



**ENHANCING THE EIGHTH GRADE STUDENTS' RECOUNT
PARAGRAPH WRITING ACHIEVEMENT BY USING
PHOTOGRAPHS AT SMP NEGERI 9 JEMBER**

THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English
Education Program of the Language and Arts Education Department of the
Faculty of Teacher Training and Education

By

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ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

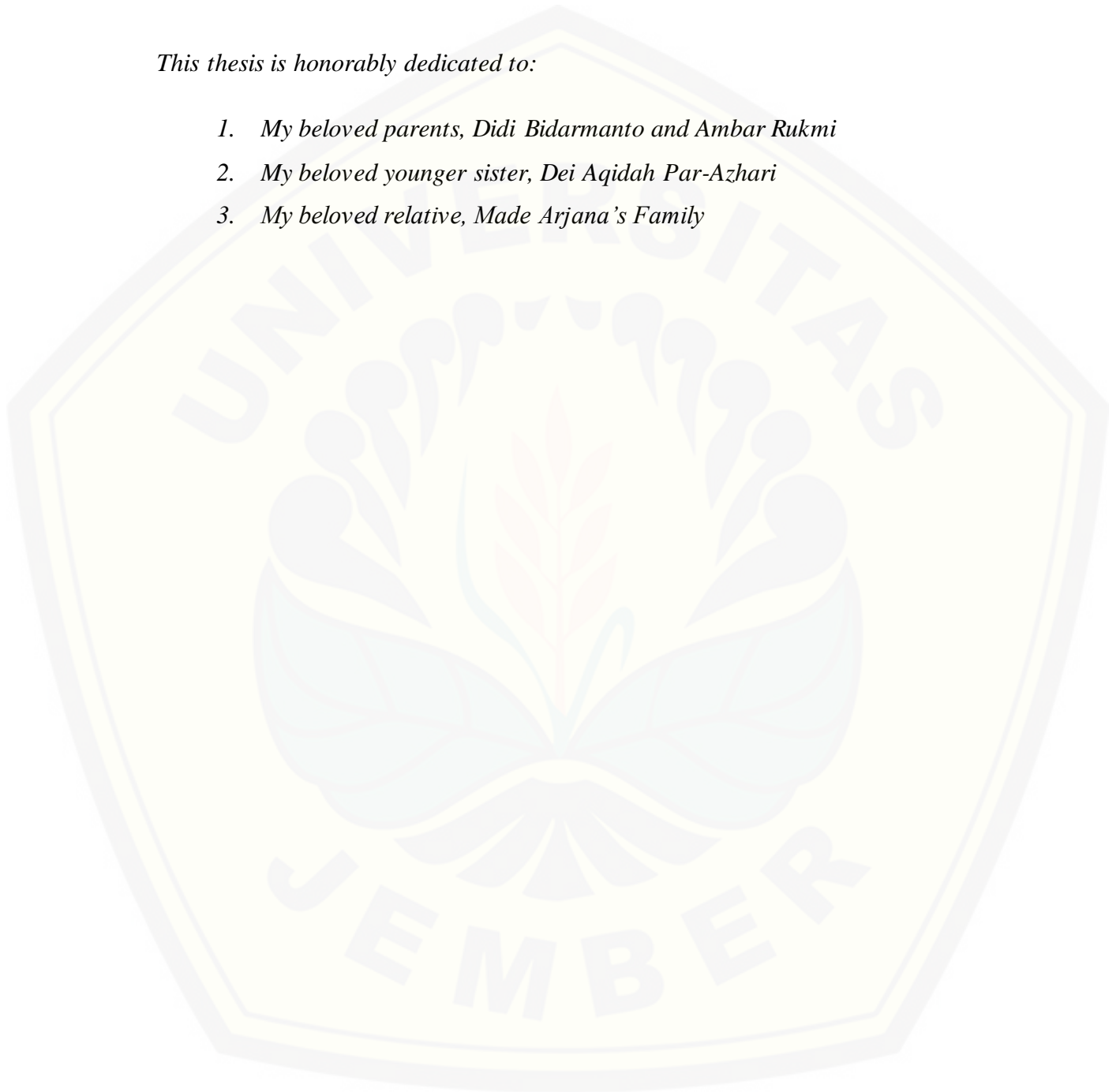
THE UNIVERSITY OF JEMBER

2015

DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved parents, Didi Bidarmanto and Ambar Rukmi*
- 2. My beloved younger sister, Dei Aqidah Par-Azhari*
- 3. My beloved relative, Made Arjana's Family*



MOTTO

“Photo’s like a safe, when it saves moments and memories.”



STATEMENT OF THESIS AUTHENTICITY

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

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

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Jember, September 2015

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2. The Chairperson of the Language & Arts Department
3. The Chairperson of English Language Education Study Program
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Finally any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, September 2015

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SUMMARY

“Enhancing the Eighth Grade Students’ Recount Paragraph Writing Achievement by Using Photograph at SMP Negeri 9 Jember”; Cecianessari, 110210401031; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to enhance the eighth grade students’ recount paragraph writing achievement by using photographs at SMP Negeri 9 Jember in the 2014/2015 academic year. The research subject was the students of class 8-C who experienced difficulties in writing. Based on the preliminary study, it was known that class 8-C had the lowest average score in writing compare to the other classes. It was proven by their previous mean score in writing that was 70.6. From the previous writing test, there were 16 students (38%) of 42 students in that class who got score 74 or more. It occurred because the students experienced difficulties in finding ideas related to the topic, how and where to start writing, and organizing their sentences. Accordingly, they had poor writing products which were shown in the lack of grammar, mechanics, and context. Besides, the students became less active in the teaching learning process. Thus, the researcher and the English teacher collaboratively attempted to solve the problem by using photographs as the teaching media in the teaching writing of recount.

Classroom Action Research (CAR) with cyclical model was used as the research design. There were 2 cycles done in this research in which every cycle covered four stages activities namely: planning of the action, the implementation of the action, observation and evaluation of the action, reflection of the action. Each cycle was conducted in two meetings and was followed by a test in the third meeting.

The data in this research were gained by having observation in the class in every meeting and by administering a writing test. The research was considered to reach the criteria of success when at least 75% of the students achieved score ≥ 74 as the minimum standard score and at least 75% of the students actively

participated during the teaching learning process by fulfilling at least three indicators of students' participation.

The results of classroom observation in Cycle 1, the data showed that there was an improvement of students' participation from Meeting 1 to Meeting 2. As many as 57% in Meeting 1 and 71.4% in Meeting 2 of the students actively participated in the teaching learning process. Unfortunately, the average of the percentage of students' participation in Cycle 1 had not achieved the research success criteria. Moreover, the result of writing test showed the same thing in which only 66.7% of the students passed the standard score. Therefore, Cycle 2 was conducted with some revisions to solve the problems found in Cycle 1.

The results of observation and writing test in Cycle 2 showed an improvement and satisfying result. The result of observation showed that the students' participation during the teaching learning writing process increased from 64.2% in Cycle 1 to 77.4% in Cycle 2. It proved that the use of photographs could motivate the students and made them enthusiastic in joining the lesson. Furthermore, the improvement of the students' writing score can be seen from the percentage of the students who got score 74 or more increased from 66.7% in Cycle 1 became 81% in Cycle 2. Thus, in Cycle 2 the research success criteria had been achieved.

Considering the results of the action research, it was concluded that photographs were effective to overcome the students' problems in writing. The use of photographs in teaching writing could enhance the eighth grade students' recount paragraph writing achievement at SMP Negeri 9 Jember in 2014/2015 academic year.

TABLE OF CONTENT

TITLE	i
DEDICATION	ii
MOTTO	iii
STATEMENT OF THESIS AUTHENTICITY	iv
CONSULTANTS APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
ACKNOWLEDGEMENT	vii
SUMMARY	viii
TABLE OF CONTENT	x
LIST OF APPENDICES	xiii
LIST OF TABLE	xiv
LIST OF CHART	xv
CHAPTER 1. INTRODUCTION	1
1.1 Background of the Research.....	1
1.2 Problems of the Research.....	4
1.3 Objectives of the Research.....	5
1.4 Significance of the Research.....	5
CHAPTER 2. REVIEW OF RELATED LITERATURE	6
2.1 Paragraph Writing in ELT	6
2.2 Students' Writing Achievement	7
2.3 Recount Writing	9
2.3.1 The Definition of Recount Writing	10
2.3.2 Types of Recount Writing	10
2.3.3 The Type of Recount Writing Used in this Research	13
2.4 Aspects Assessed in Recount Writing	14

2.5 Visual Media in ELT	18
2.6 Photographs as Visual Media	19
2.6.1 Criteria for Selecting Photographs	21
2.6.2 Advantages and Disadvantages of Using Photographs in the Teaching Learning Process	23
2.7 The Procedure of Teaching Writing Using Photographs	25
2.8 The Research Hypothesis	27
CHAPTER 3. RESEARCH METHOD	28
3.1 Research Design	28
3.2 Research Area Determination Method	31
3.3 Research Subject Determination Method	31
3.4 Operational Definition of the Key Terms	32
3.5 Research Procedures	33
3.5.1 General Description of the Research Procedures	33
3.5.2 The Details of the Research Procedures	33
3.6 Data Collection Method	35
3.6.1 Interview	36
3.6.2 Writing Test	36
3.6.3 Observation	38
3.6.4 Documentation	39
3.7 Data Analysis Method	39
CHAPTER 4. RESEARCH RESULT AND DISCUSSION	41
4.1 The Results of Action in Cycle 1	41
4.1.1 The Implementation of the Actions in Cycle 1	41
4.1.2 The Results of Observations in Cycle 1	44
4.1.3 The Results of Writing Test in Cycle 1	48
4.1.4 The Results of the Reflection in Cycle 1	50

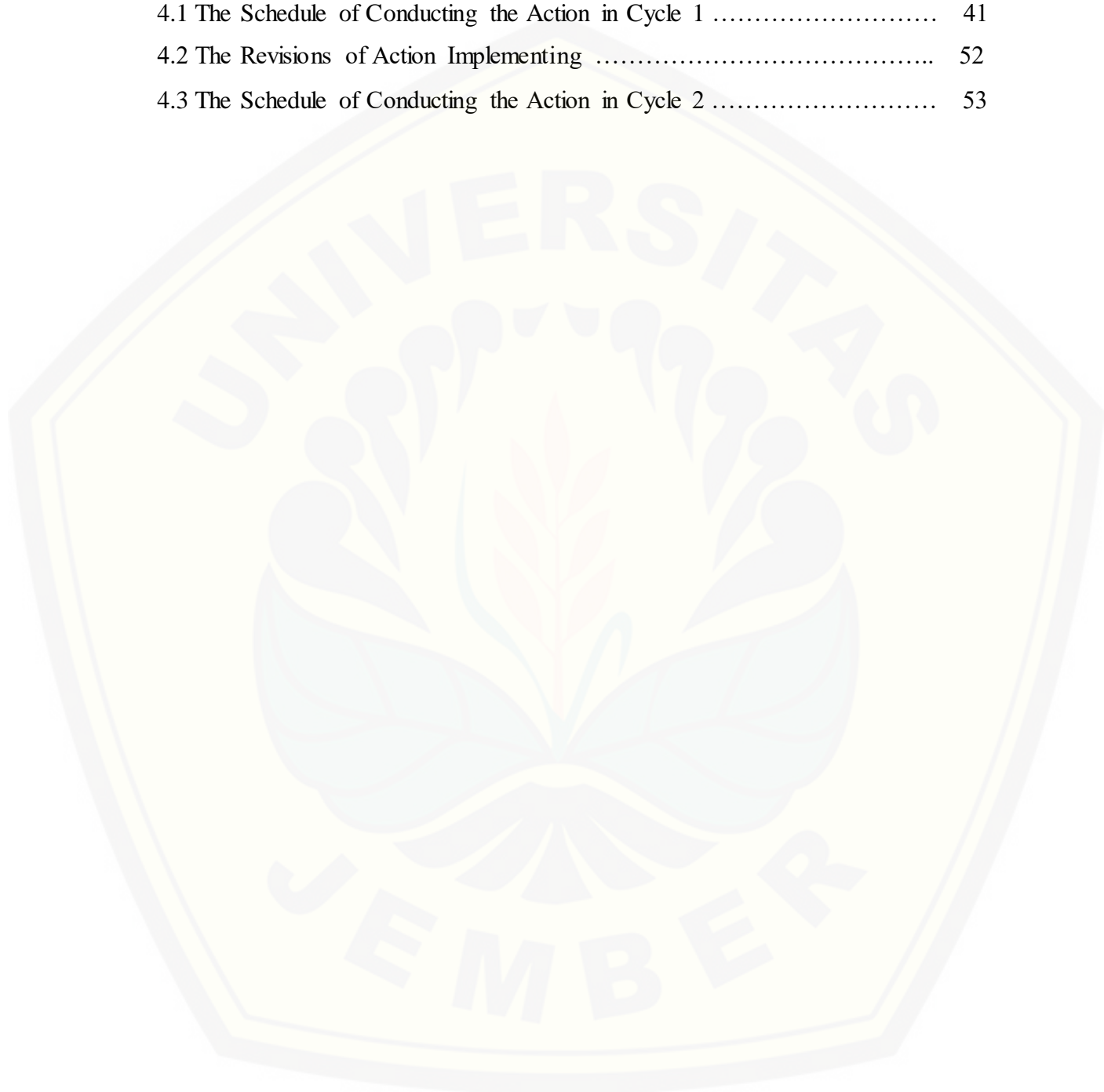
4.2 The Result of Action in Cycle 2	52
4.2.1 The Implementation of the Actions in Cycle 2	53
4.2.2 The Results of Observations in Cycle 2	55
4.2.3 The Results of Writing Test in Cycle 2	57
4.2.4 The Results of the Reflection in Cycle 2	59
4.3 Discussion	60
CHAPTER 5. CONCLUSION AND SUGGESTIONS	63
5.1 Conclusion	64
5.2 Suggestions	64
REFERENCES	66
APPENDICES	70

LIST OF APPENDICES

Appendix 1: Research Matrix	70
Appendix 2: Preliminary Study Interview	72
Appendix 3: The Previous Writing Score	73
Appendix 4: Lesson Plan Cycle 1 Meeting 1	79
Appendix 5: Lesson Plan Cycle 1 Meeting 2	87
Appendix 6: Writing Test	94
Appendix 7: Lesson Plan Cycle 2 Meeting 1	95
Appendix 8: lesson Plan Cycle 2 Meeting 2	102
Appendix 9: Writing Test	109
Appendix 10: Observation Checklist	110
Appendix 11: The Scoring Rubric	111
Appendix 12: The results of Classroom Observation	113
Appendix 13: The Results of Writing Achievement Test	115
Appendix 14: The Samples of Students' Worksheets in Writing Test	117
Appendix 15: Research Permission from the Dean of the Faculty of Teachers Training and Education	125
Appendix 16: Statement Letter of Accomplishing the Research from the Principal of SMP Negeri 9 Jember	126

LIST OF TABLES

4.1 The Schedule of Conducting the Action in Cycle 1	41
4.2 The Revisions of Action Implementing	52
4.3 The Schedule of Conducting the Action in Cycle 2	53



LIST OF CHARTS

Chart 4.1 Observation Results in Meeting 1 and 2 in Cycle 1	48
Chart 4.2 Writing Achievement Result in Cycle 1	50
Chart 4.3 Observation Results in Meeting 1 and 2 in Cycle 2	57
Chart 4.4 Writing Achievement Result in Cycle 2	58
Chart 4.5 The Improvement of Students' Participation in Cycle 1 and Cycle 2	60
Chart 4.6 The Improvement of Students' Writing Achievement in Cycle 1 and Cycle 2	60

CHAPTER 1. INTRODUCTION

The use of visual media for English language teaching has been growing recently in line with the growth of technology. Research in this issue has revealed that using visual media especially photographs in writing activities makes students write effectively. This classroom action research focuses on the use of photographs as a visual media to enhance students' writing achievement and their active participation during a teaching learning process.

This chapter presents some issues dealing with the topic of the research. It covers background of the research, problems of the research, objectives of the research, and significance of the research.

1.1 Background of the Research

It is generally accepted that language is the product of culture and it is very important in human life. In everyday life, the individuals employ language to gain knowledge, exchange ideas and express opinions. Learning and mastering many languages in order to be able to join the global communication are urged. In this case, acquiring international language that is English is insisted, because it is used in many countries in the world and plays an important role as stairs to a higher education, science, politics, tourism and many other fields. Carson (as cited in Prakasa, 2013) states that it is believable that English is a vital linguistic tool of diplomacy, business, science, technology, banking, computing, medicine, aviation, engineering, tourists, and citizens of the world.

Due to its importance and for the need of communication, in Indonesia, as the country in which English is the first foreign language, English should be taught in every stage of education level. It means that students who learn this language must master the four skills and the three components of the language. The skills are listening, speaking, reading, and writing and the language components are vocabulary, grammar, and pronunciation.

Every skill, especially writing, is important not only for academic but also occupational purposes. Pillai (2002) notes that having good communication skill in writing is pivotal for students opting for higher education. However, its beneficial may be more pronounced when entering the world of work. It is cited in www.aims.edu (2014) that nearly all professions require some form of writing on the job. For example, doctors and nurses write medical reports on patients; teachers compose materials and construct test; and nearly every worker in all business fields composes emails and other forms of written communication for customers, clients, and co-workers. Thus, mastering this skill is a must for the sake of communication in a broader purpose.

Yet, mastering writing skill is not easy since it is considered as the complex skill. According to Tiwari (as cited in Marpaung and Sinulingga, 2014:2), writing is a complex process that allows the writer to explore thoughts and ideas and make them visible and concrete. Further, Marpaung and Sinulingga in their thesis say, "Writing is a process of transforming thoughts and ideas into written form." Meanwhile, Nunan (as cited in Marpaung and Sinulingga, 2014:2) adds that writing is a mental work of inventing ideas, thinking about how to express them into statements and paragraphs which are cleared to the reader.

The way how to transform ideas which are in mind into the form of readable written passage makes writing difficult to be acquired by the students. Oshima and Hogue (as cited in Marpaung and Sinulingga, 2014:2) state that writing always has problems which put students into trouble as shown by errors made in organizing the composition and the language so that the students' writing topic cannot be stated correctly.

Afterwards, problems are found out by the researcher in the preliminary study conducted to the eighth grade students of SMP Negeri 9 Jember in the 2014/2015 academic year. The preliminary study was conducted on February, 18th 2015 by interviewing the English teacher. She said that the average score of all the eighth grade classes did not achieve the minimum requirement standard score the English at SMP Negeri 9 Jember, which was 74. In fact, the 8-C class had the lowest mean score in writing. It is proven in their previous writing scores. The previous mean

score of the students in class 8-C was 70.6, meanwhile the average score of the other classes was 72. There were only 16 students (38%) of 42 students in that class who got score 74 or more.

Further, in teaching writing, the teacher directly gave a topic to the students and asked them to write. The teacher never used media in teaching writing. Accordingly, the students faced some challenges at the moment they started to write. The challenges were finding ideas related to the topic, how and where to start writing, and organizing their sentences. Consequently, the students had poor writing products which were shown in the lack of grammar, mechanics, and context. Besides, the students became less participating in teaching learning process.

Dealing with the problems, the English teacher agreed to conduct a classroom action research collaboratively with the researcher. The researcher considered that there should be media which may overcome the students' writing problem. Thus, this research applies photographs as one kind of visual media. Jewell (2002) defines that photographs are images placed on paper from reality or from originals by a photocopying process in which usually they capture past event which cover hidden memories. Photographs have a role in "spurring the students who are afraid to write, or are intimidated by the writing process" (Kellner, 2008). Moreover, the media definitely give big help in overcoming the students' problem since it captures real people, place, and event. By using photographs as teaching media, it promotes the students to construct idea into a meaningful piece of composition.

Recently, several relevant research with the same topic were conducted and revealed satisfying results. For example, Indah (2010) in her research found that there was significant difference between students' ability in writing recount taught by using photographs and without using photographs. Furthermore, Nafisah (2013) in her research found that there was an enhancement of the students' activity in teaching writing recount text by photographs in every cycle. Besides, the previous research findin by Sadiq (2013) from Beconehouse National

University, Lahore, Pakistan, showed that there was a positive result of how photographs can enhance teaching learning process.

The previous research and this research have some differences on the research design, the research subject, and the research area. Indah (2010) applied experimental research as her research design and it was conducted on the Eleventh Year Students of SMA N 1 Batangan Pati. Meanwhile, Nafisah (2013) did her research at SMP Negeri 1 Mayong Jepara and Sadiq (2013) examined 100 respondents who all have sufficient experience of undergraduate learning at Beconehouse National University Lahore. Yet, this classroom action research was intended to enhance class 8-C students' recount paragraph writing achievement at SMP Negeri 9 Jember in the 2014/2015 academic year.

Related to some theories and the previous researches, it is revealed that using photographs can help students enhance their writing achievement. Based on the explanation above, the researcher is interested in conducting an action research entitled **“Enhancing the Eighth Grade Students’ Recount Paragraph Writing Achievement by Using Photographs at SMP Negeri 9 Jember”**.

Henceforth, hopefully, photographs as the visual media can solve the problem in writing faced by the students and also help them in develop their writing skill.

1.2 Problems of the Research

Based on the research background, the problems of this research are formulated as follows:

1. Can the use of photographs enhance class 8-C students' recount paragraph writing achievement at SMP Negeri 9 Jember in the 2014/2015 academic year?
2. Can the use of photographs enhance class 8-C students' active participation in the classroom during the teaching learning process of writing at SMP Negeri 9 Jember in the 2014/2015 academic year?

1.3 Objectives of the Research

According to the problem of the research above, the objectives of this classroom action research are as follows:

1. To enhance class 8-C students' recount paragraph writing achievement at SMP Negeri 9 Jember in the 2014/2015 academic year.
2. To enhance class 8-C students' active participation in teaching learning process at SMP Negeri 9 Jember in the 2014/2015 academic year.

1.4 Significance of the Research

The results of this research are expected to be useful for the following people, they are:

1. The English Teacher

The results of this research are expected to help the teacher to overcome some problems during the teaching learning process, especially in teaching and developing students' writing skill. Also, it is expected to increase teachers' insight toward many kinds of visual media which enables them to present their writing materials contextually in diversely attractive presentation.

2. The Students

The results of this research are expected to help the students overcome their writing difficulties, to give them a new learning experience in writing activity by using photographs, to enhance their writing achievement particularly in recount text and their active participation, as well as to motivate them to learn English more actively and creatively.

3. The other Researchers

The research results are hopefully useful for other researchers as a reference to conduct a further research in the same topic but using different research design to enhance the quality of teaching writing for example, using experimental research.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter reviews some theories underpinning the topic of the research. They are: (1) Paragraph writing in ELT (English Language Teaching), (2) Students' writing achievement, (3) Recount writing, (4) Aspects assessed in recount paragraph writing, (5) Visual media in ELT, (6) Photographs as visual media in ELT, (7) The procedures of teaching writing using photographs, (8) The research hypothesis. These topics are going to be briefly discussed in the following sections.

2.1 Paragraph Writing in ELT (English Language Teaching)

In English Language Teaching (ELT), paragraph writing is one of the skills which is taught to Junior High School students in Indonesia. This is in line with the KTSP Curriculum for Junior high School showing that paragraph writing is the basic competence. It says, "Pembelajaran bahasa Inggris di SMP/MTs ditargetkan agar peserta didik dapat mencapai tingkat *functional* yakni berkomunikasi secara lisan dan tulis untuk menyelesaikan masalah sehari-hari" (KTSP Curriculum for Junior High School, 2006:277).

In fact, in English language teaching, writing a paragraph can be a big problem for students because of what Richards (as cited in Prakasa, 2013:13) argues that "learning to write in either the first or second language is one of the most difficult tasks a learner encounters." The difference between English writing structure and Indonesian writing style puts Indonesian students in trouble. They used to create long and complicated sentences which are less meaningful whereas English is accustomed to having straightforward and meaningful sentences. Further, the problems Indonesian students commonly faced are various from finding and expressing ideas, to organizing the ideas coherently and cohesively. Moreover, in writing, they should develop their ideas by following the writing process and considering some aspects of writing.

