



**IMPROVING THE EIGHTH GRADE STUDENTS' SKILL IN WRITING
A RECOUNT TEXT BY USING PICTURES AND WORD WEBS
AT MTs NEGERI SUMBERBARU IN THE 2013/2014 ACADEMIC YEAR**

THESIS

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2014



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THESIS

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

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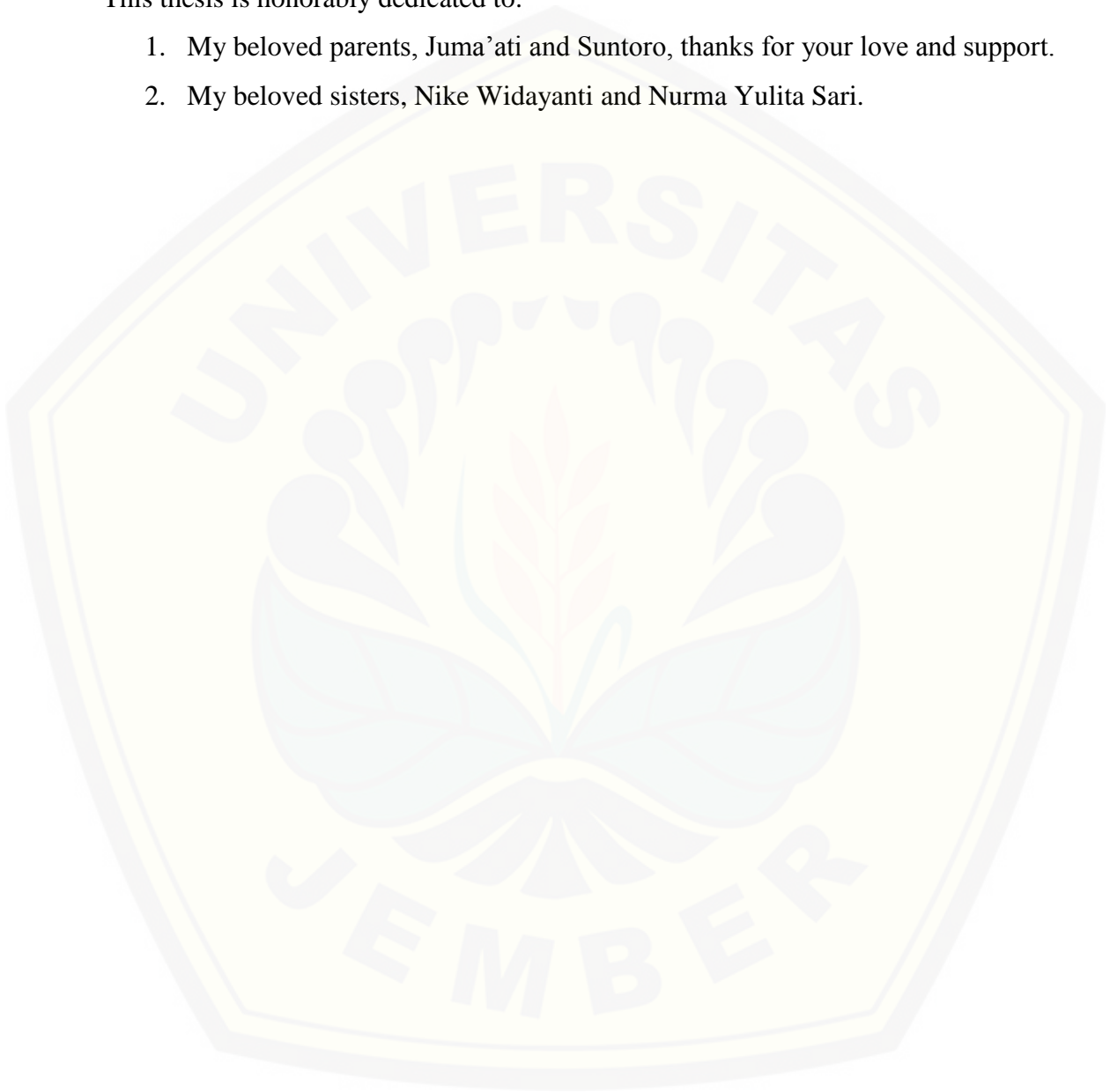
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JEMBER UNIVERSITY**

2014

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Juma'ati and Suntoro, thanks for your love and support.
2. My beloved sisters, Nike Widayanti and Nurma Yulita Sari.



STATEMENT 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 acknowledged and referenced.

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CONSULTANT APPROVAL

**IMPROVING THE EIGHTH GRADE STUDENTS' SKILL IN WRITING
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THESIS

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SUMMARY

Improving the Eighth Grade Students' Skill in Writing a Recount Text by Using Pictures and Word Webs at MTs Negeri Sumberbaru in the 2013/2014 Academic Year; Ninik Supriyatmi, 080210491022; 2014; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

The purpose of this research was to improve the eighth grade students' skill in writing a recount text at MTs Negeri Sumberbaru in the academic year 2013/2014 through pictures and word webs.

This research design was a classroom action research that was conducted collaboratively by the researcher with the English teacher. The picture and word web were used to improve the eighth grade students' skill in writing a recount text at MTs Negeri Sumberbaru. Before doing this research, the researcher did the preliminary study in MTs Negeri Sumberbaru. During the preliminary study by interviewing the English teacher, the researcher found the students' difficulties in writing a text. They experienced difficulties in generating and organizing ideas. This finding was also supported with the result of the writing test given by the English teacher which showed that the eighth grade students had a problem in generating and organizing ideas in writing. Therefore, this research was conducted. The data in this research were gathered by administering writing test and by having observation in the class in each cycle. Each cycle consisted of four stages of activities; the preparation of the action, the implementation of the action, classroom observation and evaluation, reflection of the action.

To overcome such problem, picture and word web as media were used to attract students, to facilitate them, and to contribute to the context in which the language was used. This research was intended to improve the students' skill in writing a recount text in the 2013/2014 academic year. The subjects were 29 students

of class VIII A. They were taken by using purposive method. Based on the results of the data analysis and discussion, it was revealed that teaching writing through picture and word web could motivate the students and make them willing to pay attention to the lesson more. It proved that the students' participation during the teaching learning writing process increased from 70.7% in the first cycle to 89.7% in the second cycle. It also improved the eighth grade students' skill in writing a recount text in the 2013/2014 academic year. The improvement of the students' writing could be seen after they got writing test in each cycle. The mean score of the students' writing test who got ≥ 70 or more was 59.8 in the first cycle to 72.9 in second cycle. The percentage of the students who got score ≥ 70 or more increased from 51.7% in the first cycle to 79.3% in the second cycle.

Considering the results of the writing test by using picture and word web, it was concluded that the picture and word web were effective to overcome the problems in writing. So, it was suggested to the English teachers to use picture and word web to teach writing to the students, to improve their writing skill.

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1. The Dean of the Faculty of Teacher Training and Education, Jember University
2. The Chairperson of The Language & Arts Department
3. The Chairperson of English Education Study Programs
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7. The eighth grade students of MTs Negeri Sumberbaru in 2013/2014 academic year especially class VIII-A

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, April 2014

Writer

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CHAPTER I INTRODUCTION

This chapter presents some aspects related to the research. It includes the background of the research, the problems of the research, the objectives of the research and the significances of the research.

1.1 Background of the Research

In the field of education in Indonesia, English has been regarded as one of the compulsory subjects which should be taught from elementary school up to university level. The English skill includes four language skill, namely: listening, speaking, reading and writing. It also includes three language components: grammar or structure, vocabulary, and pronunciation. The four language skills are taught integratedly with the language components and it cannot be separated from one another. Thus, the mastery of the language components is needed in order to improve the four language skills.

