



**IMPROVING THE VIII G STUDENTS' RECOUNT TEXT
WRITING ACHIEVEMENT BY USING PICTURE SERIES
AT SMPN 1 JEMBER**

THESIS

Written by:
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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2018



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Composed to fulfill one of the requirements to obtain S1 Degree at the English
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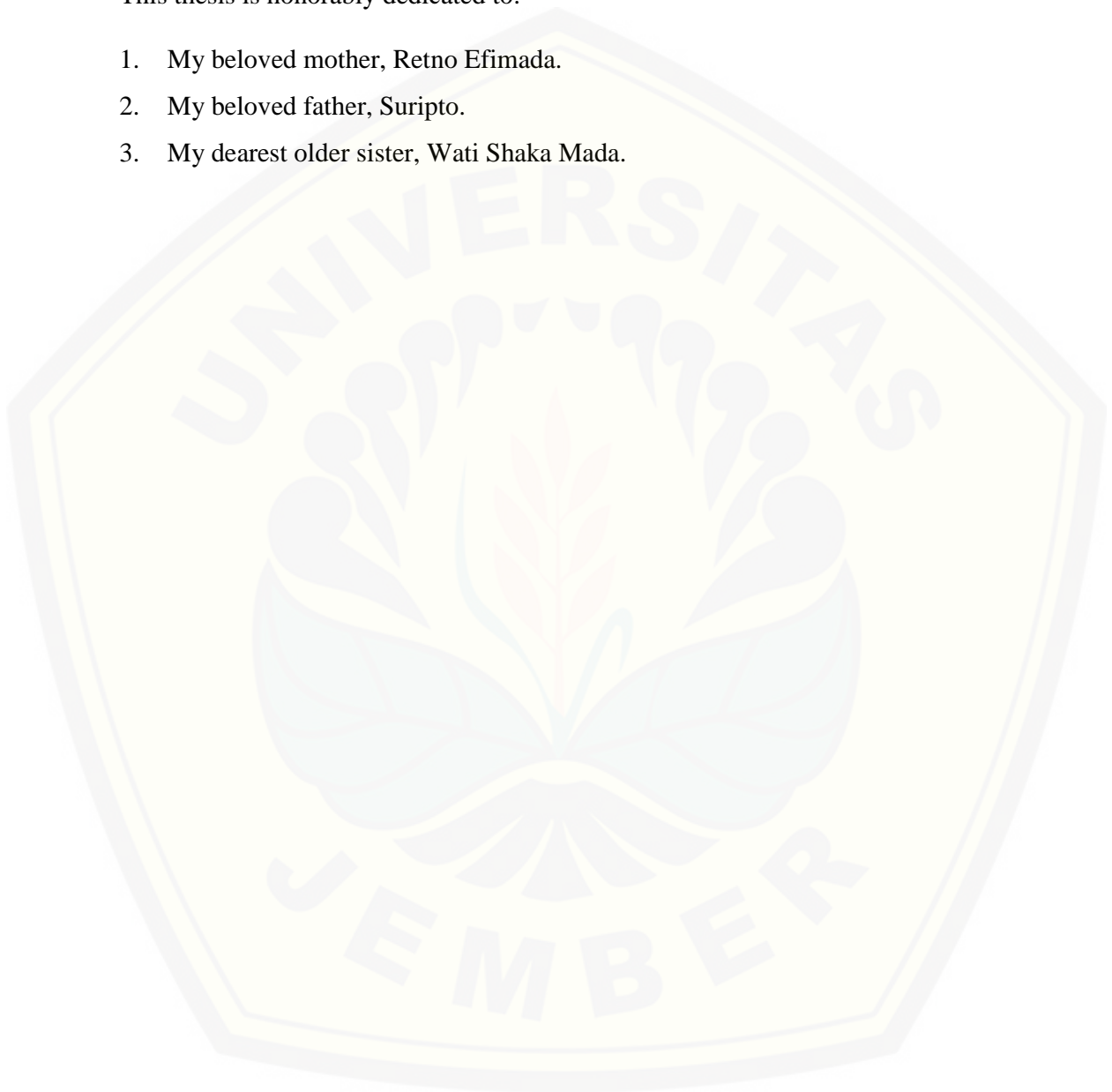
**ENGLISH EDUCATION STUDY PROGRAM
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2018

DEDICATION

This thesis is honorably dedicated to:

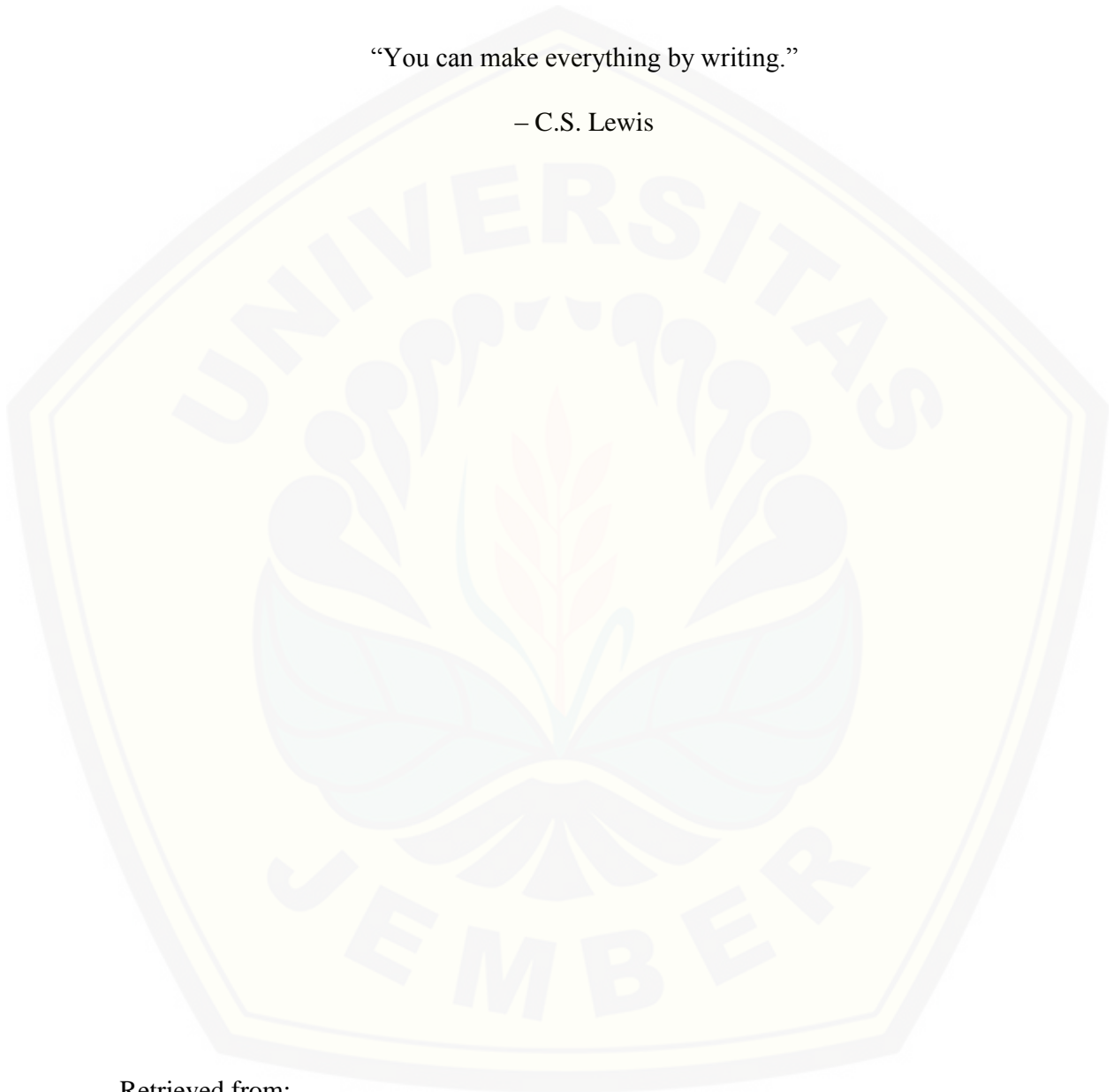
1. My beloved mother, Retno Efimada.
2. My beloved father, Suropto.
3. My dearest older sister, Wati Shaka Mada.



MOTTO

“You can make everything by writing.”