The focus of this research is a readable composition in the form of a paragraph. Commonly, a paragraph consists of a topic sentence which states “the writer’s main idea or opinion about the topic” (Zemach & Rumisek, 2003:14), some supporting sentences explaining “more detailed ideas that follow the topic sentence” (Zemach & Rumisek, 2003:12) and a concluding sentence which is explained by Zemach and Rumisek (2003:19) as “the final sentence of a paragraph which sums up the main points or restates the main idea in a different way.” So, there are three parts in a paragraph.

There is no definite number of the length of a paragraph. As stated by Kane (2000:89), “No one can say how long a paragraph should be.” Otherwise, Zemach and Rumisek (2003:11) have different view that “a paragraph is often between five and ten sentences long, but it can be longer or shorter, depending on the topic.” Therefore, in this research, each student was demanded to write a paragraph in around ten sentences. It was also considered as the appropriate length of a paragraph for the students in Junior High School.

2.2 Students’ Writing Achievement

Generally, achievement relates to one’s successful performance in accomplishing a certain object. Meanwhile, Hughes (2003:13) notes that “achievement is directly related to language courses, their purpose is to explain how successful individual students, group of students, or the courses themselves have been achieving the objectives.” When this term to be brought to students’ writing achievement, it means the students’ performance in producing a written text which is gained from writing test based on the score on the aspects of writing such as grammar, vocabulary, mechanics, content and organization after being taught in classroom.

There are two kinds of method that can be used to assess students’ writing achievement; they are holistic and analytic scoring method. According to Hughes (2003:94), holistic scoring method “involves the assignment at a single score to a piece of writing on the basis of an overall impression on it.” Meanwhile, analytical scoring method is a method which “compares a piece of students’

writing to a list of criteria that describes an ideal piece of writing.” (Bratcher & Ryan, 2004:43).

Holistic scoring method according to Bratcher and Ryan (2004:63) depends on comparisons with other pieces of writing rather than on comparisons against a predetermined scale of criteria.” From practical point of view, as Weigle (2002:112) states, holistic method is “faster because an assessor only reads a piece of writing once and assigns a single score.” It also gives writers more rewards for what they all do because it focuses the reader’s attention on the strengths of the writing, not on its deficiencies. It means that for instance, one’s writing has around 100 words which contain inappropriate dictions, wrong mechanics, and incorrect grammar is better than another one which only has 50 words with proper vocabularies, accurate mechanics, and correct grammar.

Accordingly, it causes the disadvantages of holistic method when it is applied, particularly in foreign language contexts. The disadvantages relate to the criteria of assessing and the person’s writing ability information. In the holistic method, assessors “do not necessarily use the same criteria to arrive at the same scores” (Weigle, 2002:114). The criteria used in holistic scoring as mentioned by Markham, Sloan, and McGinnis (as cited in Weigle, 2002:114) “correlate with relatively superficial characteristics such as length and handwriting.” Moreover, a single score gained from this method “does not provide useful diagnostic information about a person’s writing ability” (Weigle, 2002:114). Consequently, it causes a big problem for either second or foreign language writers because Weigle (2002:114) elaborates that “different aspects of writing ability apply on different writers. It may harm the writers who “have excellent writing skills in terms of content and organization but may have much lower grammatical control” (Weigle, 2002:114).

Another method of scoring is analytic method in which Bratcher & Ryan (2004:43) devote this method “attempts to break a piece of writing into its component parts.” It is based on the assumption that the quality of a piece of writing is the sum of the quality of each component of the writing. In addition, Weigle (2002:114) emphasizes that in analytic scoring; scores are given based on

“several aspects of writing or criteria rather than given a single score.” The aspects of writing as indicators to evaluate the students’ writing are “grammar, vocabulary, mechanics, content and organization.” (Jacobs *et al.* in Weigle, 2002:115).

Thus, in this case, analytic method has advantages over holistic method. It gives more complete information about students’ writing abilities. It is also more reliable. Afterwards, it is useful for assessors training, as they “can more easily understand and apply the criteria in separate scales” (Weigle, 2002:120). Besides the advantages, analytic scoring also has disadvantages. The major disadvantage is what Weigle (2002:120) states “it takes longer time” to give a score on a piece of writing because the assessor “are required to make more than one decision for every script.” (Weigle, 2002:120).

Based on the advantages and disadvantages of each scoring method, as well as considering the ability of the researcher in assessing students’ writing works, this research employs analytic scoring method to assess students’ recount paragraph writing achievement. As the indicators in evaluating the students’ writing test, the five aspects of writing in the form of scoring rubric established by Cohen (1994) are used and adapted in this research.

2.3 Recount Writing as One of Text Types

SMP Negeri 9 Jember applies KTSP Curriculum in the teaching of English. For the eighth grade students, a set of teaching writing activities have been listed in the curriculum. One of the activities covers writing a functional text. Based on the curriculum, the texts that must be taught to the eighth grade students include recount and narrative text.

As stated in the KTSP Curriculum for SMP/MTs, one of the standard competences of the eighth grade level for writing is “mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.” Thus, this research was focused on the students’ achievement in writing recount paragraph. It was chosen

because this genre of the text is taught to the eighth year students of SMP and it was appropriate with the teaching media used in this research.

2.3.1 The Definition of Recount Writing

Recount writing can be defined as a composition which tells the readers about events in the past chronologically. As defines in the resources paper entitled “Engaging in and Exploring Recount Writing”, recount writing is used to “relate experiences or retell events for the purpose of informing, entertaining or reflecting” (Anonymous, 2012:1).

2.3.2 Types of Recount Writing

The types of recount writing vary from personal to literary recount writing as stated in the paper of Department for Education and Child development, entitled “Engaging in and Exploring Recount Writing” (2012:1), recount text can be divided into five types, there are:

a. Personal Recount

Personal recount retells an event happened in past time in which the writer has been personally involved in, e.g. someone’s diary. Example:

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was "Honda 75". I thought it was small light object and easy to ride, so that I persuaded my father to teach me to ride "Honda 75 ". Firstly, he began to teach me riding the motorcycle around a field in my village. One day later, when I was alone at home, I intended to try my riding ability. All ran well in the beginning, but when I was going back to my home and I had to pass through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch. After that, I told my father about the accident. (Written by Resdwitarini, taken from <http://www.englishindo.com/2014/03/recount-text-full-materi-contoh.html>)

The above example of recount paragraph belongs to personal recount because the writer is the main character telling the readers about her experience chronologically in the past. Moreover, the writer mainly uses the first person point of view (using pronoun ‘I’ rather than ‘she’ or ‘he’ as the third person point of view).

b. Factual Recount

Factual recount reports a true event by reconstructing factual information. It is retold by someone who is not personally involved in the situation but thinks it is interesting to write about, e.g. news report. Example:

Children's Day

On Children's Day in 1999, a technology company treated more than 200 underprivileged children to a 'high-tech' experience. They were given training on information technology. The company wanted to provide opportunities for these children to learn more about the Internet and the latest technology. They wanted to help the less fortunate in the community. (Taken from <https://sites.google.com/site/p5cwriting/references/examples-of-factual-recount>)

The above paragraph is one example of factual recount because the contents are based on factual information. The information are reconstructed and reported in order to inform that in that year (1999) there was an event which was established to celebrate children's day.

c. Imaginative Recount

Imaginative recount applies an imaginary role in order to retell a true experience and gives detail on events, e.g. one's experience in a rainforest.

Example:

My Rainforest Adventure

Today I woke up at 5:00 am in the morning. I put on my loose fitting shirt, trousers, sturdy black boots with little holes in them, and wide brimmed hat. I decided to explore the forest floor. The first animal I saw was a magnificent, giant eastern brown snake. I was so scared I felt like I wanted to run but that would be really dangerous! The second animal I spotted was a beetle eating a rotten berry. I bent down to have a closer look but it stank like rotten eggs and onion mixed together. Then I turned to the right and saw a bowerbird collecting lots of blue stuff like wrappers and blue flowers. It had beautiful, magnificent, midnight-blue eyes and it looked very graceful. By now I had seen enough on the forest floor so I decided to go to the Understorey. So I went to the bridge in the Understorey 20m high off the forest floor. (Written by Rogers, taken from <http://www.write4fun.net/view-entry/153240>)

The above paragraph is the example of an imaginative recount because the writer retells her experience in exploring the rainforest in imaginative way. It is showed by the use of some adjectives which describe some nouns imaginatively.

For example the writer describes a snake by using some adjectives like 'magnificent, giant, eastern, and brown'.

d. Procedural Recount

Procedural recount is characterized by the present of some steps of doing something in an order in past time. It is written after the procedure has been done completely, e.g. experience in making something. Example:

How I Made Invisible Ink

I successfully made invisible ink by using a lemon, a bamboo skewer, a piece of sketching paper, and a cigarette lighter. Firstly, I squeezed the juice from the lemon. Next, I dipped the bamboo skewer into the juice and wrote on the paper. When the juice was dry it could not be seen. To reveal the writing, I held the flame of cigarette lighter under the paper. The heat caused the juice to turn brown and made the message visible. (Written by Oktavian, taken from <http://syifalailihapsari.oktavian.blogspot.com/2013/10/bahasa-inggris-procedural-recount.html>)

The above paragraph is the example of procedural recount since the writer tells to the reader about her experience in making invisible ink. It happened in the past and covered some procedures to produce something.

e. Literary Recount

Literary recount is a story of past event, either real or fictional. It must include creativity, emotion and figurative (descriptive) language. Moreover, the passage is created to build more emotional connections between the reader and the story. The function is to retell a series of events for the purpose of entertaining.

A Brush with a Shark

We were camping at a beach near Mallacoota. It was a beautiful day — the sky was blue and the water was sparkling. We wanted to go body surfing, but the locals warned us that there could be sharks around. In we went, and the waves were big, but something funny was going on. There were little fish everywhere. They were flying through the water, skimming through our legs. Soon I discovered what was frightening the fish. As I turned to catch the next wave, I heard the shout...SHARK! It was on top of the wave, surfing towards me. Before I had time to turn around it brushed past me, heading for the flying fish. I practically walked on the water as I raced towards the beach. As I stood on the shore, I could see my heart bumping in my chest. My brush with a shark had been just a little too close for comfort. (Written by Carmen, taken from <http://sites.cdnis.edu.hk/teachers/karencarmen/2011/02/22/literary-recounts/>)

The above story is the example of a literary recount paragraph because the writer retells his experience uses figurative language to build emotional connections between the reader and the story. Some sentences in the story are structurally arranged to bring the reader's emotion up and down. Finally, the writer ends the paragraph by stating the sentence literally.

2.3.3 The Type of Recount Writing Used in this Research

The personal recount paragraph writing was chosen in this research because it was considered as the appropriate composition for the eighth grade students. The consideration was based on the curriculum used which stated that "Menyampaikan fakta tentang kegiatan *seseorang* pada masa lampau (recount text)" in which 'seseorang' can be the students' own personal recount story.

The following is an example of personal paragraph recount writing:

Title	My Holidays
Orientation	During the holidays, our family went to Victor Harbor. We stayed in a holiday apartment. There were nine other apartments where we stayed.
Sequence of events	After we unpacked our things, we went to the beach. At the beach we met our cousins and played with them. Later on, Mum went shopping with my brother to buy some groceries. While she was shopping, Dad and I went fishing. The next day we went to Greenfields Adventure Park. It was really crowded. Every day we went to the beach. Sometimes while we were there, we went fishing with Dad.
Re-orientation	On the last day of our holiday, we all went fishing again. We caught lots of fish. It was really cool fishing with Dad.
(Taken from: Engaging in and Exploring Recount Writing http://www.decd.sa.gov.au/literacy/files/links/Recount_Writing_June_2012.)	

Typically, there are three generic structures of recount paragraph based on what is stated in an article entitled "Engaging in and Exploring Recount Writing", (2012: 2); they are as follows:

- a. Orientation
It provides the reader with background information needed to understand the paragraph, e.g. who, when, where
- b. Sequence of Events
It contains the series of events typically ordered chronologically.
- c. Re-orientation
It is a summary statement or an evaluative comment or a return to the starting point. (Taken from: Engaging in and Exploring Recount Writing http://www.decd.sa.gov.au/literacy/files/links/Recount_Writing_June_2012.)

Besides, recount paragraph writing has language features which are listed as follows:

- a. Using Past Tense
e.g.: went, reached, built, etc.
- b. Using Action Verb
e.g.: sang, danced, read, etc.
- c. Using Linking Verb
e.g.: was, were, had, etc.
- d. Using Adjectives
e.g.: wonderful, enjoyed, fantastic, etc.
- e. Using Chronological Connection
e.g.: firstly, then, after that, etc.
- f. Focusing on Specific Participant
e.g.: I, my friends, my friend and I, etc. (Taken from: <http://britishcourse.com/tag/language-feature-of-recount-text>)

The verb or linking verb used in recount paragraph has to be in past tense which indicates that the events happened in the past time. Meanwhile, the chronological connection is to make the paragraph recount has chronological order. The last, recount text usually tells the readers about one's experience, so that specific participant is commonly used.

2.4 Aspects Assessed in Recount Paragraph Writing

As a productive skill, writing has some aspects that should be acquired by the writer in order to create a readable piece of writing. Those aspects according to Hughes (2003) are "content, organization, vocabulary, grammar, and mechanics."

Obedying the aspects of writing is beneficial for the writer since his writing may be considered as a credible piece of writing. Accordingly, this research employed the five aspects of writing as indicators to assess the students'

achievement in writing a recount paragraph. They are content, organization, vocabulary, grammar, and mechanics. Further, they are elaborated as follows.

a. Content

Content can be said as the essence of a message which is expressed through writing. The essence itself consists of “factual information, interpretation, and ideas a writer uses” (Bratcher & Ryan, 2004:21). It is expressed in a topic sentence, and then controlled by supporting sentences.

b. Organization

Organization is the way in which a passage is organized. Organization deals with Bratcher and Ryan (2004:24) say that “how the sentences/ paragraphs/chapters communicate meaning by their order” coherently and cohesively. It is essential in helping readers understand the content of writing. Further, both of them are briefly discussed as follows.

1) Coherence

Coherence refers to how a paragraph is organized consistently by considering what what Bram (1995:21) explains, “Every coherent paragraph contains smoothly-connected ideas. That is why “coherence plays a crucial role in making a paragraph read well” (Bram, 1995:21). This means that a paragraph consists of sentences which are interrelated in ideas which flow in such a way.

In addition, there are two requirements of a coherent paragraph which Kane (2000:95) proposes that they must have “relevance – every idea must relate to the topic and effective order – ideas must be arranged in a way that clarifies their logic.” To be logic and clear, the transition words such as, *however, furthermore, finally, etc.* are employed because Bram (1995:22) argues that “without transition words, it is rather difficult to produce a coherent paragraph.”

2) Cohesion

A paragraph is cohesive or unity in which what Bram (1995:20) explains that “all sentences in a paragraph should focus on the one thing expressed in the topic sentence.” It can be achieved by placing a good and clear topic sentence “at the very beginning of the paragraph” (Bram, 1995:20).

The following is the example of a paragraph which is coherent and united in organization:

Terrible Day

Last Sunday was a terrible day. My cousins and I were playing football in front of a house together to spend our time. *First*, it was really fun until I kicked the ball too strong, so leaded into a window and I broke the window. *Suddenly*, we heard a loud voice, the owner came to us and he shouted on us. *Then*, one of my cousins told us to run. We all ran. *Suddenly*, we heard a bark sound. The owner let his dog chase us. The dog caught me and beaten my leg. My cousins took me to the doctor and told my parents. The doctor said that I was exposed to rabies. *Then*, I was hospitalized for one more week. (Written by Dewidian, taken from: <http://www.slideshare.net/dewidian4/cclause-1>)

The above paragraph is coherent because all the sentences relate to the topic show how terrible the day of the writer at that time. In addition, the use of the transition words make the paragraph has clear sequence. Besides, the paragraph is also united since it has clear topic sentence which is placed at the very beginning of paragraph and followed by sentences which express the same thing with the topic sentence.

c. Vocabulary

As one of the writing aspects, vocabulary is also as important as the other aspects. Having a great number of vocabularies will be beneficial for a writer, since Bram (1995:48) notes that vocabularies or “words are the basic tool for writing.” Through vocabulary, a writer can express their ideas. A paragraph is good or not depends on the choice of vocabulary. Consequently, a writer has to be more careful in selecting a word; it should be appropriate with the context.

d. Grammar

Grammar relates to the way the writer structures sentences into a fair passage. Grammar makes the passage more understandable and acceptable as Fairbairn and Winch (1996:108) explain that “grammar is a set of rules to help writer to construct sentences that make sense.” Grammar also reflects the writer’s intelligence as Fairbairn and Winch (1996:108) declare, “Poor grammar means your writing is unintelligible.” Thus, it is important to have the adequate grammatical forms in writing a sentence to convey messages in the form of

written text. There are some basic points offered by Fairbairn and Winch (1996:109) which need to be attended in constructing sentences. They are as follows:

1) Make Sure that the Sentences Contain a Main Verb.

All sentences in English always appear by having subject and verb. No matter what the verb is, whether it is transitive or intransitive or even linking verb, main verb should appear in a sentence. For example, "Jonathan eats dozens of cakes." The subject 'Jonathan' contains the transitive verb 'eats'. The verb makes the sentence grammatically correct. Omitting the verb in the sentence causes unclear sentence.

2) Make Sure that Verbs and Nouns or Pronouns Agree.

Agreement is the term that plural noun or pronoun should be in pair with plural verb as well as the singular noun and pronoun should meet singular verb. For instance, "We sits down next to you" is not in agreement. The statement has plural pronoun 'we' but it meets with singular verb 'sits'. To make them acceptable in Standard English, it should be changed into "We sit down next to you."

3) Ensure that Tenses of Verbs are Consistent.

In Standard English, the consistency of verb in a sentence is very essential. It indicates when the tenses are used in the sentences. Ensuring that tenses of verbs are consistent in meaning for instance, if a sentence refers to something in the past; it has to use past-tense form of verbs. The same thing also happens when it deals with present and future tense. One of the examples, "I came home earlier, but no one welcomed me at home." Both verbs in the statement are consistently in the form of past tense.

4) Make Sure that No Crucial Words are Missing.

In constructing a sentence, there are parts of sentences which have their own roles, whether as a subject, verb, or object. All these parts are crucial words which we may not miss or the sentence will not be meaningful anymore. In other words, a sentence should be in a complete form. For instance the statement "You the first scene." This statement is partly missing the verb which causes confusion.

Accordingly, the readers will get no information upon the sentence. It will be much better if the statement becomes “You missed the first scene.”

e. Mechanics

The term mechanics in writing can refer to conventions or what Bratcher and Ryan (2004:26) prefer to define as “for grammatical correctness in writing.” The correctness is dealing with punctuation and spelling. Both of them are very important in helping the reader understand the meaning of what the writer writes. The use of bad punctuation will end up with altering the intended meaning in a passage. Meanwhile, “poor spelling can make meaning ambiguous and can be irritating to read.” (Fairbairn and Winch, 1996:100).

2.5 Visual Media in ELT

By the time, man has been intervened by the use of visual representation of reality to deliver information. Nowadays, this phenomenon still happens in which people “live in highly visual world, dominated by visual message” (Domin, 2014:1). In everyday life, people employ the use of eyes more than other senses. Seeing commercial break, watching movies, reading news on the electronic media are the examples of the use of visual activities in daily life. A number of information carried by the media is in the form of pictures. Pictures which are provided with information arouse the interpretation and also possess all important features which will be effective aid for English language teaching.

Visual media which contain messages help add elements of reality for the students in teaching learning activities. According to Ansley (cited in Sa'diyah, 2014:166), “educational experiences that involve the learner physically and give concrete examples are retained longer than abstract experiences such as listening to a lecture.” Through visual media such as picture, videos, maps, diagrams and photographs complex ideas can be conveyed at a glance and can give more meaningful message.

In teaching a language, visual media serve all types of learning style, even though it works in distinct ways. Each student has different physical perception of

what is seen as “allowing a greater range of responses to any given visual” (Canning, 2001:5). However, it is not a big deal; because the student may be able to interpret what they see and what Canning (2001:5) says “relate it to language in two distinct ways. The two ways are elaborated by Canning (2001:5). First, they may use top down visuals to test ideas against facts or solve specific problems. Secondly, the learner may use bottom up visuals to scan and organize information with the use of graphics. Moreover, it is based on a fact that biologically “the eye is not separated from the brain” (Canning, 2001:5). Both of these parts exist in the same organ and work together as receptor and processor tool.

Accordingly, this is not a mistake of taking advantage of the presence of visual media in supporting the English teaching and learning process. Visual media have many different forms. Billows (as cited in Domin, 2014:2) divides visual media into three main groups:

- a. 2-dimensional media include wide variety of pictures and drawings, such as all kind of pictures, postcards, posters and magazines, maps and plans, tables, charts, diagrams, photographs, mind maps and time lines, picture stories, cartoons and comic strips, film, video, television, cinema and OHP transparencies and slides.
- b. 3-dimensional media cover mimes, gestures, facial expression, acting a situation, and puppets.
- c. Other visual media refer almost everything presents information visually and is used in teaching process. These are realia such as a calendar, a clock, a mirror, toys and art: paintings, albums of photographs, and sculptures. (Billows as cited in Domin, 2014:2)

All of the media are beneficial for teaching learning process. It can be used in many various activities in supporting English language teaching. Meanwhile, this research uses photographs as 2-dimensional media which present information visually. It is chosen because it is appropriate to help students in writing a recount paragraph.

2.6 Photographs as Visual Media in ELT

Photographs as visual media are widely used in English language teaching, especially for teaching writing skill. It is used because of what Kellner (2008) urges, “photographs can be used to inspire either expository or creative pieces”. Teachers should use photographs in teaching writing rather than other types of

pictures since according to Kellner (2008) using photographs in writing, the students never again complain that they have nothing to write about. Principally, “photographs are omnipresent in the daily lives of most students” (Viskochil, 1998:46). Students are definitely familiar with this media.

Using photographs beneficially helps students to brainstorming ideas to write about. Calhoun (1999:68) says that using photographs can assist students to “develop their skills in beginning research and using their observation skills to base what they say and write on evidence”. The reason is the authenticity of information contains behind it gives enough information for supporting materials presented in the class. The authentic information possessed by photographs exist because Jewell (2002) assumes that “Photographs are images placed on paper from reality or from originals by a photocopying process.”

Moreover, photographs allow students to describe things even if there is no word to do so. Viskochil (1998:50) explains, “Photographs are important windows into the past that can be appreciated both for their aesthetic attributes and for the incredible amounts of data that they may contain.” Considering the history contains behind it, photographs can work better when collaboratively used with text. It provides a balanced look at the history that the written, printed, or spoken word alone cannot provide.

While students are brainstorming, photographs show better details and contain real life content which attract students’ attention as Lederle (2012) believes that the “real-world authenticity” contained in a photograph “can rivet students’ attention, spark inquiry and draw them into a writing topic or task.” Photographs are the best among other picture because it also can “stimulate creative and critical thinking while also helping students to mastering content.” Lederle (2012)

The other role of photographs is that they can stimulate students’ imagination as Youra (2009:1) experiences that “Students’ comments and actions reflected increased insight as they began to see photography as rhetoric, as language, and to see the analogies between photographic and verbal expression.” Accordingly, “it triggers the students to explore new possibilities in writing” (Youra, 2009:1).