Based on the Institutional Level Curriculum (KTSP), there are three goals of teaching English at Junior High School. First, teaching English is to develop the communication ability in English orally and in written forms to reach the level of functional literacy. Second, teaching English is to have awareness of the importance of English as one of the efforts in the global competition era. Third, teaching English is to develop comprehension about the relationship between language and culture (BNSP: 2006). From the goals above, it can be concluded that the students at junior high school should learn English as a target language covering listening, speaking, reading and writing. As stated in KTSP, the competence standard of writing is to express any function (interpersonal, ideational, and textual) which is expressed in any written interaction in the form of recount, narrative, procedure, and descriptive. The students here are expected to be able to express their idea in written mode of communication.

Writing is one of the language skills that plays important role in learning English. According to Fairbairn and Winch (1996:6), when the people are writing to someone, tone of voice, physical proximity and the possibility of quick interaction are not available and the people need to be able to communicate effectively without resorting to these features. It means that a writer must be able to deliver the ideas by imagining the audience effectively. Through writing we can inform others, carry out transaction, persuade, tell other people what we feel and learn to share our thoughts, ideas and our lives. However, the communication in writing is different from the communication in speaking. In speaking, people can express their ideas directly and spontaneously but in writing, writers must express their ideas in the form of written text. The writers are communicating with the readers in real life. So, it is not an easy matter for the writers. They must understand the aspect of writing such as: grammar, vocabulary, mechanics, organization, and content in making a good writing so that the readers can understand what the writers convey.

On the other hand, developing students' writing ability is not easy because in Indonesia English is taught as a foreign language. English is not generally used in their daily communication. They always use native language. So, it makes the students have difficulty in writing.

Based on the preliminary study conducted at MTs Negeri Sumberbaru through the informal interview with the English teacher and the classroom observation, it was found that the students had difficulties in learning English especially in writing. Many students had difficulty to express their ideas in the written form. It was because they had no ideas to start their writing. They also still lacked of vocabulary in their writing, so they looked unenthusiastic and passive in the class. They could not share their knowledge or ideas to the readers well. They also felt confused to start their writing and were unable to develop it into good arrangement. Those major problems above resulted in the students' writing test which was unsatisfactory. Most of the students got low scores on writing test. The mean score of the students' writing test was 52. The researcher found that the result of writing test previously conducted was

still below the learning achievement requirement, especially in the use of five aspects of writing that covers vocabulary, tense or structure, mechanical skill, organization, and content of the writing or composition. It means that most of the students' writing skill is still poor. The mean score of the students' writing skill was 52. The causes of the students problem in writing were the English teacher seldom provided media in teaching English. He taught English in writing class by using freewriting technique and based on the textbook. As a result, the classroom activity became less productive and only few students were active in the learning writing. This fact encourages the writer to conduct a classroom action research by using the learning media of picture and word web in the teaching writing, which hopefully could help the students solve their problems and make them more active in the writing class.

Considering writing as a crucial skill in language learning, the teacher should provide a successful and benefecial technique to train students to write well. The teacher as an influential person in the classroom plays a major role to create the desirable climate and various plan of learning activities and to use the materials effectively. In line with this, pictures can be used as media in teaching writing because they can help the students assimilate ideas in more meaningful and interesting way so that the teaching learning process will be more effective. Through pictures, the students can have imagination about people, places and things so that when students find some difficulties to express their ideas in the written form, the pictures can help them to produce what they want to write.

Pictures can motivate the students to learn English. This is because pictures give the students good experience and understanding. According to Wright (1989:2), pictures are not just an aspect of method but through their representation of places, objects, and people, they are essential parts of the overall experiences. In other words, by looking at pictures, the students may organize and remember the objects that they have seen and then interpret them easily in the sentence or paragrap of a text. Therefore, pictures are one of the media can be used to help the students express their

ideas in the form of writing. In brief, pictures are useful teaching media that are interesting, meaningful, and authentic to help the students improve their writing.

Besides having difficulty in generating ideas, students also have problem in their vocabulary. They still have minimum list of vocabulary. It made the students have problem to start their writing. They could not share their ideas to the readers well. With regard to the use of word web, it is expected that the word webs will help the students organize the ideas better, and pictures are easier to generate ideas. The word web helped the students' problem with their vocabulary. The students could find the words easily. So, they could increase their vocabularies automatically. Then, they were easier to choose the words related to their topic.

Related to a recount text, the use of picture and word web in outlining or pre- writing here was suitable to help students write the recount text about personal experiences. By seeing the pictures, students could recall their memory from the event, place, object, or the atmosphere shown in the pictures. They could draw a word web containing WH- questions to help them organize their ideas later in writing. On the other hand, when they got difficulties in providing the details for their text, they could look at the pictures again to see if there is an object related to their own experience that they might forget. Thus, the students could create sentences relevant to their own experience, they remembered from observing the pictures that were given by the teacher.

Some previous studies conducted by Juwariyah (2010) and Dewi (2009) proved that the use of word webs could improve students' writing skill. Juwariyah (2010) conducted a classroom action research in two cycles at SMPN 2 Lumajang to implement the use of pictures and word webs to improve the ability of eighth grade students in writing a recount composition. Juwariyah's finding proved that pictures and word webs enabled the learners to solve the problems of generating and organizing ideas in writing. A similar study was conducted by Dewi (2010). She conducted a classroom action research to the eighth grade students at SMPN 10 Malang in which outlining strategy in the form of word webs was applied in two

cycles of classroom action research. The result of the research showed that the use of outlining strategy in the form of word webs could increase the students' ability in writing a recount text.

Based on the above reasons, the researcher conducted a classroom action research to improve the students' writing skill by applying the use of pictures and word webs in the process of writing to solve the problem and increase the students' ability especially in writing a simple recount text at MTs Negeri Sumberbaru. The classroom action research proposed was entitled: Improving the eighth grade students' skill in writing a recount text by using pictures and word webs at MTs Negeri Sumberbaru in the 2013/ 2014 academic year.

1.2 Problems of the Research

Based on the background of the research above, the research problems of this study can be formulated as follows:

- a. Can the use of pictures and word webs improve the Eighth Grade students' active participation in the writing class at MTs Negeri Sumberbaru in the 2013/ 2014 academic year?
- b. Can the use of pictures and word webs improve the Eighth Grade students' skill in writing a recount text at MTs Negeri Sumberbaru in the 2013/ 2014 academic year?

1.3 Objectives of the Research

Based on the research problem, the objectives of the research are formulated as follows:

- a. To improve the eighth grade students' active participation in writing class by using pictures and word webs at MTs Negeri Sumberbaru in the 2013/ 2014 academic year.

- b. To improve the eighth grade students' skill in writing a recount text by using pictures and word webs at MTs Negeri Sumberbaru in the 2013/ 2014 academic year.

1.4 Significances of the Research

This study are expected to give contribution to the English teacher, the eight grade students of MTs Negeri Sumberbaru, and the other researchers.

- a. For the English Teacher

The result of the research can be used as an input for the English teacher in teaching writing. It can help the English teacher solve the teaching problem in class related to the students' problem in expressing their ideas and lack of vocabulary in writing simple recount text. By employing outlining technique in the form of word web developed through observing the pictures, hopefully their students can improve their writing skill especially in expressing their ideas and increasing their vocabulary.

- b. For the Students

The actions given to the students will give a new experience to the students. By using pictures and word webs, the students can expand their ideas or motivate them to express their ideas which in turn help them to improve their writing skill.

- c. For other researchers

For the further researchers, the findings of this research can be used as valuable sources to conduct a further research related to the use of pictures and word webs for other text types, other different level of the students and different schools for the purpose improving their writing skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some theories applied in this research. They are the writing definitions, the factors influenced writing process, the definition and structure of recount text, the aspect of evaluation in recount text, the picture definitions, the advantages of picture in teaching writing, the steps of creating word webs, the application of word webs in writing technique and the action hypothesis.

