



**IMPROVING THE EIGHT YEAR STUDENTS ACHIEVEMENT IN  
WRITING RECOUNT TEXT BY USING PICTURE IN SERIES AT SMPN  
1 GUMUKMAS IN THE 2012/2013 ACADEMIC YEAR**

**THESIS**

By:  
**Dedi Kurniawan**  
**NIM 060210401296**

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



**IMPROVING THE EIGHT YEAR STUDENTS ACHIEVEMENT IN  
WRITING RECOUNT TEXT BY USING PICTURE IN SERIES AT SMPN  
1 GUMUKMAS IN THE 2012/2013 ACADEMIC YEAR**

**THESIS**

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

By:

**Dedi Kurniawan**  
**NIM 060210401296**

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

**2013**

## **STATEMENT OF THESIS AUTHENTICITY**

I certify that this research is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged 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 procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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

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

Jember, October 22<sup>nd</sup> 2013

Dedi Kurniawan

NIM 060210401296

## **DEDICATION**

This thesis is honorably dedicated to:

1. My beloved parents, Riyanto and Muji Astuti
2. My beloved brother and sister, Arif Rachman Hakim and Riyatik Emalia
3. My beloved wife and son, Rini F and A. Galuh Kurniawan

**THESIS**

**IMPROVING THE EIGHT YEAR STUDENTS ACHIEVEMENT IN  
WRITING RECOUNT TEXT BY USING PICTURE IN SERIES AT SMPN  
1 GUMUKMAS IN THE 2012/2013 ACADEMIC YEAR**

By:

Dedi Kurniawan  
NIM 060210401296

Consultants:

Consultant I : Dra. Siti Sundari, M.A

Consultant II : Dra. Zakiyah Tasnim, M.A

## APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the Examination Committee of the  
Faculty of Teacher Training and Education of Jember University.

Day : Tuesday

Date : October, 22<sup>nd</sup> 2013

Place : Faculty of Teacher Training and Education

### The Examination Committee

The Chair Person,

The Secretary,

Drs. I Putu Sukmaantara, M.Ed

NIP. 196404241990021003

Dra. Zakiyah Tasnim, M.A

NIP.196201101987022001

The Members:

1. Dra. Siti Sundari, M.A ( )

NIP. 195812161988022001

2. Dra. Bambang Suharjito, MEd ( )

NIP. 196110251989021004

The Faculty of Teacher Training and Education

The Dean,

Prof. Dr. Sunardi, M.Pd

NIP. 19540511983031005

## ACKNOWLEDGEMENT

Praised to Allah SWT, the most gracious and the most merciful who always gives me his blessings, so I can accomplish this thesis entitled “Improving the Eight Year Students Achievement in Writing Recount Text by Using Picture in Series at SMPN 1 Gumukmas in The 2012/2013 Academic Year”.

I would like to express my deepest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University,
2. The Chairperson of the Language and Arts Department,
3. The Chairperson of the English Education Program,
4. My first consultant, Dra. Siti Sundari, M.A. and my second consultant, Dra. Zakiyah Tasnim, M.A for guiding and helping me to write this thesis,
5. My Academic Consultant, Dra. Made Adi Andayani, T. M.Ed. who has guided me throughout my study years.
6. The lecturers of the English Education Program, who have taught and given me a lot of knowledge,
7. The Principal, the English teachers and the students (especially class VIII B) of SMPN 1 Gumukmas for their participation in this research.
8. Other parties who help me in finishing this thesis especially for Hamim Ma'ruf and who are impossible to be mentioned one by one.

Finally, I hope this thesis will be useful for the readers. Any constructive suggestions and criticisms are appreciated.

