



**IMPROVING THE VIII E GRADE STUDENTS' WRITING
ACHIEVEMENT ON RECOUNT TEXT BY USING
PICTURE SERIES AT MTsN II JEMBER**

THESIS

Written by:

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2015**



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DEDICATION

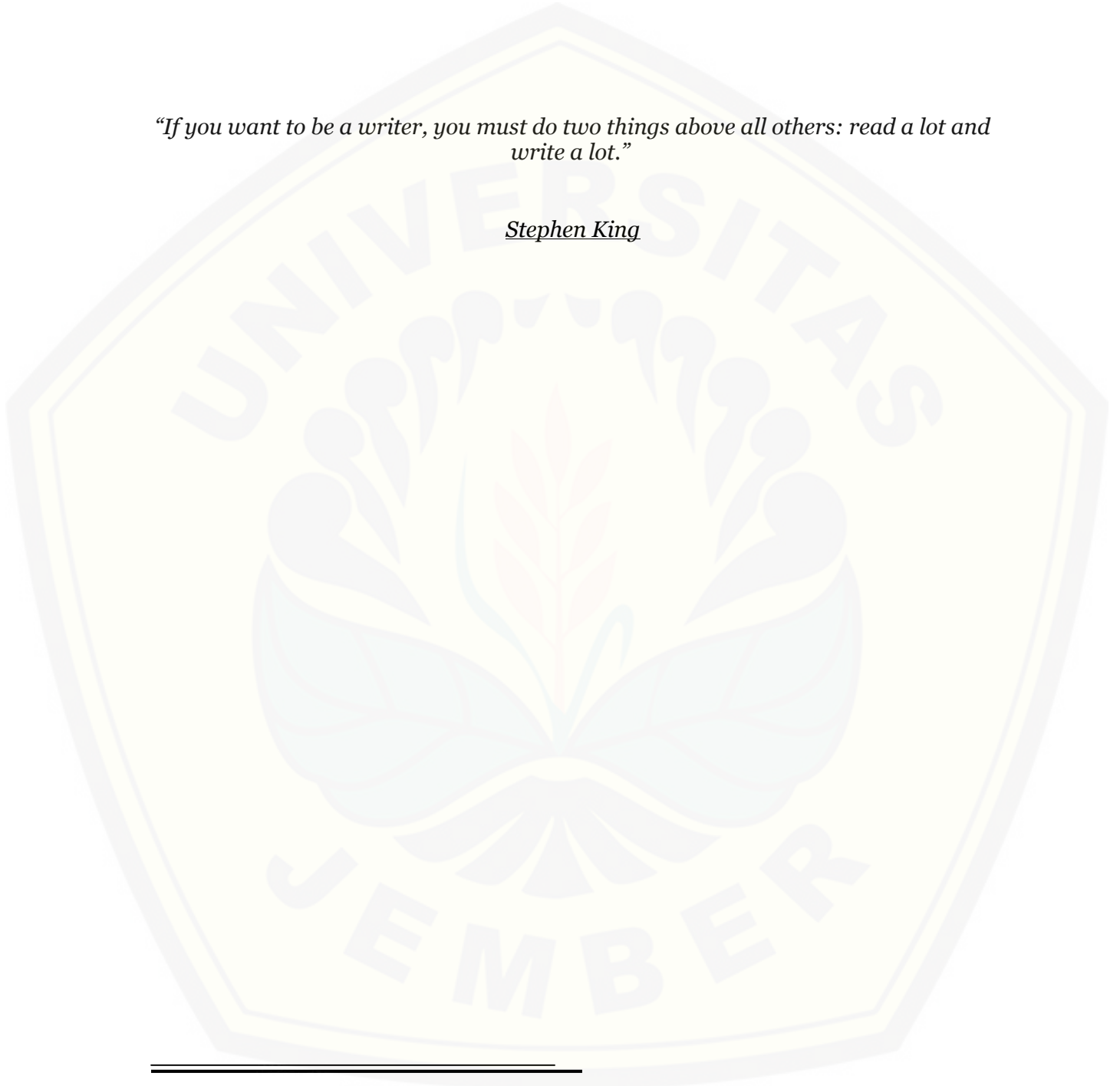
This thesis is honorably dedicated to:

1. My beloved mother, Tri Aniningsih.
2. My lovely father, Mukhlas.,S.Pdi.
3. My dearest older brother, Sulthoni Ircham Yuniarta.,S.Pdi.
4. My dearest young brother, Muhammad Yusron Wahyu Laili.

MOTTO

“If you want to be a writer, you must do two things above all others: read a lot and write a lot.”

Stephen King



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STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by my self. 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 approve 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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The Writer

Desta Angga Saputra
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CONSULTANS' APPROVAL

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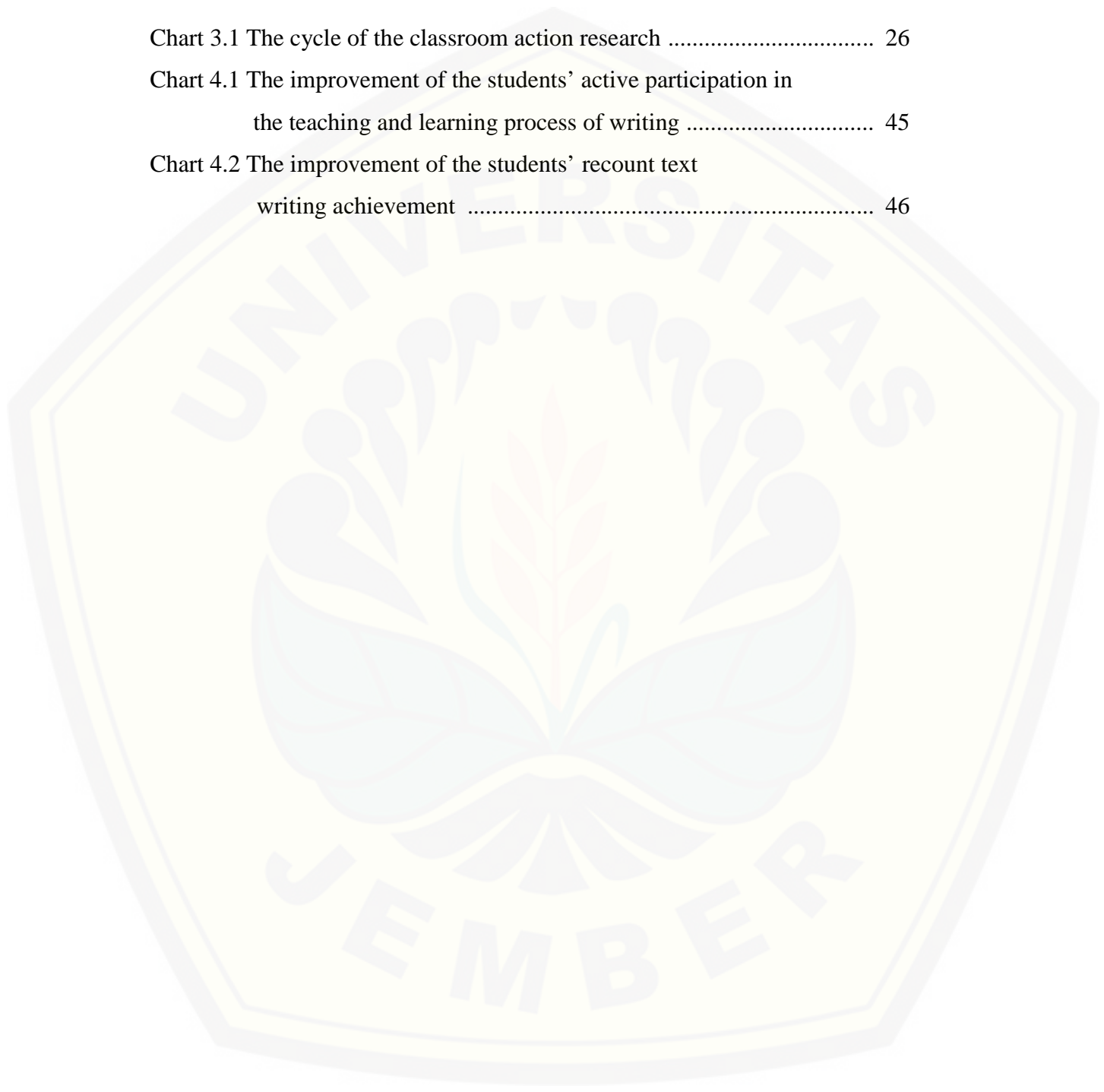
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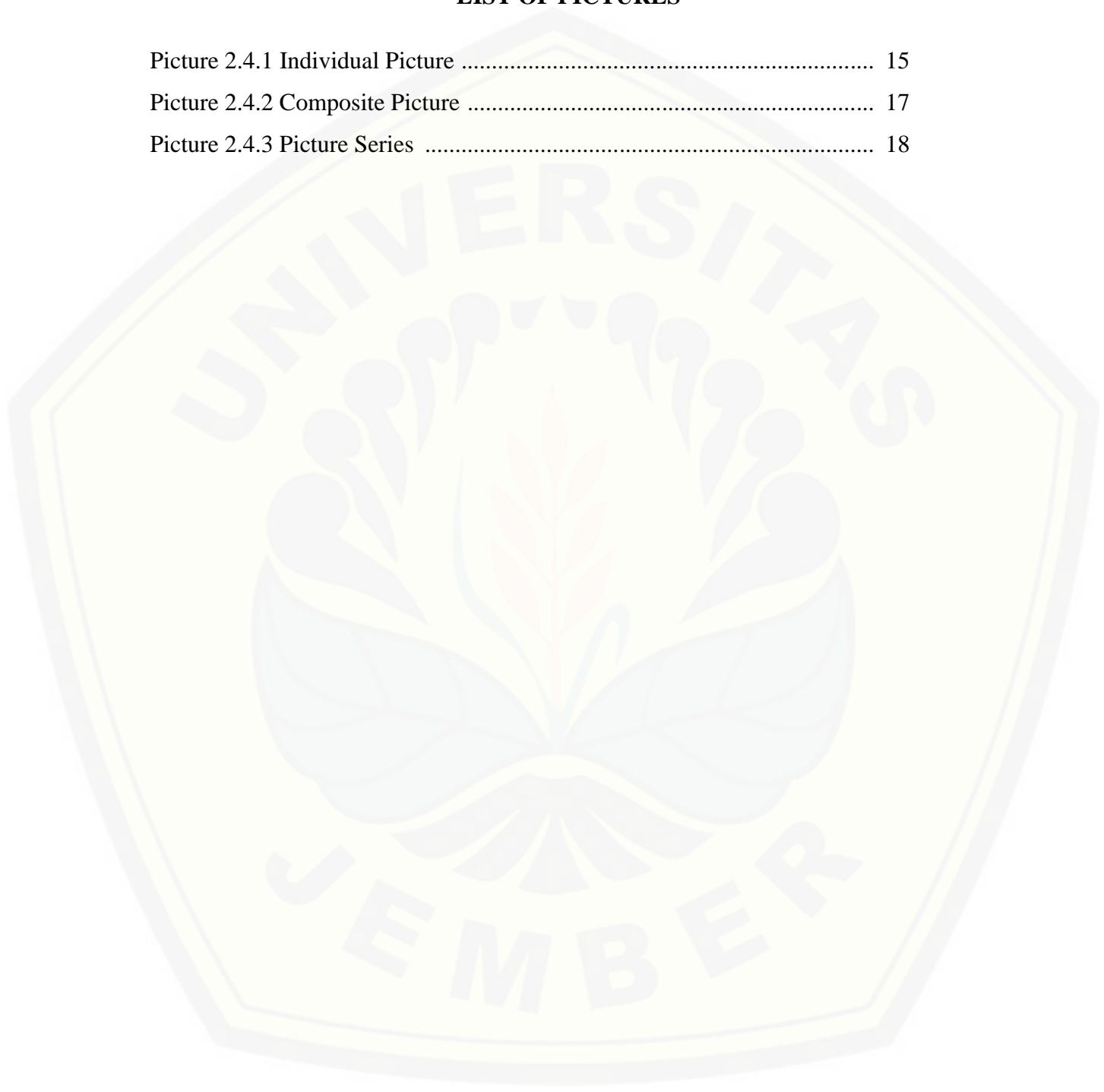
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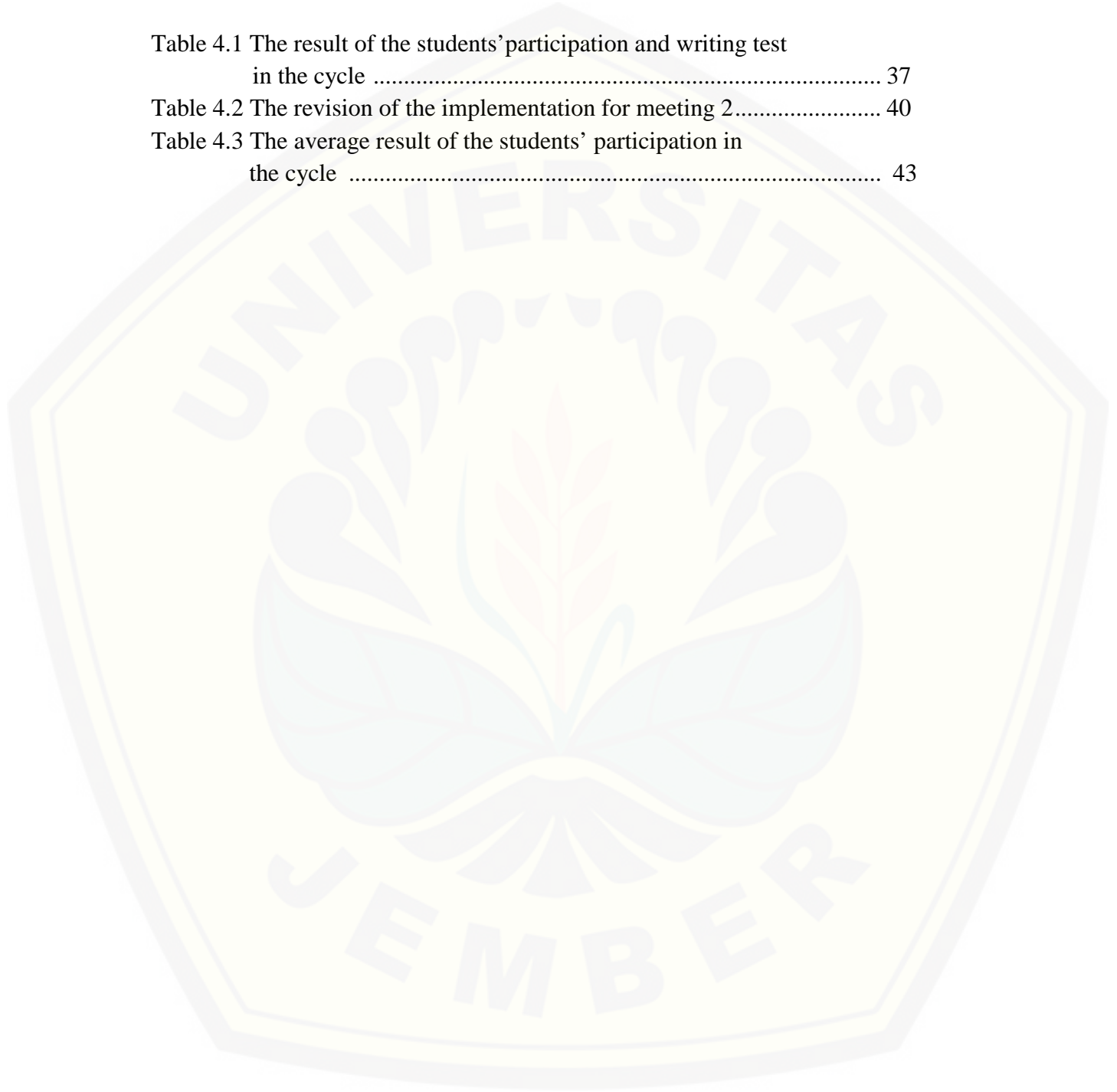
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SUMMARY

“Improving the VIII E Grade Students’ Writing Achievement on Recount Text by Using Picture Series at MTsN II Jember; Desta Angga Saputra, 100210401045; 2010; English Language Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the VIII E grade students’ writing achievement on recount text by using picture series as the learning medium at MTsN II Jember. Based on the result of preliminary study done before conducting this research, only 15 students (38.5% of the students) got score 75 or higher, while 24 students (61.5% of the students) got the writing score less than 75. According to the English teacher, only 20 students (51.2%) were active during the teaching learning process of writing. Additionally, based on the interview done with Mr. Safihan as English teacher, the students were difficult to start writing and find the ideas in developing the text.

To overcome that main problem, picture series was chosen as the instructional medium to improve the students’ active participation and writing achievement. Yunus (1981:50) defines picture series as a number of related composite pictures linked each other to form a picture sequences. It means that picture series can be used by the students as guidance in developing text. In addition, a picture series has already had a story that can help the students to integrate the ideas in more meaningful and interesting way. Those were the fundamental reasons why the researcher believed that picture series could improve students’ active participation in the class and solve students’ problem in writing.

The design of this research is classroom action reserach which has a sequence of steps. They are planning of the action, implementation of the action, observation and evaluation, and reflection of the action. The research area was MTsN II Jember and the VIII E grade students in 2014/2015 academic year was the subject

of this research. In this research, the data were obtained by doing classroom observation in every meeting of the cycle and administering writing test. The classroom observation used an observation checklist to identify the students' active participation while the writing test used scoring criteria to measure the students' writing achievement. The action were successful if 70% students actively participated in the writing class by fulfilling at least 3 indicators and 70% students have achieved the standart score, that was 75.

Based on the preliminary study that the researcher did, the English teacher of the VIII E class said that 51.2 % students who were active during the teaching and learning process writing. After the actions in the cycle were implemented, the result of observation showed that in the first meeting was 29 (74.35%) of 39 students who were active in this meeting. There was an improvement on the students participation in meeting 2. There were 31 (79.48%) students actively participated in teaching learning process of writing. Thus, the average result of the students who were active during the teaching and learning process of writing in the cycle was 76.96%. That score had already achieved the successful criterion of this classroom action research.

Beside that, the result of writing test showed that the students' writing achievement was improved. The data obtained in the preliminary study showed that 15 (38.5)% of the students got score 75 or higher. After implementation of the action in the cycle, the result of the writing test improved to 74.35% of the students (29 of 39 students) got score 75 or higher. From that result of the writing test in the cycle 1, it can be interpreted that the result of that writing test had achieved the target as the successfull criterion of the research.