2.1 Writing Definitions

Writing and speaking are said to be productive skills but it is obvious that writing is very different activity from speaking. When a person speaks, he does not have to be explicit, as he has to be in writing because the situation has been clear to the listener. In speaking, the speaker and listener can give feedback directly, and to convey meaning, they can use facial expression, gestures, pitch, loudness and rhythm on their voice. In contrast, in writing, he creates the context in a written form. The people who read are often not present. So, there will be no direct interaction between the writer and the reader. Wingersky et al (1999:4) state that writing is a process through which the writer discovers, organizes, and communicates his or her thoughts to a reader. Then, White and Arndt (1991:4) say that one of the challenging tasks that the writers face is that they have to organize an amorphous mass of ideas, information, and associations into coherent, linear text. It means that the writers must make clear in many aspects of their message. It is to make easier the readers in understanding the message. Thus, a writer should think carefully about the language and style that will be used in transforming ideas in order that the reader will understand what is communicated by the writer.

2.2 The Factors Influenced Writing Process

Writing is more difficult to master than speaking. According to Hughey et al(1983:3), there are three factors that cause writing more difficult to master than speaking. The first is psychological factor. This factor is mostly caused by the lack of information and feedback between the writer and the reader. In writing, the person addressed is not physically present, so there is no interaction between the writer and the reader. Therefore, the writer works without audience feedback that enables them to shape the text just like in speaking. Thus, each word in writing has to be chosen carefully in order that the readers are able to understand the ideas.

The second is linguistic factor. It covers the factor which is related to the use of structure of the sentence written. Since there is no immediate audience feedback, written statement should be constructed more carefully and concisely to ensure that the meaning is clear. Hence, the sentences produced in writing should be grammatically correct. To make the reader able to understand the content of writing easily, the writing should use correct words, structure and linkage.

The last is cognitive factor. It covers the factor related to the learning process of writing. Writing is usually learned through formal instruction rather than through natural acquisition processes. Writing requires extensive learning. A writer must know and use orthographic form, expression, syntax, and morphemes. Furthermore, writers must learn contextual and organizational rule. Thus, writing needs much more complex mental effort. Writers are required to focus on both the meaning of ideas, that is, ensuring that they express their intended message, and on the production of ideas, that is, producing the linear form in which ideas truly develop on the stage.

In short, writing as productive skill is different from the speaking, especially in term of the audience. Since there is no direct feedback from the audience, in writing, the writers should deliver the message clearly with the correct grammar, vocabulary and good organization.

2.3 The Process of Writing

According to Langan (2008:16), the process of writing is classified into three stages namely: (1) prewriting, (2) writing a first draft, and (3) revising. The explanations of each stage are presented in the following paragraphs.

1) Prewriting

Pre- writing is a stage when a writer takes time to think about the topic and generate ideas. It is an activity in the classroom that encourages the students to write. Pre- writing is essential for students in this stage.

Langan (2008:17) says there are five prewriting techniques that will help the writer to think about and develop a topic and get words on paper: (1) free writing, (2) questioning, (3) making a list, (4) diagramming, and (5) preparing a scratch outline. First is free writing. It means jotting down in rough sentences or phrases everything that comes to mind about a possible topic. It is a technique when students write without stopping. They may ignore about spelling, punctuation, grammar or about organizing material. Second is questioning. In questioning technique, the writer generates ideas and details by asking questions about the topic or subject. The questions include Why, When, Who, Where, and How. Ask many questions what the writer thinks of. Third is making list. It is also known as brainstorming. It is a technique in which students relate and group list of ideas. Fourth is clustering. It is also known as diagramming or mapping. It is a technique that can be used to generate material for a paper. It is very helpful for writers who like to do their ideas in a visual map. The last is preparing a scratch outline. It is a plan to help the writer achieve a unified, supported, well- organized composition.

2) Writing a First Draft

In this stage, writers start making sentences or paragraphs in a paper. They follow the general plan that they have mapped out in prewriting stage. They do not have to concern about the correctness of grammars, punctuations, or spelling. Indeed, it is to develop the ideas that they have or to focus on getting students' meaning down on paper. Students need to be aware that their first draft does not have to be perfect

and that the purpose of this activity is to be able to develop ideas generated in prewriting stage into a composition. Spelling will often not be accurate and there may be grammatical errors. Therefore, in this stage teachers should encourage students to write without being fearful of making errors.

3) Revising

Revising means rewriting a paper, building on what has already been done in order to make it stronger. It is to evaluate (read the text and examine it) and review (reexamine the text and revise it). It is done by changing or reorganizing the contents and also the forms of the sentences or the words. The writers should make each sentence accurate, brief, and clear so that the readers can understand and get the ideas

Revising a piece of writing is not just correcting errors, but also making changes throughout the composing process. In revising, the writers need to follow some ways to revise: (1) adding material to support the ideas, (2) cutting parts that are not relevant to the topic, (3) replacing parts that the writers have cut, and (4) changing the order of sentence or paragraph. After revising, it is expected that the draft will be better than its previous paragraph.

2.4 Definition and Structure of Recount Text

There are five text types that are taught at Junior High School namely descriptive, procedure, recount, narrative, and report. In the eighth grade of Junior High School level, there are three out of five text types which are taught to students, namely descriptive and recount (first semester), narrative and recount (second semester). This research focuses only on the recount text.

According to Goatly (2000:30), a recount text is a text to construct past experience by retelling events and incidents in the order in which they occurred. A recount text is a kind of text which retells events or experiences in the past. The purpose of this text is to inform or to entertain the audience about the writer's past events or experience. It also has expression of attitude and feeling, usually made by the writer about the events (Priyana et al, 2008:89).

The generic structure of a recount text is as follows:

1. **Orientation.** It tells who involved in the story, what happened, where the events took place, and when it happened.
2. **Events.** Commonly in a recount text consist of some events. It tells what happened in a chronological order.
3. **Reorientation.** It is closure of events happened. It is optional. It comprises writer's personal comments, evaluative remarks of the incidents, or the conclusion about the story.

The language features of a recount text are listed as follows:

1. The use of proper nouns and pronouns to identify those involved in the text.
2. The use of descriptive words to give details about who, what, when, where, and how.
3. The use of past tense to retell the past events
4. The use of words that show the order of events, such as then, after that, finally.

The recount text can be divided into three types, namely personal recount, factual recount, and imaginative recount. A personal recount is a text that retells an activity that the speaker/ writer has been personally involved. For example: diary, biography and autobiography. A factual recount is a text that records particular of an incident, such as police report, news report, historical report. The last, an imaginative recount is a text that takes on an imaginary role and give details of events. In this research, the type of recount that will be used is the personal recount. A personal recount is easier to the students because it retells about their own experiences with friends or family. It can be used to build their memories. The following is an example of the personal recount text.

My Holiday

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

Orientation

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 big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

Events

We were tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting

Reorientation

(Priyana, 2008:28)

2.5 Aspects of Evaluation in Writing Skill

Writing, as one of the four skills in English, plays a very important role as the basic skill in teaching and learning. The essential point is to convey something to the readers in the written form. Meanwhile, in writing a paragraph, Hughes (2003:101-102) states that there are five elements or skills that should be achieved by students when they are writing a text. They are as follows:

1. Grammar is the ability to use complex construction effectively, agreement, tenses and word order.
2. Vocabulary is the ability to choose and use words and idiom effectively; mastering words/ form and using appropriate register.
3. Mechanic is the ability to use correctly that convention peculiar to the written language such as spelling, punctuation, and capitalization.

4. Content is ability to use knowledgeable and understandable subject and information, development of thesis, interrelationship of many details relevance of material and topic.
5. Organization is the ability to express their ideas to be unity and coherence.

Those aspects of writing are requirements that must be achieved by students in writing. Grammar, sentence structure, and mechanics are needed to convey the message and information in the best possible way. Grammatical skill is necessary in writing. Grammar deals with the mastery of sentence construction such as: agreement, tenses, pronoun, preposition, and articles. According to Fairbairn and Winch (1996:108), grammar is a set of rules to help us to construct sentences that make sense and are in acceptable English. We will need to ensure that what we write is not nonsense or unacceptable English. We may think that what we have written must make sense because we know what it means. Heaton (1991:135) state that grammatical skill is the ability to write correct and appropriate sentences. Thus, it can be said that if someone wants to produce an effective paragraph or text, he has to master grammatical skill.

