



**THE EFFECT OF USING COMPOSITE PICTURES ON THE EIGHTH
GRADE STUDENTS' RECOUNT PARAGRAPH WRITING
ACHIEVEMENT AT SMPN 4 JEMBER IN THE 2014/2015
ACADEMIC YEAR**

THESIS

Composed as one of the requirements to obtain S1 degree at the English Education Program, Language and Arts Education Department, Faculty of Teacher Training and Education, the University of Jember

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2015

STATEMENTS OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledge and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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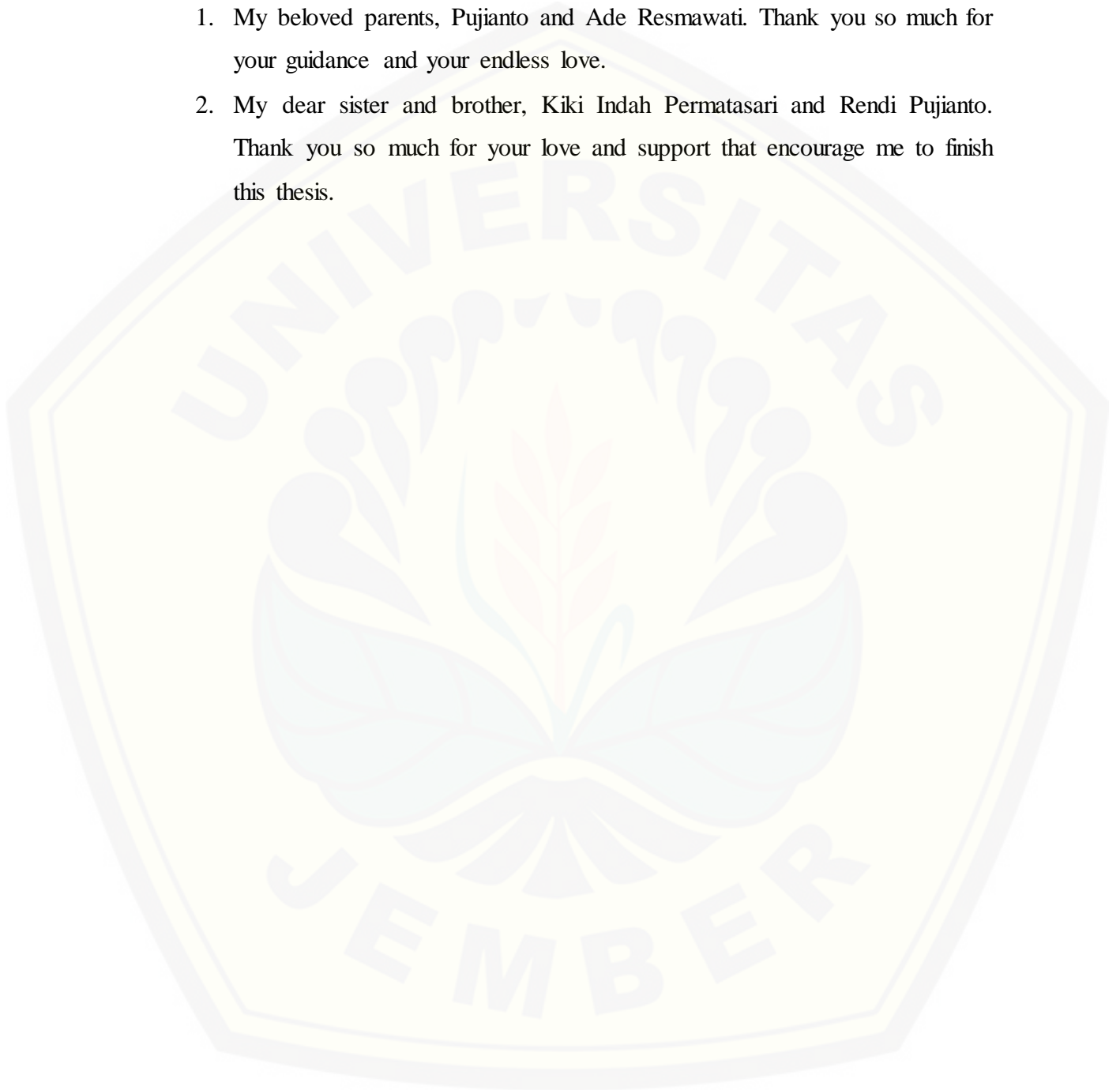
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DEDICATION

This thesis is dedicated to:

1. My beloved parents, Pujianto and Ade Resmawati. Thank you so much for your guidance and your endless love.
2. My dear sister and brother, Kiki Indah Permatasari and Rendi Pujianto. Thank you so much for your love and support that encourage me to finish this thesis.



MOTTO

“The more I read, the more I acquire, the more certain I am that I know
nothing” (Voltaire)



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CONSULTANT APPROVAL

**THE EFFECT OF USING COMPOSITE PICTURES ON THE EIGHTH
GRADE STUDENTS' RECOUNT PARAGRAPH WRITING
ACHIEVEMNT AT SMPN 4 JEMBER IN THE 2014/2015 ACADEMIC
YEAR
THESIS**

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SUMMARY

The Effect of Using Composite Pictures on the Eighth Grade Students Recount Paragraph Writing Achievement at SMPN 4 Jember in the 2014/2015 Academic Year; Riska Listiovani, 110210401023; 2015: 120; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Writing is complex process that needs skill, practice, and some inspirations of the writer. It requires the writer him/her self to understand the aspects of writing such as grammar, vocabulary, content, mechanic and organization. If the writer does not take care of the above writing aspects, his/her piece of writing might not be so understandable that makes its readers confused and will bring ineffective communication between the reader and the reader. It becomes a duty for English teacher in Indonesia to solve those problems by thinking of creative teaching to enhance students' ability in writing by using media or other techniques.

The use of media is needed to help the teacher create an interesting atmosphere in the teaching learning activities for students. The English teacher should use the appropriate media in teaching writing for students. Composite Picture is one of the media which can be used by the teacher for teaching writing. Using composite pictures as the media in teaching learning process is one of ways that may have a significant effect for the students on their writing achievement.

This research was quasi experimental research which was intended to know whether the use of composite pictures on the eighth grade students' recount paragraph writing achievement at SMPN 4 Jember in the 2014/2015 academic year was significant or not. The area of this research was SMPN 4 Jember which was chosen purposively because composite picture to teach writing has never been conducted at this school. Another reason was that the researcher got the permission to conduct a research in this school.

The Eighth Grade Students of SMPN 4 Jember were heterogeneous hence the researcher took the two classes that had the closest mean difference to determine

the experimental group and the control group. The two classes were VIII A and VIII B. VIII A as the experimental group and VIII B as the control group. The experimental class VIII A was taught by using composite pictures. On the other hand, the control group VIII B was taught without using composite pictures. After conducting the activity in both classes, the researcher administered try out to other class that was VIII F. Then, the researcher administered post test.

The primary data of this research were collected from the students' score of writing test which was collected from the posttest to compare the writing achievement of the two classes after getting treatment, and then analyzed the results by using SPSS. Based on the calculation, the result of this research showed that there was a significant effect of using composite pictures on the eighth grade students' achievement in writing recount paragraph. It was proved by the value of t-test that was 4.857, while the value of t-table with significant level 5% and the degree of freedom 70 was 1.822. It means that the value of t-test was higher than the one of t-table ($4.857 > 1.822$). As a result, the formulated null hypothesis (H_0) was rejected, and the formulated alternate hypothesis (H_1) was accepted which means that teaching writing by using composite pictures has significant effect on the students' achievement.

Based on the result of the research, some suggestions are proposed to the English teacher, the students, and other researchers. It is suggested the English teacher of SMPN 4 Jember that the use of composite pictures in teaching writing improve the students' recount paragraph writing achievement because it was proved that the use composite pictures has significant effect in students' writing achievement. For the students, it is suggested that the students of SMPN 4 Jember should be more creative in developing their ideas in writing a recount paragraph through the use of composite pictures. For other researchers, hopefully, it can be used as a consideration to conduct further research dealing with applying the use of composite pictures, such as, conducting a classroom action research or descriptive research.

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In relation to the completion of this thesis, I would like to express my deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Department.
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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, Juni
2015

The Writer

TABLE OF CONTENTS

	Page
COVER PAGE	ii
DEDICATION	iii
MOTTO	iv
STATEMENT OF THESIS AUTHENTICITY	v
CONSULTANTS' APPROVAL	vi
EXAMINERS' APPROVAL	vii
SUMMARY	viii
ACKNOWLEDGEMENT	xi
TABLE OF CONTENT	xii
THE LIST OF APPENDICES	xv
THE LIST OF TABLES	xvi
CHAPTER 1. INTRODUCTION	1
1.1 Background of the Research	1
1.2 Problem of the Research	5
1.3 Objective of the Research	5
1.4 Significances of the Research	5
1.4.1 The English Teacher	5
1.4.2 The Students	5
1.4.3 The Eighth Grade Students	6
1.4.4 The Future Researchers	6
CHAPTER 2. REVIEW OF RELATED LITERATURE	7
2.1 The Definition of Writing in Foreign Language	7

2.2 The Writing Process	8
2.3 The Aspects of Writing	9
2.4 The Definition of Paragraph	11
2.5 Recount Paragraph	13
2.6 The Use of Pictures in Teaching Learning Process	15
2.6.1 Pictures in English Language Teaching	15
2.6.2 The Advantages of Using Pictures	16
2.7 Types of Pictures	17
2.8 Composite Pictures for Teaching Writing	
A Recount Paragraph	20
2.9 The Procedures of Teaching Writing by Using	
Composite Picture	20
2.10 Previous Research Related to the Use of	
Composite Pictures	21
2.11 The Reseach Hypothesis	23
CHAPTER 3. RESEARCH METHOD	24
3.1 The Reseach Design	24
3.2. The Area Determination Method	26
3.3 The Respondent Determination Method	27
3.4 The Operational Definition of Terms	27
3.4.1 Composite Pictures	27
3.4.2 Recount Paragraph	28
3.4.3 Writing Achievement	28
3.5 Data Collection Method	28
3.5.1 Writing Test	28
3.5.2 Interview	32
3.5.3 Documentation	32
3.6 Data Analysis Method	33

CHAPTER 4. RESEARCH RESULT AND DISCUSSION	36
4.1 The Research Activities	36
4.1.1 Try Out	37
4.1.2 Teaching and Learning Activities in the Control Group.....	39
4.1.3 Teaching and Learning Activities in the Experimental Group	40
4.1.4 Posttest Activities	40
4.2 Supporting Data	41
4.2.1 Interview	41
4.2.2 Document	41
4.3 The Analysis of the Students' Writing Score	42
4.4 The Primary Data	44
4.4.1 Result of Posttest	44
4.4.2 Result of Data Computation	45
4.5 Hypothesis Verification	47
4.6 Discussion	47
CHAPTER 5. CONCLUSION AND SUGGESTION	54
5.1 Conclusion	54
5.2 Sugestion	54
5.2.1 The English Teacher	54
5.2.2 The Students	54
5.2.3 The Future Researcher	55
REFERENCES	56
APPENDICES	59

THE LIST OF TABLES

3.1 The Scoring Table of Students' Writing Achievement	30
4.1 The Schedule of Administering the Research	36
4.2 The Results of the Try-Out Test Administered on April 1, 2013	38
4.3 The Results of the Try-Out Test Administered on April 6, 2015	38
4.4 The Total Number of the Eighth Grade Students of SMPN 4 Jember	42
4.5 The Descriptive of Seven Classes' Mean Scores	43
4.6 The Output of the ANOVA (Analysis of Variance)	43
4.7 The Output of Statistical Description	45
4.8 The Output of Independent Samples T-Test	46

THE LIST OF APPENDICES

A. Research Matrix	60
B. Supporting Data Instruments	62
C. The Scoring Criteria of the Students’ Recount Paragraph	66
D. Lesson Plan 1	69
E. Lesson Plan 2	89
F. The Students’ Writing Score	102
G. The Result of Tryout	103
H. Post Test	104
I. The Result of Post Test	105
J. The Tabulation of Students’ Post-test Scores of the Experimental Group and Control Group	106
K. Permission Letter of Conducting Research from the Faculty of Teacher Training and Education, Jember University	109
L. Statement Letter for Accomplishing the Research from SMPN 4 Jember	110
M. The Sample of the Results of the Students’ Writing in the Control Group Scored by the Researcher and the Teacher	111
N. The Sample of the Results of the Students’ Writing in the Experimental Group Scored by the Researcher and the Teacher	115

I. INTRODUCTION

This chapter presents the background of the research, the problem of the research, the objective of the research, and the significance of the research.

1.1 Background of the research

English becomes a foreign language in Indonesia and Indonesian students have to learn English from elementary school up to university. In mastering English, the students need much time to master four English skills covering listening, speaking, reading and writing. Those four skills are also integrated with the language components such as: grammar, pronunciation, and vocabulary.

Nowadays, most of schools in Indonesia do the teaching learning process based on the 2006 curriculum used, School-Based Curriculum. Based on Institutional-Based-Curriculum (*KTSP* 2006), English is taught at school as a foreign language that is taught from elementary up to university. There are four language skills that should be mastered by Indonesian students. They are: listening, speaking, reading, and writing as well as three language components such as: grammar, pronunciation and vocabulary. They are integrated and related to each other. The objective of teaching English based on the Institutional-Based Curriculum (*KTSP* 2006), is to develop the communication skill both in written and spoken forms. When Indonesian students want to learn English they have to master all of skills stated above. In this research, the researcher will focus on one of the four skills. It is writing skill.

Learning writing is important since writing is used for a wide variety of purposes. According to Raimes (1983:3), "when the students write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning". It is supported by Harmer (2004:3) writing is a vital skill that should be learned by the "speakers" of a foreign language as much as for everyone using

their own first language. Raimes (1983:3) says that writing helps students learn and reinforces the grammatical structures, idioms, and vocabulary. It is also stated by Harmer (2004:31), writing motivates students to focus on accurate language use. That is why writing becomes one of the crucial skills.

Sometimes students find difficulty in learning writing because they have to think about the ideas and how to develop them. Richards (1990:100) states that learning to write is one of the most difficult tasks and only few people can be said to fully master. As stated by White and Arndt (1991: 3), writing is far from being a simple matter of transcribing language into written symbols. It becomes a problem for people writing in a foreign or second language. Therefore, writing is considered as a difficult skill. The difficulties can be caused by some factors such as: limited vocabularies and grammatical sources, unable to develop ideas, unable to organize ideas, and unable to use mechanical of writing correctly. The basic problem in writing paragraph is having something to write. Sometimes the students have something in their mind, but they have difficulties in transferring their thought into words in a paragraph.

Relating to the students' difficulty the teachers have to find a way to assist the students learn English especially writing skill. One of the ways that can be used to help the students learn writing is by using interesting and meaningful media. One of the media which makes the students easy to understand the explanation given and it can encourage them to improve their writing achievement is composite picture.

Media can assist the students to learn English in the classroom. Arsyad (1997:15) states that media are teaching aids that influence the climate, the condition, and the environment of learning created by a teacher. According to Hart and Hicks (2002), media in the classroom are appropriate for triggering ideas, making difficult subjects more understandable, and for holding attention on important ideas. Based on the explanation above it is known that in teaching English, the role of media is very important. The role of media is to help the students learn and catch the information easier in the class. In this research, the

teacher guides the students to write a recount paragraph to tell everything based on the picture given.

Picture is useful media in teaching learning activities. It can create the students' mindset. The students will be more easily catch their teacher's explanation. The use of composite pictures does not only motivate the students to learn but also increase their interest. Composite pictures assist the students generate their ideas well by interpreting the picture. Wright (1989:2) says that picture can motivate the students to learn English. Therefore the use of composite pictures is very useful to improve the students' writing achievement in the teaching learning process.

Composite pictures provide many activities which can be interpreted by the students in different ways. The activities that are stated on the composite pictures can be a good way for students to learn how to write down sequence events by using transition signals as the connector. Raimes (1983:28) states that pictures are useful to generate vocabulary and a number of ideas. In constructing a good writing, students need a number of ideas and a list of words. Therefore, the use of composite pictures helps the students to write well. As stated by Yunus (1981:49), a composite picture is a large single picture which shows scenes such as hospital, a beach, a railway, a downtown street, in which we can see a number of many different things. In writing a paragraph, students have to find some ideas to be put in the written form and develop them into a good paragraph.

