



**THE USE OF VISUAL IMAGERY STRATEGY TO IMPROVE  
THE STUDENTS' WRITING SKILL OF RECOUNT TEXT AT  
THE TENTH GRADE IN MA. LAB. UIN SU MEDAN**

**A THESIS**

*Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic  
University of North Sumatra Medan as Partial Fulfilment of the Requirements  
for S-1 Program*

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA  
MEDAN**

**2021**



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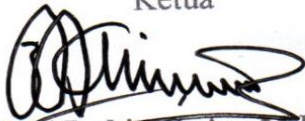
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dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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LAB. UIN SU MEDAN**

Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk dimunaqasyahkan pada sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN

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Demikianlah kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.


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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh institusi batal saya terima.

Medan, Januari 2021

Yang membuat pernyataan



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## **ABSTRACT**

### **The Use of Visual Imagery Strategy to Improve The Students' Writing Skill of Recount Text at The Tenth Grade in MA. Lab. UIN SU Medan**

**SITI ANDRIANTI MARPAUNG**

**(0304162158)**

**Keywords:** Visual Imagery Strategy, Writing, Recount Text, Classroom Action Research

This research aimed to determine the impact of using Visual Imagery strategies in improving the students' writing skills. This research was conducted using a classroom action research using two cycles. Each cycle consists of planning, acting, observing, and reflecting. The subjects of this research were the students of class X MA. Laboratory. UIN SU Medan for the 2020/2021 academic year, which consists of 40 students. The data obtained through quantitative and qualitative data. The quantitative data were obtained from tests which included pre-test, post-test I, and post-test II. Meanwhile, the qualitative data were obtained from interviews and observation sheets. The results of the data analysis showed that there was an improvements on student writing achievements from each cycle. This can be seen from the mean score of students in the pre-test 50.85 increased to 69.4 in the post-test I and increased to 79.3 in the post-test II. In the pre-test, 10% (4 of 40 students) scored  $> 75$ . In the post-test I there were 55% (22 of 40 students) who scored  $> 75$ . In the second post-test, there were 90% (36 of 40 students) who get a value  $> 75$ . To test the hypothesis using the t-test formula, the results of the t-test obtained t observation (8.60)  $>$  t table (1.684). Thus, the alternative hypothesis ( $H_a$ ) can be accepted. Based on these findings, the alternative hypothesis ( $H_a$ ) states that the use of visual imagery strategies can improve students' ability to write recount text.

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This thesis entitle **“The Use of Visual Imagery Strategy to Improve The Students’ Writing Skill of Recount Text at MA. Lab UIN SU Medan”** was written to fulfil the requirement for S-1 in Department of English Education of Tarbiyah and Teacher Training Faculty, State Islamic University of North Sumatera Medan. The researcher felt grateful for the support and help given by many parties.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter will be presented an explanation of the study that has been collected by researchers. In this chapter there are six subtitles, likely: background of the study, identification of the study, limitation of the study, formulation of the study, objective of the study and significance of the study.

#### **A. Background of the Study**

As we know, education is very important for our country's development. We need the high quality outputs to rise up our country, but most of our human resources are not qualify. We need to improve our education system through teacher competence for the advancement of this country. However, not many teachers have mastered teaching skills, especially in language teaching.

Language is the expression of ideas through speech - sounds are combined into words and words are combined into sentences. This combination answers that ideas become thoughts.<sup>1</sup> In addition, language is a way or a tool to human knows each other.

According to Bloch, language skills are required in various jobs with organizations such as general management, sales and marketing management, financial management, supply and distribution management, administration and support management, information and computer management, insurance, legal and property management, technology management, product management and

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<sup>1</sup> Sholihatul H. Daulay, (2017). *Introduction to General Linguistics*, p. 11.

training participants' materials and management.<sup>2</sup> It means that English is required in all aspects of life.

In its development to become international, language has an important role which will be useful. Even though English is a foreign language in our country, in this modern era, many students in Indonesia have lost interest in learning other languages, especially English. This will be a detrimental phenomenon whereas English is an international language that we must know in order to be more successful and have many benefits for our country.

The students should be taught or encouraged to learn English as a foreign language to promote them to higher studies in all occupations of the world. However, most of the students in this era seem careless in learning English. In addition, most of books related to higher education are only available in English. It is undeniable that the students who study English as a foreign language or a second language, will definitely gain more knowledge in their respective fields and are highly respected wherever they go or wherever they work. The use of English in almost all aspects of the world makes English very important to learn.

In addition, for Indonesian students, English is the only foreign language that is included in the National Examination. This applies from junior high school to high school. This is a requirement for students to graduate from school and a tool to measure how well they understand English during their studies. So, it is the duty of all students in Indonesia to know English well. In order to produce quality output, the role and quality of teachers must also be considered in the teaching and

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<sup>2</sup> Bloch, B. (2005). Career enhancement through foreign language skills. *International Journal of Career Management*. 7(6): p.15-26.

learning process. There are four aspects to learning English, namely listening, speaking, reading, and writing. Researchers will focus on writing skills, especially recount text.

In this era, writing skill is needed in all aspects of the job position. But, most of the students have the lack ability to write in English. Whether it is the words arrangement or grammatically. It can be reduced by exercising in the learning and teaching process. To make a paragraph of recount text, the students must to know basically about the words arrangement and must to know what recount text is.

As the researcher got when the researcher did the teaching training program at the school, the students feel hard to think and put everything from their mind on to the paper. In term, this case related to their imaginations. The students feel confused about what they will to write when the teacher asked to make a paragraph of recount text. They feel difficult to imagine the detail was happened in their mind, and in that situation, the teacher need to give the students a stimulus as a visual to help them imagine the events.

Recount text is a text which consist of the past events or contents but specifically about someone's experiences. It aimed to entertain the readers. Whether it was a bad of a good experiences. Therefore, an English teacher must use a correct strategy in teaching about writing, especially about recount text.

There are many strategies in teaching English language. One of them is visual imagery. This strategy uses to increase the students' creative thinking. It works as an imagery of an object where we can see the objects without see the

real object in front of us or we don't observe it directly. We use our mind for imagine the objects.

The researcher interested to discuss this topic because the researcher have found the students' difficulties to write especially to write a recount text. The dominant problem faced by the students is the low ability to think creatively and imaginatively. In this way, the researcher will use the visual imagery strategy to develop the students' learning process of writing. In this case, visual imagery used to give a visualization object related to the topic without we see the real object directly.

There are some researches related to this strategy, but most of them rarely discussed about writing. The result of the researches are that visual imagery can affect the learning process. Therefore, the researcher would like to make the new one combination among this strategy and the writing skill of English. Hopefully it can be useful for the readers.

Based on the background of study, the researcher interested to conduct a research to use visual imagery strategy with the title: **The Use of Visual Imagery Strategy to Improve the Students' Writing Skill of Recount Text.**

## **B. Identification of The Study**

Based on the background of the study above, the problem of this research can be identified as follow:

1. The students faced the difficulties in writing recount text.
2. The students hard to understand what is actually in orientation of recount text.

3. The students are confused about the events of the recount text.
4. The students sometimes forget to make the re – orientation of the events in the text they made.
5. The students sometimes are confused about the tense in recount text.
6. The students seems need to stimulate deeply to think creatively and imaginatively.
7. The English teacher seldom to give the students such a visual stimulus to stimulate the students' imaginations.