Jember, October 2013

The writer

## **TABLE OF CONTENT**

<b>TITLE</b> .....	<b>i</b>
<b>STATEMENT OF THESIS AUTHENTICITY</b> .....	<b>iii</b>
<b>DEDICATION</b> .....	<b>iv</b>
<b>APPROVAL OF THE EXAMINATION COMMITTEE</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>TABLE OF CONTENT</b> .....	<b>viii</b>
<b>THE LIST OF TABLES</b> .....	<b>xi</b>
<b>THE LIST OF APPENDICES</b> .....	<b>xii</b>
<b>THE LIST OF CHARTS</b> .....	<b>xiii</b>
<b>SUMMARY</b> .....	<b>xiv</b>

## **1. INTRODUCTION**

1.1 The Background of the Research .....	1
1.2 Research Problem .....	4
1.3 The Objectives of the Research .....	5
1.4 The Significances of the Research .....	5
a. The Researcher .....	5
b. The English Teachers .....	5
c. The Students .....	6
d. Future Research .....	6

## **II. REVIEW OF RELATED LITERATURE**

2.1 Pictures as Language Learning Media .....	7
2.1.1 The Roles of Pictures in Teaching Writing .....	7
2.1.2 The Advantage and the Disadvantage of Using Pictures .....	8



2.1.3 Kinds of Pictures .....	8
2.2 Picture in Series as Language Teaching Media .....	12
2.3 Writing Achievement.....	12
2.4 The Aspects of Writing .....	14
2.4.1 Grammar .....	14
2.4.2 Mechanics .....	15
2.4.3 Vocabulary .....	16
2.4.4 Content .....	19
2.4.5 Organization.....	19
2.5 The Techniques of Teaching Writing .....	20
2.6 Recount Text .....	20
2.7 Teaching Writing at Junior High School .....	21
2.8 The Use of Picture in Series in Teaching Writing .....	22
2.9 The Procedures of Teaching Writing Using Picture in Series .....	23
2.10 Research Hypothesis .....	23

### **III. RESEARCH METHODS**

3.1 Research Design.....	24
3.2 Operational Definitions of the Terms .....	27
3.2.1 Picture in Series .....	27
3.2.2 Recount Writing.....	27
3.2.3 The Students' Writing Achievement.....	27
3.3 Research Area Determination Method.....	28
3.4 Subject Determination Method .....	28
3.5 Data Collection Method .....	29
3.5.1 Primary Data .....	29
a. Writing Test .....	29
3.5.2 Supporting Data.....	33
a. Interview .....	33

b. Documentation .....	33
3.6 Research Procedures .....	34
3.6.1 General Description of the Research Procedures.....	34
3.6.2 Research Procedure in Detail.....	34
3.7 Data Analysis Method.....	37

#### **IV. RESEARCH RESULTS AND DISCUSSION**

4.1 Description of the Action in the First Cycle .....	38
4.1.1 The Implementation of Action Cycle I .....	38
4.1.2 The Result of Observation in the First Cycle.....	42
4.1.3 The Result of Writing Test in the First Cycle.....	44
4.1.4 The Result of Reflection in the First Cycle .....	46
4.2 Description of the Action in the Second Cycle.....	48
4.2.1 Implementation of the Action in the Second Cycle .....	48
4.2.2 The Results of Observation in the Second Cycle.....	50
4.2.3 The Result of Writing Test in the Second Cycle .....	52
4.2.4 The Result of Reflection in the Second Cycle .....	54
4.3 Discussion .....	54

#### **V. CONCLUSION AND SUGGESTIONS**

5.1 Conclusion .....	59
5.2 Suggestions .....	59
5.2.1 The English Teacher .....	60
5.2.2 The Students.....	60
5.2.3 The Future Researchers.....	60

#### **REFERENCES**

#### **APPENDICES**

## THE LIST OF TABLES

3.1 The Scoring Criteria of the Students' Recount Text Writing .....	31
4.1 The Implementation of the Action in Cycle I.....	39
4.2 The Result of the Students' Participation during the Writing Teaching Learning Process in the meeting 1 in the First Cycle .....	42
4.3 The Result of the Students' Participation during the Writing Teaching Learning Process in the meeting 2 in the First Cycle .....	43
4.4 The Result of Writing Test the First Cycle .....	44
4.5 Students' Problem and Solution in the First Cycle.....	47
4.6 The Implementation of the Action in Cycle II.....	48
4.7 The Result of the Students' Participation during the Writing Teaching Learning Process in the meeting 1 in the second Cycle .....	50
4.8 The Result of the Students' Participation during the Writing Teaching Learning Process in the meeting 2 in the second Cycle .....	51
4.9 The Result of Writing Test in the Second Cycle .....	53

