IMPROVING CLASS VIII/D STUDENTS’ RECOUNT TEXT WRITING ACHIEVEMENT BY USING COMPOSITE PICTURES AT SMPN 3 LUMAJANG IN THE 2012/2013 ACADEMIC YEAR

THESIS

By
Yusuf Mahmudi
NIM. 080210401056

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2013
IMPROVING CLASS VIII/D STUDENTS’ RECOUNT TEXT WRITING ACHIEVEMENT BY USING COMPOSITE PICTURES AT SMPN 3 LUMAJANG IN THE 2012/2013 ACADEMIC YEAR

THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree of the English Education Program of the Language & Arts Department
the Faculty of Teacher Training and Education
Jember University

By
Yusuf Mahmudi
NIM. 080210401056

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2013
DEDICATION

This thesis is honorably dedicated to the following people:

1. My beloved parents, Usman, S.Pd. and Sholikhati, thanks for your love, care, guidance and sacrifice. This thesis is proudly dedicated to you for your endless love.

2. My dear brothers, (the late) Arif Sulaiman Eka Putra, Muhammad Gunawan and Mussa Mahendra. Thanks for your love, pray and support that encourage me to finish this thesis.

3. My beloved fiancee, Ambar Ari Sejati, Amd.Kep. Thanks for your support, pray, and love that convince me to pass all challenges bravely.
MOTTO

Truly after difficulty there is an easy way. *)

* QS. Al-Insyirah; 6
STATEMENT OF AUTHENTICITY

I certify that this thesis represents my own work, that no one has written it for me, that I have not copied the work of another person, and that all sources that I have used have been properly and clearly documented.

I further certify that if I have used the ideas, words, or passages of an outside source, I have quoted those words or paraphrased them and have provided clear and appropriate documentation of the source of that material, both what I have quoted and what I have paraphrased.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award.

I hereby grant to the University of Jember the right to archive and to reproduce and communicate to the public my thesis or project in whole or in part in the University/Faculty libraries in all forms of media, now or hereafter known.

Signature
Name : Yusuf Mahmudi
Date : Jember, May 2013
CONSULTANT APPROVAL

IMPROVING CLASS VIII/D STUDENTS’ RECOUNT TEXT WRITING ACHIEVEMENT BY USING COMPOSITE PICTURES AT SMPN 3 LUMAJANG IN THE 2012/2013 ACADEMIC YEAR

THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree of the English Education Program of the Language & Arts Department the Faculty of Teacher Training and Education Jember University

Name : Yusuf Mahmudi
Identification Number : 080210401056
Level : 2008
Place and Date of Birth : Lumajang, April 12th, 1990
Department : Language and Arts Education
Program : English Language Education Study

Approved by:
Consultant I
Drs. I Putu Sukmaantara, M.Ed.
NIP. 196404241990021003

Consultant II
NIP. 196806021994032001
APPROVAL OF THE EXAMINATION COMMITTEE

This thesis has been approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Date : May 30th, 2013
Place : The Faculty of Teacher Training and Education, Jember University

Examiner Team

Chairperson

Dr. Budi Setyono M.A.
NIP. 19630717 199002 1 001

Secretary

NIP. 19680602 199403 2 001

The Members, Signatures

1. Dra. Wiwiek Eko Bindarti, M.Pd.
   NIP. 19561214 198503 2 001

2. Drs. I Putu Sukmaantara, M. Ed.
   NIP. 19640424 199002 1 003

The Dean
Faculty of Teacher Training and Education
Jember University

Prof. Dr. Sunardi, M.Pd.
NIP. 19540501 198303 1 005
SUMMARY

Improving Class VIII/D Students’ Recount Text Writing Achievement by Using Composite Pictures at SMPN 3 Lumajang in the 2012/2013 Academic Year; Yusuf Mahmudi, 080210401056; 2008; 47 pages; English Education Program of Language and Arts Department of the Faculty of Teacher Training and Education of Jember University.

This classroom action research was intended to improve class VIII/D students’ recount text writing achievement by using composite pictures at SMPN 3 Lumajang. This research began by conducting a preliminary study by interviewing the English teacher of the eighth grade students of SMPN 3 Lumajang. It was found that the class VIII/D students of SMPN 3 Lumajang experienced difficulties in writing especially writing recount text. The English teacher said that the students who reached the minimum score requirement that is 73 were only 18 students or 55% of total students in the class. It was because they were lack of vocabulary, unable to use mechanical and grammatical structures correctly, experienced difficulties to start to write, developed and organized their ideas. Moreover the students also had less motivation whereas less than 50% students who were active participated in the teaching learning process of writing.