– C.S. Lewis



Retrieved from:

<https://www.goodreads.com/quotes/16986-you-can-make-anything-by-writing> [28th
December 2017]

STATEMENT OF THESIS AUTHENTICITY

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Jember, January 2018

The writer

Dara Sumareni
100210401041

CONSULTANTS' APPROVAL

**IMPROVING THE VIII G STUDENTS' RECOUNT TEXT WRITING
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Composed to fulfill one of the requirements to obtain S1 Degree at the English
Education Study Program, Language and Arts Education Department,
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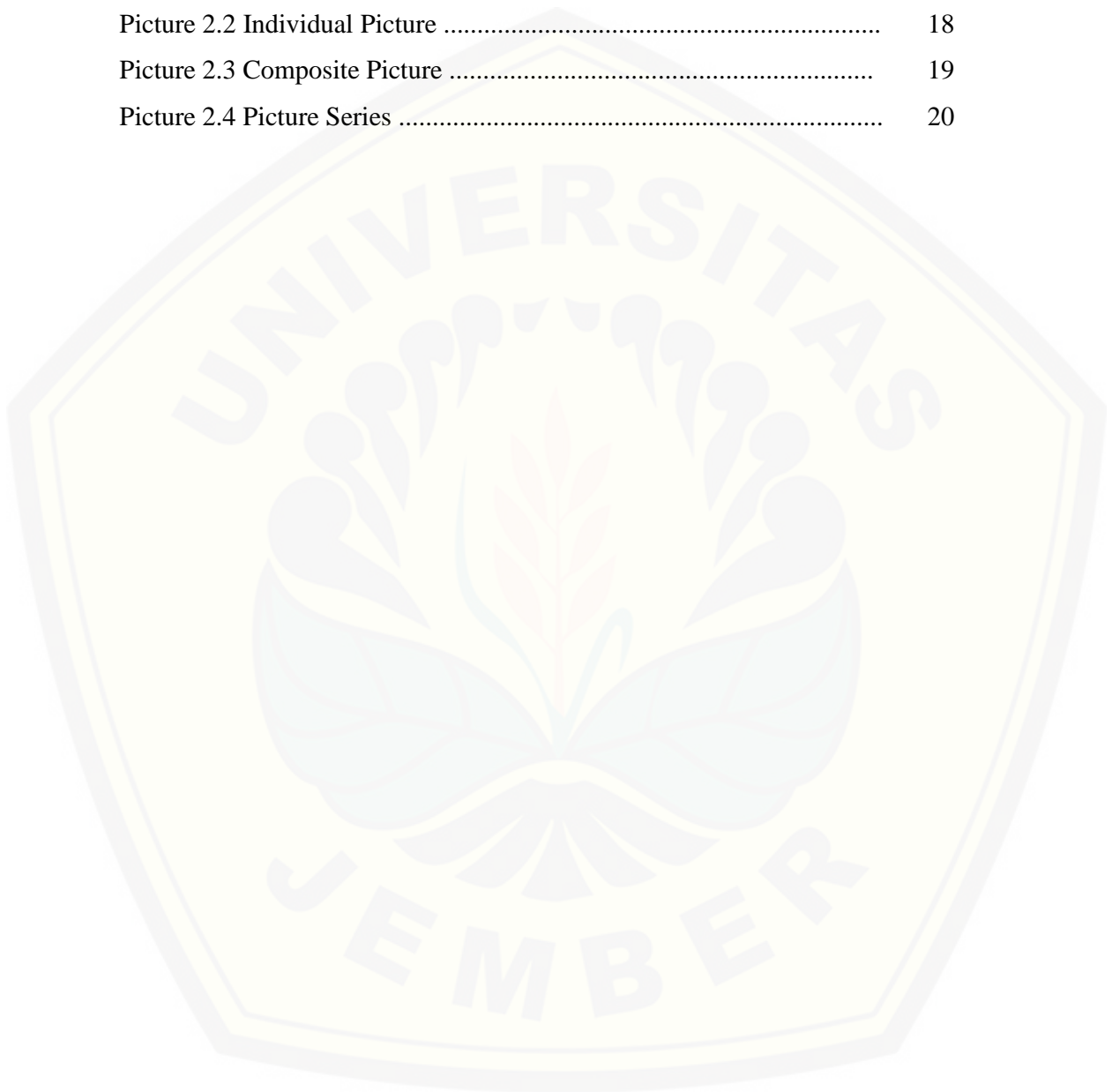
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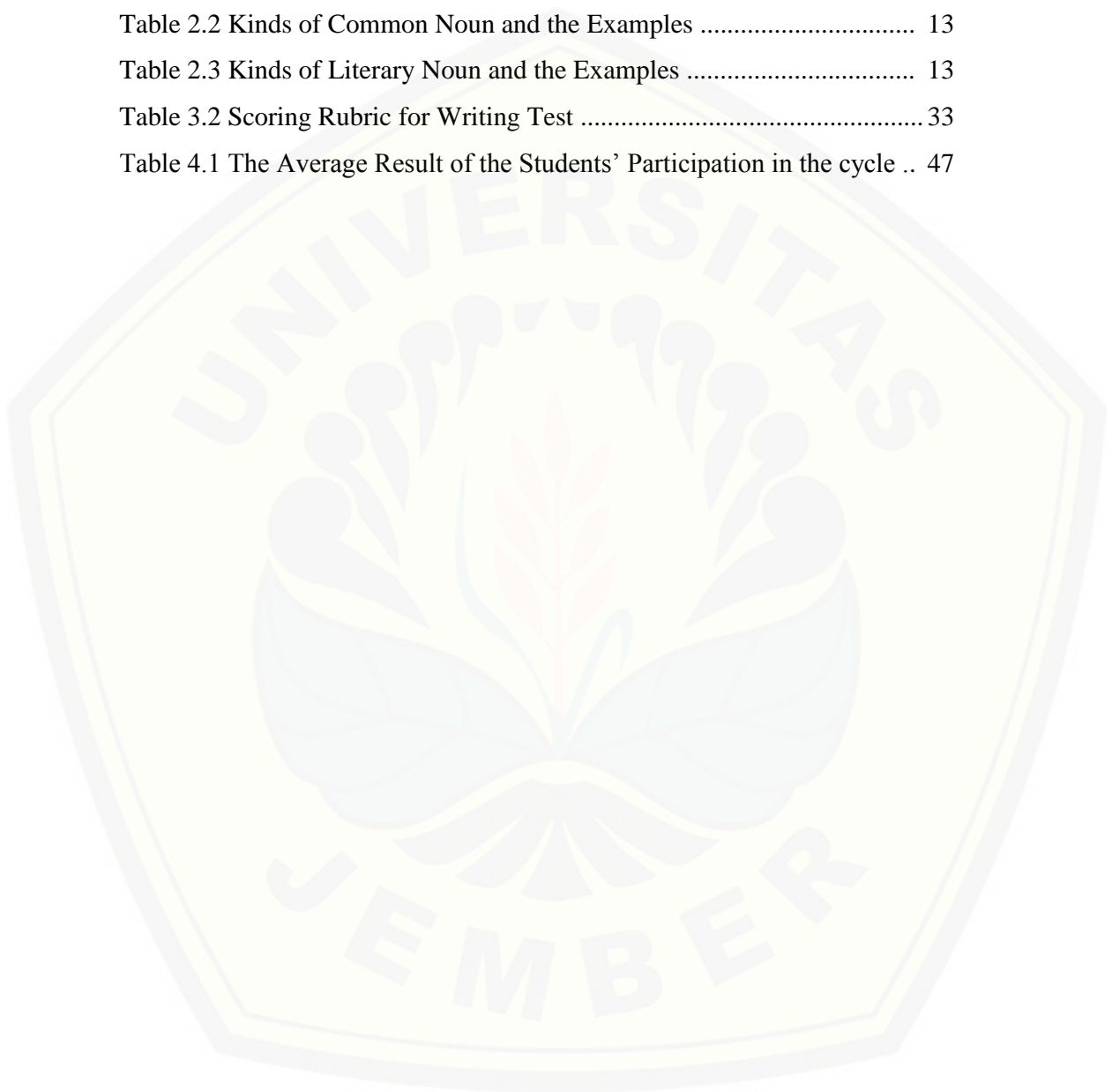
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SUMMARY

Improving the VIII G Students' Recount Text Writing Achievement by Using Picture Series at SMPN 1 Jember; Dara Sumareni, 100210401041; 2010; English Education Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the VIII G students' recount text writing achievement by using picture series as the learning medium at SMPN 1 Jember. Based on the result of the preliminary study before conducting this research, only 11.11% of students (4 of 36 students) got score 80 or higher, while 83.33% of students (30 of 36 students) got the writing score less than 80. The average of the writing score in that class was still 70.5. According to the results of interviewing the English Teacher, only half of the students were active during the teaching-learning process of writing. Furthermore, based on that interview, the students said that it was difficult to start writing and finding ideas to write. When they had difficulty in finding and developing ideas about what they are going to write, automatically they stuck at this step.

To overcome the main problem, picture series was chosen as the instructional medium to improve the students' active participation and writing achievement. Yunus (1981:50) defines picture series as a number of related composite pictures linked each other to form picture sequences. It means that picture series can be used as the media to guide students to write recount text. In addition, picture series has already had a story. By looking at picture series, students can comprehend the story easily, since picture series consists of several pictures which are related to each other. It is because picture series have already contained ideas of the story and have already been organized chronologically. Besides that, Wright (1989:2) states that pictures can contribute to interest and motivation. Those were the basic consideration why the researcher proposed and believed that picture series could improve students' active participation in teaching and learning process, and solve students' problem in writing.

The design of this research is classroom action research by adapting Lewin's model as it is quoted by Elliot (1991:70) with a sequence stages; (1) planning the action, (2) implementing the action, (3) observing the class and evaluating students' writing ability, and (4) analyzing data and doing reflection. The research area was SMPN 1 Jember. In addition, the VIII G students in 2016/2017 academic year were the subject of this research. In this research, the data were obtained by doing classroom observation in every meeting and administering writing test at the end of the cycle. The success criteria used to evaluate the action were: (1) at least or more than 75% of the students actively participate during the teaching and learning process of writing, (2) 75% of the students got score 80 or higher in the writing test. In addition, the researcher did the research collaboratively with the English teacher.