Finally, it can be concluded that the use of picture series could improve the VIII E grade students' active participation and recount text writing achievement at MTsN II Jember in the 2014/2015 academic year.

CHAPTER 1. INTRODUCTION

This chapter discusses some issues dealing with the topic of the research; they are the background of the study, the research problems, the research objectives, and the research significance. They are explained in the following sections.

1.1 Background of the Research

Nowdays, English is almost learnt on every educational institution in Indonesia. English has been regarded as compulsory subject for junior school up to university. Based on School Based Curriculum (KTSP), the aim of English teaching for students is to be able to communicate in oral and written form. The government prioritises English to be mastered by students because it is surely important to face the globalization era. Harmer (2007:11) states that English plays an important role in various fields of life. In fact, Many companies and institution need someone who has ability in English. To compete on those opportunity, it is very important for the students to master English. Students who has mastered English well may have greater chance than others who are not good at English.

Writing is one of the communication media in our life. The role of writing is essential to communicate with other people accros time and place to share information, knowledge, and feeling. According to Wingersky *et al* (1999:4) states that writing is a means to invent, organize, and communicate our thoughts to a reader. Furthermore, Langan (2008:6), through writing, we are able to share information, persuade and convince other people. Therefore, writing is very important as a media which can help us to have a good socialization, express our idea, feelings, and opinion in order to have a good interaction with our society.

Writing as a part of the language skills besides listening, speaking and reading, must be taught maximally by the teacher to the students. In facts, developing the students' writing abilitly is not an easy job to do. Heaton (1998:135) states that writing skills are more complex and difficult to teaching, requiring and

mastering not only of grammatical and rhetorical devices but also conceptual and judgment. In line with his statement, there is no hiding the fact that writing well is a difficult, and time-consuming process (Elbow, 1998:3). The students have to master not only vocabulary but also grammar, content, mechanics, and organization. On the other hand, the students will practice to use those aspects which the students will be involved with. However, Elliot (1991:50) says that the learning process need to be considered in the light of the quality of learning outcomes. Therefore, the teacher should find any techniques, methods, or media in order to teach writing easily.

Before conducting this research, a preliminary study was done on Saturday, 10th of January, 2015 at MTsN II Jember, especially the VIII E class in 2014/2015 academic year which has 39 students by interviewing and collecting data of the VIII E students' previous score in writing. The problem was identified through the students' result of writing, 15 students (38.5 %) got the score 75 or higher, while 24 students (61.5 %) got the writing less than 75. In addition, 20 students (51.2 %) were active during the teaching learning process of writing. Furthermore, based on the interview done with Mr. Safihan as English teacher, the students found difficulty in starting writing and finding the ideas in developing the text.

This circumstance got worse because of the teacher's way in teaching writing to the students. He said that he rarely used the media in teaching learning process. What he used to teach was textbook and gave the explanation about the materials to the students, then he asked them to do the writing task. In other words, the teachers did not use a certain technique or media to help the students generate or compose their ideas to write a piece of writing.

Concerning that problem, the researcher tries to overcome by proposing picture series as a medium in teaching writing. Picture is one of the instructional media which is believed to be able to solve the students' problem in writing. Sadiman *et al.* (1996:29) state that pictures are common media that can be understood and used by anyone. Therefore, Chinese proverb says that a picture speaks more than a thousand words (Sadiman *et al.* 1996:29). Yunus (1981:50)

defines picture series as a number of related composite pictures linked to each other to form of picture sequences. It means that picture series can be used by the students as guidance in developing recount text. A picture series has already had a story that can help the students to integrate the ideas in more meaningful and interesting way. Furthermore, picture can also give imagination about people, places or things when they face some problems in expressing and generating their ideas into written form.

A previous research conducted by Januandika (2014) entitled “Improving the Eighth Grade Students’ Writing Achievement of Recount Text through Pictures Series at SMPN 1 Siliragung” was successful. The use of picture series could improve the students’ writing recount text from 44.11 % to 67.64 % at the end of the treatment. The action research was also done by Masrur (2014). Through picture series as teaching media, it could improve the XI IPA 3 Students’ writing score of SMAN I Jenggawah from 21.62 % to 81.08 %. It can be concluded that picture series is an effective medium to help students’ difficulty in text writing. Therefore, it can surely give the beneficial contribution for the teacher to improve the student’s writing achievement.

In this research, picture series is used for teaching writing dealing with recount text because the characteristics of picture series are similar with the sequence events of recount text. By using picture series as the medium, the researcher wants to increase the students’ active participation in teaching learning process of writing and improve students’ writing achievement, especially writing recount text.

Based on the explanation above, the researcher intended to conduct a classroom action research entitled “Improving the VIII E Grade Students’ Writing Achievement on Recount Text by Using Picture Series at MTsN II Jember in the 2014/2015 Academic Year”.

1.2 Problems of the Research

The problems of the research based on the background of the research above are as follows:

- a. Can the use of picture series improve the VIII E grade students' active participation during the teaching learning process of writing at MTsN II Jember ?
- b. Can the use of picture series improve VIII E grade Students' writing achievement on recount text by using picture series at MTsN II Jember ?

1.3 Objectives of the Research

Based on the problem formulation, the objectives of this classroom action research are:

- a. To improve the the VIII E Grade Students' participation during the teaching learning process of writing at MTsN II Jember by using picture series.
- b. To improve the VIII E Grade Students' writing achievement on recount text by using picture series at MTsN II Jember.

1.4 Significance of the Research

The results of this classroom action research hopefully can be useful for these following people:

1. For the English Teacher

Hopefully, the results of this research can be used as useful information for the English teacher in applying picture series in the classroom to improve the students' writing achievement. In addition, it can also be used as medium that can be applied not only in teaching writing but also in other English skills and components.

2. For the students

The result of this classroom research is expected to be useful to improve the students' achievement in writing on recount text through picture series and have new learning experience of English learning by using picture series.

3. Future Researchers

Hopefully, the results of this research can be useful for the future researchers to conduct a further research about the use of picture series on different skills or components at any different level of education, or different research designs.



CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter is intended to discuss some information about related theories used in this thesis. The discussion consists of definition of writing, the aspects of writing, pictures as teaching media, picture series, the strength of picture series, the weakness of picture series, the recount text, the procedure of teaching writing through picture series, and research hypotheses. Each point is described in the following section.

2.1 The Definitions of Writing

According to Wingersky *et al* (1999:2) say that writing is a way to gain control over your ideas and get them down on paper. It means that we try to produce a meaningful language by arranging some words to become phrases, sentences, or paragraph. In line with his idea, Fairbairn and Winch (1996:32), writing is about conveying meaning by selecting words and putting them together in a printed form. The statements above mean that writing is a process of developing ideas which is transcribed into the written symbol.

Writing is the most important skill that people can acquire and develop throughout their lives (Fisher and Frey, 2007 :58). In other words, it is possible for all the people have ability in writing. Langan (2008:8) says that writing is a skill in English which can be mastered through hard work. He also says that some people believe that the ability in writing is a gift. It is really wrong perception about writing. It is supported by Patel and Jain (2008:125) writing is a skill which must be practised. Those definitions state that writing skill is something which can be learnt, practised, and mastered by the people.

Writing is still a difficult subject for the students, especially for the students who learn English as a foreign language. White and Arndt (1991:4) state 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. Then, Boiarsky (1993:23) argues that writing is a complex task because we have to keep our ideas not only in mind but also have to think about how the readers react to our ideas and thoughts. In short, the writer needs to write communicatively and it can make the readers easily understand what information has been written down.

2.2 Aspects of Writing skill

According to Hughes (2003:101), the aspects of writing achievement which should be known are grammar, vocabulary, mechanics, content, and organization. All of the aspects will be discussed one by one.

2.2.1 Grammar

Grammar is one of the most important concepts in human communication. It is how people ensure that they are understood properly, and it is also the most effective way to express any thoughts and concepts that they want to share. Grammar is a must to master in learning English because grammar is fundamental aspect in language. Nassaji and Fotos (2011:1) state that without grammar, language does not exist.

In learning English, the formation of a sentence is very essential when the sentence is being used to express or convey the verbal message. Grammar is the rule of sentence form in English. Unable in using grammar in the language may lead the reader get difficulty to understand the written form. Harmer (2001:12) says that grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in the language.

The use of incorrect grammatical in writing can make people confused in understanding the meaning. It is important to use the words properly in order to get the point across effectively. According to Patel and Jain (2008:141), grammar is a study of a language in order to establish the rules and principles which underline the correct writing. It means that it is believed that without knowing grammatical rule, one can not learn to write well. It can be concluded that grammar

is one of the writing aspects that can absolutely affect students' writing achievement.

2.2.2 Vocabulary

According to Patel and Jain (2008:74), vocabulary is the unit of word or a list or set of words for a particular language which is not a sentence. Vocabulary is very important for the students who learn English as a foreign language. Lightbown and Spada (2006:96) highlights that the importance of vocabulary seems very clear because the communication often breaks down if we do not use the correct word. That is why everybody who learns English or a certain language should know the words. The mastery of vocabulary can support them when they are communicating to people in writing and translating the meaning of words. In other words, if the wrong words are used in the language, especially written form, the readers will not get the writers' messages.

Wilkins (in Thornbury, 2002:13) states that without vocabulary, nothing can be conveyed. It means that if the students do not have enough vocabularies, they will not be able to express their ideas by using the target language. In the delivery of messages through language, the selection of appropriate vocabulary is essential to express the desired meaning. Many people realize that their vocabulary is limited so that they have difficulties in expressing their idea. Thomas *et al* (2010:64) state that students need to be able to understand meaning and to create meaning that others can understand well. Additionally, finding the right word to construct a meaning will be frustrating if the vocabulary mastery is limited (Thornbury, 2002:2).

Wingersky *et al* (1999:58-59) classifies words into eight classes. These eight classes are commonly known as parts of speech. He says that sentences are made up of words, and each word plays different role in a sentence. Furthermore, being able to recognize these parts of speech can help you write effectively and become a critical evaluator of own your work. The parts of speech are as follows;

- a. Nouns; any word that names a person, place , or thing.

For example; *book, William, library, table*

- b. Pronouns; a word that takes the place of a noun.
For example; *I, you, we, they*
 - c. Verbs; words used to describe an action, and all the sentence have a verb.
For example; *tumble, seem, to be*
 - d. Adjectives; words which describe or modify nouns and prnouns.
For example; *old, good, handsome*
 - e. Adverb; word which describes or modify the adjective or verb.
For example; *exteremely, slowly, beautifully*
 - f. Preposition; a word used with a noun or pronoun to form a phrase that shows location. time, and identification.
For example; *for, at, after*
 - g. Conjunction; words used to connect clauses or sentences or to coordinate words in the same clause.
For example; *and, but, or, so, when, therefore*
 - h. interjencion; it is an exclamatory word that shows strong feeling.
For example; *fantastic !, Hooray !*
- (All the definitions were taken from Wingersky et al (1999. 59-62).*

2.2.3 Mechanics

Heaton (1988:135) defines that mechanical skill is the ability to use correctly specific rules to the written language. Mechanics cover punctuation, spelling, and capitalization. In writing, Spelling deals with the way that individual words are spelt (Knapp and Watkins, 2005:147). Spelling plays an important role because the wrong spelling can confuse the readers. Furthermore, the writer's message will not be delivered well to the readers. It is supported by Fairbairn and Winch (1996:100), poor spellings can make meaning ambiguous and non sense sentence.

One of the aspects of mechanics is the capitalization. McWhorter (2010:803-804) explains capitalization is the words that the first letter should be capitalized in working a piece of writing. When it comes to writing English, we must master capitalization rules. To capitalize a word is to write its first letter as a

capital one (McWhorter, 2010.804). To make writing effective, one has to know the rules of English capitalization. Without capitalization, the meaning of the sentence might change as well. Therefore, it is good to know the capitalization rules to make the writing as well as reading more effective and meaningful.

The rules of capitalization are follows:

- a. Capitalize the first letter in a sentence.

For example: *Students learn English seriously.*

- b. Capitalize the proper nouns

For example: *I have never been to the Grand Canyon.*

- c. Do not capitalize the common noun.

For example: *Chandra will meet my uncle tomorrow.*

- d. Capitalize the titles of literary and other works, such as books, articles, poems, plays, songs, films, and paintings.

For example: *I have watched the Escaped Plan in the Cinema.*

- e. Capitalize a personal title only when it directly precedes a person's name.

For example: *Dr. Maria Washington was hired from a rival company to be the new vice president.*

(McWhorter, 2010.804)

Punctuation is the name given to a variety of devices that we use in order to help the readers understand the meaning when we write (Fairbairn and Winch, 1996:81) . The writers should use the appropriate punctuation to make the readers understand clearly. According to Wingersky *et al*, mastering the art of written communication means being able to use appropriate punctuation. Using correct punctuation will help the readers understand what the writers intend to communicate. On other hand, An error in punctuation can convey a completely different meaning to the one that is intended. It's very important to know all the punctuation marks, their meanings, and when to use them in order to produce a good piece of writing, and more importantly, to convey the correct message.

McWhorter (2010:781-797) explains punctuations as follows:

a. Period (.)

It is used to mark the end of a sentence that makes a statement, gives an instruction, or indirect question.

For example: *My father bought a new car yesterday.*

b. Question mark (?)

Question mark is used to end a sentence in the form of a direct question.

For example: *How are you?*

c. Exclamation point (!)

Writers can use exclamation to express a strong emotion.

For the example: *Government officials immediately suspected terrorism!.*

d. Comma (,)

A comma is used to separate parts of a sentence from another. Here are the use of comma:

- *First*, it is used before a coordinating word (and, but for, nor, or, so, yet) that joins two independent clauses.

For example: *My friend missed the train, but he still came to the school.*

- *Second*, used to separate three or more items in a series.

For example: *The components of English are grammar, vocabulary, and pronunciation.*

- *Third*, a comma is also used to separate two or more adjectives that modify a noun when they are not joined by a coordinate conjunction.

For example: *My father bought the beautiful and expensive flower.*

- *Fourth*, use a comma to separate introductory words, phrases, and clauses.

For example: *In the morning, my mother and father always jog together.*

- *Fifth*, a comma is used to set off parenthetical expressions; provides extra information.

For example: *Furthermore, mastering English is a must for people.*

- *Sixth*, use a comma with dates.

For example: *My brother was born on July 13, 2008.*

e. Semicolon (;)

It indicates a stronger pause than comma, but not as strong as period.

For the example: *In January and February, sunny days are rare and very short in northern countries; winter depression is common in the north.*

f. Colon (:)

It is used to introduce a list or a series.

For example: *In the market, I want to buy several items: clothes, books, cakes, and vegetables.*

g. Quotation marks (“ ”)

It is placed around direct statements from other speakers or writers.

For example: *“He said, “bring your English book.”*

h. Apostrophe (’)

Apostrophe is used to indicate ownership.

For example: *The English Grammar on the table is Vera’s book.*

2.2.4 Organization

The writer can confuse the reader with unrelated information (Ploeger, 2000:69). It means that a well-organized piece of writing supports the readers by making it easy for them to follow, while a poorly organized piece leads readers through a maze of confusion and unmet expectations. Organization, simply put, is the logical progression and completeness of ideas in a text. Organization focuses on two areas, these are unity and coherence.

According to Mc.Crimon and James (1973:84), unity in paragraph is internal consistency. It means that the entire paragraph should focus on one single idea and the supporting details should explain the main idea. The concluding sentence should end the paragraph with the same idea. Furthermore, all sentences need to relate to the main idea / topic sentence in the paragraph. The reader should

be able to see how each sentence flows from the previous one and how each is connected to the topic sentence.

Further, Mc.Crimon and James (1973:92) says that coherence means sticking together . it means that a paragraph is coherent when the sentences are connected together or flow into each other. The reader then moves easily from one sentence to the next and reads the paragraph as an integrated unit, not a collection of separate sentences. In line with his statement, McWhorter (2010:14) states that a paragraph is considered as coherence when the ideas flow smoothly. So it will make the readers understand the main point easily..

2.2.5 Content

It is important for the students to produce appropriate supporting idea that is relevant to the topic. In the communication, the most important this is the content of messages, which is delivered, or the content of messages, which can be understood by student when they deliver something which is appropriate with what would be conveyed. It also must be in line with what would be delivered. It is supported by Mc.Crimon and James (1973:84), he says that in writing, the main emphasis is on content. Further, the first concern in good writing should be content (Langan, 2008:8). It is because writing is about conveying messages in order the the reader can understand what information is intended to share by the writer.

2.3 Pictures as Media

Wright (1989:201) states that picture is one of the kinds of visual aids, which play an enormous part in affacting and giving us information. It is supported by Arsyad (1997:3) that picture refers to something which is used to present the information or message. It means that the role of media in helping the students to catch the point is very meaningful.

According to Wright (1989:2), pictures are not just an aspect of method but through their representation of places, objects and people pictures are an

essential part of the overall experiences, that the teacher must help the students to cope with. So, stimulating students to understand before they express the idea is an essential thing for them.

Pictures have long had a role in language teaching especially in teaching of writing (White and Arndt, 1991:35). Pictures bring a clear representation of objects, people, and scenes that include enough detail of description and imaginative elaboration. Furthermore, having more idea before the students explain their thought for the pictures given is important. Wright (1989:160) states that pictures are media which are used to help the students to see the appearance of the situation. It means that the students are helped to express their own idea through pictures series more easily.

According to Levie and Lentz, as quoted by Arsyad (1997:17), pictures as visual media have four functions. Those are :

a. Attentive function

The attentive function of visual media can attract and direct attention of the students to concentrate on the content of the lesson.

b. Affective function

Affective function of visual media can be observed from the level of “enjoyment” of the students when they are learning the pictorial text. In this case, the visual images or symbols can arouse emotions and attitudes of students.

c. Cognitive function

Cognitive function of visual media through pictures or symbols can accelerate the achievement of learning goal to understand and memorize the message or information contained within the image or visual image or visual symbol.

d. Compensative function

In compensative function, it gives context to the students who are weak in their ability to organize and to recall information in the text. In other words, this

learning media serve to accomodate students who are weak and slow to accept and to understand the content presented in the form.

It can be concluded that the pictures as media are very useful to develop the students' text writing achievement. Through pictures, the students get a further information which can totally help the students to express what they want to convey. Further more, the students are able to predict the situation of the story that can make them easier to write the story.

