

**THE USE OF ELECTRONIC STICK FIGURES FOR TEACHING WRITING  
RECOUNT TEXT TO THE EIGHT GRADE STUDENTS OF SMPN 2 WUNGU**

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**Abstract**

Writing English is considered as the most difficult skill among the other language skills (reading, speaking and listening). Therefore, it is important for the English teachers to find some creative ways to teach writing instead of only directing student to write without thinking how to facilitate them. Because of that reason, appropriate media is needed and should be used to help students master writing. Moreover, the use of *multimedia* in teaching and learning process is able to make the lesson become memorable and understandable. Therefore, *Electronic stick figures* in the form of multimedia are believed considerably suitable for teaching writing recount text. The result of this research show that the implementation of *Electronic stick figures* in teaching writing recount text are explaining material, introducing *Electronic stick figures*, and doing the task. Besides, advantages of *Electronic stick figures* in teaching writing are the use of Electronic Stick Figure can improve students' learning process especially in writing, The Electronic Stick Figure is simple drawing, Electronic Stick Figure helps the students to dig up their ideas and construct the text-type more easy, and the students very enthusiastic in a class.. Some disadvantages of the implementation of *Electronic stick figures* are teaching and learning using Electronic Stick Figure is not all class have a LCD, and the students still difficulties in past tense and some students' vocabulary is lack, so that students less in making a good sentence.

**Keywords :** *Teaching, Writing, Electronic stick figure, Recount Text*

**INTRODUCTION**

Writing likes an art because writing needs creativity in stringing some words became a beautiful statement or paragraph. Besides, in writing, people must have many ideas and inspiration in order that people could put their ideas into a writing. Writing is also a mental activity in constructing ideas to be expressed in forms of statements and paragraph to make it clear for the reader.

According to Nunan (2003:88) "Writing is the mental work investing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to reader". Writing consider as complicated process where in this process there are many of stages include brainstorming, planning, outlining, organizing, drafting, and revising. Sometimes, writing skill is difficult to teach, because the students have not mastered in grammatical rule, structure and also theoretical of writing. There are some kind of texts, recount text is one of the genres which is included in Junior High School syllabus in indonesia. Recount text is a text which retells events or experiences in the past chronologically. Knapp (2005: 224) states that recount text basically is written out to make a report about an experience of a series of related event. It means that recount text is text

function as for telling an incident or experiences in the past to inform or entertain the readers.

In teaching writing, teachers must create an ideal condition in order to increase spirit students in learning writing. Ideally, in the process of teaching writing, teacher creates some creativity in teaching so that the condition of the class is enjoyable. For example teachers use games or the other interest techniques or strategies. Teacher do not force students to write with complete stucture grammatical first, but ask students to write everything in their mind. Teacher ask students to write some word from their idea that appear in their mind and make a story from each ideas. Using media could help students in writing, not make student confused, or afraid to try write anymore. These conditions are certainly very expected by the students, so the students do not get bored with writing lessons.

In teaching and learning process at the eight grade students of SMPN 2 Wungu, especially in teaching writing, there are some factors which make the students feel difficult to write. First, the students do not have any ideas to develop or difficulty in organizing idea. The confusing problem makes students spend much time in thinking about what they want write. Second, they have lack of vocabulary mastery. So, they felt confused to express their ideas and they do not know how and what they should write. Third, the students feel bored and low interest to write. As the result, they have some difficulties to arrange some sentences in good paragraph. The last problem is the teacher does not use certain methods, strategies, or media to attract the studens interest in teaching learning process.

There are several ways to overcome the problems above. The teacher must find the solution to support in teaching and learning activities especially in writing. One of the way the teacher needs to use an appropriate media to make teaching and lerning process more interesting. Besides, the appropriate media also can make the students feel joy to follow the teaching and learning process in the classroom. One of the media that is suitable to be applied in teaching writing is visual media. Smaldino (2005:9) state that visuals media are highly used to promote learning. They will include diagrams on a poster, drawing on chalkboard, photographs, or pictures, graphics in book, cartoons, and so on. By using visual media, it is fully can develop the students motivation in attending the teaching learning process. Then, student will enjoy the learning process and understand about the material given.