Furthermore, by interviewing the English teacher, it was known that the percentage of the VIII G students who were active during the teaching and learning process was 50%. After the actions in the cycle were implemented, the result of observation showed that in the first meeting was 75% of the students were active (27 of 36 students). There was an improvement in the students' active participation in the second meeting, the result showed that 86.11% of the students were active (31 of 36 students). Thus, the average result of students' active participation was 80.55%. That score had already achieved the successful criterion of this classroom action research.

Based on the observation during the teaching and learning process, most of the students answered the teacher's spoken questions (indicator 1), and all of the students did the tasks given (indicator 3) and wrote a recount text based on the picture series given (indicator 4). Only a few students asked questions to the teacher during teaching and learning process (indicator 2).

Besides the result of students active participation, the result of writing test showed that the students' writing achievement was improved. The data obtained in the preliminary study showed that the average score of writing was 70.5 and only 11.11% (4 of 36 of the students) got score 80 or higher. After the implementation of the action in the cycle 1, the result of the writing test was 83.33% of the students (30

of 36 students) got score 80 or higher. The percentage of the students who got score 80 or higher in the cycle was improved. That number of percentage indicated that there was an improvement in students' recount text writing achievement. It is shown that the research subject had achieved the standard score as the successful criterion of writing achievement.

From the result of writing test, the researcher concluded that the aspects that improved the most are organization and content. On the other hand, the aspect that improved the less is mechanics. Students still make some errors; errors of spelling, punctuation, capitalization, and paragraphing.

As the media of this research, picture series could solve the students' problem in finding ideas and organizing the ideas into a logical sequencing text. It is because a picture series has already provided a story. This fact is supported by the statement of Yunus (1981:50), the main function of picture series is to tell a story or an event in the sequence. Therefore, the students did not have to think for several minutes to create the ideas of the story and develop them. They have already had ideas to write the recount text based on picture series. In line with that, Bowen (1995:1) states that one of the benefits of using visual aids in the language classroom is they make a communicative approach to language learning easier and natural.

As the result, the students' products of writing were better than before the research was done. Their writing score could improve drastically. Most of the students were good in understanding the topic and organizing the ideas in writing. By using picture series, the students knew what to write for orientation, events, and re-orientation. It is in line with the definition of picture series according to Yunus (1980:50), a picture series is a number of related composite pictures linking each other to form a story in sequence, in which sequence means chronological from the beginning, the middle, up to the end.

Finally, it can be concluded that the use of picture series could improve the VIII G students active participation and recount text writing achievement at SMPN 1 Jember in the 2016/2017 academic year.

CHAPTER 1. INTRODUCTION

This chapter presents some aspects dealing with the topic of the research. It consists of four parts: background of the research, problems of the research, objectives of the research, scope of the research, and the significance of the research.

1.1 Background of the Research

English is the main foreign language that is taught in almost all educational institution levels in Indonesia. The government arranges this policy since it is an International language that is used in daily life in this globalization era. Crystal (2003:2) states that nowadays people hear English on television spoken by politicians all over the world, see English instruction and advertisement, and find a menu in restaurant written in English. Therefore, learning English is a must in Indonesia, because people almost find English in every aspect of daily life.

The government's policy about English teaching and learning in the educational institution is based on Institutional Level Curriculum. In the elementary school, English is taught as a local content, while at junior high school up to university level, English is taught as a compulsory subject. As a compulsory subject, English must be taught to all of the junior high school students in Indonesia.

In addition, the goal of English teaching in junior high school is that the students should be competent in four language skills: listening, speaking, reading, and writing. Besides, there are three language components, which should be learned by the students: vocabulary, grammar, and pronunciation.

Writing as one of the skills in English has always been formed as a part of the syllabus in the teaching of English (Harmer, 2004:31). Based on the Institutional Level Curriculum/KTSP 2006, the eighth-grade students of junior high school should be able to comprehend and write various functional texts in the form of descriptive, recount, and narrative. In the first and second semester of the eighth grade, the students should be able to comprehend and write various functional texts in the form of recount and narrative.

Students' ability in writing recount text is one of the objectives of KTSP for writing skill for the eighth-grade students. The function of recount text is to retell past events or past experiences. In writing recount text, students have to develop ideas, write the ideas into sentences, and organize them into a chronological paragraph from orientation to reorientation.

In the preliminary study, the researcher did an interview with the VIII G's English teacher. The VIII G students still felt that writing is difficult. As a result, the average score of writing is 70.5. Writing skill is complex, and it is sometimes difficult to teach the students (Heaton, 1988:135). Based on the problem above, the researcher tried to solve that by using a certain medium that is suitable for the student's difficulties. Elliot (1991:50) states that the quality of learning outcomes depends on the learning quality. Therefore, the teacher should find an approach, method, technique, or media to teach writing easily and effectively to achieve the goal.

Before conducting this research, the researcher did preliminary study at SMPN 1 Jember, especially the VIII G class in 2016/2017 academic year. The researcher did the preliminary study by interviewing the English teacher and collecting data about the VIII G students' previous score in writing which showed that only 4 of 36 students (11.11%) got 80 or higher. Meanwhile, 32 of 36 students (88.89%) got the writing score less than 80. The average of writing score in that class was still 70.5. Additionally, based on the result of the interview conducted by the researcher with the English teacher, all students said that the difficulties were to start writing: developing the ideas and writing the ideas into sentences.

Based on the results of the preliminary study, the main problem that the VIII G students had was the difficulty in developing ideas to write. When they had no ideas about what they were going to write, automatically they are stuck at this step. Sadiman *et al.* (1996:29) state that pictures are common media that can be understood and used by anyone. Therefore, the researcher proposed picture series as instructional media in teaching writing to overcome students' problem. Picture series are believed

to be able to help students in developing ideas, in order to improve their recount text writing achievement.

Yunus (1981:50) defines picture series as a number of related composite picture linking each other to form a story in sequence. It means that picture series has already had a story. By looking at picture series, students can comprehend the story easily, since picture series consists of several pictures which are related to each other. It is because picture series have already contained ideas of the story and have already been organized chronologically.

The research of Saputra (2015) and Masrur (2014) used picture series, specifically cartoon picture series. They retrieved the picture series from the internet. The difference between their picture series with this research is, the researcher used customized picture series (the researcher asked a good illustrator to draw picture series that are suitable and related to students' daily life) as her teaching media. The researcher used customize picture series instead of downloaded picture series because the content is more familiar to the students. There is a lot of sources of picture series that we can download on the internet, but the researcher thought that the content is sometimes not suitable or not related to the students' daily life.

A previous research on the use of picture series in teaching writing done by Saputra (2015) was successful. The use of picture series could improve the VIII E grade of junior high school students in recount text writing achievement from 38.5% (15 of 39 students) to 74.35% (29 of 39 students) at the end of the meeting. The similar action was done by Masrur (2014). He found that the use of picture series could improve the eleventh-grade students of the senior high school in spoof paragraph writing. The students' average score from 61,7 improved to 81,08. Based on those results, it can be used as the consideration that picture series is an effective medium to help the students to overcome the difficulties in writing text. Therefore, picture series can be the solution for the teacher to improve students' writing achievement.

Finally, the researcher concluded that the VIII G students of SMPN 1 Jember had problems in writing. The students had a low score in writing. In this research, the researcher tried to use picture series in teaching learning process of writing. By using picture series, the researcher expected to improve students' text writing achievement, especially recount text. Therefore, the researcher conducted a classroom action research entitled: Improving the VIII G Students' Recount Text Writing Achievement by Using Picture Series at SMPN 1 Jember.

1.2 Problems of the Research

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

1. Can the use of picture series improve the VIII G students' active participation in writing recount text teaching-learning process at SMPN 1 Jember?
2. Can the use of picture series improve the VIII G students' writing recount text achievement at SMPN 1 Jember?

1.3 Objectives of the Research

Based on the problems of the research, the objectives of the Classroom Action Research can be formulated as follows:

1. To improve the VIII G Students' active participation in writing recount text teaching-learning process at SMPN 1 Jember.
2. To improve the VIII G Students' writing recount text achievement at SMPN 1 Jember.

1.4 Scope of the Research

The subjects of the research were the VIII G students of SMPN 1 Jember in the 2016/2017 academic year. The subjects were chosen purposively. In addition, the genre of the text is recount text.

1.5 Significance of the Research

The results of this classroom action research are expected to give benefits to the following people:

a). The Students

This results of this research are expected to be useful to improve the students' active participation and their score in writing comprehension achievement, especially recount text. Moreover, the use of picture series as the media in teaching can be used as their guidance in developing recount text writing.

b). The English Teacher

Hopefully, the result of this research can be useful for the English teacher as the consideration and information in using picture series as their media to help them in teaching recount text writing. According to Wright (1989:2), he states that picture can contribute to interest and motivation. In addition, Bowen (1995:1) states that one of the benefits of using visual aids in the language classroom is they make a communicative approach to language learning easier and natural. Furthermore, Yunus (1980:50) states that a picture series is a number of related composite pictures linking each other to form story in sequence. From those statements, the researcher conclude that picture series is the appropriate media to teach recount text writing.

c). The Future Researchers

Hopefully, the result of this research will be useful for future researchers as a reference and source of information to conduct their research dealing with the contribution of picture series in education. The future researchers are allowed to use picture series in this research as the teaching media in other research design (experimental) and other genre of text (narrative) for teaching other skills (listening, reading, and speaking) or a certain language component.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter focuses on the discussion about the theory underlying the topics of the research. It covers writing in English language teaching, aspects assessed in writing, recount text, pictures in English language teaching, types of pictures, picture series for teaching writing of recount text, teacher's role in teaching writing by using picture series, the effectiveness of picture series in improving recount text writing, and research hypothesis.