### **C. Limitation of The Study**

Therefore, the researcher would like to limit on strategy to improve the students' writing skill by using visual imagery strategy. The using of visual imagery strategy expected can improve the students' writing skill. Through that strategy, we can make a picture of a series event in our mind and it makes us easier to put the words from our mind on to the paper.

### **D. Formulation of The Study**

Based on the limitation of the problem, then the researcher formulate the formulation of the study, namely :

How can visual imagery strategy improve the students' skill in writing recount text?

### **E. Objectives of The Study**

Based on the formulation of the study, the objective / the aim of this study is to know:

To know whether the visual imagery strategy can improve the students' skill in writing recount text.

#### **F. Significances of The Study**

The research expected that this study will give the significances as follow:

1. Theoretical Significance

Theoretically, this study expected to enrich the strategy of teaching writing recount text.

2. To the principle of the school, the result will be used as the information to increase and develop the students' interested and ability in learning English especially in writing.

3. To the English teacher, hopefully this study can enrich the information related to teaching with strategy.

4. To the students can be more interested in learning English especially English writing.

5. To the researcher, hopefully this study will be useful for the researchers who wants to conduct the new research related to this study so that they can enrich the useful information from this study.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher will explain briefly about the variables of the research. Theories are needed to clarify some concepts term applied in this research concerned. Some terms are used in this study and they need to be theoretically explained. In the following part, theoretical elaboration on the terms used will be explained.

#### **A. THEORETICAL FRAMEWORK**

##### **1. Writing Skill of Recount Text**

In this following session, will be explained the theories about writing skill and recount text.

##### **a. The Definition of Writing Skill**

There are four aspects to learning English, possibly: writing, speaking, reading and listening. Writing is one of the important skills that language students need to learn as an important component not only for our academic practice but also for their professional lives. Because for writing, writing is needed to write several papers or paragraphs. There are many conceptions related to the writing process.

As a skill in English, writing has become an important skill for future life because it is needed in various aspects such as science, technology, and others. Writing must become familiar in students' daily lives, because they write to complete many of their learning tasks. Writing exercises can help students to



improve their vocabulary and of course improve their ability in grammar.<sup>3</sup> In other words, writing is useful for many purposes. This includes structure, vocabulary, word formation, and other aspects such as spelling, capital letters, punctuation as well.

Writing is the process of how to see what people do to write written text. A good writing formula consists of pre-writing, revising, editing. They allow their work to appear in a series that can be managed by the steps.<sup>4</sup> Meanwhile, Writing is a language expression in the form of letters, symbols, or words. The writing process includes prewriting, composing, revising, editing, and publishing. There are many types of writing such as expository, narrative, descriptive, and persuasive. Regardless of the language, writing has many rules including grammar, spelling, and punctuation.<sup>5</sup> That means, in writing practice consist of the steps and process which can help the students to achieve their goals in writing.

Writing skills have a role to help students develop their English. The importance given to writing differs from the teaching situation to the teaching situation. In some cases sharing the same bill with other skills where students write their learning about grammar and language vocabulary.<sup>6</sup> This means that writing activities can be done by students to improve their English.

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<sup>3</sup> Sukma, D. (2015). A study on writing recount text. *Journal of English Education*. 1(1): p.65.

<sup>4</sup> Harmer, Jeremy. (2004). *How to Teach Writing*. p. 12.

<sup>5</sup> Dewi, Utami. (2013). *How to Write*. p.2

<sup>6</sup> Harmer, Jeremy. (2004). *How to Teach Writing*. p. 31.

Writing refers to text. Writing several types of texts in written form for high school students is one of the basic competencies of English subjects.<sup>7</sup> This means that students are required to be able to write several types of texts with the correct organization, proper vocabulary and grammar, and good writing mechanics (punctuation, spelling, and capitalization).

Writing that resembles speech (something writers will try to master) and some writing can be spoken language (for example political speeches, or news broadcasts). Therefore text can be placed on a continuum, with text that is usually written (for example, formal academic writing) at one end and text that is typically spoken (such as chatting with a friend) at the other end.<sup>8</sup> Writing is generating or reproducing written messages. It means that writing is one of the skills to use the hands of language to change what we think in our minds. Writing is a form in ideas, feelings, and opinions.

In the Holy Qur'an, writing skills are also important to be learned and there are verses that state the existence of the writings stated in the Qur'an, surah Al-Alaq 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1)

خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2)

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3)

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<sup>7</sup> Depdiknas. (2006). *Kurikulum Berbasis Kompetensi Mata Pelajaran Bahasa Inggris*. Jakarta: Pusat Kurikulum Badan Penelitian dan Pengembangan Departement Pendidikan.

<sup>8</sup> Vinod Vasishta. (2007). *Learning to Teach English (A practical introduction for new teachers)*. p.70

الَّذِي عَلَّمَ بِالْقَلَمِ (4)

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

The Meaning:

1. Read! In the name of your Lord, Who has created (all that exists),
2. Has created man from a clot (a piece of thick coagulated blood),
3. Read! And your Lord is the Most Generous,
4. Who has taught (the writing) by the pen [the first person to write was prophet Idrees (Enoch)],
5. Has taught man that which he knew not.<sup>9</sup>

The command to write as in both verses has a purpose is that people need to have knowledge and information. In general, Allah gives knowledge through intermediaries *qalam* (pen). There are two signals that can be captured to acquire and develop knowledge: Allah teaches with a pen that humans have known before, and teaches people (without a pen) they don't know yet. The first way is not to teach with tools or on the basis of human effort. The second way is to teach without tools and without human effort.<sup>10</sup>

The another verse about the existence of writing in the Holy Quran is surah Al-Qalam in the first verse:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ (1)

The meaning: “Nun. By the pen and by the (record) which men write”

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<sup>9</sup> Abdullah Yusuf Ali, (2001). *The Meaning of the Holy Qur'an*, United States of America: Amana Publication, p.1436

<sup>10</sup> Mustolehudin, (2011), Pemikiran: Tradisi baca tulis dalam islam kajian terhadap teks Al-Qur'an surah Al-Alaq ayat 1-5, *Jurnal Analisa* 18(1) Januari-Juni

In the 1<sup>st</sup> verse, it means that the power of the writing and words are outstanding. (With pen) the apparent meaning is that it refers to the actual pen used for writing. The pen is a symbol of permanent records, written decisions and perfect order in world government. And with that, the man of God comes with a plan and guidance that must prevail against all destruction.<sup>11</sup>

The Prophet salallah ‘alaihi wa sallam also said:

فَتَدُّوا الْعِلْمَ بِالْكِتَابِ

“Tie the science by writing” [Hadist shahih by Al-Albaaniy in Silsilah Ash-Shahiihah no. 2026]

Shaykh Muhammad bin Salih Al 'Uthaymeen rahimahullah said, "A student of science must have the spirit of memorizing what he has learned, either by memorizing it in his heart or by writing it. Indeed, mankind is a place of forgetfulness, so if he does not wish to repeat and review the lessons he has learned, the knowledge he has gained can be lost or he is forgotten. "(Kitaabul ‘Ilmi p.62)<sup>12</sup>

The writing process is about how the writing stages are applied by the author. As stated in the essence of writing, there are four stages in the writing process, namely planning, composing, editing and final draft. The author have to

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<sup>11</sup> Zainal Arifin Zakaria, (2013), *Tafsir Inspirasi*, Medan : Duta Azhar, p. 709

<sup>12</sup>Kunaasyaa. 2012. *Ikatlah Ilmu dengan Tulisan*. Accessed on August 22<sup>nd</sup> 2020. <https://kunaasyaa.wordpress.com/2012/11/08/ikatlah-ilmu-dengan-tulisan.html>

think about the topic they want to write on the paper. Harmer (2004: 11) described several stages of the writing process. The stages are presented as follows:<sup>13</sup>

Planning, in this stage the students make a list of ideas which related to the topic. They plan what they will write in the first draft. In this stage, they must consider three main things. The problem is the purpose of writing, the readers they write about and the structure of the content to sort facts, ideas or arguments.