2.6.1 Criteria for Selecting Photographs

Photographs should fulfill several criteria in order to be beneficially applied in accordance with the objectives of teaching learning process. In this case, the teacher and the researcher collaboratively determine the best use of photographs which is suitable for process in teaching learning. The determination is based on the criteria in selecting photographs based on two considerations which are mentioned by Sudjana and Rivai (2013:73) namely education and arts. It means that the criteria in selecting photographs should consider the appropriateness of photographs with the teaching learning objective without ignoring the artistic quality of photographs itself. Furthermore, Sudjana and Rivai (2013:74) settle the criteria of selecting photographs as follows:

a. Photographs Must Have Appropriateness

The appropriateness means that the media have to be suitable with the goal of teaching learning process, the level of students' age, and the topic of lesson. In achieving the goal, the media must present much information to support the goal and the need of the process. Meanwhile, dealing with the level of students' age, photographs should be realistic, live, colorful, and big enough to be studied in detail. In addition, they have to contain simple pattern and concept in order to match with the topic.

b. Photographs Must Meet the Requirement of Qualified Artistic

Good composition, effective coloring and superior shooting technique are the requirement of the quality of art. Good composition means that the photos have clear limelight with the result that it provides balance to overall picture, so that the message behind the picture will be easily communicated. Further, the selection of the appropriate colors with reality can add more realistic impression and alluring attention. The last, superior shooting technique is worth more than the composition and coloring.

c. Photographs Should be Appropriate in Size and Explicit

By providing the right size of photos which can easily be observed, the students' understanding, participation and attention are hopefully increasing. Meanwhile, accuracy and detail of the photos can describe reality better.

d. Photographs Should be Valid

Validity of photos means a photo should be as representative as possible. A valid photo shows an actual situation and delivers correct message according to reality. For instance, the use of traditional method in agriculture of developing countries which still use buffalo and plow in the fields should appear as it is.

e. Photographs Should Attract Students' Attention and Motivation

It deals with choosing photos which are familiar and close to the students' life. For example the photos of train, plane or their own photos with family, is considerable in attracting their attention and motivation in the teaching learning process.

The following is the example of photograph which fulfills all the criteria of a good photograph for teaching learning activities:



The photograph is considered as a good photograph based on the criteria of selecting photograph. At first, the photograph is appropriate with the topic of the lesson and the level of students' age. The photograph is about picnic at the beach.

In daily life, the students must recognize the context. Moreover, the content does not contain pornography, violence, and disturbing images. Second, the photograph has artistic value because it is colorful so that it can be observed in detail. It shows unambiguous thing because it was taken in right distance and has enough light. In addition, the photograph is accurate and valid because the boat, the monkey and the others are described and represented as the reality.

2.6.2 Advantages and Disadvantages of Using Photographs in the Teaching Learning Process

As one example of visual media used in class, photographs bring not only advantages but also disadvantages. The advantages and disadvantages of photographs for teaching writing in the classroom are going to be elaborated in the following parts.

a. The Advantages of Using Photographs in Teaching Learning Process

Firstly, photographs are beneficial in giving factual context. In learning process, the students need a concrete context to draw out ideas before starting to write. Providing photos as media which is regarded as something concrete enhances students' understanding and engagement, which in turn help them develop their ideas to enrich their writing. Photographs as one kind of pictures, are very important as Wright (in Yusuf, 2011) declares "in helping students to retell experiences or understand something since they can represent place, object, people, etc." Photos help the students understand a more general context. It is supported by Walter (as cited in Sa'diyah, 2014:165) that "providing visuals help contextualize instruction in the classroom." It means that photographs "can translate abstract ideas into more realistic forms" (Latuheru in Yusuf, 2011).

Secondly, photographs have advantages which refer to what Latuheru and Klasek (cited in Yusuf, 2011) say that they are "easily obtained, inexpensive, and familiar medium of communication." Today, almost everyone owns a digital camera. As if by magic, with one press capturing button, a real scene in every moment can be frozen by using the tool as a picture and saved in the gadget which can be seen every time it is wanted. This means that the medium is not something

strange or new for the students. Hence, most students probably have collections of photographs and they can create them easily without paying any cent.

Another valuable advantage of photographs is that they stimulate students' interests which "instantly help them experience success and have a sense of empowerment in their learning process" (Friesen, 2012:39). Related to the statement, photos are familiar pictures which the students have in daily life and apply it as media in learning process will trigger their interest and decrease their strain. The impact absolutely is willingness of the students to learn. Their enthusiasm, later on, is useful to achieve the objectives which are settled in teaching learning process.

Based on the advantages carried out by photographs as visual media, there is no doubt that the media are totally appropriate to be applied in the process of writing a recount text. Photographs usually capture past events, and they surely can help students remember details about people, places and events. In short, they can be powerful sources of text. Besides, a photograph is worth a thousand words because one picture can tell students something, and even have sequences of story behind it. It is suitable with writing a recount text because recount text is used to reconstruct past experiences by retelling events and incident in an order in which they have occurred. Therefore, the researcher chooses photographs as visual media to enhance the students' achievement in writing recount paragraph.

b. The Disadvantages of Using Photographs in Teaching Learning Process

There are also several disadvantages in using photographs within a teaching learning process. According to Sudjana and Rivai (2013:72), there are three cases come up as the disadvantages carried out by the media, they are:

- 1) The size is sometimes not big enough to be used for a large group in class.
- 2) Since it is two-dimensional media, it will be difficult to draw a realistic thing which should be pictured in three-dimensional form.
- 3) No matter how wonderful the photographs are, they are still two-dimensional pictures which cannot show the movement of living creature likewise video do. (Sudjana and Rivai, 2013:72)

However, the disadvantages can be solved. The first disadvantage can be minimized by showing the photographs through LCD projector. By doing so, the whole class can see it clearly. Meanwhile, for the second disadvantage the way how to solve it is by taking photographs from many different sides to give more clear perspective towards certain thing. The last, for the third disadvantage, the solution is by showing and arranging photographs in series. Photographs which are arranged in chronological order can make motion impression.

2.7 The Procedures of Teaching Writing Using Photographs

In this research, the researcher adapts the procedure of writing process proposed by Stead and Hoyt (2011: 19) as the procedures of using photographs in teaching writing, so it is more suitable for the eighth grade students. The writing process covers prewriting, drafting, editing, revising, and publishing. Thus, the procedures of teaching learning process by using photographs are as follows:

a. Prewriting Stage

In pre-writing stage, the students need to choose a topic and get “facts from pictures, books, the computer, videos, and interviews” (Stead and Hoyt, 2011:19). From these kinds of sources then the writer is generating ideas related to the topic by clustering, listing, or brainstorming. Since in this research photographs was used as the media, so the teacher asked the students to generating ideas by listing at least 5 simple verbs based on the photographs they bring. They also needed to change the simple verbs into past form since recount paragraph uses past form of verb. Then the students were demanded to construct sentences based on the verbs they got. It was done in order to collect information based on the photographs. Then from the information, the students were guided to write the draft of their own personal recount paragraph.

At this stage, the students also did not need to think about grammar, mechanics and so forth. Jordan *et al.* (2007:117) provoke a writer to “write freely and rapidly”. He adds that the writer “might freely write in response to music,

ideas, experiences, photographs, advertisements, or art works.” Afterwards, the writer should highlight ideas that are possible to be the starting points.

b. Drafting Stage

In whilst-writing stage, the students were required to make a draft and develop what they have got from the first stage. In this stage, the teacher asked the students to write a simple recount paragraph writing containing about 10 – 15 sentences based on the sentences they have from the previous activity.

In drafting, they put their ideas on paper and only do what Stead and Hoyt (2011:19) say “focuses on what you want to say.” The students do not need to be worried about the convention in writing such as punctuation, spelling, grammar, or neatness because it will be reworked, rearranged, reorganized, or revised, and edited to get satisfactory result.

In addition, draft is a beginning, an effort to clarify thinking about the paragraph’s main ideas. Drafting is also a way to discover more ideas about a certain topic, since new ideas will come. That is all a draft is which is never perfect. The students should go to the next stage to turn it to become a perfect final version.

c. Editing and Revising Stage

When the students came at this stage, it means that the process of writing is almost done referring to Latief (2003:53) who says “editing is putting the last touches on the work to make sure it flows well like adding any missing pieces or removing parts that do not fit.” In addition, this phase is where the students check the spelling, grammar, and mechanics.

Meanwhile, revising is one of the most important phases of a writing process. It focuses on different aspect of writing, from how well the ideas are expressed and organized to sentence structure. Revising a piece of work can be done by “adding, rearranging, removing and replacing sentence” (Jordan *et al.*, 2007:119). That is why revision is essential to create a good writing. In many cases, a draft may be out of sequences, with irrelevant information that needs to be moved or

thrown away. In the same way, sentences have to be corrected or combined in order to deliver effective information.

Thus, in this stage the teacher asked the students to swap their works with their seatmate. They got peer-editing activities in which they discussed their works. It dealt with revising content, editing for writing conventions (spelling, punctuation, and grammar) and text organization. Hopefully by doing this activity the students were more sensitive on the mistakes which may occur in writing process.

d. Publishing Activity

Finally, the students come to the last stage that is publishing. It is time to present and share the final work which has passed the writing process as Jordan *et al.* (2007:121) express that “a neat final copy is the result of a well-executed writing process.” The students were asked to show off their work. Some of representative students wrote their final work on the white board. Then, they had to submit all their works to the teacher.

2.8 The Research Hypothesis

Based on the research problem and review of related literature, the action hypotheses of this research are formulated as follows:

- a. The use of photographs can enhance class 8-C students' recount paragraph writing achievement at SMP Negeri 9 Jember in the 2014/2015 academic year.
- b. The use of photographs can enhance class 8-C students' active participation in the classroom during the teaching learning process of writing at SMP Negeri 9 Jember in the 2014/2015 academic year.

CHAPTER 3. RESEARCH METHODS

This chapter presents the methods which are going to be applied in this research. It covers the discussion of the research design, research area determination method, research subject determination method, operational definition of the key terms, research procedures, data collection method, and data analysis method.

3.1. Research Design

The objective of this research was to enhance class 8-C students' recount paragraph writing achievement and active participation by using photographs at SMP Negeri 9 Jember in the 2014/2015 academic year. Therefore, this research applied Classroom Action Research (CAR) as the research design. Carr and Kemmis (as cited in McGinty, 2006) describe action research as being about the improvement of practice and the situation in which the practice takes place. Further, Ary *et al.* (2010:514) describe action research as a process to improve education by incorporating change and involving educators to work together to improve their own practice. Action research context will be taken based on local issue which conducted by practitioner in purpose to solve the issue. They also characterize action research into three main characteristics:

- a. The research is situated in a local context and focused on a local issue.
- b. The research is conducted by and for the practitioner.
- c. The research result is an action or a change implemented by the practitioner in the context.

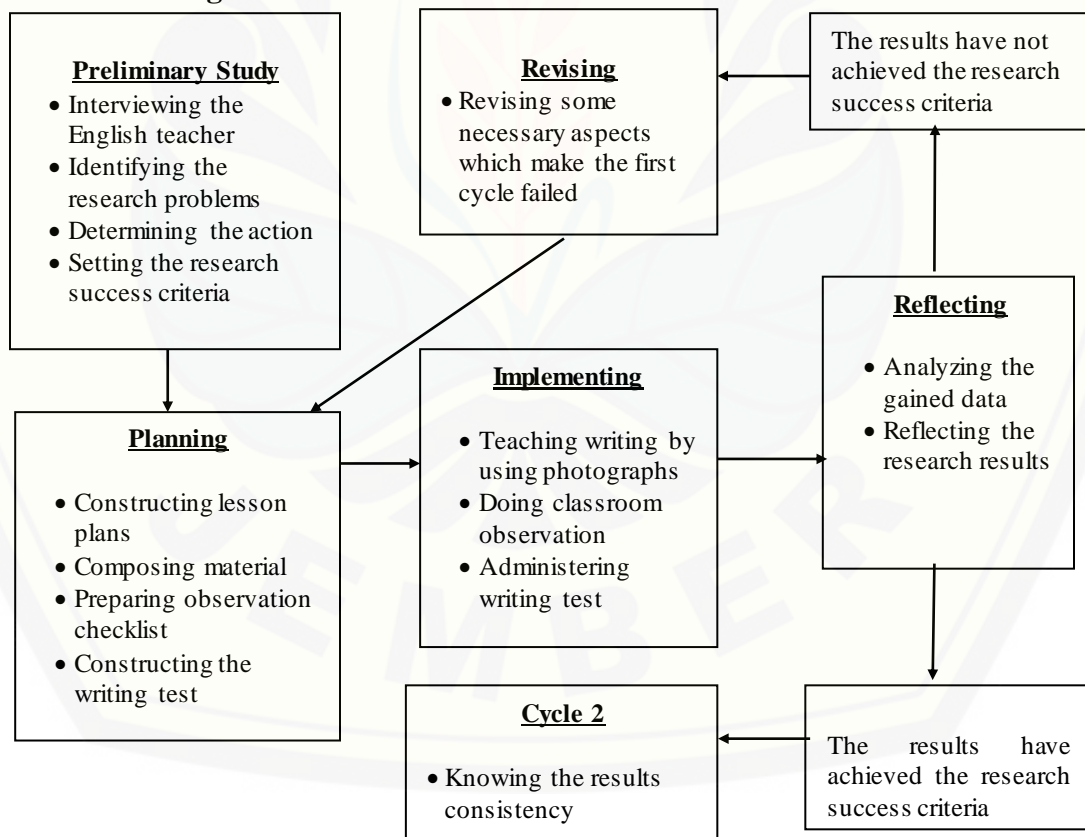
In addition, CAR is not only about improvement but also as a problem solving upon some cases appear within a particular society. As explained by Elliot (1991:69), McMillan (1992) and Arikunto (2006) (in Jannah, 2014:25) classroom action research is a specific type of applied research with a view to improve the quality of action and to solve a specific classroom problem by doing the real actions innovatively within a single local site. Hence, this classroom action

research was aimed to overcome the students' problem in writing, so that there was an improvement on the quality of students' writing achievement as well as their active participation.

This classroom action research was conducted collaboratively between the researcher and the English teacher of class 8-C of SMP Negeri 9 Jember. The researcher did the research, whereas the English teacher was as an observer. The aims of this collaboration were to observe and evaluate the actions during the teaching learning process in the research.

The research also followed a cyclical model which consists of four stages activity, as proposed by Elliot, (1991:70); they are: (1) planning the action, (2) implementing the action, (3) observing and evaluating, and (4) analyzing the data and reflecting the action. The design of this classroom action research is illustrated in the following diagram:

Figure 3.1 The Model of the Classroom Action Research



(Adapted from Lewin in Elliot, 1991: 70)

Based on the diagram above, the procedures of the action research were described as follows:

Stage 1: Preliminary Study

1. Interviewing the English teacher of class 8-C as the preliminary study to get the information of teaching learning process of writing and find the problems.
2. Identifying the research problems to be investigated
3. Determining the action to solve the research problems
4. Setting the research success criteria to answer the questions of whether the action research has solved the research problems.

Stage 2: Planning of the Action

5. Planning the action collaboratively with the English teacher by constructing the lesson plans for the first cycle, composing materials related with recount paragraph writing, preparing observation checklist, and constructing writing test.

Stage 3: Implementation of the Action

6. Implementing the actions in the first cycle in which the researcher taught writing by using photographs to the students and the English teacher observed students' participation during the teaching learning process.
7. Observing the teaching learning activities while implementing the actions.
8. Administering writing test to the research subject in the first cycle after the actions had been completed.

Stage 4: Reflecting

9. Analyzing the results of the writing test and the results of the classroom observation statistically.
10. Reflecting the results of the writing test and the results of the classroom observation whether they achieved the research target or not. The second cycle was conducted because the research results in Cycle 1 did not achieve the research success criteria.

3.2 Research Area Determination Method

The research area in this research was determined by using purposive method. The researcher selected the area based on the previous information about the condition happened in the area. According to Arikunto (2006:139) purposive method is used to choose a research area based on a certain purpose or condition. This research was conducted at SMP Negeri 9 Jember which was chosen purposively based on some following reasons:

1. The students had problems in writing based on the results of preliminary study.
2. The English teacher never applied photographs as media in teaching.
3. The English teacher agreed to solve the students' writing problem collaboratively with the researcher by conducting a classroom action research.
4. The English teacher and the School Principal of SMP Negeri 9 Jember gave the permission to the researcher to conduct a classroom action research.

3.3 Research Subject Determination Method

Purposive method was also used to determine the subject of the research. Subject of the research refers to person who is affected by a certain treatment in a research. Arikunto (2006:140) notes that subject of the research is defined as person who responds or answers the researcher's questions, both written and oral. Thus, subject of research is a group of people who accepts a certain treatment and answers the researcher's question in term of answering the problems of a research.

Although purposive method is used to choose subject, it must describe the real situation of population and the subject has to be representative. Fraenkel and Wallen (2009:99) elaborate that based on previous information, the researcher is led to believe that the subject selected represent the population.

In this research, the researcher purposively conducted classroom action research on class 8-C based on the results of interview with the English teacher. According to her, actually almost all students of the entire eighth grade had problems in writing, but she mentioned that class 8-C had the lowest score in writing tests. The previous mean score of the students in class 8-C was 70.6. The students of class 8-C still had difficulties in writing a paragraph. All the aspects of

writing had not been well acquired by the 8-C students. Therefore, the researcher applied photographs as visual media to make the students easier in writing their recount paragraphs.

3.4 Operational Definition of the Key Terms

In this research, operational definition of the key terms had purposes to guide the readers to understand the content of the research, to avoid misunderstanding and misinterpretation between the researcher and the readers, as well as to keep the discussion on the right track. The terms in this research include students' recount paragraph writing achievement, photographs, and students' participation. Further, they are briefly defined as follows:

a. Students' Writing Recount Paragraph Achievement

The students' recount paragraph writing achievement as dependent variable in this research referred to the students' performance in writing a piece of recount paragraph after they were taught by using photographs. The achievement was in the form of score measured by some indicators, namely grammar, vocabulary, mechanics, organization, and content.

b. Photographs

In this research, photographs were independent variable which influences the students' writing achievement. Its role was mainly to help the students in constructing the composition. Further, the photographs used were personal photographs of the students that they captured in the past events which were about their experiences.

c. Students' participation

This term is defined as students' activeness and enthusiasm to participate in the teaching activities. It was measured based on the indicators stated in observation checklist. The students were considered as active students if they fulfilled at least 3 indicators. The indicators were: 1) bringing their own personal photographs based on the given theme, 2) writing the first draft, 3) answering the teacher's question, 4) revising and editing the draft, and 5) writing the final work on the white board.

3.5 Research Procedures

3.5.1 General Description of the Research Procedures

As stated in the research design, to achieve the success criteria of this research, there were four stages of activities which had to be done in each cycle, they are:

- a. Planning of the action
- b. Implementing the action
- c. Doing observation and evaluation of the action
- d. Reflecting the action

3.5.2 The Details of the Research Procedures

The details of the stages are explained respectively as follows:

a. Planning of the Action

In this research, planning of the action was a preparation before the action research was established. The activities covered:

- 1) Constructing the lesson plans for the first and second meeting in cycle one.
- 2) Preparing the photographs as media in teaching recount paragraph writing.
- 3) Preparing the materials and worksheet for the students' tasks.
- 4) Constructing the observation guide in the form of checklist containing the indicators observed.
- 5) Constructing the writing test for cycle one.
- 6) Constructing lesson plans for the first and second meeting in cycle two.
- 7) Preparing photographs as media in teaching recount paragraph writing in cycle two.
- 8) Constructing the observation guide in the form of checklist containing the indicators observed for cycle two.
- 9) Constructing the writing test for cycle two.

b. Implementing the Action

In this stage, the researcher did the action research collaboratively with the English teacher. The researcher taught the students in each cycle. Meanwhile, the English teacher had a role as observer which observed the students' participation

during the teaching learning process in the action research. The action was teaching recount paragraph writing by using photographs. The implementation of the action was during the school hours based on the English lesson schedule. It was established in two cycles. Each cycle consisted of 2 meetings and a test in which each meeting was 2 x 40 minutes. The implementation was based on the lesson plan made by the researcher.

In the first meeting of the first cycle, the researcher taught writing by explaining the materials deal with recount paragraph writing and the example of recount paragraph writing. Afterwards, the students were asked to list some verbs based on their personal photographs, made sentences from the verbs and made simple recount paragraph writing. In the second meeting, the students were given the same tasks. In both meeting, the photographs were based on the theme designed in the lesson plan. The third meeting was the writing test, the students were tested to write recount paragraph based on their personal photographs.

The second cycle was conducted because the result in the first cycle did not achieve the research success criteria. The criterion of success was at least 75% of the students achieved the minimum standard score that is 74 and actively participated in teaching learning process. However, the results of actions in Cycle 1 did not fulfill the requirements, so the second cycle was established. The activities applied in the second cycle were the same with the activities in the first cycle.

c. Doing Observation and Evaluation of the Action

Observation was really needed in this research. It investigated the students' activities during the implementation of photographs as visual media in writing a recount paragraph. As a collaboration research, the observation was done by the English teacher as a collaborator in this research. The observation was conducted during the teaching learning process in each meeting in every cycle. The observation sheet was in the form of checklist containing some indicators used. The indicators were concerned with the students' participation in:

- 1) bringing their own personal photographs based on the given theme
- 2) writing the draft
- 3) answering the teacher's question
- 4) revising and editing the draft
- 5) writing the final work on the white board

In this research, evaluation was conducted to know whether the action given could improve the students' writing achievement and active participation or not. There were two kinds of evaluation in this research; process evaluation and product evaluation. The evaluation of process was carried out by doing the observation during the teaching learning process of recount paragraph writing by using photographs in each meeting in every cycle. Meanwhile, the evaluation of product was done in the form of writing achievement test given after implementing the action. In this research, the action was considered to reach the criteria of success if at least 75% of the students achieved the minimum standard score that is 74 and 75% of the students actively participated by fulfilling at least three indicators of students' participation.

d. Reflecting the Action

Reflection was conducted to examine the results of the test and observation in the first cycle. Its aim was to identify whether or not the action could improve the students' writing achievement and students' participation in the first cycle. The results gained in the first cycle were beneficial as a guide to revise the action in the second cycle.

3.6 Data Collection Methods

In conducting a research, data refers to the kind of information which is obtained from the subjects of the research (Fraenkel and Wallen, 2009:110). Meanwhile, data collection method is a systematic process which is applied to obtain the data needed. Lodico *et al.* (2010:323) highlight that the purpose of the data gathered is to more precisely understand the nature of research problem. Thus, it is important to develop appropriate method to collect the data needed. In

this research, some different methods were employed to gain the data needed; they are: 1) interview, 2) test, 3) observation, 4) documentation. All of them are explained respectively as follows.

3.6.1 Interview

The researcher conducted interview to get some information dealing with the curriculum used in the research area, the problems the students faced in writing skill, and the media usually used by the teacher in teaching learning process. As explained by Arikunto (2006:155) interview is a dialogue done by interviewer to get information from interviewee. There are three types of interview proposed by Arikunto (2006:156); they are: (1) Unguided interview which allows the interviewer to ask free questions as long as it supports the information needed to be collected. (2) Guided Interview borders interviewer to only ask questions based on the list of complete and detail questions which have been prepared before. (3) Combination interview is the combination of both types of interview in which the interviewer brings a list of general questions as a guide in interview and may develop it to get more information needed.

In this research, the researcher used guided interview type since the researcher had prepared the question list before interviewing the English teacher. The question list helped the researcher in digging information from the English teacher. The question list covered questions dealing with curriculum being used in English teaching learning at SMP Negeri 9 Jember, types of writing materials used, students' problems in writing, and the media applied in teaching writing.

3.6.2 Writing Test

In this research, the researcher used writing test as the method to get the data about the students' writing achievement after they were taught by using photographs as visual media. It was administered in each cycle after the action was given. Writing test used in this research belonged to subjective writing test since the students were asked to create recount paragraph writings based on their personal experiences. It is supported by Heaton (1990:25) who mentions that there

are two forms of test namely, subjective test and objective test. In subjective test, the candidates must think of what to say and then express their ideas as well as possible, whereas in objective test, the candidates are required to respond with only one correct answer.