At SMPN 4 Jember, English lesson for the eighth grade students is given twice a week with the duration 2 x 40 minutes for each meeting. Based on the English teacher of the eighth grade students of SMPN 4 Jember, the minimum score of English is required 75. Unfortunately some students cannot get the minimum score required. She also said that writing is considered as a difficult skill to master. The English teacher in SMPN 4 Jember only uses the students' text book in teaching writing. Sometimes, she only gives some topics to the students. Then, asks the students to construct their writing based on the topic chosen. Therefore, the students never practice to write anything by using composite pictures. So far, the media of using composite pictures have not been

used by the English teacher in teaching writing to the eighth grade students of SMPN 4 Jember.

Many researchers have proved that the use of composite pictures gives an effect on the students' learning. One of the researches which is conducted by Yusnita has proved that there is an improvement of using picture series on the tenth students' recount text writing (2012). She conducted a research at SMK Panca Bhakti Kubu Raya by using picture series on the tenth grade students' recount text writing. It was successful because her research proved that using picture series improved the tenth grade students' recount text writing. It can be seen from the result of the first and second cycle. In the first cycle, the result of the students' mean score is 61.5 (less than 65, not achieved). However, in the second cycle it proves that the use of picture series can improve the students' recount writing. It has shown that the students' mean score on the second cycle is 66.0. It is more than the minimum score required. It proves that there is an improvement on the students' recount text writing by using picture series. In conclusion, pictures give contribution on the improvement of the students' recount text writing.

The previous research finding above shows that classroom action research is used as her design to give an improvement on the students' recount writing achievement. In this present research, the researcher will use different research design. It is an experimental research design. The different picture that is used by the researcher is composite pictures. The experimental research design is chosen because the researcher wants to know the effect on the use of composite pictures on the eighth grade students' recount paragraph writing achievement. Based on the result of the previous research, it is known that the use of media (picture), it gives an improvement on the students' recount text writing. Therefore, it is hopefully the use of composite pictures will give a significant effect on the eighth grade students' writing recount paragraph.

Concerning with the explanation above, the writer has motivation to do an experimental research to know whether or not there is a significant effect on the students' ability in writing recount paragraph in the classroom by using the

composite pictures as the instructional media. It is expected that the media can give an effect on the students' writing ability, especially in writing a recount paragraph.

According to the preceding statement, the topic that will be discussed by the writer is **“The Effect of Using Composite Pictures on the VIII Grade Students' Recount Paragraph Writing Achievement at SMPN 4 Jember”**.

1.2 The Research Problem

Based on the background of the research, the research problem can be formulated as follows: Is there any significant effect on the VIII grade students' recount paragraph writing achievement by using composite pictures at SMP N 4 Jember?

1.3 The Objective of The Research

The objective of the research is to investigate the effect of using composite pictures on the eighth grade students' recount paragraph writing achievement at SMP N 4 Jember.

1.4 The Significances of The Research

The research finding hopefully can give some contributions on the writing class in teaching and learning process, especially for the following people:

1.4.1 The Researcher

The result of this research finding hopefully can improve the researcher's knowledge in teaching writing by using composite pictures. Besides, it can give the new experience for the researcher in conducting experimental research.

1.4.2 The English Teacher

The result of this research finding can be used as a reference in teaching writing by using composite pictures. The teacher may have some information to create interesting media in conducting writing class.

1.4.3 The Eighth Grade Students

The treatment given can be useful to help the students increase their writing achievement especially in writing a recount paragraph. Hopefully the students can continue to have more writing practice to get more benefits and to improve their writing ability.

1.4.4 The Future Researchers

The research results can be useful for the future researchers as a source and information to conduct a research. A future researcher with similar problem and skill may get some important information and can use the treatment in different type of the paragraph in improving the students' writing achievement.

II. LITERATURE REVIEW

This chapter presents about the review of related literature of the research. They are the definition of writing skill, the writing process, the aspects of writing, the definitions of paragraph, and recount paragraph. Besides, in this chapter also explains about the pictures in English language teaching covering the definition of picture in language teaching, and advantages of using picture, the types of pictures, and composite pictures for teaching writing of recount paragraph. The researcher also illustrates the procedures of teaching writing a recount paragraph by using composite pictures, the previous research relates to the use of composite pictures, and the action hypothesis.

2.1 The Definitions of Writing in Foreign Language

Writing is a kind of art. We put our ideas into written form through some steps. The ideas we have can be shown not only in utterance form but also written form. It is supported by Tredinnic (2008:10) saying that “writing is the art of making an utterance perfectly natural through the perfectly unnatural process of making every word and phrase again and again, cutting here and adding there, until it is just so”.

Writing is a process of developing ideas and putting them down in a written form. Fairbairn and Winch (2011:83) say that the point of writing is to communicate the ideas by using words that have been selected and put together in a written or printed form. There are some skills need to make a clear and understandable paragraph, such as manipulating the suitable words and arranging the words coherently.

Coffin (2003:20) states that writing is producing something in written form so that people can read, perform, and use it. In teaching writing, the teacher reinforces the students to produce something in written form so that people can

read it. McCrimmon (1973:3) says that writing is a process that can be learned and used. In producing written form well, the students cannot do it by themselves, but they should through a process of teaching and learning.

2.2 The Writing Process

Writing can be said as a progressive activity. It means that when you first write something down you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. As stated by Fairbairn and Winch (2011:65), writing is a process in which they move between thinking, writing, and revising and developing their writing coherently. It is also supported by Wingsky *et al.* (1999:4) who say that “writing is a process through which you discover, organize, and communicate your thoughts to a reader”. Therefore, in producing a piece of writing, a writer usually moves through a series of stage. In a thinking process, a writer begins with an idea and ends with a completed piece of writing. Then, the purpose of writing itself is to communicate about a subject to a reader. As stated by Stanley *et al.* (1992:19), writing is a process of communicating about a subject from the writer to a reader.

Writing is never a one-step action. It is a process that has several steps. According to McCrimmon (1973:3), there are three stages of writing process. They are prewriting, writing, and rewriting. Prewriting is what the writer does before he begins his first draft. According to Oshima and Hogue (2007:16), prewriting is the way to get ideas. In this step, the writer can choose a topic and collect ideas to explain the topic. Then, the next step is writing. The writer works out these decisions in detail through the rough draft in. Oshima and Hogue (2007:18) say that the next step is writing a rough draft quickly without stopping to think about grammar, spelling or punctuation. Therefore, in this step the writer will see many errors in his rough draft. It is acceptable because this is just a rough draft. Afterward, the writer can fix the errors later. In rewriting the writer considers what he has done and tries to improve it. It is supported by Oshima and Hogue (2007:18) they say that in rewriting the writer polishes what the writer has

written. In the last step of writing process, the writer rewrites his final draft by revising his rough draft and editing the errors of grammar, punctuation, and mechanics.

2.3 The Aspects of Writing

In learning writing, we have to consider on the five aspects of writing. According to Heaton (1990:145-146), there are five aspects of writing skill; content, grammar or language use, vocabulary, mechanics, and organization. The following parts will explain the aspects of writing in detail.

1. Content

Writers have to consider the content of the writing in order to make the reader understand the idea and the messages expressed in the writing. Heaton (1990:135) says that content deals with the writers' ability to think creatively and develop thoughts, excluding all irrelevant information. In other words, all writing must be clear. Content in writing involves the choice of words, and the completeness of ideas expressed. Completeness refers to the details of information in a piece of writing that gives the reader an image of the ideas from the writers. In this research, content is related to the students' ability to choose the topic, organize the ideas, and exclude the irrelevant information in writing a recount paragraph.

2. Grammar

Grammatical skill is important in writing. According to Fairbairn and Winch (2011:109), grammar is an element of writing deals with a set of rules to help a writer construct sentences that make sense and acceptable in English. When a paragraph or a composition is written, grammar must be applied correctly in order to make the writing sensible and acceptable. It is supported by Heaton (1990:135), a grammatical skill is the ability to write correct and appropriate sentences. Therefore in writing a recount paragraph the students must be able to use correct grammar to make their meaning sensible.

3. Vocabulary

In order to compose a good writing the writer must have a great stock of words and their meaning. Hornby (1995:959) defines vocabulary as a list of words with their meaning for understanding and communicating. When the readers have lack of vocabulary, they will get difficulties to understand the content of writing. In addition, communication may become meaningless when the writer does not use the proper vocabulary in composing a paragraph.

4. Mechanics

Mechanic is very important in writing. It deals with the use of particular conversation in written language. The wrong application of mechanical skill can make someone misunderstand the message in certain writing. Related to mechanics, Heaton (1990:135) says that mechanical skill is ability to correctly those conventions peculiar to the written language (e.g. punctuation, spelling).

a. Punctuation

Punctuation helps the writers to deliver their exact and clear meaning to the readers in their writing. Fairbairn and Winch (2011: 83) define punctuation as a variety of devices that is to help the readers understand the meaning of writing. Therefore the writer must consider on the use of punctuation correctly so that they can communicate clearly with the readers through writing. There are many kinds of punctuation. According to Fairbairn and Winch (2011: 84), the main punctuation devices are: full stop (.), capital letter (A, B, C, D etc), question mark (?), exclamation mark (!), comma (,), semi colon (;), colon (:).

b. Spelling

The other part of writing mechanics is spelling. It is an important aspect to produce a meaningful writing because if there are some misspellings in a word, it will change the meaning of word. It will make the reader confused to get ideas of the sentences. Fairbairn and Winch (2011:100) explains that spelling is worth considering, because bad spelling can make the meaning ambiguous. Therefore, the writers have to write the words in correct spelling to avoid misunderstanding the message which is conveyed in writing.

5. Organization

Organization is the students' ability to arrange their ideas and information in chronological and logical sequence. Organizing the text is very important for the writer to make their writing effectively understood by the readers. Kanar (1998:16) states that organization in writing means presenting the material in order to make sense. There are two elements of organization they are coherence and unity.

It is important for paragraph to have unity. Wingersky *et al.* (1999:42) state that unity means if the information in a text clearly and directly relates to the main idea. Therefore, in writing we should provide some supporting sentences to support the topic or the main idea and avoid some sentences that do not give any information relates to the main idea we have. It means all of the sentences in a paragraph must discuss the same idea.

Coherence is another element of organization. Every good paragraph in a composition must have coherence. One way to achieve coherence is through the use of transition signal. Oshima and Hogue (2007:81) say that transition signals are word and phrases that connect the idea in one sentence with the idea in another sentences, they are expressions like first/second, moreover, however, and in brief. Therefore, in writing a good paragraph we need some connectors to connect one sentence to another sentence to make it coherence.

2.4 The Definition of Paragraph

A paragraph is like a sandwich. As stated by Oshima and Hogue (2007:38), "the topic sentence and concluding sentence are the two pieces of "bread" enclosing the "meat" – the supporting sentences". Therefore, a good paragraph provides some supporting sentences that relate to the topic sentence and it is ended by stating concluding sentences. According to Oshima and Hogue (2007:3), a paragraph is a group of related statements that a writer develops about a subject while the first sentence states the specific point, or idea, of the topic and the rest of the sentence in the paragraph supports that point, or idea. It means that a

paragraph only has a topic and some supporting details to support the main topic. It is supported by Wingersky *et al.* (1999:31), a paragraph has three parts; a topic sentence, supporting sentences, and a conclusion. This is the following example of a paragraph.

My blind date last night was a disaster. I got wet because just as I stopped to pick up my date, it started raining, and she borrowed my raincoat. At dinner, she ate so much that I had to use my next day's lunch money to pay for her meal. I had a terrible time because she could not dance. To make matters worse, I had a cut on my lip that hurt when I kissed her. **That's the last blind date I will ever have.**

(Wingersky, 1999:31)

Based on the example above, the topic sentence or the main idea and the conclusion are in bold type so that it can be easily identify them. All the other sentences, which contain details that explain why the blind date was a disaster, are support sentences. The parts of the paragraph work together to express the main idea clearly so that the reader can understand and appreciate the writer's disappointing blind date.

A paragraph is more than just a piece of writing, which has a topic sentence, supporting sentences, and a concluding sentence, but to make a good paragraph there are some characteristics required. McCrimmon (1973:84) states that an effective paragraph must meet four characteristics: completeness, unity, coherence, and logical order.

1. Completeness

Completeness in a good paragraph means that the paragraph must have enough information in it to give the reader a clear picture or a full discussion of its main idea. McCrimmon (1973:86) explains that a complete paragraph is a paragraph that provides detail information to the readers. The detail information depends on the complexity or simplicity of the topic sentence. As stated by Fardhani (2005:103), the complete information depends on the complexity of the topic sentence the paragraph has. In conclusion, a good paragraph should provide complete supporting details in order to give clear information of the topic sentence which is needed by the reader. When it doesn't consist of needed information or it only uses different words or phrases to repeat the same

information and a limited number of different details, it is called as an undeveloped paragraph.

2. Unity

It is important for a paragraph to have unity. It means that all of the sentences in it discuss only one main idea. In addition, every supporting sentence must directly explain or prove the main idea that is stated in the topic sentence. Wingersky *et al.* (1999:42) state that unity means if the information in a text clearly and directly relates to the main idea. Unity can be achieved as long as the paragraph has a good, clear topic sentence. If not, we will find it very difficult to control the flowing of information.

3. Coherence

As stated by McCrimmon (1973:92), a paragraph is coherence when the sentences are woven together in such a way that readers can move easily from one sentences to the next and read the paragraph as whole rather than a series of separate sentences. One way to achieve coherence is using transitional signals. Without transition, it is difficult for writer to produce a coherent paragraph. Transitional are words and phrases that connect the idea in one sentence.

4. Logical order

Logical order means that all the support sentences in the paragraph should be in clear, logical order. In other words, logical order in a paragraph is the way to organize information or the way on how the sentences are arranged in the paragraph. It deals with the information the writer wants to write firstly, secondly, or thirdly until the last information of the last paragraph. It is supported by Fardhani (2005:107) she says that “the arrangement depends on the subject matter, the writer’s purpose of writing or his/her preference to tell the readers what is first, next, and last”.

2.5 Recount Paragraph

According to Goatly (2000:30), recount paragraph is a paragraph which lists and describes past experiences by retelling events and incidents in the order in which they happened (chronological order). The purpose of the recount

paragraph is to retell events with the purpose of either informing or entertaining their audience (or both). This research will focus on writing a recount paragraph. A paragraph will consist of 3 generic structures. According to Anderson and Anderson (2002:3), The generic structures of recount paragraph consist of (1) Orientation that means telling the setting of the scene and introduction of the participants, the time, the place, of the story happened (who, what, when, and where), (2) Events that describe series of events that happened in the past, and (3) Re-orientation means that optional in the ending of the story.

The language features of recount paragraph are as follows:

1. Introducing a personal participants; I, my group, etc.
2. Using chronological connections; then, first, etc.
3. Using linking verbs; was, were, saw, heard, etc.
4. Using action verbs; look, go, change, etc.
5. Using simple past tense; drank, ate, looked, etc.

The following paragraph below is the example of recount paragraph:

My holiday

Last week, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon. We were very tired. However, I think it was really fun to have a holiday. (taken from <http://kusuma-arie.blogspot.com>)

The paragraph above tells the reader about the writer's holiday. There are three parts of generic structures state on the paragraph above. They are orientation, event, and re-orientation.

- Orientation

Last week, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java.

- Events

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

- Re-orientation

We were very tired. However, I think it was really fun to have a holiday.

2.6 The Use of Pictures in Teaching Learning Process

2.6.1 Pictures in English Language Teaching

Pictures can be defined as the representatives of people's imagination in the form of drawing, photograph, painting, and so on (Raines (1983:27). Picture also has many purposes such as for entertainment, social or economic purposes. Besides, picture can be used for educational purposes. Picture can be interesting media for teaching learning process. In the teaching learning process, media are important to motivate the students. It is supported by Wright (1989:17) who states that "pictures can motivate the students and make them want to pay attention and to take a part in the lesson". By using pictures, the teachers can get the students' attention easily and it will make the classroom activity more effective. Therefore the use of picture is important to motivate and also gain the students' attention in learning foreign language, especially in writing.

Picture plays an important role in English language teaching learning process. Picture gives large information and it makes the students be able to express their idea easily. Wright (1989:22) says that "the function of pictures is to motivate the learner and to remind him or her what to say". It is supported by Raines (1983:27) she says that picture provides a stimulating focus for students' attention. Therefore, the use of picture does not only give motivation but also stimulation to the students in learning English.

2.6.2 The Advantages of Using Pictures

The use of pictures in the teaching learning process is functional and meaningful because it creates the students' interest and motivation. It is stated by Wright (1989: 10), "pictures can play a key role in motivating students, contextualizing the language they are using, giving them a reference and helping to discipline the activity". It means that the use of picture can help the students improve their writing achievement. Munadi (2008) states that pictures make it easy for people to catch ideas or deliver the information clearly. Therefore, the use of pictures not only improves the students' writing achievement but also makes the people easy to understand the ideas given by the others.