Drafting, after the students have a list related to the topic, then the stages are for students to start writing the first draft. Those writing ideas they have will write without paying attention to making mistakes.

Editing, in this stage, the students must re-write the first draft after completing it. It aims to see where it works and which doesn't. Possible editing process taken from oral or written feedback by peers and teachers. The feedbacks will help students revise their writing. Revision shows what has been written. That is, this step is essential to check the coherence of the text and to stimulate further thought. Not only that, it also encourages students to find and correct their mistakes in writing.

Final Version, in this last stage, the students rewrite their draft after revising it with peers and teachers. The students have great written text on the final product from the moment they go through the previous editing process.

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<sup>13</sup> Harmer, (2004), *How to Teach Writing*, New York: Essex: Pearson Education Limited. p. 11



**Figure 2.1 Writing process stages called the process wheel**

A text or paragraph may be to be understood as a visible division of the subject's method. According to Boardman, according to his quotation, there are three characteristics in writing good text or paragraphs, namely:

Coherence, it means that a paragraph has coherence when supporting sentences are ordered according to a principle. The sentences are structured so that the reader can easily understand your idea. The principle of sorting depends on the type of paragraph you are writing. Coherence means sticking together, coherence is basically a matter of having parts of a piece of writing that are precise with a clear process.

Cohesion, that is another characteristic of good paragraph. When a paragraph has cohesion, all supporting sentences are connected to one another to support the topic sentence.

Unity, is the final characteristic of a well-written paragraph. All supporting sentences must relate to the topic sentence. Sequencing in text or paragraphs is

like an easy arrangement, but the space is so small that it may be simpler to think of sequence as direction. Such is the chronological order of steps to express ideas in written form.<sup>14</sup>

Making text or paragraphs memorable is a hallmark of writing. Understand the meaning of coherence, cohesion and unity. So when writing text we have to make sure that we start a new paragraph when we move to a new point, or to a new development from an existing point. A good test for starting a new paragraph or not is whether we can create a title for it.

The evaluation using the analytical method describes the written product into five components. They are content, form or organization, vocabulary or style, use of language or grammar and mechanics. These components are used to determine criteria scored in writing. The criteria are:

No.	Score	Criteria
1.	89 – 100	Excellence
2.	79 – 88	Good
3.	66 – 78	Fair
4.	46 – 65	Poor
5.	0 – 45	Very poor

**Table 2.1 Scoring criteria in writing**

Writing is also defined as a thinking tool that allows students to express their thoughts.<sup>15</sup> The writer in conveying the ideas usually uses a certain type of

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<sup>14</sup> Natanael Saragih, Roswita Silalahi & Hilman Pardede,(2014).*The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar*. Not Publishing. Pematang Siantar: Postgraduate Program of Universitas HKBP Nommensen,p.5

writing to provide clear information to the reader, each form of written text must have a clear purpose so that all information, messages or ideas must be packaged in one particular type of text. The types intend are narrative, description exposition recount, procedure, anecdote, news item and discussion and report.<sup>15</sup>

The explanation of the text types above are:

a. Narrative

Narrative is a text that tells a story. It purposes to entertain readers and provide a moral message to readers. It consists of orientation, complications and resolution.

b. Description

This is a type of writing that aims to describe an object, especially about a person, place or thing. It consists of identification and description.

c. Exposition

Exposition is a text to advance or justify an argument or put forward a certain point of view. This point of view must be supported by facts and relevant information about the topic.

d. Recount

Recount is a text that tells about past experiences or events. This can be based on the author's personal experience or historical events. The recount consists of orientation, series of events and reorientation.

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<sup>15</sup> Thrisha Brummer and Sarah K. Clark,(2008).*Writing strategies for Mathematics*.USA:Shell Education,p.4

<sup>16</sup> Pardiyono,(2008).*Pasti Bisa: Teaching Genre-Based Writing. Pasti Bisa: Teaching Genre-Based Writing*. Yogyakarta: Andi Publishing



e. Procedure

A procedure describes how to create or do something in a sequence of consecutive steps. The purpose of this text is to tell the reader how to do or make something. The generic structure of the procedure text is the goal, material and steps.

f. Anecdote

Anecdotes are stories about funny events or stories that occur to invite readers to share emotions with the readers. The goal is to entertain readers. The generic structure of the text is abstract, orientation, crisis, and incident.

g. News Item

A news item is a type of writing that has a main function or communicative purpose, which is to inform readers about the events of the day which are considered appropriate news.

h. Discussion

Discussion is a text written to convey arguments and information from different points of view, presenting pros and cons about a problem. The purpose of discussion texts is to present arguments and information from different points of view. Discussion texts are usually written in their present form.

### i. Report

Reports are texts that consist of organized factual notes or events or categories and descriptions of many things. It can be related to today or based on something from the past.

The researcher has listed all genres of writing, but in this study the researcher only focuses on recount text as a genre that must be mastered by high school students.

### b. The Definition of Recount Text

Recount is a text which about the experience of past events.<sup>17</sup> It means, recount text covered all the experiences of the authors in the past time. Whether it was a sad, joyful, even bad experiences. Recount text has the same main ingredients as narrative and are thus very familiar, the difference is that the narrative is imaginative while the recount text has to retell the events that have actually happened.<sup>18</sup> Knapp and Watkins also say recounts are sequential text that is nothing more than sequencing a series of events.<sup>19</sup> This is the simplest type of narrative genre.

Recount text differs from narrative text in that the problems are in the sequence of events. Other views emanating from Recount could be letters, newspaper reports, conversations, speeches, television interviews, and eye witnesses.

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<sup>17</sup> Maureen Hyland,(2009).*Writing Text Types: A Practical Journal*. Australia: R.I.C Publication,p.3

<sup>18</sup> Pie Corbett & Julia Strong,(2011).*Talk For Writing Across the Curriculum*.England: Open University Press

<sup>19</sup> Knapp, P., Watkins, M. (2005) *Genre, Text , Grammar: Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales Press.. P.223

Generic structure of recount text according Hyland as follows : a) orientation, b) record of events, and c) re-orientation.<sup>20</sup>

- a. Orientation: provides the setting and produces participants. It provides information about who, where, and when.
- b. Record of Events, tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments or evaluative remarks, which are interspersed throughout the record of events.
- c. Re-orientation: optional-closure of events. It rounds off the sequence of events.

Additionally, the generic structure of recount text according to Derewianka as stated by Miranti in the research paper of Syaiful Azhar, the generic structure of recount text is as follow:<sup>21</sup>

- a. Orientation

The orientation provides all the necessary background information to enable the audience to understand the text. To ensure that the orientation is detailed and thorough, use words (who, what, when, where and why). The writer or speaker needs to provide information about what happened, who or what involved, when and where it happened and why. Audience awareness and purpose will assist the writer in selecting the amount of detail needed.