Mechanics is also essential in written communication. The use of mechanics is essential to express the exact and clear meaning in writing because it is an integral part of written form of language. It is related to punctuations, spellings, numbers, italics, etc. The wrong application of mechanical skill can makes someone misunderstand the message found in certain writing. Heaton (1991:135) states that the mechanical skill is the ability to use correctly those conventions peculiar to the written language. Furthermore, Heaton (1991: 135) uses the term mechanical skill for punctuation and spelling.

Vocabulary deals with the words in the language. It refers to a total number of words with the rules for combining them to make up a language. Hatch and Brown (1995:1) say that vocabulary as a list or set of words for a particular language or a list of words that individual writer of a language might use. There is no language without

vocabulary. This is as the base of a language. In English language learning, the students will write easily if they have a list of words and know the meaning of them. English vocabulary includes noun, pronouns, verb, adjectives, adverbs, prepositions, and conjunction. This classroom action research focused on the use of verb (both regular and irregular verb).

According to Hughey et al (1983:90), content deals with methods of development and the completeness with which the ideas are expressed. It also deals with the knowledge of the subject and details of the topic. Content in this research refers to the language meaning in the form of message or ideas. In writing practices, the students are required to express their ideas in English in the written form in which the message or ideas that will be transmitted to the readers should be clear. This is used to prevent misunderstanding in communication between the writer and the readers.

The last aspect is organization in writing. It deals with logical arrangement of information such as logical sequencing, cohesiveness of the paragraph, and clearness of expressing ideas. There are two elements of organization: unity and coherence. According to Wingersky, Boerner, and Balogh (1999:41) states that unity means that all sentences in a good paragraph related to the topic sentence (main idea). When any idea does not relate specifically to the topic sentence, then that paragraph lacks unity or is not unified. In addition, coherence as the way all the sentences should be clearly connected to each other (Wingersky, et al, 1999:41).

In this research, students' skill in writing is defined as students' performance in writing recount, demonstrated by scores of writing test with the following indicators: content, vocabulary, mechanics, grammar and organization.

2.6 Pictures Definitions

Pictures are photographic representations of people, things, and events. Pictures are an excellent tool for providing both a purpose and content for writing. They can be used as media in the English teaching and learning process. Through

pictures, the students can pay attention to an object or other matters that they have not seen before. They can imagine immediately what in the picture is. Pictures also give the students a large experience and understanding. In other words, by looking at the pictures, the students might recognize and remember the objects and understand or interpret them easily. Therefore, pictures are one of the media used to help the students express their ideas in the form of writing. In brief, pictures are useful teaching media that are interesting, meaningful, and authentic to help the students improve their writing skill.

Media in teaching language is very important. The teacher should consider that media are very useful to help their students in learning language, especially in learning English as foreign language. Visual media in teaching language is very common, especially pictures. Pictures have been used to help students understand various aspects of foreign language. According to Wright (1989:2), pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc.

There are three type of picture: individual pictures, picture in series, and composite pictures. According to Yunus (1981: 50), individual pictures are single pictures of objects, persons or activities, such pictures vary in size from small newspaper pictures and full page magazine pictures to poster-sized pictures. Wright (1989: 193) notes that individual pictures are pictures of single objects. It means that it contains only one single picture of objects, persons, or activities.

Pictures in series are a number of related composite pictures linked to form a series or sequence (Yunus, 1981:50). In line with this, Wright (1989: 201) states that pictures in series show sequences of pictures. It means that a number of pictures which shows the activities related to one another.

Composite picture is a picture that shows many activities inside. According to Wright (1989: 98), composite picture is a picture which gives detailed information. There are many general things that can be described with composite pictures. This picture can give different activities because it shows a number of people doing

something. Yunus (1981: 49) said that composite pictures are large single pictures which show a scene (hospital, beach, canteen, railway station and street) in which a number of people can be seen doing things. Composite pictures enable students to see places, people and events. This means that the composite pictures may facilitate the students to see everything as it is a real life.

2.7 The Advantages of Picture in Teaching Writing

Wright (1989:2) says that in teaching language, picture contributes to: (1) interest and motivation; (2) a sense of the context of language; (3) a specific reference point or stimulus. Pictures can be used by the teacher in the classroom because they are easy to prepare, easy to organize, interesting, meaningful, authentic, and easy to collect.

In addition, there are some advantages of using picture in teaching and learning process. Wright (1989:17) points out five advantages of using pictures in teaching writing: (1) pictures can motivate students to pay attention to the learning process, (2) pictures contribute to the context in which the language being used, (3) pictures can be described in objective way or responded to subjectively (4) picture can be cue responses to questions or cue substitutions through controlled practice, and (5) pictures can stimulate and provide information to be referred to in storytelling.

2.8 Word Web Definitions

A word web is one of the alternative techniques that can be used by the teacher in teaching learning activities, especially in teaching writing. Some experts have different terms for it but basically all the experts' opinion and ideas refer to the same concept. Some experts called web as clustering or mapping (Buscemi, 2002:14); clustering or mind mapping (Gerson and Gerson, 1997:183); clustering, diagramming, mapping (Langan, 2001:29); data webs or maps (Henning, 1997:279). Thus, it can be assumed that web or webbing is similar with clustering, mind

mapping, diagramming, mapping, data webs, maps. However, the different terms for webbing actually refer to the same concept or meaning.

According to Buscemi (2002:14), clustering has the same idea as webbing. It is a good way to turn a broad subject into a limited and more manageable topic. On the other hand, Gerson and Gerson (1997:184) state that clustering allows the writers to sketch ideas freely. It allows writers to see graphically the relationship between sub points and component of an idea. So, webbing can be used to generate idea into the details and represents it visually using lines, boxes, arrows, or circles.

Wright and Hallem (1991:16) state that webs sometimes are known as mind maps and word trees. Word webs are webs containing words which give more explanations about the topic in detail, so it can help the writers to develop the topic into a composition. It can free the writer from following a strictly linear sequence. Word webs are kinds of outlining strategy that helps the writers plan the structure of their paper and relate the ideas properly to one another. When the writers begin to write, they will know what to say and when to say it. It is very useful for students to let them know whether they are moving straight from one point to the next point in chronological order. It also helps students to orderly organize their ideas, thoughts, and experiences. This kind of outline is simpler, so it is suitable for young learners.

A word web is a graphical representation of the connections between the various aspects of a given topic. It is used to help organize the thoughts of a writer. It is simple, easy to do, and can help the writers who has no idea to start their writing. Word webs can connect other ideas, make generalizations, identify main ideas and explore the theme. Therefore, word webs can help the students in generating and organizing their ideas. By using word webs, the students can find the words easily. So, they can increase their vocabularies automatically. Then, they will be easier to choose the words related to their topic and eliminate the unnecessary one. They can see the relation of each word because it is connected by using lines, arrows, and boxes. In other word, the word web is an effective way to help the students in generating ideas and solve the students' problem in writing.

2.9 The Steps of Creating Word Webs by Using Pictures

Basically, there is no exact step to create word webs in writing. Yet, Langan (2001:29), has some steps in creating a web there are as follows:

1. Begin by stating the subject in the center of blank sheet of paper.
2. Put the details in boxes or circles around the subject.
3. Draw lines to connect them to each other and to the subject.
4. Put minor ideas or details in smaller boxes or circles and use connecting lines to show how they relate as well.

By taking Langan's steps of creating word webs by using pictures the researcher modified some steps used in this study they are as follows:

1. The students should write the main topic and draw a circle around it based on picture on the center of paper.
2. The students should write subtopics around the central topic with line and make circle of it related to the picture.
3. The students add some supporting details as new branches of subtopics.
4. The students write the text based on the word web.