Wright (1989:17) explains that there are some advantages of using composite pictures as teaching media. They are as follows:

1. Pictures can motivate the students and make him or her want to pay attention and want to take part.
2. Pictures contribute to the context in which the language is being used. They bring the world into the classroom.
3. The pictures can be described in an objective way (This is a train) or interpreted (It's probably a local train) or responded to subjectively (I like travelling by train).
4. Pictures can cue responses to questions or cue substitutions through controlled practice.
5. Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling.

According to Raimes (1983:27-28), there are some advantages of using pictures in the classroom. They are stated as follows:

1. Pictures provide a shared experience for students in the classroom.
2. The use of pictures in the classroom stimulates the students' attention.
3. Pictures bring the outside world into the classroom in a vivid and concrete way.
4. Pictures generate interest for students in the classroom.
5. Pictures broaden the imagination to visualize and be creative.

6. Pictures stimulate students to make inferences, predictions, and suppositions about the world beyond the picture and the classroom.
7. Pictures are useful to generate vocabulary and a number of ideas.

Based on the explanation above, we know that the use of pictures has many advantages in the teaching learning process. It is effective media that can be used in teaching writing. In this case, it is expected that the use of pictures will give a good contribution to the students' writing achievement especially in writing a recount paragraph.

2.7 Types of Pictures

Yunus (1981:49-50) classifies pictures into three. They are individual pictures, pictures in series, and composite pictures. They are defined as follows:

1. Individual pictures

Individual picture is a single picture of an object, person, or activity. As stated by Wright (1989:193), individual picture is a picture of single object. Individual picture has small size that can assist students to understand the meaning of words. As stated by Yunus (1981:50), individual pictures are single pictures of objects, persons, activities such pictures vary in size from small newspaper pictures and full page magazine pictures to poster-sized pictures.

Example of single picture:



(taken from <https://thumbs.dreamstime.com/>)

2. Pictures in Series

Pictures in series are used to tell the sequence of events of a story. As stated by Wright (1989:201), pictures in series show sequences of pictures. Pictures in series show the relation of one picture to another. Yunus (1981:50) says that pictures in series are a number of related composite pictures linked to form a series or sequence. It has function to tell a story in sequence of events. Pictures in series help the students to get the meaning of a story easily. It can be found in textbooks, magazines, comics, and cartoon strips.

The example of pictures in series:



(Taken from <http://s218.photobucket.com/user/yonnyw/media/091228ASSEM.jpg.html>)

3. Composite Pictures

Composite picture is a kind of pictures that shows some activities and gives a lot of information. Wright (1989:198) defines composite picture as a picture that gives detailed information. It provides a lot of information of some activities that happen in the picture and it describes places, activities, people, etc. In addition Yunus (1981:49) explains that composite picture is a large single picture which shows scenes (hospital, beach, canteen, railway station and street) in which a number of people can be seen doing many things. Composite pictures are full of information and it may be there are a lot of people doing different things. It is also can be used as complement to the text so, the students can understand the text well

while looking at the pictures given. It is supported by Wright (1989:161), picture can be a complement to the text and it might add extra information which allows the learner to infer what is intended but not clearly stated in the text.

The example of Composite Picture:



(taken from <http://mikoarc.blogspot.com/2013/09/kartun-liburan-di-pantai.html?m=1>)

As stated by Yunus (1981:49), composite pictures have the strengths and the weaknesses. The strengths of composite pictures are as follows:

1. Composite pictures enable students to see places, people and events that they would otherwise not see because of factors like distance, time, and cost.
2. In one composite picture we can get a lot of information.
3. Provide a clue to the meaning of details, either introducing it to the learners for the first time or reminding them of it.

The weaknesses of composite pictures are as follows:

1. A limited number of composite pictures are available commercially.
2. It is too difficult to create composite pictures in large size because it is time consuming.

Based on the weaknesses stated above the researcher has solution to handle those kind of weaknesses. There are two solutions that are used by the researcher. First, the researcher uses the composite pictures which are available in

the internet. Second, the researcher will show it by using projector in order to make the students can see clearly the picture displayed.

In this research, the researcher will choose composite pictures as teaching media to teach the students' recount paragraph writing considering that the English teacher of SMPN 4 Jember has not used composite picture as media in teaching writing especially writing a recount paragraph.

2.8 Composite Pictures for Teaching Writing A Recount Paragraph

In this research, composite picture is one of teaching media that will be used to teach writing recount paragraph. It is because by using composite pictures it can motivate the students to write a recount paragraph. It is not only motivating them in writing a recount paragraph but it also helps them to find ideas based on the picture given. As stated by Wright (1989:10), "pictures can play a key role in motivating students, contextualizing the language they are using, giving them a reference and in helping to discipline the activity".

Recount paragraph is a kind of paragraph that tells the reader about the writers' past event. Therefore, the students have to use past tense in constructing a recount paragraph. Oshima and Hogue (2007:3) define that a paragraph is a group of related statements that a writer develops about the subject. Therefore, in writing recount paragraph the students should decide the subject they will use and develop it into some statements relate each other. By using composite pictures it will help them in finding the subject they should use and they can make a group of related statements based on the activities done in the picture.

2.9 The Procedures of Teaching Writing by Using Composite Pictures

There are some procedures that should be done by the teacher before teaching writing a recount paragraph by using composite pictures. The teacher should provide a relevant picture that is appropriate with the students' level and interest. Furthermore, the teacher has to follow some steps to make the teaching and learning activity in the classroom run well.

According to Raimes (1983:21), the ways of teaching writing included some activities: 1) identifying why they are writing; 2) identifying whom they are writing for; 3) gathering material through observing, brainstorming, making notes of lists, talking to others, and reading; 4) planning how to go about the task and how to organize the material; 5) writing a draft; 6) reading the draft critically; 7) revising the draft; 8) preparing more drafts and then a final version; 9) proofreading for errors.

Following the procedures stated previously, the researcher will adapt those ways from Raimes (1983: 21) in teaching learning process:

1. Asking the students to identify why they are writing by showing the learning objectives of the indicators they should achieve while showing the composite picture
2. Reviewing the explanation about a recount paragraph, giving the composite picture and asking the students to discuss about the composite picture.
3. Asking the students to brainstorm and plan their writing by looking at the picture and finding some vocabularies based on the composite pictures
4. Asking the students to arrange some sentences in sequence to tell the events from the vocabularies they have already found by looking at the activities on the composite picture
5. Compose a piece of recount paragraph from the sentences they have made individually by looking at the activities on the composite picture
6. Asking the students to recheck their writing

2.10 Previous Research Related to the Use of Composite Pictures

The finding of previous research is very important to support this experimental research. The first research is conducted by Nistina (2012) entitled “The Use of Composite Pictures to Improve Class VIII D Students’ Recount Text Writing Achievement At SMP Negeri 1 Krejengan Probolinggo In 2011/2012 Academic Year”. She reported that the use of composite pictures could improve the students’ recount text writing achievement. The improvement can be seen from the students’ writing result in the second cycle. She said that the problem

had by the eighth grade students' writing related to the aspect of grammar. By using composite pictures, it minimized the students' grammatical errors. She applied some ways such as; asking the students to make three simple past tense sentences that tell about the composite picture given and writing down a simple recount text based on the previous composite picture. By writing down simple past tense sentences the students can learn better how to use past tense correctly. It is proved in the second cycle. In the second cycle the students could improve the use of grammar well. The use of composite pictures also helped the students understand more about the generic structures of recount text. It is also proved by looking at the percentage of students who got score > 70 had improved from 54.5% (12 students) in the first cycle to 72.7% (16 students) in the second cycle. It proves that there is an improvement on the students' recount text writing achievement by using composite pictures. So, it can be concluded that most of students are facilitated with the use of pictures.

Another research is conducted by Yusnita (2012) entitled "The Use of Picture Series to Improve the Tenth Grade Students' Recount Text Writing at SMK Panca Bhakti Kubu Raya". She reported that there is an improvement of using picture series on students' recount text writing (2012). She said that the use of picture series improved the students' vocabulary and helped the students to find ideas from the picture. She reported that lack of vocabulary was the students' problem. Therefore she used picture series to improve the students' writing recount text especially on the aspect of vocabulary. In the first cycle it was still difficult for the students to find ideas based on the picture because they didn't know how to use the picture. Then, in the second cycle he explained more about the generic structures and language features of recount text and guided them in using the picture series. So, in the second cycle the students could find some ideas from the picture and their vocabulary was also improved. So far, it can be concluded that the use of picture can improve the students' vocabulary and help them to generate their ideas.

The result of the second cycle also proves that the use of picture improves the students' recount text writing. On the first cycle, the result of the students'

mean score is 61.5 (less than 65, not achieved). However, on the second cycle it proves that the use of picture series can improve the students' recount text writing. It has shown that the students' mean score on the second cycle is 66.0. It proves that the use of picture can give an effect on the students' recount text writing achievement. Therefore the researcher wants to do another research by using another picture. It is composite pictures.

2.11 The Research Hypothesis

All the data collected in this research was analyzed by using SPSS. Therefore, there are two kinds of hypothesis. They are null hypothesis, and alternative hypothesis. Based on the research problem, the research hypothesis was formulated as follows: "There is a significant effect of the eighth grade students' recount paragraph writing achievement by using composite pictures at SMPN 4 Jember in the 2014/2015 academic year".

III. RESEARCH METHOD

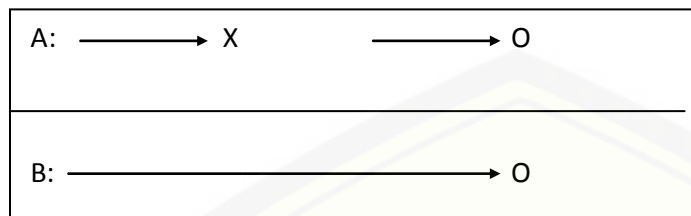
This chapter presents the research method used in this research. They are; research design, area determination method, respondent determination method, data collection method, and data analysis method.

3.1 The Research Design

In this research, the researcher conducted the research on the eighth grade students of SMPN 4Jember. The research design that was used is quasi experimental design with Non-equivalent posttest only design. According to Cohen *et al.* (2007:282), “quasi experimental design is often used in educational research and it is simply not possible for researchers to undertake true experiments, e.g. in random assignation of participants to control or experimental groups”. It was conducted because the objective of this research was to know the effect of using composite pictures on a recount paragraph writing achievement.

This research explored the effect of using composite pictures on the students' recount paragraph writing achievement. This research was conducted with two groups or classes. The first group was the experimental group and the second group was the control group. Before determining the experimental class and control group, the researcher analyzed the students' writing score from the teacher by using ANOVA (Analysis of Variance Computation) formula. After analyzing the score, the two classes that had similar mean difference was determined as experimental and control group. Frankel and Wallen (2009:262) note that “the experimental group receives a treatment of some sort (such as a new textbook or different method in teaching), while the control group receives no treatment (or the comparison receives a different treatment)”. In this research, the experimental group received a treatment by using composite pictures on writing a recount paragraph, while the control group used the question and answer technique that was applied by the researcher. Both of the groups received the

same material and post test. The post test that was used based on the material which has been given before by the researcher. The design is presented as follows:



Notes:

A: Experimental group

B: Control group

X: Treatment

O: Post test

(McMillan, 1992:175)

The procedures of the design are as follows:

- 1) Analyzing the students' writing score to know the homogeneity of the population by using ANOVA formula on SPSS (Statistical Package for Social Science). As the value of variance is more than 0.05 which means that the population is homogeneous, two classes were randomly chosen as the respondent of the research.
- 2) Determining which class is the experimental group and which class is the control group through lottery.
- 3) Administering a tryout of the test material to one of the other eighth grade classes which has the closest mean difference with the experimental and the control group in order to know whether the time given for the test is enough or not and the instruction is clear or not.
- 4) Applying treatment both in experimental and control group. The teaching learning process for both classes will be given two times. Experimental group will use composite pictures as media and then in control group, it will be

conducted without using composite pictures. The duration of each meeting is 80 minutes.

- 5) Giving writing Post-test to the experimental group and the control group to measure the students' recount paragraph writing achievement.
- 6) Analyzing the result of the post test by using t-test formula of 5% significant level to know the mean difference of both groups. Then the result of post test will be compared to know whether or not there is an effect of using composite pictures on a recount paragraph writing achievement on the eighth grade students at SMPN 4 Jember.
- 7) Making a conclusion from the result of the analysis to answer the research problem.

3.2 The Area Determination Method

Area determination method is one of the methods which is important to be determined before the researcher undertakes the research. Purposive method could be used to determine the research area based on certain purpose. The research was conducted at SMPN 4 Jember by using purposive method.

There were three reasons why this school is purposively chosen. The first reason is based on the interview with the English teacher that teaching writing a recount paragraph by using composite pictures has never been applied in this school by the English teacher of the Eighth grade students. The second reason is the research about the effect of using composite pictures in a recount paragraph writing achievement has never been conducted at this school. The third reason is that the Principal and the teacher gave permission to conduct a research in this school. Besides, they wanted to know whether or not teaching writing a recount paragraph by using composite pictures really could give a significant effect to the students' recount paragraph writing achievement.

3.3 The Respondent Determination Method

Respondents are the sample of population. Arikunto (1998:102) states that respondent is a person who gives responses and answers to the questions given by the researcher orally or in a written form. The research populations in this research were the eighth grade student of SMPN 4 Jember in the 2014/2015 academic year. The eighth grade students of SMPN 4 Jember area are divided into seven classes (VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G). Two of seven classes were selected as the experimental group and the control group by using cluster sampling method.

The respondents of this research were taken by using cluster sampling after the researcher analyzed the students' writing score from the teacher by using ANOVA formula. Since the populations were homogeneous, the experimental group and the control group were determined by lottery.

3.4 The Operational Definition of the Terms

3.4.1 Composite Pictures

Composite pictures are large and single pictures which show a scene (a hospital, a beach, a canteen, a railway station, a garden, a street) in which number of people can be seen doing things. In this research, the media that was used in teaching English especially teaching writing a recount paragraph was composite pictures. The researcher showed about two composite pictures in the classroom by using LCD Projector to make the students could see the picture clearly. In choosing the composite pictures, the researcher considered some aspects such as; the topic that was used in writing a recount paragraph, the clarity of pictures, and the appropriateness of the students' level. Before the teacher let the students to construct a recount paragraph based on the composite pictures, the teacher guided the students to see the activities on the composite pictures by using spatial sequencing. According to Ploeger (2000:58) there were five steps is used to arrange the things you look as you move around in spatial sequencing, two of them are top to bottom or bottom to top and left to right or right to left. In this

step, the researcher adapted those two ways to guide the students in arranging activities based on the composite pictures given.

3.4.2 A Recount Paragraph

A recount paragraph is a paragraph that tells the reader about the writer's past event. A recount paragraph will consist of 100 words. Therefore, the students constructed a recount paragraph of 100 words consists of orientation, event, reorientation and it has to consider with 5 aspects of writing (grammar, vocabulary, mechanic, content, organization) have to be considered.

3.4.3 Writing Achievement

Achievement is the students' knowledge, understanding, and skill acquired as a result of specific education experience. Therefore, writing achievement can be defined as an achievement to communicate the information and ideas in written forms so that the others can understand their writing (with clarity of thought, organization, and good sentence structure). Besides, the students have to consider to the aspects in writing a recount paragraph. They are content, vocabulary, grammar, mechanics, and organization.

3.5 The Data Collection Method

3.5.1 Writing Test

Test is a set of the questions or exercises or the other instruments. According to Heaton (1990:25), there are two terms used to refer the scoring test, they are subjective and objective. In a subjective test, for example is an essay test, candidates must think of what to say and then express their ideas as well as possible. Since objective tests usually only have one correct answer, for example in a multiple choice test, the students have to weigh up carefully all the alternatives and select the best one. Therefore based on the Heaton's statement the researcher decided to use the form of subjective test. The students were asked to write a simple short essay of recount paragraph. In this research the researcher

used achievement test in order to know whether the students could achieve the minimum requirement standard score after being taught using composite pictures in writing a recount paragraph.

