So H_0 is rejected and H_a is accepted. It means that there is positive influence of using series picture in teaching writing of recount text.

Based on the data analysis, the testing of hypothesis and the calculating of result above, it was found hypothesis null (H_0) is rejected and hypothesis alternative (H_a) is accepted. It is supported by the average score of experimental class 72.59 and the average score of control class 64.72.

From the hypothesis the writer also found that the students who got high frequencies of using series picture were better than the students who were taught without using series picture. So in this research the writer would like to inform that using series picture is one of good techniques in giving motivation for the students in learning English especially in writing class.

RECOMMENDATIONS

Based on the resut dan findings, there are some recommendation, whish are:

1. English teacher should apply various media to improve students' ability in writing. By using various media, it can help and motivate the students in learning English.
2. The students should be active and have motivation to learn and practice their English not only in the class but also out of class.
3. The students never give up in learning English. They should have many vocabularies in order they can practice it in daily activities included in writing.
4. For the school, it is better to have English laboratory that can be useful in English learning.

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