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<sup>20</sup> Ken Hyland. (2009). *Teaching and Researching Writing*. London : Pearson Education Limited. p.87

<sup>21</sup> Syaiful Azhar, (2015), *Analysis Generic Structure Of Recount Text*, Salatiga: Paper Research, p.27

b. Series of events

In the sequence of events, the writer writes the events chronologically. Starting from the first event, followed by the second event to the last event. The number of shows depends on the creativity of the author. Programs should be carefully selected to increase audience understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninteresting.

c. Reorientation

The final section concludes the recount by summarizing the results or results, evaluating the importance of the topic or offering personal comments or opinions. It can also look to the future by speculating about what might happen next.

In recount text, the language feature can also be used to identify the type of text. There are language features that should be used in recount text:

- a. Proper noun to identify those involved in the text. Proper noun includes the name of the person, city, school, company, and others.<sup>22</sup>
- b. Descriptive words to provide details about who, what, when, where, how. Descriptive words usually use adjectives that are used to describe personal nouns or attitudes, such as: happy, extraordinarily curious, pleasant, etc.

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<sup>22</sup> Rafida, Tien. (2017). *Integrated Basic English for Islamic College*. Medan : Perdana Publishing. p.4

- c. The use of the past tense to retell someone's experience and of course using the simple past tense, past continuous tense, past perfect tense and past perfect continuous tense.
- d. Words indicating the sequence of events. The words that show regularity, namely:
  - 1. First (second, third)
  - 2. When
  - 3. Then
  - 4. At this time
  - 5. At the time, etc.

## **2. Visual Imagery Strategy**

### **a. The Definition of Visual Imagery Strategy**

English as an international language has a great influence on human life. English has been recognized by most countries in the world as an international language. As a result, English must be used in international communication for the public like and specific needs. Because of this people in countries where English is used as a foreigner language must learn it. Broughton stated that English as a foreign language is taught in schools, often broadly, but does not play an important role in national or social life.<sup>23</sup> Thus, the foreigners students in Indonesia must to learn English for their specific purposes.

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<sup>23</sup> Geoffrey Broughton and et.al, (2003). *Teaching English as A Foreign Language*, p.6

Therefore nowadays it is an obligation to learn English to the students in Indonesia especially in Medan. English as a foreign language, has a lot of influence in other countries to learn it. The purposes of teaching English in the principle of teaching English as a foreign language are likely<sup>24</sup>:

1. To give students a positive ability to understand English that is used when spoken by native speakers.
2. To give students the ability to advance in reading material in English with understanding, ease, and pleasure.
3. To give students the progressive ability to write correctly and creatively in English.
4. To give students progressive abilities to have conversations with people in their groups. To provide information, knowledge, attitudes, and insights to respect cultural similarities and differences in English used by others.

When language teaching is primarily in focus, its complexity is even greater, shaped by teachers' views of the nature of language, teaching and learning of language in general, and by their knowledge of the particular socio-cultural settings in which teaching and learning take place.

Teach more than one set of methods. Teaching well means dealing with a set of goals, for a particular group of students, at a certain point in the school year, with certain resources, over a period of time, in certain school and community settings. This means finding a balance between direct instruction and organizing

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<sup>24</sup> Diane Larsen-Freeman and Marti Anderson, (2011). *Techniques & Principles in Language Teaching*, p. 9.

individual and group student activities and also developing the students' skills and strategies for learning, at the same time they are learning curriculum content.

Strategies and models used by teachers can determine student achievement in teaching and learning in the classroom. According to Djarmah and Zein, success in the teaching and learning process is divided into several levels, namely<sup>25</sup>: Extraordinary, if all students can master the material taught well; Very good, if most students (76% to 99%) can master the material being taught; Good, if 60% to 75% of students master the material being taught; Less, if less than 60% of students master the material being taught.

Creative teachers approach subject matter not as static knowledge or inert ideas, but as a way to find out. Using knowing - thinking in a discipline, means ordering a series of concepts and a series of strategies to ask questions and create knowledge. Interdisciplinary thinking means identifying problems, asking the right questions, bringing the right knowledge, finding the right solution, and applying the right steps to one's success. Although teaching is more than a set of strategies, there are several teaching methods that must be part of the list of every creative teacher. Some of these are comprehensive strategies that can shape the whole lesson. The others can be combined to make a complete lesson plan.

Visual imagery is a part of imagery. Imagery is a form of stimulation, this is similar to real sensory experiences (for example seeing, feeling, or hearing), but

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<sup>25</sup> Djamarah, Syaiful Bahri and Zain Aswan. (2013). *Strategi Belajar Mengajar*. P.22

all these experiences occurred in our minds.<sup>26</sup> It comes from all illustrations that we get and directly imagine in our minds.

Imagery is the formation of a mental representation of an object, place, event, or situation that is felt through the senses. When imagining individuals can imagine seeing something, hearing, feeling, smelling, and or touching something. Imagery can be defined as experiences that imitate the real experiences, where we consciously form and see and can engage our other senses.

From the various opinions above, it can be concluded that the notion of imagery is a form of mental exercise by trying to remember according to its purpose with the support of various senses, so that all senses intensely experience events in this imagery process as if using it for real. Where this exercise has the aim of developing the students' writing skill of recount text.

Actually, an imagery strategy mostly used in poetry. All kinds of imagery possible include in a poetry. Imagery classified into five kinds, likely: <sup>27</sup>

Visual imagery	concerned with graphics, visual scenes, images, or the sense of sight.
Auditory imagery	related to sounds, sounds, music, or the sense of hearing. (This kind of image may come in the form of onomatopoeia.

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<sup>26</sup> Weinberg, Robert S. & Gould, Daniel. (2003). *Foundation of Sport and Exercise Psychology*. Human Kinetics. P. 284

<sup>27</sup> Kit Kittelstad. "What Are the 5 Types of Imagery in Literature?" Accessed on September 2020. <https://examples.yourdictionary.com/reference/examples/what-are-the-5-types-of-imagery-in-literature.html>



Olfactory imagery	Associated with smells, aromas, aromas, or the sense of smell.
Gustatory imagery	related to taste or sense of taste.
Tactile imagery	related to physical texture or sense of touch.

**Table 2.2 Kinds of Imagery**

Visual imagery strategy is a strategy in which the readers understand a text by analyzing the verbal codes (visual / written language) and nonverbal codes (visual object) in the text.<sup>28</sup> It means that this strategy expected to the readers to develop the images of the text in their minds. Visual imagery are images that arise due to the power of the visual means. This image tends to bring the reader's image as if they saw the object. For this reason, the students who will practice using visual imagery can easily pour objects that can be visualized.

Meanwhile, according to Damayanti, visual imagery are images that arise by sight. This image provides stimulation to the sense of sight, so that things that are not seen as if seen.<sup>29</sup> Visual imagery is the faculty whereby we can 'visualize' an object from memory.<sup>30</sup> Therefore, visual imagery can be called as a strategy which is the human being can used to imagine, to see, everything unseen from memory as if seen.

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<sup>28</sup> Azkalia, Riyan.. (2018). visual imagery strategy as effort tt acquire comprehension. *Jurnal Profesi Keguruan* 4(2): p.1.

<sup>29</sup> Damayanti, D. (2013). *Buku Pintar Sastra Indonesia; Puisi, Sajak, Syair, Pantun, dan Majas*. Yogyakarta: Araska. p. 29

<sup>30</sup> Bartolomeo, P. (2015). visual imagery. *International Encyclopedia of the Social & Behavioral Sciences, Second Edition*(5).p. 163.