Electronic Stick Figure is one of visual media can be applied for teaching writing. Cambridge in Fatma (2000: 3) states that electronic stick figure comes from the word electronic and stick figure. The word electronic means something done by computer and

stick figure means a simple picture of a person in which the head is drawn as a circle and the body, arms and legs are drawn as lines. The sketch can draw on a chalkboard or whiteboard but here we use computer and LCD projector to draw and display stick figure to coincide with specific aspect, especially the sketches that explain the progress activity. It means that electronic stick figure is a simple drawing, teacher can draw it using application in computer easily and quickly. So it does not waste the time and teaching learning activity will be more effective.

This media could help teacher and students in teaching learning process of writing. Teacher can use this media to create ideal condition in teaching writing. This media also can make students more spirit and motivate in learning writing and do not make students feel lazy to try writing everything. So that this media can minimize the problem in teaching learning process of writing faced especially in recount text by students and teacher.

## **METHOD**

Research method on the research is one important aspect in research activity. The research method shows the way to solve the problem and the correct way in choosing and applying the method to establish the success of the research. This chapter will discuss about research method consists of approach and types of research, data resources, data collection techniques, data validating techniques, and data analyzing technique.

According to Bogdan and Biklen (2007:5) state, "Qualitative research is descriptive. The data collected take the form of word or picture rather than numbers. The written result of the research contain quotations from the data to illustrate and substantiate the presentation. The data included interview transcripts, field notes, photographs, videotapes, personal documents, memos, and other official records."

The researcher uses descriptive qualitative. According to Kothari (2004:3) states, "Descriptive research includes surveys and fact finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present."

In this research, the researcher uses the technique of collecting data. The researcher collects the data in the field. In the collecting of data, researcher takes the data which consist of three steps. They are observation, interview and also documentation.

In this research, the researcher passes some procedures of the research. The procedures of research listed as follow: 1) Planning, 2) Application, and 3) Report.

In this research, researcher using technique in analysing the data, they are data condensation, data display, and drawing or verifying conclusion. According to Miles (2014:31-33) states that there are three concurrent flows activity of the data analysis are: data condensation, data display, and drawing or verifying conclusion.

## FINDING AND DISCUSSION

Based on the observation, the researcher get research finding of the implementation of teaching writing by using Electronic Stick Figure the eight grade students of SMPN 2 Wungu. They are pre-activities, whilst-activities, and post-activities. In the pre-activities.

### 1) Pre- Activities

Pre-activities were the opening step in teaching writing using Electronic Stick Figure. In this step, the teacher opens the class by greeting the students and the students answered the teacher's greeting. Then, the leader leads prayer together. Next, the teacher check the students' attendance list. The teacher also check the readiness of the students in teaching learning process. After that, the teacher gives apperception to the students. The purpose is to make the teaching and learning process become conducive and effective. The details pre-activities are as follows:

The teacher begins the teaching and learning process by greeting the students and asking the student's condition “*“good morning students, How are you today?”*”. The students respond to the teacher's greeting and the teacher question “*Good morning Miss*”, “*I'm fine*”. “*Very Well*”. Then, the teacher asking the students to pray together “*okey students, before we start our lesson today lets we pray together, please! Pray start!*”. The students give respond and pray together. After that, the teacher checks the sstudents' attendance list by asking the students “*who is absent today?*”, and the students respond that “*Uula Miss, she is sick!*”. Then the last activity in pre-activity is the teacher explained the purpose of teaching and learning process in the meeting. It was about recount text. Then the class can begin soon.