2.4 Types of Pictures

There are some types of pictures, which are usually used in the teaching learning procces. The use of each picture can be customized to the needs of the students in order to help them to learn. Accroding to Yunus (1981:49-50), there are three types of pictures, namely:

2.4.1 Individual picture

Yunus (1981:50) defines individual picture as picture of a single object, a person and an activity. It is also supported by Wright (1989:193) that an individual picture is a single picture that shows the object, people, and activity. It can be conluded the single picture is the picture which just shows only one picture, such as a picture of place, action, person,and animal. Hear are the examples of singel picture:

Picture of person :



(Taken from

https://www.google.com/search?&es_sm=93&biw=1024&bi)

That picture above is called as single picture of person. the picture is policeman. The next is the single picture of activity :



(Taken from

<https://www.google.com/search?q=sangkuriang+kartun&espv=210&es.>)

That picture is a single picture of activity. The activity is a man driving the tractor. The next is a single picture of object.



<https://www.google.com/search?q=sangkuriang+kartun&espv=210&es>

The picture shown is a single picture of object. That is a rose.

2.4.2 Composite picture

Composite picture is a large single picture which shows a scene such as a school, hospital, field, beach, cafe and so on (Yunus, 1981:49). According to Wright (1989:198), composite picture is a picture with full of information which people are doing many different activities. It means that the composite picture is the picture which is shown many different activities only on one place. Here is the picture of composite picture :



(Taken from <http://www.slideshare.net/mod83/picture-description>.)

Picture shows many activities in a scene, for example:

1. A fruit seller is serving a customer.
2. A mother is bargaining the fruits.
3. A child is eating an apple
4. A girl is singing the song
5. A fruit seller is angry to the child

2.4.3 Pictures series

Yunus (1981:50) defines pictures series as number of related composite pictures, which are linked to form a series or sequence of events. It is supported by Wright (1989:201) that picture series is pictures series which related to each other. So that picture series show the cronological event which can help the students tell the story in orderly.

According to Underhill (1987:66), picture series in the form of sequence pictures has four to twelve pictures of part. Here is the example of picture series:



(Taken from <http://www.slideshare.net/mod83/picture-description>.)

That is the example sentences of picture series based on the picture series above:

Picture 1: - I am going to the book store.

- It is very famous the book store.

Picture 2: - Many books are provided in this book store.

- I am looking for an English Book.

Picture 3: - I am paying the book to cashier.

- The price of the book is cheap.

Picture 4: - I am in my home.

- I am reading the English Book.

Based on the explanation above, there are three types of picture that have different characteristics and functions. Particularly, this research will be focused on the use of picture series because picture series is never used by the English teacher at MTsN II Jember. Picture series are pictures that consist of more than one picture which shows related activities. The function of picture series is to tell a story or sequence of events. Therefore, picture series will be used to help the students to improve the students' writing on recount text.

2.5 Picture Series in Language Teaching

Wright (1989:02) defines pictures series as pictures to show a sequence of events which is used to contextualise a story or description of process. In line with Wright, Yunus (1981:50) defines picture series as number of related composite pictures that are linked to form a series or sequence of events. It means that every picture presented has relation to each other and they build a series of events. The main function of it is to tell a story or a sequence of events. Pictures series can be found in the comics cartoon strips, textbooks internet, and ect. Further, Underhill (1987:66) states that pictures series usually consist of four to twelve drawings that can stimulate students and lead them to develop their own interpretation about the people or events involved.

From the ideas above, it is believed that picture series is an appropriate media for presenting material in the teaching learning process in the classroom. They are often used for developing the students' motivation to learn the new language. Furthermore, using picture series in teaching process can provide students a visual experience and stimulate them in conveying their ideas.

2.6 The Strengths of Pictures Series

There are so many learning media which can help teaching learning process. All of the kinds of teaching learning media have some advantages. Underhill (1987:67) mentions the advantages of picture series as follow:

- a. A well-chosen picture series, which has the appropriate topic makes students know the points to be conveyed. It can help students to speak what actually they see. The stimulus of visual aids can be understood easier than the written one.
- b. The students give interpretation based on the same pictures in series but the speech sample of each student is different. It can be directly comparable. It will make easier for the teacher to judge which communicate best.

- c. At the same time, the words produced by the students is not completely pre-determined. There is a lot of opportunity to interpret and to express what they want to convey.
- d. By giving good pictures in series, they can be a stimulus which can make the students confident and fluent to speak. It means that the pictures can be used for warming-up.

Yunus (1981:53) gives some reasons why the use of pictures as the instructional media is useful. They are as follows;

- a. Pictures are useful to present new grammatical and vocabulary items.
- b. Pictures allow meaningful practice of vocabulary and structures.
- c. Pictures can provide a stimulus to speak, read, and write.
- d. Pictures can provide the students with information of object, actions, events, ect.
- e. Teachers can use the pictures in whatever textbook and course.
- f. Pictures are easy to collect, make, and handle them into the class.

Furthermore, pictures play a crucial role in language learning. According to Wright (1989:17), there are some roles of pictures in writing:

- a. Pictures can motivate the students and make them pay attention and they want to take a part in teaching learning process.
- b. Pictures contribute to the context in which the language is being used. They bring the world into the classroom.
- c. The pictures can be described in an objective way or interpreted or responded subjectively.
- d. Pictures can cue responses to questions or cue substitution through controlled practice.
- e. Pictures can stimulate and provide information to be referred to in conversation, discussion, and story telling.

Based on the explanation above, Picture series have many advantages in teaching learning process, because they have a function as the teaching media which play a very important role to increase the effectiveness of the teaching and learning process. Picture series can help the students to come out their ideas in

more meaningful and interesting way. It can be seen when the students get lesson from the teacher, sometimes they feel bored. It can be concluded that it is clear that the pictures series is useful since they give contribution to the students and the teacher in the teaching learning process.

2.7 The Weaknesses of Picture Series

Media as one of the aids of the teaching learning process also have disadvantages. In this case, here are the disadvantages in the use of picture in series as teaching aids. Underhill (1987:67) lists the points of the disadvantages using pictures in series as media as follows:

- a. As visual stimulus, picture series have a problem that students can miss the point of the story because of personal or cultural reason. In this case, students who can miss the point of the story are unfamiliar with the activity given.
- b. The students who have known about the vocabularies used in the pictures will be at a strong advantage compared with students who are lack of vocabularies because there is no vocabulary supplied in the pictures.
- c. It is hard to find suitable pictures in series for an amateur draw. Even deciding on a good storyline can be a difficult task.

Those are the disadvantages of the using pictures in series as media but those do not mean all these things can not be handled. The researcher chooses the appropriate pictures in series based on the accepted culture for the students. To help the students to conduct the text writing, the vocabularies will be supplied in the picture series. By the development of the technology, the researcher does not draw the picture series which is used in the research, but the researcher browses the pictures from internet.

2.8 Recount Text

Institutional Based Curriculum (KTSP 2006) Junior High School states that there are six kinds of the text should be mastered by the students. They are

descriptive, narrative, procedure, recount, and report. Among those kinds of texts, the researcher intended to focus on recount text.

Zaida (2009:43) states that recount is a kind of texts which tells the story in series of events and it has the social function to retell or inform to the the people about the past activity or past event.

Futhermore, the purpose of recount text is to inform and entertain the readers. The generic structure of recount text is explained as follows:

1. **Orientation:** Introducing the participants, place, and time.
2. **Events:** Describing series of events that happened in the past.
3. **Reorientation:** it is optional of the stating personal impression of the writer.

The language features of recount text are:

1. Introducing personal participation: I, my pet, etc.
2. Using adjectives: happy, wonderful, sad, etc.
3. Using time conjunction: first, then, next, etc.
4. Using action verb: look, go, sleep, etc.
5. Using simple past tense: I went to the market yesterday.

The example of recount text:

Going Camping

Last week, my friends and I went camping. We prepared everything we needed for camping. We departed from home early morning. } orientation

After we walked for a half hour from the parking area, we reached the camping ground. then We built the camp next to a small river. After that we took a rest. }

The next day, we spent our time to enjoy the scenery and we took our pictures together. In the afternoon we went to the river and caught some fish for dinner. } events

At night, we held a fire camp night. We sang, danced, and even some of us performed a stand up comedy. }

On Monday morning, we packed our bags and got ready to go home. It was really an exiting camping. } reorientation

(adapted from: <http://www.belajarbahasainggris.us>)

2.9 The Procedure of Teaching Text Writing through Picture Series

Pictures are often used as media in teaching learning process for any level of english learners (Wright.1989:2). On other hand, The important thing of learning media is how to impelement them in English Language Teaching (ELT). According to Heinich *et al* (2002:12), media enhance and promote learning and support teacher's instruction but the effectiveness of using media depends on the teacher. Therefore, to maximize the use of picture as the instructional media, teacher can use and apply them based on the procedure below:

- a. A picture series is presented to the students.
- b. A list of useful vocabularies is provided to the students.
- c. The students say anything about the picture series given.
- d. The students then write a reocunt text on the picture series and they may use the vocabularies given.

(Adapted from Patel and Jain, 2008:129)

In this research, the researcher will focus and implement that procedure in conducting text writing, particularly on recount text.

2.10 Action Hypothesis

Based on literature review above, the hypothesis of this classroom action reserarch is formulated as follows :

- a. The use of picture series can improve the VIII E grade students' active participation during the teaching learning process of writing recount text at MTsN II Jember.
- b. The use of picture series can improve the VIII E grade students' recount text writing achievement at MTsN II Jember.

CHAPTER 3. RESEARCH METHODS

This chapter presents the methods used in this research. They cover the research design, research procedures, area determination method, and respondents determination method, operational definitions of the terms, data collection methods, and data analyses method.

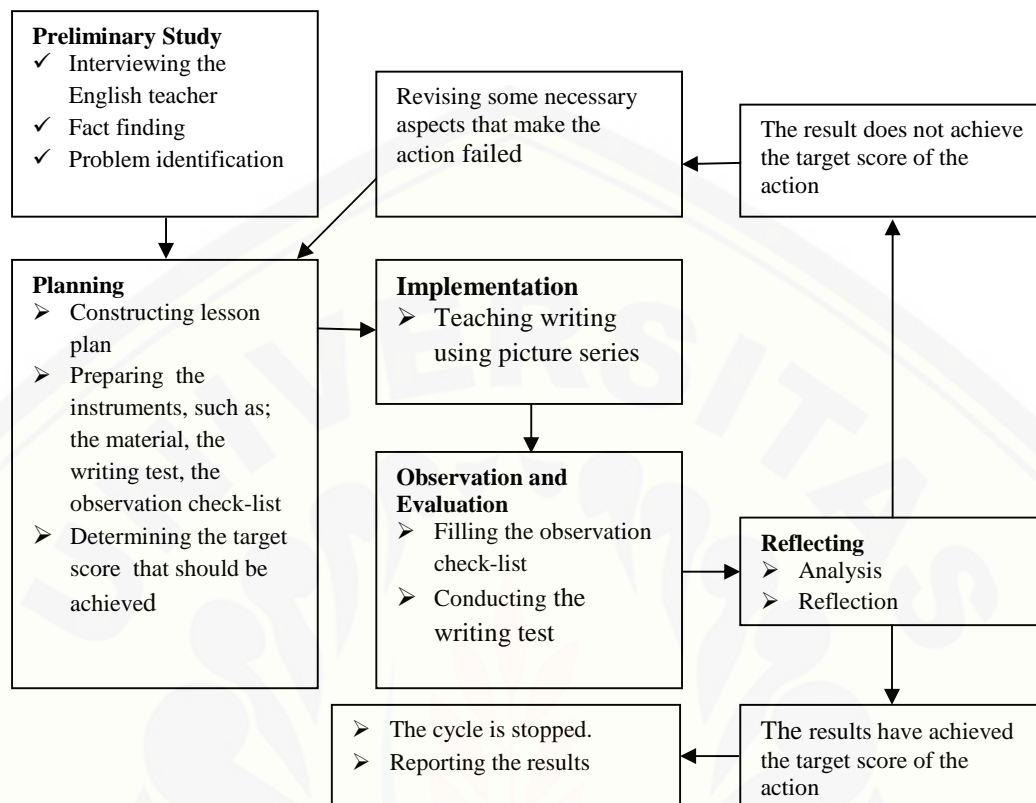
3.1 Research Design

Classroom Action research was applied in this research because this research is intended to improve the students' writing achievement by using picture series on the VIII E grade students at MTsN II Jember. According to Elliot (1991:69), Classroom Action Research is the study of a social situation that is suitable in the educational field with a view to improve the quality of the action. Burns (2010:2) adds that classroom Action Research is intervening in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.

This classroom action research was conducted at MTsN II Jember. In this research, the researcher collaborated with the English teacher who is teaching the VIII E grade students of MTsN II Jember. The collaboration was focused on planning of the action, implementation of the action, classroom observation and evaluation, and analysis and reflection of the action. This classroom action research was planned to be conducted in a cycle in which the cycle covers the activities of planning the action, implementing the action, class observation and evaluation, and analysis and reflection (Lewin (1980) in Elliott, 1991:70).

This action is continued to the second cycle if the results of the first cycle does not achieve the standard score requirement, that is, 70% of the students achieved score 75 or higher. The design of the classroom action research is illustrated in the following diagram:

The Cycle of the Classroom Action Research



(Adapted from Lewin, 1980 in Elliot, 1991:70)

The activities of this classroom action research are as follows:

Stage 1: Preliminary study was done by interviewing the English teacher to identify the problem that students face in writing and to know the way the teacher teaches the students. Then getting the teacher's document about the names of the respondent and the students' previous writing score.

Stage 2: Planning the action for meeting 1 and meeting 2 which covered constructing lesson plan, preparing the research instruments including the materials and the observation checklist. It was done collaboratively with the English teacher

Stage 3: After planning the action for meeting 1 and meeting 2, the activity was determining the target score. It was done collaboratively with the English teacher

Stage 4: Implementing the action of cycle 1 done by the researcher and English teacher using picture series as the instructional media in teaching and learning process of writing on recount text

Stage 5: Observing the classroom by the English teacher when the researcher implemented the action in the cycle in each meeting

Stage 6: Administering writing test to the students after the action given to measure their writing achievement after the action given

Stage 7: Analyzing the results of writing test by finding the percentage of the students' who achieve score 75 or higher and analyzing the result of the observation to find the percentage of the students who were active in the writing teaching learning process.

Stage 8: Reflecting the result of writing test and observation. If the result does not achieve the target score, the researcher continues the action to the second cycle by revising some necessary aspects that has made the action failed.

3.2 Research Procedure

As it is adapted from Lewin's research design in Elliot (1991:70), this classroom action research was done in cycles in which each cycle covers 4 stages of activities. Those are the planning of the actions, the implementation of the actions, the classroom observation and evaluation, and reflection of the actions.

3.2.1 Planning the Action

There are several activities to be prepared before conducting this action research, those are as follows.

Planning of the action covers several activities, those are as follows:

- a. Choosing the appropriate materials by regarding to the students' ability and level.
- b. Constructing the lesson plans for the cycle.
- c. Preparing the students' worksheets for the writing exercises

- d. Preparing the observation checklist of students' active participation during the teaching and learning process of writing using picture series which contains of several indicators
- e. Selecting the appropriate picture series that is used in the writing test
- f. Constructing the writing test material for the cycle
- g. Determining the target score that students should achieve as the criteria whether this research is successful or failed

3.2.2 Implementation of the Action

After planning the action, the researcher implemented the action in the class, which is teaching writing of recount text by using picture series. The action in this research was carried out during the school hours based on the schedule of the English lesson by the researcher (2 X 40 minutes in each meeting). The implementation of the actions in the cycle was set in two meetings (lesson plan I and lesson plan II) and was followed by the administration of writing test in the third meeting.

The second cycle is conducted if the result of the first cycle does not achieve the standard requirement, that is, 70% of the students achieve score 75 or higher. The researcher taught collaboratively with the English teacher. In the first meeting, the researcher was the teacher to teach the students about writing by using picture series as the media. Meanwhile, the English teacher was the observer. In the second meeting, there was an exchange between the teacher and the researcher. The English teacher was responsible to teach the students and the researcher became the observer.

3.2.3 Observation and Evaluation

The third stage in this classroom action research was the classroom observation and evaluation. Observation and evaluation was done to know whether or not the use of picture series could improve students' active participation and recount text writing achievement. It was also to know whether or not teaching writing using picture series as the instructional media was successful.

a. Observation

Observation was done by the English teacher during the teaching and learning process of writing using picture series. This observation aimed to measure students' active participation during the teaching and learning process of writing using picture series. Therefore, by this observation, the researcher and the English teacher knew whether the students actively or passively participate in teaching and learning of writing using picture series.

The instrument that was used in the observation is an observation checklist of students' participation containing several indicators. Therefore, students' active participation during the teaching and learning process was observed by concerning to the several indicators provided in that observation checklist. There are five indicators of students' active participation observed, they are:

1. The student says anything about the given picture series.
2. The student changes the verb into the past form
3. The student creates the sentences based on the given picture series
4. The student makes notes during teacher's explanation.
5. The student writes a text in the genre of recount based on the given picture series.

The student is categorized as an active student if he/she can achieve at least 3 indicators and one of them must be the indicator 5.

b. Evaluation

Evaluation functions to evaluate students' writing achievement based on the use of grammar, vocabulary, mechanics, organization and content. There were two kinds of evaluations in this research; they were process evaluation and product evaluation. Process evaluation was done by observing the classroom during the teaching and learning process of writing using picture series. Meanwhile, product evaluation was done by administering writing test after the action was implemented.

The success or failure of this classroom action research was regarded based on the criteria of success decided by the researcher and the English teacher.

The success criteria in this research are as follows:

- a. The use of picture series as the instructional media can improve the students' active participation in the teaching and learning process of writing on recount text if 70% of the students can achieve at least 3 indicators stated in the observation checklist, and one of them must be indicator 5.
- b. The use of picture series successfully improves the students' writing achievement on recount text if 70% of the students get the score of writing test 75 or higher.

3.2.4 Reflection of the Action

Reflection was done to reflect the result of the action in the cycle. The researcher and the English teacher did the reflection after analyzing the result of the students' writing test scores and the result of observation checklist in the cycle. It was intended to know whether or not the action is successful. If the action is not successful, the result of the reflection can be used as a guide to revise the second cycle. It was done collaboratively with the English teacher to answer the research problem.