Based on some of the definitions stated above, it can be said that visual imagery is anything that can be tasted or experienced through a depiction in memory by a person as if they was seeing or experiencing it in real life.

### **b. The Principle of Visual Imagery Strategy**

There are 5 of visual imagery according to Finke likely<sup>31</sup>:

1. Implicit encoding

An image is a place where some information can be obtained, even if it is never intentionally stored.

2. Perceptual equivalence

Many of the same kinds of internal processes that are used in mental visualization are also used in visual perception

3. Spatial equivalence

The amount of time it takes people to scan from one visual image element to another according to the distance between the elements in the physical representation

4. Transformational equivalence

The transformation will work with real objects and images

5. Structural equivalence

The mental image structure corresponds to the actual perceived object.

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<sup>31</sup> <https://quizlet.com/24553074/finkes-principles-of-mental-imagery-flash-cards/>

accessed on 14th of September, 2020.

### **c. The Procedures of Using Visual Imagery**

This following steps are the procedures to apply visual imagery strategy, likely:<sup>32</sup>

1. Listen to the teacher's instruction. The teacher will tell the highlight of the material today and explain it briefly.
2. After that, the teacher will give you a piece of paper which consist of a recount text for each students and the give the students some times for read it.
3. Then the students begin to read. Pause after a few sentences or paragraphs that contain good descriptive information.
4. Share the image you've created in your mind, and talk about which words from the story helped you "draw" your picture. Your picture can relate to the setting, the characters, or the actions.
5. Talk about how these pictures help you understand, what's happening in the story.
6. Continue reading. Pause again and share the new image you created. Then ask the students to share what he sees, hears, tastes, smells and feels. Ask what words helped them create the visual image and emotions. By doing this, you are providing your students with practice with this new skill.
7. All images the students made probably different. Are This is a great time to talk about why your images might be different. Perhaps your child went

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<sup>32</sup> "Visual Imagery" [https://www.readingrockets.org/strategies/visual\\_imagery](https://www.readingrockets.org/strategies/visual_imagery) accessed on 14th of September, 2020.

on a school field trip or had a school assembly that changed the way they created the picture in their mind. Perhaps experiences you've had as an adult influenced what you "drew." These differences are important to understand and respect.

8. Read a longer portion of text and continue the sharing process.
9. Once this is a familiar skill, encourage your students to use visual imagery when she is reading by their selves. You can feel confident that these mental pictures will help your students understand the story in an important way.

#### **d. The Advantages and Disadvantages of Visual Imagery**

There are some advantages of using visual imagery strategy in English learning and teaching especially in writing recount text likely:

1. The learning process becomes more interesting.
2. Students can appreciate written works either made by themselves or by others, they know that the process of making them is easy.
3. Students become more active and creative in learning, every step taken is truly student-centered.
4. Students become concentrated and mind focused, because the class atmosphere is not rowdy and very conducive.
5. They feel more relaxed and comfortable, after listening to the teacher read the guided parable.
6. Students' confidence is enhanced by guided imagination, they feel optimistic about being able to write better, and
7. Make their writing come alive.

There are some disadvantages of using visual imagery strategy in English learning and teaching especially in writing recount text likely:

1. Time consuming. We should have a long time enough to complete all stages, and
2. The use of visual imagery with text in English makes students confused, or unable to understand, so it is necessary to use two languages in the teaching and learning process.

Therefore, it can be seen that learning recount text using visual imagery techniques has a number of advantages over disadvantages. That's how the writer believes that visual imagery can be used to teach recount text.

## **B. Previous Study**

Writing is most interesting field to research. Many researchers had conducted the researches of writing. There are some previous researches that will be put by the researcher, likely: Yuli Triana (2019), English Department of State Islamic University of North Sumatera (UINSU) entitled: *“The Use of Diary to Improve Students’ Ability at Writing Recount Text at MTs Madani Al-Islamiyah School Pematangsiantar.”* Based on the findings, the use of diary can improve the students’ ability at writing recount text. It can be shown by the increasing of the students’ scores from the pre – test to the post test in each cycle.

Novela Hayati (2017), English Department of State Islamic University of North Sumatera (UINSU) entitled: *“The Use of Clustering Technique to Improve Students’ Achievement in Writing of Recount Text at MAS PAB 1 Sampali.”* By using this Clustering Technique, students' scores in writing continued to increase

from the orientation test to the second cycle II test. This is evidenced by the data which shows that the students' mean score on the second test (81.72) is higher than the first test (68.96) and also higher than the orientation test (56.41). It means that the technique was efficient to apply in English learning process.

Hana Habibah (2018), English Department of State Islamic University of North Sumatera (UINSU) entitled: "The Use of Holiday Picture as A Media in Writing Recount Text at Eight Grade of SMP N 4 Percut Sei Tuan." Based on the findings of the study, holiday picture can be applied effectively to improve the students' writing skill of recount text. It is shown by the increasing of the students' scores from the pre – test until post test in each cycle.

Based on the previous studies above, those strategies confirmed can improve the students' writing skill of recount text. There are also many strategies that can be used to develop the students' writing skill of recount text, one of them is visual imagery.

Actually, visual imagery is commonly used in other research fields such as: literature, medicine, sport, etc. But, in this study, I would like to find out the new one strategy to develop the students' writing skill of recount text by using visual imagery. The researcher is going to put the effectiveness of using the visual imagery strategy in sport field, as follows: Hendra Oktanda (2017), Department of Sports, State University of Yogyakarta, entitled: "*Pengaruh Shooting Dengan Latihan Imagery Menggunakan Audio Visual (Video) Terhadap Akurasi Shooting/Pleasant Atlet FC UNY Academy Usia 15-16 Tahun*".

This research is conducted by using an experimental research which is used imagery and audio visual to the accuracy of shooting / pleasing FC UNY Academy football athletes 15-16 years old. Based on the data analysis, the using of imagery and audio visual shown the significance effect to the accuracy of shooting / pleasing FC UNY Academy football athletes 15-16 years old. It shown by the results of the data.

### **C. Conceptual Framework**

Writing is the most important part in learning English. But, most of us sometimes ignore it. It makes most of students in Indonesia has the lack ability in English writing. Besides, because of English is a foreign language in our country makes people careless about the important of English language in international fields.

From the first observation in MA. Lab. UIN SU, it can be concluded that the main factor that make the lack of students' ability in English writing is the students' interesting to learn English and the other factors are the lack of grammar and vocabulary also make the students can not write well.

Nowadays, the students encouraged to know how to write in English. The researcher would like to promote the new one strategy for teaching writing especially for recount text namely visual imagery. Visual imagery is the strategy which we can create the picture from our memories but in our minds as if it seen in the real life. Hopefully it can be developed the students' writing skill of recount text.

My Wonderful Holiday in South Korea	
I spent my last summer holiday in Seoul, South Korea. I went there with my friends	Orientation
On the first day, I was landed at Incheon Airport around 7 AM after a 6 hours long flight. Then I went to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. At night, I went to Hongdae, a famous district in South Korea. I went to eat traditional Korean food. On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I went back to the hotel at 10 PM and immediately went to sleep.	Event
I spent my last day in Myeongdong and bought some stuffs and souvenirs for my family and friends. I also ate the street food there. I went to the airport at 3 PM because my flight was at 5 PM. I had a fantastic experience in South Korea and made wonderful memory with my friends. It was a great trip.	Re – orientation

**Table 2.3 An example of recount text<sup>33</sup>**

#### **D. Actional Hypothesis**

Based on the literature review and the previous studies, the students' writing skill of recount text can be developed by visual imagery.