2.1 Writing in English Language Teaching

Many experts have explained about writing's definition. It can be defined as an activity to present thoughts into sentences in the written form that arranged in a particular order and related to one another. Cohen and Riel (1989:15) define writing as a communicative act, a way of sharing information, observation, thoughts or ideas with ourselves and others. In line with that, Wingersky *et al.* (1999:4) state that writing is a process through which the writers discover, organize, and communicate their thoughts to the readers. In addition, Chaffe *et al.* (1999:5) state that writing is an active, purposeful process that uses a system of written symbols for thinking and communicating. From the definitions above, it can be concluded that writing is a communicative act which has the purposeful process and uses a system of written symbols.

Writing is one of English language skills that must be mastered by the students in order to achieve the objective of teaching English as stated by The School-Based Curriculum/*KTSP* 2006. Writing is not an easy skill to learn by students since it is considered as a difficult and complex skill to be mastered. The students have to comprehend the aspects of writing to be a good writer. Hughey *et al.* (1983:38) state that writing is often found as the difficult skill of all the English skills, both as the first and second language. In addition, Hartfield *et al.* (1985:105) say that there are some aspects of writing that should be considered by a writer in order to

make a good writing namely vocabulary, grammar, mechanics, organization, and content. By writing, students will learn how to combine words and sentences into a good paragraph in order to communicate and express their ideas.

2.2 Aspects Assessed in Writing

According to Hartfield (1985:105), there are some aspects of writing that should be considered by a writer in order to make a good writing namely vocabulary, grammar, mechanics, organization, and content. Those aspects are going to be measured in this research. Those aspects are defined as the follows:

2.2.1 Vocabulary

Hatch and Brown (1995:1) say that vocabulary is a set of words for a particular language. The writers should use appropriate words in their writing to make the readers get the purpose of writing. Furthermore, Fairbairn and Winch (1996:140) say that words are the tool with which we make meaning in conveying our ideas clearly. Therefore, it is essential for the writers to use vocabulary properly in order to convey their ideas clearly and minimize misunderstanding.

Thornbury (2002:3) says that words play different roles in a text. They fall into one of eight different word classes. These eight classes are known as parts of speech. The parts of speech are as follows:

- a) nouns: words used to identify any class of people, places, or things, and to name a particular object.
for example: bits, pieces, record, player
- b) pronouns: words used instead of a noun to indicate someone or something already mentioned or known.
for example: I, them
- c) verbs: words used to describe an action or state and becoming the predicate of a sentence.
for example: like, looking, doing, to look

d) adjectives: words functions to attribute and modify nouns.

for example: old, second-hand, new.

e) adverb: word or phrase used to modify the meaning of an adjective, verb, or another adverb in a sentence.

for example: up.

f) preposition: words governing a noun or pronoun and expressing a relation to another word or element.

for example: for, like.

g) conjunction: words used to connect clauses or sentences or to coordinate words at the same time.

for example: and.

h) determiner: a modifying word that determines the kind of noun reference or noun group has.

for example: a, the, some, this, last.

2.2.2 Grammar

Bram (1995:54) states that grammar is essential in English writing because it controls what we write. Furthermore, Fairbairn and Winch (1996:108) state that grammar is a set of rules to help a writer to construct sentences to be reasonable and acceptable in English. From those definitions, it can be concluded that grammar is an important rule that controls what the writer writes in order to make reasonable and acceptable sentences. However, if the writer uses incorrect grammar, the readers will get difficulties in comprehending the writer's purpose of writing. As stated by Wingersky *et al.* (1999:58), the effectiveness of the text can be diminished because of simple grammatical error.

2.2.3 Mechanics

Mechanics is a crucial writing aspect which plays an essential role because if it is neglected, it will make ambiguous meaning. Heaton (1988:135) states that

mechanical skill is one of the skills in writing covering the ability to use the conventions in the written form. According to Heaton, writers have to apply mechanics correctly in their writing, in order to make it clear and meaningful. Furthermore, Fairbairn and Winch (1996:80) state that mechanics are considered as technical aspects of writing which includes punctuation and spelling.

a). Punctuation

Punctuation helps the writers to convey their exact and clear purpose of writing to the readers without ambiguous meaning. Fairbairn and Winch (1996:81) state that punctuation is a variety of devices that help the readers understand the meaning of writing. According to Viades (2002:109), punctuation is a system that helps readers understand the structural relationships within a sentence. Therefore, the writers must consider that the use of punctuation is crucial since, without punctuation, they cannot convey their ideas through writing correctly. There are many types of punctuation that writers should use properly. According to Fairbairn and Winch (1996:81), the main punctuation devices are: full stop (.), capital letter (A, B, C, D , etc), question mark (?), exclamation mark (!), comma (,), semi-colon (;), colon (:).

Moreover, McWorther (2010:781-797) explains punctuation as follows:

a. Period (.)

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

For examples:

Statement: My father bought a new car yesterday.

Instruction: Use that umbrella when the rain is falling.

Indirect question: The teacher asked me when I was born.

b. Question mark (?)

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

For example:

How old are you?

c. Exclamation point (!)

Writers can use an exclamation point to end a sentence that expresses a strong emotion or a forceful command.

For example:

Indeed, the chemical combination can hurt you!

d. Comma (,)

A comma is used to separate parts of a sentence from another.

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

For example:

The teachers and staffs had a meeting, so the class is free.

The rain falls, but my friends still come to my birthday party.

Second, writers use a comma to separate three or more items in a series.

For example:

Four skills in English are speaking, writing, listening, and reading.

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

For example:

My neighbor bought a beautiful, expensive, classic car.

Fourth, use a comma to separate introductory words, phrase, and clauses.

For example:

Introductory word: Above, the sky is too beautiful.

Introductory phrase: in the morning, my mother always cooks some food for me and my family.

Introductory clause: When the sun rises, the sunlight heats the earth.

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

For example:

In addition, English is a global language spoken by most people all over the world.

Sixth, use a comma with dates.

For example: my sister graduated on May 3, 2009.

e. Colon (:)

It is used to introduce a list or a series.

For example:

In my bag, I put several items: books, a pencil case, a bottle of water, and a hat.

f. Quotation marks (“ ”)

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

For example:

“Writing is a process.” (Langan. 2008b:8)

In dialogue, place quotation marks around each speaker’s utterance.

For example:

He said, “Sit down.”

“Yes, thank you,” I replied.

g. Apostrophes (’)

An apostrophe is used to indicate ownership.

For example: That white building is Andi’s house.

b). Spelling

Spelling is another part of writing mechanics. It is the way how writers write alphabets into a word in correct order. Spelling is as crucial as punctuation because if there is a misspelling in a word, it will change the meaning of the whole word. It will make failure in conveying the purpose of writing. Bram (1995:83) states that to spell is something that cannot be ignored. Besides, Fairbairn and Winch (1996:100) state that spelling is worth considering because bad spelling can make the meaning ambiguous. According those statements, writers should not ignore the importance of spelling in order to avoid misunderstanding of the writing purpose.

Furthermore, McWhorter (2010:803-804) explains the words that the first letter should be capitalized in working a piece of writing. They are as follows:

- a. Capitalize the pronoun I.

For example:

He arrived while I was watching TV.

- b. Capitalize the first word in a sentence and in a direct quotation.

For example:

Revision is important.

- c. Capitalize the first word in a direct quotation unless it is paraphrasing.

For example:

The union representative said, "That meeting did not take place."

"I prefer not to interpret my paintings," replied the famous watercolorist.

- d. Capitalize proper noun, including the names of specific people, places, things, and groups.

Table 2.1 kinds of proper noun and the example

The Name of	Example
People and animals	Achmad Fauzi, his cat named Rocky
Cities, states, nations	Jember, East Java, Indonesia
Government and other public offices, departments, and buildings	The Pentagon, the Post Office, the White House
Social, political, business, sporting, and cultural organizations	Federation of International Football Association
Months, days of the week, and holidays	April, Sunday, Independence Day, New Year
Chapter or section titles in books	The Advantages of Picture as Instructional Media
Nationalities and languages	Indonesian, British
Trade names	Nikon, Fujifilm
Historic Events	Independence Day
Specific course titles	Language Assessment, Science

e. Do not capitalize common nouns.

Here are the examples of common nouns:

Table 2.2 Kinds of common noun and the examples

Common Nouns	Examples
Family members	my uncle, her sister
General areas of the country	western part Indonesian
Centuries	sixteenth-century
Geographical areas	the lake in the park

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

Capitalize the first and last words of the title, the first word following a colon, and all other words except articles, coordinating conjunctions, and prepositions. The examples are in this following table:

Table 2.3 Kinds of literary noun and the examples

The literary	The title
Book	Pictures for Language Learning
Article	Using English Songs: an Enjoyable and Effective Approach to ELT
Poem	My Last Duchess
Play	A Raisin in the Sun
Song	I Have a Dream
Film	The Amazing Spiderman
Painting	The Starry Night

2.2.4 Organization

Organization is the ability of students to organize their ideas and information in chronological and logical order. Organizing the text is essential for a writer in

order to make their writing understood by the readers easily. Kanar (1998:16) says that organization in writing means presenting the material in order that makes sense. There are two elements of organization, they are unity and coherence.

a. Unity

Wingersky *et al.* (1999:42) state that unity means that the information in a text is clearly and directly related to the main idea. Besides, Bram (1995:20) states that each sentence in one paragraph should focus on the one thing expressed in the topic sentence so all sentences stick together. It can be concluded that unity means the relation of each sentence in a paragraph, which should support the main idea or topic sentence of the paragraph.

b. Coherence

Coherence is an important element of organization to make writers' writing readable. Bram (1995:21) says that every coherent text contains smoothly-connected sentences. It refers to how well one idea of the sentence leads into another. In line with that, Wingersky *et al.* (1999:45) state that without connecting words or phrase, supporting ideas may be hard to follow and may even seem unrelated to the topic sentence to each other.