In addition, according to Hughes (2003:11) there are four types of tests: proficiency test, achievement test, diagnostic test, and placement test. In this research, the writing achievement test was used. The aim of the test was to investigate whether or not the students achieve the minimum requirement standard score after being taught by using photographs in writing a personal recount paragraph. The achievement tests were given to the students in the form of essay test because they had to think of what they had to say and then expressed their ideas into personal recount paragraph writing.

In constructing a test, there were criteria which had to be followed in order to produce a good test. Hughes (2003:50) notes that a good test must have validity and reliability. Firstly, he explains that a test is considered to be valid if it measures accurately what is intended to measure. In this research, the researcher used content validity in order to measure accurately what was supposed to measure. Thus, while constructing the test, the researcher consulted to curriculum in which it constitutes a representative sample of the language skills (Hughes, 2003:26). All the English materials taught in SMP Negeri 9 Jember were based on KTSP Curriculum. Therefore, the content of writing test was also constructed based on the KTSP Curriculum for the eighth grade of junior high school. Based on the curriculum, students on the eighth grade of junior high school must fulfill one of the basic competences that is able to understand and express facts which deal with activities done in the past (recount text) through writing or speaking. Relating to the curriculum, on the test, the students were assigned to write a paragraph in the form of personal recount based on their personal photographs with the theme "Recreation". The theme was chosen based on the material in the book used by the English teacher. The students' writing should contain about 10 - 15 sentences and the time allocation of the test was 2 x 40 minutes.

Secondly, according to Hughes (2003:36), reliability refers to the consistency of test results. In gaining the test results or scores, the researcher used inter-rater reliability. The researcher and the English teacher are determined as the raters. Inter-rater reliability was applied by following some steps:

- 1) The students' writing sheets were submitted and then copied. The researcher gave score on the original students' writing sheets and the English teacher scored on the copied ones.
- 2) In scoring, both of the raters gave score based on a scoring rubric (Appendix 10).
- 3) The final scores were derived from the scores given by two raters.

If there was a gap in scoring between the two raters, both of them discussed to decide the appropriate score. It was also to make the results more reliable.

Dealing with the scoring system, analytic scoring method was chosen in this research. As suggested by Hughes (2003:100), "Analytic scoring method is a method of scoring which requires separate score of each of a number of aspects of a task." There were five aspects in scoring writing skill, namely: content, organization, vocabulary, grammar, and mechanics.

3.6.3 Observation

In this research, observation was used to get the data of students' participation. Arikunto (2006:157) divides the instrument to conduct observation into: 1) non-systematic observation in which the observer does not use instrument and 2) systematic observation in which an instrument is needed in observing. This research used systematic observation in which the instrument was in the form of observation checklist which was used to record students' participation during the teaching learning process of recount paragraph writing by using photographs. The observation checklist contains the indicators of students' participation (Appendix 9).

3.6.4 Documentation

In this research, documentation referred to the study of various documents to collect the data about the students' recount writing paragraph. It is supported by Arikunto (2006:158) who states that in doing documentation, a researcher investigated the data from written documents, such as books, documents, reports, daily notes and so on. In this research, the documents were the curriculum used in SMP Negeri 9 Jember, English materials books used in class 8-C at SMP Negeri 9 Jember in the 2014/2015 academic year, the teacher syllabus, and the attendance list of the research subjects.

3.7 Data Analysis Method

Data analysis method is the way of how to analyze the obtained data in order to answer a research problem. Ali (1993:171) points out that data analysis is an important step in a research in order to give meaning on the obtained data. Further, Arikunto (2002:213) explains that there are two kinds of data, qualitative and quantitative data. Qualitative data are data represented in the form of words or sentences whereas quantitative data are the data in the form of numbers which can be analyzed by using some statistics formula.

The collected data in this research belonged to quantitative data. Firstly, the data were obtained from the students' writing test. The results of writing test in each cycle which were in the form of the students' scores of writing test were analyzed statistically by using the following formula:

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

E = The percentage of the students who get score ≥ 74 as the standard score

n = The total number of the students who get score ≥ 74 as the standard score

N : The total number of the students as the subjects of the research

(Adapted from Ali, 1993:186)

Secondly, the collected data were obtained from observation of students' participation in each cycle during the teaching learning process. The data were analyzed statistically by using the following formula:

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

E = The percentage of the students who actively participate during the teaching learning process.

n = The total number of the students who fulfill at least three indicators during the teaching learning process.

N = The total number of the students as the research subjects

(Adapted from Ali, 1993:186)

CHAPTER 4. RESEARCH RESULT AND DISCUSSION

This chapter presents the results of the classroom action research in two cycle as well as the discussion of the research result. The results of action in each cycle consist of the implementation of the action, the result of observation, the result of the students' writing test, and the result of reflection.

4.1 The Result of Action in Cycle 1

This sub chapter presents four aspects done in cycle 1. They include the implementation of the actions, the result of two observations, the result of the students' writing test, and the result of reflection. The details will be explained in the following section.

4.1.1 The Implementation of the Actions in Cycle 1

The action in cycle 1 was conducted in three meetings including the writing test. The schedule of implementing the action is presented in Table 4.1 below.

Table 4.1 The Schedule of Conducting the Action in Cycle 1

No.	Activities in Cycle 1	Day, Date
1.	Meeting 1	Wednesday, May 20 th 2015
2.	Meeting 2	Friday, May 22 nd 2015
3.	Writing test	Wednesday, May 27 th , 2015

Furthermore, the explanation of the actions which was implemented in each meeting is presented respectively as follows.

a. Meeting 1

The implementation of the actions in the first meeting was based on lesson plan 1 (appendix 4, page 79). During the meeting, the researcher was as teacher who taught writing recount paragraph by using photographs with "Recreation" as the theme. Meanwhile, the English teacher was as the observer who observed the

students' participation during the teaching learning process. There were 40 out of 42 students attended the class, two of them were sick.

In the teaching learning process, the first session was pre-activity in which the teacher motivated the students by showing a photo of a tourism beach. Then, the teacher gave leading questions deals with the photo to help the students understand what material they were going to get in this meeting.

The next session was the main activity in which the teacher explained and discussed the material about recount text with the students. The main activity was divided into 4 stages. The first stage was pre-writing activity. The teacher asked the students to prepare their photographs. After that, the teacher asked the students to write 5 verbs related to their photographs and change the verbs into past verbs and make sentences from the verbs.

The second stage was drafting activity in which the students were required to write a simple recount paragraph based on their photographs. In this stage, almost all the students got difficulties and seemed confused although the teacher led them. It happened since it was the first time for them to make writing by using photographs.

The third stage was revising and editing activity. The teacher asked the students to swap their work with their seatmates and discussed about their writing. Then, the teacher led them how to revise and edit their friends' work. The teacher asked the students to check about the generic structure, the main idea, and the tenses, as well as the mechanics of their friend's work. After they had finished, the teacher asked them to give back the work to the owner. Then, the students wrote their final work after having the revision from their seatmate.

The last stage was publishing activity in which the teacher asked the students who were willing to write their final works on the white board. Then the teacher gave comment toward the students' work whether their writing was as it was expected or not.

The last session of the teaching and learning process in this meeting was post activities where the teacher guided the students to make conclusion about the materials that had been discussed and learned. After that, the teacher gave

instruction for the next meeting that the students were asked to bring their photographs with the same theme as in this meeting. In fact, the teacher had less time in post-activity because the time was spent more in the main activities; that was leading the students in pre-writing up to revising and editing activity.

b. Meeting 2

The implementation of the actions in Meeting 2 was based on lesson plan 2 (appendix 5, page 87). In this meeting, teacher was still the researcher who taught writing recount paragraph by using photographs with the same theme; that was "Recreation". Meanwhile, the English teacher was as the observer who observed the students' participation during the teaching learning process.

Basically, the teaching learning process in the second meeting of Cycle 1 was the same with the previous meeting. In pre-activity, the teacher gave a photo of Bromo Mountain and gave leading questions about the photo.

In main activity, the teacher reviewed the material about recount text by highlighting that recount text uses past tense since it retells something that happened in past time. It was done because in previous meeting, there were many students who still used present tense in writing their recount. The teacher also gave some questions about the past form of some verbs in order to train the students. The next activity was pre-writing activity in which the student accomplished the task individually with a little help from the teacher. The activity was continued to drafting activity where the teacher guided the students to make recount paragraph from their photographs and also the verbs that the students had written in pre-writing activity. After that, the activity was revising and editing in which the teacher guided the students and emphasized on the organization, grammar and mechanics of the students' writing. The last, the teacher asked the students to publish their writing.

In post-activity, the teacher guided the students to make conclusion. The teacher also announced that the students had to bring photographs about their recreation for writing test in the next meeting. Then, the meeting was ended by saying goodbye to the students.

After establishing Meeting 1 and Meeting 2, at the end of Cycle 1, the teacher administered writing test in which the students brought their own photographs and wrote a recount paragraph based on their photos on the third meeting.

Accordingly, there were two kinds of data obtained in this action. The first data were obtained through observation for process evaluation and the second data were obtained through writing test for product evaluation. The process evaluation was done in each meeting during the teaching learning process of writing by using photographs. Meanwhile, the product evaluation was conducted at the end of Cycle 1 by administering writing test.

4.1.2 The Results of Observations in Cycle 1

Classroom observation was conducted during the teaching learning process of recount writing by using photographs. It was done by the English teacher in every meeting. The observation guide in the form of checklist was provided to measure the students' participation in the teaching learning process. It covered five indicators being observed, they were: (1) bring their own personal photographs based on the given theme, (2) write the draft, (3) answer the teacher's question, (4) revise and edit the draft, (5) write the final work on the white board. The students were categorized as active student when they fulfilled at least three indicators of five indicators. Below are the results of classroom observation in the first and the second meeting of the first cycle.

a. Meeting 1

In the first meeting, many students brought photographs, but only 50% of them brought the photographs which corresponded to the theme. The others brought photographs but their photographs were out of theme. Even though they brought photographs, they did not know what to do with the photographs and how to make use of it.

During the main activity, almost all of the students experienced difficulties in understanding the teacher's explanation, question and instruction. It was because of the different mother tongues between the teacher and the students. The teacher

used 80% English, 10% Indonesian and 10% Javanese. Meanwhile, almost all students spoke Maduranese in their daily life. Sometimes, the teacher also could not understand what the students wanted to explain.

When doing task 1, the students experienced difficulties in changing the simple verb into past form. They also were lack of knowledge about regular and irregular verb. Moreover, while drafting, those who could catch up with the teacher's explanation and instruction, could accomplish all the tasks appropriately. Meanwhile, for those who were still confused, even though they had photographs, they wrote anything in order to get score. However, their writing was not recount paragraph based on photograph anymore. Some of them made descriptive paragraph and some of them made story of recount in another occasion.

There was not any particular change for the students who did not bring photographs. They used same method as they learnt before. They wrote their own story based on their memory. They brainstormed idea without any help from the media. Furthermore, most of the students got confused in revising and editing activity. They did not know what they should do and had no capability in revising and editing. They were not accustomed to revise and edit their writing.

In publishing activity, the students were reluctant to write their final work on the white board. There was only one student who wanted to show her work by writing it on the white board. She was a clever and active student in the class and could accomplish the task appropriately. Since the time was limited, two more students were intentionally asked to write their final work on the white board. One of them brought appropriate photograph but made recount in different occasion. The other one brought photograph which did not correspond to the theme and wrote a descriptive paragraph based on the photograph.

Based on their classmate's final work on the white board, the students could compare and had an example what they were required to do in the teaching learning process. The expectation was that in the next meeting, the students would understand what they should do with the photographs they brought.

b. Meeting 2

In the second meeting, the number of students who brought photographs based on the given theme increased into 59% students. The others still brought photograph which did not correspond to the theme. Moreover, there were still some students did not bring photographs with many excuses. Some of them never went for recreation so that they did not have photo archive. The others felt it was troublesome task to do.

In teaching learning process, the teacher also adapted the way of teaching by using 70% English and 30% Indonesian, trying to be friendlier to the students and speaking slower and clearer. It was done in order to build the students' enthusiasm in joining the lesson.

In main activity, based on the experience in the first meeting, some students knew more about what they should do with their photographs. They could also follow the teacher's instruction step by step. When doing task 1, the students tried to help themselves by asking to the teacher or looking up at the dictionary to find the past form of some verbs. Moreover, some students made recount paragraph based on the photographs appropriately, but there were still some students who wrote story out of theme even though their photographs corresponded to the theme. For the students who did not bring photographs, the teacher assigned them to write recount based on their classmate's photographs. Yet, they were still confused and made an imaginary story. They were not confident to write their story because they thought that they did not know the story behind their classmate's photographs. They could not explain well what happened in the photographs, so it affected on the content of their writing.

In revising and editing activity, around half of them started to concentrate and understood about what revising and editing is. They could help their seatmate. While the others were still confused and tried to figure it out what they supposed to do. They were also passive and asked less to the teacher. Even some of them preferred to stay silent and indifferent.

In this meeting, the students' enthusiasm and confidence were increased. In publishing activity, there were two students who willing to show their final work and wrote it on the white board. Both of them brought appropriate photographs, but one of them made a paragraph which seemed like recount but the tense did not tell something happened in the past. Since the time was limited, the teacher asked one more student who did not bring photograph and made an imaginary story from their seatmate's photograph. It was intentionally done to provide more learning experience for the students.

Further, the results of the classroom observation are presented in appendix 12 (page 113). From the data, there were 25 students in the first meeting and 30 students in the second meeting who actively participated during the teaching learning process. In order to calculate the percentage of students who were active, this following formula is used.

Meeting 1:

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

$$E = \frac{24}{42} \times 100\%$$

$$E = 57\%$$

Meeting 2:

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

$$E = \frac{30}{42} \times 100\%$$

$$E = 71.4\%$$

E = The percentage of the students who actively participate during the teaching learning process.

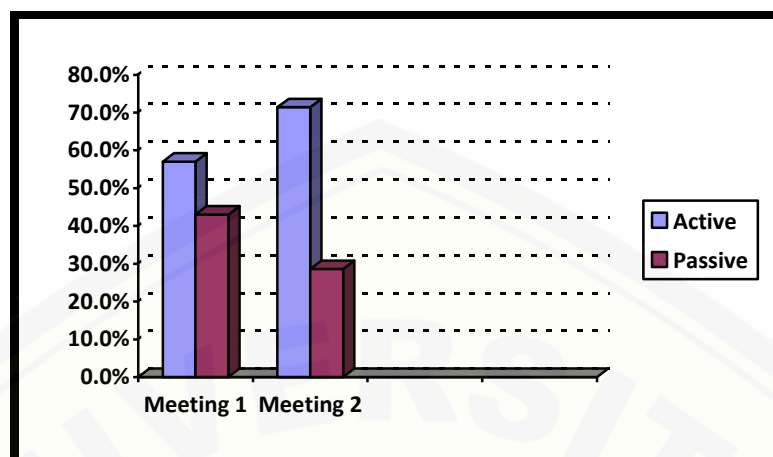
N = The total number of the students who fulfill at least three indicators during the teaching learning process.

N = The total number of the students as the research subjects

(Adapted from Ali, 1993:186)

Based on the calculation, in the first meeting 57% of the students actively involved in the process of teaching writing by using photographs. Meanwhile, in the second meeting the number of active students increased. There were 71.4% active students during the teaching learning process. This improvement of students' participation is illustrated to the following chart.

Chart 4.1 Observation Results in Meeting 1 and 2 in Cycle 1



After finding the percentages of the students' participation in each meeting, it was needed to calculate the percentage of students' participation in Cycle 1. The aim was to know whether the target percentage required had been achieved. The average percentage of the students' participation in cycle 1 was 64.2% while the required percentage was 75%. It means that the students' participation in the teaching learning process of cycle 1 had not achieved the target percentage required in this research.

4.1.3 The Results of Writing Test in Cycle 1

Writing test as the product evaluation was administered in the end of cycle 1 or in the third meeting. The test was conducted to measure students' writing achievement after the action of teaching writing by using photographs. In the test, the students were asked to write a recount paragraph about 10 – 15 sentences based on the photographs they brought. They were given 2 x 40 minutes for accomplishing the test.

As the test was a subjective test, inter-rater reliability was used to find out the consistency of the test results. Thus, two raters were employed; they were the researcher and the English teacher. At first, after the test, the students' writing sheet were submitted and then copied. The researcher gave score on the original students' writing sheets and the English teacher scored on the copied ones. Both of them used analytic scoring rubric which covering five writing aspects, namely

content, organization, vocabulary, grammar, and mechanic. The students' recount paragraph writing test score was gained from the scores given by the two raters. The researcher and the English teacher discussed the appropriate score when there was a gap in giving score. The student could be categorized as the one who achieved the standard score if he or she got score of 74 or higher. The scores of the students' writing achievement test in Cycle 1 are presented on appendix 13 (page 115).

During the writing test, there was a lot of time for the students to write a paragraph of recount. In fact, the students' ability in writing made them took a long time in composing their recount paragraph. Based on the activity in every meeting, the students accustomed to follow the procedure of writing. The students spent a lot of time in drafting and revising their writing.

Based on the data, there were 28 out of 42 students achieved the standard score while the others did not pass. The standard score to pass test after teaching learning process of writing by photograph is 74. In order to calculate the percentage of students who achieved the standard score, this following formula is used.

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

$$E = \frac{28}{42} \times 100\%$$

$$E = 66.7\%$$

Note

E= The percentage of the students who get score ≥ 74 as the standard score

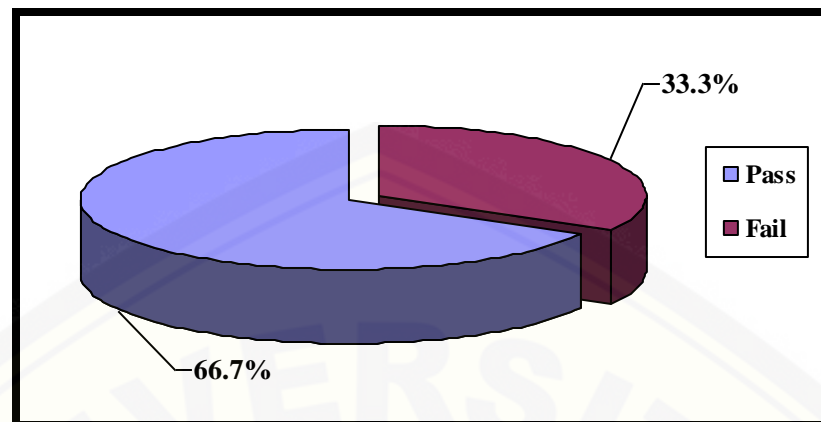
n= The total number of the students who get score ≥ 74 as the standard score

N=The total number of the students as the subjects of the research

(Adapted from Ali, 1993:186)

Based on the calculation, it was obtained that 66.7% students of the research subject were able to get more than 74 as the standard score. The result of the calculation is presented to the following chart.

Chart 4.2 Writing Achievement Result in Cycle 1



Based on the chart above, only 66.7% of students achieved research success criteria, while 75% of students were needed to achieve research success criteria. Therefore, Cycle 1 was not successful and Cycle 2 was needed to be held.

4.1.4 The Results of the Reflection in Cycle 1

The reflection of actions in cycle one was done after knowing the results of observation in every meeting and the results of writing test. Reflection was needed to know whether or not the action given was successful by analyzing the strengths and weaknesses of actions in the first cycle. Based on the observation as the process evaluation, it was known that there was an improvement of students' participation from meeting 1 to meeting 2. In meeting 1, the percentage of students who actively participated during the teaching writing by using photographs was 57% or 24 students. Meanwhile, the percentage of students' participation in meeting 2 had an improvement; that was 71.4% or 30 students. The average percentage of students' participation was 64.2% which was less than 75% as the target requirement in this research. Thus, the students' participation in cycle 1 did not achieve the target requirement.

Moreover, the result of the writing test as the product evaluation indicated that the percentage of students who got score 74 or higher did not achieve the target requirement in this research. The number of students who got 74 or higher was 66.7% which was less than 75% as the target requirement. Therefore, the

second cycle needed to be established to improve the students' participation and their writing achievement.

In Cycle 1, according to the English teacher, the positive point was that the teacher recognized that communication was an essential factor in teaching learning process. The use of bilingual language and the way how to deliver the material helped both the teacher and the students to have better communication. The better communication, the more the students understood and knew what they should learn. When they knew, they became more enthusiastic in joining the lesson.

On the other hand, there were some problems that affected the results of actions in cycle 1 which made it did not achieve the research success criteria. One of the problems in Cycle 1 was the students had difficulty to provide photographs based on the theme; that was "Recreation". Almost all students live in countryside and come from poor family. They rarely went somewhere for recreation, so they did not have any archive of the photographs.

Furthermore, the students' enthusiasm on the photograph as media learning was still low. Some of them considered that bringing photograph to the class was a troublesome task to do. They intentionally did not bring any photograph in every meeting and also on the writing test day. Moreover, the students who did not bring photograph tended to cheat their friends' work, since the students who brought photograph shared their photograph with the others who did not. As a result, they who did not bring photograph got confused and failed on the writing test. In addition, the students were not really familiar with the use of photographs in helping them to write. The students used to write based on a certain topic only without any media to assist them in brainstorming ideas.

The students' understanding of revising and editing were low and inequivalent. They were not familiar to revise and edit their writing. They were accustomed to write their writing and submit it to their English teacher without any feedback. In addition, in the class, the students who completely understood about revising and editing sat together in the same desk. In other side, there were students who did not understand about revising and editing sat with the friends

who also did not understand. Therefore, the students who were confused and passive would stay confused and could not get any help.

For the problems, one of the revisions was providing a theme in which the students could provide the photographs and wrote their recount paragraph based on the photographs. The second was creating competition and offering reward for the students who actively participated during teaching learning process to boost their enthusiasm. The third was arranging the students' and pairing them based on their understanding in revising and editing. Then, those who did not bring photographs would be borrowed by their classmate's spares. Then, giving more attention to those who did not bring photographs and leading them to write recount paragraphs based on their classmate's photographs. The last was giving homework to the students in order to make them keep trying to write recount based on their own personal photographs while at home.

In order to achieve the research success criteria, the solutions of the problems were needed. The solution was the revision of actions which were implemented in Cycle 2. The revisions of action are presented in the table below.

Table 4.2 The revisions of Action Implementing

Cycle 1	Cycle 2
1. The theme was "Recreation"	1. The theme was "Special Moment"
2. The students' enthusiasm on the media learning was low	2. There were rewards to boost students' enthusiasm
3. The students' sat freely	3. There was arrangement of students' seat
4. The students who brought photos shared with the others who did not.	4. The students who brought photos lent their spares to the others who did not.
5. There was not any homework	5. There was a homework

4.2 The Results of the Actions in Cycle 2

This sub chapter presents about four aspects done in cycle 2. They include the implementation of the actions, the result of two observations, the result of the students' writing test, and the result of reflection. The details will be elaborated in the following section.

4.2.1 The Implementation of the actions in Cycle 2

The actions were proceeded to cycle 2, because the actions in cycle 1 had not achieved the research success criteria. Similar to cycle 1, there were three meetings including the writing test. The schedule of administering the action is presented in Table 4.3 below.

Table 4.3 The Schedule of Conducting the Action in Cycle 2

No.	Activities in Cycle 1	Day, Date
1.	Meeting 1	Friday, May 29 th 2015
2.	Meeting 2	Wednesday, June 3 rd 2015
3.	Writing test	Friday, June 5 th , 2015

As in Cycle 1, on every meeting the researcher had a role as the teacher and the English teacher was as the observer. The role was not changed because from the discussion between the English teacher and the researcher, the English teacher asked the researcher to become the teacher in all the meetings during the research. It was done in order to avoid conflict because of the different style in teaching and way to communicate with the students. Thus, the students could concentrate and focus on the researcher. Therefore, the research result would achieve research success criteria. Moreover, the English teacher wanted to observe and learn to solve the current problem that was being resolved by the researcher.