### 2). Whilst-Activities

Whilst activities is the second and main activity in the teaching and learning process has been done by the teacher. In this step, the teacher explain the media will be used in teaching learning process. The media is Electronic Stick Figure. The details whilst-activities are as follows:

The first, During the teaching and learning process, the teacher determines the topic of writing recount text. The teacher draws the sketches or stick figure based on theme what will be learn by using laptop or computer. Then, The teacher prepares the materials or the lesson plan about the information of recount text such as the definition of recount text, organization of recount text and language features of recount text. *“How many text do you know in writing class?”* and the students’ answer the teacher question. Next, Teacher explain about the material. *“This morning we will learn about recount text. Do you know what is recount text?. There are two elements in recount text, the first is generic structure and language feature”*. And the students pay attention. Second, the teacher explained Electronic Stick Figure and practices the role about recount text by using Electronic Stick Figure. *“Write one topic about recount text in your paper based on theme on LCD or PowerPoint show”*. The students choose one topic about Electronic Stick Figure based on them on LCD. The third, the teacher asks the students to make a recount text by using Electronic Stick Figure. *“Okey, now you have to make a recount text based on your topic by using Electronic Stick Figure”*. The students make a recount text based on theme they choose. The forth, The teacher asks the students to write into a good paragraph. *“please make a recount text into a good paragraph”*. The students pay attention and then starting to write a recount text based on the Electronic Stick Figure with a good paragraph. Fifth, the teacher helps the students when have difficulty in writing. The last activities, the teacher asks the students to submit their work *“Okay, if you finish write the final draft you can submit your works”*. The students answer *“Yes Misses”* and the students submit their work.

### 3). Post-Activities

Post activities is the last activities in the teaching and learning process. In post activity, the teacher gives conclusion about the material. Firstly, the teacher reviews the material *“what do you have learn today class?”*. And the students answer *“Today we have learned about writing recount text using Electronic Stick Figure Miss”*. After the teacher reviews the lesson, the teacher asks the student’s difficulty related the material. *“after we learn about recount text using Electronic Stick Figure, is ther any question or difficulties class?”*. Students give respons *“No Miss”*. And the teacher gives the student a feedback that might help to solve their difficulties. Next, teacher conclude the material. Finally, the teacher gives a greeting before leaving the class *“Okay, I think enough for today, thanks for your attention and good bye...”*. the students answer *“Good bye miss”*.

## CONCLUSION

The Implementation of Teaching Writing Recount Text by using Electronic Stick Figure for the Eight Grade Students of SMPN 2 Wungu there are three activities. They are pre-activities, whilst-activities, and post-activities. In pre-activities, the teacher opens the teaching and learning process. In whilst activities, are the implementation of teaching writing recount text by using Electronic Stick Figure. Then, in the post-activities the teacher asks some questions to the students related to the materials which have learned. Those activities are appropriate with the lesson plan (RPP), checklist of observation, and previous research of teaching speaking using Board Game “Snake and Ladder” by Fatmah Mahardini (2014: 4).

The Advantages of Teaching Writing Recount Text by using Electronic Stick Figure for the Eight Grade Students of SMPN 2 Wungu. From the discussion in chapter V, the researcher concluded that there are the advantages of teaching writing recount text by using Electronic Stick Figure. They are: Electronic Stick Figure can improve students’ learning process especially in writing, The students very enthusiastic in a class, the learning process is more effective and more efficient, the Electronic Stick Figure make the students are easier to understand about the material, Electronic Stick Figure helps the students to dig up their ideas and construct the text-type more easily, Electronic Stick Figure helps the students’ easy to choose the topic for their writing.

The disadvantages of Teaching Writing Recount Text by using Electronic Stick Figure for the Eight Grade Students of SMPN 2 Wungu. From the discussion in chapter V, the researcher concluded that there are the disadvantages of teaching writing recount text by using Electronic Stick Figure. They are: teaching and learning using electronic stick figure is not all class have a LCD, the students still difficulties in past tense and some students’ vocabulary is lack, so that students less in making a good sentence. The English teacher should be more creative in choosing the activity. The teacher should know what students need to improve students’ weakness. If the teacher want to use Electronic Stick Figure to media in teaching learning process. During the learning process, the teacher determines the topic of writing recount text. The teacher draws the sketches or stick figure based on theme what will be learn by using laptop or computer. The teacher also should prepare laptop and LCD in class.

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