2.2.5 Content

Hughey *et al.* (1983:140) state that content is the ability to use knowledge and understandable subject and information, development of the thesis, the interrelationship of many details relevance of material and topic. Besides, Heaton (1988:135) states that content deals with the writer's ability to think creatively and develop thoughts and exclude all irrelevant information. It can be concluded that in writing, the writers should use knowledge related to the topic and think creatively.

Content in writing involves the clarity, conciseness, and completeness (Camp, 2001:36). Clarity means that all writing must be clear. It includes choosing the right words. Conciseness means the writers express their thoughts briefly by eliminating unnecessary words that are not related to the topic. According to Wingersky *et al.*

(1999:36), completeness means that there are sufficient details or information in it to give the readers a clear picture of the full discussion of its main idea.

2.3 Recount Text

School-Based Curriculum / KTSP 2006 for SMP and MTs states that there are five genres of text that should be mastered by junior high school students. They are descriptive, narrative, procedure, recount, and report. This classroom action research will be focused on writing a recount text.

Zaida (2013:48) states that recount text retells past events or experiences in the order they happened. The purpose of recount text is either to inform or to entertain the readers. The generic structure and the function of recount text are explained as follows:

1. Orientation: introducing the participants, place, and time.
2. Events: describing series of event that happened in the past.
3. Reorientation (optional): Stating personal comment of the writer to the story.

The example of recount text:

Sarah's Birthday Party by Dara Sumareni

Orientation	Last Sunday, on February 5th, Lisa went to Sarah's birthday party. She wore a beautiful long dress. She brought a birthday present for Sarah.
Events	The party started at 10.00. Lisa met her classmates at Sarah's birthday party. First, they sang a birthday song for Sarah. Next, Sarah cut the birthday cake and then she gave it to her parents. They looked so happy.
Events	Sarah's mom asked them to enjoy the meals. There were a lot of delicious meals and beverages. Liza chose pizza.
Reorientation	At 12.00, the party was over and we went home. What a wonderful party.

And the language features of recount text are:

1. Introducing personal participant: we, they, her parents, etc.
2. Using adjective: happy, wonderful, etc.
3. Using time conjunction: first, firstly, then, after that, etc.
4. Using action verb: went, wore, brought, etc.
5. Using simple past tense: she wore a beautiful long dress.

2.4 Pictures in English Language Teaching

A picture can be defined as the image of a real object formed into drawing, painting, photograph, and etc. A picture has many functions in daily life, for instance: entertainment, social, or economic purposes. A picture can also be used for the educational purpose as interesting teaching media in teaching learning proses. Hamalik in Arsyad (1996:15) states that the use of teaching media in the teaching-learning process can build up students' curiosity about materials, arouse their motivation, and stimulus on learning activities. A picture is one of the media which is very useful to be used in teaching learning process especially in teaching English as a foreign language.

The picture plays important roles in the English language teaching-learning process. It supplies many pieces of information that can be used by students to dig their ideas. Wright (1989:2) says it is important to have as wide a range resources as possible such as pictures in teaching learning process so that the students can have a rich base and stimulus for their developments in the foreign language. In addition, picture's function is not only focused on the development of language achievement, but also on students' learning motivation. According to Wright (1989:22), the function of a picture is to motivate the learner and to remind them of what to say. In conclusion, the students can be stimulated and motivated by the use of a picture in teaching learning process to improve their English achievement.

According to the explanation above, a picture supplies information for students and make them focus on the idea they are going to talk about. Besides, a picture also helps the students to focus on the language they are going to use. It can improve some aspects of language such as structures, vocabulary, function, situation, and four language skills (Wright, 1989:4-6). Furthermore, Wright (1989:2) says that pictures contribute to interest and motivation, a sense of the context of the language, and a specific reference point or stimulus. By using a picture, the students will pay attention to the objects in the picture and make the students participate in the English teaching-learning process. In summary, a picture is a useful and interesting teaching media. It helps the students improve their language skill especially writing skill since writing process needs something as media to dig their ideas that they are going to write. Besides, a picture is also useful to improve students' participation in the English language teaching.

2.5 Types of Pictures

Yunus (1981:49-50) says, there are three kinds of pictures, they are defined as follows:

a. Individual Pictures

Wright (1989:193) states that individual picture is defined as a picture of single object. It means that individual picture is a picture which contains single object, which can be a person, a thing, or activity. As stated by Yunus (1981:50), individual pictures are single pictures of objects, persons, activities, such vary in size from small newspaper pictures and full-page magazine pictures to poster-sized pictures.

Examples of individual picture:



Picture 2.1 Individual Picture
Retrieved from m.detik.com [February 13, 2015]



Picture 2.2 Individual Picture
Retrieved from animals.nationalgeographic.com [February 13, 2015]

b. Composite Pictures

According to Yunus (1981:49), composite picture is a large single picture which shows scenes (hospital, a beach, a railway, a downtown street) in which a

number of people can be seen doing things. In addition, Wright (1989:198) states that composite picture is a picture with a lot of information. It means that composite picture gives complex information since it contains people, activities, the setting of the scene, etc.

Example of composite picture:



Picture 2.3 Composite Picture
Retrieved from from bdgeuy.com [February 13, 2015]

c. Picture Series

As stated by Wright (1989:201), picture in series show sequences of a picture. According to Wright, we can conclude that pictures series is a group of picture organized chronologically. In line with that, Yunus (1981:50) states that picture series are a number of related composite pictures linked to form of series or sequences. It means that picture in series is a group of pictures which represents related activities in series. The source of a picture in series is from textbooks, internet, comics, cartoon strips, or newspaper.

Example of picture series:

CINDY'S VACATION IN BALI



Picture 2.4 Picture Series
By Hidayaty Eldina

In this research, the picture in series is chosen as the teaching media since the English teacher of SMPN 1 Jember never uses a picture in series as media in teaching recount text writing. Furthermore, picture in series can help the students dig their ideas to write recount text and attract them during the English teaching-learning process.

2.6 Picture Series for Teaching Writing of Recount Text

Most students have problems to find and to develop the ideas about what they are going to write. Langan (2008a:9) says, very often, writers do not discover just what they want to write about. Therefore, a picture series which has a function to tell a story or sequence of events can be a solution to solve such that writers' problem

(Yunus, 1981:50). Furthermore, Yunus defines picture series as a number of related composite pictures linking each other to form a story in sequence.

In this research, picture series plays an important role as teaching media since it is believed that it can improve students' writing achievement of recount text. Recount text tells the readers about past events chronologically, and a picture series is a group of composite pictures that organized chronologically. Picture series that are used in teaching learning process should be big enough and clear.

In this research, the researcher adapts Wright's method entitled 'Question Stories' in teaching writing recount text by using picture series. Wright (1989:69) says that a sequence of questions is asked relating to a picture or a series of picture. The students' answers to the questions guide them when writing a story or description. Besides providing the students with picture series and some related vocabularies, the researcher provides some related questions to guide the students in writing recount text.

2.6.1 The Advantages of Using Picture Series

There are some advantages of using a picture in English teaching-learning process especially in teaching writing of recount text. Wright (1989:3) proposes five criteria that should be applied to all activities that involve pictures. They are as follows:

1. Easy to prepare

Pictures should be easy to prepare. In this modern era, a teacher can find picture easily, such as from internet, printed media which provide picture; newspaper, magazine, pamphlet, brochure, advertisement, etc. Besides, it is better if the teacher willing to create media. In this research, the researcher creates picture series that are related to students' daily life.

2. Easy to organize

A picture should be easy to organize. It will not consume much time and energy when preparing and organizing them in the classroom. A picture is basically in the form of sheets, so the teacher can easily bring them to the class, show them to the

students, and save them in the cupboard. It is much more easy for the teacher to organize the picture if the classroom has LCD projector, so the teacher just need to show the picture easily through his laptop and the students can see the picture easily because it is shown in the screen.

3. Interesting

Interesting pictures can increase student's interest when the picture is visible and attractive. The picture series that is going to be used by the researcher is interesting.

4. Meaningful and authentic

Wright added that students will achieve more material of the language learning when the material given is important for them at the present time. By providing a simple picture which visualizes people, object, place, or activity around the students, it is meaningful for them in the sense of their daily language can be practiced through that picture. Accordingly, the teacher should provide a picture that related and close to their daily life. In this research, the researcher will use a picture series that related to their daily life.

5. Sufficient amount of language

By looking at the picture shown by the teacher, students will get something that attracts their attention and then if they have not known the vocabulary yet, they can find that vocabulary in the dictionary.