## THE LIST OF APPENDIXES

	Page
A. Research Matrix .....	64
B. Guide of Supporting Data Instruments .....	66
C. The Observation Checklist .....	67
D. Lesson Plan 1 (Cycle I, Meeting 1) .....	68
E. Lesson Plan 2 (Cycle I, Meeting 2) .....	77
F. Lesson Plan 3 (Cycle II, Meeting 1) .....	84
G. Lesson Plan 4 (Cycle II, Meeting 2) .....	91
H. Writing Test (Cycle I) .....	97
I. Writing Test (Cycle II) .....	98
J. The Result of Observation Checklist Cycle I Meeting 1 .....	99
K. The Result of Observation Checklist Cycle I Meeting 2 .....	100
L. The Result of Observation Checklist Cycle II Meeting 1 .....	101
M. The Result of Observation Checklist Cycle II Meeting 2 .....	102
N. The Result of Writing Test (Cycle I) .....	103
O. The Result of Writing Test (Cycle II) .....	105
P. The Students' Previous Writing Score .....	107
Q. The Samples of the Students' Writing Cycle I .....	108
R. The Samples of the Students' Writing Cycle II .....	110
S. Research Permission from the Principal of SMPN 1 Gumukmas .....	112

## **LISTS OF CHART**

3.1 Model of the Classroom Action Research .....	25
4.1 The Percentage of Students' Writing Achievement.....	55
4.2 The percentage of the Students' Active Participation in the Teaching Learning Process of Writing by Using Picture Series before the Action Given, in the First Cycle and the Second Cycle.....	56

## SUMMARY

**Improving the Eight Year Students' Achievement in Writing Recount Text by Using Picture in series at SMPN 1 Gumukmas in the 2012/2013 Academic Year;** Dedi Kurniawan, 060210401296; 2012: 57 pages; English Education Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Based on the preliminary study through interviewing the English teacher of the eighth year students of SMPN 1 Gumukmas, most of the eighth year students of SMPN 1 Gumukmas, especially class VIII B, faced some difficulties in writing a text in terms of finding and expressing their ideas and put them into the right words, phrase, and sentences the English grammatically correct. The English teacher told that their average score in writing was 60, whereas the minimum standard requirement score is 70. It means that the students' writing achievement is still below the minimum standard requirement score.

The classroom action research by using Picture Series was implemented in this research because this research was intended to improve the VIII B year students' writing achievement and to improve their participation in the teaching learning process of writing. The research was done collaboratively with the English teacher of SMPN 1 Gumukmas. The class VIII B of SMPN 1 Gumukmas consists of 38 students. The observation and the writing test were used to collect the data. The data were analyzed quantitatively.

The action was implemented in two cycles in order to achieve the objectives of this classroom action research. The first cycle was done in two meetings and followed by a test. The results of the classroom observation showed that 57.89% in meeting 1 and 62.06% in meeting 2 of the students were actively participated during the teaching learning process. It showed that there was improvement of the students' active participation but it had not achieved the

objective of the research that was 70%. In addition, the result of the writing test in the first cycle had not achieved the criteria of success of the research that was 70% of the students got 65 or more in the writing test. The percentage of the students who got score 65 in the first cycle was only 68.4% or 26 of 38 students.

Based on the results of the first cycle above, the second cycle was conducted. Some revisions dealing with the activities in the classroom had been made to solve the problems found in the first cycle are explain the steps in using the technique clearer and involve the students, provide the simple picture in series, guide the students more intensively, give more explanation on grammar, and ask the students to bring the dictionary and provide key words related to the picture in series in the second cycle. The classroom observation and writing test in the second cycle showed an improvement. In the classroom observation, the students' participation showed that 71.05% in meeting 1 and 81.5% in meeting 2 of the students actively participated in the teaching learning process. So, the result of the observation had achieved the objective of the research. In the writing test, the percentage of the students who got score 65 in the writing test was 76.31% or 29 of 38 students. Based on those results, it could be concluded that the actions in the second cycle were successful because the results of classroom observation and writing test achieved the objectives of the research.

Finally, it could be summarized that the use of Picture Series could improve the VIII B year students' achievement in writing a recount text and their active participation in the teaching learning process of writing a recount text at SMPN 1 Gumukmas .