3.3 Area Determination Method

Area determination method is a method in determining an area or a place where the research was conducted. This classroom action research was conducted at MTsN II Jember. The area of this research was determined purposively because of some reasons. Fraenkel and Wallen (2000:110) state that purposive method is a method employed in choosing a research based on certain purpose or reason. This school is chosen because of some consideration as follows:

1. through the informal interview with the English teacher of MTsN II Jember, the VIII E grade students still have difficulties and have the lowest scores in writing skill.

2. the English teacher never applies picture series in teaching writing.
3. the English teacher of the VIII E grade students and the Headmaster of MTsN II Jember gave permission to conduct this classroom action research.

3.4 Respondents Determination Method

The subjects of this research were the VIII E grade students of MTsN II Jember. The number of VIII E grade students is 39 students. The researcher chose the VIII E grade students by using purposive method based on the students' difficulties in writing skill. Based on the preliminary study, this class has the lowest score of writing test, the standard passing grade of the school is 75, but the students who could achieve the standard passing grade of the school is only 15 students. The percentage score of the students who achieved score 75 or more was only 38,5%, whereas the standard percentage requirement is 70% of the students should achieve score 75 or higher. In addition, the students' active participation was still low and it was supported by only a few students who participate actively in the writing teaching and learning process by asking to the English teacher.

3.5 Operational Definitions of the Key Terms

An operational definition becomes a key to understand the concept of this research. The terms which are necessarily to be defined operationally are picture series, the students' active participation, and the students' achievement in writing recount text.

There are three terms in this research which needs to be operationally defined. They are picture series, students' active participation, and recount text writing achievement.

a. Picture Series

Picture series as the medium of learning in this research deals with the pictures in sequence which is used as the medium of learning during the teaching learning process of writing a recount text.

b. Students' Active Participation

Students' active participation is the students' involvement in joining the teaching and learning process of writing. There were five indicators to determine whether the students actively or passively participate in the teaching and learning process itself. They were; (1) the student says anything about the given picture series., (2) the student changes the verb into the past form, (3) the student creates the sentences based on the given picture series, (4) the student makes notes during teacher's explanation, and (5) the student writes a recount text based on the picture series given.

c. Students' Achievement in Writing Recount Text

In this research, the students' ability in writing recount text refers to the writing ability of the VIII E students of MTsN II Jember in the 2014/2015 academic year. The students' writing ability deals with the students' ability to generate their ideas to compose recount text and mastery of writing aspects (grammar, vocabulary, mechanic, organization and content).

3.6 Data Collection Methods

There were two kinds of data collection method applied in this classroom action research. They were observation and writing test as the method to get the primary data, and documentation and interview as supporting data. Furthermore, they were clarified in these following sections.

3.5.1 Observation

Observation in this action research was used to collect the data of students' active participation during the teaching and learning process by using picture series as the instructional media in teaching writing. This observation was done by the English teacher in the cycle. By doing observation, the data showed whether or not picture series could improve the students' active participation during the teaching learning process of writing. The instrument that was used in observing the students' active participation was a piece of observation guide in the form of

checklist which contains 5 indicators. The table of observation checklist is enclosed in Appendix D (page 58).

Furthermore, students was categorized as active students if they could achieve at least 3 indicators in which one of them must be indicator 5; the students write a text in the genre of recount based on the picture series given. On the contrary, when the students achieved less than three indicators, they were categorized as passive students.

3.5.2 Writing Test

Writing test was done to collect data of students' writing obtained after the teaching and learning process of writing using picture series as the instructional media. Without testing, there is no reliable means to know how effective the teaching and learning process which has been conducted (Thornbury, 2002:129). Besides that, learners do the test to demonstrate how well they have mastered the material they have learned (Ur, 1988:9).

Further, according to Hughes (2003:11), there are four types of test; they are proficiency test, achievement test, diagnostic test, and placement test. Therefore, the test that was administered was achievement test, because this action research was done to improve students' writing achievement recount text. Besides that, the test that is administered should have validity and reliability. Heaton (1988:164) says that validity and reliability are two criteria for evaluating any test. He also says that the ideal test should be both valid and reliable.

“A test is said to be valid, if it measures accurately what it is intended to be measured (Hughes, 2003:26). Further, Hughes (2003) classifies validity into four types, namely content validity, criterion-related validity, construct validity, and face validity. A test has content validity if its content constitutes a measurement on a certain language skill, structure, or genre as the focus (Hughes, 2003:26). Therefore, the researcher paid attention more on the content validity in this present research because it was intended to improve students' achievement in a certain language skill and genre, that is writing recount text.

Reliability deals with the consistence of the score achieved after having a test. According to Heaton (1988:162), having two scorers to the same test or one scorer with the same test in different occasion are the ways to know the reliability of a test. In this research, the researcher (as scorer 1) involves the English teacher (as scorer 2) to score students' writing. The researcher copies students writing and give it to the English teacher to be scored independently. The final score is taken from the sum of score from scorer 1 and scorer and it is divided by two.

Otherwise, the writing test is in the form of free writing. The researcher provided a piece of work for every student which consisted of a picture series and related vocabularies that they might be useful for the students in writing a recount text. The students might use the vocabularies provided in their writing or not. Additionally, the time allocation for the writing test was 70 minutes. In the writing test, the students were asked to write a recount text which consists of at least 8 sentences covering the generic structure of recount text, they are orientation, events and reorientation. It was decided because the VIII E grade students of MTsN II Jember in 2014/2015 academic year really have low ability in writing. It was proven by the result of the preliminary study that only 15 students of 39 students (38,5 of the students) got score 75 or higher in their previous writing score.

In addition, there are two kinds of scoring in writing test. They are holistic and analytic scoring. Holistic scoring is giving score to a piece of writing based on overall impression of it (Hughes, 2003:94-95). Meanwhile, analytic scoring is giving score based on each aspects of writing (Hughes. 2003:100). Analytic scoring was applied in this research. Students' writing was scored based on several aspects that students should consider in writing, they are grammar, vocabulary, mechanics, organization and content. This type of soring typically uses a scoring rubric containing several criteria in each writing aspect. The scoring rubric that the researcher used in collecting data of students' writing score is enclosed in appendix E (page 59).

3.5.3 Interview

In this research, an interview guide in the form of a list of questions was used to get some information about how long the English teacher of MTsN II Jember has taught the students, the curriculum used in teaching English writing at MTsN II Jember, the schedule, the writing materials used, the students' problems in writing and the media used by English teacher in teaching writing. The interview was conducted with the English teacher of the VIII E grade students of MTsN II Jember by using an interview guide on January 5th, 2015.

3.5.4 Documentation

Documentation is used to give important information in any situations, such as letter, memo, the result of formal or informal test, information of students and teachers documented (Muslich, 2011:60). In this research, the documentation taken is to be the names and the previous writing test scores of the VIII grade students at MTsN II Jember to know the grade or the class that has lowest score of writing achievement.

3.7 Data Analysis Methods

In this research, the data that is analyzed was the result of writing achievement test and the result of observation in teaching learning process. The result of the writing achievement test scores and the students' participation were analyzed by using the following formula to find the percentage score.

$$E = \frac{n}{N} \times 100\%$$

Notes for writing test formula:

E: The percentage of the students who achieve 75 as the standard score

n: The total number of the students who achieve 75 as the standard score

N: Total number of the students.

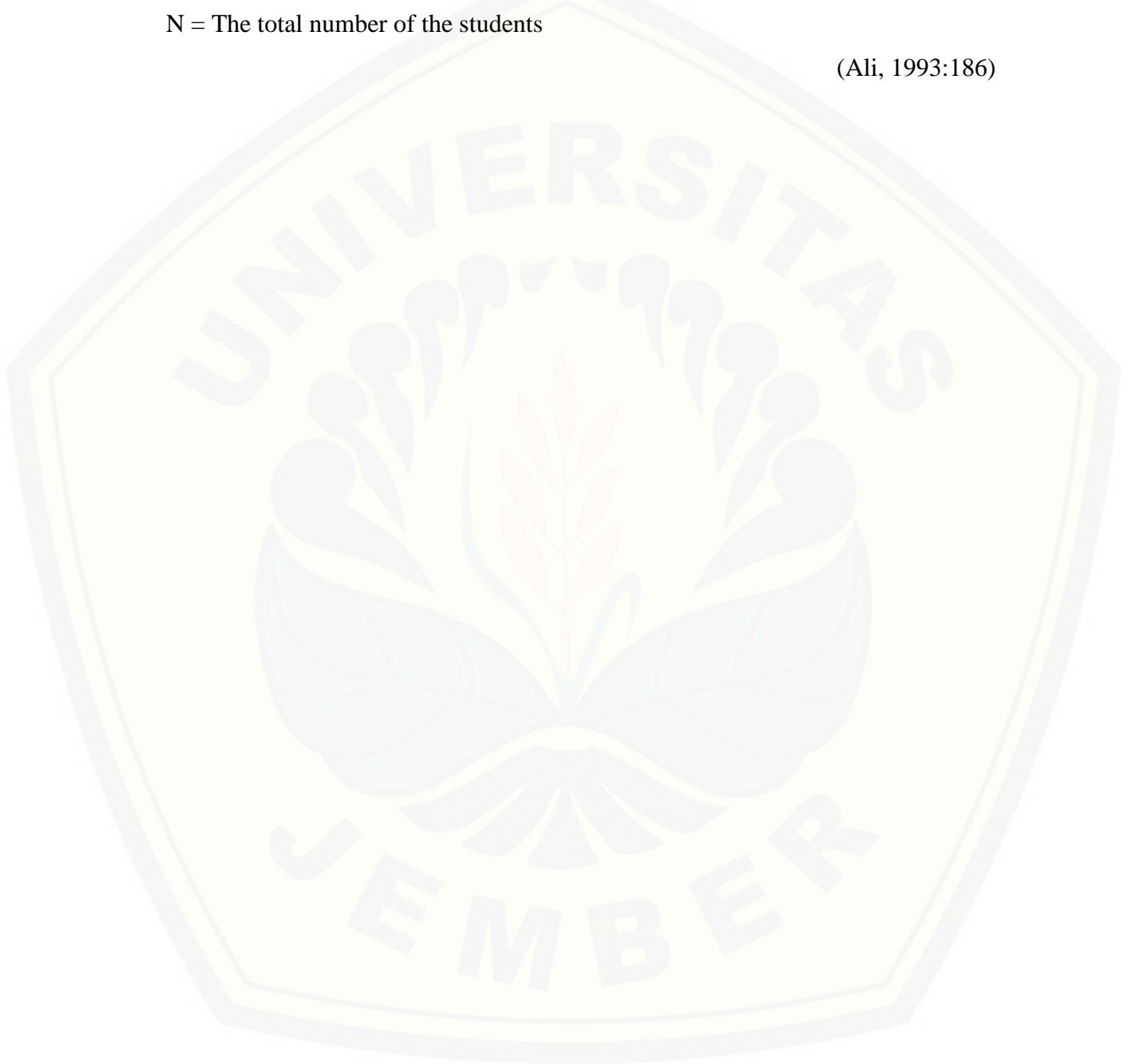
Notes for the students' active participation formula:

E = The percentage of the students' active performance

n = The total number of the students who are active.

N = The total number of the students

(Ali, 1993:186)



CHAPTER 4. RESEARCH RESULTS AND DISCUSSION

This chapter discusses the result of the action in cycle. It consists of the result of the action, the result of observation, the result of writing test, the result of reflection, and discussion.

4.1 The Results of actions in the Cycle

The action done in this research was only in one cycle. The score had already achieved the successful criterion of this classroom action research. The result of the action met the targeted indicators that was 70% of the students were actively participated during teaching learning process and 70% of the students have achieved the target score for the writing test that was 75 as the standart score. As it was explained before in research methodology, that if the result meet the target indicator, the action is stopped. In addition, it was because of the academic reason that the institution allowed the reseracher to finish only one cycle. Here is the result of the students' active participation and the students writing test:

Table 4.1 The result of the students' participation and writing test in the cycle

No	Preliminary study	Before the action	After the action
1.	Students' active participation	51.2%	76.96% (the average from meeting 1 and 2)
2.	Students' writing score	38.5% (15 students)	74.35% (29 students)

The actions of the cycle was done in two meetings. The time allocation for each meeting was 2 x 40 minutes. The subject of the research was the VIII E class at MTsN II Jember. First meeting of the cycle was on 10th of March, 2015, and the second meeting was on 12th of March, 2015.

The cycle was ended by administering the writing test on 13th of March, 2015. The activities in the cycle covered the planning of the action, the

implementation of the actions, the observation and evaluation, and the reflection of the action. Furthermore, those are explained in these following below.

4.1.1 The results of the Action in the meeting 1 and 2

The implementation of the action was the application of the lesson plans that was made in planning the action. The actions were implemented in two meetings, and here the explanation of every meeting is:

1. First Meeting

The action in the first meeting was done by the researcher collaboratively with the English teacher. The researcher was the doer of the action while the English teacher was the observer. Besides that, all the students (39 students) as the subject of the research attended the class in the first meeting.

In this first step, the teacher greeted the students, then the teacher checked the students' attendance. In this session, the teacher had to make sure that the students were ready to study. Therefore, the teacher then gave some leading questions based on the given picture to the students dealing with the material that would be delivered. The students actively answered in the leading question given by the teacher. After that, the teacher stated the objective of the teaching and learning process while the students were making the notes.

The next activity was main activity. In this session, the teacher shown the pictures series and provided the useful vocabularies related to the given picture series. Then the teacher asked the students to say anything about the picture series given. After the students said anything about the picture series given, the teacher began to explain the materials about recount text covering the definition of recount text, the social function, the generic structures, and the language features of recount text. After explaining them, the teacher gave several minutes for the students who wanted to ask some question about the material that they had not understood yet. Eventually, most of the students understood the material. Only some students asked questions about the use of simple past in recount text. After that when all the students had already understood the materials, the teacher showed an example of a recount text based on a picture series, entitled "Going to

Gramedia". Through the example, the teacher led the students to understand more about recount text based on the given picture series. The teacher explained about the generic structures and language features of a recount text that students could see in the example. The teacher asked the students to guess, which paragraph belongs to orientation in the text, which paragraph belongs to events, which one belongs to reorientation and also the language feature of recount text particularly the use of past tense. Afterwards, the teacher explained about picture series and how to write a recount text based on a picture series. Then the teacher gave a time for the students to ask some questions. Only one student asked about how to write recount text based on the picture series.

In addition, to check students' understanding about the lesson, the teacher gave some exercises dealing with the materials that had been explained. That exercise was supposed to deepen students' knowledge about recount text and how to use picture series in writing a recount text. There were four tasks in the first meeting. Task 1 was about asking the students in pairs to identify and label the generic structures of a recount text given (Task 1). This task was useful to deepen students' understanding about the generic structure of a recount text. Task 2 was asking the students to change the verbs into past form. It aimed to train students' ability in using the language feature of recount text, particularly simple past tense. The task 3 was to train the students create 8 sentences based on the picture series. The task 4 was asking the students to arrange the sentences from task 3 by using provided connectors to be a recount text. As a result, many students got mistakes in changing the verb into the past form especially for irregular verb and they also found difficulty to know the meaning of vocabularies provided by the teacher to write a recount text. Those weaknesses were needed to be solved in the second meeting. Here is the table of revision for meeting 2.

Table.4.2 The revision of the implementation for meeting 2

No	Meeting 1	Meeting 2
1	Students got many mistakes in changing the verb into the past form, especially for irregular verb	Giving more explanation and example about irregular verb.
2	Students found difficulty to know the meaning of vocabularies provided by the teacher to write a recount text.	Giving the meaning for provided vocabularies on the given picture series.

Process evaluation was conducted in this meeting during teaching learning process. The instrument used to monitor the class activity was an observation checklist containing the indicators to be observed, as follows:

1. The student says anything about the given picture series.
2. The student changes the verb into the past form
3. The student creates the sentences based on the given picture series
4. The student makes notes during teacher's explanation.
5. The student writes a text in the genre of recount based on the picture series given.

2. *Second Meeting*

The action in the second meeting, the English teacher was the doer of the action while the researcher was the observer. The activities in this meeting were done based on the lesson plan for meeting 2. The lesson plan was also made by the researcher and the English teacher after revising some aspects of lesson plan in meeting 1. The revision was made in order to solve the weaknesses found in the meeting 1. The revised aspects included: the first, explaining more the students about the regular and irregular verb, the second, giving the meaning for provided vocabularies on the given picture series.

In the activity, the teacher greeted, checked the students' attendance and stated the objective of the teaching and learning process for the second meeting. The teacher showed the picture series and provided the useful vocabularies related to the picture series given. After that, asking the students to say anything about the picture series given. Then, the teacher reviewed the material about recount text and explaining more about the regular and irregular verb

Afterwards, the teacher gave exercises. There were three tasks given to the students. They were Task 1, Task 2, and Task 3. In Task 1, the students transform the ideas about the given pictures into sentences with appropriate language feature of recount text and change the underlined verbs into past form. After that, they did the task 2 by identifying the generic structures of recount text. Finally, the students did Task 3. In task 3 the student write a recount text based on the picture series. it was aimed for them to be accustomed to write a recount text based on a picture series at least 8 sentences. As the result, the students got the better progress in doing the exercises, particularly in changing the verb into the past form and creating the the text based on given picture series.

Process evaluation was also conducted in this meeting during the teaching learning of writing by using picture series. The instrument used to monitor the class activity was an observation checklist containing the 5 indicators to be observed.

4.1.2 The Results of Observation in the Cycle

The observation in the cycle was done during the teaching and learning process of writing, whether in the first meeting and the second meeting. The students would be categorized as active if they could achieve at least 3 indicators in which one of them was indicator 5. If they only achieved 2 indicators or less, they will be categorized as passive. Besides that, when they did not achieve indicator 5, they would also be categorized as passive.

The result of the observation checklist of meeting 1 is enclosed in Appendix I (page 87).

Based on the result of classroom observation in the first meeting of the cycle, it showed that 29 students were active, and 10 students were passive during the teaching and learning process in the first meeting of the cycle 1. The result of the classroom observation toward students' active participation was analyzed by using this following formula:

$$E = \frac{n}{N} \times 100 \%$$

Notes:

E = the percentage of the students who are active

n = the number of students who are active

N = the number of students (the subjects)

(Adapted from Ali, 1993:186)

Therefore, here it is the percentage analysis of the active students in the first meeting of the first cycle:

$$E = \frac{29}{39} \times 100 \% = 74.35 \%$$

Meanwhile, the percentage of the students who were passive is as follows:

$$E = \frac{10}{39} \times 100 \% = 25.64 \%$$

As a result, the percentage of the students who were active in the first meeting of the cycle was 74.35 %, while the students who were passive were 25.64 %.