A test is considered to be good if it is valid and reliable. According to McMillan (1992:100), validity as the degree to which an instrument measures what it says it measures to measure. A test is considered to be valid when it measures accurately what is intended to measure. The validity can be classified into content validity, criterion related validity, construct validity, and face validity. In this research, the content validity was used because the content of the materials are constructed based on the School Based Curriculum/ KTSP for junior high school. Based on that curriculum, the basic competence of writing activities is expressing the meaning of short simple essay in the form of recount in the context of someone's past event and the indicator is students are able to write a short simple essay in the form of recount. In line with that, on the test students were assigned to write a paragraph in the form of recount. The students' writing contained 100 – 120 words and the time allocation of the test was 60 minutes.

Dealing with reliability, Fraenkel *et al.* (2009:111) say that a reliable instrument is one that gives consistent results. The instrument can be known reliable if it gives consistent results although it will be used several times in the different occasion. It is supported by Hughes (2003:36), "reliability refers to the test results consistency". This research applied inter-rater reliability. The researcher involved the English teacher in scoring the test by giving the copy of students' writing test. The scorer, both the researcher and the English teacher, discussed about the way to use the scoring criteria in scoring students' work. If there was a far gap in scoring between the researcher and the English teacher, for instance there were more than 10 points of gap between the scores assessed by the two scorers for the same students' writing, both of them discussed and evaluated together the students' result to decide the appropriate score. The technique was applied by copying the students' answer sheet twice. The researcher scored on the first copy of students' work. Meanwhile, the English teacher scored the second copy of students' work and scored them in different place. If the result of scoring

by the two scorers was the same or nearly the same, then the test was categorized as reliable.

In this research, the scorers used five markers with different color to score the students' writing test in order to make it easy to correct. For instance, red marker used to indicate the content errors, blue marker used to indicate grammar errors, green marker used to indicate vocabulary errors, purple marker used to indicate organization errors, and orange marker used to indicate mechanical errors.

Concerning with the scoring system, analytic scoring method was used in this research. The analytic scoring method is a method of the scoring with requires a separate score of a number of aspects of a task (Hughes, 2003:100). There are five aspects that are scored analytically: grammar, vocabulary, mechanic, content, and organization.

Table 1. The Scoring Criteria of the Students' Recount Paragraph

Aspect of Writing	Score	Criteria
Grammar	25-22	EXCELLENT: no errors and almost free of grammatical errors in writing sentences of Simple Past Tense, time signals, article, pronouns and prepositions. (0-2 errors in making sentences of Simple Past Tense).
	21-18	GOOD: few errors in making sentences using Simple Past Tense, time signals, article, pronouns and prepositions that do not confuse the readers. (3-5 errors in making sentences of simple past tense).
	17-11	FAIR: some errors in making sentences using Simple Past Tense, time signals, article, pronouns and prepositions that sometimes confuse the readers and has to rely on their own interpretation. (6-7 errors in making sentences of simple past tense).
	10-5	POOR: dominated by errors in making sentences using simple past tense, time signals, articles, pronouns and prepositions. (more than 8 errors in making sentences of simple past tense), so it is difficult to understand.
	25-22	EXCELLENT: uses a variety of word choice; uses the appropriate and correct words in sentences based on their function; all of the words refer to the

Aspect of Writing	Score	Criteria
Vocabulary		intended meaning; has few errors in words spelling. (0-3 words are used inappropriately); (0-3 errors in words spelling)
	21-18	GOOD: uses an adequate range of word choice; some words are used inappropriately; occasional errors in using the words based on their function frequently; uses some words that do not refers to the intended meaning; has occasional errors in words spelling. (4-5 errors in word forms and 4-5 errors in words spelling).
	17-11	FAIR: uses a limited range of word choice; uses inappropriate or wrong words frequently; does not use the words based on their function frequently; the sentences use incorrect word form frequently; has frequent errors in words spelling. (6-8 errors words form and 6-8 errors in words spelling).
	10-5	POOR: uses very limited range of word choice; dominated by errors in choosing the word appropriately; almost all of the words do not lead to the intended meaning; dominated by errors in words spelling. (more than 8 errors in words form and words spelling).
Content	20-18	EXCELLENT: the content of text tells about the topic that includes clear explanation and information of the event; most sentences in the text are relevant to the topic (1 sentence is not relevant to the topic)
	17-14	GOOD: the content of the text tells about the topic that includes clear information of event; only few sentences are not relevant to the topic (2-3 sentences are not relevant to the topic; the development of topic sentence is adequate.
	13-10	FAIR: tells about the topic but lose focus; some sentences are not relevant to the topic (4-6 sentences are not relevant to the topic); the development of topic is limited; insufficient detailed or unclear information of events.
Organization	9-7	POOR: almost all sentences are not relevant to the topic (8 or more sentences are not relevant to the topic); the information of the event is unclear.
	20-18	EXCELLENT: highly organized; complete and correct generic structure of recount; logical order of ideas; clear supporting details; most of transition

Aspect of Writing	Score	Criteria
		are used appropriately and correctly (1-2 errors in the use of transition)
	17-14	GOOD; well organized; complete generic structure but the orientation is unclear; not all events are in order (1 event is out of order); logical order of ideas; limited supporting details few errors in the use of transition (4-5 errors in the use of transition).
	13-10	FAIR: lack of organization; incomplete generic structure; unclear orientation; some events are out of order (2-3 events are out of order); the ideas is confusing ; lack of supporting details; some errors in the use of transition (7-8 errors in the use of transitions).
	9-7	POOR: disorganized; doesn't follow the generic structure of recount; the ideas is unclear and confusing; lack of supporting details; no transition used.
Mechanic	10-9	EXCELLENT: free errors of punctuation and spelling or there are few errors of punctuation and spelling (0-3 errors of punctuation and spelling)
	8-5	GOOD: occasional errors in punctuation and spelling, some errors in punctuation and spelling (4-8 errors in punctuation and spelling).
	4-3	FAIR: frequent errors in punctuation and spelling (9-13 errors in punctuation and spelling), it leads sometimes to the obscurity meaning of sentences
	2-1	POOR: severe errors in punctuation and spelling (14-17 errors in punctuation and spelling) so that it is difficult to understand; all sentences in a text use incorrect punctuation and spelling, so the handwriting cannot be read clearly.

(Adapted from Jacobs, et al., quoted from Hughes, 2003:105)

3.5.2 Interview

The interview has been conducted to obtain the data about the curriculum, the minimum English score required, and the techniques usually applied by the eighth grade teachers of SMPN 4 Jember in teaching writing a recount paragraph. Arikunto (1998:145) states that interview is a dialogue between an interviewer and the interviewees to get the information that supports the primary data. In this

research the researcher used a set of questions and developed to get more relevant information needed.

3.5.3 Documentation

Arikunto (1998:149) explains that documentation is used to get data from written documentation such as books, magazine, document, regulations, daily notes, etc. In this research the documents was used to get supporting data related to the syllabus used by the English teacher, and the number and the name of the respondents.

3.6 The Data Analysis Method

Data Analysis method is the way to analyze the obtained data. In this research, the primary data was obtained from the students' writing score in the post test. Then, the mean score both experimental and control groups were compared one to another to know whether or not there is a significant effect between them after giving the treatment. The procedures of applying independent sample t-test on SPSS to analyze the data will be described as follows:

- a. Opening the SPSS program in the computer
- b. Setting the Variable View based on the data obtained
- c. Entering the data in Data View
- d. Selecting Analyze in toolbar menu, choosing Compare Mean afterwards and selecting Independent Sample t-test
- e. Resetting the Independent Sample t-test dialogue box to make sure the variable is put in the right way, entering the Post-test Scores into Test Variable(s) box and the Group into Grouping Variable box, defining the grouping variable by setting 1 for the experimental group and 2 for the control group, then clicking Option to set the confidence interval into 95% and clicking continue
- f. Clicking OK to run the test

- g. Interpreting the result of the computerized test by looking at the Levene's Test for Equality of variances column. This table is used to know whether or not the groups have score variability
 - h. After reading Levene's Test for Equality of Variances column, then the researcher has to look at the large column labeled t-test for equality means.
- (Lund and Lund, 2012:1)

The t-test formula is used as follows:

$$\frac{Mx - My}{\sqrt{\frac{\sum x^2 + \sum y^2}{nx + ny - 2} \left\{ \frac{1}{nx} + \frac{1}{ny} \right\}}}$$

Mx: mean score of experimental group

My: mean score of control group

$\sum x^2$: individual score deviation of experimental group

$\sum y^2$: individual score deviation of control group

n_x : the number of the respondents in the experimental group

n_y : the number of the respondents in the control group

(Adapted from Arikunto, 1998:306)

The Procedures of Data Analysis:

1. Conducting the post test in the form of writing test to experimental and control group.
2. Scoring the test of experimental and control group.
3. Finding the mean score of experimental and control group.
4. Finding the $\sum X^2$ for experimental group and $\sum Y^2$ for control group.
5. Analyzing the result by using t-test formula to find the significance mean difference of both experimental and control group.
6. The result of t-test will be consulted to the t-table 5% of the significance level (confidence interval 95%) to know whether the result is significant or not. If the result of the t-test is higher than t-table, it means that the null hypothesis is

rejected and the result of this research is significant. Furthermore, the degree of freedom is $Df = (Na+Nb)-2$.

Then, to know the degree of the effectiveness of the treatments the following formula of DRE (Degree, of Relative Effectiveness) will be used.

$$DRE = \frac{Mx - My}{My} \times 100\%$$

Notes:

DRE: Degree of Relative Effectiveness

Mx: mean of the experimental group

My: mean of the control group

(Adapted from Masyhud, 2012:134)

IV. RESEARCH RESULT AND DISCUSSION

This chapter presents the research activities in both experimental and control including the schedule of administering the research. Besides, this chapter also provides the results of interview, the result of documentation, the result of homogeneity test, the analysis of the try out, the description of the treatment, the result of the post test, the hypothesis verification, and discussion.

4.1 The Research Activities

The supporting data were collected on September 9, 2014. The supporting data covering both the interview of the eighth grade English teacher and some documents including the eighth grade students' names were collected. The researcher analyzed the students' score from seven classes to know the homogeneity of the population after obtaining the approval from the principal to conduct the research.

Two groups were chosen after knowing the homogeneity of the population. The respondents of the research were VIII B chosen as the control group and VIII A as the experimental group. There were 36 students in both of class. This following table shows the schedule of administering the research.

Table 4.1 The Schedule of Administering the Research

No.	Activities	Date (in the year of 2015)
1.	Collecting the supporting data	September 9,
2.	The analysis of writing score	March 31,
3.	Try Out	April 1 and 6,
4.	The analysis of Try Out Score	April 7,
5.	Treatment to the experimental group	April 8 and 10,
6.	Activity to the control group	April 8 and 20,
7.	Post test	April 22,
8.	Analysis of the post test	April 25,

The supporting data were collected on September 9, 2014. The students' writing scores from seven classes were analyzed on March 31, 2015 to know whether the population was homogeneous or not. Try out was conducted on April 1 and 6, 2015 at 8.20 until 09.00. It was given to some students in one class of the existing seven classes of the eighth grade which was not selecting as the experimental group and the control group that was VIII G. The result of try out was analyzed on April 7, 2015. The instructions to the experimental group using composite pictures and the instructions to the control group without using composite pictures took two meetings each. The instructions to the experimental group was conducted on April 8 and 10, 2015 by using composite pictures and the instructions to the control group without using composite pictures was conducted on April 8 and 20, 2015. After conducting the instructions to the experimental group by using composite pictures and the control group without using composite pictures, then the post test was applied on April 22, 2015 and the result of post test was analyzed on April 25, 2015 to know the mean difference was significant or not. Then, the detail activities of conducting the research was presenting below.

4.1.1 The Try-Out Test

The try out test was conducted to know whether the test was valid and reliable or not. The try out test was administered to the class that had almost the same mean difference. That was class VIII G. The try out test was done by enclosing four pieces of students' writing result. It took two days to administer the try out test. The first try out test was administered on April 1, 2015 and it was retested on April 6, 2015. The results of the try out test are presented below.

Table 4.2 The Results of the Try-Out Test Administered on April 1, 2015

No.	Names	Lang. use		Vocab.		Content		Organizati on		Mechani cs		Total Score Of each scorer		Fina l scor e
		1	2	1	2	1	2	1	2	1	2	1	2	
1	Dinda	18	18	20	19	18	20	16	17	8	9	80	83	81
2	Prasta	21	20	18	18	19	20	17	18	9	9	83	85	84
3	Cindy	18	19	17	17	18	19	18	18	8	7	79	80	79.5
4	Clariz	19	18	16	18	17	18	17	17	8	8	77	79	78

Table 4.3 The Results of the Try-Out Test Administered on April 6, 2015

No.	Names	Lang. use		Vocab.		Content		Organizati on		Mechani cs		Total Score Of each scorer		Fina l scor e
		1	2	1	2	1	2	1	2	1	2	1	2	
1	Dinda	17	18	18	18	19	20	17	17	8	9	79	82	80.5
2	Prasta	19	20	17	19	20	20	17	18	8	8	81	85	83
3	Cindy	19	19	17	18	18	19	18	18	8	8	81	82	81.5
4	Clariz	18	17	17	17	17	18	16	18	8	8	76	78	77

Note:

1 = the researcher

2 = the English teacher

The students' writing test was scored by the researcher and the English teacher. As shown in Table 4.2 and Table 4.3, the students' writing scores had a close difference between the first try-out and the second one. It means that the test had a relatively little error. In scoring, it involved two scorers. Before scoring the students' writing test, the researcher gave briefing to the English teacher about how to score the students' writing test by using the scoring rubric.

4.1.2 The Teaching and Learning Activities in the Control Group

The researcher did the activities in the control group, that is, VIII B by using lecturing technique. The researcher taught writing recount paragraph by using conventional technique, so the researcher only used question and answer technique to help the students understand the topic given and construct a recount paragraph. There were 36 students in this class. The researcher did the activities in control class for two times. The first meeting, the researcher reviewed the material about recount paragraph. In this case, the researcher emphasized on the use of past tense and some transition signals that was used to write a recount paragraph sequentially. Second, the students discussed the topic given. Then, the students were asked to do the instructions given. The first instruction, the students were asked to write as many vocabularies as based on the topic given, the topic was "Going to the Zoo". On the first instruction, most of the students wrote fourteen vocabularies which included verb, noun, adverb and adjective. Then, the words that could be written by the students most was noun. The second instruction, the students were asked to make about eight sentences from the vocabularies they found and they had to use some transition signals to make their sentences in sequence. Based on the second instruction, most of students produced seven sentences and only about four students that could make eighth sentences. The researcher also asked the students to make the sentences while they might skip some vocabularies which they did not need. The quality of the sentences were not good enough because some of them could not write the sentences in the right form that was by using past tense. The last instruction, the students were asked to write a recount paragraph consisted of 100-120 words which related to the sentences they had

made. Only about sixteen students wrote a recount paragraph which consisted 100-120 words. Then, the rest of them wrote a recount paragraph which was less than 100 words or it was about seventy four words. A recount paragraph that they wrote was based on the sentences that they made. Unfortunately, most of students could not write a recount paragraph well. It was because some events that they made were jumped out. They still could not use the transition signals well.

On the second meeting the researcher reviewed the material in a while. The point that the researcher reviewed was the use of past form and transition signals. For the first instruction that was done on the second meeting, most of the students were able to write about thirteen vocabularies and still the words that they could write most was noun. If it was compared to the first instruction on the first meeting, the result of the vocabularies that the students could write on the second meeting was decreased. It happened because the students were difficult to write the things which related to the topic given in English. The topic given was "Going Camping". On the second instruction, most of them could write eight sentences and the sentences they wrote were better than before. On the last instruction, some students could write a recount paragraph less than 100 and only ten students could write among 100-120. However, the events that they wrote were better because they could use the transition signal well.

4.1.3 The Teaching and Learning Activities in the Experimental Group

The researcher also did the treatment twice in the experimental group. The experimental group that was chosen by the researcher is class VIII A. there were 36 students in this class. On the first meeting, the researcher reviewed the material about recount paragraph. The researcher also gave material which related to the use of past tense and some transition signals. Before doing the instruction, the researcher explained the way to write recount paragraph by using composite pictures to the students. It was done to make the students were easy to recall their knowledge about recount paragraph and simple past tense.