The implementation of the action was based on the lesson plans constructed by the researcher and the English teacher. Some revisions of the action were made in order to reach the research success criteria. Furthermore, the explanation of the actions which were implemented in each meeting is presented respectively as follows.

a. Meeting 1

The implementation of the actions in the first meeting of Cycle 2 was based on lesson plan 1 (appendix 7, page 95). In this meeting, all of the students attended the meeting. The lesson was started with pre-writing activity and the

photograph of someone's birthday was used to introduce the theme to the students. The theme was changed became "Special Moment" in this meeting.

In main activity, the teacher asked many questions to review the material about recount text. After that, the students were asked to do prewriting activity which was the same as with the previous meeting. The difference was that the students who did not bring photographs were asked to sit with their classmates who brought more than one photograph. The teacher managed their seat also by considering the students' ability so that the students could learn from each other for revising and editing activity. The next activity was drafting, revising and editing as well as publishing in which the activities were the same as the ones in the previous meeting.

In post-activity, the activity was the same as the ones in the previous meetings; the difference was that the teacher gave homework to the students so that they had more time to do exercise in writing with photographs. The teacher also reminded the students to prepare photographs with the same theme (*Special Moment*) for the next meeting. Moreover, the teacher announced that there would be reward for the best photograph as well as the active students for the next meeting.

b. Meeting 2

The implementation of the actions in Meeting 2 Cycle 2 was based on lesson plan 2 (appendix 8, page 102). In this meeting only 1 student was absent. The theme and teaching learning process in the second meeting of Cycle 2 was also the same with the previous meeting. In pre-activity, the teacher gave different photograph for the example of special moment. The photograph was about a family which captured their moment in Idul Fitri celebration.

The sequence of activity in the main and post-activity was the same as the ones in the Meeting 1 in Cycle 2. Yet in the post-activity, the teacher awarded the students who brought best photograph and the student who actively participated during the lesson in this meeting. In summary, all revised actions were done and ran well. After that, the third meeting of Cycle 2 was established for writing test.

4.2.2 The Results of Observations in Cycle 2

In cycle 2, classroom observation was still done by the English teacher with the same indicators observed. It was conducted in two meetings during the teaching learning of writing by using photographs. Below are the results of classroom observation in the first and the second meeting in Cycle 2.

a. Meeting 1

The revisions of some problematic aspects in the first cycle were made and the result in meeting 1 of Cycle 2 proved that the students were more active and enthusiastic in joining the lesson. First, the number of students who brought photographs which corresponded to the theme increased. Second, the students understood more about the teacher's instruction, so they could write their recount based on the photographs they brought. Moreover, the teacher's questions about recount paragraph such as the generic structure and the tense used in recount paragraph were easily answered.

Meanwhile, the students who did not bring photographs still got difficulties. Although they knew that they had to write recount paragraph based on their seatmate's photograph, but they could not completely understand and feel what really happened behind the photograph. Accordingly, even though the students were already familiar with the use of photograph in helping them to write recount paragraph, but they still could not master the content well.

In publishing activity, three students directly raised their hand and came forward to write down their final work on the white board. Two of them brought photographs and made personal recount paragraph appropriately. The other one did not bring photograph and made imaginary story from his seatmate's photograph. It meant that the students were more confident with their own work, so that the teacher did not need to ask them.

b. Meeting 2

In the second meeting in Cycle 2, the teaching learning process became more effective and worked smoothly as what was expected. The students tended to be more active and enthusiastic. The evidence was that more than 80% students

brought photographs which corresponded to the theme. The students seemed to be more accustomed with the use of photograph since every student knew what they had to do. Those who did not bring photograph were not confused anymore. They knew that they had to write recount based on their seatmates' photographs. Yet, it could not improve their ability, since they did not write their own recount. They wrote about their friends' recount in which they did not personally involve in the story.

Furthermore, the students were more enthusiastic in answering teacher's question which dealing with the recount paragraph. It was because the students understood more about the material.

In publishing activity, there were 6 students who wanted to show off their final work. Four of them were brought photographs and could make recount from their photographs. The other two students did not bring photographs, but they could write factual recount from their seatmates' photographs. Over all, the teaching learning process ran well in this meeting.

Further, the results of the classroom observation are presented in appendix 12 (page 114). From the data, there were 31 students in the first meeting and 34 students in the second meeting who actively participated during the teaching learning process in Cycle 2. The obtained data from the observation were also analyzed with the same formula as in cycle 1, as follows.

Meeting 1:

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

$$E = \frac{31}{42} \times 100\%$$

$$E = 73.8\%$$

Meeting 2:

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

$$E = \frac{34}{42} \times 100\%$$

$$E = 81\%$$

E = The percentage of the students who actively participate during the teaching learning process.

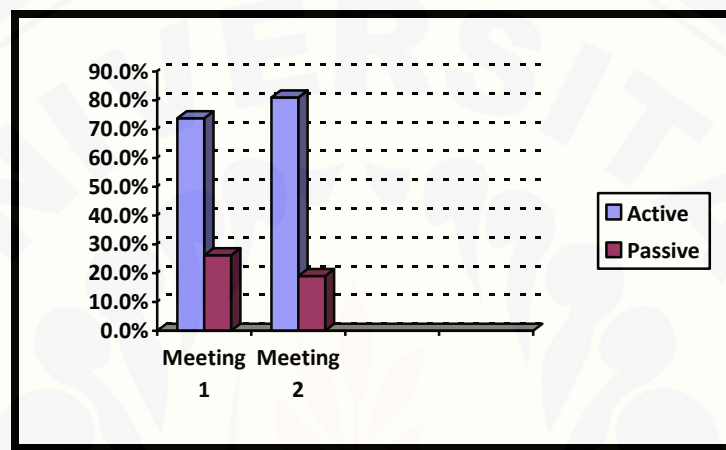
N = The total number of the students who fulfill at least three indicators during the teaching learning process.

N = The total number of the students as the research subjects

(Adapted from Ali, 1993:186)

Based on the calculation, in the first meeting as many as 31 (73.8%) out of 42 students were categorized as active students during the process of teaching writing by using photographs. Meanwhile, in the second meeting there were 34 active students (81%) during the implementation of the actions. There was also an improvement of students' participation in each meeting during the second cycle. This improvement of students' participation can be seen in the following chart.

Chart 4.3 Observation Results in Meeting 1 and 2 in Cycle 2



After the percentages of the students' participation in each meeting had been collected, percentage of students' participation in Cycle 2 needed to be calculated. The goal was to know whether the target percentage requirement had been achieved or not. The observation in meeting 1 and 2 showed that the average percentage of the students' participation in cycle 2 achieved the target percentage requirement in this research that was 75%. The average percentage of the students' participation in cycle 2 was 77.4%. So, based on the observation result of Cycle 2, teaching writing by using photographs could improve the students' participation during the teaching learning process.

4.2.3 The Results of Writing Test in Cycle 2

The procedures of writing test in Cycle 2 were not different from writing test in Cycle 1. In the test, the students were asked to write a recount paragraph about 10 – 15 sentences based on the photographs that they brought. They were given 2 x 40 minutes to accomplish the test. The scores of the students' writing achievement test in Cycle 2 are presented in appendix 13 (page 116).

Based on the data, there were 34 out of 42 students passed on writing test after teaching learning process of writing by using photographs. The other 8 students had not achieved the standard score. Furthermore, the data were analyzed statistically by using the following formula:

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

$$E = \frac{34}{42} \times 100\%$$

$$E = 81\%$$

Note

E= The percentage of the students who get score ≥ 74 as the standard score

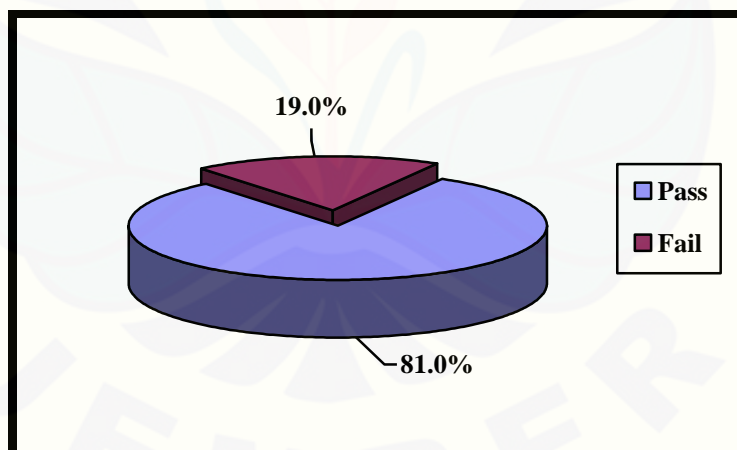
n= The total number of the students who get score ≥ 74 as the standard score

N=The total number of the students as the subjects of the research

(Adapted from Ali, 1993:186)

Over the collected data above, 81% of the research subject was able to get score more than 74 as the standard score. Moreover, the result of the calculation is represented to the following chart.

Chart 4.4 Writing Achievement Result in Cycle 2



The research success criteria was 75% of students could get 74 or higher. It means that in cycle 2, the percentage of students' writing achievement test had achieved the research success criteria. Thus, it can be concluded that the research objective was achieved.

4.2.4 The Results of the Reflection in Cycle 2

After applying revised-actions in cycle 2, the researcher as the teacher and the English teacher as the observer did the reflection on the results of the action in Cycle 2. There were improvements in Cycle 2. First, the students were more enthusiastic in joining the lesson. It was proved by their willingness to bring photographs, their enthusiasm in answering teacher's questions, and their confidence to write their final work on the white board.

In doing drafting, revising and editing activity, the students also understood more about what they were dealing with. The students were not confused and could catch up the teacher's explanation and instruction. They already became familiar and got accustomed to the use of photographs as visual media in assisting them to write recount paragraph.

Furthermore, there were two kinds of data obtained which showed an improvement during the process and product evaluation. From the observation as the process evaluation, it was found out that the research target of students' participation had been achieved. In meeting 1, the number of students who were categorized as active students was 73.8%. Meanwhile, in meeting 2, 81% of the students actively participated during the teaching learning process. The average percentage of students' participation improved from 65.45% in Cycle 1 to 77.4% in Cycle 2. It can be concluded that the students were enthusiastic in joining the teaching learning process of writing by using photographs.

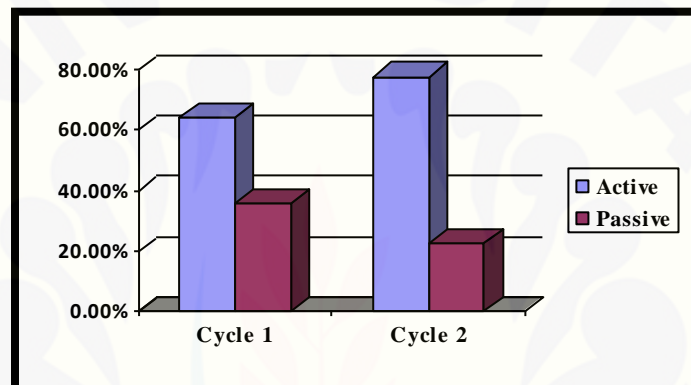
Meanwhile, the result of writing test as the product evaluation also showed an improvement from 66.7% in Cycle 1 to 81% in Cycle 2. Thus, the research target requirement of product evaluation had been achieved.

From both the result of observation and writing test in Cycle 2, it could be said that the students had showed an improvement both in the teaching learning process and their writing achievement. Their active participations during the teaching learning process helped them in gaining better achievement in their writing test. In cycle 2, all the research success criteria had been fulfilled, so that the action was ended.

4.3 Discussion

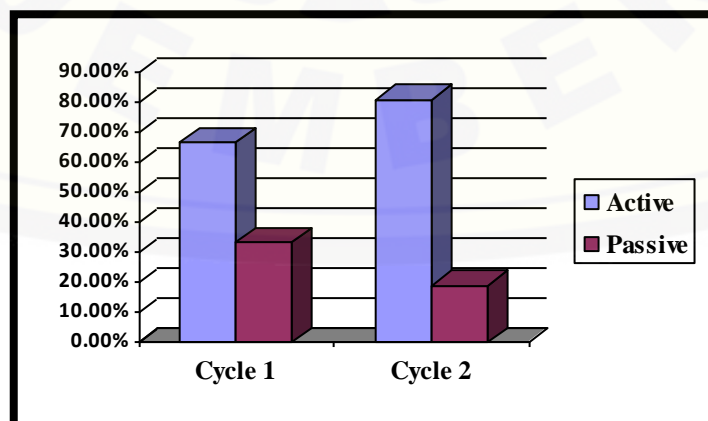
Based on the results of 2 cycles in the classroom action research, it was revealed that the use of photographs could enhance the students' recount paragraph writing achievement. Both the results of observation and writing test showed that there was an improvement in every cycle. The result of observation proved that the percentage of students' participation improved in every cycle that was from 64.2% in Cycle 1 to 77.4% in Cycle 2. The improvement of students' participation in Cycle 1 and 2 is presented in the chart 4.5.

Chart 4.5 The Improvement of Students' Participation in Cycle 1 and Cycle 2



The improvement of students' participation during the teaching learning process influenced the writing test result which improved in every cycle. According to the results of writing test, the students' writing achievement also improved from Cycle 1 to Cycle 2. There was 66.7% of students achieved the standard score in Cycle 1. Afterward, the percentage increased 14.3% becoming 81% in Cycle 2. The improvement is illustrated to the following chart.

Chart 4.6 The Improvement of Students' Writing Achievement in Cycle 1 and Cycle 2



All those results proved the theories which state that using photographs in teaching learning process of writing can enhance students' writing achievement as well as the students' participation. Photographs could arouse students' interest in joining the lesson which "instantly helps them experience success and have a sense of empowerment in their learning process" (Friesen, 2012:39). It is explained by Kellner (2008), photographs can also be used to inspire either expository or creative pieces because photographs are familiar media in students' daily lives, which is also easy to get. It is not difficult for the students to recount their own photographs, because those photographs contain most of their daily lives. It is as Viskochil (1998:46) stated that photographs are omnipresent in the daily lives of most students.

Calhoun (1999:68) says that using photographs can assist students to "develop their skills in beginning research and using their observation skills to base what they say and write on evidence". It was proved by the students' average writing score which increase in Cycle 2. The students' achievement was gained because the photographs worked well to help them in brainstorming ideas before they wrote their recount paragraphs. The photographs helped a lot since every student had memory behind their photographs. It was easier for them to write the recount since the photograph itself contains their own experiences in the past. As Viskochil (1998:50) explains, "Photographs are important windows into the past that can be appreciated both for their aesthetic attributes and for the incredible amounts of data that they may contain."

Aside from those results above, there were several problems occurred during the action research. Since SMP Negeri 9 is located in countryside, several students could not bring photographs due the lack of knowledge of photograph theme or archive of photographs they possess; also, some students intentionally did not bring any photograph. It also happened on writing test day. To overcome these problems, also to fulfill achievement point, those who could not bring photograph were determined to use other students' photographs. They were requested to compose factual recount and/or imaginary recount based on their classmates' photographs. It was done in order to complete the research and to collect the data.

Even though, the students who did not bring photographs felt unconfident with their writing, but they could compose factual recount well. It was because real-world authenticity contained in photographs unconsciously helped students to force themselves to write recount based on contents in photographs. It proved what Lederle (2012) said that photographs could “stimulate creative and critical thinking while also helping students to mastering content.”

Some of the students, who did not bring any photographs, composed imaginary recount. They added fictional event into their writing. As they thought they did not know anything about the photographs they got, they started to imagine what could happen in the photographs. Their imaginations were drawn as imaginary recount they composed. This is similar to what Youra (2009:1) discussed that photograph “triggers the students to explore new possibilities in writing”. Yet, the writing results of the students who did not bring photographs were not as good as those who bring photographs and could tell recount based on their own photographs since they wrote their friend’s story which they did not detailed master the content.

Above all, the results of this classroom action research in Cycle 1 and Cycle 2 verified the action hypotheses, which state that:

- a. The use of photographs can enhance the class 8–C students’ recount paragraph writing achievement at SMP Negeri 9 Jember in the 2014/2015 academic year.
- b. The use of photographs can enhance the class 8-C students’ participation in the classroom during the teaching learning process of writing at SMP Negeri 9 Jember in the 2014/2015 academic year.

The results of this research support the previous research findings conducted by Nafisah (2013), Student from University of Muria Kudus. She conducted a classroom action research dealing with the use of photographs to improve the eighth grade students’ recount text writing achievement at SMP Negeri 1 Mayong Jember in the academic year of 2013/2014. The result of her research showed that the use of photographs could improve the mean score of writing achievement from 72 to 79.

Another study was done by Indah (2010) who carried out experimental research indicated that there was significant difference between students' ability in writing recount taught by using photographs and without using photographs. The students who were taught by using photographs had better achievement rather than those who were not. The average score of the students' achievement who were taught by using photographs was 76.8. Meanwhile, the average score of the students' achievement who were not taught by using photographs was 64. The other study conducted by Sadiq (2013) from Beconehouse National University, Lahore, Pakistan toward 100 research subject showed that there was a positive result of how photographs can enhance teaching learning process.

Based on the three previous research findings, it can be said that the use of photographs as visual media is beneficial in enhancing not only the students' recount paragraph writing achievement but also their participation during the teaching learning process. In addition, photographs can be used as one of media in teaching writing by the teacher. It is due to the fact that the use of photographs could enhance the students' recount paragraph writing achievement and their participation.

Based on the discussion above, it was proven that the use of photograph could enhance the eighth grade students' recount paragraph writing achievement and their participation in the teaching learning process at SMP Negeri 9 Jember in the 2014/2015 academic year. Finally, the results of this classroom action research suggest that the use of photograph is effective to enhance the students' participation and their writing achievement.

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of this classroom action research. The suggestions are proposed to the English teacher, the students and also the other researchers.

5.1 Conclusion

According to the research results and discussion, it can be drawn conclusion that:

- a. The use of photographs could enhance the class 8-C students' recount paragraph writing achievement at SMP Negeri 9 Jember in the 2014/2015 academic year. It was proved by the result of the percentage of the students' writing test in each cycle. The percentage of students who got ≥ 74 as standard score in writing test increased from Cycle 1 to Cycle 2 that was 66.7% of the students to 81% of the students.
- b. The use of photographs could enhance the class 8-C students' participation in the classroom during the teaching learning process of writing at SMP Negeri 9 Jember in the 2014/2015 academic year. It was supported by the result of the percentage of the students' participation in each cycle. The result showed the improvement from 65.45% in Cycle 1 to 77.4% in Cycle 2.

5.2 Suggestions

Considering the results of this classroom action research some suggestions are given to the English teacher, the students, and the other researchers.

- a. The English teacher

It is suggested that the English teacher applies photographs more frequently as the media in teaching learning process of writing and other skills in English. It is due to the fact that the uses of photographs could enhance the students' writing achievement and their participation.

b. The Students

Nowadays, camera has turned into students' daily life which can be easily found and used to take any photograph. The students are suggested to familiarize themselves to use photographs they took as alternative media in enhancing their writing skills.

c. The Other Researchers

The result of this research can be used as a reference or source of information for future researchers who want to conduct further research but in different design of research, for example using experimental design to develop the quality of teaching writing. In addition, suggestion for the future researcher that might use photographs in their research, they should make sure that all students are really familiar with the media and able to provide it during the research.

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RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLE	INDICATOR	DATA RESOURCES	RESEARCH METHODS	HYPOTHESIS
Enhancing the Eighth Grade Students' Recount Paragraph Writing Achievement by Using Photographs at SMP Negeri 9 Jember	<ol style="list-style-type: none"> Can the use of photographs enhance the eighth grade students' recount paragraph writing achievement at SMP Negeri 9 Jember in the 2014/2015 academic year? Can the use of photographs enhance the eighth grade students' participation 	<ol style="list-style-type: none"> Dependent variable: <ol style="list-style-type: none"> Students' recount paragraph writing achievement Students' participation Independent variable: Photographs 	<ol style="list-style-type: none"> The students' participation: <ol style="list-style-type: none"> Bringing their own personal photographs based on the given theme Writing the draft Answering the teacher's question Revising and editing the draft Writing the final work on the white board 	<ol style="list-style-type: none"> Subjects: The eighth grade students at SMP Negeri 9 Jember in 2014/2015 academic year Informant and collaborator: The English teacher of the eighth grade students at SMP Negeri 9 Jember in 2014/2015 academic year 	<ol style="list-style-type: none"> Research Design Classroom Action Research. The stages of each cycle are: <ol style="list-style-type: none"> Planning of the action Implementing of the action Doing observation and evaluation of the action Reflecting of the action (Elliot, 1991:70) Area Determination Method Purposive method Research Participants Determination Method Purposive sampling Data Collection Method <ol style="list-style-type: none"> For preliminary Data: <ul style="list-style-type: none"> -Interview For Research Data: <ul style="list-style-type: none"> -Writing test -Observation -Documentation 	<ol style="list-style-type: none"> The use of photographs can enhance the eighth grade students' recount paragraph writing achievement at SMP Negeri 9 Jember in the 2014/2015 academic year. The use of photographs can enhance the students' participation in the classroom during teaching

	<p>in the classroom during the teaching learning process of writing recount text at SMP Negeri 9 Jember in the 2014/2015 academic year?</p>		<p>2. The students' Recount paragraph writing achievement which covers: a. Grammar b. Organization c. Vocabulary d. Mechanics e. Content</p>	<p>3. Document: a. Curriculum used in SMP Negeri 9 Jember b. Syllabus of the teacher c. Lesson plan of the teacher d. The attendance list of the research subject</p>	<p>5. Data Analysis Method a. The data are collected from writing test in each cycle in the form of the students' writing scores which are analyzed statistically by the following formula: $E = \frac{n}{N} \times 100\%$ E = the percentage of the students who achieve ≥ 74 as standard score n = the total number of the students who achieve ≥ 74 as standard score N = the total number of the students (Ali, 1993:189) b. To calculate the percentage of students' participation is using the following formula is used: $E = \frac{n}{N} \times 100\%$ E = the percentage of the students who participate in teaching learning process of writing. n = the total number of the students who fulfill at least three indicators. N = the total number of the students (Ali, 1993:189)</p>	<p>learning process of writing recount text at SMP Negeri 9 Jember in the 2014/2015 academic year.</p>
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THE GUIDE OF PRELIMINARY STUDY INTERVIEW

Interviewee : Ani Munawaroh, S.Pd
 Interviewer : Cecianessari
 Day/Date : Wednesday, February 18th, 2015
 Place : SMP Negeri 9 Jember

No	Interview Questions	Teacher's Answer
1.	Has the school applied the 2013 Curriculum? What curriculum do you use in teaching English?	No, we have not. We implement Curriculum KTSP.
2.	How many classes of the eighth grade are there in this school?	There are 6 classes of the eighth grade.
3.	How often do you teach English to the students?	Twice a week
4.	Do you teach writing skill to the students?	Yes, I do.
5.	Which class do you think has the most problems or difficulties in writing?	From all of the eighth grade students, the 8-C has the lowest mean score in writing. It indicates that they have the most problems in writing.
6.	What kind of problems do the students mostly have?	The students got difficulties in finding ideas related to the topic, how and where to start, and organizing their sentences. Therefore, it affects on their grammar, mechanic, and context.
7.	How many students have the most problems in the class?	It's about 26 students.
8.	What kind of text types which are taught in the eighth year?	Recount text and narrative text
9.	Have you ever used such kind of media in teaching writing?	No, I haven't. In teaching writing, I usually take the material from internet and give a topic to the students.
10.	How about using photographs in teaching writing? Have you ever used it?	No, I haven't.
11.	What teaching learning technique do you apply in teaching writing?	I apply Think Pair Share technique.
12.	May I conduct Classroom Action Research in that class?	Yes, you are permitted to conduct the Classroom Action Research in that class.
13.	Do you agree to collaborate with me to conduct a classroom action research?	Yes of course. It will also help me to know my students' improvement and their active performance through this research.
14.	What is the minimum requirement standard score for English in this school?	74. It is also the standard for all language skills.
15.	Do you agree to set the minimum requirement standard score as the requirement score for the students' achievement in writing?	I completely agree. Indeed, it is the minimum requirement standard score for English in this school. Hopefully, with this classroom action research, my students will be more active and so they can improve their score.