Otherwise, the result of classroom observation in the second meeting showed that 31 students were active during the teaching learning process of writing. Meanwhile, 8 students were passive during the teaching and learning process. The result of the observation of meeting 2 can be seen in Appendix J (page 88)

The percentage of the students' active and passive participation in the second meeting is as follows:

$$E = \frac{31}{39} \times 100 \% = 79.48 \%$$

Otherwise, the percentage of the students who were passive is as follows:

$$E = \frac{8}{39} \times 100 \% = 20.51 \%$$

In short, the percentage of the students' participation in the second meeting of the cycle was that 79.48% of the students were active, while 20.51% of the students were passive.

In general, the result of the classroom observation toward the students' active participation in the cycle is presented in table 4.1.

Table 4.3 The average result of the students' participation in the cycle

No.	Meeting	Percentage (%)	
		Active	Passive
1	Meeting 1	74.35%	25.64%
2	Meeting 2	79.48%	20.51%
The Average		76.96%	23.07%

Based on the table 4.1, the percentage of the students who were active during the teaching and learning process of writing in the cycle was 76.96%. That score had already achieved the successful criterion of this classroom action research. That is at least 70% of the students were active during the teaching and learning process of writing. It means that, the use of picture series as an instructional medium could improve students' during the teaching and learning process of writing. It is based on the preliminary study that the researcher did, the English teacher of the VIII E class said that 51.2 % students who were active during the teaching and learning process writing.

4.1.3 The Result of Writing Test in the Cycle

The writing test was administered in the third meeting, that was on 13th of March, 2015. The writing test was administered to measure students' achievement in writing after the implementation of the action. The students were asked to write a recount text based on the picture series given. They should write at least 8 sentences in making a recount text covering the generic structure of it.

Every student's writing was scored analytically. Analytical scoring is a way of scoring based on each aspects of writing. The aspects of writing are grammar, vocabulary, mechanics, organization, and content. In addition, to

conduct the reliability of the test, there are two scorers in scoring students' writing. They are the researcher as the scorer 1, and the English teacher as the scorer 2. The score that was used is the total score scored by the researcher and the English teacher and divided by two. The result of the writing test table is enclosed in Appendix K (page 89)

Based on the result of the writing test in Appendix K (page 89), it was found that most of the students' weaknesses were in the aspect of grammar and mechanics. The students made many mistakes in the use of irregular verb and to be (was,were). In addition, the results of the writing showed that the students still found difficulty in the use of mechanics related with spelling, punctuation, and capitalization.

The percentage of the students' writing achievement using this following formula:

$$E = \frac{n}{N} \times 100 \%$$

$$E = \frac{29}{39} \times 100 \%$$

$$E = 74,35\%$$

Based on that data, 29 students (74.35%) got score at least 75 or higher, meanwhile 10 students (25.64 %) got score less than 75 in that writing test. From that result of the writing test in the cycle 1, it can be interpreted that the result of that writing test had achieved the target as the success criteria of the research. The target that should be achieved was 70% of the students had to get score at least 75 or higher.

4.1.4 Reflection of the action in the Cycle

Reflection of the action in the cycle was done after the actions were implemented and the writing test was administered. It was done to know whether the action in the cycle had already achieved the success criteria of this research. In fact, the results of the classroom observation and writing test indicated that the use

of picture series in teaching writing improved students' active participation and their recount text writing achievement.

The classroom observation result toward students' active participation in the first meeting showed that 74,35 % of the students were active. In the second meeting, 79.48 % of the students were active participants during the teaching and learning process. Therefore, the average percentage of the students who were actively participated in the teaching and learning process in the cycle was 76.96 %. This percentage of students who were active in the teaching and learning process of the cycle indicated that the action was successful.

The result of the writing test in the cycle showed that 29 students (74.35% of the students) got score at least 75 or higher. Meanwhile, 10 students (25.64% of the students) could not achieve the standard score as the successful criterion of the research. This result indicated that the action in the cycle was successful.

Since the result of the classroom observation toward students' active participation and the result of writing test had already achieved the success criteria of the research, the action was stopped.

4.2 Discussion

Based on the result of observation in Cycle 1, the students showed improvement in their active participation and recount text writing achievement. The result of the preliminary study about the VIII E students' active participation showed that 51.2% of the students were active during the teaching and learning process. Therefore, the researcher decided to conduct a classroom action research which was intended to improve their active participation. The researcher decided the successful criterion for the activeness in the teaching and learning process. The successful criterion was 70% of the students should be active participants during the teaching and learning process of writing.

Furthermore, after the actions were implemented, the result of observation toward students showed that the VIII E students' active participation improved to 76.96% in the cycle 1. As a result, it indicated that the action in the cycle was

successful due to the observation result which had achieved the successful criterion of the research, especially for students' active participation.

The improvement of students' activeness is presented in chart.

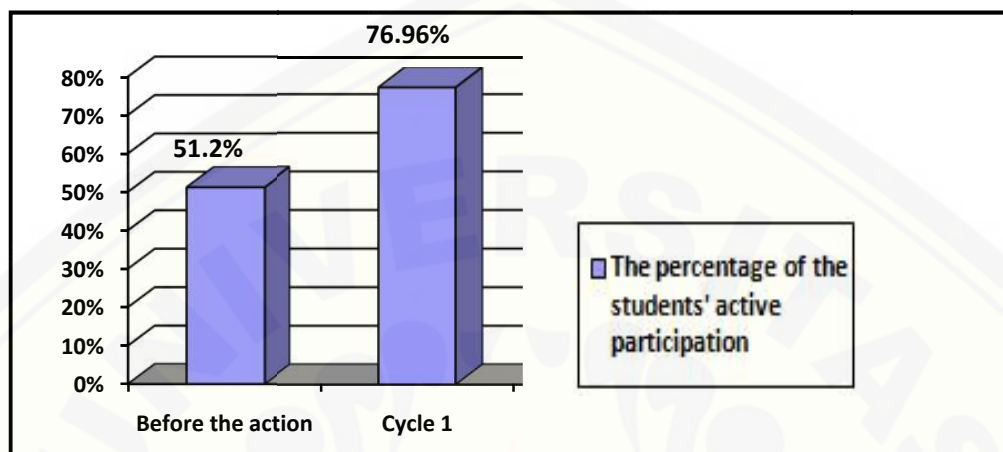


Chart 4.1 The improvement of the students' active participation in the teaching and learning process of writing

Based on the result of classroom observation in cycle 1, most of the students could fulfill the indicator 1; saying anything about the given picture series. 2; changing the verb into the past form, 3; creating the sentences based on the given picture series, 4; making notes during teacher's explanation, 5; writing a recount text based on the picture series given. It showed that the use of picture series could attract students' attention and interest in joining the teaching and learning process of writing.

Besides that, the result of writing test also showed that the students' writing achievement was improved. In the preliminary study, the researcher gathered data about students' previous score in writing. The data showed that 38.5% of the students got score 75 or higher. After implementation of the action in the cycle 1, the result of the writing test was 74.35% of the students (29 of 39 students) got score 75 or higher. The percentage of the students who got score 75 or higher in the cycle was improved. That number of percentage indicated that there was improvement in students' recount text writing achievement. It shown

that the research subject had achieved the standard score as the successful criterion for writing achievement.

The improvement of the VIII E students' recount text writing achievement will be presented in chart 4.2.

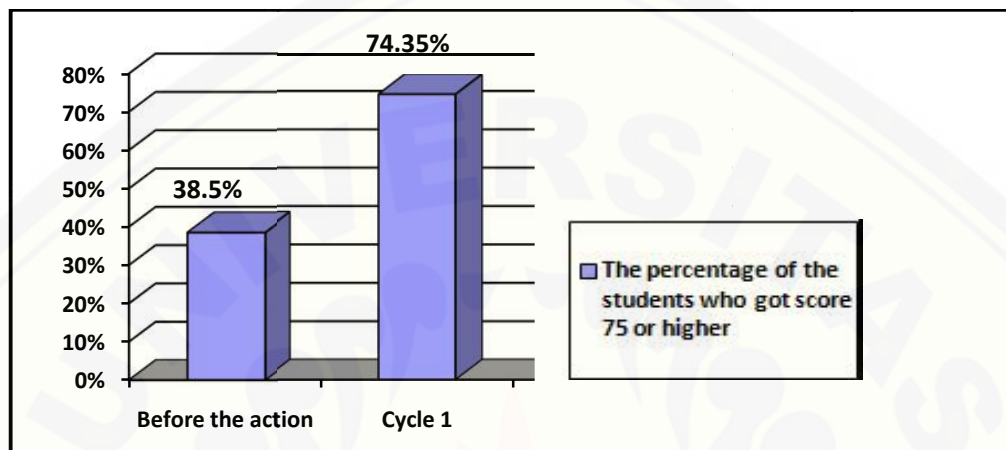


Chart 4.2 The improvement of the students' recount text writing achievement

Based on the discussion above, picture series could improve students' active participation. It can be said that picture series could motivate them to be interested and active during the teaching and learning process. It is in line with the argument of Wright (1989:2), pictures can contribute to interest and motivation. Therefore, the use picture series as the instructional medium in teaching and learning process made the VIII E students interest and motivated to participate actively in the class.

Furthemore, picture series could improve the VIII E students' recount text writing achievement which was proven by the result of the writing test that was discussed above. It meant that picture series could solve students' problem in finding ideas to write. It is because a picture series has already provided a story. It is supported by the statement of Yunus (1981:50), the main function of picture series is to tell a story or an event in sequence. Therefore, the students did not have to think for several minutes to come up ideas to write and develop them. They have already had ideas to conduct the recount text based on picture series.

As a result, the students' products of writing were better than before this research was done. Their writing score could drastically improve. Most of the students were good in developing the topic and organizing the ideas in writing. It happened because the students knew which one should be written first, next and at the end of the text by having picture series. It is related to the definition of picture series according to Yunus (1981:50), picture series is a number of related composite pictures linking each other to form a story in sequence, in which sequence means chronological from the beginning, the middle, up to the end. Additionally, after the result of writing aspects was analyzed, the students who got the highest score have good ability in vocabulary and content. While, the lowest score achiever got the problem in vocabulary and content.

The results of this research has already fulfilled the successful criterion in only one cycle. Although the use of picture series as medium learning succeeded in improving the the students' writing achievement, the problems were found in applying the action. The problems were many students got mistakes in changing the the verb into the past form especially for irregular verb and they also found difficulty to know the meaning of vocabularies provided by the teacher to write a recount text.

Based on the results of this classroom action research, it could be said that the use of picture series could improve the VIII E grade students' active participation and writing achievement at MTsN II Jember in the 2014/2015 academic year.

CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions that are explained in these following sections.

5.1 Conclusion

Based on the research results that have been discussed in the previous chapter, it can be concluded that the use of picture series in one cycle could improve the students' participation and writing achievement in the VIII E Grade students at MTsN II Jember in the 2014/2015 academic year.

The improvement was indicated by the percentage of the students who were actively participated after being given the actions. The use of picture series in the teaching and learning process of writing could improve the VIII E students' active participation during the teaching and learning process of recount text writing. The result of classroom observation showed that the percentage of the VIII E students who were active during the teaching and learning process of writing was improved. The percentage of the VIII E students who were active participants in the teaching and learning process improved from 51.2% to 76.96% in the cycle.

Besides, The use of picture series in teaching writing could improve the VIII E students' recount text writing achievement. The improvement can be seen from the result of the writing test in cycle and compared with the students' writing score before the actions were implemented. Before the actions were implemented, there were only 38.5% of the VIII E students (15 of 39 students) who got score 75 or higher. By implementing the action in the cycle, the writing test result showed that 74.35% of the students (29 of 39 students) who achieved the standard score as the successful criterion of the research.

5.2 Suggestions

By considering the results of the implementation of picture series in teaching writing that the picture series could improve the VIII E students' active participation and their recount text writing achievement, some suggestions are proposed to the following people:

a. The English Teacher

It is suggested that the English teacher uses picture series as the instructional media in teaching writing not only for recount text writing, but also other genres. Besides that, it is also supposed for the English teacher to try to teach some English skills and language components by using picture series as the media.

b. The VIII E students of MTsN II Jember

The VIII E students are suggested to practice writing by using picture series as the media. It can be done to help them find ideas in writing and organize them in writing product, whether it is in the form of a paragraph or a text. It is because picture series has already provided the ideas to write and the organization from the beginning till the end of the story.

c. The Future Researcher

The result of this result can be an information for the future researcher who wants to conduct a research that deals with the improvement of writing achievement in other genres of the text by using different research design. It is also suggested for the future researcher to try to conduct a research which is intended to improve not only writing, but also other skills of English or even a certain language component. Furthermore, the researcher should anticipate the academic calendar from the institution.

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Appendix A

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	ACTION HYPOTHESES
<p>Improving The VIII E Grade Students' Writing Achievement on Recount Text By Using Picture Series At MTsN II Jember</p>	<ul style="list-style-type: none"> Can the use of Picture Series improve The VIII E Grade Students' Writing Achievement on Recount Text By Using Picture Series At MTsN II Jember Can the use of Picture Series improve The VIII E Grade Students' active participation At MTsN II Jember 	<p><u>Independent Variable:</u> The use of Picture Series in teaching writing</p> <p><u>Dependent Variable:</u></p> <ol style="list-style-type: none"> The students' writing achievement Students' active participation in teaching learning process. 	<p>The Major role of picture series used are:</p> <ul style="list-style-type: none"> Motivating Representing Illustrating the general Idea. <p>(Wright, 1989:136)</p> <ol style="list-style-type: none"> The student says anything about the given picture series. The student changes the verb into the past form The student creates the sentences based on the given picture series The student makes notes during teacher's explanation. The student writes a text in the genre of recount based 	<ol style="list-style-type: none"> <u>Subjects:</u> The VIII EGrade students of MTsN II Jember in the 2014/2015 Academic Year <u>The Informant and the Collaborator:</u> The English teacher of MTsN II Jember <u>School Documents:</u> <ul style="list-style-type: none"> The names of the research Subjects The previous students' writing scores from the teacher 	<ol style="list-style-type: none"> <u>Research Design</u> Classroom Action Research with the cycle model. The stages of the cycle are: <ol style="list-style-type: none"> The planning of the action The implementation of the action Observation and Evaluation Reflection of the action <i>(Lewin (1980) in Elliot, 1991: 70)</i> <u>Area Determination Method</u> PurposiveMethod <u>Respondent Determination Method</u> PurposiveMethod <u>Data Collection Methods</u> <ol style="list-style-type: none"> <u>Primary Data</u> <ul style="list-style-type: none"> Writing achievement test and Observation Secondary Data <ul style="list-style-type: none"> Interview Documentation <u>Data Analysis Method</u> <ol style="list-style-type: none"> The primary data obtained from writing test in the cycle are percentage of the students who achieved 75 as standard score by the following formula: $E = \frac{P}{N} \times 100\%$ 	<ul style="list-style-type: none"> The Use of Picture Series can improve The VIII E Grade Students' active participation At MTsN II Jember The use of Picture Series can improve The VIII E Grade Students' Writing Achievement on Recount Text By Using Picture Series At MTsN II Jember

			<p>on the picture series given.</p>		<p>Notes :</p> <p>E : the percentage of the students who achieved 75 in the writing test n : the total number of the students who achieved 75 in the writing test N : Total number of the students. (Ali, 1993:186)</p> <p>b. To find the percentage of the students who are active, the researcher uses the following formula:</p> <p>$E = \frac{n}{N} \times 100\%$</p> <p>Notes :</p> <p>E : The percentage of the students' active participations n : The total number of the students who were active. N : The total number of the students. (Ali, 1993:186)</p>	
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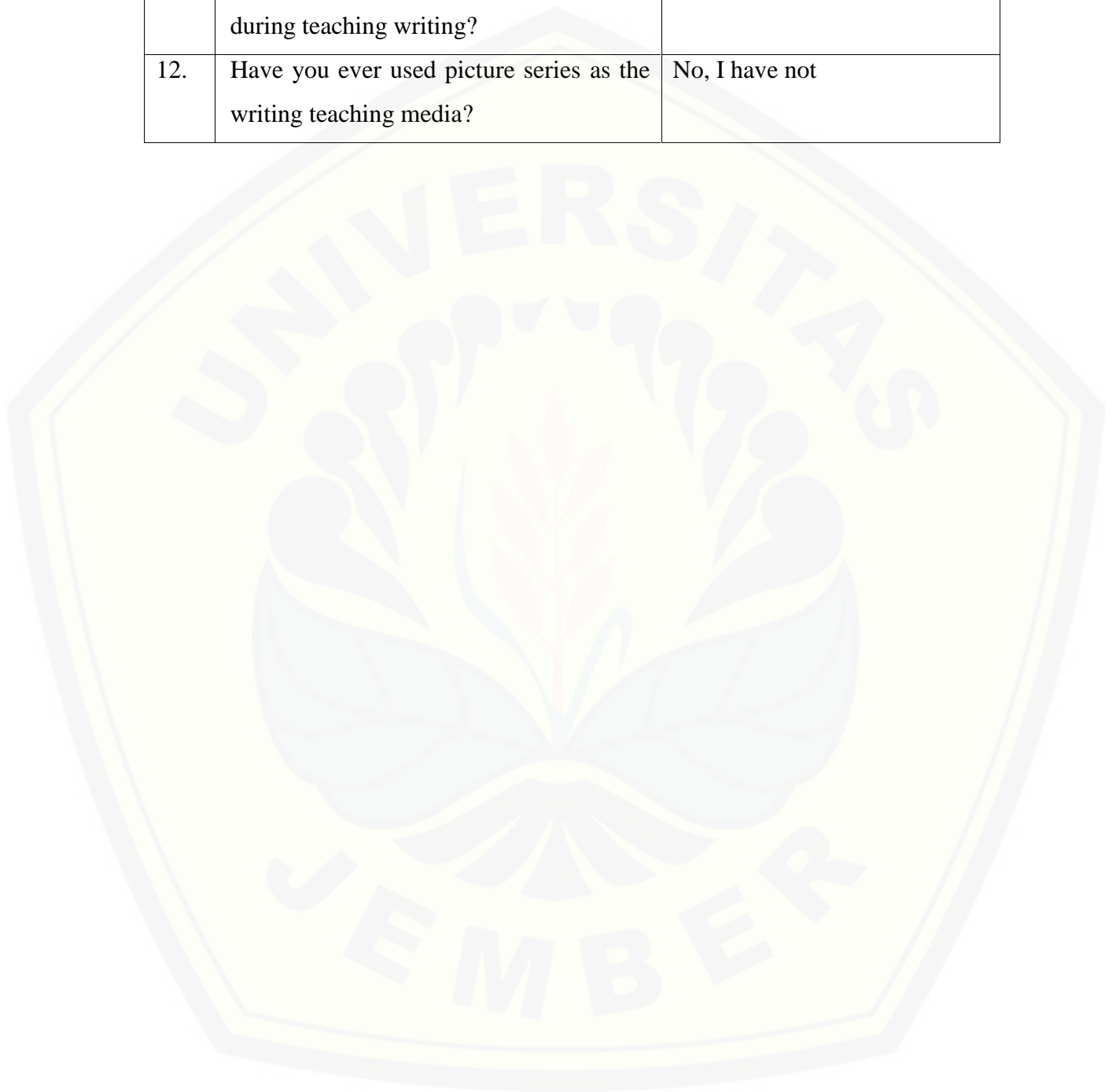
An Interview Guide for Preliminary Study

a. Interview Guide

This informal interview was conducted at the beginning of the study to know the teaching learning process and problems found in writing. The following questions were used in interviewing the English teacher.