Therefore the researcher gave some questions which related to the composite picture such as; 1) where did the people spend their holiday? 2) Did you see many children there? 3) what kind of paragraph which is used to tell about someone's past event?. Then, the researcher asked the students to do the instructions. The instructions given were the same with control group. Firstly, the researcher gave the composite picture to the students with the topic given was "Going to the Zoo". First instruction, the students had to write as many vocabularies as covering noun, verb II, adjective and also adverb based on the composite picture given. On the first instruction of the first meeting the students did the instruction well because most of students could write twenty vocabularies which consisted of noun, verb, adverb, and adjective. Then, the students had to make at least eight past tense sentences based on the vocabulary they found. On the second instruction, most of students in the experimental group could make eight sentences. There were six students only made six up to seven sentences. For the quality of the sentences they made was good enough because they could use past tense well. The last instruction, the students had to construct a recount paragraph about 100-120 words which consists of orientation, events, and re-orientation. For the result of the last instruction, most of students could write a recount paragraph more than 100 words. There were about eight students who wrote a recount paragraph less than a hundred words. Unfortunately they could not achieve the sequency of events because they were lack of using transition signals.

On the second meeting, the activities that was done by the researcher, was the same with the first meeting. However, the researcher only reviewed the material in a while. The researcher focused on the use of transition signals. Before giving the instruction, the researcher gave the composite picture to the students with the topic given "Going Camping". On the first instruction most of students could write about seventeen words that included noun, verb, adjective and adverb. On the second instruction, most of students could make 7 simple past sentences well. On the last instruction, most of students could not write a recount paragraph that consisted more than a hundred words. Only three students that could write a recount paragraph that consisted more than a hundred.

4.1.4 The Posttest Activities

In this research, posttest activity only took a day. It was because the experimental and the control groups had the same English schedule on Wednesday. Therefore, the researcher could do the posttest in a day. It was held on April 22, 2015 on the third and fourth occasion for the experimental group and on the fifth and sixth occasion for the control group. The experimental and the control groups received the same instruction for the posttest. They had to construct recount paragraph writing with the topic “Unforgettable Moment”. It took about 60 minutes for each class.

4.2 The Supporting Data

The supporting data of this research were obtained from the documentation and were also supported by the result of the interview with the English teacher.

4.2.1 The Interview

The interview was conducted informally with the eighth grade English teacher of SMPN 4 Jember on September 9th, 2014. According to the English teacher, English was taught twice a week for each class, and the curriculum used was Institutional based curriculum (KTSP 2006). She taught recount writing by using students’ work sheet “Galileo” and applying Question-Answer method. In applying Question-Answer method, the English teacher of the eighth grade gave a topic then asked the students about some questions related to the topic. After that, the teacher gave some topics to the students. The students had to choose one topic only then wrote down the experience they had based on the topic they chose. In conclusion, the teacher never used composite picture as the instructional media in teaching writing. For the students’ ability, the teacher said that most of students still had difficulties in using the correct grammar and arranging some sentences in sequence because they did not know some transition signals that should be used to construct recount writing.

4.2.2 The documents

Documentation in this research was used to get the supporting data about the list of the names of the respondents and the total number of the eighth grade students of SMPN 4 Jember. The total number of the eighth grade students of SMPN 4 Jember in the 2014/2015 academic year was 250 students consisting of 7 classes (the distribution of the students can be seen in Table 4.4)

Table 4.4 The Total Number of the Eighth Grade Students of SMPN 4 Jember in the 2014/2015 Academic Year

No.	Class	Male	Female	Total
1.	VIII A	10	26	36
2.	VIII B	14	22	36
3.	VIII C	12	24	36
4.	VIII D	11	25	36
5.	VIII E	14	20	34
6.	VIII F	11	25	36
7.	VIII G	13	23	36

(Source: SMPN 4 Jember)

4.3 The Analysis of the Students' Score

The students' writing scores were analyzed on April 7, 2015 after the researcher got the students' writing scores of seven classes from the English teacher. The students' writing scores were analyzed to know whether the population was homogeneous or not. The researcher could not conduct the homogeneity test because the third grade students were doing try out, so the eighth grade students were holiday for a week. Therefore the teacher gave suggestion to use the students' writing scores to know the homogeneity of seven classes. The results of the students' writing scores were analyzed statistically by using ANOVA formula Appendix F on page 101. The result of the analysis is shown below.

Table 4.5 The Descriptives of Seven Classes' Mean Scores

Descriptives

Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					VIII A	36		
VIII B	36	78,6944	1,49894	,24982	78,1873	79,2016	73,00	82,50
VIII C	36	76,6667	1,74438	,29073	76,0765	77,2569	74,00	81,00
VIII D	36	76,4444	1,20581	,20097	76,0365	76,8524	74,00	80,00
VIII E	34	76,8529	1,90107	,32603	76,1896	77,5163	74,00	81,50
VIII F	36	77,1667	1,53064	,25511	76,6488	77,6846	75,00	81,50
VIII G	36	77,4444	1,60703	,26784	76,9007	77,9882	74,00	82,00
Total	250	77,4380	1,94533	,12303	77,1957	77,6803	73,00	85,00

The table above shown out the comparison of all classes' scores. The N column shows the number of the students in each class. The mean column shows the mean score of each class. The ranges of the mean scores in this table are from 76,44 up to 78,76. The 95% confidence for mean column shows the location of the mean score; for class VIII A, the mean score is 95% located between 77, 90 and 79, 61. The minimum and maximum column shows the lowest and the highest data for each class.

Table 4.6 The Output of the ANOVA (Analysis of Variance)

ANOVA

Score

			Sum of Squares	Df	Mean Square	F	Sig.
(Combined)			191,365	6	31,894	10,321	,000
Between Groups	Unweighted		59,810	1	59,810	19,354	,000
	Linear Term	Weighted	59,485	1	59,485	19,249	,000
		Deviation	131,880	5	26,376	8,535	,000
Within Groups			750,924	243	3,090		
Total			942,289	249			

Based on the calculation, the result of statistical computation was 0.000. From the calculation above, it was known that the value of variance was lower than 0.05. it means the population of the eighth grade students at SMPN 4 Jember was not homogenous or it could be said as heterogeneous. Therefore, the samples could not be taken randomly from any classes of the population.

The researcher found out two classes that had similar or the nearest mean score from the seven classes. From the table above, the classes that had similar mean score were class VIII A (78.7639) and class VIII B (78.6944). To determine the experimental class and the control class, the researcher used lottery. Based on the lottery, the class that come out first would be the experimental class that was VIII A and the last would be the control class that was VIII B. Both of classes had 36 students. The respondents of the research were 72 students and the names of the respondents were presented in Appendix C on page 64.

4.4 The Primary Data

The primary data were the results of the posttest given to both the experimental and the control groups after giving the treatment to the experimental group and the conventional teaching to the control group. The post test was conducted to obtain the data prove the significant difference between the experimental and the control groups. The result of posttest were analyzed as follows

4.4.1 The Result of Post Test

The post test was given to the two classes that had been chosen. The post test was conducted on the 22nd of April 2015 for experimental group (VIII A) and control group (VIII B). The test was conducted in the same day but at different time. The post test was given to both classes after the experimental group and the control group received the treatments. The experimental group was treated by using composite pictures as the teaching media while the control group was not

treated by using composite pictures. The treatment was given twice or in two meetings which lasted for 80 minutes in each meeting.

The students' writing for posttest was assessed by the researcher and the English teacher. The students' writing was copied and was given to the English teacher to be scored based on the scoring rubric as explained in the previous chapter. The result of the students' post-test in both the experimental and control groups can be seen in Appendix I on page 104.

4.4.2 The Result of Data Computation

The students' writing post test scores were analyzed statistically by using independent sample t-test formula of SPSS (Statistical Package for Social Science) with 5% significant level to know the mean difference was significant or not between the experimental group who was treated by using composite pictures and control group without using composite pictures. This following table described the result of data computation.

Table 4.7 The Output of Statistical Description

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest Score	Experimen	36	83,5694	3,83248	,63875
	Control	36	79,2778	3,66342	,61057

From the table above, it can be seen that there were 36 students in the experimental group (VIII A), and there were 36 students in the control group (VIII B). The mean score for the experimental group was 83,5694 and the mean score for the control group was 79,2778. The standard deviation for the experimental group was 3,83248, while it was 3,66342 for the control class. The value of standard error mean for experimental group was 0,63875, while it was 0,61057 for the control group.

Table 4.8 The Output of Independent Samples T-Test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Posttest Score	Equal variances assumed	1,822	,181	4,857	70	,000	4,29167	,88362	2,52933	6,05400
	Equal variances not assumed			4,857	69,858	,000	4,29167	,88362	2,52927	6,05406

Actually, the analysis of independent sample t-test output was divided into two steps or stages. The first step was analyzing two variances whether they were equal or not (F_{test}). Second, analyzing the two groups whether their mean scores were same or not (T_{test}). According to the table above, the confidence interval of difference used was 95%. It was used because the value of alpha (p) was 0.05. Based on the Levene's Test for Equality of Variances column, this column shows whether or not the two classes had the same variability. The value of the significance column was 0.181, which was greater than 0.05. It means that the variability of both experimental and control class were assumed to be equal, thus data to read was the upper one.

The null hypothesis (H_0) of the research was: "there is no significant effect of using composite pictures on teh eighth grade students' recount paragraph writing achievement at SMPN 4 Jember". There were no criteria of rejection towards the hypothesis. First, the null hypothesis (H_0) was rejected if t-computation higher than t-table ($t_{comp} > t_t$). Second, the null hypothesis was rejected if the probability less than 0.05 (sig. 2 tailed < 0.05).

The significance (2-tailed) column shows 0.000 value, which is lower than 0.05. It means that the null hypothesis was rejected. Consequently, the alternative hypothesis was accepted, that “there is a significant effect of using composite pictures on the eighth grade students’ recount paragraph writing achievement at SMPN 4 Jember”.

4.5 Hypothesis Verification

The null hypothesis of the research was “there is no significant effect of using composite pictures on the eighth grade students’ recount paragraph writing achievement at SMPN 4 Jember”. To verify the hypothesis, the researcher consulted the independent samples t-test table.

The value of Lavene’s test was 0.181 that was higher than 0.05 (confidence interval 95%). It means that the variability for the experimental group and the control group was assumed to be equal. Consequently, the row that had to be read was the first row of t-test column table and ignored the second row. The first row shows that the significance column (2-tailed) has 0.000 value, which is lower than 0.05 ($p < 0.05$). Therefore, the alternative hypothesis (H_a) was formulated: “there is a significant effect of using composite pictures on the eighth grade students’ recount paragraph writing achievement at SMPN 4 Jember”, was accepted. It means that there is a significant effect of using composite pictures on the eighth grade students’ recount paragraph writing achievement at SMPN 4 Jember.

4.6 Discussion

The result of data analysis in this research proved that the use of composite pictures gave significant effect to the students’ writing achievement especially writing recount paragraph on the eighth grade students of SMP 4 Jember in 2014/2015 academic year.

Some experts believe that the use of composite pictures not only could gain the students’ attention and motivation, but it can also be the meaningful media used in the classroom, such as stated by Wright (1989: 2), picture can motivate the

students to learn English. Based on the research that was done by the researcher, the use of composite picture could make the students enthuse in joining the teaching learning activities in the classroom. The enthusiasm could be seen from the students' activeness such as in responding the researcher's question based on the composite picture given. It is according to Arsyad (1997:15), he says that media are teaching aids that influence the climate, the condition, and the environment of learning created by a teacher.

Composite pictures gave the students some ideas by imagining the event they had in the past. It recalled their memories by looking at the composite picture. Such as stated by Yunus (1981:49), he says that composite pictures provide a clue to the meaning of details, either introducing it to the learners for the first time or reminding them of it. Based on this research, the students were active when the researcher showed them a composite picture. They started to tell their friends their own story which related to the picture which was shown by the researcher. It meant that, by using composite pictures the students could gain some ideas by recalling the experience they had in the past.

Besides that, composite pictures could make the students produce some new vocabularies. It is explained by Raimes (1983:27-28), pictures are useful to generate vocabulary and a number of ideas. Based on the result of this research, the students were able to write some vocabularies which consisted of verb, noun, adjective, and adverb. They could produce more than fifteen vocabularies based on the composite picture. It meant that composite picture could improve the students' vocabularies.

The effect of using composite pictures in teaching writing had already been documented by the previous researchers. It was proved that teaching writing by using composite pictures could give a good result to the students' writing achievement especially in helping the students generate their ideas and found some vocabularies that could be used to help them in writing a recount paragraph. The previous research on the use of composite pictures was done by Nistina (2012) who proved that composite pictures could improve the students' writing ability as it could be seen from the raising percentages of the first and second

cycles. In the first cycle, the students' writing achievement increased by the percentage of 54.5% to 72.7% in the second cycle.

Beside the weaknesses which stated above, the weaknesses which related to the use of composite pictures also occurred in this research. The use of composite picture couldn't improve the students' grammar especially on the use of past tense. In the first and second meeting, some students still got problem which related to the use of grammar, such as the use of preposition, singular and plural noun, and also the use of past verbs.

Composite pictures were used in the set induction until the main activities in the experimental group. Although, the use of composite pictures were not fully used in the main activities. The students were getting confused to describe the activities that happened in the composite pictures. However, the researcher had already guided them to describe the activities in the composite picture from the right to the left side or bottom to top. Most of students told they were more easily to look at the activities which happened in the picture based on their own imagination. So, the use of the composite picture assisted the students generate their ideas. It is supported by Raimes (1983:27-28) that pictures are useful to generate vocabulary and a number of ideas. Therefore, the researcher asked the students to make some sentences after finding some vocabularies and reminded the students about the use of transition signals to make the events they told in sequence.

Apart from the weaknesses, the research result proved that using composite pictures was appropriate for teaching recount writing and the analysis showed that there is a significant effect of using composite pictures on the eighth grade students' recount writing achievement at SMPN 4 Jember in the 2014/2015 academic year.



V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and suggestions on the research findings for the English teacher, the students, and the future researcher.

5.1 Conclusion

Based on the results of hypothesis verification and discussion, it could be concluded that there was a significant effect of using composite pictures on the eighth grade students' recount paragraph writing achievement at SMPN 4 Jember.

5.2 Suggestions

Since the use of composite pictures as teaching media on writing class gave a significant effect on the students' writing achievement, this media can be used to improve the students' ability in mastering writing. Thus, the researcher proposes some suggestions to the following people.

5.2.1 The English Teacher

It is suggested that the English teacher uses composite pictures as the teaching media in teaching writing to improve the students' writing skill in the teaching learning process because it is interesting and easy to catch the students' attention in focusing to the material given.

5.2.2 The Students

The students are suggested to use composite pictures as the teaching media to stimulate them to use their imagination to find some ideas about their writing which help them to improve their writing achievement, they can improve their participation in the classroom and they can also easily construct a paragraph by stimulating all aspects of writing by using their imagination based on the composite picture given.

5.2.3 The Future Researcher

The result of this research is suggested to give information to the future researcher who has problem with the teaching of writing. It is suggested to conduct a further research with different research design such as classroom action research to improve the students' writing achievement by using composite pictures.