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<sup>33</sup><https://www.ef.co.id/englishfirst/kids/blog/contoh-recount-text-dalam-bahasa-inggris/> “Contoh Recount Text dalam Bahasa Inggris”, Accessed on September, 2020.



## **CHAPTER III**

### **METHODOLOGY OF RESEARCH**

This chapter will be explained the discussion of the research methodology. This is presented in six headings. They are the research setting, data and data source, research design, technique of collecting the data, technique of data analysis, and technique of establishing the trustworthiness.

#### **A. Research Setting**

This research will be conducted at the Madrasah Aliyah Laboratorium UIN SU Medan, which is located on Jalan Williem Iskandar Pasar V Medan Estate. The researcher choose this location for several reasons, namely: (1) This school is a high school where the researcher went to, (2) The English teacher have never used visual imagery strategy in teaching recount text. (3) The researcher wants to see how the development of the English writing skills of the grade X students in his school. The implementation of the research was in the first semester academic year of 2020/2021.

#### **B. Data and Data Source**

Data source in this study was taken from the tenth grade students of MA. Lab UIN SU Medan. There were two kinds of data, namely qualitative and quantitative data. Qualitative data was used to describe the data that are not able to be measured in an objective way, and therefore it was subjective. The qualitative

data was analyzed from the interview sheet, and observation sheet to describe the improvement of the students' writing skill.

Furthermore, the quantitative data was collected by administering the tests, pre-test and post-test. The data was about the achievement of writing skill of recount text by hand writing test. The processes of the gathering of data were as follows: firstly, the researcher gave pre-test to the subjects of the research on writing recount text. From the result of the pre-test, the researcher could prepare the strategy and also determine the post-test. Before the researcher conducted the post-test, the teaching of the using strategy must be completed.

### **C. Research Method**

The research design can be interpreted into two types, namely in general and specifically. Generally, research design is all the processes (preparation, implementation, and writing of reports) that are needed by researchers to solve problems in research. Within this limitation, the design component can cover all the structure of research starting from finding ideas, setting goals, then planning the research process, which includes planning problems, formulating, determining research objectives, finding information sources, conducting studies from various libraries, determining the methods used, data analysis, and testing working hypotheses to obtain research results.

The research design can specifically be interpreted as a clear depiction of the exposure to the research problem, the relationship between changes, data collection techniques, and data analysis used, so that researchers and other

interested parties have a picture of how problems are related to changes in the research context, and what researchers want to do in conducting action research.<sup>34</sup> The research design is important and is always done by researchers with the aim that they know what they want to do when they are in the field and interact with students in class.

This research uses Classroom Action Research. Classroom Action Research is used because it is intended to improve results for teaching and learning. This helps the teacher to be more aware of the process. Classroom Action Research is described as a cyclist or spiral process which involves the steps of planning, acting, observing and reflecting with each of these activities that are systematic and independently carried out and interrelated.<sup>35</sup>

Some characteristics of classroom action research according to Sukardi likely:

1. Problems that are solved are practical problems faced by researchers in daily professional life.
2. Researchers provide treatment (treatment) in the form of planned actions to solve problems, while improving the quality of the implications that can be felt by the subjects studied.
3. The planned research steps are always in the form of cycles / levels / cycles that allow for improvement in each cycle.

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<sup>34</sup> Sukardi (2012), *Metode Penelitian Pendidikan Tindakan Kelas Implementasi dan Pengembangan*, p.27-28

<sup>35</sup> Anne Burns, (2009), *Doing Action Research in English Language Teaching*, UK: Routledge, 16-17)

4. There are reflective thinking steps undertaken by researchers, both after and before the action is taken. This reflective thinking is important to do a retrospect or re-evaluation of the actions that have been given, and the implications that appear on the research subject as a result of treatment or action.
5. The research is carried out collaboratively by two or more people, among the researchers are the subjects in the class or subject matter under study. In this step, a team consisting of teachers can also identify successes and obstacles caused by the treatment given to the subject under study.
6. Researchers capture phenomena that arise, then use them as research data or information.<sup>36</sup>

Classroom Action Research is research conducted in class. This is a systematic and self-reflective approach to gathering and analyzing information to help teachers explore the problems faced in their classroom<sup>37</sup>. This study aims to find the best techniques / methods used in class that can improve student achievement. Therefore the researcher uses Classroom Action research to gain more understanding of the methods used in the teaching and learning process, to develop teaching skills and to take action to improve student learning.

In the procedure of data collection, researchers conducts a pre-test. Pre-tests will be carried out before conducting the first cycle to get the situation of teaching and learning in class, information knowledge and student achievement in

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<sup>36</sup> Sukardi (2012), *Metode Penelitian Pendidikan Tindakan Kelas Implementasi dan Pengembangan*, p.21

<sup>37</sup> Ibid, p. 2.

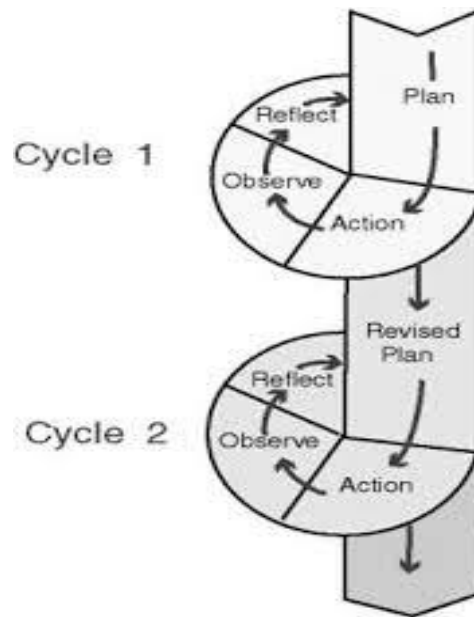
writing skills especially writing recount texts. In addition, the researcher conducted an unstructured interview with an English teacher and several students, which was conducted to find information about problems that are usually faced by students and English teachers in the class.

According to Arikunto (2013), there are four stages of classroom action research as follows:

1. Planning: At this stage, the researcher will explain why, when, where, by whom, and how the action was carried out.
2. Acting: Acting research is the implementation or application of the contents of a draft that is subject to action in class.
3. Observing: Activities carried out by observers. When making observations, teachers who apply little by little record what happens to get accurate data for the next improvement cycle.
4. Reflecting: Reflecting is an activity to restate what has already been done. The term reflection is more appropriate when the teacher has finished taking action, and then deals with researchers discussing the implementation of the action plan. The essence of action research is that the teacher as an actor tells the observer about some activities that feel that they are going well and which are not.<sup>38</sup>

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<sup>38</sup> Suharsimi Arikunto, (2006), *Prosedur Penelitian: Suatu Pendekatan Praktik*, Jakarta: PT Rineka Cipta, p.147.