No.	Questions	Interviewee
1.	How long have you been teaching at MTsN II Jember ?	For about 3 years
2.	What curriculum do you use in teaching English?	The Institutional Level curriculum 2006 (<i>KTSP</i>)
3.	Do you teach writing to the students?	Yes, I do
4.	Is there any problem that you face when you taught writing to the students ?	Yes, there is
5.	Can you tell me what problem students had in writing?	The students were confused when they were asked to write the text and they were difficult to find ideas in developing text.
6.	Have you ever used media in teaching learning process?	Yes, I have.
7.	How often do you use media in teaching learning process ?	Seldom
6.	If you rarely use media in taching learning process, how do you teach your students ?	I just explain the material from the text book, than I ask the students to do the task.
7.	What media did you ever use in taching learning process?	Power Point
8	What is the standart score for English major?	It is 75
10.	Which class has the lowest score of	The VIII E grade students has

	writing achievement ?	the lowest score of writing achievement.
11.	How many students participated actively during teaching writing?	About 20 students
12.	Have you ever used picture series as the writing teaching media?	No, I have not



The Students' Previous Writing Score



DAFTAR NILAI VIII E.....
 MTs NEGERI JEMBER II
 MAPEL : B. Inggris.....

TAHUN PELAJARAN 2014/2015

Nomor		Nama	KLS	I/P	08/101	14/101														
Urut	Induk																			
1	9666	ABDUR ROHMA SHOLEH	8E	L	60	70														
2	9771	ADAM MAULIDI IQBAL AR	8E	L	78	80														
3	9595	AHMAD JUNAIDI	8E	L	45	70														
4	9596	AHMAD LABIQ FAH DUDDIN	8E	L	45	70														
5	9705	AHMAD NURROHIM RAMADHAN	8E	L	77	70														
6	9707	AKHMAD IKHSANUL KAMAL	8E	L	75	80														
7	9669	ALFAN TORIQ SYAMFADILLAH	8E	L	50	75														
8	9558	ARI VEBRIANTO	8E	L	47	85														
9	9565	DIMAS ADIANSYAH MUHARROM	8E	P	50	75														
10	9606	DIMAS EKO FEBRIANSYAH	8E	L	45	65														
11	9566	DYAH FITA AINURROHMAH	8E	L	60	70														
12	9777	DZIKRI ABDI PRATAMA	8E	P	75	80														
13	9608	FAIQOTUL ALIYAH	8E	L	75	80														
14	9778	FAJAR MAULANA	8E	P	77	80														
15	9676	FARDA MEGA AYU SUKARNO	8E	L	63	75														
16	9570	FITRI YANTI NOOR	8E	P	65	75														
17	9744	GEBBY UTHICHA WINEDAR	8E	P	30	65														
18	9780	IBNU RAMADANI	8E	P	79	80														
19	9722	INES SUKMANING ILLAHI	8E	L	45	65														
20	9682	INTAN EKA FADHILAH	8E	P	76	80														
21	9646	IRWANDA SINDIAWATI	8E	P	48	65														
22	9724	LUSI RAHMAWATI	8E	P	25	65														
23	9684	M. FARIS	8E	P	46	65														
24	9749	MAHFUD BAINI	8E	L	76	80														
25	9784	MAHRUS ALI	8E	L	44	65														
26	9686	MILA PUTRI ARMADHANI	8E	P	45	85														
27	9614	MUHAMAD FIRMAN WAHYUDI	8E	L	76	80														
28	9753	MUKHOLIDUL FIQRIYA	8E	L	55	70														
29	9693	NUR FADILATUS SAFITRI	8E	P	25	65														
30	9760	RISKI PRIADANA	8E	L	75	80														
31	9799	SAFIRAH PUTRI FARAHIYAH	8E	P	75	85														
32	9586	SARA ROBI MAQFIROH	8E	P	70	70														
33	9621	SILVIA WULANDARI	8E	P	77	85														
34	9763	SITI NUR HASANAH	8E	P	79	85														
35	9658	SULFI HANDAYANI	8E	P	40	65														
36	9697	WAHAB PURNAWARMAN	8E	L	50	75														
37	9737	YULIA HASANAH	8E	P	54	85														
38	9628	YULIA AYU PUJI ASTUTIK	8E	P	30	65														
39	9738	YUSRIL IHKWAN MAULANA	8E	L	78	85														
JUMLAH			L	20																
			P	19																

Jember, 5 Januari 2015.....
 Guru Mata Pelajaran

M. Shafihan P.S.Pd.
 NIP.....

The Observation Checklist for the Students' Active Participant

Indicators:

1. The student says anything about the given picture series.
2. The student changes the verb into the past form
3. The student creates the sentences based on the given picture series
4. The student makes notes during teacher's explanation.
5. The student writes a text in the genre of recount based on the picture series given.

Active = at least 4 indicators performed, and the indicator 5 is a must

Passive = less than 4 indicators performed



The Scoring rubric for the writing test

a.	Grammar	5	Few (if any) errors of grammar or word order.
		4	Some errors of grammar or word order which do not interfere comprehension.
		3	Errors of grammar or word order very frequent, readers need own interpretation.
		2	Errors of grammar or word order very frequently, reader often has to rely on own interpretation.
		1	Errors of grammar or word order as severe as to make comprehension.
b.	Vocabulary	5	Use few (if any) inappropriate words.
		4	Use some inappropriate words but do not interfere comprehension.
		3	Use wrong or inappropriate words frequently, expression of ideas limited.
		2	Uses wrong or inappropriate word frequently, readers need own interpretation.
		1	Vocabulary so limited as to make comprehension impossible.
c.	Mechanic	5	Few (if any) wrong spelling.
		4	Some wrong punctuation and spelling but do not interfere comprehension.
		3	Wrong punctuation and spelling frequently, re-reading is necessary for full comprehension.
		2	Wrong punctuation and spelling frequently, readers need own interpretation.
		1	Errors in punctuation and spelling so frequently that reader must often rely on own interpretation.
d.	Content	5	Knowledgeable, through development of topic sentence and sub assigned topic.
		4	Some knowledgeable of subject, some development of topic sentence but supporting sentence relevant to assigned topic.
		3	Some knowledgeable of subject, limited development of topic sentence, supporting sentence relevant to assigned topic.
		2	Limited knowledgeable of subject, inadequate development of topic sentence, supporting sentence relevant to the topic but lacks detail.
		1	Does not show knowledgeable of subject, inadequate development of topic sentence, and supporting sentence does not relate to assigned topic, or not enough to evaluate.

e.	Organization	5	Material well-organized; links could occasionally be clearer but communication not impaired.
		4	Some lack of organization; re-reading required for clarification of ideas.
		3	Little or no attempt at connectivity, though reader can deduce some organization.
		2	Individual ideas may be clear, but very difficult deduce connection between them.
		1	Lack of organization so severe that communication seriously impaired.
Score : $\frac{\text{Grammar} + \text{Vocabulary} + \text{Mechanics} + \text{Content} + \text{Organization}}{25} \times 100$			

(Adapted From Hughes, 2003:103)

LESSON PLAN
(Cycle I – First Meeting)

School	: MTsN II Jember
Subject	: English
Level / Semester	: VIII / 2
Skill	: Writing
Text type	: Recount
Time	: 2 x 40 minutes

I. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

- 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

III. Indicators

Cognitive

Product

- 3.1 Writing a text in the genre of recount based on the picture series given

Process

- 3.2 Labeling the generic structures of a recount text given
3.3 Changing the verb into the past form
3.4 Creating the sentences in the past tense based on the picture series given

- 3.5 Organizing the sentences based on the picture series given into recount text

IV. Learning Objectives

Cognitive

Product

- 4.1 The students are able to write a text in the genre of recount based on the picture series given.

Process

- 4.2 The students are able to label the generic structures of a recount text given.
- 4.3 The students are able to change the verb into the past form
- 4.4 The students are able to create the sentences in the past tense based on the picture series given
- 4.5 The students are able to organize the sentences based on the picture series given into recount text

V. Materials

1. The social function of recount text
2. The generic structures of recount text
3. The language features of recount text
4. The example of recount text
5. Exercises

VI. Approach / Method

1. Approach : Cooperative Learning
2. Method : Think Pair Share

VII. Teaching Learning Activities

No	Teacher's Activities	Students' Activities	Time
1	Set Induction activities <ul style="list-style-type: none"> - Greeting the students - Checking the students' attendance - Asking some leading questions - Stating the objectives 	<ul style="list-style-type: none"> - Greeting to the teacher - Responding to the teacher - Answering the questions - Making notes 	0.5' 1' 3' 0.5'
2	Main Activities <ul style="list-style-type: none"> • Thinking <ul style="list-style-type: none"> - Showing the picture series and providing the useful vocabularies related to the picture series given - Asking the students to say anything about the picture series given - Explaining the social function, the generic structures, and the language features of recount text - Showing an example of a recount text written based on the picture series. - Asking the students to think about identifying and labeling the generic structures of a recount text given (Task 1) - Asking the students to change the verbs into past form (Task 2) - Asking the students to create the sentences based on the picture series (Task 3) 	<ul style="list-style-type: none"> - looking at the given picture series - Saying anything related to the picture series given - making notes - making notes - Thinking the answer of the problems individually - Thinking the answer of the problems individually - Thinking the answer of the problems individually 	0,5' 3' 12' 0,5' 3' 5' 5'

	<p>Asking the students to arrange the sentences to be a recount text based on the picture series given (Task 4)</p> <ul style="list-style-type: none"> • Pairing <p>Asking the students to have a friend in pairs to discuss what they have thought.</p> <p>guiding the students during they are working in pairs.</p> <ul style="list-style-type: none"> • Sharing <p>Asking the choosen pair student to share the result of their duscussion in front of us and giving the chance to other pair students to give their ideas.</p>	<p>- Thinking the answer of the problems individually</p> <p>- Getting a friend in pairs and discuss what they have thought</p> <p>- Working in pairs</p> <p>- Sharing the result of discussion from the choosen pair students in the class and Showing other pair students' ideas</p>	<p>5'</p> <p>5'</p> <p>10</p> <p>21'</p>
3	<p>Closure Activities</p> <ul style="list-style-type: none"> - Asking the students to draw conclusion about the materials - Parting 	<ul style="list-style-type: none"> - Drawing conclusion - Parting 	<p>3'</p> <p>1'</p>

VIII. Sources and Media

1. Sources

Zaida, N. 2009. Practice your English Competence for SMP/MTs Class VIII.

Most pictures are retrieved from <http://www.slideshare.net/mod83/picture-description>.

2. Media

- Picture series
- Power point presentation
- Students' worksheet

IX. Evaluation

1. **Process evaluation** : It is conducted during the teaching and learning process. The indicators are:

1. The student says anything about the given picture series.
2. The student changes the verb into the past form
3. The student creates the sentences based on the given picture series
4. The student makes notes during teacher's explanation.
5. The student writes a text in the genre of recount based on the picture series given.

The observation checklist

No	Students' Name	Indicators					Total	Result	
		1	2	3	4	5		Active	Passive

2. **Product evaluation:** Writing a recount text

Jember, _____ 2015

Collabulator,

Researcher,

M. Shafihan R, S.Pd

Desta Angga S

NIP:

100210401045

INSTRUCTIONAL MATERIALS

Set Induction Activity



- **Leading Questions**

1. What picture is it?
2. Have you ever been to that place?
3. Have you ever been to another interesting place?
4. Do you have an interesting experience?
5. Do you like telling your experience?
6. Have you ever written your experience ?
7. Have you ever heard about recount text?

Main Activities



(Retrieved from: <http://www.slideshare.net/mod83/picture-description>)

The list of vocabularies

- arrived
- bought
- customer
- departed
- favorite
- found
- happy
- interesting
- paid
- waited
- went

The social function of Recount Text

Recount is a text which retells past events or experiences. Its social function is to inform or entertain the readers or listeners.

The generic structures of Recount Text

- Orientation; it tells the readers about who are involved in the story what happened, where the events took place, and when in happened.
- Events; this parts retells what happened in chronological order. It issues time connectives such as first, next, soon, after that, later, finally.

- Reorientation; this part tells the writers' comment about the events that happened. It can also be said as a conclusion of the text.

The language features of Recount Text

- Using action verb (material processes), e.g. ate, ran, saw, etc;
- Using adverb of time and place;
- Using sequences of time
- Use of past tense

The example of recount text based on a picture series

Here is the text:

“Going to Gramedia”

Yesterday, I went to Gramedia. It was a famous book store. We could find many books there. I went there by bike because it was not far from my house. I departed from my house at 7 pm.

After I had arrived there, I looked for my favorite book, that was English book. I saw many interesting books there, and the book which I wanted was a book entitled “English is Fun”.

I found the book after one hour. Then I went to the cashier to pay for it. The price was not expensive. It was just twenty thousand rupiah.

Finally, I arrived at home at 9 pm. I could not wait any longer to read the book I just bought. I felt very tired but I was so happy.

Exercises**Task 1**

Read the text below and label the generic structures of it!

Going Camping

Last week, my friends and I went camping. We prepared everything we needed for camping. We departed from home early morning.

After we walked for a half hour from the parking area, we reached the camping ground. Then, we built the camp next to a small river. After that we took a rest.

The next day, we spent our time enjoying the scenery and we took our pictures together. In the afternoon, we went to the river and caught some fish for dinner.

At night, we held a fire camp night. We sang, danced, and even some of us performed a stand up comedy.

On Monday morning, we packed our bags and got ready to go home. It was really an exiting camping.

(adapted from:

<http://www.belajarbahasainggris.us/2012/02/contoh-teks-recount-camping.html>)

1.....

2.....

3.....

Task 2

Change the verbs (regular/irregular) below into the past form !

No	Verbs	
1	Enjoy:.....	6 Take:.....
2	Laugh:.....	7 Prepare:.....
3	Go:.....	8 Eat:.....
4	Buy:.....	9 Come:.....
5	Forget:.....	10 Say:.....

Task 3



(Taken from <http://www.slideshare.net/mod83/picture-description>.)

Woke up
 Happened
 Uniform
 Surprised
 Came
 Late

Laugh
 Forgot
 Put off
 Funny
 Wore

Create two sentences for each picture in past tense based on the picture series given !

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



Task 4

Arrange your sentences in Task 4 into a recount text using the suitable connectors given !

- | | | |
|------------|----------|---------------|
| a. finally | c. after | e. after that |
| b. firstly | d. then | f. next |

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Answer Key**Task 1**

1. Organization
2. Events
3. Reorientation

Task 2

No	Verbs	
1	Enjoy: Enjoyed	6 Take : Took
2	Laugh: Laughed	7 Prepare : Prepared
3	Go : Went	8 Eat : Ate
4	Buy : Bought	9 Come : Came
5	Forget: Forgot	10 Say : Said

LESSON PLAN
(Cycle I – Second Meeting)

School	: MTsN II Jember
Subject	: English
Level / Semester	: VIII / 2
Skill	: Writing
Text type	: Recount
Time	: 2 x 40 minutes

I. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

- 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

III. Indicators

Cognitive

Product

- 3.1 Writing a text in the genre of recount based on the picture series given

Process

- 3.2 Transforming the ideas about the given pictures into sentences with appropriate language feature of recount text.
- 3.3 Changing the verb into the past form.

- 3.4 Organizing paragraphs about the given pictures with appropriate generic structure of a recount text.

IV. Learning Objectives

Cognitive

Product

- 4.1 The students are able to write a text in the genre of recount based on the picture series given.

Process

- 4.2 The students are able to transform the ideas about the given pictures into sentences with appropriate language feature of recount text.
- 4.3 The students are able to change the verb into the past form
- 4.4 The students are able to organize paragraphs about the given pictures with appropriate generic structure of a recount text.

V. Materials

1. The review of social function, generic structures, and language features of recount text
2. Exercises

VI. Approach / Method

1. Approach : Cooperative Learning
2. Method : Think Pair Share

VII. Teaching Learning Activities

No	Teacher's Activities	Students' Activities	Time
1	Set Induction activities - Greeting the students - Checking the students' attendance - Asking some leading questions - Stating the objectives	- Greeting to the teacher - Responding to the teacher - Answering the questions - Making notes	0.5' 1' 3' 0.5'
2	Main Activities <ul style="list-style-type: none"> • Thinking - Showing the picture series and providing the useful vocabularies related to the picture series given - Asking the students to say anything about the picture series given - Reviewing the material about recount text and explaining more about the regular and irregular verb - Asking the students to transform the ideas about the given pictures into sentences with appropriate language feature of recount text in pairs (Task 1) - Asking the students to organize the paragraph about the given pictures with appropriate generic structure of a recount text. (Task 2) - Asking the students to write a recount text based on a picture series given 	- looking at the given picture series - Saying anything related to the picture series given - making notes - Thinking the answer of the problems individually - Thinking the answer of the problems individually - Thinking the answer of the problems individually	1' 3' 5' 5' 7'

	(Task 3) <ul style="list-style-type: none"> • Pairing <ul style="list-style-type: none"> - Asking the students to have a friend in pairs to discuss what they have thought. - guiding the students during they are working in pairs. • Sharing <ul style="list-style-type: none"> - Asking the choosen pair student to share the result of their duscussion in front of us and giving the chance to other pair students to give their ideas. 	<ul style="list-style-type: none"> - Getting a friend in pairs and discuss what they have thought - Working in pairs - Sharing the result of discussion from the choosen pair students in the class and showing other pair students' ideas 	<p>3'</p> <p>20'</p> <p>26'</p>
3	Closure Activities <ul style="list-style-type: none"> - Asking the students to draw conclusion about the materials - Parting 	<ul style="list-style-type: none"> - Drawing conclusion - Parting 	<p>3'</p> <p>1'</p>

VIII. Sources and Media

1. Sources

Zaida, N. 2009. Practice your English Competence for SMP/MTs Class VIII.