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APPENDIX A

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
<p>The Effect of Using composite pictures on the Eighth Grade Students' recount paragraph writing achievement at SMPN 4Jember in the 2014/2015 Academic Year</p>	<p>Is there any significant effect of using "composite pictures" on the eighth grade students' recount paragraph writing achievement at SMPN 4Jember in the 2014/2015 academic year?</p>	<p>Independent Variable</p> <p>The use of composite pictures</p> <p>Dependent Variable</p> <p>The eighth grade students' recount paragraph writing achievement</p>	<p>1. Students' composition recount paragraph based on the use of composite pictures:</p> <ul style="list-style-type: none"> - Showing the picture - Stating the object in the picture - Mentioning the events in the picture - Making a recount paragraph based on the 	<p>1. Research subject: The eighth grade students at SMPN 4Jember in the 2014/2015 academic year.</p> <p>2. Informant: The English Teacher of the eight grade students of SMPN 4 Jemberin the 2014/2015 academic year.</p> <p>3. Documents:</p>	<p>1. The Research design: Quasi Experimental Research.</p> <p>2. The Area determination method: Purposive method</p> <p>3. The Research Subject determination method: clustering random sampling</p> <p>4. Data collection method:</p> <ul style="list-style-type: none"> a. Writing test b. Interview c. Documentation <p>5. Data analysis method: Descriptive quantitative (independent sample t-test) by using SPSS.</p> <p>$DRE = \frac{Mx - My}{x} \times 100\%$</p>	<p>There is a significant effect of recount paragraph writing achievement by using composite pictures on the eighth grade students at SMPN 4 Jember in the 2014/2015 academic year.</p>

			<p>composite picture given</p> <p>2. The students' Scores of writing test based on the five aspects of writing, they are :</p> <ul style="list-style-type: none"> - mechanics - grammar - vocabulary - content - paragraph organization 	<p>The names of the eighth grade students of SMPN 4Jember in the 2014/2015 academic year.</p>	<p style="text-align: center;">My</p> <p>Notes:</p> <p>DRE: Degree of Relative Effectiveness</p> <p>Mx: mean of the experimental group</p> <p>My: mean of the control group</p> <p>(Adapted from Masyhud, 2012:134)</p>	
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APPENDIX B

SUPPORTING DATA INSTRUMENT

a. Interview Guide

The Questions	Data Resources
<ol style="list-style-type: none">1. What curriculum do you apply in teaching English?2. What is the minimum English score required in this school?3. What sources or materials do you use to teach English to the students?4. Based on the institutional level curriculum, what teaching technique do you use to teach writing to the students?5. What are the difficulties faced by most of the students in writing?6. How do you solve the problem?7. Have you ever used composite pictures as the media in teaching writing a recount text?	<p>The Eighth Grade English Teacher At Smpn 4 Jember</p>

b. Documentation Guide

The Supporting Data	Data Resource
<ol style="list-style-type: none">1. The names of the respondents of the experimental and control class2. The number of respondents3. The schedule of teaching English	School documents

c. The Result of the Interview with the English Teacher

The Questions	Data Resources
<ol style="list-style-type: none"> 1. What curriculum do you apply in teaching English? 2. What is the minimum English score required in this school? 3. What sources or materials do you use to teach English to the students? 4. Based on the institutional level curriculum, what teaching technique do you use to teach writing to the students? 5. What are the difficulties faced by most of the students in writing? 6. How do you solve the problem? 7. Have you ever used composite pictures as the media in teaching writing a recount text? 	<ol style="list-style-type: none"> 1. KTSP 2006 2. 75 3. The students' workbook and browsed materials from the internet. 4. Question and answer technique. 5. The students are difficult to find the idea and how to organize their writing well. Sometimes they are difficult to use the correct grammar and vocabulary. 6. I try to give some topics then I ask the students to write. 7. No, I haven't.

d. Documentation Guide

The Names of the Respondents of the Experimental and the Control Group

NO	NIS	NAME	NO	NIS	NAME
1.	7909	Adibah Muthiah Khansa	1.	8092	A.Daffaturfauzan R
2.	7910	Adinda Widia Pangestu	2.	8093	Adinda Yuhyun S
3.	7912	Alief Salsabila	3.	8091	Ananda Fizal M
4.	8020	Aliefia Nuraini Talya	4.	8096	Anggraeni Shafira M
5.	7914	Aprlia Ambarwati	5.	8097	Annisa Mayangsari
6.	7915	Argan Ariadnalaska	6.	8094	Annisa Rifa F
7.	7916	Ari Yudha Pradana	7.	8098	Anugerah Rizky R
8.	7917	Ariel Rizky Hernanda	8.	8099	Arfinda Nanda B
9.	7919	Bella Savina	9.	7918	Arya Naga V
10.	8133	Dinda Agustin Amalia	10.	8100	Deanissa Aulia
11.	7922	Dyas Octa Viola	11.	8101	Desi Wanda Fitriyah
12.	7923	Farah Lathifah	12.	8102	Dian Lestari
13.	7957	Fryda Lucyana	13.	8103	Diaz Putra Yudha
14.	7924	Galuh Ayu Pramudia	14.	8104	Difi Ifonindi
15.	7925	Hafifah Annastasaki	15.	8105	Dio Atsal Rizaldy
16.	7929	Isti Hamdalah	16.	8106	Dirga Amay Lina P
17.	7930	Khozaimah Rizky	17.	8107	Dwi Noviana A. S
18.	7931	M. Haris Naufal	18.	8108	Farah Elvina K
19.	7965	Maulin Ainur Kharisma	19.	8109	Fathur Akbar L
20.	7966	Meilinda Rafika Sari	20.	8110	Feri Aryudha
21.	7934	Nabila Syafa'ah Shoufia	21.	8111	Hofifah Nuryah K
22.	7937	Nurul Kamila	22.	8112	I Gusti Ngurah A.P
23.	7972	Ovilia Wulan Anggarita	23.	8113	Ismi Oktaviani
24.	8158	Rani Fauziyah Putri	24.	8114	Jazmin Mahdasabila
25.	7977	Renata Sekar Ayu	25.	8115	Jora Buana A
26.	8084	Riskika Amalia Istiqomah	26.	8116	Maulfinisa J
27.	7938	Riza Ramiati	27.	8117	Musfira Amalia
28.	7939	Rizki Aryaputra Nugraha	28.	8118	Nanda Putri W
29.	7940	Ronin Dutta Amanda	29.	8119	Nuhan Ranggara R
30.	7941	Ryas Revita P	30.	8120	Rafil Lutti Fi Ananta B
31.	7942	Salsabilla Puteri	31.	8121	Rita Nurma W
32.	7943	Salsabila Barienka	32.	8122	Saniyya Nahda T
33.	7944	Sandi Ragil Kurnia Putra	33.	8123	Sheilla Pandurahma
34.	7945	Segara Bhagas	34.	8124	Supran Dita Tugas M
35.	7982	Viona Ramadanti	35.	8125	Wiwit noviyanti
36.	7946	Zufar Azarial Azmi	36.	8126	Yovie Darma Putra H

APPENDIX C

The Scoring Criteria of the Students' Recount Paragraph

Aspect of Writing	Score	Criteria
Grammar	25-22	EXCELLENT: no errors and almost free of grammatical errors in writing sentences of Simple Past Tense, time signals, article, pronouns and prepositions. (0-2 errors in making sentences of Simple Past Tense).
	21-18	GOOD: few errors in making sentences using Simple Past Tense, time signals, article, pronouns and prepositions that do not confuse the readers. (3-5 errors in making sentences of simple past tense).
	17-11	FAIR: some errors in making sentences using Simple Past Tense, time signals, article, pronouns and prepositions that sometimes confuse the readers and has to rely on their own interpretation. (6-7 errors in making sentences of simple past tense).
	10-5	POOR: dominated by errors in making sentences using simple past tense, time signals, articles, pronouns and prepositions. (more than 8 errors in making sentences of simple past tense), so it is difficult to understand.
Vocabulary	25-22	EXCELLENT: uses a variety of word choice; uses the appropriate and correct words in sentences based on their function; all of the words refer to the intended meaning; has few errors in words spelling. (0-3 words are used inappropriately); (0-3 errors in words spelling)
	21-18	GOOD: uses an adequate range of word choice; some words are used inappropriately; occasional errors in using the words based on their function frequently; uses some words that do not refers to the intended meaning; has occasional errors in words spelling. (4-5 errors in word forms and 4-5 errors in words spelling).
	17-11	FAIR: uses a limited range of word choice; uses inappropriate or wrong words frequently; does not use the words based on their function frequently; the sentences use incorrect word form frequently; has frequent errors in words spelling. (6-8 errors words form and 6-8 errors in words spelling).
	10-5	POOR: uses very limited range of word choice; dominated by errors in choosing the word

Aspect of Writing	Score	Criteria
		appropriately; almost all of the words do not lead to the intended meaning; dominated by errors in words spelling. (more than 8 errors in words form and words spelling).
Content	20-18	EXCELLENT: the content of text tells about the topic that includes clear explanation and information of the event; most sentences in the text are relevant to the topic (1 sentence is not relevant to the topic)
	17-14	GOOD: the content of the text tells about the topic that includes clear information of event; only few sentences are not relevant to the topic (2-3 sentences are not relevant to the topic; the development of topic sentence is adequate.
	13-10	FAIR: tells about the topic but lose focus; some sentences are not relevant to the topic (4-6 sentences are not relevant to the topic); the development of topic is limited; insufficient detailed or unclear information of events.
Organization	9-7	POOR: almost all sentences are not relevant to the topic (8 or more sentences are not relevant to the topic); the information of the event is unclear.
	20-18	EXCELLENT: highly organized; complete and correct generic structure of recount; logical order of ideas; clear supporting details; most of transition are used appropriately and correctly (1-2 errors in the use of transition)
	17-14	GOOD; well organized; complete generic structure but the orientation is unclear; not all events are in order (1 event is out of order); logical order of ideas; limited supporting details few errors in the use of transition (4-5 errors in the use of transition).
	13-10	FAIR: lack of organization; incomplete generic structure; unclear orientation; some events are out of order (2-3 events are out of order); the ideas is confusing ; lack of supporting details; some errors in the use of transition (7-8 errors in the use of transitions).
	9-7	POOR: disorganized; doesn't follow the generic structure of recount; the ideas is unclear and confusing; lack of supporting details; no transition used.

Aspect of Writing	Score	Criteria
Mechanic	10-9	EXCELLENT: free errors of punctuation and spelling or there are few errors of punctuation and spelling (0-3 errors of punctuation and spelling)
	8-5	GOOD: occasional errors in punctuation and spelling, some errors in punctuation and spelling (4-8 errors in punctuation and spelling).
	4-3	FAIR: frequent errors in punctuation and spelling (9-13 errors in punctuation and spelling), it leads sometimes to the obscurity meaning of sentences
	2-1	POOR: severe errors in punctuation and spelling (14-17 errors in punctuation and spelling) so that it is difficult to understand; all sentences in a text use incorrect punctuation and spelling, so the handwriting cannot be read clearly.

(Adapted from Jacobs, et al., quoted from Hughes, 2003:105)

APPENDIX D

LESSON PLAN 1

School	: SMPN 4 Jember
Subject	: English
Class/ Semester	: VIII/2
Time	: 2x40
Genre of the paragraph	: Recount Paragraph
Skill	: Writing

I. Standard Competence

1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk narative dan recount untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

1. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancardan berterimauntuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narative dan recount.

III. Indicators (experimental group)

1. Finding some vocabularies based on the composite pictures given.
2. Writing some sentences to tell the events in sequence based on the vocabularies they have found by looking at the activities on the composite picture given.
3. Writing a recount paragraph from the sentences they have constructed based on the composite picture given.

Indicators (control group)

1. Finding some vocabularies based on the topic given.
2. Writing some sentences to tell the events in sequence based on the vocabularies they have found by considering the topic given.
3. Writing a recount paragraph from the sentences they have constructed based on the topic given.

IV. Objectives (experimental group)

1. The students are able to find some vocabularies based on the composite pictures given.
2. The students are able to write some sentences to tell the events in sequence based on the vocabularies they have found by looking at the activities on the composite picture given.
3. The students are able to write a recount paragraph from the sentences they have constructed based on the composite picture given.

Objectives (control group)

1. The students are able to find some vocabularies based on the topic given.
2. The students are able to write some sentences to tell the events in sequence based on the vocabularies they have found by considering the topic given.
3. The students are able to write a recount paragraph from the sentences they have constructed based on the topic given.

V. Learning Materials

The learning materials are enclosed.

VI. Method and Technique

Method: Contextual Teaching Learning

Experimental group: lecturing, question and answer, and giving exercise by using composite pictures.

Control group: lecturing, question and answer, and giving exercise.

VII. Teaching Activities

No.	Experimental Group	Time	No.	Control Group	Time
1.	Set Induction	5'	1.	Set Induction	5'

1.1	Greeting Greeting the students	1'	1.1	Greeting Greeting the students	1'
1.2	Motivation Showing a composite picture	1'	1.2	Motivation Asking some riddles	1'
1.3	Apperception Asking leading questions	2'	1.3	Apperception Asking leading questions	2'
1.4	Objective statement Stating the objectives	1'	1.4	Objective statement Stating the objectives	1'
2.	Main Activities	70'	2.	Main Activities	70'
2.1	Distributing the handout of the material containing the material about recount paragraph.	1'	2.1	Distributing the handout of the material containing the material about recount paragraph	1'
2.2	Showing the composite pictures and asking some questions relating to the topic.	5'	2.2	-	,
2.3	Showing the example of a recount paragraph based on the picture above.	1'	2.3	Showing the example of a recount paragraph with the topic "my holiday"and asking some questions relating to the example.	6'
2.4	Explaining the generic structures and the language features especially the use of past tense based on the picture and the example above.	10'	2.4	Explaining the generic structures and the language features especially the use of past tense based on the example above.	10'
2.5	Giving another composite picture to the students	1'	2.5	-	
2.6	Asking the students to write as many as vocabularies they	7'	2.6	Asking the students to write as many as vocabularies they	7'

	need to help them to write a recount paragraph from the picture given.			need to help them to write a recount paragraph by using the topic “Going to the Zoo”.	
2.7	Asking the students to construct some sentences to tell the events in sequence from the vocabularies they have found by considering the use of transition signals	12’	2.7	Asking the students to construct some sentences to tell the events in sequence from the vocabularies they have found by considering the use of transition signals	12’
2.8	Asking the students to construct a recount paragraph from the sentences they have constructed which consists of 100 – 120 words based on the same picture that has been given above.	30’	2.8	Asking the students to construct a recount paragraph from the sentences they have constructed which consists of 100-120 words based on the topic “Going to the Zoo”	30’
2.9	Asking the students to submit their work.	3’	2.9	Asking the students to submit their work.	3’
3.	Closure	5’	3.	Closure	5’
3.1	Drawing conclusion by reviewing the material by giving some oral questions.	3’	3.1	Drawing conclusion by reviewing the material by giving some oral questions.	’
3.2	Leave-taking	2’	3.2	Leave-taking	2’

VIII. Media and Sources

Media

Experimental Group	Control Group
Composite pictures	-
Recount Paragraph	Recount Paragraph
Worksheet for the students	Worksheet for the students

Sources: www.google.com

IX. Evaluation

- a. Process evaluation: Conducted during the teaching learning process.
- b. Product evaluation: The students' writing of a simple recount paragraph.

Learning Material 1

(Experimental Group)

Leading Questions:

1. If you find a red date in your calendar, will you come to school?
2. Why don't you go to school?
3. Where is it? (by showing the picture)
4. When did you come to this place?
5. What did the people do in the picture?

Recount Paragraph

The definition of recount paragraph:

Recount paragraph is a paragraph which retells events or experiences in the past.

The purpose:

The purpose of recount paragraph is to tell about past events or experience.

The generic structures of recount paragraph:

1. *Orientation.* It tells who were involved in the event, what happened, where the events took place, and when it happened.
2. *Events.* Commonly a recount paragraph consists of some events. It tells what happened in a chronological order.

Example: I fell down from my bicycle when I was child and nobody helped me. Therefore, I cried loudly but nobody heard. Fortunately there was a man helped me.

3. *Re-orientation.* It consists of optional-closure of events or ending.

Example: The man accompanied me back home and my mother was so worried about me. After that I stopped crying and I slept on the chair.

The language features of a recount paragraph are listed below:

1. The use of noun and pronoun

For examples: Liana, the tree, uncle, the beach.

2. The use of action verbs

For examples: went, slept, and ran.

3. The use of past tense

For examples: we bought some umbrellas yesterday

4. The use of time conjunction/ transition signals

For examples: and, but, finally, after that, and then, therefore, finally, first, second, third, however, moreover, etc.

5. The use of adverbs and adverbial of place and time.

For examples: slowly, in the garden, two days ago.

The past tense expresses an action happened at a known time in the past.

The patterns:

(+) Subject+ Verb II+...

(-) Subject+ did not + Verb I+...

(?) Did + Subject + Verb I +?

- In positive sentence most verbs have regular “-ED” ending in the past tense.

Example: Study – Studied

Cook – Cooked

Walk –Walked

- Many verbs however have irregular forms. These forms must be learned individually.

Example: Learn – Learned

Cut – Cut

Meet – Met

- The time signals used in the past tense:

Last week

Last month

Last night

Two hours ago

Two years ago

Yesterday

This morning

Here is the example of a recount paragraph related to the picture:

My Last Holiday



1. Where did the people spend their holiday?
2. Was the beach crowded?
3. Did you see many children there?
4. What did they do there?
5. What kind of paragraph is used to tell about someone's past event?
6. What is the generic structure of recount paragraph?
7. What tense is used to tell about past event?

My last holiday

Last two weeks, my family and I went to Bali by car. We visited Sanur beach after we arrived in Bali. First, we walked along the beach and saw a helicopter there. Then, I wore my red short and did surfing. After that, I played

the sand and made a castle with my sister. Luckily, we met our friends and we decided to play volley ball together. Suddenly, my brother and my father bought a glass of juice to drink. So, we took a rest for a while. Finally, we went home in the evening. It was my holiday and I really loved it.

Analyzing the Paragraph

Generic structure analysis

1. Orientation: introducing the participant, using first person point of view.
Example: Last two weeks, my family and I went to Bali.
2. Events: describing a series of events which happened.
Example: First, I walked along the beach and saw a helicopter there. Then, I wore my red short and did surfing. After that, I played volley ball with my sister.
3. Re-orientation: stating the writers' personal opinion.
Example: It was a great day and I really loved it.