In addition, Wright (1989:17) states that there are some advantages of using pictures in language teaching-learning process of writing as the following:

1. Pictures can motivate the students and make them want to pay attention and want to take a part.
2. Pictures contribute to the context in which the language is being used. They bring the world into the classroom.
3. The pictures can be described in an objective way (this is a train) or interpreted (it is probably a local train) or responded to subjectively (I like traveling by train).

4. Pictures can cue responses to questions or cue substitution through controlled practice.
5. Pictures can stimulate and provide information to be inferred to in conversation, discussion, and storytelling.

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

1. Pictures are useful to present new grammatical and vocabulary items.
2. They allow the meaningful practice of vocabulary and structures.
3. By using them in language learning, a picture can provide a stimulus to speak, read, and write.
4. Pictures can be used in any lesson, it means that kinds of topic or skills can use the same picture in the different lesson.
5. They are flexible. Teachers can use the picture in whatever book the teachers use, or any learning style that he implements.
6. Picture is easy to collect, make, and handle them into the class.

Based on the explanation above, it can be concluded that pictures have any contributions to the students and teacher in English teaching-learning process. In this classroom action research, pictures are expected to be useful to help the students in improving their writing recount text achievement.

2.6.2 The Disadvantages of Using Picture Series

Besides the advantages, there are disadvantages or weaknesses of using picture series. Underhill (1987:67) lists the points of the disadvantages using picture series as media as follows:

- a. As visual stimulus, picture series have a problem that students can miss the point of the story because of personal or cultural reason. To prevent this disadvantages, the researcher chose picture series that related to their daily life and their culture.
- b. The students who have known about the vocabularies used in the picture series will be at a strong advantage compared with students who are lack of

vocabularies. To prevent this disadvantages, the students were allowed to use a dictionary in writing recount text in the meeting 1 and 2.

- c. It is hard to find suitable picture series for an amateur draw. Even deciding on a good storyline can be difficult task. To prevent this disadvantage, the researcher write recount texts that related to the students' daily life and their culture, and then asked a good illustrator to draw the picture series, instead of retriving the picture series from internet.

2.6.3 The Procedure of Teaching Writing by Using Picture Series

Learning media can attract students' attention and support teacher's instruction. The essential point of using learning media is how to apply them appropriately in English Language Teaching (ELT). Luxurious, expensive, and sophisticated learning media cannot guarantee that they can attract students' attention and improve their achievement. Heinich et. al. (2002:12) say that the effectiveness still depends on the teacher. It means that the effect of using learning media depends on how the teacher applies them in the classroom. To make the use of learning media effective, teachers have to use and apply them based on the procedure.

The use of picture series as the learning media in ELT can be implemented through following procedure:

- a. A picture series is shown to the students,
- b. A sequence of questions is asked relating to the picture series,
- c. The students then write a text based on the picture series and they may use the answers to guide them when writing a recount text.

(Adopted from Wright, 1989:69)

In this research, the researcher used the procedure above to ask the students to write a recount text as the exercises and the writing test. Therefore, the teacher gave the students some tasks and writing test which consisted a picture series and related questions, then the teacher asked the students to write a recount text.

2.7 Teacher's Role in Teaching Writing by Using Picture Series

The elements of teaching and learning process are a teacher, students, place, and material. Those affect each other. It means that if one of them does not exist in teaching and learning process, it is cannot be called as teaching-learning process. Those four elements are important and completing each other.

Furthermore, the teacher is the most important element, since the teacher has a big role to decide the topics that will be taught, the appropriate material related to the topic, method, and media used in the teaching and learning process. In addition, Richards and Rodgers (2001:28) state that some methods depend on the teacher as the source of knowledge, while some others consider teachers as consultant, guide, and model for learning.

2.8 The Effectiveness of Picture Series in Improving Recount Text Writing

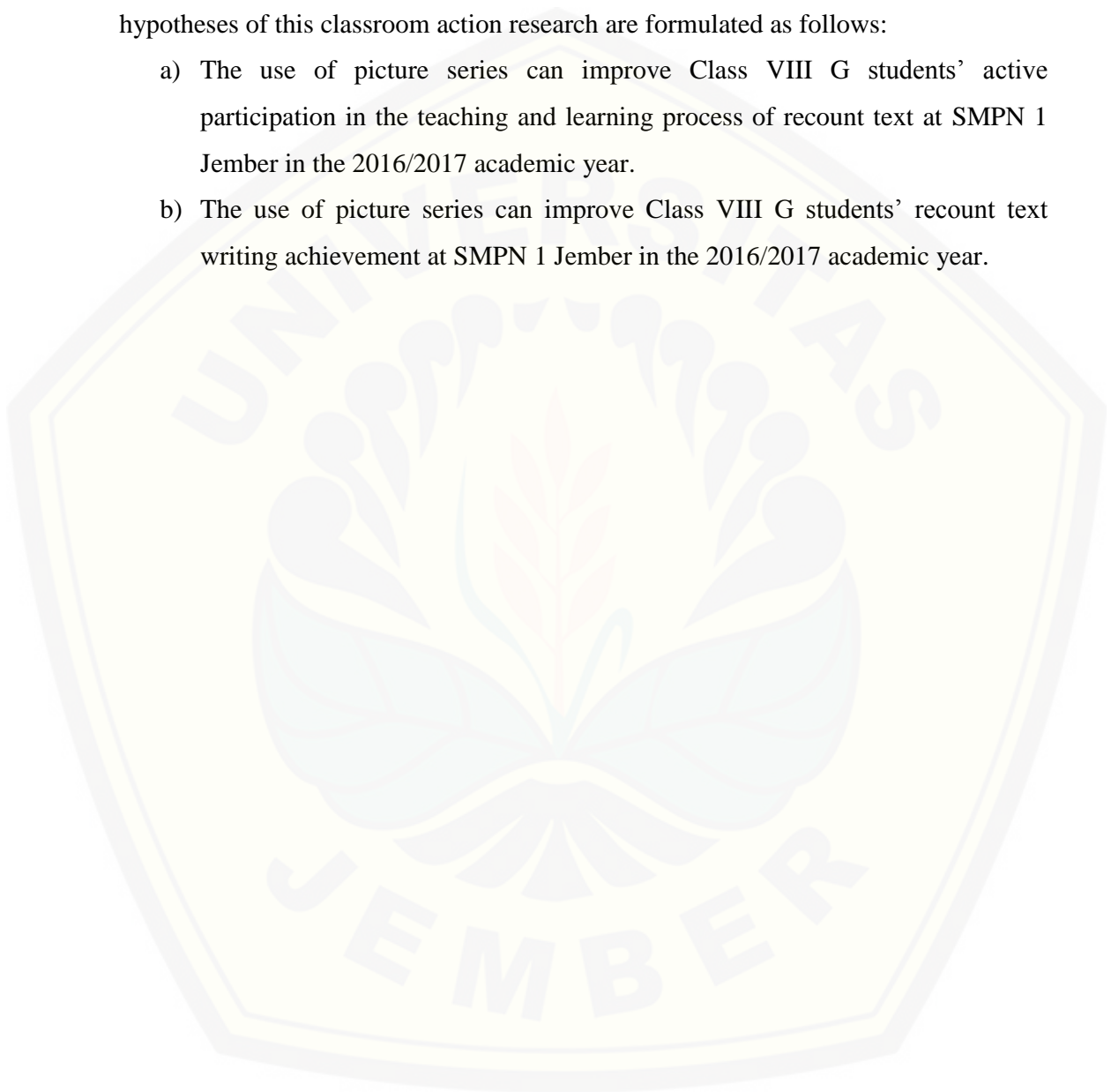
Students' writing problem in this research is the difficulty in finding their ideas. They said that it is difficult to start writing. As a result, students mostly feel bored and do not concentrate on writing teaching-learning process. They will not pay attention to the teacher and do something that is not related to the teaching-learning process. In short, the teaching-learning process is not effective. That is one of the problems in classroom management.

Based on the problem above, a picture is an instructional media that can solve students' problem in writing. Pictures can motivate the students and make them want to pay attention and want to take a part (Wright, 1989:17). Picture series will help students to find ideas of what they are going to write. In addition, picture series is a group of pictures which is chronologically ordered that can help students know something happens first, second, the next, and finally. It will help students to organize the paragraphs into a good text. In conclusion, picture series is really effective in improving students' writing, especially a recount text that tells chronological events.

2.9 Research Hypotheses

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

- a) The use of picture series can improve Class VIII G students' active participation in the teaching and learning process of recount text at SMPN 1 Jember in the 2016/2017 academic year.
- b) The use of picture series can improve Class VIII G students' recount text writing achievement at SMPN 1 Jember in the 2016/2017 academic year.



CHAPTER 3. RESEARCH METHOD

This chapter is about research method applied in this classroom action research. It covers research design, area determination method, research subjects, operational definition of the terms, data collection methods, and research procedure.