2.10 The Application of Pictures and Word Webs in Teaching Writing

The application of pictures and word webs in writing recount text deals with the generic structure of recount. However, there are no exact steps in creating a word webs by using pictures, as there is no standard form of word webs. Word web is constructed based on the text type of text.

In general, the center of word webs is the central idea and its branches contain the related information based on the picture. In other words, the topic is written in the center of the page. Then, related ideas are written around the central topic and lines are drawn to add supporting details to the main idea. They can add or omit word in their word webs and also revise the text if it is necessary.

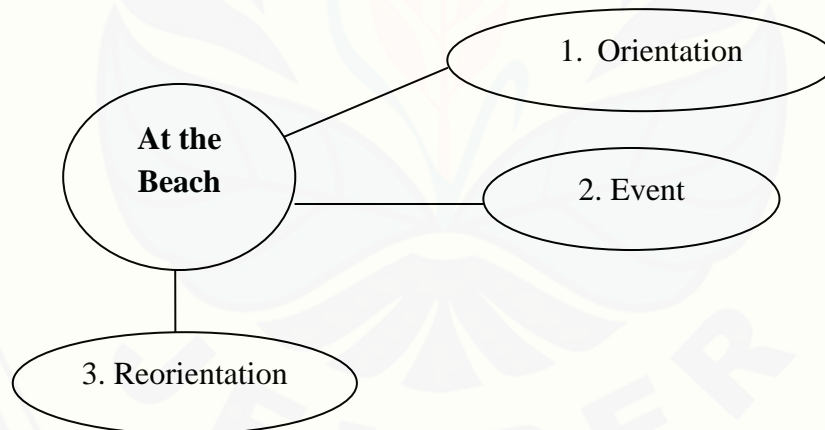
The following are the steps of making a word web by using picture:

Step1. Write the main topic and draw a circle around it in the center of paper based on picture.



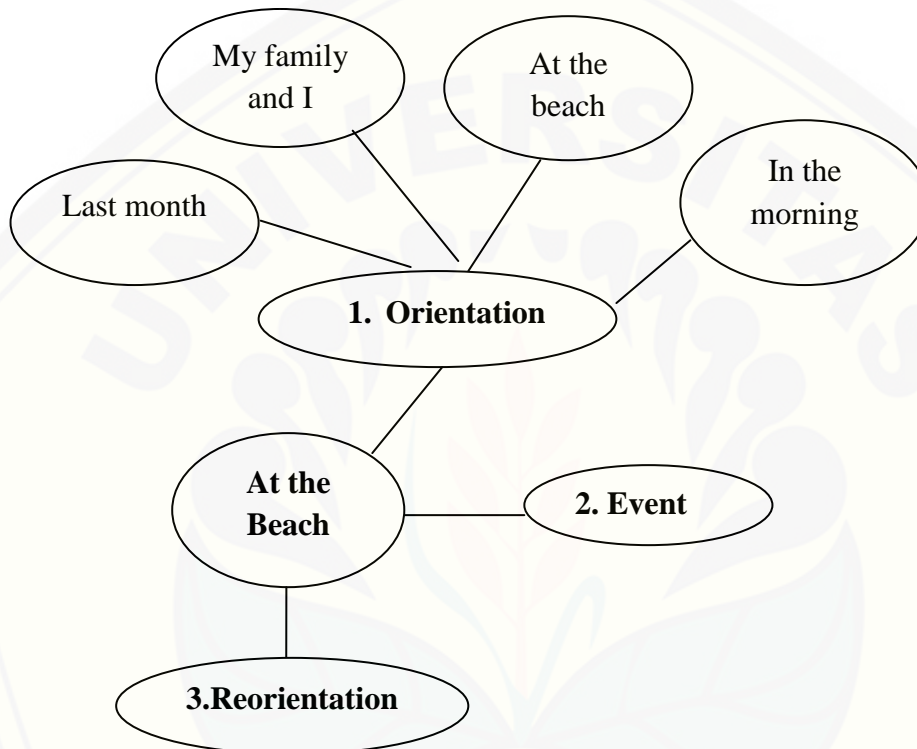
At the Beach

Step2. Write subtopics around the central topic with line and make circle of it.



Step3. Add some supporting details as new branches of subtopics.

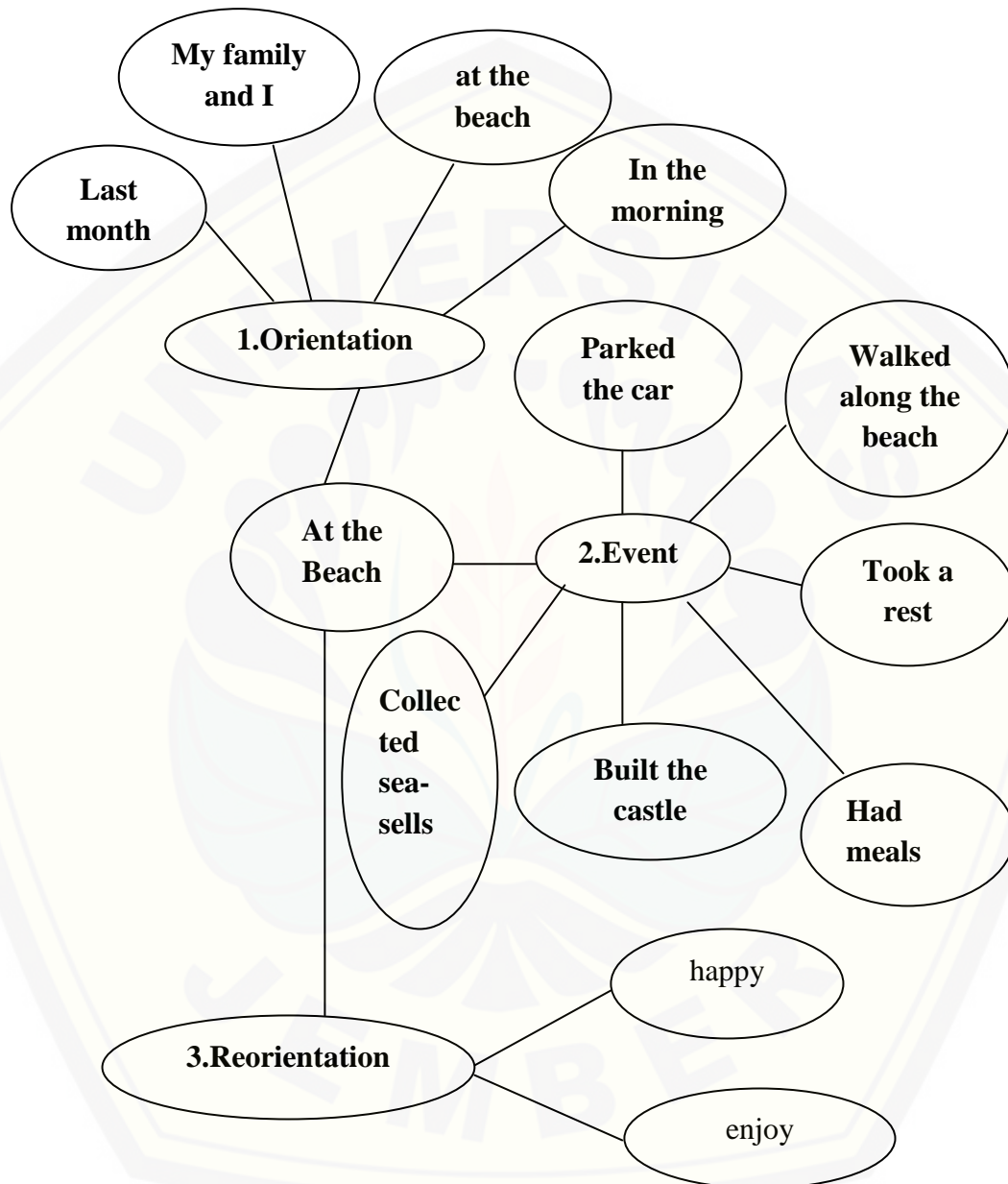
- a. Start from the orientation by focusing who was involved, when did it happen, where did it happen and other information you have concerning with the setting of the text.