The Previous Writing Score of Class 8-A

Students' Number		Students' Name	Score
No.	NIS		
1	5112	AFOH	76
2	5113	ALB	74
3	4739	AVR	76
4	5114	ABS	70
5	5117	BTH	68
6	5077	BN	67
7	5118	BVM	68
8	5037	DLS	74
9	5167	ER	70
10	5122	ERY	80
11	5085	FR	75
12	5088	HS	70
13	5089	IAP	77
14	5171	IM	76
15	5127	IAC	74
16	5096	MTD	67
17	5046	MSA	70
18	5177	MRA	68
19	5135	MRF	74
20	5178	ML	72
21	4961	MIS	66
22	5136	MF	65
23	5181	MISP	80
24	5137	MKU	75
25	5182	MAI	77
26	5009	MFS	69
27	5225	MHS	72
28	5184	MLH	75
29	5104	NHP	65
30	5105	NOS	77
31	5057	NP	80
32	5014	NK	75
33	5149	RBW	75
34	5191	RW	78
35	5151	RFJ	68
36	5153	RAP	64
37	5233	SMR	62
38	5061	SN	69
39	5063	SS	70
40	5024	TM	74
41	5026	WM	65
42	4897	YK	62
		TOTAL	3009
		RATA-RATA NILAI	71,7

(Data obtained from the English teacher)

The Previous Writing Score of Class 8-B

Students' Number		Students' Name	Score
No.	NIS		
1	5199	AM	63
2	5156	AW	80
3	5200	AE	70
4	5071	AG	80
5	5201	AIM	67
6	5072	AFH	93
7	5203	AH	97
8	5073	AS	77
9	5160	AF	67
10	5161	ARS	77
11	5205	ARR	80
12	5207	BLGP	83
13	5163	BPU	77
14	5080	DMPP	70
15	5165	DW	57
16	5209	DL	80
17	5211	EFA	83
18	5169	GNS	70
19	5170	HK	63
20	5087	HF	77
21	5172	IB	60
22	5173	KETS	70
23	5174	KEWS	77
24	5092	LNA	93
25	5218	LN	90
26	5176	MY	60
27	5219	MQS	63
28	5099	MVA	50
29	5179	MDS	57
30	5010	MS	63
31	5101	MAA	70
32	5223	MNH	77
33	5142	NK	80
34	5189	RF	83
35	5190	RDM	77
36	4809	RA	60
37	5231	RS	60
38	5092	RHM	73
39	5108	S	80
40	5193	SCDC	77
41	5068	YMA	80
42	5198	YDYRP	77
		TOTAL	2931
		RATA-RATA NILAI	73,2

(Data obtained from the English teacher)

The Previous Writing Score of Class 8-C

Students' Number		Students' Name	Score
No.	NIS		
1	5075	AJC	80
2	5116	AN	76
3	4991	DEI	76
4	5082	DZRF	68
5	5083	EFA	77
6	5084	EBA	77
7	4994	FR	80
8	5212	FA	74
9	4996	FAG	72
10	5039	FAP	66
11	4997	FAN	72
12	5213	IQ	69
13	5000	ITS	76
14	5215	JLHPP	62
15	5044	KS	67
16	5045	KAVR	74
17	5133	MMH	72
18	5094	MDCP	70
19	5222	MN	74
20	5100	MSB	73
21	5051	MA	62
22	5050	MUS	70
23	5224	MDSR	62
24	5053	MGP	73
25	5054	ML	67
26	5227	MRA	69
27	5055	MR	62
28	5013	NA	65
29	5185	NBF	74
30	5188	NM	65
31	5106	NP	68
32	5015	OKR	62
33	5146	PDF	72
34	5147	PNA	69
35	5017	RI	62
36	5062	SRN	75
37	5022	SAI	74
38	5196	VR	75
39	5066	VA	77
40	5025	WU	75
41	5070	YDH	62
42	5110	YEM	72
		TOTAL	2967
		RATA-RATA NILAI	70.6

(Data obtained from the English teacher)

The Previous Writing Score of Class 8-D

Students' Number		Students' Name	Score
No.	NIS		
1	4985	ANM	83
2	5030	AAK	77
3	5158	AF	83
4	5076	AHY	83
5	5034	ASN	77
6	5035	B	60
7	5119	CDSF	77
8	5078	CPDP	80
9	5120	DNW	77
10	4989	DSP	73
11	4992	DM	63
12	510	DHP	87
13	4993	DIP	73
14	5082	DDA	57
15	5166	DR	70
16	4995	FFA	83
17	5001	IN	60
18	5090	IE	63
19	5002	JB	80
20	5129	K	73
21	5130	LTO	80
22	5047	MYF	73
23	5048	MM	80
24	5221	MS	97
25	5132	MRE	77
26	5093	MTFPP	63
27	5004	MW	80
28	5007	MAF	77
29	5183	MFR	67
30	5226	MK	57
31	5011	MSMH	80
32	5012	MTEP	78
33	5228	NK	80
34	5144	NLZ	83
35	5058	NI	60
36	5150	RSR	73
37	5059	SE	80
38	5060	SN	57
39	5155	SM	50
40	5069	YA	73
41	4853	YA	60
42	5111	YPP	63
		TOTAL	2987
		RATA-RATA NILAI	71.12

(Data obtained from the English teacher)

The Previous Writing Score of Class 8-E

Students' Number		Students' Name	Score
No.	NIS		
1	5028	AR	63
2	4986	AAN	80
3	4858	AJW	77
4	5074	AJ	67
5	5159	ADA	57
6	5162	APCY	77
7	5079	DK	78
8	5164	DDIHR	80
9	5121	DIR	63
10	5244	DAP	67
11	5168	FAR	70
12	5123	FAKA	68
13	5214	IWI	74
14	5091	IBS	72
15	5220	MPM	74
16	5134	ML	62
17	5098	M	68
18	5131	MAM	75
19	5175	MACA	70
20	5095	MRM	76
21	4924	MWNS	76
22	5003	MYM	74
23	5005	MR	80
24	5180	MA	97
25	5102	MAN	77
26	5139	MAK	80
27	5140	MD	77
28	5008	MF	73
29	5056	MJF	63
30	5103	MSM	87
31	5186	NAS	73
32	5187	NMP	60
33	5143	NDP	70
34	5229	R	83
35	5016	RIM	60
36	5230	RHA	73
37	5152	RA	80
38	5154	SPP	57
39	5192	SA	50
40	5195	SM	73
41	5067	WRI	60
42	5237	WH	63
43	5197	WA	83
44	5238	YAD	77
		TOTAL	3164
		RATA-RATA NILAI	72

(Data obtained from the English teacher)

The Previous Writing Score of Class 8-F

Students' Number		Students' Name	Score
No.	NIS		
1	4984	AAA	80
2	5157	AF	69
3	5029	ABF	77
4	4987	AAW	80
5	5204	AHY	75
6	5031	AATP	67
7	4988	AWED	68
8	5032	AMF	74
9	5033	ANK	62
10	5206	BR	68
11	5036	CMS	75
12	4990	DR	70
13	5208	DM	76
14	5081	DFR	76
15	5038	DAA	74
16	5124	FNN	67
17	5087	FHR	70
18	4998	GLB	68
19	5040	GTP	74
20	5125	HF	72
21	5041	HLT	66
22	4999	HK	65
23	5128	IB	80
24	5043	KEA	75
25	5216	LH	77
26	5217	LK	74
27	5097	MMI	72
28	5138	MWR	75
29	5052	MA	65
30	5141	MM	76
31	5018	RA	70
32	5107	RAD	80
33	5020	SA	75
34	5109	SDS	78
35	5064	SM	68
36	5021	SIDC	64
37	5065	S	70
38	5023	TARA	69
39	5236	VAP	70
40	5240	YA	74
41	5239	YN	70
42	5027	YA	62
		TOTAL	3017
		RATA-RATA NILAI	71,83

(Data obtained from the English teacher)

LESSON PLAN
(Cycle 1 Meeting 1)

School	: SMPN 9 Jember
Subject	: English
Level	: Junior High School
Grade/ Semester	: VIII / 2
Language Skill	: Writing
Genre	: Recount Paragraph
Theme	: Recreation
Time Allocation	: 2 x 40 Minutes

I. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana 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

3.1 Cognitive

- Cognitive Product
 - 3.1.1 Writing recount paragraph with appropriate generic structure and structural features
- Cognitive Process
 - 3.1.2 Generating ideas in grammatically appropriate sentences of recount paragraph
 - 3.1.3 Writing the draft of simple recount paragraph appropriately
 - 3.1.4 Classifying sentences into appropriate generic structure of recount paragraph
 - 3.1.5 Revising and editing the draft of simple recount paragraph appropriately

IV. Learning Objectives

4.1 Cognitive

- Cognitive Product

In the end of the lesson, the students are able to:

4.1.1. Write recount paragraph with appropriate generic structure and structural features

- Cognitive Process

4.1.2 The students are able to generate ideas in grammatically appropriate sentences of recount paragraph

4.1.3 The students are able to write the draft of simple recount paragraph appropriately

4.1.4 The students are able to classify sentences into appropriate generic structure of recount paragraph

4.1.5 The students are able to revise and edit the draft of simple recount paragraph appropriately

V. Learning Materials (Enclosed)

1. The definition of recount paragraph
2. Social function of recount paragraph
3. Language feature of recount paragraph
4. Generic structure of recount paragraph
5. The example of recount paragraph.
6. Exercises.

VI. Teaching Learning Method and Technique

1. Method : Contextual Teaching Learning
2. Technique : Question-answer, discussion, pair work

VII. Teaching and Learning Activities

NO.	Teacher's Activities	Students' Activities	Time Allocation
1.	<p>Pre-Activities</p> <ol style="list-style-type: none"> 1. Greeting the students 2. Checking the students' attendance 3. Motivating the students by showing a picture of a tourism beach Apperception 4. Giving some leading questions 5. Stating the objectives 	<ol style="list-style-type: none"> 1. Greeting the teacher 2. Responding to the teacher about the attendance list 3. Looking at the picture carefully 4. Answering the questions 5. Listening to the teacher, making note 	<p>1 minute</p> <p>2 minutes</p> <p>1 minute</p> <p>5 minutes</p> <p>1 minute</p>
2.	<p>Main Activities</p> <ol style="list-style-type: none"> 6. Giving the model of a recount paragraph 7. Discussing the elements of a recount paragraph by giving leading questions to the students 8. Asking whether all the students get all the points related to the discussion <p>Pre-writing</p> <ol style="list-style-type: none"> 9. Asking the students to preparing their photographs 10. Distributing the 1st worksheet 11. Asking the students to write at least 5 simple verbs, change the verbs into simple past form and make sentences from the verbs based on the photo individually (TASK 1) 	<ol style="list-style-type: none"> 6. Looking at the model carefully 7. Giving their opinion 8. Answering the teacher's question 9. Preparing their photographs 10. Receiving the 1st worksheet 11. Doing task 1 individually 	<p>2 minutes</p> <p>5 minutes</p> <p>1 minutes</p> <p>5 minutes</p>

	<p>Drafting activity</p> <p>12. Distributing the 2nd worksheet</p> <p>13. Asking the students to write a simple recount paragraph based on their personal photographs appropriately (TASK 2)</p>	<p>12. Receiving the 2nd worksheet</p> <p>13. Doing task 2 individually</p>	30 minutes
	<p>Revising - editing activities</p> <p>14. Asking the students to swap their work with their seatmate</p> <p>15. Leading the students to revise and edit their friends' works (TASK 3)</p> <p>16. Asking the students to write their final work (TASK 4)</p>	<p>14. Swapping their works</p> <p>15. Revising and editing their friends' works</p> <p>16. Writing down their final work</p>	14 minutes
	<p>Publishing activities</p> <p>17. Asking some representative students to write their final work on white board</p> <p>18. Giving comment</p>	<p>17. Come forward and write their final work</p> <p>18. The rest of the students checking their final works</p>	3 minutes 2 minutes
3.	<p>Post-Activities</p> <p>19. Guiding the students to make conclusion</p> <p>20. Giving instructions for preparing the next meeting</p> <p>21. Saying goodbye to the students</p>	<p>19. Making conclusion</p> <p>20. Making note</p> <p>21. Responding to the teacher by saying goodbye</p>	2 minutes 2 minutes 1 minute

VIII. Media and Sources

8.1 Media

- a) Photographs
- b) White board and board marker
- c) Viewer

8.2 Sources

Government of South Australia. Department for Education and Child development. "Engaging in and Exploring Recount Writing". 2012.

IX. Evaluation

1. Process evaluation is going to be conducted during teaching and learning process.
 - a. Instrument : observation checklist
 - b. Indicators : enclosed
 - c. The criteria of success : if 75% of students fulfill at least three indicators
2. Product evaluation will be done after teaching and learning process.
 - a. Instrument : Writing test
 - b. Scoring guide : enclosed
 - c. The criteria of success : if 75% of students get minimum standard

Jember, March 3rd, 2015

English Teacher

Researcher

Ani Munawaroh, S,Pd

Cecianessari

NIP. 19691030 199402 2 001

NIM. 110210401031

Learning Material

Meeting 1

Pre Activities

Showing a photograph as a motivation



Material for apperception

Leading Questions:

- 1) What can you see on the photo?
- 2) What are the people doing?
- 3) Have you ever gone to a beach?
- 4) When did you go there?
- 5) With whom did you go there?
- 6) What did you do there?

Main Activities

Explanation of recount paragraph

Recount paragraph is a paragraph that retells something that happened in the past and to tell a series of past event for the purpose of informing, entertaining or reflecting.

a. Generic structure of recount paragraph

- i. Orientation (who was involved, what happened, where the events took place, and when it happened)
- ii. Events (what happened and in what sequence)
- iii. Reorientation (consists of impression of events/ending)

b. Language feature of recount paragraph

1. Using Past Tense
e.g.: went, laughed, spent, etc.
2. Using Action Verb
e.g.: bought, took, put, etc.
3. Using Adjectives
e.g.: wonderful, fantastic, unforgettable, etc.
4. Using Linking Verb
e.g.: was, were, had, etc.
5. Using Chronological Connection
e.g.: firstly, then, after that, etc.
6. Focusing on Specific Participant
e.g.: I, my family, my sister and I, etc.

c. The example of recount paragraph

Title	My Holidays
Orientation	During the holidays, our family went to Victor Harbor. We stayed in a holiday apartment. There were nine other apartments where we stayed.
Sequence of events	After we unpacked our things, we went to the beach. At the beach we met our cousins and played with them. Later on, Mum went shopping with my brother to buy some groceries. While she was shopping, Dad and I went fishing. The next day we went to Greenfields Adventure Park. It was really crowded. Every day we went to the beach. Sometimes while we were there, we went fishing with Dad.
Re-orientation	On the last day of our holiday, we all went fishing again. We caught lots of fish. It was really cool fishing with Dad.
(Taken from: Engaging in and Exploring Recount Writing http://www.decd.sa.gov.au/literacy/files/links/Recount_Writing_June_2012.)	

Exercises**Task 1**

Based on your personal photo, write down 5 simple verbs. Change the verbs into past simple form. Make sentences from the verbs as the example!

Example: go -- went – My family and I went to Papuma beach.

No.	Simple Verb	Past Simple Verb	Sentence
1.			
2.			
3.			
4.			
5.			

Task 2

Based on the photo, write a simple recount paragraph that consists about 10 - 15 sentences covering orientation, events, and re-orientation. Write down (1) if it belongs to orientation, (2) events, (3) re-orientation.

Title: _____

Task 3

Revise and edit your friend's work. List the error and write the correction on the table below.

No.	Error	Correction
1.		
2.		
3.		
...		

Task 4

Write your final work based on the correction given.

LESSON PLAN
(Cycle 1 Meeting 2)

School	: SMPN 9 Jember
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Theme	: Recreation
Time Allocation	: 2 x 40 Minutes

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4.1 Cognitive

- Cognitive Product

In the end of the lesson, the students are able to:

4.1.1. Write recount paragraph with appropriate generic structure and structural features

- Cognitive Process

4.1.2 The students are able to generate ideas in grammatically appropriate sentences of recount paragraph

4.1.3 The students are able to write the draft of simple recount paragraph appropriately

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4.1.5 The students are able to revise and edit the draft of simple recount paragraph appropriately

V. Learning Materials (Enclosed)

1. Exercises.

VI. Teaching Learning Method and Technique

1. Method : Cooperative Language Learning
2. Technique : Question-answer, discussion, pair work

VII. Teaching and Learning Activities

NO.	Teacher's Activities	Students' Activities	Time Allocation
1.	Pre-Activities 1. Greeting the students 2. Checking the students' attendance	1. Greeting the teacher 2. Responding to the teacher about the attendance list	1 minute 2 minutes

	<p>3. Motivating the students by showing a picture of Bromo Mountain</p> <p>Apperception</p> <p>4. Giving some leading questions</p> <p>5. Stating the objectives</p>	<p>3. Looking at the picture carefully</p> <p>4. Answering the questions</p> <p>5. Listening to the teacher, making note</p>	<p>1 minute</p> <p>5 minutes</p> <p>1 minute</p>
2.	<p>Main Activities</p> <p>6. Reviewing the materials about recount paragraph by asking some questions about the materials</p> <p>Pre-writing</p> <p>7. Asking the students to preparing their photographs</p> <p>8. Distributing the 1st worksheet</p> <p>9. Asking the students to write at least 5 simple verbs, change the verbs into simple past form and make sentences from the verbs based on the photo individually (TASK 1)</p> <p>Drafting activity</p> <p>10. Distributing the 2nd worksheet</p> <p>11. Asking the students to write a simple recount paragraph based on their personal photographs appropriately (TASK 2)</p>	<p>6. Answering the questions based on what they know about the materials</p> <p>7. Preparing their photographs</p> <p>8. Receiving the 1st worksheet</p> <p>9. Doing task 1 individually</p> <p>10. Receiving the 2nd worksheet</p> <p>11. Doing task 2 individually</p>	<p>7 minutes</p> <p>1 minutes</p> <p>4 minutes</p> <p>30 minutes</p>
	<p>Revising - editing activities</p> <p>12. Asking the students to swap their work with their seatmate</p> <p>13. Leading the students to revise and edit their friends' works (TASK 3)</p> <p>14. Asking the students to write their final work (TASK 4)</p>	<p>12. Swapping their works</p> <p>13. Revising and editing their friends' works</p> <p>14. Writing down their final work</p>	<p>14 minutes</p> <p>3 minutes</p>

	Publishing activities 15. Asking some representative students to write their final work on white board 16. Giving comment	15. Come forward and write their final work 16. The rest of the students checking their final works	3 minutes 3 minutes
3.	Post-Activities 17. Guiding the students to make conclusion 18. Giving instructions for preparing the next meeting 19. Saying goodbye to the students	17. Making conclusion 18. Making note 19. Responding to the teacher by saying goodbye	2 minutes 2 minutes 1 minute

VIII. Media and Sources

8.1 Media

- a) Photographs
- b) White board and board marker

8.2 Sources

Government of South Australia. Department for Education and Child development. "Engaging in and Exploring Recount Writing". 2012.

IX. Evaluation

1. Process evaluation is going to be conducted during teaching and learning process.
 - a. Instrument : observation checklist
 - b. Indicators : enclosed
 - c. The criteria of success : if 75% of students fulfill at least three indicators

2. Product evaluation will be done after teaching and learning process.
 - a. Instrument : Writing test
 - b. Scoring guide : enclosed
 - c. The criteria of success : if 75% of students get minimum standard score of 74

Jember, March 3th, 2015

English Teacher

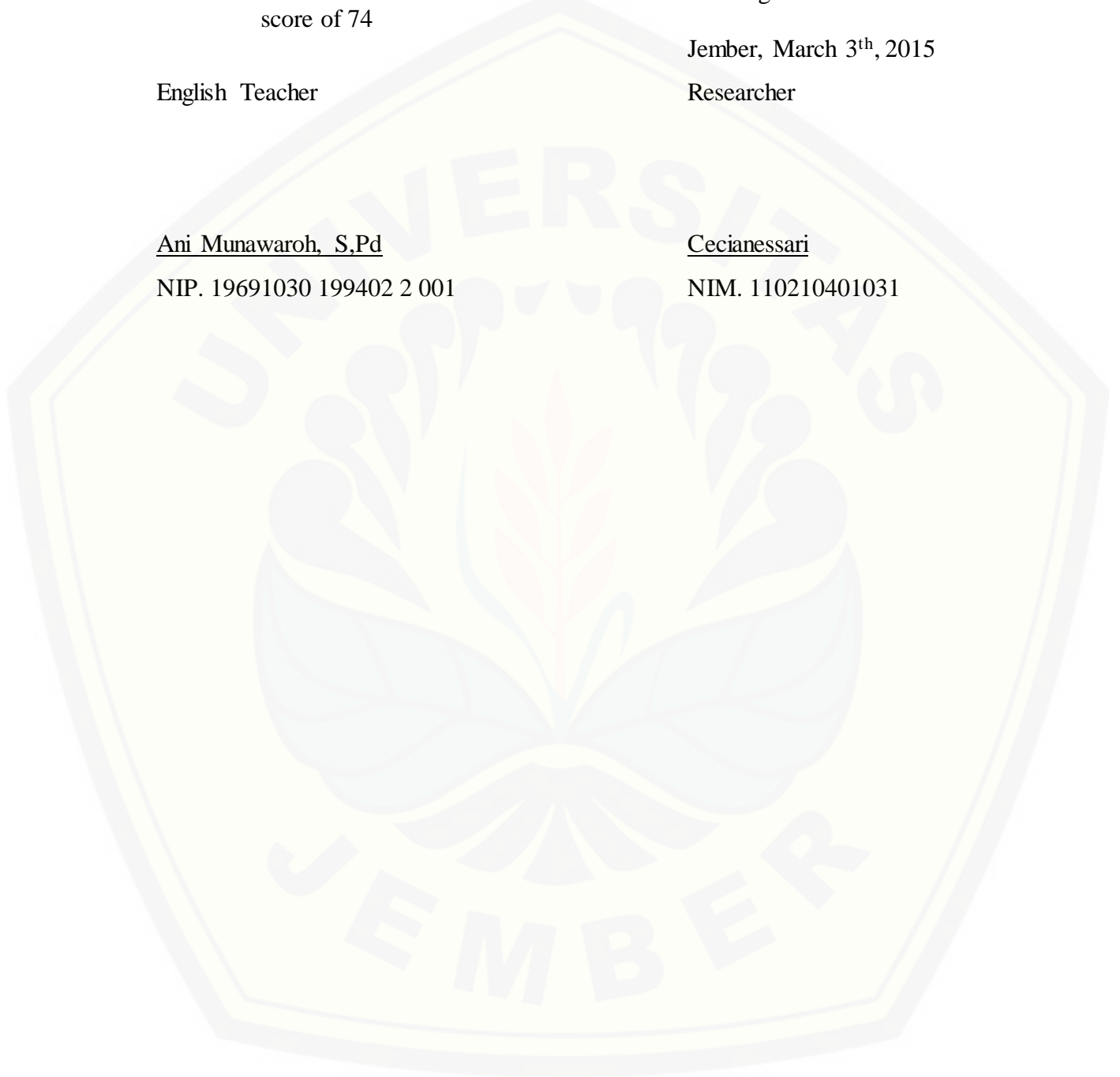
Researcher

Ani Munawaroh, S,Pd

Cecianessari

NIP. 19691030 199402 2 001

NIM. 110210401031



Learning Material

Meeting 2

Pre Activities

Showing a photograph as a motivation



Material for apperception

Leading Questions:

- 1) What can you see on the photo?
- 2) Where is it?
- 3) Have you ever gone there?
- 4) When did you go there?
- 5) With whom did you go there?
- 6) What did you do there?

