



**IMPROVING THE EIGHTH GRADE STUDENTS' WRITING
ACHIEVEMENT OF RECOUNT TEXT THROUGH PICTURE SERIES AT
SMPN 1 SILIRAGUNG IN THE 2013/2014 ACADEMIC YEAR**

THESIS

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

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Adi Santoso and Lasriatun Mardiani who always support me and pray for me until getting success in finishing my study and accomplishing this thesis. I love you so much.
2. My sister Yozhy Nanda Meyvivia. Thank you for your love, pray and support. I love you very much.
3. My partner, Novi Tria Hidayati. Thank you for your love, help, support, advice and everything we had through together and for always standing by me. I love you dear.

MOTTO

Writing is chiseling civilization
'Menulis adalah memahat peradaban'
(Helvy Tiana Rosa)

STATEMENT OF THESIS AUTHENTICITY

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

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Finally, the writer hopes this thesis will provide some advantages and it can be useful not only for the writer but also the readers. Any constructive suggestions and criticisms will be fully appreciated to make this thesis better.

Jember, January 2014

Writer

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SUMMARY

Improving the Eighth Grade Students' Writing Achievement of Recount Text through Picture Series at SMPN 1 Siliragung in The 2013/2014 Academic Year; Yocky Mawendra Januandika, 080210401059; 2014: 74 pages; English Education Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Based on the preliminary study by interviewing the English teacher at SMPN 1 Siliragung, it was found that grade eighth faced some difficulties in writing recount text. Class VIII-C was the class which got the lowest score in writing text from the other six classes that was only 15 students or 44.11% of total students who could achieved standard minimum score. The problems were they could not share their ideas well in their writing because they lack of vocabulary and grammar, and less motivation to write. Therefore, this classroom action research was intended to improve the Class VIII-C students' achievement and their active participation in writing recount text through picture series. Picture series is more than one picture that shows a series of related activities.

In picture series, each picture shown is related one to another because the events are done chronologically and continuously. The connectors can connect prior and later sentences. The first picture of the picture series is an introduction of the whole story. Then, the second picture is an activity that has a relation to the first picture, and the next picture up to the end also tells the story related to the previous one. It brought to the classroom as teaching aid.

Then, the researcher and the English teacher agreed to apply picture series as teaching aid in teaching writing recount text to overcome the students' problems. They did the actions and the observations collaboratively. In this research, Classroom Action Research was chosen as the research method because it was intended to improve Class VIII-C students' writing achievement of recount text through picture series at SMPN 1 Siliragung.

Data collection method in this research was divided into two; they were primary data and secondary data. Primary data covered observation and writing test, while secondary data covered interview and documentation. Then, the data analyzed statistically to know the percentage of the students who could achieve the target.

This research was conducted in two cycles. Each cycle covered four stages, they were: planning of the action, implementation of the action, observation and evaluation, and reflection of the action. The result of the observation in Cycle 1 was revealed that there were 44.11% (Meeting 1) and 55.89% (Meeting 2) of 34 students categorized as the active students because they fulfilled at least 2 of 3 indicators as the criteria that the research was successful. The rest of the students were not actively involved in teaching and learning process. Most of them were did not pay their attention to the lesson and it seemed that they were less motivation to write recount text. While, the result of writing test showed that 21 of 34 students (61.76%) could achieve the score more than 70 as the standard minimum score. It means that, the actions in Cycle 1 did not achieve the target of the research because total number of the active students was lower than the target required and must be continued to Cycle 2.

In Cycle 2, the students were still given feedback with the correction of their errors that they made in their writing. It was done in the first and the second meeting in Cycle 2. They also got more explanation about simple past tense (regular and irregular verbs) and connectors in order to make them not confused about how to write a good recount text. Related to the students' mother tongue, the researcher gave more explanation to the students about what activities shown in the picture series first. In this way, the students did not need more time in translating their ideas from Javanese to Indonesian and Indonesian to English. The students were also allowed bringing dictionary in Cycle 2 to help them in finding the words they were not familiar with. By doing this, the students were expected to understand about how to write recount text by using picture series better than in the first cycle.

Considering to the result in Cycle 1, the researcher and the English teacher discussed together to find the possible problems and made some revisions for the next lesson plan that would be applied in Cycle 2. The result of the observation done in Cycle 2 was 61.76% (Meeting 1) and 70.58% (Meeting 2) of 34 students were actively participated in the teaching and learning process. Though, the result of writing test in Cycle 2 was 67.64% of 34 students successfully achieved the standard minimum score that is 70. It means that the result of the observation and writing test in Cycle 2 successfully achieved the target of this classroom action research. Thus, the cycle of the research stopped.

Based on the result of the research, it could be concluded that the use of picture series as teaching aid in teaching writing of recount text could improve Class VIII-C students' achievement and their active participation. Therefore, it is suggested for the English teacher to apply picture series to teach writing or even the other skills or/and language components. Picture series was proved had many advantages as the teaching aid in the teaching and learning process such as gain the students' interest and motivation, provide information to be referred in discussion of lesson, and contribute to the context in which the language is being used.