The pictures are retrieved from <http://www.slideshare.net/mod83/picture-description>, : <http://terry-eng42.blogspot.com/story-picture-sequencing>, and <https://www.youtube.com/watch>)

2. Media

- Picture series
- Power point presentation
- Students' worksheet

IX. Evaluation

1. **Process evaluation** : It is conducted during the teaching and learning process. The indicators are:

1. The student says anything about the given picture series.
2. The student changes the verb into the past form
3. The student creates the sentences based on the given picture series
4. The student makes notes during teacher's explanation.
5. The student writes a text in the genre of recount based on the picture series given.

The observation checklist

No	Students' Name	Indicators					Total	Result	
		1	2	3	4	5		Active	Passive

2. **Product evaluation:** Writing a recount text

Jember, _____ 2015

English Teacher,

Researcher,

M. Shafihan R, S.Pd

Desta Angga S

NIP:

100210401045

INSTRUCTIONAL MATERIALS

Set Induction Activity

- **Leading Questions**

1. What genres have we discussed in the previous meeting?
2. Do you still remember what the social function of recount text is?
3. What are the generic structures of recount text ?
4. What are the language features of recount text ?

Main Activities

Material (review)



(Retrieved from: <https://www.youtube.com/watch>)

The list of vocabularies

- | | |
|---------------------------|--------------------------|
| • Leaves : daun-daun | • Fell : jatuh |
| • Played : bermain | • Yard : halaman |
| • Gathered : mengumpulkan | • Experience: pengalaman |
| • Took : mengambil | • Interesting : menarik |
| • Jumped : melompat | |
| • Swept : menyapu | • Dried : kering |
| • Got : mendapatkan | |

The social function of Recount Text

Recount is a text which retells past events or experiences. Its social function is to inform or entertain the readers or listeners.

The generic structures of Recount Text

- Orientation; it tells the readers about who are involved in the story what happened, where the events took place, and when in happened.
- Events; this parts retells what happened in chronological order. It issues time connectives such as first, next, soon, after that, later, finally.
- Reorientation; this part tells the writers' comment about the events that happened. It can also be said as a conclusion of the text.

The language features of Recount Text

- Using action verb (material processes)

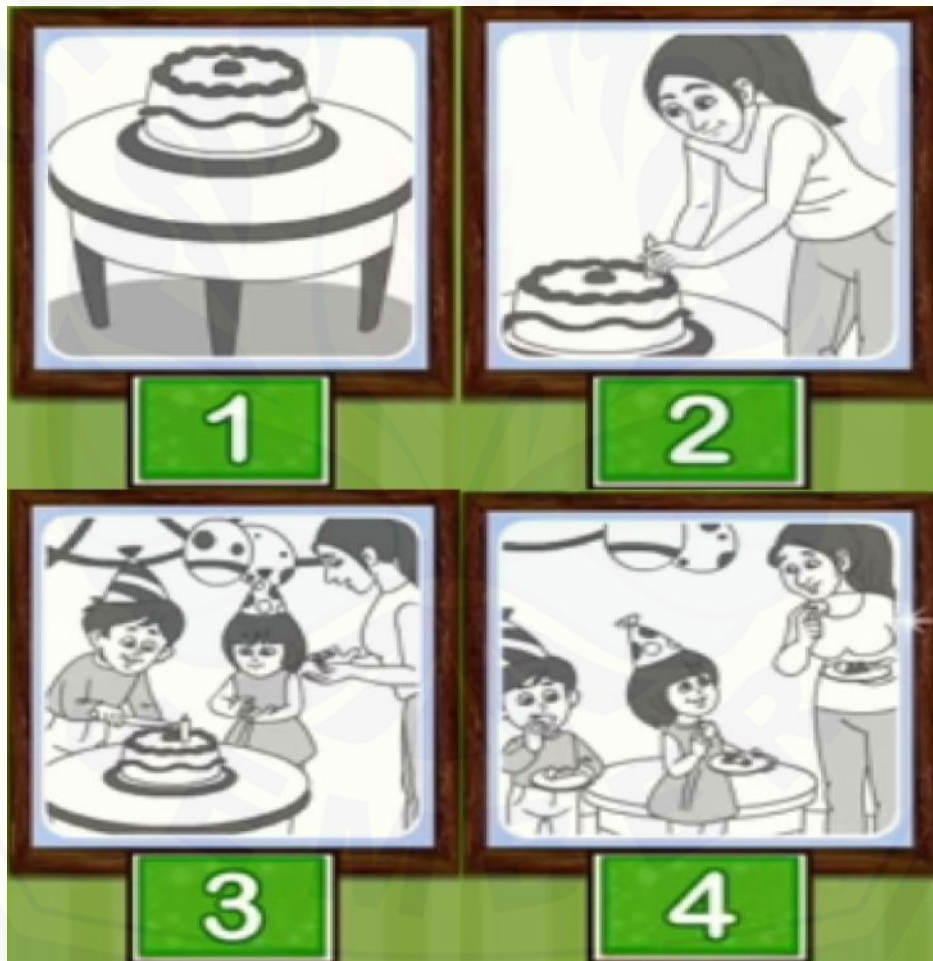
No	Verb	Past form	Arti
1	Become	Became	Menjadi
2	Begin	Began	Memulai
3	Bring	Brought	Membawa
4	Build	Built	Membangun
5	Buy	Bought	Membeli
6	Catch	Caught	Menangkap
7	Choose	Chose	Memilih
8	Come	Came	Datang
9	Cut	Cut	Memotong
10	Drink	Drank	Meminum
11	Eat	Ate	Memakan
12	Fall	Fell	Jatuh
13	Do	Did	Mengerjakan

- Using adverb of time and place;
- Using squence adverb
- Use of past tense

Exercises

Task 1

Look at the picture series below, transform the ideas about the given pictures into sentences with appropriate language feature of recount text and change the underlined verbs into past form.



(Retrieved from: <https://www.youtube.com/watch>)

Susi's Birthday

- Connectors:**
- After that
 - Then
 - Besides that

Last month, Susi (1) have a party in her house. The house (2) is full of flowers and colourfull ballons. It was Susi's birthday party.

Her calssmates and neighbors (3) come to her house. They attended the party. They wore colourful clothes and brought the gifts. Susi (4) get many gifts from her friends. (5)the cake (6) look so delicious. It was made by her mother. Susi who (7) is accompanied by her mother blew the candles and (8) cut the birtday cake. All the people who attended looked very happy and gave applause to Susi. Then, they ate some cakes together.

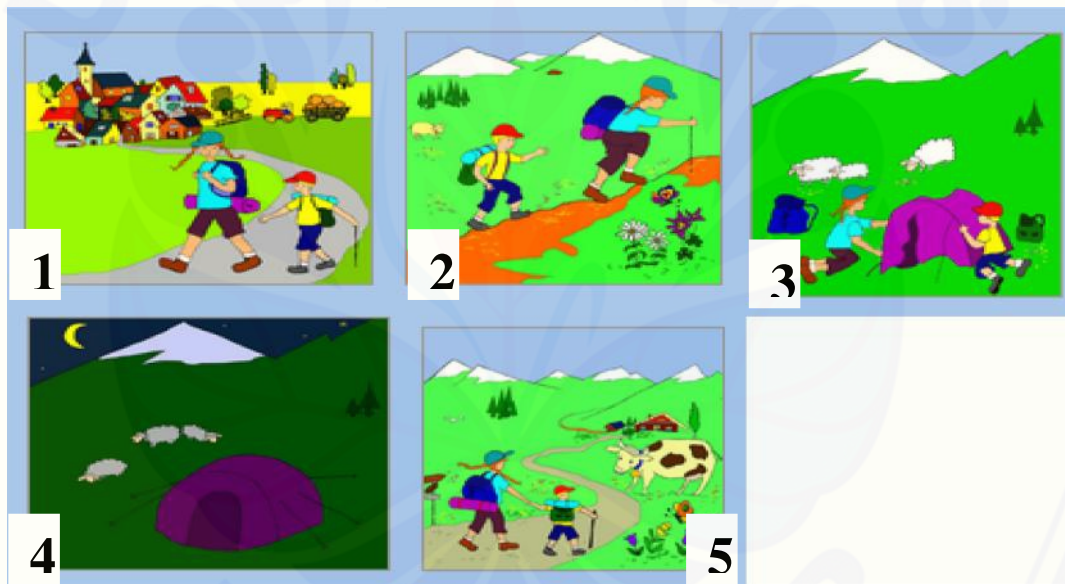
(9), everybody shook hand with her, (10)..... they went home. The party was very impressive.

Task 2

Organize the paragraphs about the given pictures above with appropriate generic structure of a recount text !

Task 3

Write a recount text based on the picture series below individually!



(Retrieved from: <http://terry-eng42.blogspot.com/story-picture-sequencing>)

You may use these following vocabularies:

- | | | | |
|------------|---------------|----------------|--------------|
| 1. Went | : pergi | 6. A camp fire | : api unggun |
| 2. Camping | : berkemah | 7. Tent | : tenda |
| 3. Walked | : berjalan | 8. Enjoyed | : menikmati |
| 4. Climbed | : mendaki | 9. Slept | : tidur |
| 5. Scenery | : pemandangan | 10. Got up | : bangun |

Model Answer**Task 1****Susi's Birthday**

Last month, Susi (1) had a party in her house. The house (2) was full of flowers and colourfull ballons. It was Susi's birthday party.

Her calssmates and neighbors (3) came to her house. They attended the party. They wore colourful clothes and brought the gifts. Susi (4) got many gifts from her friends. (5) Beside that the cake (6) looked so delicious. It was made by her mother. Susi who (7) was accompanied by her mother blew the candles and (8) cut the birtday cake. All the people who attended looked very happy and gave applause to Susi. Then, they ate some cakes together.

(9) After that, everybody shook hand to her, (10) then they went home. The party was very impressing.

Task 2**Susi's Birtday Party**

Last month, Susi had a pary in her house. The house was full of flowers and colourfull ballons. It was Susi's birthday party.

Her calssmates and neighbors came to her house. They attended the party. They wore colourful clothes and brought the gifts. Susi got many gifts from her friends. Besides that the cake looked so delicious. It was made by her mother. Susi who was accompanied by her mother blew the candles and cut the birtday cake. All the people who attended looked very happy and gave applause to Susi. Then, they ate some cakes together.

After that everybody shook hand to her, than they went home. The party was really impressive.

1. Orientation**2. Events****3.Reorientation**

Task 3

(Model Answer)

CAMPING

Last week, my brother and I went camping. I was so worried about it because it was my first time to have camping.

We reached the camping ground after we walked for about one hour from my house. After that, we built the tent in the camping ground. In the night, we made a camp fire because it was cold. The camp fire really warmed up and made us sleep soundly.

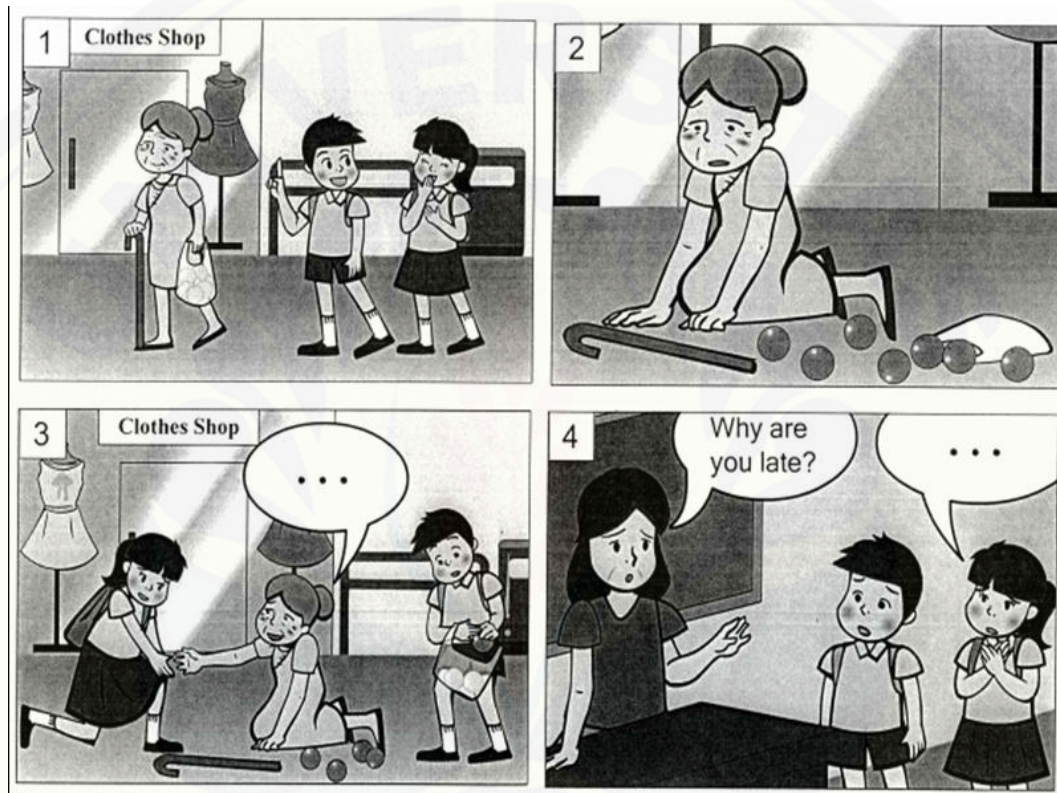
The next day, after having a breakfast, we spent our time seeing the beautiful scenery. We took pictures together there. We enjoyed the natural view until we almost forgot the time that had to come back to the tent. After arriving at the tent, it was getting darker, so we held the camp fire. We told stories and made a joke. Then, we took a rest to prepare for going home the next morning.

Finally, it was time to go home. We packed our bags and got ready to go home. It was my first exciting camping.

Writing Test for the Cycle

Subject : English
 Level / Semester : VIII / 2
 Time : 70 minutes

Write a recount text at least 8 sentences based on the picture series below!



(Retrieved from: <http://www.slideshare.net/mod83/picture-description>)

You may use the following vocabularies:

- | | | | |
|--------------|---------------|--------------|-------------|
| 1. old woman | : orang tua | 7. came late | : datang |
| 2. fell down | : jatuh | | terlambat |
| 3. scattered | : berhamburan | 8. angry | : marah |
| 4. ran | : berlari | 9. picked | : mengambil |
| 5. helped | : membantu | 10. stuff | : barang |
| 6. rushed | : berlari | | |
| | dengan buru | | |

(Model Answer)

HELPING AN OLD WOMAN

Last Monday, I went to school with Lisya, my classmate. On the way, unfortunately, we saw an old woman fell down on the pavement in front of us. All of her stuffs were scattered on the ground.

Lisya and I ran to help her. Lisya helped that old woman to get up and I picked all of her stuffs on the ground. After that we arrived at the school then we got in the class. My teacher was so angry because of our coming late. She asked us angrily “Why are you late?” “On the way to school, we saw an old woman who fell down and no one helped her. So we decided to help her” I answered.

Finally, our teacher smiled and said to us “How kind are you !”, then she let us sit down and join the class. We were so relieved because our teacher was happy.



The Result of the Observation in The First Meeting

No	Name	Indicators					Total	Result	
		1	2	3	4	5		Active	Passive
1	ARS						5		
2	AMIAR						2		
3	AJ						5		
4	ALF						4		
5	ANR						2		
6	AIK						5		
7	ATS						2		
8	AV						2		
9	DAM						2		
10	DEF						5		
11	DFA						4		
12	DAP						1		
13	FA						5		
14	FM						2		
15	FMAS						2		
16	FYN						5		
17	GUW						5		
18	IR						5		
19	ISI						5		
20	IEF						5		
21	IS						5		
22	LR						5		
23	MF						2		
24	MB						4		
25	MA						2		
26	MPA						5		
27	MFW						5		
28	MF						5		
29	NFS						5		
30	RP						4		
31	SPF						5		
32	SRM						5		
33	SW						4		
34	SNH						4		
35	SH						4		
36	WP						4		
37	YH						4		
38	YAPA						4		
39	YIM						4		

The percentage of the active participants in the second meeting of the first cycle was:

$$E = \frac{29}{39} \times 100 \% = 74.35 \%$$

The Result of Observation in The Second Meeting

No	Name	Indicators					Total	Result	
		1	2	3	4	5		Active	Passive
1	ARS						5		
2	AMIAR						2		
3	AJ						5		
4	ALF						5		
5	ANR						3		
6	AIK						5		
7	ATS						3		
8	AV						2		
9	DAM						2		
10	DEF						5		
11	DFA						5		
12	DAP						2		
13	FA						5		
14	FM						2		
15	FMAS						2		
16	FYN						5		
17	GUW						5		
18	IR						5		
19	ISI						5		
20	IEF						5		
21	IS						5		
22	LR						5		
23	MF						2		
24	MB						4		
25	MA						2		
26	MPA						5		
27	MFW						5		
28	MF						5		
29	NFS						5		
30	RP						4		
31	SPF						5		
32	SRM						5		
33	SW						5		
34	SNH						5		
35	SH						5		
36	WP						5		
37	YH						5		
38	YAPA						5		
39	YIM						5		