- b. Move to the subtopics of events. Focus on the chronological order of events.
What happen from the beginning to the end?



- c. Finally, move to the reorientation. Give concluding moment. What was the ending of those events? Happy, tired, sad, enjoy, and satisfied?



Step4. Write down the paragraph based on the word webs**AT THE BEACH**

Last month, my family and I went to the beach. We wanted to refresh our mind and enjoy the fresh air. We went there early in the morning by car.

After parking our car, we walked along the beach without using shoes. Then, we looked for a place to take a rest. We rolled out the mat on the ground and had meals together. After having meals, I built sand castle. I made sand castles with my sister. Meanwhile, my brother collected some seashells.

I was so happy. I really enjoyed that day.

(Widodo, 2010:20)

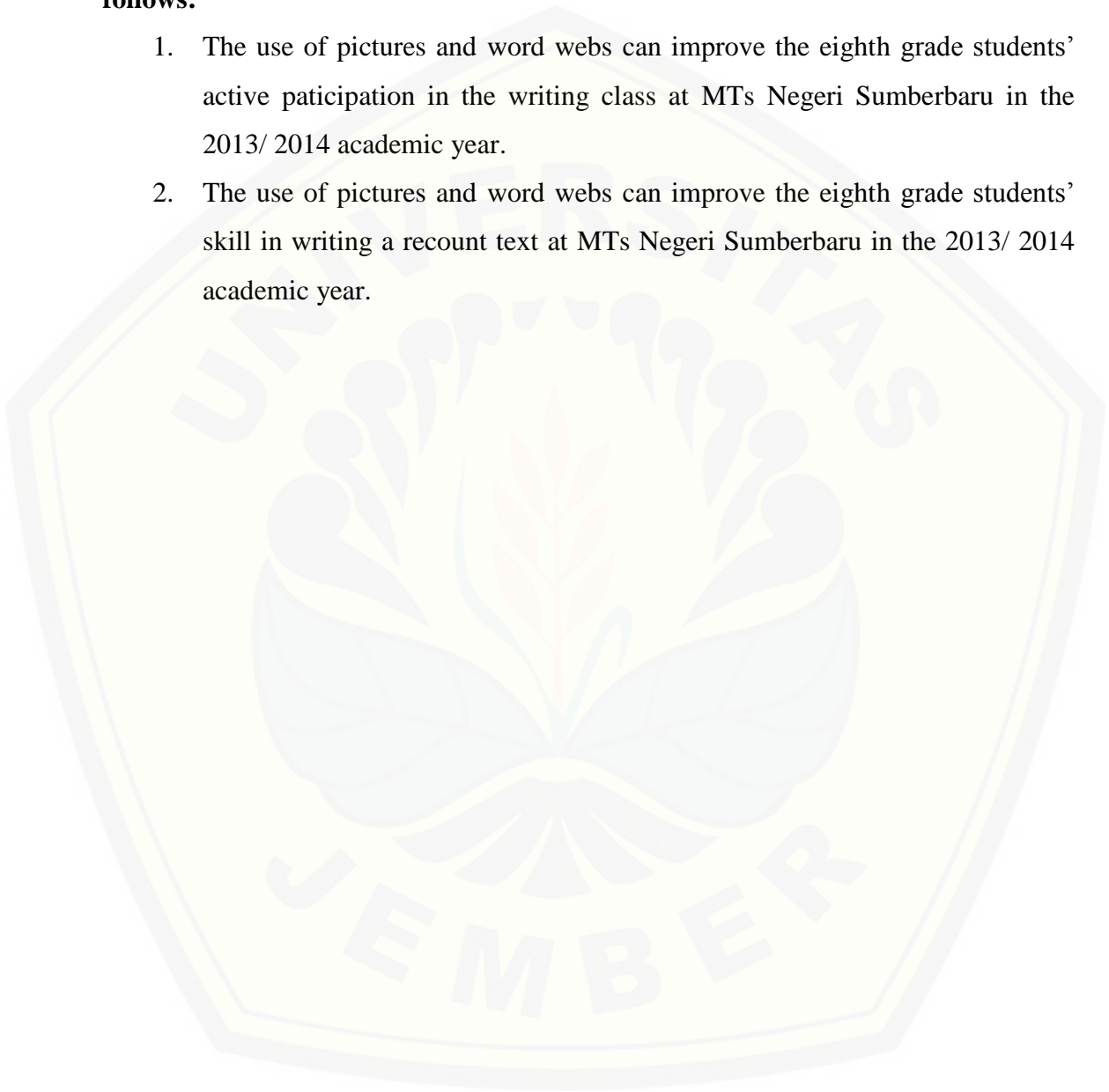
The word webs by using the picture above tell about a holiday at the beach. He wants to tell the readers what he did in the beach. It has 3 subtopics: orientation, event, reorientation. The subtopics are developed by some supporting details, for example the sub topic 'orientation' has new branches such as last month, my family and I, at the beach, in the morning. To show the relationship of the ideas, all the words or phrases are connected by line.

Concerning with the word webs technique, in this research, the researcher needs to introduce it as a pre writing activity and practice it as well as give feedback to the students in generating the ideas through the picture and word web. Therefore, the procedures of teaching writing using pictures and word webs in this research are: (1) introducing the generic structure and language feature of a recount text, (2) giving a model of recount text to develop through the picture and word webs, (3) giving practice to the students to generate ideas through picture and word webs for a target topic by assigning them to make a web to generate ideas of a topic and to write down the recount text based on the webs they have made, (4) asking them to submit their writing, (5) giving feedback to their writing, (6) asking them to revise their work.

2.11 Action Hypothesis

The action hypothesis of this classroom action research is formulated as follows:

1. The use of pictures and word webs can improve the eighth grade students' active participation in the writing class at MTs Negeri Sumberbaru in the 2013/ 2014 academic year.
2. The use of pictures and word webs can improve the eighth grade students' skill in writing a recount text at MTs Negeri Sumberbaru in the 2013/ 2014 academic year.