3.1 Research Design

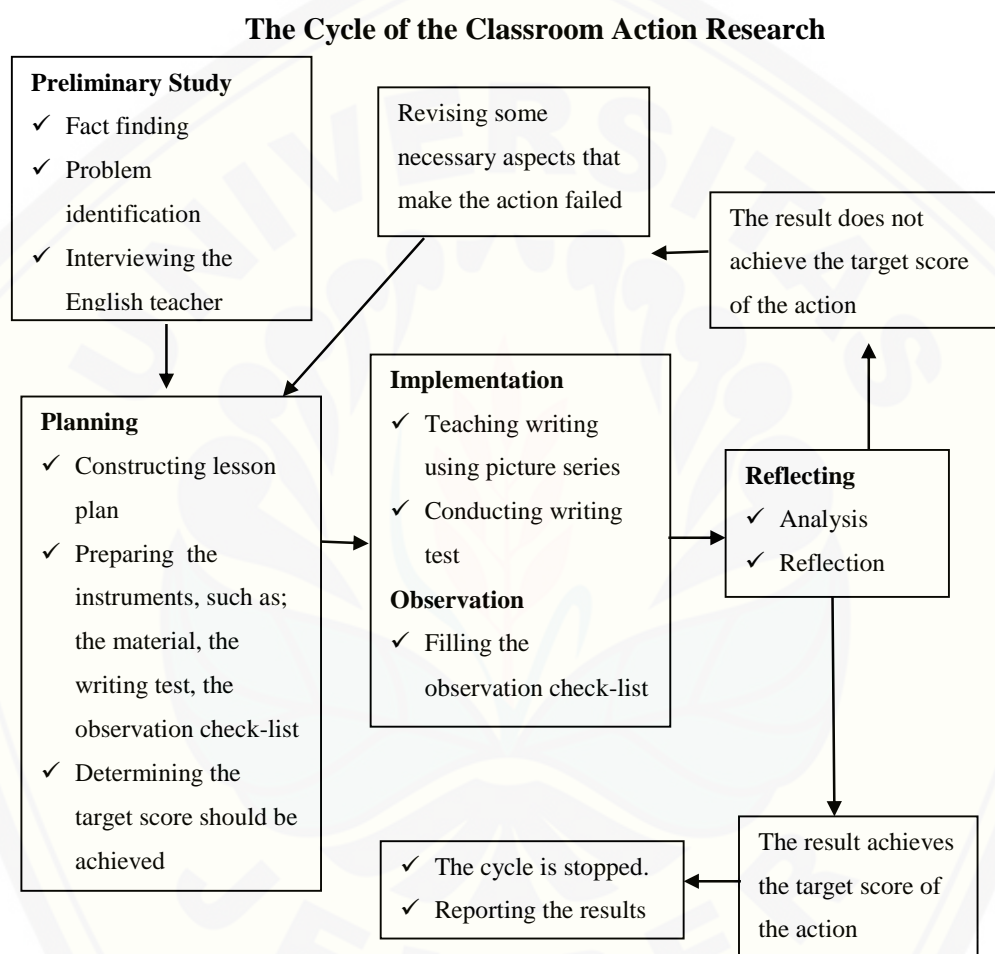
The design of this research was classroom action research, as it was intended to improve the VIII G students' recount text writing achievement by using picture series as the learning medium at SMPN 1 Jember. According to Mc. Milan (1992:12), action research is a specific research, which has a purpose to solve a specific classroom problem. The specific problem of this research is students' writing achievement of recount text. Therefore, the purpose of this research is to improve the VIII G students' active participation and writing achievement of recount text by using picture series as the learning medium at SMPN 1 Jember.

Further, Arikunto (2006:91) says that in conducting the classroom action research, the researcher needs to do it collaboratively with another researcher or team. Therefore, the researcher conducted the research collaboratively with the VIII G's English teacher at SMPN 1 Jember. The collaboration focused on four stages of action research; (1) planning the action, (2) implementing the action, (3) observing the class and evaluating students' writing ability, and (4) analyzing data and doing reflection. Since the students' score achieved the target score of the research in the first cycle, the action was stopped.

Before doing the classroom action research, the researcher conducted a preliminary study to observe the problem found in the classroom. The purpose of classroom action research is to provide teacher as the researcher with a method for solving everyday problems in school (Gay, Mills, and Airasian, 2011:508). After knowing the problem, the researcher found picture series as a medium to solve

students' problem. For further information, the following diagram illustrates the process of this classroom action research:

Chart 3.1 The Cycle of the Classroom Action Research



(Adapted from Lewin. 1980 in Elliot. 1991:71)

The activities of this classroom action research were as follows:

- Stage 1: the preliminary study was done by interviewing the English teacher to identify the problem that students face in writing and to know the way the teacher teaches the students. Besides, the preliminary study was done to get the

teacher's document about students' names and the students' previous writing score.

- Stage 2: planning the action for the first and second meeting which covered constructing lesson plan, preparing the research instruments including the materials, the observation checklist, and determining the target score. This stage was done collaboratively with the English teacher.
- Stage 3: implementing the action by the researcher as the teacher and the English teacher as the observer, by using picture series as the instructional media in teaching learning process of recount text writing.
- Stage 4: observing the classroom was done by the English teacher when the researcher as the teacher was implementing the action. The English teacher as the observer also filled the observation checklist. After implementing the action, the researcher conducted writing test to assess students' recount text writing achievement
- Stage 5: analyzing the result of observation to find the percentage of the students who were active in the writing teaching-learning process writing and the percentage of the students who achieved score 80 or higher. Then, reflecting the result of writing test and observation. Finally, reporting the results.

3.2 Area Determination Method

Area determination method is a method in determining a school where the research will be conducted. This classroom action research was conducted at SMPN 1 Jember. The area of this research is determined by using a purposive method. Fraenkel and Wallen (2000:110) state that purposive method is a method employed in choosing a research based on certain or reason. It means that this area determination has a specific purpose to solve problems in the certain area. In this research, the area is SMPN 1 Jember. This school is chosen based on these considerations:

1. through the informal interview with the English teacher of SMPN 1 Jember, the VIII G students had difficulties in writing and had the lowest average score

among the VIII grades. The average score was only 70.5, whereas the passing grade for English lesson is 77. The recapitulation of the VIII grades students' writing score is enclosed in Appendix C.

2. the teacher had never used picture series in teaching writing.
3. the headmaster and the eighth grade English teacher of SMPN 1 Jember gave permission to the researcher to conduct this classroom action research.

3.3 Research Subjects

The research subjects of this research were the VIII G students of SMPN 1 Jember in 2016/2017 academic year. The number of the VIII G students in 2016/2017 academic year was 36 students. It consisted of 15 male students and 21 female students. The consideration in choosing the research subjects was that the VIII G students had problems in writing. Based on the informal interview to the VIII G students, most of the them felt difficult to start writing because they had no idea of what they had to write. Some others also felt that the teaching-learning process of writing was not enjoyable due to their consideration that writing is difficult. As a result, they mostly felt bored in joining the teaching-learning process of writing.

3.4 Operational Definition of the Terms

There are three variables in this research. They are picture series, students' active participation, and recount text writing achievement.

a. Picture Series as the Medium of Learning

Picture series as the medium of learning in this research deals with the composite picture that organized chronologically which is used as the medium of the teaching and learning process of recount text writing.

b. Students' Active Participation

Students' active participation is the students' involvement in joining the teaching and learning process of writing. There are five indicators to determine whether the students actively or passively participate in the

teaching and learning process. They were; (1) the student answers the teacher's oral questions during the explanation of teaching materials, (2) the student asks questions to the teacher during teaching and learning process, (3) the students does tasks given by the teacher, (4) the students writes a recount text based on the picture series given.

c. **Students' Achievement in Writing Recount Text**

In this research, the students' achievement in writing recount text refers to the writing ability of the VIII G students of SMPN 1 Jember in the 2016/2017 academic year. The students' writing ability related to students' capability to generate their ideas and develop them into recount text and students' mastery of writing aspects, they are; grammar, vocabulary, mechanics, organization, and content).

3.5 Data Collection Methods

There are two kinds of data in this research. They are the students' active participation and the students' writing achievement. The data of the students' active participation was collected by using an observation checklist (enclosed in appendix E) containing four indicators that were observed during the teaching-learning process of writing. The indicators were (1) the student answered the teacher's spoken questions, (2) the student asked questions to the teacher during teaching and learning process, (3) the student did the tasks given by the teacher, and (4) the student wrote a recount text based on the picture series given. The data of students' writing achievement was collected by using writing test after the first and the second meetings.

There were four kinds of data collection method applied in this classroom action research namely observation, writing test, documentation, and interview. The following parts discuss the data collection methods in detail.

3.5.1 Observation

Observation in this action research was used to collect the data of students' active participation in the teaching and learning process of writing by using picture series as the instructional media. This observation was done by the English teacher. The instrument that was used in observing the students' active participation is a piece of observation guide in the form of a checklist which contains four indicators. The table of observation checklist is enclosed in Appendix E.

Furthermore, a student was categorized as active, if they can achieve at least three indicators in which two of them had to be indicator 3 and 4. On the other hand, if the student achieved less than three indicators and did not achieve both indicators 3 and 4, the student was categorized as passive. In addition, the target percentage of students' active participation is 75%.

3.5.2 Writing Test

Writing test was done to collect data on students' writing after the teaching and learning process of writing using picture series as the instructional media. Ur (1988:9) states that learners do the test to demonstrate how well they have mastered the material they have learned. Further, according to Hughes (2003:11), there are four types of test; they are proficiency test, achievement test, diagnostic test, and placement test. The test that was administered in this research was achievement test because this action research was done to improve students' recount text writing. The test that administered should have validity and reliability. Heaton (1988:164) states that validity and reliability are two criteria for evaluating any test. In addition, Heaton says that the ideal test should be both valid and reliable.