The percentage of the active participants in the second meeting of the first cycle was:

$$E = \frac{31}{39} \times 100 \% = 79.48 \%$$

The Result of Writing Test

No	Name	Scorer 1 (the researcher)					Total	Scorer 2 (the English teacher)					Total
		Scoring Aspects						Scoring Aspects					
		G	V	M	C	O		G	V	M	C	O	
1	ARS	5	4	3	4	4	80	5	4	3	5	4	84
2	AMIAR	4	4	3	3	3	68	4	3	3	3	3	64
3	AJ	4	4	4	4	4	80	4	4	3	4	4	76
4	ALF	4	4	3	4	4	76	4	4	4	4	3	76
5	ANR	4	3	3	3	3	64	4	3	3	4	3	68
6	AIK	5	4	4	4	4	84	5	4	3	4	4	88
7	ATS	4	3	3	3	3	64	4	3	3	3	3	64
8	AV	3	3	3	2	2	52	3	3	4	2	2	56
9	DAM	3	3	2	3	3	56	3	3	3	3	3	60
10	DEF	5	5	4	5	4	92	5	5	4	5	4	92
11	DFA	4	4	4	4	3	76	4	4	4	4	4	80
12	DAP	3	3	2	3	3	56	2	4	3	2	2	52
13	FA	5	4	4	5	4	88	5	4	4	4	5	88
14	FM	3	3	3	3	3	60	4	3	3	3	3	64
15	FMAS	2	2	2	3	3	48	3	2	2	3	3	52
16	FYN	4	4	4	3	4	76	4	4	4	3	2	76
17	GUW	5	5	5	3	5	96	5	5	4	4	5	92
18	IR	4	4	5	3	4	80	4	4	4	4	4	80
19	ISI	4	5	4	3	3	80	5	5	3	4	4	84
20	IEF	5	4	2	4	4	76	5	4	3	4	4	80
21	IS	5	4	4	4	4	84	5	4	4	4	4	84
22	LR	3	4	4	4	4	76	4	4	4	4	4	80
23	MF	3	3	1	3	3	52	3	3	2	3	3	60
24	MB	4	4	3	4	4	76	5	4	3	4	4	80
25	MA	3	3	2	3	3	56	3	3	2	3	3	56
26	MPA	4	4	5	4	5	88	5	4	3	4	4	96
27	MFW	5	4	3	5	4	84	5	4	3	4	4	80
28	MF	5	4	3	5	4	84	5	4	4	4	4	84
29	NFS	5	4	4	5	5	92	5	5	3	5	5	92
30	RP	5	4	3	5	4	84	5	4	3	4	4	80
31	SPF	4	5	4	5	5	92	5	4	4	5	5	92
32	SRM	3	4	4	4	4	76	4	4	4	4	4	80
33	SW	4	4	3	4	4	76	4	4	3	4	4	76
34	SNH	4	4	2	4	5	76	2	5	2	5	5	76
35	SH	4	5	4	5	4	88	5	4	3	4	4	80
36	WP	5	4	3	4	4	80	5	4	3	5	4	84
37	YH	4	4	3	5	3	76	4	4	3	5	4	80
38	YAPA	5	5	4	5	5	96	5	5	4	5	4	92
39	YIM	5	4	5	5	4	92	5	4	5	5	4	92

Notes:

Total Score : $\frac{\text{Grammar} + \text{Vocabulary} + \text{Mechanics} + \text{Content} + \text{Organization}}{25} \times 100$

C = Content, O = Organization, V = Vocabulary, G = Grammar, M = Mechanics



The average score of students' writing in the cycle

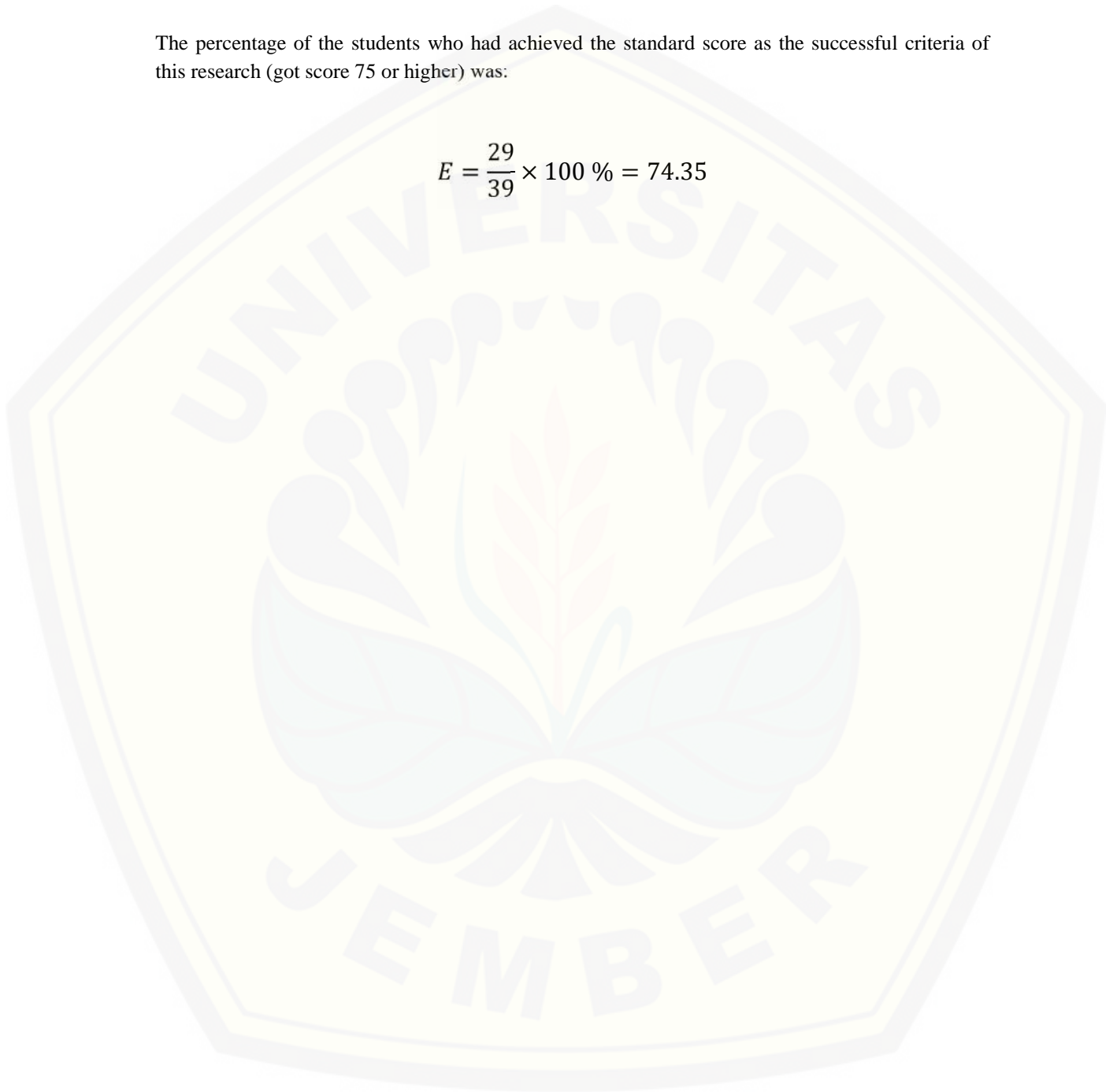
No	Name	Scorers		The Average	Achieved / Not Achieved
		Scorer 1	Scorer 2		
1	ARS	80	84	82	Achieved
2	AMIAR	68	64	66	Not Achieved
3	AJ	80	76	78	Achieved
4	ALF	76	76	76	Achieved
5	ANR	64	68	66	Not Achieved
6	AIK	84	88	86	Achieved
7	ATS	64	64	64	Not Achieved
8	AV	52	56	54	Not Achieved
9	DAM	56	60	58	Not Achieved
10	DEF	92	92	92	Achieved
11	DFA	76	80	78	Achieved
12	DAP	56	52	54	Not Achieved
13	FA	88	88	88	Achieved
14	FM	60	64	62	Not Achieved
15	FMAS	48	52	50	Not Achieved
16	FYN	76	76	76	Achieved
17	GUW	96	92	94	Achieved
18	IR	80	80	80	Achieved
19	ISI	80	84	82	Achieved
20	IEF	76	80	78	Achieved
21	IS	84	84	84	Achieved
22	LR	76	80	78	Achieved
23	MF	52	60	56	Not Achieved
24	MB	76	80	78	Achieved
25	MA	56	56	56	Not Achieved
26	MPA	88	96	92	Achieved
27	MFW	84	80	82	Achieved
28	MF	84	84	84	Achieved
29	NFS	92	92	92	Achieved
30	RP	84	80	82	Achieved
31	SPF	96	92	94	Achieved
32	SRM	76	80	78	Achieved
33	SW	76	76	76	Achieved
34	SNH	76	76	76	Achieved
35	SH	88	80	84	Achieved
36	WP	80	84	82	Achieved
37	YH	76	80	78	Achieved
38	YAPA	96	92	94	Achieved
39	YIM	92	92	92	Achieved

Note:

Scorer 1 = The researcher
Scorer 2 = The English teacher
Achieved = Got score 75 or higher
Not Achieved = Got score less than 75

The percentage of the students who had achieved the standard score as the successful criteria of this research (got score 75 or higher) was:

$$E = \frac{29}{39} \times 100 \% = 74.35$$



The Sample of Students' Writing in the Cycle from Scorer 1

The student's writing who got the highest score in the cycle

Writing Test

Subject : English
 Level / Semester : VIII / 2
 Time : 70 minutes
 Name : Safirah Putri Farahiyah
 Class : VIII E

Write a recount text at least 8 sentences based on the picture series given!

Helping an Old Woman

2 week ago, I and Ila looked at the old woman who walked in front of us and took the fruits. Suddenly, her fell down and the fruits were scattered.

After that, I and Ila helped the old woman to stand up and picked the fruits scattered. After I and Ila helped the old woman, I and Ila ran to the school for studying with my classmate and my teacher. I and Ila very rushed because we were afraid my teacher was angry.

finally, I and Ila arrived to school we met my teacher in front of class and she said "Why are you late?" we told that we were late because we helped old woman. Then teacher was happy and she asked us to sit down.

Scorer 1
 G = 5
 V = 4
 M = 5
 C = 5
 E = 5
 24 x 160 = 3600

Writing Test

Subject : English
 Level / Semester : VIII / 2
 Time : 70 minutes
 Name : Nur Fadilatul Safitri
 Class : VIII E

Write a recount text at least 8 sentences based on the picture series given!

HELPING AN OLD WOMAN.

Yesterday, Susi and I went to school. We talked about our home work.

After that suddenly, ^{an} old woman fell down, and the stuffs were scattered. We helped her. We picked the stuffs for her. She was happy.

We were also happy because we could help some one. Then, we rushed and arrived to the class.

Finally, The teacher was not happy. Then we explained the story. Teacher smiled and she let us join the lesson.

Scorer |

G = 5
 V = 4
 M = 4
 C = 5
 O = 5
 $\frac{23}{25} \times 100 = 92$

The student's writing who got the medium score in the cycle

Writing Test

Subject : English
 Level / Semester : VIII / 2
 Time : 70 minutes
 Name : MUHAMMAD FIRMAN WAHYUDI
 Class : VIII E

Write a recount text at least 8 sentences based on the picture series given!

Helping AN old woman

Last month, my friend and I went to school. We laughed together about our funny story.

After that, we saw an old woman fall down. We ran to help her because the stuff were scattered. Old woman smiled.

We rushed to school we were late. Teacher was happy, because we explained we helped person. Then, she let us sit down.

Score 1

G = 5
 U = 5
 M = 4
 C = 4
 O = 4

$21/25 \times 100 = 84$

Writing Test

Subject : English
 Level / Semester : VIII / 2
 Time : 70 minutes
 Name : Siti Nur Haranah
 Class : VIII E

Write a recount text at least 8 sentences based on the picture series given!

Helping AN old woman

Last week, I and My friend, she is a Ring. That moment there was an old woman who brought the stuffs.

Scorer 1 The old woman that fell down and the stuffs were scattered. I and ring helped because we rushed and picked ^{her} stuffs old woman.

After that she said: "thank you to us". After that, we left her and go to school. School after Arrived to the class, The teacher was Angry.

Finally, we explained about helping some one, then, the teacher smiled and she asked us the follow the class.

G = 4
 V = 4
 M = 2
 C = 4
 O = 5

$$19/25 \times 100 = 76$$

The student's writing who got the lowest score in the cycle

Writing Test

Subject : English
 Level / Semester : VIII / 2
 Time : 70 minutes
 Name : Ari Vebrianto
 Class : VIII E

Write a recount text at least 8 sentences based on the picture series given!

HELPING AN OLD WOMAN

Last Month, I went go to school in my girl friend. We laughed to gether about our Funny happy.

after that, we saw old woman fell down. we ran too helped

Scorer |

G = 3
 V = 3
 M = 3
 C = 2
 O = $\frac{2}{14/25} \times 100 = 52$

Writing Test

Subject : English
 Level / Semester : VIII / 2
 Time : 70 minutes
 Name : DRINKRI ABDI P.
 Class : VIII E

Write a recount text at least 8 sentences based on the picture series given!

Helping An Old woman

Last week, I went go to school in my friend. we laughed to gether about our funny happy.

After that, we saw ^{an} old woman fell down and ^{were} stuffs scatered, we directly ran to helped ^{the} old woman

Scorer

G = 3
 V = 3
 M = 2
 C = 3
 O = 3

$$\frac{14}{25} \times 100 = 56$$

The Sample of Students' Writing in the Cycle from Scorer 2

The student's writing who got the highest score in the cycle

Writing Test

Subject : English
 Level / Semester : VIII / 2
 Time : 70 minutes
 Name : Safirah Putri Farahiyah
 Class : VIII E

Write a recount text at least 8 sentences based on the picture series given!

Helping an Old Woman

2 week ago, I and Ila looked the old woman who walked in front of us and took the fruits. Suddenly, her fell down and the fruits were scattered.

After that, I and Ila helped the old woman to stand up and picked the fruits scattered. After I and Ila helped the old woman, I and Ila ran to the school for studying with my classmate and my teacher. I and Ila very rushed because we were affraid my teacher was angry.

finally, I and Ila arrived to school. we met my teacher in front of class and she said "Why are you late?" we told that we were late because we helped ^{an} old woman. Then teacher was happy and she asked us to sit down.

G = 5
 V = 4
 M = 4
 C = 5
 O = 5

$23/25 \times 100 = 92$

Writing Test

Subject : English
 Level / Semester : VIII / 2
 Time : 70 minutes
 Name : Nur fadilatius safitri .
 Class : VIII E

Write a recount text at least 8 sentences based on the picture series given!

HELPING AN OLD WOMAN .

Yesterday , Susi and I went to school . We talked about our home work .

After that suddenly ^{an} old woman fell down , and the stuffs were scattered . We helped her . We picked the stuffs for her . She was happy

We were also happy because we could help some one . Then , we rushed and arrived to the class .

Finally , The teacher was not happy . Then we explained the story . Teacher smiled and she let us join the lesson .

G = 5
 V = 5
 M = 3
 C = 5
 O = 5

$$\frac{23}{25} \times 100 = 92$$

The student's writing who got the medium score in the cycle

Writing Test

Subject : English
 Level / Semester : VIII / 2
 Time : 70 minutes
 Name : MUHAMMAD FIRMAN WAHYUDI
 Class : VIII E

Write a recount text at least 8 sentences based on the picture series given!

Helping AN old woman

Last month, my friend and I went to school. We laughed to gether about our funny story.

After that, we saw an old woman fell down. We ran to help her, because the stuffs were scattered, old woman smiled.

We rushed to school because we were late. Teacher was happy because we explained we after helped person. Then, she let us sit down.

G = 5
 U = 4
 M = 3
 C = 4
 O = 4

20/25 = 80

Writing Test

Subject : English
 Level / Semester : VIII / 2
 Time : 70 minutes
 Name : Siti Nur Harawah
 Class : VIII E

Write a recount text at least 8 sentences based on the picture series given!

Helping An old woman

Last week, I and My friend she is a Ring. That moment there was old woman who Brought the stuffs.

The old woman thath fell down and the stuffs were scattered. I and ring helped her. we rushed and picked stuff for old woman.

After that she said: "Thank you To us." After that we left her and go to school. School after Arrived to the class, The teacher was Angry.

Finally, we explained about helping some one, then the teacher smiled and she asked us the follow the class.

G = 2
 V = 5
 M = 2
 C = 5
 O = 5

$$\frac{19}{25} \times 100 = 76$$

The student's writing who got the lowest score in the cycle

Writing Test

Subject : English
 Level / Semester : VIII / 2
 Time : 70 minutes
 Name : Ari Vebrianto
 Class : VIII E

Write a recount text at least 8 sentences based on the picture series given!

HELPING AN OLD woman

Last Month, I went go to school in with my girl friend. We laughed to gether about our Funny happy.

after that, we saw an old woman fell down. we ran too helped

G = 3
 V = 3
 M = 4
 C = 2
 O = 2

$\frac{14}{25} \times 100 = 56$

Writing Test

Subject : English
 Level / Semester : VIII / 2
 Time : 70 minutes
 Name : DZIKRI ABDI P.
 Class : VIII E

Write a recount text at least 8 sentences based on the picture series given!

Helping An Old woman

Last week, I went go to school in my friend. we loughed to gèther about our funny happy.

After that, we saw an old woman fell down and stuffs scatered, we directly ran to helped old woman

G = 2
 V = 4
 M = 3
 C = 2
 O = 2

$$\frac{13}{25} \times 100 = 52$$

**The Letter of Research Permission from the Dean
of Faculty of Teacher Training and Education, Jember University**



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121

Telepon: 0331- 334 988, Faks: 0331-332 475

Laman: www.fkip.unej.ac.id

Nomor 0 0 9 4 /UN25.1.5/LT/2015
Lampiran : -
Perihal : Permohonan Izin Penelitian

07 JAN 2015

Yth. Kepala MTs Negeri 2 Jember
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Desta Angga Saputra
NIM : 100210401045
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: **"Improving VIII Grade Students' Recount Paragraph Writing Achievement by Using Picture Series at MTsN II Jember in the 2014/2015 Academic Year"**.

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.



a.n. Dekan
Pembantu Dekan I,

Dr. Sukatman, M.Pd.

NIP. 19640123 199512 1 001

**The Statement Letter
of Accomplishing the Research from MTsN 2 Jember**



**KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI
(MTsN) JEMBER II**

Jl. Merak No. 11 (0331) 482926 Jember - 68116
email : mtsn2jember@gmail.com web : http://mtsn2jember.co.cc

SURAT KETERANGAN

Nomor : Mts.15.32.2/PP.00.5/ 148 /2015

Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah Negeri Jember II menerangkan dengan sebenarnya :

Nama : Desta Angga Saputra
NIM : 100210401045
Jurusan : Pendidikan Bahasa dan Seni (PBS)
Program Studi : Pendidikan Bahasa Inggris

Telah selesai mengadakan penelitian dalam rangka penyusunan skripsi di Madrasah Tsanawiyah Negeri Jember II , pada bulan Januari s/d Maret 2015, dengan judul " **Improving The VIII E Grade Students' Writing Achievement on Recount Text Through Picture Series At MTsN II Jember in the 2014/2015 Academic Year.**"

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagai mestinya.

Jember, 15 April 2015

Kepala,



Drs. Asyhar, M.Pd.I

NIP. 196704241997031003