CHAPTER III

RESEARCH METHODS

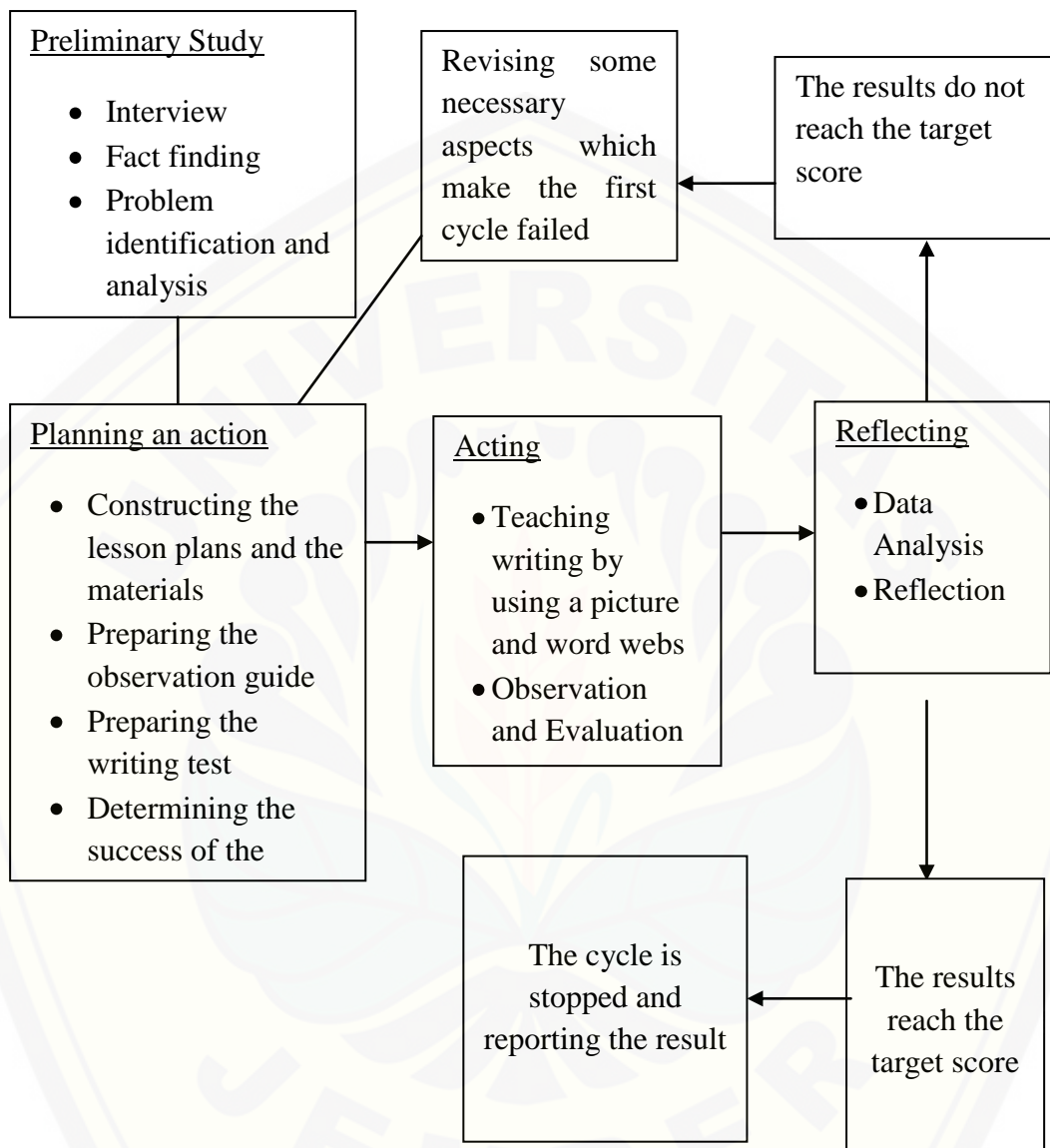
This chapter presents the research methods that applied in the research. The methods cover research design, area determination method, subject determination method, operational definition of the terms, data collection method, research procedure and data analysis method.

3.1 Research Design

In this research, the researcher applied the Classroom Action Research (CAR) with cycle model. This research was intended to improve the eighth grade students' skill in writing a recount text by using a picture and word webs. According to Elliot (1991:69), action research is the study of a social situation which is suitable in the education field with a view to improve the quality of teaching and learning process. It means that classroom action research can improve the quality of action within it. In line with this idea, McMillan (1992:12) explains that the classroom action research is a specific type of applied research with the purpose to solve a specific classroom problem. Therefore, a classroom action research is intended to solve the problem found by the teacher in his or her classroom.

In order to help the teacher solve the problem related to the students' difficulties in generating and organizing ideas, the researcher used a picture and word webs in outlining when teaching writing. This research was conducted collaboratively with the English teacher of Eighth grade students at MTs Negeri Sumberbaru. This research was conducted in cycles; each cycle covered four stages of activities. They were: planning the action, implementing the action, observing the action, and analyzing the data.

The design of classroom action research was illustrated in the diagram 3.1:

Diagram 3.1 The Design of the Classroom Action Research

(Adapted from Lewin, in Elliot, 1991: 70)

Based on the research design above, the detailed activities of the research use the following procedures:

1. Doing the preliminary study through the interview with the English teacher of Eighth grade students and doing the classroom observation.

2. Planning the action (constructing the lesson plans and materials for the first cycle in meeting 1 and meeting 2).
3. Implementing the action in the first cycle by using pictures and word webs in teaching writing. The first and the second meeting were done by the researcher.
4. Observing the classroom done by the English teacher while the researcher was implementing the action in the first cycle.
5. Administering the writing test by using a picture and word webs to the subjects of the research.
6. Analyzing the results of writing test quantitatively and the result of observation.
7. Reflecting the results of the observation and writing test of the first cycle descriptively. The results in the first cycle had not reached the research objectives, the second cycle was conducted to achieve the research objectives.
8. Constructing the lesson plans for the second cycle by revising some weak aspects in the lesson plans which made the first cycle fail.
9. Implementing the second cycle by using a picture and word webs in teaching writing to the subjects of the research. The English teacher implemented the action in the second cycle.
10. Observing the classroom while implementing the action in the second cycle done by the researcher.
11. Administering the writing test by using a picture and word webs to the subjects of the research after the actions given in the second cycle.
12. Analyzing the results of writing test quantitatively based the target of the research that was $\geq 75\%$ of the students got ≥ 70 in their writing test.
13. Reflecting the results of the observation and writing test of the second cycle.
14. Drawing a conclusion to answer the research problems.

3.2 Area Determination Method

Area determination method was a method in determining area or the place where the research was conducted. Purposive method was used in this research to determine the research area. Arikunto (2010:139) states that purposive method is used to conduct the research in the specific area based on some basic reasons why it is needed to be observed. This research was conducted at MTs Negeri Sumberbaru because of the following reasons:

1. The students have problem in writing a recount text.
2. The English teacher has never applied word webs technique in teaching writing.
3. The English teacher of the eighth grade students and the headmaster of MTs Negeri Sumberbaru gave permission to conduct this classroom action research.

3.3 Subjects Determination Method

The subject of this research was the eighth grade students of MTs Negeri Sumberbaru, especially VIII- A class. The number of the students in VIII A class was 29. The researcher chose this class purposively based on the students' problem in writing. Moreover, the mean score of the students' writing were 52; the standard mean score of this school was 70. Besides, the students' active participation was low and only a few students participated actively in teaching and learning activity.

3.4 Operational Definition of the Terms

An operational definition is a guideline to understand the key terms used in the study. The terms that were necessary to be defined operationally were as follows:

3.4.1 Writing Achievement

In this research, writing achievement was the ability of writing a recount text demonstrated by the result of writing measured from the aspect of writing (grammar, vocabulary, mechanic, content, and organization). The writing test was conducted in

the form of subjective test and it was evaluated analytically. Analytic scoring means that the teacher separated the indicators of writing test that were evaluated. The indicators measured were grammar, vocabulary, mechanic, content and organization.

3.4.2 Pictures and Word Webs

Pictures are one of a visual media used to help the students express their ideas in the form of writing. They can motivate the students to pay attention to the teaching learning process. Then, a word web is a graphical representation of the connections between the various aspects of a given topic. It is used to help organize the thoughts of a writer. It can connect other ideas, make generalizations, identify main ideas and explore the theme. It is connected by using lines, arrows, and boxes.

3.5 Data Collection Methods

Data collection methods that were applied in this research were writing test, interview, observation, and documentation. Writing test and observation were used to get the main data. Meanwhile, interview and documentation were used to gather the supporting data.

3.5.1 Writing Test

Writing test was used to measure the students' writing skill. It was given in each cycle after the action given. According to Arikunto (2006:150), test is a set of questions or exercises or instruments that are designed to measure the skill, knowledge, and intelligence owned by the individual or groups. Hughes (2003:50) adds that a good test must fulfill two requirements. They were validity and reliability. The validity can be classified into content validity, criterion related validity, construct validity and face validity. The content validity was used in this research since the test materials was constructed based on the institutional curriculum and consulted to the English teacher and the consultants before the test was given to the students.

Dealing with the reliability, this research applied inter-rater reliability. It means that the students' recount text writing was scored by two scorers. They were the researcher herself and the English teacher. It was chosen because it was more

effective to reduce the subjectivity. This technique was applied by copying the students' answer sheets first and then scoring them by using scoring rubric in a different place. Before scoring the students' worked, the researcher and the English teacher discussed the rubric to reach the same understanding about the aspects of scoring guide.