Hughes (2003:26) states that a test is said to be valid if it measures accurately what it is intended to measure. Further, Hughes classifies validity into four types; content validity, criterion-related validity, construct validity and face validity. A test has content validity if its content constitutes a measurement of a certain language skill, structure, or genre as the focus (Hughes, 2003:26). In line with that, the

researcher paid attention more on the content validity in this research because it was intended to improve students' achievement in a certain language skill and genre.

Reliability deals with the consistency of the score achieved after having a test. Heaton (1988:162) states that having two scorers to the same test or one scorer with the same test on different occasion are the ways to know the reliability of a test. In this research, the researcher as scorer 1 collaborates with the English teacher as scorer 2 to assess students' writing. The final score was taken from the total score from both scorers and was divided by two.

The writing test was in the form of guided or controlled writing. The researcher provided a picture series and some related questions based on the picture series to help them develop ideas. Additionally, the time allocation for the writing test was 60 minutes. In the writing test, the students were asked to write a recount text which consisted of at least three paragraphs that consist of orientation, event, and re-orientation.

There are two kinds of scoring in writing test. They are holistic and analytic scoring. Holistic scoring is giving a score to a piece of writing based on overall impression (Hughes, 2003:94-95). Meanwhile, analytic scoring is giving a score based on the separate score of each writing aspect (Hughes, 2003:100). Analytic scoring was applied in this research. Students' writings were scored based on several aspects that students should consider in writing, they are content, organization, vocabulary, grammar, and mechanics. This type of scoring typically uses a scoring rubric containing several criteria in each writing aspect.

Furthermore, the following table is a scoring rubric to assess students' writing achievement.

Table 3.1 Scoring Rubric for the Writing Test

Aspects	Criteria	Score
Content	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	30 – 27
	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	26 – 22

	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	21 – 17
	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	16 – 13
Organization	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive	20 – 18
	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	17 – 14
	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	13 – 10
	VERY POOR: does not communicate • no organization • OR not enough to evaluate	9 – 7
Vocabulary	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	20 – 18
	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	17 – 14
	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	13 – 10
	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	9 – 7
Grammar	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions	25 – 22
	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	21 – 18
	FAIR TO POOR: major problems in simple /complex constructions • frequent errors of negation, agreement, tense, number, word order/functions, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>	17 – 11
	VERY POOR: virtually no mastery of sentence constructions rules • dominated by errors • does not communicate • OR not enough to evaluate	10 – 5
Mechanics	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	5
	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	4
	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>	3
	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	2

(Adopted from Jacobs, et al. 1981 in Hughes 2003:104)

3.5.3 Interview

In this research, an interview guide in the form of a list of questions was used to get some information related to the English teacher and the subjects of the research, problems in teaching and learning process of writing, the techniques and the media that the teacher has ever used, and students' response while teaching and

learning process of writing. The result of interview in the preliminary study is enclosed in Appendix B.

3.5.4 Documentation

Muslich (2011:60) states that documentation is used to give important information in any situations, such as letter, memo, the result of formal and informal test, information of students and teachers documented. In this research, the documentation is about the list of students' names and the previous writing test scores of the VIII grade students at SMPN 1 Jember to know the class that has the lowest score of writing achievement.

3.6 Research Procedure

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

3.6.1 The Planning of the Actions

To prepare everything before implementing the actions is very important. Planning of the action covers several activities, those are as follows:

- a. Choosing the appropriate materials by regarding the students' ability and level.
- b. Constructing the lesson plan for the meeting 1 and 2.
- c. Selecting the appropriate picture series used in writing test.
- d. Constructing the writing test material for the cycle.
- e. Preparing the students' worksheets for the writing exercises.
- f. Preparing the observation checklist of students' active participation in the teaching and learning process of writing using picture series which contains several indicators.

- g. Determining the target score that students should achieve the criteria whether this research is successful or failed.

3.6.2 The Implementation of the Actions

After that, the researcher implemented the action in the class, which was teaching writing of recount text by using picture series. The action in this research was conducted during the school hours based on the schedule of the English lesson given by the teacher (2 x 40 minutes each meeting). The implementation of the actions in the cycle was in two meetings and was followed by the implementation of writing test in the third meeting.

The action was conducted by teaching writing using picture series as the instructional medium as it was intended to improve students' recount text writing achievement. Firstly, the researcher explained the materials about recount text (the definition, social function, generic structure, and language features), and showed the example of recount text written based on picture series.

Secondly, the researcher gave task 1 (labeling the generic structure of recount text), and after that discussed the answer. Then, the researcher gave task 2 (answering questions based on a picture series), and after that discussed the answer with the class. The last task, task 3 (writing a recount text based on the picture series and the answers of task 2). During the action, the English teacher observed and took a note about anything happened during the teaching and learning process of writing.

3.6.3 The Classroom Observation and Evaluation

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

a. Observation

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

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

1. The student answered the teacher's spoken questions during the explanation of teaching materials.
2. The student asked questions to the teacher during teaching and learning process.
3. The student did the tasks given by the teacher.
4. The student wrote a recount text based on the picture series given.

Active: at least three indicators performed, and indicator 3 and 4 are a must.

Passive: less than three indicators performed.

Furthermore, a student was categorized as active, if they could achieve at least three indicators in which two of them had to be indicators 3 and 4. On the other hand, if the student achieved less than three indicators and did not achieve both indicators 3 and 4, the student was categorized as passive. In addition, the target percentage of students' active participation was 75%.

b. Evaluation

Evaluation functions to evaluate students' writing achievement based on the use of grammar, vocabulary, mechanics, content, and organization. There were two kinds of evaluation; they were process evaluation and product evaluation. The process evaluation was done by classroom observation during the teaching and

learning process of writing using picture series. Meanwhile, product evaluation was done by administering writing test after the action was implemented.

The success or failure of this classroom action research was considered based on the criteria of success decided by the researcher. The criteria of success evaluation in this research are as follows:

1. The use of picture series as the instructional media can improve the students' active participation in the teaching and learning process of writing a recount text if 75% of the students can achieve at least three indicators in which two of them must be indicator 3 and 4 stated in the observation checklist.
2. The use of picture series successfully improves the students' recount text writing achievement if 75% of the students get the score of writing test at least 80 or higher.

3.6.4 Data Analysis and Reflection of the Actions

The last stage in this research design was data analysis and reflection of the action. In this stage, the researcher analyzed the data obtained from the implemented action. Then, the result of the data analysis was reflected. Further explanation discussed in this following part below.

1. Data Analysis

The data obtained from classroom observation during the teaching and learning process of writing and the result of writing test will be analyzed into percentage as follows:

- a. The result of the classroom observation toward students' active participation analyzed by using this following formula:

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

Notes:

E = the percentage of the students who participate actively during the teaching and learning process of writing using picture series

n = the number of students who participate actively during the teaching and learning process of writing using picture series

N = the number of students (the subjects)

(Adapted from Ali, 1998:186)

b. The result of students' writing were scored by using scoring rubric

Aspects	Criteria	Score
Content	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	30 – 27
	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	26 – 22
	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	21 – 17
	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	16 – 13
Organization	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive	20 – 18
	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	17 – 14
	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	13 – 10
	VERY POOR: does not communicate • no organization • OR not enough to evaluate	9 – 7
Vocabulary	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	20 – 18
	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	17 – 14
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	VERY POOR: virtually no mastery of sentence constructions rules • dominated by errors • does not communicate • OR not enough to evaluate	10 – 5

Mechanics	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	5
	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	4
	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>	3
	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	2

(Adopted from Jacobs, et al. 1981 in Hughes 2003:104)

- c. The result of students who can get 80 or higher in writing was formed into a percentage by using this following formula:

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

Notes:

E = the percentage of the students who get score 80 or higher

n = the number of students who get score 80 or higher



N = the number of students (the subjects)

(Adapted from Ali, 1998:186)

2. Reflection of the Actions

Reflection of the actions is discussing what has been done (Arikunto, 2006:99). Reflection was done to reflect the result of the action in the cycle. The researcher and the English teacher did the reflection after analyzing the result of the students' observation checklist and students' writing score. It was intended to know whether or not the action is successful. If the action is not successful, the result of the reflection can be used as a guide to revise the aspects of action implementation.

**The Statement Letter of Accomplishing
the research from SMPN 1 Jember**

 **PEMERINTAH KABUPATEN JEMBER**
DINAS PENDIDIKAN
SMP NEGERI 1 JEMBER
Jl. Dewi Sartika 1 Telp. (0331) 486988 Jember 

Nomor : 800/014/413.1/20523851/2018 Jember, 17 Januari 2018
Lampiran : -
Perihal : **Telah Melaksanakan Penelitian**

Kepada
Yth. : Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Negeri Jember
Jalan Kalimantan No. 37 Jember
Di

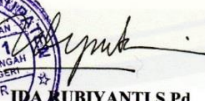

T e m p a t

Menindak lanjuti surat saudara No. 2529/UN25.1.5/LT/2017 tanggal 10 Januari 2017 perihal Melakukan Penelitian Penyusunan Skripsi, maka dengan ini kami Menerangkan Mahasiswa yang bernama :

N a m a : Dara sumareni
N I M : 100210401041
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan Penelitian tentang : **“ Improving the VIIIIG Students Recount text Writing Achievement by Using Picture Series at SMP I Jember.”**

Demikian atas perhatian dan kerja sama yang baik, disampaikan terima kasih.

Plt.Kepala Sekolah,


IDA RUBIYANTI, S.Pd
NIP. 19590221 198101 2 001