**Figure 3.1 The steps of action research (Kemmis& Mc. Taggart 2007)**

Based on the graph above, the researcher will explain the two cycles, including<sup>39</sup>:

### **Cycle 1**

The first cycle will be conducted in three meeting. Here are four components in the first cyle, they are planning, acting, observing and reflecting

1. Planning is the initial process of research to carry out maintenance or after ascertaining about a research problem. The researcher prepared some of the materials used in the research process. Such as making lesson plans based on teaching materials, choosing themes, preparing materials and media needed in the learning process, and preparing checklists for observations and tests.

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<sup>39</sup> Stephen Kemmis and Robin Mc Taggart, 2007, *Participatory Action Research*, Thousand Oaks: Sage Publication Ltd, p. 273.

2. Action is the treatment of implementing the plans discussed previously. In this study, the researcher implemented the learning process scenario. Researchers provide treatment methods for students to remember the material, give assignments to students individually, evaluate their mistakes and make a summary of the material.
3. Observation is an activity to collect information in class about the learning process of recount text based on the treatment given. In making observations, researchers use observation sheets, interview sheets and documentation to collect data. Through observation, interviews and diaries, researchers get information to reflect on the rearrangement of the next cycle. Observation is used to determine student problems and media shortages.
4. Reflection is an activity to evaluate all actions that occur by analyzing data. This stage aims to determine possible alternative steps to achieve the final objectives of the study.

## **Cycle 2**

The researcher continue to the cycle II in order to get better result in students' skill at the writing. It means that the researcher arranged and planning, the action and observation based on the problems of the procedure in cycle 1. This cycle is the improvement of the previous cycle after doing the reflection. Similar to the previous activities, this cycle is conected in four steps. The steps are planning, action, observation and reflection.

1. Planning at this stage the researcher will re-plan after carrying out cycle I and find several problems. The researcher will prepare some more material and make a new lesson plan, choose a theme, and the media needed in the learning process.
2. Action is an implementing a scenario of the teaching and learning process using visual images. Researchers provide treatment to students how to remember the material, give assignments to students individually, evaluate their mistakes and make a summary of the material. At this stage it is expected to be able to solve the problems obtained in the first stage.
3. Observations made in class during the teaching and learning process will use observation sheets, interview sheets and documentation to collect data. Observations were made to determine treatment problems and gather information during the learning process.
4. Reflection in the second cycle will be carried out to analyze the data collected during the observation. The purpose of this stage is to determine possible alternative steps to achieve the final goal of the study.

#### **D. The Technique of Collecting Data**

This sub – chapter describes some information related to data collection carried out in this study. The collecting data will be conducted by using these following techniques, likely: interview, observation, and test.



## **1. Interview**

Interviews are used to collect data and descriptions of students' impressions, responses, and interests in learning English, especially in writing recount texts using visual images. Interviews are also used to collect data and descriptions of the English teacher's responses to the teaching and learning process and the media.

## **2. Observation**

Observation in the context of data collection is the act or process of taking information or data through observation media. In conducting this observation, the researcher uses the sense of sight.<sup>40</sup> Through eye observation, the teacher is required to observe the actions, and behavior of respondents in the classroom or school. Then they make notes in observation sheets or record with a recording device as the main material for analysis.

The researcher uses the observation to collect data and descriptions of the teaching and learning process by using visual imagery and the student activities in the teaching and learning process in order to see the development in each cycle. In making observations, collaborators also help researchers to make some notes on the observation sheet to support the researchers notes during class action research.

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<sup>40</sup> Sukardi, (2013), *Metode Penelitian Pendidikan Tindakan Kelas Implementasi Dan Pengermbangannya*, p.50

### **3. Test**

Tests are used to collect data and descriptions of student learning outcomes and student scores in each cycle. The types of instruments used in collecting data are:

- a. Pre-tests will be given to the students before using teaching strategies and learning processes. In the pre-test in cycle I and II the teacher will ask students to write a recount text about their experiences.
- b. Post-tests will be given to the students after the strategy is implemented. In the post-test cycle I and cycle II the teacher will ask them to write a recount text about their unforgettable experience.

### **4. Diary Notes**

The researcher made the diary notes or field notes while carrying out actions in class during the learning process. The researchers write down all the activities during the learning process as a tool for the researcher to collect data to make it easier to remember. This statement is supported by the education and training center officers of the Ministry of Education who state that this is a personal record of observations, feelings, responses, interpretations, reflections and explanations. The diary notes can be seen in Appendix XI.

### **E. The technique of Analyzing Data**

The technique and analyzing data from the result of observation, interview or test is done by using these following technique and criteria of measurement :

## 1. The Qualitative Data

Classroom action research analyzes qualitative data from interviews, observations, and documents. According to Burn, the stages in analyzing data, they are as follows<sup>41</sup>: (a) Data assembling, (b) Data coding, (c) Data comparing, (d) Interpretation building and (e) Results reporting.

Data assembling is data collected in the study period through several data collection techniques. In this study, observations and interviews are used to collect data.

Data encoding is the process of grouping data into categories of concepts, themes, or types that can be managed. In this study the data are categorized according to the theme of action applied in the teaching and learning process.

Comparing data is the next step for comparing data to identify relationships and data connections. This is to find out whether the action is repeated or developed in various data collection techniques.

Establish stage interpretations to review data several times to ask questions, rethink connections, and develop explanations that underlie research. This stage is to develop an interpretation of why certain patterns of behavior, interactions, or attitudes emerge in research.

Reporting Results are the final stage which involves presenting another person's research account.

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<sup>41</sup> Burn, A, (2010), *Doing Action Research in English Language Teaching(A Guide for Practitioners)*, p.156-160

## 2. The Quantitative Data

The student learning outcomes using visual imagery are analyzed and counted from the number of students who passed the completeness of learning (75). Students' achievement in each cycle is measured by the achievement of their writing products. To find out the average student assessment score given in each treatment, The researcher used four techniques in analyzing the numerical data as follows:

- a. To know the means of the students' score in each cycle, the research applied the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$  = The mean of the students

$\sum x$  = The total of scores

$N$  = The number of students.

- b. The researcher sought the students' percentage who passed the CMA score (75) by using formula as follows:

$$P = \frac{F}{n} \times 100$$

Where:

$P$  = the students' percentage

$F$  = the number of students who passed the CMA

$N$  = the total number of students

- c. To know whether any improvement or not in the students' score, the researcher analyzed their score from pre-test up to post-test score in cycle I and cycle II by using as follows formula:

$$P = \frac{y_1 - y}{y} \times 100$$

P = Percentage of the students' improvement

y = pre-test result

y<sub>1</sub> = post-test I

$$P = \frac{y_2 - y}{y} \times 100$$

P = Percentage of the students' improvement

y = pre-test result

y<sub>2</sub> = post-test II

- d. Then, to know the different of the test success after using visual imagery strategy, the researcher applied the following t-test formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

$\bar{D}$  = Mean of difference of pre-test and post-test

D = Difference

N = Subject of Students

## **F. The Trustworthiness of Research**

In qualitative research, the trustworthiness of research studies is important to evaluate its value. Lincoln and Guba have four criteria for building the trustworthiness of qualitative data, namely credibility (true value), dependency (consistency), conformability (neutrality), and transferability (application).<sup>42</sup>

The trustworthiness is important especially in qualitative data from this class action research, to evaluate its value. Lincoln and Guba (1985) in Santoso and Pirman, The purpose of trustworthiness in qualitative inquiry is to support the argument that the investigation's findings are "worthy of attention"<sup>43</sup>

Credibility contributes to trust in the trustworthiness of data through the following attributes: (a) prolonged involvement; (b) persistent observation; (c) triangulation; (d) referential adequacy; (e) peer debriefing; and (f) member checks. Triangulation and member checks are the main and commonly used method to overcome credibility.