Main Activities

1. Did you remember what we have learned yesterday?
2. What is recount paragraph?
3. What is the example of recount paragraph?
4. Telling about holiday experience, does it belong to recount paragraph?
5. What did you do on your last holiday?

Exercises

Task 1

Based on your personal photo, write down 5 simple verbs. Change the verbs into past simple form. Make sentences from the verbs as the example!

Example: go -- went – My family and I went to Papuma beach.

No.	Simple Verb	Past Simple Verb	Sentence
1.			
2.			
3.			
4.			
5.			

Task 2

Based on the photo, write a simple recount paragraph that consists about 10 - 15 sentences covering orientation, events, and re-orientation. Write down (1) if it belongs to orientation, (2) events, (3) re-orientation.

Title: _____

Task 3

Revise and edit your friend's work. List the error and write the correction on the table below.

No.	Error	Correction
1.		
2.		
3.		
...		

Task 4

Write your final work based on the correction given.

**Writing Test
(Cycle 1)**

Name :
Class :
Student's Number :
Time allocation : 2 x 40 minutes

Based on the photograph you bring, please make a paragraph of recount containing about 10 – 15 sentences.

Title: _____

LESSON PLAN
(Cycle 2 Meeting 1)

School	: SMPN 9 Jember
Subject	: English
Level	: Junior High School
Grade/ Semester	: VIII / 2
Language Skill	: Writing
Genre	: Recount Paragraph
Theme	: Special Moment
Time Allocation	: 2 x 40 Minutes

I. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana 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

3.1 Cognitive

- Cognitive Product
 - 2.1.1 Writing recount paragraph with appropriate generic structure and structural features
- Cognitive Process
 - 2.1.2 Generating ideas in grammatically appropriate sentences of recount paragraph
 - 2.1.3 Writing the draft of simple recount paragraph appropriately
 - 2.1.4 Classifying sentences into appropriate generic structure of recount paragraph
 - 2.1.5 Revising and editing the draft of simple recount paragraph appropriately

IV. Learning Objectives

4.1 Cognitive

- Cognitive Product

In the end of the lesson, the students are able to:

4.1.1. Write recount paragraph with appropriate generic structure and structural features

- Cognitive Process

4.1.2 The students are able to generate ideas in grammatically appropriate sentences of recount paragraph

4.1.3 The students are able to write the draft of simple recount paragraph appropriately

4.1.4 The students are able to classify sentences into appropriate generic structure of recount paragraph

4.1.5 The students are able to revise and edit the draft of simple recount paragraph appropriately

V. Learning Materials (Enclosed)

1. The example of recount paragraph
2. Exercises.

VI. Teaching Learning Method and Technique

1. Method : Cooperative Language Learning
2. Technique : Question-answer, discussion, pair work

VII. Teaching and Learning Activities

NO.	Teacher's Activities	Students' Activities	Time Allocation
1.	Pre-Activities 1. Greeting the students 2. Checking the students' attendance	1. Greeting the teacher 2. Responding to the teacher about the attendance list	1 minute 2 minutes

	<p>3. Motivating the students by showing a picture of someone's special moment</p> <p>Apperception</p> <p>4. Giving some leading questions</p> <p>5. Stating the objectives</p>	<p>3. Looking at the picture carefully</p> <p>4. Answering the questions</p> <p>5. Listening to the teacher, making note</p>	<p>1 minute</p> <p>5 minutes</p> <p>1 minute</p>
2.	<p>Main Activities</p> <p>6. Reviewing the materials about recount paragraph by asking some questions about the materials</p> <p>Pre-writing</p> <p>7. Asking the students to preparing their photographs</p> <p>8. Distributing the 1st worksheet</p> <p>9. Asking the students to write at least 5 simple verbs, change the verbs into simple past form and make sentences from the verbs based on the photo individually (TASK 1)</p> <p>Drafting activity</p> <p>10. Distributing the 2nd worksheet</p> <p>11. Asking the students to write a simple recount paragraph based on their personal photographs appropriately (TASK 2)</p>	<p>6. Answering the questions based on what they know about the materials</p> <p>7 Preparing their photographs</p> <p>8 Receiving the 1st worksheet</p> <p>9 Doing task 1 individually</p> <p>10 Receiving the 2nd worksheet</p> <p>11 Doing task 2 individually</p>	<p>6 minutes</p> <p>1 minutes</p> <p>5 minutes</p> <p>30 minutes</p>
	<p>Revising - editing activities</p> <p>12 Asking the students to swap their work with their seatmate</p> <p>13 Leading the students to revise and edit their friends' works (TASK 3)</p>	<p>12. Swapping their works</p> <p>13. Revising and editing their friends' works</p>	<p>14 minutes</p>

	<p>14 Asking the students to write their final work (TASK 4)</p> <p>Publishing activities</p> <p>15 Asking some representative students to write their final work on white board</p> <p>16 Giving comment</p>	<p>14. Writing down their final work</p> <p>15. Come forward and write their final work</p> <p>16. The rest of the students checking their final works</p>	<p>3 minutes</p> <p>3 minutes</p> <p>3 minutes</p>
3.	<p>Post-Activities</p> <p>17. Guiding the students to make conclusion</p> <p>18. Giving homework</p> <p>19. Giving instructions for preparing the next meeting</p> <p>20. Saying goodbye to the students</p>	<p>17 Making conclusion</p> <p>18 Making note</p> <p>19 Making note</p> <p>20 Responding to the teacher by saying goodbye</p>	<p>2 minutes</p> <p>2 minutes</p> <p>1 minute</p> <p>1 minute</p>

VIII. Media and Sources

8.1 Media

- a) Photographs
- b) White board and board marker

Sources

Government of South Australia. Department for Education and Child development. "Engaging in and Exploring Recount Writing". 2012.

IX. Evaluation

1. Process evaluation is going to be conducted during teaching and learning process.
 - a. Instrument : observation checklist
 - b. Indicators : enclosed
 - c. The criteria of success : if 75% of students fulfill at least three indicators

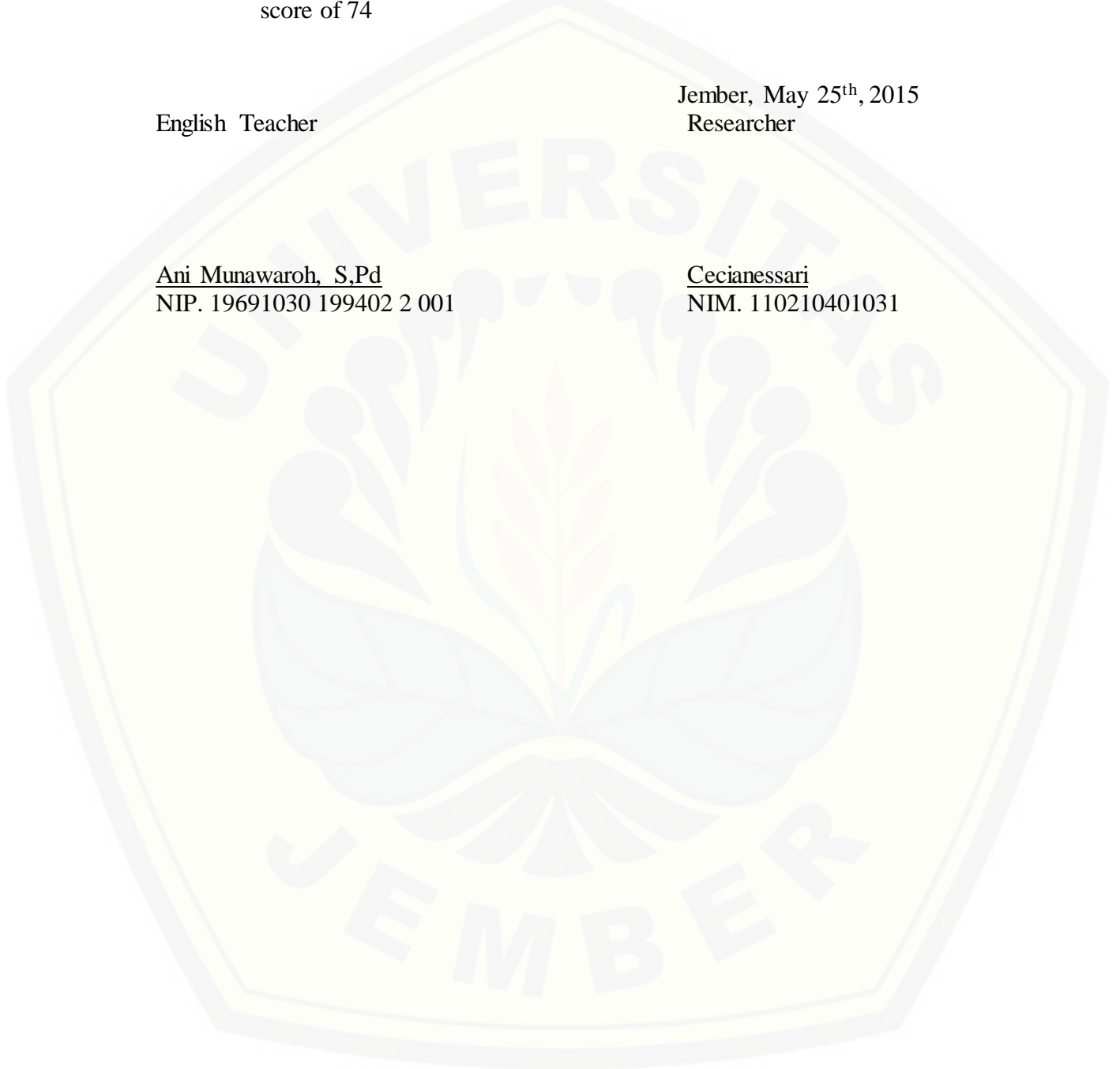
2. Product evaluation will be done after teaching and learning process.
 - a. Instrument : Writing test
 - b. Scoring guide : enclosed
 - c. The criteria of success : if 75% of students get minimum standard score of 74

English Teacher

Jember, May 25th, 2015
Researcher

Ani Munawaroh, S.Pd
NIP. 19691030 199402 2 001

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Learning Material

Meeting 1

Pre Activities

Showing a photograph as a motivation

Material for apperception



Leading Questions:

- 1) What can you see on the photo?
- 2) Can you guess what moment it was?
- 3) Have you ever experienced the moment?
- 4) When was it?
- 5) What did you do?

Main Activities

1. What is the other example of recount paragraph besides telling about recreation?
2. Telling about a special moment such as celebrating birthday party, does it belong to recount paragraph?

The example of a Recount Paragraph

My First Birthday Party

Thirteen years ago, in February, I had a party in my house. The house was full of flowers and colorful balloons. It was my first birthday party. My family and my neighbors came to my house. They attended the party. They wore colorful clothes and brought presents for me. I wore a beautiful dress. The party began at 3 p.m. Firstly, I blew candles. Then, my Mom helped me to cut the birthday cake. Next, all of them sang a birthday song together. They also clapped their hands. Then, they ate some cakes and drank some soft drink. They celebrated my birthday. The party was end at 4 p.m. The people shook hands and congratulated me. Then they went home. All people looked very happy. The party was really fun. (Adapted from: <http://recount-text.blogspot.com/2009/05/anitas-birthday-party.html>)

Exercises**Task 1**

Based on your personal photo, write down 5 simple verbs. Change the verbs into past simple form. Make sentences from the verbs as the example!

Example: celebrate -- celebrated – I celebrated my first birthday party.

No.	Simple Verb	Past Simple Verb	Sentence
1.			
2.			
3.			
4.			
5.			

Task 2

Based on the photo, write a simple recount paragraph that consists about 10 - 15 sentences covering orientation, events, and re-orientation. Write down (1) if it belongs to orientation, (2) events, (3) re-orientation.

Title: _____

Task 3

Revise and edit your friend's work. List the error and write the correction on the table below.

No.	Error	Correction
1.		
2.		
3.		
...		

Task 4

Write your final work based on the correction given.

Homework

At home, please write a short recount paragraph with the photo you have.

LESSON PLAN
(Cycle 2 Meeting 2)

School	: SMPN 9 Jember
Subject	: English
Level	: Junior High School
Grade/ Semester	: VIII / 2
Language Skill	: Writing
Genre	: Recount Paragraph
Theme	: Special Moment
Time Allocation	: 2 x 40 Minutes

I. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana 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

3.1 Cognitive

- Cognitive Product
 - 3.1.1 Writing recount paragraph with appropriate generic structure and structural features
- Cognitive Process
 - 3.1.2 Generating ideas in grammatically appropriate sentences of recount paragraph
 - 3.1.3 Writing the draft of simple recount paragraph appropriately
 - 3.1.4 Classifying sentences into appropriate generic structure of recount paragraph
 - 3.1.5 Revising and editing the draft of simple recount paragraph appropriately

IV. Learning Objectives

4.1 Cognitive

- Cognitive Product

In the end of the lesson, the students are able to:

4.1.1. Write recount paragraph with appropriate generic structure and structural features

- Cognitive Process

4.1.2 The students are able to generate ideas in grammatically appropriate sentences of recount paragraph

4.1.3 The students are able to write the draft of simple recount paragraph appropriately

4.1.4 The students are able to classify sentences into appropriate generic structure of recount paragraph

4.1.5 The students are able to revise and edit the draft of simple recount paragraph appropriately

V. Learning Materials (Enclosed)

1. Exercises.

VI. Teaching Learning Method and Technique

1. Method : Cooperative Language Learning
2. Technique : Question-answer, discussion, pair work

VII. Teaching and Learning Activities

NO.	Teacher's Activities	Students' Activities	Time Allocation
1.	Pre-Activities 1. Greeting the students 2. Checking the students' attendance	1. Greeting the teacher 2. Responding to the teacher about the attendance list	2 minute 2 minutes

	<p>3. Motivating the students by showing a picture of someone's special moment</p> <p>Apperception</p> <p>4. Giving some leading questions</p> <p>5. Stating the objectives</p>	<p>3. Looking at the picture carefully</p> <p>4. Answering the questions</p> <p>5. Listening to the teacher, making note</p>	<p>1 minute</p> <p>5 minutes</p> <p>1 minute</p>
2.	<p>Main Activities</p> <p>6. Reviewing the materials about recount paragraph by asking some questions about the materials</p> <p>Pre-writing</p> <p>7. Asking the students to preparing their photographs</p> <p>8. Distributing the 1st worksheet</p> <p>9. Asking the students to write at least 5 simple verbs, change the verbs into simple past form and make sentences from the verbs based on the photo individually (TASK 1)</p> <p>Drafting activity</p> <p>10. Distributing the 2nd worksheet</p> <p>11. Asking the students to write a simple recount paragraph based on their personal photographs appropriately (TASK 2)</p>	<p>6. Answering the questions based on what they know about the materials</p> <p>7. Preparing their photographs</p> <p>8. Receiving the 1st worksheet</p> <p>9. Doing task 1 individually</p> <p>10. Receiving the 2nd worksheet</p> <p>11. Doing task 2 individually</p>	<p>5 minutes</p> <p>1 minutes</p> <p>6 minutes</p> <p>30 minutes</p>
	<p>Revising - editing activities</p> <p>12. Asking the students to swap their work with their seatmate</p> <p>13. Leading the students to revise and edit their friends' works (TASK 3)</p>	<p>12. Swapping their works</p> <p>13. Revising and editing their friends' work</p>	<p>14 minutes</p>

	14. Asking the students to write their final work (TASK 4) Publishing activities 15. Asking some representative students to write their final work on white board 16. Giving comment	14. Writing down their final work 15. Come forward and write their final work 16. The rest of the students checking their final works	3 minutes 3 minutes 3 minutes
3.	Post-Activities 17. Guiding the students to make conclusion 18. Giving homework 19. Awarding the students who brought best photograph and the students who actively participated during the teaching learning process 20. Saying goodbye to the students	17. Making conclusion 18. Making note 19. Come forward to receive the reward 20. Responding to the teacher by saying goodbye	2 minutes 2 minutes 2 minutes 1 minute

VIII. Media and Sources

8.1 Media

- a) Photographs
- b) White board and board marker

8.2 Sources

Government of South Australia. Department for Education and Child development. "Engaging in and Exploring Recount Writing". 2012.

IX. Evaluation

1. Process evaluation is going to be conducted during teaching and learning process.
 - a. Instrument : observation checklist
 - b. Indicators : enclosed
 - c. The criteria of success : if 75% of students fulfill at least three indicators

2. Product evaluation will be done after teaching and learning process.
 - a. Instrument : Writing test
 - b. Scoring guide : enclosed
 - c. The criteria of success : if 75% of students get minimum standard score of 74

Jember, May 25th, 2015

English Teacher

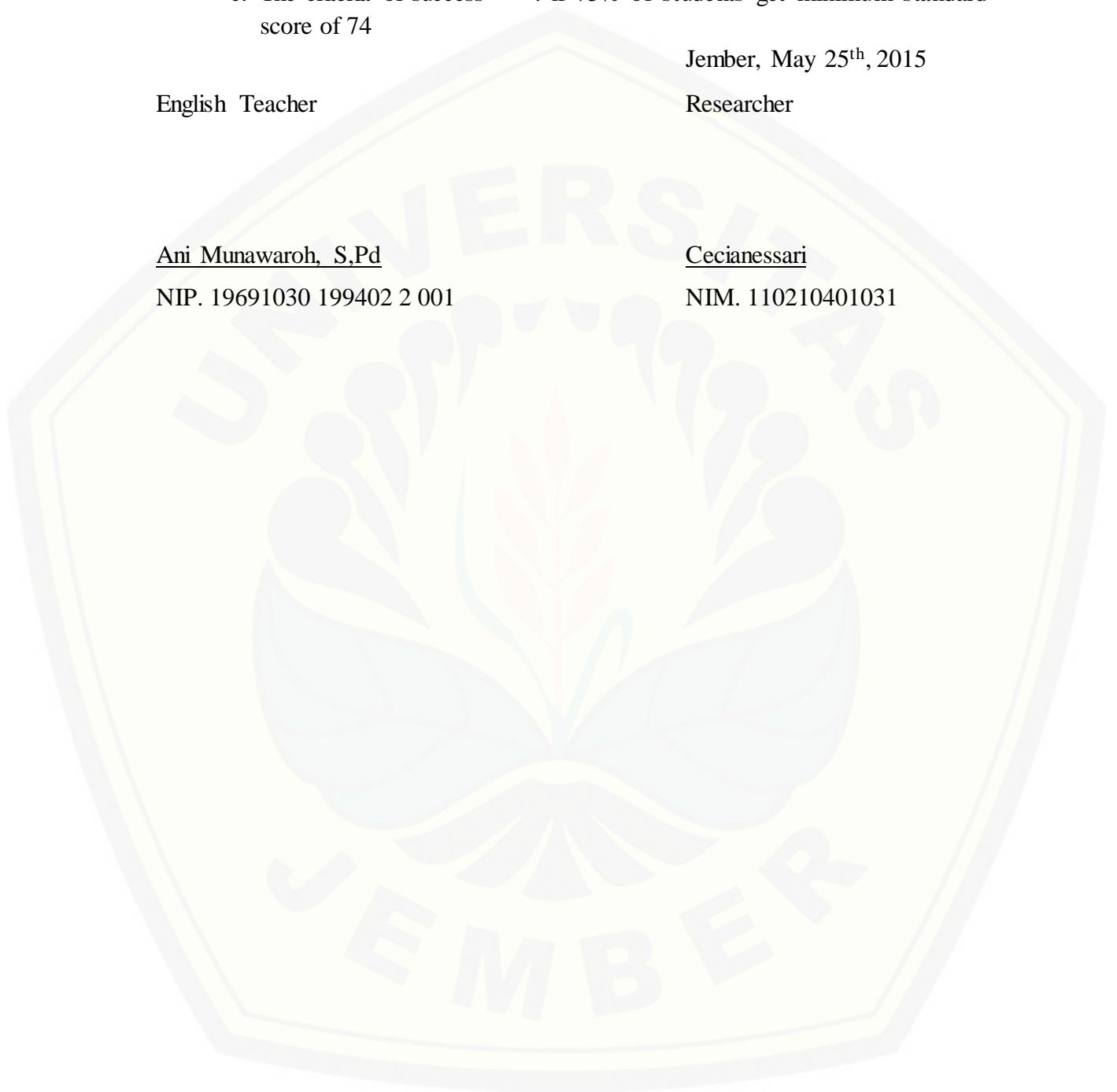
Researcher

Ani Munawaroh, S,Pd

NIP. 19691030 199402 2 001

Cecianessari

NIM. 110210401031



Learning Material

Meeting 2

Pre Activities

Showing a photograph as a motivation



Material for apperception

Leading Questions:

- 1) What can you see on the photo?
- 2) Can you guess what moment it was?
- 3) Have you ever experienced the moment?
- 4) When was it?
- 5) What did you do?

Main Activities

1. What is the other example of recount paragraph besides telling about birthday party?
2. Telling about a special moment in life such as spending time with family in Idul Fitri, does it belong to recount paragraph?

Exercises

Task 1

Based on your personal photo, write down 5 simple verbs. Change the verbs into past simple form. Make sentences from the verbs as the example!

Example: gather -- gathered – My family and I gathered at home.

No.	Simple Verb	Past Simple Verb	Sentence
1.			
2.			
3.			
4.			
5.			

Task 2

Based on the photo, write a simple recount paragraph that consists about 10 - 15 sentences covering orientation, events, and re-orientation. Write down (1) if it belongs to orientation, (2) events, (3) re-orientation.

Title: _____

Task 3

Revise and edit your friend's work. List the error and write the correction on the table below.

No.	Error	Correction
1.		
2.		
3.		
...		

Task 4

Write your final work based on the correction given.

Homework

At home, please write a short recount paragraph with the photo you have.

Writing Test
(Cycle 2)

Name :
Class :
Student's Number :
Time allocation : 2 x 40 minutes

Based on the photograph you bring, please make a paragraph of recount containing about 10 – 15 sentences.

Title: _____

OBSERVATION CHECKLIST

No.	The Students' Initials	Indicators					Categories	
		1	2	3	4	5	Active	Passive
1	AJC							
2	AN							
3	DEI							
4	DZRF							
5	EFA							
6	EBA							
7	FR							
8	FA							
9	FAG							
10	FAP							
11	FAN							
12	IQ							
13	ITS							
14	JLHPP							
15	KS							
16	KAVR							
17	MMH							
18	MDCP							
19	MN							
20	MSB							
21	MA							
22	MUS							
23	MDSR							
24	MGP							
25	ML							
26	MRA							
27	MR							
28	NA							
29	NBF							
30	NM							
31	NP							
32	OKR							
33	PDF							
34	PNA							
35	RI							
36	SRN							
37	SAI							
38	VR							
39	VA							
40	WU							
41	YDH							
42	YEM							

Categories:

- 1) The students actively bring their own personal photographs based on the given theme
- 2) The students actively write the draft
- 3) The students actively answer the teacher's question
- 4) The students actively revise and edit the draft
- 5) The students actively write the final work

Note:

- a) Active : at least 3 indicators performed
- b) Passive : less than 3 indicators performed

The Scoring Rubric of the Students' Recount Paragraph Writing

Aspects of Writing	Score	Criteria
Content	5	Complete in generic structure (orientation, events, and re-orientation), complete in supporting details, relevant to the media, and easy to understand
	4	Complete in generic structure, almost complete in supporting details, relevant to the media, and easy to understand
	3	Complete in generic structure, fairly complete in supporting details, relevant to the media, and fairly easy to understand
	2	Complete in generic structure, less complete in supporting details, relevant to the media, and little bit easy to understand
	1	Not complete in generic structure, quite complete in supporting details, quite relevant to the media, and quite easy to understand
Organization	5	Paragraph is well organized (chronologically order) and perfectly coherent (utilize effective use of connectors)
	4	Paragraph is fairly well organized and generally coherent (utilize effective use of connectors)
	3	Paragraph is loosely organized but main idea is clear, logical but incomplete connectors
	2	Paragraph is loosely organized and lacks of connectors
	1	Paragraph lacks of organization and does not utilize any connectors
Vocabulary	5	Paragraph has effective choice of words and word forms
	4	Paragraph has effective choice of words but some misuse of word forms
	3	Paragraph has adequate choice of words but some misuse of vocabulary and word forms
	2	Paragraph has limited range, confusing use of words and word forms
	1	Paragraph has very limited range, very poor knowledge of words and word forms
Grammar	5	Paragraph has no errors in the use of past tense, pronoun, and other aspects of grammar

	4	Paragraph has almost no errors in the use of past tense, pronoun, and other aspects of grammar
	3	Paragraph has some errors in the use of past tense, pronoun, and other aspects of grammar
	2	Paragraph has many errors in the use of past tense, pronoun, and other aspects of grammar
	1	Paragraph is dominated by errors in the use of past tense, pronoun, and other aspects of grammar
Mechanics	5	Paragraph has no error in spelling, punctuation, and capitalization
	4	Paragraph has almost no errors in spelling, punctuation, and capitalization
	3	Paragraph has some errors in spelling, punctuation, and capitalization
	2	Paragraph has frequent errors in spelling and punctuation, and capitalization
	1	Paragraph has many errors over spelling, punctuation, and capitalization
Content: + Organization: + Vocabulary: + Grammar: + Mechanic: + Writing Score: total score x 4 = ...		