Language feature analysis

1. Using noun and pronoun
Examples: I, his, we
2. Using time conjunction/ transition signals
Examples: then, after that, first, finally, so
3. Using adverbs and adverbial of place and time
Example: Last two weeks, Sanur beach
4. Using action verb
Examples: sat, wore, played, bought
5. Using simple past tense pattern
Example: I wore my red short and did surfing, After that, I played a volley ball with my sister.

EXERCISES

(Experimental group)

Going to the Zoo



Read the instructions carefully!

1. Write down as many vocabularies (verb II, noun, adjective and adverb) as you need to write a recount paragraph based on the composite picture given! Here is one example for you.

1. Last two weeks

2. Write down some sentences to tell the events in sequence from the vocabularies you have found on the first instruction by looking at the activities on the composite picture given.

1.
2.
3.
4.
5.
6.
7.
8.

3. Construct a recount paragraph from the sentences you have made consisting of 100-120 words in 30 minutes. Your writing will be scored based on the aspects such as: content, mechanic, grammar, vocabulary, and organization.



MODEL ANSWER

EXERCISES (Experimental group)

Read the instructions carefully!

1. Write down as many vocabularies (verb II, noun, adjective, and adverb) you as need to write a recount paragraph based on the composite picture given! Here is one example for you.

- | | |
|---------------|--------------------|
| 1. Sat | 11. Elephant |
| 2. Went | 12. Giraffe |
| 3. Asked | 13. Carrots |
| 4. Allowed | 14. My brother |
| 5. Fed | 15. Last two weeks |
| 6. Cried | |
| 7. Decided | |
| 8. Took | |
| 9. My family | |
| 10. My sister | |

2. Write down some sentences to tell the events in sequence from the vocabularies you have found on the first instruction by considering the use of transition signals and the activities on the composite picture given.
 1. Last two weeks I went to the zoo with my family by car.
 3. First, my sister and I took some photographs of the elephant.
 4. Then, I asked permission to see another animal but my parents didn't allow me.
 5. Therefore, I decided to take some carrots and fed the giraffe with my sister.
 6. When I fed the giraffe I heard my brother cry because he was afraid of a clown.
 7. Then, my father asked us to go home soon.

8. Actually, I still wanted to feed the giraffe longer but we had to go home soon.
 9. I was happy at that time because it was my sweet holiday.
3. Construct a recount paragraph from the sentences you have made consisting of 100-120 words in 30 minutes. Your writing will be scored based on the aspects such as: content, mechanic, grammar, vocabulary, and organization.

Going to the Zoo

Last two weeks, my family and I went to the zoo by car. When we arrived there, I took some photographs of an elephant. I felt little bit boring at that time. So, I did many things there. First, I asked permission to my parents to see another animal but they didn't allow me. Therefore I decided to take some carrots and fed the giraffe with my sister. When we were feeding the giraffe, we heard my brother cry because he was afraid of a clown. So, my father asked us to go home soon. Actually I still wanted to feed the giraffe longer but we had to go home. However I was happy enough at that time.

MATERIAL 1

(Control Group)

Leading Questions:

1. If you find a red date in your calendar, will you come to school?
2. Why don't you go to school?
3. Where do you usually spend your holiday?
4. When did you come to that place?
5. What did you do there?

Recount Paragraph

The definition of recount paragraph:

Recount paragraph is a paragraph which retells events or experiences in the past.

The purpose:

The purpose of recount paragraph is to tell about past events or experience.

The generic structures of recount paragraph:

1. *Orientation.* It tells who were involved in the event, what happened, where the events took place, and when it happened.
2. *Events.* Commonly a recount paragraph consists of some events. It tells what happened in a chronological order.

Example: I fell down from my bicycle when I was child and nobody helped me. Therefore, I cried loudly but nobody heard. Fortunately there was a man helped me.

3. *Re-orientation.* It consists of optional-closure of events or ending.

Example: The man accompanied me back home and my mother was so worried about me. After that I stopped crying and I slept on the chair.

The language features of a recount paragraph are listed below:

1. The use of noun and pronoun

For examples: Liana, the tree, uncle, the beach.

2. The use of action verbs

For examples: went, slept, and ran.

3. The use of past tense

For examples: we bought some umbrellas yesterday

4. The use of time conjunction/transition signals

For examples: and, but, finally, after that, and then.

5. The use of adverbs and adverbial of place and time.

For examples: slowly, in the garden, two days ago.

The past tense expresses an action happened at a known time in the past.

The patterns:

(+) Subject+ Verb II+...

(-) Subject+ did not + Verb I+...

(?) Did + Subject + Verb I +?

- In positive sentence most verbs have regular “-ED” ending in the past tense.

Example: Study – Studied

Cook – Cooked

Walk –Walked

- Many verbs however have irregular forms. These forms must be learned individually.

Example: Learn – Learned

Cut – Cut

Meet – Met

- The time signals used in the past tense:

Last week

Last month

Last night

Two hours ago

Two years ago

Yesterday

This morning

Here is the example of a recount paragraph:

My last holiday

Last two weeks, my family and I went to Bali by car. We visited Sanur beach after we arrived in Bali. First, we walked along the beach and saw a helicopter there. Then, I wore my red short and did surfing. After that, I played the sand and made a castle with my sister. Luckily, we met our friends and we decided to play volley ball together. Suddenly, my brother and my father bought a glass of juice to drink. So, we took a rest for a while. Finally, we went home in the evening. It was my holiday and I really loved it.

Analyzing the Paragraph

Generic structure analysis

1. Orientation: introducing the participant, using first person point of view.
Example: Last two weeks, my family and I went to Bali.
2. Events: describing a series of events which happened.
Example: First, I walked along the beach and saw a helicopter there. Then, I wore my red short and did surfing. After that, I played volley ball with my sister.
3. Re-orientation: stating the writers' personal opinion.
Example: It was a great day and I really loved it.

Language feature analysis

1. Using noun and pronoun
Examples: I, his, we
2. Using time conjunction
Examples: then, after that, first, finally
3. Using adverbs and adverbial of place and time
Example: Last two weeks, Sanur beach
4. Using action verb
Examples: sat, wore, played, bought

5. Using simple past tense pattern

Example: I wore my red short and did surfing, After that, I played a volley ball with my sister.

EXERCISES

(Control group)

Read the instructions carefully!

1. Write down as many vocabularies (verb II, noun, adjective, and adverb) you as need to write a recount paragraph based on the topic “Going to the Zoo”! Here is one example for you.

1. Last two weeks

2. Write down some sentences to tell the events in sequence from the vocabularies you have found on the first instruction by considering the use of transition signals and the topic “Going to the Zoo”.

1.
2.
3.
4.
5.
6.
7.

8.
3. Construct a recount paragraph from the sentences you have made consisting of 100-120 words in 30 minutes. Your writing will be scored based on the aspects such as: content, mechanics, grammar, vocabulary, and organization.



MODEL ANSWER

(Control Group)

Read the instructions carefully!

1. Write down as many vocabularies (verb II, noun, adjective, and adverb) you as need to write a recount paragraph based on the topic “Going to the Zoo”! Here is one example for you.

- | | |
|---------------|--------------------|
| 1. Sat | 11. Elephant |
| 2. Went | 12. Giraffe |
| 3. Asked | 13. Carrots |
| 4. Allowed | 14. My brother |
| 5. Fed | 15. Last two weeks |
| 6. Cried | |
| 7. Decided | |
| 8. Took | |
| 9. My family | |
| 10. My sister | |

2. Write down some sentences to tell the events in sequence from the vocabularies you have found on the first instruction by considering the use of transition signals and the topic of “Going to the Zoo”.
 1. Last two weeks I went to the zoo with my family by car.
 2. First, my sister and I took some photographs of the elephant.
 3. Then, I asked permission to see another animal but my parents didn't give me allowance.
 4. Therefore, I decided to take some carrots and fed the giraffe with my sister.
 5. When I fed the giraffe I heard my brother cry because he was afraid of a clown.
 6. Then, my father asked us to go home soon.

7. Actually, I still wanted to feed the giraffe longer but we had to go home soon.
 8. I was happy at that time because it was my sweet holiday.
3. Construct a recount paragraph from the sentences you have made consisting of 100-120 words in 30 minutes. Your writing will be scored based on the aspects such as: content, mechanic, grammar, vocabulary, and organization.

Going to the Zoo

Last two weeks, my family and I went to the zoo by car. When we arrived there, I took some photographs of an elephant. I felt little bit boring at that time so, I did many things there. First, I asked permission to my parents to see another animal but they didn't give me allowance. Therefore I decided to take some carrots and fed the giraffe with my sister. When we were feeding the giraffe, we heard my brother cry because he was afraid of a clown. So, my father asked us to go home soon. Actually I still wanted to feed the giraffe longer but we had to go home. However I was happy enough at that time.

APPENDIX E

LESSON PLAN 2

School	: SMPN 4 Jember
Subject	: English
Class/ Semester	: VIII/2
Time	: 2x40
Genre of the paragraph	: Recount Paragraph
Skill	: Writing

I. Standard Competence

- I. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk narative dan recount untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

1. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan mneggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narative dan recount.

III. Indicators (experimental group)

1. Finding some vocabularies (verb II, noun, adjective, and adverb) based on the composite pictures given.
2. Writing some sentences to tell the events in sequence based on the vocabularies they have found by looking at the activities on the composite picture given.
3. Writing a recount paragraph from the sentences they have constructed based on the composite picture given

Indicators (control group)

1. Finding some vocabularies (verb II, noun, adjective, and adverb) based on the topic given.
2. Writing some sentences to tell the events in sequence based on the verbs they have found by considering the topic given.
3. Writing a recount paragraph from the sentences they have constructed based on the topic given.

IV. Objectives (experimental group)

1. The students are able to find some verbs based on the composite pictures given.
2. The students are able to write some sentences to tell the events in sequence based on the verbs they have found by looking at the activities on the composite picture given.
3. The students are able to write a recount paragraph from the sentences they have constructed based on the composite picture given.

Objectives (control group)

1. The students are able to find some vocabularies (verb II, noun, adjective, and adverb) based on the topic given.
2. The students are able to write some sentences to tell the events in sequence based on the verbs they have found by considering the topic given.
3. The students are able to write a recount paragraph from the sentences they have constructed based on the topic given.

V. Learning Materials

The learning materials are enclosed.

VI. Method and Technique

Method: Contextual Teaching Learning

Experimental group: lecturing, Question and answer, and giving exercise by using composite pictures.

Control group: lecturing, Question and answer, and giving exercise.

VII. Teaching Activities

No.	Experimental Group	Time	No.	Control Group	Time
1.	Set Induction	5'	1.	Set Induction	5'
1.1	Greeting Greeting the students	1'	1.1	Greeting Greeting the students	1'
1.2	Apperception Asking leading questions	3'	1.2	Apperception Asking leading questions	3'
1.3	Objective statement Stating the objectives	1'	1.3	Objective statement Stating the objectives	1'
2.	Main Activities	70'	2.	Main Activities	70'
2.1	Showing the composite pictures to the students and asking some questions about the pictures to get some lists of events.	5'	2.1	-	'
2.2	Distributing the recount paragraph to the students	1'	2.2	Distributing the recount paragraph to the students and asking some information based on the example	5'
2.3	Asking the students to mention the genre of the paragraph	2'	2.3	Asking the students to mention the genre of the paragraph	2'
2.4	Asking the students to mention the generic structures of the recount paragraph	2'	2.4	Asking the students to mention the generic structures of the recount paragraph	2'
2.6	Showing a composite picture and identify the picture together	3'	2.6	-	
2.7	Asking the students to find as many as vocabularies they need to help them write a	7'	2.7	Asking the students to find as many as vocabularies they need to help them to write a recount	7'

2.8	recount paragraph based on the composite picture given. Asking the students to construct some sentences to tell the events in sequence from the vocabularies they have found based on the composite picture given	12'	2.8	paragraph based on the topic "Going Camping" Asking the students to construct some sentences to tell the events in sequence from the vocabularies they have found based on the topic "Going Camping"	12'
2.9	Asking the students to construct a recount paragraph which consists of 100-120 words based on the composite picture	30'	2.9	Asking the students to construct a recount paragraph which consists of 100-120 words based on the topic "Going Camping"	30'
3.	Closure	5'	3.	Closure	5'
3.1	Drawing conclusion by reviewing the material by giving some oral questions.	3'	3.1	Drawing conclusion by reviewing the material by giving some oral questions.	3'
3.2	Leave-taking	2'	3.2	Leave-taking	2'

VIII. Media and Sources

Media

Experimental Group	Control Group
Composite pictures	-
Recount paragraph	Recount paragraph
Worksheet for the students	Worksheet for the students

Sources: www.google.com

IX. Evaluation

- a. Process evaluation: Conducted during the teaching learning process.
- b. Product evaluation: The students' writing of a simple recount paragraph.

MATERIAL 1

(Experimental Group)

Leading Questions:

1. Where do you go when you want to borrow some books?
2. How often do you visit there?
3. What happen with the picture? (by showing the picture)
4. What can you see from the picture?
5. What do people usually do in this place based on the picture?



The example of recount paragraph:

Visiting the Library

Yesterday morning, I went to the library with my friends to finish our homework from the teacher. Unfortunately only some of us did it. Ratih, Romy, and Gilang were busy with their own activities. Ratih and Romy were busy to read novels, and then Gilang was listening to the music. It would not finish soon if we waited them to do the homework. Therefore, Rita and I did the homework by browsing some materials from the internet. It was about 1 pm but we could not finish the homework. Therefore, we asked them to help us to finish it. Luckily, at 3 pm we could finish it well and I realized if something was done together would not be hard

EXERCISES

(Experimental group)

Read the instructions carefully!

1. Write down as many vocabularies (verb II, noun, adjective, and adverb) as you need to write a recount paragraph based on the composite picture given! Here is one example for you.

1. Last month

2. Write down some sentences to tell the events in sequence from the vocabularies you have found on the first instruction by considering the use of transition signals and the activities on the composite picture given.

1.
2.
3.
4.
5.
6.
7.
8.

3. Construct a recount paragraph from the sentences you have made consisting of 100-120 words in 30 minutes. Your writing will be scored based on the aspects such as: content, mechanic, grammar, vocabulary, and organization.

Model Answer

(Experimental group)

Read the instructions carefully!

1. Write down as many vocabularies (verb II, noun, adjective, and adverb) as you need to write a recount paragraph based on the composite picture given! Here is one example for you.

- | | |
|---------------|---------------|
| 1. Last month | 11. woods |
| 2. Trip | 12. fire |
| 3. Baluran | 13. burnt |
| 4. Tent | 14. sang |
| 5. Built | 15. told |
| 6. My friends | 16. story |
| 7. Played | 17. The stars |
| 8. Sat | 18. The moon |
| 9. Guitar | |
| 10. Sang | |

2. Write down some sentences to tell the events in sequence from the vocabularies you have found on the first instruction by considering the use of transition signals and the activities on the composite picture given.

1. Last month, my school had a trip to Baluran.
2. After we arrived there, we built a tent.
3. Then, we prepared some woods to burn.
4. At night, we saw the stars and the moon shined brightly.
5. Therefore, we decided to play a game.
6. There were some friends who got punishment.
7. They played guitar and sang a song in front of us.
8. Then, I got the punishment, so I told a story about the history of a kingdom.
9. It was a beautiful night although I was not lucky at that time.

3. Construct a recount paragraph from the sentences you have made consisting of 100-120 words in 30 minutes. Your writing will be scored based on the aspects such as: content, mechanic, grammar, vocabulary, and organization.

Going Camping

Last month, my school had a trip to Baluran. We went there in the morning by car. When we arrived there, we built our tent and prepared some woods to burn. At night, the stars and the moon shined brightly, so we did some activities to spend our night there. My teacher had a plan to play ball throwing. So, if the ball stopped in our hand, we would get the punishment. There were some friends who got the punishment, so they played guitar and sang a song in front of us. I was afraid of getting the punishment, so I screamed hysterically when the ball stopped in my hand. It was my turn to show off in front of my friends. Therefore, I told a story about the history of a kingdom. I was nervous and it was not my lucky night.

(Control Group)

Leading Questions:

1. Where do you go when you want to borrow some books?
2. How often do you visit there?
3. With whom did you visit there?
4. How was the situation there?
5. What do people usually do in there?