To solve the problems above, the researcher used composite pictures as teaching media in teaching writing of recount text. The researcher used composite pictures because it was an effective and interesting media to improve the students’ recount text writing achievement as well as their active participation during the teaching learning process. It is supported by Wright (1989:4-6) that pictures can improve some aspects of language such as structure, vocabulary, function, situation and four language skills. He also stated that pictures contribute to interest and motivation, a sense of the context of the language, and a specific reference point or stimulus (Wright 1989:2).

The research design was Classroom Action Research (CAR) with cycle model. This classroom action research was conducted by the researcher and the English teacher collaboratively. Each cycle consisted of four stages included the
planning of the action, implementation of the action, classroom observation and evaluation, and data analysis and reflection of the action. This research was conducted at SMPN 3 Lumajang. Class VIII/D students of SMPN 3 Lumajang were the research subjects of this research. The data in this research were obtained by administering the writing test and by doing observation during the teaching learning process in each meeting of each cycle.

In Cycle 1, the results of the writing test showed that the students who achieved the minimum score requirement were only 21 students or 63.6 % of total students in the class. Meanwhile the research would be successful if there was at least 75% of the total students who achieved the minimum score requirement. It means that the writing test result had not achieved the target yet. Then, based on the classroom observation it was found that the percentage of students’ active participation in Cycle 1 was 69.7%. The result of the observation had not achieved the target because there must be at least 75% of the students did at least three indicators from four indicators being observed. It was because there were some procedures of teaching writing recount text by using composite pictures which were not completely done by the researcher such as asking simple questions to guide the students to list events in the pictures and asking them to make complete sentences based on the the pictures then arranged the sentences into a recount text. Therefore, the students still had problems in writing. The problems dealt with organization whereas the students were still confused about how to sequence the events in the pictures. Another problem was grammar whereas the students did many mistakes in using simple past tense. Therefore, the actions were continued to the second cycle by revising some necessary aspects by conducting complete procedures of teaching writing recount text by using composite pictures.

In Cycle 2, the results of the writing test showed significant improvement. The students who got standard score requirement that is 73 were improved from 63.6% in Cycle 1 to 78.8% in Cycle 2 of the total students in the class. Then, based on the classroom observation it was found that the percentage of students’ active participation in Cycle 2 was 87.9%. It means that the result of the
observation had achieved the requirement of the research. These results indicated that this research had fulfilled the criteria of the success of this action research.

Finally, it can be concluded from the findings in Cycle 2 that the use of composite pictures in the teaching writing of recount text could improve the students’ recount text writing achievement and their active participation. Therefore, the English teacher is suggested to use composite picture as teaching media in teaching writing to improve the students’ writing achievement.
ACKNOWLEDGEMENT

Thanks to Allah S.W.T., the Almighty, who gives me His guidance and blessing, thus, I can accomplish this thesis entitled “Improving the Class VIII/D Students’ Recount Text Writing Achievement by Using Composite Pictures at SMPN 3 Lumajang in the 2012/2013 Academic Year”.

In relation to the writing and accomplishing this thesis, I would like to express the deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University,
2. The Chairperson of The Language & Arts Department,
3. The Chairperson of English Language Education Study Programs,
5. The examination committee,
6. My Academic Supervisor, Dra. Zakiyah Tasnim, M.A, who has guided me throughout my study years,
7. The lecturers of the English Education Program who have taught and given me a lot of knowledge,
8. The principal and the English teacher of SMPN 3 Lumajang for giving me an opportunity, help, and support to conduct this research.
9. My beloved friends at 2008 level of English Education Program

Finally, I feel indebted to all of those who gave positive comments for the improvement of this thesis.

Jember, May 2013

The writer
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>MOTTO</td>
<td>iii</td>
</tr>
<tr>
<td>STATEMENT OF THESIS AUTHENTICITY</td>
<td>iv</td>
</tr>
<tr>
<td>CONSULTANTS’ APPROVAL</td>
<td>v</td>
</tr>
<tr>
<td>APPROVAL OF THE EXAMINATION COMMITTEE</td>
<td>vi</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>x</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xi</td>
</tr>
<tr>
<td>THE LIST OF APPENDIXES</td>
<td>xiv</td>
</tr>
<tr>
<td>THE LIST OF TABLE</td>
<td>xv</td>
</tr>
</tbody>
</table>

## CHAPTER 1 INTRODUCTION

1.1 Background of the Research .......................................................... 1
1.2 Problem of the Research ............................................................... 4
1.3 Objective of the Research .............................................................. 4
1.4 Significances of the Research ....................................................... 4

## CHAPTER 2 REVIEW OF RELATED LITERATURE

2.1 Pictures in English Language Teaching ........................................... 6
2.2 Types of pictures ............................................................................ 7
2.3 Writing in English Language Teaching ............................................ 10
2.4 Aspect of Writing ........................................................................... 11
   2.4.1 Grammar ................................................................................ 11
   2.4.2 Vocabulary ............................................................................ 11
   2.4.3 Mechanics ............................................................................. 11
   2.4.4 Organization ......................................................................... 12
   2.4.5 Content ................................................................................ 13
4.1.2 The Results of the Observation in Cycle 1 ............................................. 33
4.1.3 The Reflection of the Actions in Cycle 1............................................... 36