(Adapted from Cohen, 1994)

The Results of Classroom Observations in Cycle 1

No	The Students' Initials	Meeting 1 Indicators					Categories		Meeting 2 Indicators					Categories	
		1	2	3	4	5	Active	Passive	1	2	3	4	5	Active	Passive
1	AJC	√	√		√	√	√		√	√	√	√		√	
2	AN	√	√	√	√		√		√	√		√	√	√	
3	DEI	√	√		√		√		√	√		√		√	
4	DZRF	ABSENT								√		√			√
5	EFA	√	√	√	√		√		√	√		√		√	
6	EBA		√		√			√	√	√		√		√	
7	FR	√	√		√		√		√	√	√	√		√	
8	FA	√	√		√		√		√	√	√	√		√	
9	FAG	√	√		√		√		√	√		√			√
10	FAP		√		√			√	√		√				√
11	FAN	√	√	√	√		√		√	√		√			√
12	IQ		√		√			√	√	√	√		√		
13	ITS	√	√		√		√		√	√		√		√	
14	JLHPP	ABSENT								√		√			√
15	KS		√		√			√	√	√	√		√		
16	KAVR		√					√	ABSENT						
17	MMH	√	√		√	√	√	√	√	√	√	√		√	
18	MDCP		√		√			√	√	√		√		√	
19	MN		√		√			√	√	√		√		√	
20	MSB		√	√	√		√		√	√		√		√	
21	MA		√					√	√	√		√		√	
22	MUS	√	√		√		√		√	√		√		√	
23	MDSR		√		√			√	√	√	√		√		
24	MGP	√	√	√	√		√		√	√	√	√			√
25	ML	√	√		√		√		√	√	√	√		√	
26	MRA		√		√			√	√		√	√	√	√	
27	MR		√		√			√	√		√				√
28	NA		√	√	√		√		√		√				√
29	NBF	√	√	√	√	√	√		√	√		√		√	
30	NM	√	√		√		√		√	√		√		√	
31	NP	√	√	√	√		√		√	√		√		√	
32	OKR		√	√	√		√		√		√				√
33	PDF		√					√	√	√		√		√	
34	PNA		√		√			√	√		√				√
35	RI		√		√			√	√		√				√
36	SRN	√	√		√		√		√	√	√	√		√	
37	SAI	√	√		√		√		√	√	√	√		√	
38	VR	√	√	√	√		√		√	√	√	√	√	√	
39	VA	√	√		√		√		√	√		√		√	
40	WU	√	√	√	√		√		√	√		√		√	
41	YDH		√		√			√	√	√		√		√	
42	YEM		√		√			√	√	√	√	√		√	
TOTAL							24	18	TOTAL					30	12

Notes:

- 1) The students actively bring their own personal photographs based on the given theme
- 2) The students actively write the draft
- 3) The students actively answer the teacher's question
- 4) The students actively revise and edit the draft
- 5) The students actively write the final work on the white board

Categories:

- a) Active : at least 3 indicators performed
- b) Passive : less than 3 indicators performed

The Results of Classroom Observations in Cycle 2

No	The Students' Initials	Meeting 1 Indicators					Categories		Meeting 2 Indicators					Categories			
		1	2	3	4	5	Active	Passive	1	2	3	4	5	Active	Passive		
1	AJC	√	√		√		√		√	√	√	√		√			
2	AN	√	√		√		√		√	√	√	√		√			
3	DEI	√	√	√	√		√		√	√		√		√			
4	DZRF		√		√			√	√	√		√		√			
5	EFA	√	√		√	√	√		√	√	√	√		√			
6	EBA	√	√	√	√		√			√		√			√		
7	FR	√	√		√	√	√		√	√	√	√		√			
8	FA	√	√		√		√		√	√		√		√			
9	FAG		√		√			√	√	√		√		√			
10	FAP		√		√			√		√	√	√		√			
11	FAN		√	√	√		√		√	√		√	√	√			
12	IQ	√	√		√		√		√	√	√	√		√			
13	ITS	√	√	√	√		√			√		√		√	√		
14	JLHPP		√	√	√		√		√	√		√		√			
15	KS		√		√			√	√	√	√	√		√			
16	KAVR		√	√	√		√		√	√	√	√		√			
17	MMH	√	√		√		√		√	√	√	√		√			
18	MDCP	√	√	√	√		√		√	√		√		√			
19	MN	√	√		√		√		√	√	√	√	√	√			
20	MSB		√		√			√	√	√		√		√			
21	MA		√	√	√	√	√			√		√			√		
22	MUS	√	√		√		√		√	√	√	√		√			
23	MDSR		√		√			√		√		√			√		
24	MGP		√		√			√		√	√	√	√	√			
25	ML	√	√	√	√		√			√		√			√		
26	MRA		√		√			√		√	√	√	√	√			
27	MR		√	√	√		√		√	√		√	√	√			
28	NA		√		√			√		√		√			√		
29	NBF	√	√		√		√		√	√	√	√		√			
30	NM	√	√		√		√		√	√		√		√			
31	NP	√	√	√	√		√		√	√		√		√			
32	OKR	√	√		√		√			√		√			√		
33	PDF	√	√		√		√		√	√	√	√		√			
34	PNA	√	√	√	√		√			√		√			√		
35	RI	√	√	√	√		√		ABSENT								
36	SRN	√	√		√		√		√	√		√		√			
37	SAI	√	√		√		√		√	√		√		√			
38	VR	√	√		√		√		√	√		√		√			
39	VA	√	√		√		√		√	√	√	√		√			
40	WU		√		√			√	√	√		√		√			
41	YDH		√	√	√		√		√	√		√	√	√			
42	YEM		√		√			√	√	√	√	√		√			
TOTAL							31	11	TOTAL							34	8
Percentage							73.8%	26.2%	Percentage							81%	19%

Notes:

- 1) The students actively bring their own personal photographs based on the given theme
- 2) The students actively write the draft
- 3) The students actively answer the teacher's question
- 4) The students actively revise and edit the draft
- 5) The students actively write the final work on the white board

Categories:

- a) Active : at least 3 indicators performed
- b) Passive : less than 3 indicators performed

The Result of Writing Achievement Test in Cycle 1

No.	The Students' Initials	Writing Test 1 Rater 1					Σ	WS	Writing Test 1 Rater 2					Σ	WS	AS	Category	
		Writing Apects							Writing Apects								Fail	Pass
		C	O	V	G	M			C	O	V	G	M					
1	AJC	5	5	4	4	5	23	92	5	4	5	4	5	23	92	92		√
2	AN	5	5	3	4	3	20	80	5	4	4	4	4	21	84	82		√
3	DEI	5	4	4	3	3	19	76	4	4	4	4	4	20	80	78		√
4	DZRF	4	4	3	3	3	17	68	4	4	4	3	3	18	72	70	√	
5	EFA	5	4	3	4	2	20	80	5	4	4	4	3	20	80	80		√
6	EBA	4	5	3	4	3	19	76	4	4	4	3	4	19	76	76		√
7	FR	3	4	5	4	5	21	84	4	4	5	4	5	22	88	86		√
8	FA	3	4	4	3	4	20	80	4	4	3	3	5	19	76	78		√
9	FAG	4	5	5	3	4	21	84	4	5	5	2	5	21	84	84		√
10	FAP	2	2	2	2	2	10	40	2	3	3	2	2	12	48	44	√	
11	FAN	5	4	4	3	4	20	80	5	4	3	3	4	19	76	78		√
12	IQ	4	4	4	3	3	19	76	3	4	4	4	4	20	80	78		√
13	ITS	4	5	4	3	5	21	84	4	5	3	3	5	20	80	82		√
14	JLHPP	1	1	2	1	1	6	24	2	2	1	2	1	8	32	28	√	
15	KS	4	3	2	1	2	12	48	4	3	2	2	3	14	56	52	√	
16	KAVR	3	3	4	3	4	17	68	3	3	4	3	5	18	72	70	√	
17	MMH	5	4	5	3	4	21	84	5	4	4	3	4	20	80	82		√
18	MDCP	4	5	5	3	2	19	76	4	5	4	4	2	19	76	76		√
19	MN	2	4	4	5	5	20	80	2	4	4	5	5	20	80	80		√
20	MSB	4	4	4	3	4	19	76	4	4	3	4	4	19	76	76		√
21	MA	2	2	2	2	1	9	36	2	2	2	2	2	10	40	38	√	
22	MUS	5	4	5	4	2	20	80	5	4	4	4	2	19	76	78		√
23	MDSR	2	3	2	3	2	12	48	2	3	3	3	3	14	56	52	√	
24	MGP	5	4	4	4	4	21	84	5	4	4	3	4	20	80	82		√
25	ML	5	4	5	4	1	19	76	4	5	4	4	1	19	76	76		√
26	MRA	2	2	3	2	2	12	44	2	3	3	2	2	13	52	48	√	
27	MR	3	2	2	2	1	10	40	3	3	2	3	1	12	48	44	√	
28	NA	3	3	3	2	2	13	52	3	3	4	2	2	14	56	54	√	
29	NBF	5	5	5	4	3	22	88	5	5	4	4	3	21	84	86		√
30	NM	4	3	5	3	4	19	76	4	3	4	4	4	19	76	76		√
31	NP	4	4	4	4	4	20	80	4	4	4	3	4	19	76	78		√
32	OKR	2	3	2	3	2	12	48	2	3	4	3	2	14	56	52	√	
33	PDF	5	5	3	3	4	20	80	5	5	4	4	2	20	80	80		√
34	PNA	3	4	4	3	4	18	72	3	4	3	4	4	18	72	72	√	
35	RI	2	2	2	2	1	9	36	2	2	3	3	1	11	44	40	√	
36	SRN	5	4	4	1	5	19	76	5	4	4	2	5	20	80	78		√
37	SAI	3	4	5	4	3	19	76	3	4	5	4	3	19	76	76		√
38	VR	4	5	5	2	4	20	80	4	5	5	3	4	21	84	82		√
39	VA	4	4	3	4	4	19	76	4	4	4	4	4	20	80	78		√
40	WU	5	5	4	3	4	21	84	5	4	4	3	4	20	80	82		√
41	YDH	3	2	3	3	2	13	52	3	2	3	4	2	15	60	56	√	
42	YEM	5	5	3	3	3	19	76	5	5	3	4	3	20	80	78		√
TOTAL																14	28	

G = Grammar; O = Organization; V = Vocabulary; M = Mechanic; C = Content
 WS (Writing Score) means the total writing score that must be 100.
 AS (Average Scores) means the average of the writing score from two raters.

The Result of Writing Achievement Test in Cycle 2

No.	The Students' Initials	Writing Test 1 Rater 1					Σ	WS	Writing Test 1 Rater 2					Σ	WS	AS	Category	
		Writing Apects							Writing Apects								Fail	Pass
		C	O	V	G	M			C	O	V	G	M					
1	AJC	5	5	4	5	4	23	92	5	5	5	5	4	24	96	94		√
2	AN	4	4	5	3	5	21	84	4	4	5	3	5	21	84	84		√
3	DEI	4	4	4	3	5	20	80	4	4	5	3	5	22	88	84		√
4	DZRF	3	5	5	3	4	20	80	3	4	5	3	4	19	76	78		√
5	EFA	5	5	4	4	4	22	88	5	5	3	5	4	22	88	88		√
6	EBA	4	4	3	3	5	19	76	4	4	3	4	4	19	76	76		√
7	FR	4	5	3	5	4	21	84	4	5	4	5	4	22	88	84		√
8	FA	4	3	4	3	5	19	76	4	4	4	3	5	20	80	78		√
9	FAG	4	4	5	3	4	20	80	4	4	5	4	4	21	84	82		√
10	FAP	3	3	3	2	3	14	56	3	3	3	3	3	15	60	58	√	
11	FAN	5	3	5	3	4	20	80	5	3	4	4	4	20	80	80		√
12	IQ	5	4	4	5	4	22	88	4	4	4	4	4	20	80	84		√
13	ITS	5	4	4	4	4	21	84	5	4	4	3	5	21	84	84		√
14	JLHPP	3	2	2	1	2	10	40	3	3	3	1	2	12	48	44	√	
15	KS	4	4	3	3	3	17	68	4	4	4	3	3	18	72	70	√	
16	KAVR	5	4	5	4	4	22	88	4	4	5	4	4	21	84	86		√
17	MMH	4	4	5	4	4	21	84	4	4	4	3	5	20	80	82		√
18	MDCP	4	4	4	3	4	19	76	4	4	3	4	5	20	80	78		√
19	MN	5	5	4	3	4	21	84	5	5	3	3	4	20	80	82		√
20	MSB	4	4	3	5	4	20	80	4	4	4	5	4	21	84	82		√
21	MA	3	3	2	2	2	12	48	3	3	3	2	2	13	52	50	√	
22	MUS	4	5	3	4	4	20	80	4	5	3	3	4	19	76	78		√
23	MDSR	3	2	2	2	3	12	48	3	3	3	2	3	14	56	52	√	
24	MGP	5	4	5	3	4	21	84	4	5	5	3	4	21	84	84		√
25	ML	4	4	5	4	4	21	84	4	4	5	4	5	22	88	86		√
26	MRA	3	3	2	2	3	13	52	3	3	2	2	3	13	52	52	√	
27	MR	4	4	3	4	4	19	76	4	4	3	4	4	19	76	76		√
28	NA	3	5	4	3	4	19	76	3	5	4	4	4	20	80	78		√
29	NBF	5	4	4	5	4	22	88	5	4	4	5	5	23	92	90		√
30	NM	5	3	4	3	4	19	76	5	4	4	3	4	20	80	78		√
31	NP	4	4	4	4	4	20	80	4	4	4	4	5	21	84	82		√
32	OKR	4	4	3	3	4	18	72	4	4	3	4	5	20	80	76		√
33	PDF	5	5	4	4	3	21	84	5	4	4	4	3	20	80	82		√
34	PNA	4	4	4	3	3	18	72	4	4	4	4	3	19	76	74	√	
35	RI	3	2	3	2	3	13	52	3	2	3	3	2	13	52	52	√	
36	SRN	4	5	4	3	4	20	80	4	5	4	3	4	20	80	80		√
37	SAI	4	4	3	3	5	19	76	4	4	3	3	5	21	84	80		√
38	VR	4	4	5	3	4	20	80	4	5	5	3	4	21	84	82		√
39	VA	4	4	4	3	4	19	76	4	4	5	4	4	21	80	78		√
40	WU	5	5	5	4	3	22	88	5	5	5	4	3	22	88	88		√
41	YDH	4	4	4	3	4	19	76	4	4	4	4	4	20	80	78		√
42	YEM	5	5	4	4	4	22	88	5	5	4	3	4	21	84	86		√
TOTAL																8	34	

G = Grammar; O = Organization; V = Vocabulary; M = Mechanic; C = Content
 WS (Writing Score) means the total writing score that must be 100.

AS (Average Scores) means the average of the writing score from two raters.

The Samples of the Students' Worksheets in Writing Test

Cycle 1 Rater 1



Date : 27 Mei 2015

Name : Amelsia Jemi Cahyadewi
 Class : VIII C
 Number : 01

92

My Vacation in Watu Ulo Beach

I spent my last vacation in Watu Ulo Beach with my brother and my friends. We left home at 9.00 and arrived at 10.30 in the morning. We arrived at Watu Ulo Beach and took a rest for a while. We took a rest for eating together. After that, my friends and I played sand and water on the beach. Then, we walked on seashore. And then, we went to snake's head ^{coral} reef but it didn't look like snake's head. We took pictures on the reef. Because the day was very hot, we decided to go home and it was at 12.30. I was very happy because I ^{got} get vacation with my brother and my friends.

C : 5
 O : 5
 V : 4
 E : 4
 M : 5

 23

You'll never know till you have tried

SINAR
DUNIA



Date: _____

Name: J. Ludy Hongga
 Class: VIII C
 Number: 14

24

My Holiday in Gunung Batu

When holiday I went to Gunung Batu. I went ^{with} my friends went there by motor. We went very very early morning. ^{was} Sky very very dark and it ^{was} cool. My feeling ^{was} bad I still want ^{ext} go. My friends ^{were} is an dika, Mirza uoya, Alvin, Enggar. I arrived and climb ^{to} the very very ^{tall} mountain stone with my friends. I ^{met} an old man in high place with ^{long} jenggot white and long. I was ^{surpriss} and very very ^{sceri}. Old man ^{go} to me and give ^{me} stone akik to me very very ^{gave} sudd- only old man ^{disepier}. I ^{move} went home. I give stone akik to ~~my~~ my father. My father say this magic stone and there jin in stone akik.

C = 1
 O = 1
 V = 2
 G = 1
 M = 1
 6

Cycle 1 Rater 2

27 Mei 2015

Name : Amelsia Jemi Cahyadewi

Class : VIII C

Number : 01

92

My Vacation in Watu Ulo Beach

² I spent my last vacation in Watu Ulo Beach with my brother and my friends. ² We left home at 9.00 and arrived at 10.30 in the morning. We arrived at Watu Ulo Beach and took a rest for a while. We took a rest for eating together. After that, my friends and I played sand and water on the beach. Then, we walked on seashore. And then, we went to snake's head reef, but it didn't look like snake's head. We took pictures on the reef. Because the day was very hot, we decided to go home and it was at 12.30. ³ I was very happy because I get vacation with my brother and my friends.

5
4
5
4
5
23

Name: J. Ludy Hongga

Class: VIII C

Number: 14

32

my holiday in gunung Batu

When holiday i went to Gunung batu. i went my friends went there by motor. we went very very early morning. sley very very dark and it cool. My feeling bad i still want go. my friend is an dika, Mirza uoya. alvin. enggar. I arrived and climb the very very tall mountain stone with my Friend. i meet old man in high place with jenggot white and long. I was sure priss and very very seeri. Old man go to me and give stone akik to me very very sudd- only old man disepier. i move went home. I give stone akik to ~~my~~ my father. My father say this magic stone and there jin in stone akik.

2
2
1
2
1
1
8

Cycle 2 Rater 1



Name : Amelsia Jemī Cahyadewī

Class : VIII C

Number : 01

92

My Birthday Party

When I was one year old, my family celebrated my birthday. The party held in my house. It happened on April 12th, 2001. My family and my friends came to my Birthday party. Firstly, my friends and my family sang birthday song for me. I blew the candle and my family clapped their hands. And then, my mother helped me to slice the cake. We distributed it to my friends and my family. After that, we played several games. It's very fun and we all were very happy. They said congratulation and happy birthday for me. Finally, all my friends went home. I was very happy in my Birthday party.

C : 5

O : 5

V : 4

G : 5

M : 4

23



Date : _____

Name : J. Iudg Hongga
 Class : VIII C
 Number : 14

40

Fajar ~~is~~ **Fantastic** Parades

Fajar holiday happened last year. Fajar follow ^{was} parades in field ~~at~~ **Wirolegi**. Fajar ^{was} with his friends. Fajar went ^{to} ~~at~~ **Fajar's** friend house and meet ^{at} ~~at~~ a clock in field **Wirolegi**. First, Fajar ^{was} **prapara** the costume and instrument **drumband**. Fajar ^{was} **stat** parades ^{at} ~~at~~ two clock. Fajar walk ^{at} ~~at~~ from field **wirolegi** then back to field **Wirolegi** ^{at} ~~at~~ four clock. Fajar played snare in the parades. Fajar walk ^{at} ~~at~~ one kilometer. Fajar ^{was} ~~was~~ lucky because ^{it was} ~~it was~~ cloud, so was not hot. Fajar ^{was} ~~was~~ not tired because happy and smile. Finally it was fantastic.

C : 3
 O : 2
 V : 2
 E : 1
 M : 2
 10x

Cycle 2 Rater 2

Name : Amelsia Jemī Cahyadewī

Class : VIII C

Number : 01

96

My Birthday Party

When I was one year old, my family celebrated my birthday. The party held in my house. It happened on April 12th, 2001. My family and my friends came to my Birthday party. Firstly, my friends and my family sang birthday song for me. I blew the candle and my family clapped their hands. And then, my mother helped me to slice the cake. We distributed it to my friends and my family. After that, we played several games. It's very fun and we all were very happy. They said congratulation and happy birthday for me. Finally, all my friends were home. I was very happy in my Birthday party.

C : 5

O : 5

V : 5

6 : 5

no : 4

24

Name: J. Iudg Hongga

Class: VIII C

Number: 14

48

Fajar ~~fantastic~~ Parades

Fajar holiday happened last year. Fajar follow parades in field wirolegi. Fajar with his friends. Fajar went fajar friend house and meet a'clock in field wirolegi. First Fajar prepare the costum and instrumen drumband. Fajar stat parades two clock. Fajar walk from field wirolegi then back to field wirolegi four clock. Fajar played snar in the parades. Fajar walk one kilometer. Fajar ~~lucky~~ because cloud, so was not hot. Fajar not tired because happy and smile. Finally it was fantastic.

3
3
3
1
2
12

Research Permission from the Dean of the Faculty of Teachers Training and Education



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
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Nomor 3 2 9 0 /UN25.1.5/LT/2015
Lampiran :-
Perihal : Permohonan Izin Penelitian

0 6 MAY 2015

Yth. Kepala SMP Negeri 9 Jember
Jember

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

Nama : Cecianessari
NIM : 110210401031
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: **"Enhancing the Eighth Grade Students' Recount Paragraph Writing Achievement by Using Photographs at SMP Negeri 9 Jember"**.

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.



Dekan
Pembantu Dekan I,

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NRP 19640123 199512 1 001

**Statement Letter of Accomplishing the Research from the Principal of
SMP Negeri 9 Jember**

**PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SEKOLAH RINTISAN SSN
SMPN 9 JEMBER**
Jl. Kutai No. 169, Bumi Tegal Bai Telp. (0331) 339231 Jember 68123

SURAT KETERANGAN
Nomor : 424 / 176 / 413.03.20523895 / 2015

Yang bertanda tangan di bawah ini :

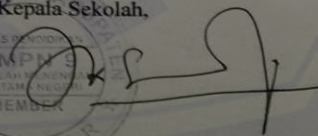
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Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan Universitas Jember

Yang bersangkutan telah melaksanakan Penelitian tentang “ Enhancing the Eighth Grade Students’ Recount Paragraph Writing Achievement by Using Photographs at SMP Negeri 9 Jember “ pada tanggal 20 Mei 2015 s.d. 05 Juni 2015 di kelas VIII C SMP Negeri 9 Jember.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 31 Juli 2015
Kepala Sekolah,

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