The Example of Recount Paragraph:

Visiting the Library

Yesterday morning, I went to the library with my friends to finish our homework from the teacher. Unfortunately only some of us did it. Ratih, Romy,

and Gilang were busy with their own activities. Ratih and Romy were busy to read novels, and then Gilang was listening to the music. It would not finish soon if we waited them to do the homework. Therefore, Rita and I did the homework by browsing some materials from the internet. It was about 1 pm but we could not finish the homework. Therefore, we asked them to help us to finish it. Luckily, at 3 pm we could finish it well and I realized if something was done together would not be hard.

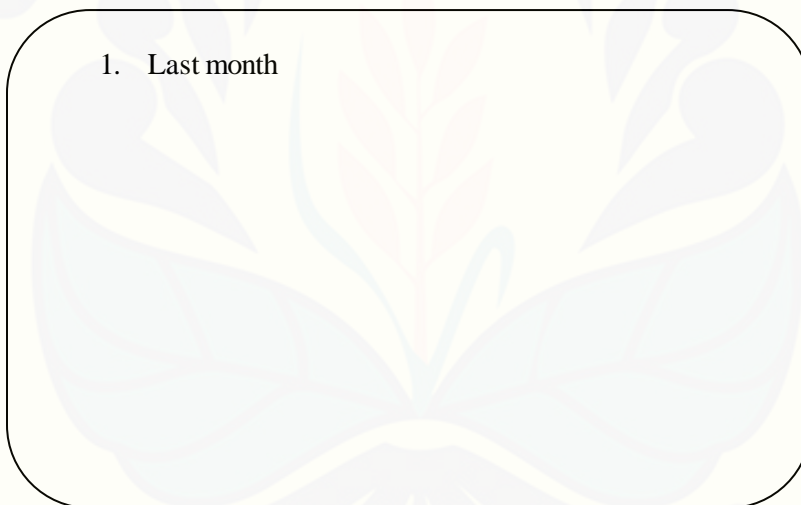
EXERCISES

(Control group)

Read the instructions carefully!

1. Write down as many vocabularies (verb II, noun, adjective, and adverb) as you need to write a recount paragraph based on the topic “Going Camping”! Here is one example for you.

1. Last month



2. Write down some sentences to tell the events in sequence from the vocabularies you have found on the first instruction by considering the use of transition signals and the topic of “Going Camping”.

1.
2.
3.
4.
5.

6.

7.

8.

3. Construct a recount paragraph from the sentences you have made consisting of 100-120 words in 30 minutes. Your writing will be scored based on the aspects such as: content, mechanic, grammar, vocabulary, and organization.



MODEL ANSWER

EXERCISES (Control group)

Read the instruction carefully!

1. Write down as many vocabularies (verb II, noun, adjective, and adverb) as you need to write a recount paragraph based on the topic of “Going Camping”! Here is one example for you.

- | | |
|----------------|---------------|
| 12. Last month | 11. woods |
| 13. Trip | 12. fire |
| 14. Baluran | 13. burnt |
| 15. Tent | 14. sang |
| 16. Built | 15. told |
| 17. My friends | 16. story |
| 18. Played | 17. The stars |
| 19. Sat | 18. The moon |
| 20. Guitar | |
| 21. Sang | |

2. Write down some sentences to tell the events in sequence from the vocabularies you have found on the first instruction by considering the use of transition signals and the topic of “Going Camping”.
 1. Last month, my school had a trip to Baluran.
 2. After we arrived there, we built a tent.
 3. Then, we prepared some woods to burn.
 4. At night, we saw the stars and the moon shined brightly.
 5. Therefore, we decided to play a game.
 6. There were some friends who got punishment.
 7. They played guitar and sang a song in front of us.
 8. Then, I got the punishment, so I told a story about the history of a kingdom.
 9. It was a beautiful night although I was not lucky at that time.

3. Construct a recount paragraph from the sentences you have made consisting of 100-120 words in 30 minutes. Your writing will be scored based on the aspects such as: content, mechanic, grammar, vocabulary, and organization.

Going Camping

Last month, my school had a trip to Baluran. We went there in the morning by car. When we arrived there, we built our tent and prepared some woods to burn. At night, the stars and the moon shined brightly, so we did some activities to spend our night there. My teacher had a plan to play ball throwing. So, if the ball stopped in our hand, we would get the punishment. There were some friends who got the punishment, so they played guitar and sang a song in front of us. I was afraid of getting the punishment, so I screamed hysterically when the ball stopped in my hand. It was my turn to show off in front of my friends. Therefore, I told a story about the history of a kingdom. I was nervous and it was not my lucky night.

APPENDIX F

The Students' Writing Score

No.	VIII A	VIII B	VIII C	VIII D	VIII E	VIII F	VIII G
1	82,50	73,00	80,00	76,00	78,00	76,00	76,50
2	75,50	78,50	81,00	77,00	81,00	78,00	77,00
3	78,50	78,50	76,00	77,50	76,00	76,00	78,50
4	75,50	78,00	76,50	75,00	77,00	75,50	79,00
5	81,50	78,50	79,00	74,00	75,00	76,00	76,50
6	80,50	82,50	78,00	77,00	75,50	76,50	77,50
7	75,00	79,00	76,00	80,00	76,50	78,00	78,00
8	76,50	78,50	81,00	78,00	77,00	76,00	80,00
9	78,50	78,50	75,00	76,00	76,00	76,50	76,00
10	82,50	79,00	76,00	77,50	75,00	78,00	75,50
11	81,50	78,50	75,50	76,50	78,00	76,50	78,00
12	78,50	78,50	76,50	77,50	74,00	77,00	75,00
13	75,50	79,00	76,00	76,00	75,00	78,00	76,00
14	75,00	78,50	78,00	75,00	76,00	79,00	77,50
15	76,50	77,50	77,00	76,00	78,00	81,50	78,00
16	82,00	77,50	77,50	77,50	77,00	75,00	80,00
17	76,00	78,00	76,50	76,00	74,00	75,00	78,00
18	78,00	78,50	75,00	75,00	75,00	77,00	77,00
19	79,00	79,00	75,50	74,00	76,00	75,50	74,00
20	78,50	78,50	76,00	75,00	75,00	77,00	78,00
21	82,00	80,00	77,00	75,50	77,00	78,50	75,50
22	78,00	78,50	75,00	76,00	76,50	76,00	76,00
23	79,00	78,50	80,50	76,00	76,00	77,00	82,00
24	78,50	82,50	76,00	76,50	80,00	76,50	78,00
25	81,50	78,00	77,00	75,00	81,50	78,00	76,00
26	85,00	78,50	75,00	78,00	78,00	79,00	79,00
27	76,00	81,00	76,50	76,50	77,50	78,00	80,00
28	78,00	78,00	77,00	77,00	78,00	76,00	76,00
29	79,50	78,50	74,00	76,50	79,00	75,00	77,50
30	80,50	78,50	76,00	77,00	76,00	76,00	76,00
31	82,00	78,00	75,00	76,50	75,50	78,50	78,00
32	78,00	80,00	75,00	77,00	80,50	76,50	78,50
33	78,50	80,00	75,50	78,00	75,00	77,00	77,00
34	76,50	79,00	76,00	76,50	77,50	78,00	77,50
35	78,00	78,50	75,50	77,00	-	79,50	77,00
36	77,50	78,00	77,00	76,50	-	80,50	78,00

APPENDIX G

The Result of Try-Out Test

Administered on April 1, 2015

No	Names	Lang. use		Vocab.		Content		Organizat ion		Mechanics		Total Score Of each scorer		Final score
		1	2	1	2	1	2	1	2	1	2	1	2	
1	Dinda	18	18	20	19	18	20	16	17	8	9	80	83	81
2	Prasta	21	20	18	18	19	20	17	18	9	9	83	85	84
3	Cindy	18	19	17	17	18	19	18	18	8	7	79	80	79.5
4	Clariz	19	18	16	18	17	18	17	17	8	8	77	79	78

Administered on April 6, 2015

No	Names	Lang. use		Vocab.		Content		Organizat ion		Mechanics		Total Score Of each scorer		Final score
		1	2	1	2	1	2	1	2	1	2	1	2	
1	Dinda	17	18	18	18	19	20	17	17	8	9	79	82	80.5
2	Prasta	19	20	17	19	20	20	17	18	8	8	81	85	83
3	Cindy	19	19	17	18	18	19	18	18	8	8	81	82	81.5
4	Clariz	18	17	17	17	17	18	16	18	8	8	76	78	77

Note :

1 = the researcher

2 = the english teacher

APPENDIX H

POST TEST

Subject : English
Level/Semester : VIII/2
Genre : Recount paragraph
Language skill : Writing
Time : 60 minutes

Read the instructions carefully!

1. Write a recount paragraph that consists of 100-120 words with the topic “my unforgettable moment” by applying its generic structures (orientation, event, and re-orientation). Your writing will be scored based on the aspects of writing such as: content, grammar, vocabulary, mechanic, and organization. Your writing has to consist of orientation, events and re-orientation.
2. Use some transition signals to make your writing in sequence.

Class :

Number :

Name :

SCORE:

APPENDIX I

THE RESULT OF POST TEST

THE CONTROL GROUP			THE EXPERIMENTAL GROUP		
NO	NAME	SCORE	NO	NAME	SCORE
1	A.DAFFATURFAUZAN	74.5	1	ADIBAH	86.5
2	ADINDA	80	2	ADINDA	86.5
3	ANANDA	86.5	3	ALIEF	77.5
4	ANGGRAENI	78.5	4	ALIEFIA	78.5
5	ANNISA MAYANGSARI	77	5	APRILIA	92
6	ANNISA RIFFA	91.5	6	ARGAN	84.5
7	ANUGERAH RIZKY	78	7	ARI	83.5
8	ARFINDA NANDA	79	8	ARIEL	83
9	ARYA NAGA	76	9	BELLA	81.5
10	DEANISSA	77	10	DINDA	88
11	DESI	80.5	11	DYAS	85.5
12	DIAN	78.5	12	FARAH	86
13	DIAZ PITRA	75	13	FRYDA	85.5
14	DIFI IFONINDI	80.5	14	GALUH	84.5
15	DIO ATSAL	80	15	HAFIFAH	89
16	DIRGA AMAY	79.5	16	ISTI HAMDALAH	86
17	DWI NOVIANA	76.5	17	KHOZAIMAH	86
18	FARAH ELVINA	80.5	18	M. HARIS	87.5
19	FATHUR	76.5	19	MAULIN	82
20	FERI	75.5	20	MELINDA	82
21	HOFIFAH	79	21	NABILA	82
22	I GUSTI	76.5	22	NURUL	88.5
23	ISMI	78	23	OVILIA	82
24	JASMIN	87	24	RANI	82
25	JORA	78	25	RENATA	78
26	MAULFI	76.5	26	RISKIKA	85
27	MUSFIRA	80	27	RIZA	78
28	NANDA	80.5	28	RIZKI	79.5
29	NUHAN	80	29	RONIN	89.5
30	RAFIL	78	30	RYAS	86.5
31	RITA	88	31	SALSABILA	77
32	SANIYYA	78.5	32	SALSABILAA B	85
33	SHEILLA	77.5	33	SANDI	82
34	SUPRAN	79	34	SEGARA	79
35	WIWIT	79.5	35	VIONA	81
36	YOVIE	77	36	ZUFAR	78

APPENDIX J

The Tabulation of Students' Post-test Scores of the Experimental Group

No.	Name	LU		V		C		O		M		Score
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	
1	AMK	19	20	22	21	20	19	17	17	9	9	86.5
2	AWP	22	21	22	21	19	20	18	18	8	8	86.5
3	AS	16	16	19	19	18	19	17	18	7	6	77.5
4	ANTD	19	18	18	18	17	17	17	17	8	8	78.5
5	AA	22	23	22	21	20	20	19	20	8	9	92
6	AANS	21	20	19	17	19	20	18	18	8	9	84.5
7	AYP	20	21	18	20	18	18	18	19	7	8	83.5
8	ARH	19	20	18	18	19	19	17	19	8	9	83
9	BS	17	17	21	21	18	18	18	18	8	8	81.5
10	DAAP	22	21	19	18	20	21	19	19	9	8	88
11	DOV	20	21	19	20	19	19	18	18	8	9	85.5
12	FL	21	20	20	20	19	19	18	18	9	8	86
13	FLP	20	21	22	22	19	19	17	17	7	7	85.5
14	GAP	20	19	19	20	20	19	19	18	8	9	84.5
15	HAA	22	22	22	21	19	20	17	19	8	8	89
16	IHR	20	20	21	20	19	19	18	18	8	9	86
17	KRW	19	20	20	18	20	21	19	19	8	8	86
18	MHN	22	21	22	20	19	20	17	18	8	8	87.5
19	MAK	17	17	19	20	19	19	17	18	8	9	82
20	MRS	18	19	20	19	17	18	19	18	8	8	82
21	NSS	19	20	18	19	18	18	18	18	8	7	82
22	NK	23	22	22	20	19	19	17	17	9	9	88.5
23	OWA	19	19	18	18	18	20	17	18	8	9	82
24	RFP	18	19	18	19	19	19	18	18	8	8	82
25	RSA	18	19	17	17	17	17	17	18	8	8	78
26	RAI	21	20	18	19	19	20	19	19	7	8	85
27	RR	18	18	17	16	18	18	18	17	8	8	78
28	RAN	16	17	18	18	18	18	18	19	8	9	79.5
29	RDA	22	23	22	21	19	19	18	19	9	8	89.5
30	RR	21	20	20	20	19	20	18	19	8	8	86.5
31	SP	18	18	17	18	17	18	16	17	7	8	77
32	SABP	20	21	19	19	19	20	18	18	8	8	85
33	SRKP	20	19	18	19	19	19	17	18	8	7	82
34	SB	19	18	18	18	17	18	16	18	7	9	79
35	VR	19	19	18	19	18	18	17	17	8	9	81
36	ZAA	16	18	18	18	18	19	17	17	7	8	78

The Tabulation of Students' Post-test Scores of the Control Group

No.	Name	LU		V		C		O		M		Score
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	
1	ADR	17	18	16	17	17	16	15	17	8	8	74.5
2	AYN	18	19	17	18	18	19	17	17	8	8	80
3	AFM	21	22	22	21	19	20	18	18	5	7	86.5
4	ASM	17	19	18	19	18	18	17	18	6	7	78.5
5	AM	17	18	18	18	18	17	16	17	7	8	77
6	ARF	24	23	22	23	19	19	17	18	9	9	91.5
7	ARR	16	17	18	19	17	17	18	18	8	8	78
8	ANB	18	19	18	19	18	18	17	16	7	8	79
9	ANV	16	16	18	19	18	19	16	16	7	7	76
10	DA	18	18	17	17	17	17	17	17	8	8	77
11	DWF	18	18	17	19	18	19	18	18	8	8	80.5
12	DL	18	17	16	17	19	18	18	17	9	8	78.5
13	DPY	17	18	17	17	17	16	16	17	7	8	75
14	DI	18	19	19	20	16	18	17	18	8	8	80.5
15	DAR	18	18	19	20	17	18	17	17	8	8	80
16	DALP	18	19	17	18	18	19	17	17	8	8	79.5
17	DNA	17	17	19	19	17	18	16	17	7	8	76.5
18	FEK	18	19	17	18	18	19	17	18	8	9	80.5
19	FAL	17	18	18	17	17	16	16	17	8	9	76.5
20	FAY	17	18	16	17	16	16	17	18	8	8	75.5
21	HNK	17	17	18	19	17	17	18	18	8	9	79
22	IGNAAP	16	17	17	18	17	17	17	18	8	8	76.5
23	IO	18	19	19	18	16	17	18	17	7	8	78
24	JMS	20	21	21	22	18	19	17	18	8	9	87
25	JBE	17	18	18	19	16	18	17	17	8	8	78
26	MNJ	17	17	18	19	17	18	16	17	7	7	76.5
27	MA	18	19	18	17	18	19	18	17	8	8	80
28	NPW	19	20	18	17	17	18	17	18	8	9	80.5
29	NRR	18	19	18	18	17	18	17	18	8	9	80
30	RLFA	17	18	19	18	18	18	17	17	7	7	78
31	RNW	20	21	21	23	19	19	18	18	8	9	88
32	SNT	18	19	18	18	17	18	16	17	8	8	78.5
33	SPR	17	17	18	17	18	19	17	17	7	8	77.5
34	SDTM	18	17	19	18	18	18	16	17	8	9	79
35	WN	19	18	18	19	18	17	17	17	8	8	79.5
36	YDPH	16	17	17	17	17	18	17	18	8	8	77

Note:

LU : Language use

V: Vocabulary

C: Content

O: Organization

M: Mechanic

S1 : the first scorer (researcher)

S2 : the second scorer (teacher)