4.2 The Results of the Actions in Cycle 2 ........................................................... 37
  4.2.1 The Results of the Writing Test in Cycle 2............................................. 38
  4.2.2 The Results of the Observation in Cycle 2. ............................................ 39
  4.2.3 The Reflection of the Actions in Cycle 2............................................... 41

4.7 The Discussion ................................................................................................ 42

CHAPTER 5 CONCLUSION AND SUGGESTIONS.................................................. 44
  5.1 Conclusion .................................................................................................. 44
  5.2 Suggestion .................................................................................................. 44

REFERENCES .................................................................................................... 46
APPENDIXES .................................................................................................... 48
# THE LIST OF APPENDIXES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A</td>
<td>Research Matrix</td>
<td>48</td>
</tr>
<tr>
<td>Appendix B</td>
<td>The Guideline of Research Instrument</td>
<td>50</td>
</tr>
<tr>
<td>Appendix C</td>
<td>Students’ Names of Class VIII D</td>
<td>51</td>
</tr>
<tr>
<td>Appendix D</td>
<td>Previous Score Class VIII D</td>
<td>52</td>
</tr>
<tr>
<td>Appendix E</td>
<td>Observation Checklist</td>
<td>53</td>
</tr>
<tr>
<td>Appendix F</td>
<td>Lesson Plan Cycle 1 Meeting 1</td>
<td>54</td>
</tr>
<tr>
<td>Appendix G</td>
<td>Lesson Plan Cycle 1 Meeting 2</td>
<td>60</td>
</tr>
<tr>
<td>Appendix H</td>
<td>Lesson Plan Cycle 2 Meeting 1</td>
<td>66</td>
</tr>
<tr>
<td>Appendix I</td>
<td>Lesson Plan Cycle 2 Meeting 2</td>
<td>72</td>
</tr>
<tr>
<td>Appendix J</td>
<td>Writing Test Cycle 1</td>
<td>78</td>
</tr>
<tr>
<td>Appendix K</td>
<td>Writing Test Cycle 2</td>
<td>79</td>
</tr>
<tr>
<td>Appendix L</td>
<td>The Result of Students’ Writing Test Cycle 1</td>
<td>80</td>
</tr>
<tr>
<td>Appendix M</td>
<td>The Result of Students’ Writing Test Cycle 2</td>
<td>82</td>
</tr>
<tr>
<td>Appendix N</td>
<td>The Result of Observation in Cycle 1 Meeting 1</td>
<td>84</td>
</tr>
<tr>
<td>Appendix O</td>
<td>The Result of Observation in Cycle 1 Meeting 2</td>
<td>85</td>
</tr>
<tr>
<td>Appendix P</td>
<td>The Result of Observation in Cycle 2 Meeting 1</td>
<td>86</td>
</tr>
<tr>
<td>Appendix Q</td>
<td>The Result of Observation in Cycle 2 Meeting 2</td>
<td>87</td>
</tr>
<tr>
<td>Appendix R</td>
<td>Samples of Students’ Work in Cycle 1</td>
<td>88</td>
</tr>
<tr>
<td>Appendix S</td>
<td>Samples of Students’ Work in Cycle 2</td>
<td>94</td>
</tr>
<tr>
<td>Appendix T</td>
<td>Letter of Research Permission</td>
<td>98</td>
</tr>
<tr>
<td>Appendix U</td>
<td>Letter of Research Statement</td>
<td>99</td>
</tr>
</tbody>
</table>
THE LIST OF TABLES

<table>
<thead>
<tr>
<th>List of Tables</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 3.1 Content Validity of the Test</td>
<td>24</td>
</tr>
<tr>
<td>Table 3.2 The Scoring Criteria of the Students’ Writing Recount Text</td>
<td>25</td>
</tr>
<tr>
<td>Table 3.3 Observation Checklist of Students’ Participation</td>
<td>27</td>
</tr>
<tr>
<td>Table 4.1 The Students’ Writing Test Scores in Cycle 1</td>
<td>32</td>
</tr>
<tr>
<td>Tabel 4.2 Observation Result in Cycle 1</td>
<td>34</td>
</tr>
<tr>
<td>Table 4.3 The Average Result of the Students’ Participation in Cycle 1</td>
<td>35</td>
</tr>
<tr>
<td>Table 4.4 The Students’ Writing Test Scores in Cycle 2</td>
<td>37</td>
</tr>
<tr>
<td>Tabel 4.5 Observation Result in Cycle 2</td>
<td>39</td>
</tr>
<tr>
<td>Table 4.6 The Average Result of the Students’ Participation in Cycle 2</td>
<td>40</td>
</tr>
</tbody>
</table>