Concerning with the way of scoring, analytical scoring method was used to score the writing aspects that cover mechanics, grammar, vocabulary, content, and organization. Analytical scoring method is a method of scoring, which requires a separate score for each number of aspects of the task (Hughes, 2003:102). Further, he states by using the analytical scoring method, the scorer has to give the scores that will tend to make the scoring more reliable. Hopefully, the scorer can give more objective scores and get more specified information about the students' ability in writing. According to Hughes (2003:101), there were six score for each number of aspects writing. In this research, the researcher used five score for each number of aspects writing that were evaluated. So, the scoring of the students' recount text writing results were adapted from Hughes (2003:101).

Table 3.2 Scoring Criteria of the Students' Recount Text Writing Results

No	Criteria	Score
1	Grammar	
	- Few (if any) errors of grammar or word order	5
	- Some errors of grammar or word order but do not interfere comprehension	4
	- Errors of grammar or word order frequent, re- reading is necessary for full comprehension	3
	- Errors grammar and word order very frequent, readers own interpretation is needed.	2
	- Errors of grammar or word order so severe as to make comprehension impossible	1

2	<p>Vocabulary</p> <ul style="list-style-type: none"> - Use few (if any) inappropriate words - Use some inappropriate words but do not interfere comprehension - Use wrong or inappropriate words frequent, expressing ideas limited - Use wrong or inappropriate words very frequent, readers own interpretation is needed - Vocabulary so limited as to make comprehension impossible 	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
3	<p>Mechanic</p> <ul style="list-style-type: none"> - Few (if any) misspelling, wrong punctuation, and capitalization - Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension - Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension - Misspelling, wrong punctuation, and capitalization very frequent, readers own interpretation is needed - Misspelling, wrong punctuation, and capitalization so severe as to make comprehension impossible 	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
4	<p>Content</p> <ul style="list-style-type: none"> - The content of the text very relevant to the topic and very easy to understand. - The content of the text quite relevant to the topic and easy to understand. - The content of the text relevant to the topic and fairly easy to understand. - The text content is not so relevant to the topic and difficult to understand. - The content of the text is irrelevant with the topic and very difficult to understand. 	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>

5	Organization	
	- Few (if any) lack of organization and link to ideas	5
	- Some lack of organization and link of ideas but do not impair communication	4
	- Lack of organization and link of ideas frequent, re- reading is required for clarification ideas	3
	- Lack of organization and link of ideas very frequent, readers own interpretation is needed	2
	- Lack of organization and link of ideas so severe as to make communication impaired	1
SCORE: <u>Grammar + Vocabulary + Mechanics+ Content + Organization</u> x 100		
25		
<i>(Adapted from Hughes, 2003:101-102)</i>		

3.5.2 Observation

In this research, the observation was done in each meeting to get the data about the students' participation in the teaching and learning process. Moreover, the observation in the form of checklist was be used to record the indicators being observed. The best way to do the observation is by using observation instrument. The instrument used in this research was checklist paper. The checklist paper was used to record the students' activities in the teaching learning process to observe whether they are active or passive. The indicators of observation were as follows:

1. The students' are actively in paying attention to the teacher's explanation.
2. The students' are actively in answering the teacher's oral question
3. The students' activity in creating the word web based on the picture.
4. The students' activity in developing the word web based on the picture into a recount text

3.5.3 Interview

Interview is a form of collecting data by asking some questions orally. In line with this, Arikunto (2010:198) states that interview is a dialogue conducted by interviewer to get the information from the interviewee. In this research, interview was conducted with the English teacher of MTs Negeri Sumberbaru to gain the supporting data about the students' problem in writing skill, the teacher's technique in teaching writing and the textbooks used by the teacher in teaching English. (*See appendix B*)

3.5.4 Documentation

In this classroom action research, documentation was used to get the supporting data about the names of the research subject and previous score of writing test from the English teacher of MTs Negeri Sumberbaru

3.6 Research Procedure

This classroom action research was implemented in four stages of activities in each cycle, namely (1) planning of the action, (2) implementation of the research, (3) observation and evaluation, (4) reflection of the action.

3.6.1 The Planning of the Action

Planning of the action was the activities done before the implementation of the action. The activities were:

1. Choosing the topic based on the Institutional Level Curriculum for the eighth grade students of junior high school.
2. Constructing the lesson plans for the first cycle in meeting 1 and meeting 2.
3. Consulting the lesson plans with the English teacher.
4. Preparing the materials and the instrument.
5. Preparing the observation guide in each meeting in the form of checklist containing the indicators to be observed and field notes.

6. Constructing the writing test by using pictures and word webs.
7. Determining the criteria of success of the action.

3.6.2 The Implementation of the Action

Implementation means the realization of the action have been planned in the planning of the action. In this research, the implementation of the action was teaching writing by using pictures and word webs. This classroom action research was conducted in two cycles. Each cycle consisted of three meetings and in the third meeting the students were given the writing test to measure their writing skill. Each cycle had four activities covering: the planning of the action, the implementation of the action, class observation, evaluation, data analysis and reflection of the action. In the first cycle, the researcher taught the students and the English teacher did the observation.

3.6.3 Classroom Observation and Evaluation

a. Observation

Observation was an important step in this research. It was used to monitor or to observe the class activities during teaching and learning process. In this research, the students' active participation was scored by using observation checklist. The format of the observation checklist was as follows:

Table 3.3 The format of the students' observation checklist

Name	Participation				Active	Passive
	1	2	3	4		

Note:

1. The students' are actively in paying attention to the teacher's explanation.
2. The students' are actively in answering the teacher's oral question
3. The students' activity in creating the word web based on the picture.

4. The students' activity in developing the word web based on the picture into a recount text

In this research, the students were categorized as active students if they fulfilled at least three of the four indicators above. Meanwhile, the students were categorized as passive students if the students fulfilled less than three indicators.

b. Evaluation

In this research, evaluation was conducted to measure the students' skill in writing by using pictures and word webs. The evaluations in this action research were process and product evaluations. The process evaluation was done by conducting observation in every meeting during teaching and learning process. Then, the product evaluation was done at the end of each cycle after the action by giving the writing test. The criteria used to evaluate the success of the action were as follows:

1. The mean score of the results of the writing test was at least 70.
2. The research subjects achieve the score at least ≥ 70 in the writing test.
3. At least 75% of the research subjects participate actively during the teaching and learning process of writing by using the picture and word web.

3.6.4 Reflection of the Action

After analyzing the data, the reflection was done to reflect the result of the action in each cycle. It was intended to know whether the action given was successful or not. It was done collaboratively with the English teacher to answer the research problems. The result of the reflection was used as a guide to revise the second cycle if the first cycle did not achieve the target criteria.

3.7 Data Analysis Method

The data gained in this research were primary data that covered the students' scores of the writing test and the result of the observation in the teaching learning process. The collected data from observation was analyzed qualitatively. Then, the data from the students' scores of the writing test were analyzed quantitatively.

The results of the observation were analyzed by using the following formula to know the percentage of the students' active participation during the teaching learning process. The formula was as follows:

$$E = n/N \times 100\%$$

Notes:

E= the percentage of the students' active participation ($\geq 75\%$).

n= the number of the students who were categorized as active students.

N= the total number of the students.

(Adapted from Ali, 1993:186)

The collected data from the students' writing test scores were analyzed quantitatively to find the mean score. The formula was as follows:

$$X = \frac{\sum X}{n}$$

X = the mean score of the students' in writing test results.

$\sum X$ = the total score of the students' writing test.

n = the number of subjects.

(Adapted from Fraenkel et al, 2012:196)

The quantitative formulation to find 75% of the subjects who gained the score of 70 or more was as follows:

$$E = n/N \times 100\%$$

E = the percentage of the students who achieve the score of 70 or more in the writing test.

n = the total number of the students who get score 70 or more in the writing test

N = the total number of the students

(Adapted from Ali, 1998:186)