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<sup>42</sup> Heather R. Hol, Linda Roussel, (2012), *An Integrated Approach to Research*, p.39

<sup>43</sup> Didik Santoso and Pirman, (2016) *Bilingual Education Program at Junior High School*. p.55

## **CHAPTER IV**

### **RESEARCH FINDINGS**

#### **A. Data Analysis**

In this chapter, will be presented about the result of the research with the applying visual imagery strategy at the Science tenth grade of MA. Lab UIN SU Medan in academic year 2020/2021. The research findings will describe the qualitative data and the quantitative data.

##### **1. The Qualitative Data**

###### **a. Interview**

The first interview was held on October, 30<sup>th</sup> 2020. The interview was an unstructured interview. The researcher asked some questions about the class situation, the students' performance and achievements and the problem that the students faced in writing. The researcher also asked some questions to some students before the applying the strategy. The teacher stated, the students sometimes feel uninterested to study English especially in writing. because they faced some difficulties like, the students don't understand to arrange the sentences because the lack of grammar and structure. Besides, the lack of vocabulary also occurred. Some of students had the less enthusiasm in learning English because the way the students got in learning process. In addition, the students often had no idea to write. They often felt difficult to think creatively.

The researcher also asked some students related to their feeling in learning English, their achievements, and their ability in learning English especially in writing. Some of students stated they feel excited to learn English, but they often did not understand what they learned about. Some others stated that they were unexcited at all in English learning process. The students also stated, most of them got the bad score in English. But, they never tired to try again. Some of them keep trying and some others keep down. The students stated that their ability in English is still low. They faced the difficulties such as the lack of vocabulary, grammar, and sentences arrangements. Less motivated also make the students unconfident to learn English.

The next questions was about the strategy used by the teacher. The students stated that the English teacher never use visual imagery strategy. The researcher also asked the teacher about the strategy that the researcher will apply in the class. The teacher stated that he usually asked the students to write in Bahasa Indoneisa first, then they translate to English. But it didn't always work. Finally, the researcher was allowed to teach writing recount text by applying visual imagery strategy.

The researcher also had done the interview after applying the strategy. The result shown by the students' achievements and statements. After applying the strategy by recording and text through whatsapp group, the students' achievements improved. The students stated that they could enlarge the things on their mind in to a short recount story. They also stated that the learning process is more attractive although it held through whatsapp group.



## **b. Observation**

The first observation was before pandemic COVID 19. The researcher observed and explained briefly about writing recount text before applying visual imagery strategy. The students looked confused and uninterested because they did not understand. Most of students even looked bored. After the applying of visual imagery strategy, the researcher and the teacher had known, whether visual imagery strategy can improve the students' writing skill of recount text. The researcher and the teacher also had done a discussion and as the result, the researcher and the teacher concluded that visual imagery strategy can improve the students' achievement in writing recount text.

## **2. The Quantitative Data**

### **a. The Result of Pre-Test**

Pre – test was given before the applying of visual imagery strategy. It was conducted on November, 12<sup>th</sup> 2020. Because of the pandemic COVID 19, the test was held via online through whatsapp group. After the students answered the test, the researcher collected and calculated the result. The result can be seen in the table below:

<b>NO</b>	<b>INITIAL OF THE STUDENTS</b>	<b>PRE-TEST</b>	<b>PASSING GRADE <math>\geq 75</math></b>
1	ADL	75	<b>PASSED</b>

2	AA	76	<b>PASSED</b>
3	ANA	45	FAILED
4	CP	37	FAILED
5	CA	44	FAILED
6	DAA	46	FAILED
7	DPA	34	FAILED
8	DSA	64	FAILED
9	DRA	54	FAILED
10	FK	45	FAILED
11	FA	32	FAILED
12	FAH	49	FAILED
13	FKH	34	FAILED
14	FR	38	FAILED
15	HS	41	FAILED
16	HS	40	FAILED
17	JK	75	<b>PASSED</b>
18	KS	64	FAILED
19	MFRV	70	FAILED
20	MAR	38	FAILED
21	MAP	47	FAILED
22	MNS	40	FAILED
23	NST	41	FAILED
24	ND	49	FAILED
25	NDA	62	FAILED
26	NAT	56	FAILED
27	NM	53	FAILED
28	NAS	50	FAILED
29	RS	38	FAILED
30	RS	42	FAILED
31	RAR	60	FAILED

32	RAP	65	FAILED
33	SP	75	<b>PASSED</b>
34	SDEN	60	FAILED
35	SA	55	FAILED
36	SFZ	35	FAILED
37	SS	40	FAILED
38	SFD	70	FAILED
39	TP	35	FAILED
40	ZAM	60	FAILED
Total		2034	
		50,85	
Mean			

**Table 4.1 The Result of Pre-Test**

Based on the table above, it can be concluded that the mean of the pre-test was 50,85. There were 36 students who got the score under the CMA (Criteria Minimum of Achievement) and only 4 students who passed the CMA. The lowest score was 32. It can be seen that most of the students' writing skill was still low.

#### **b. The Result of Post-Test**

To determine the increasing scores from pre-test to post-test. In each cycle the researcher uses several stages. The steps are to calculate the average score of students' tests, calculate the percentage of the class population, and calculate the student's increase from pre-test to post-test I and II to a percentage. The first step, the researcher analyzed the pre-test data by looking for the average score. So the researcher calculated the average value of the students' pre-test using this formula:

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{2034}{40}$$

$$\bar{X} = 50,85$$

From the results above, it can be seen that the pre-test students' mean score was 50,85. In other words, the student's recount text learning achievement score before implementing the visual imagery strategy was 50,85. The next step is to find out the percentage of students who pass the CMA (75) calculated by the researcher as follows:

$$P = \frac{F}{n} \times 100\%$$

$$P = \frac{4}{40} \times 100\%$$

$$P = 10\%$$

Based on the results, the percentage of students' scores on the pre-test was 10%. This shows that there are 4 students who passed the CMA and 36 other students are under the CMA. Furthermore, in the first cycle after getting student scores in the post test I.

The researcher analyzed the data to compare the results between the pre-test and post-test I. There are two steps to determine the comparison of the pre-test and post-test results I. The researcher calculates the student's increase into a percentage and calculates the class percentage. The first step is to calculate the average post-test score I. It was calculated as follows:

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{2776}{40}$$

$$\bar{X} = 69,4$$

<b>NO</b>	<b>INITIAL OF THE STUDENTS</b>	<b>POST-TEST 1 (CYCLE 1)</b>	<b>PASSING GRADE <math>\geq 75</math></b>
1	ADL	82	PASSED
2	AA	84	PASSED
3	ANA	75	PASSED
4	CP	67	FAILED
5	CA	75	PASSED
6	DAA	75	PASSED
7	DPA	57	FAILED
8	DSA	79	PASSED
9	DRA	54	FAILED
10	FK	76	PASSED
11	FA	64	FAILED
12	FAH	70	FAILED
13	FKH	79	PASSED
14	FR	47	FAILED
15	HS	56	FAILED
16	HS	53	FAILED
17	JK	88	PASSED
18	KS	80	PASSED
19	MFRV	75	PASSED
20	MAR	41	FAILED
21	MAP	62	FAILED
22	MNS	62	FAILED
23	NST	63	FAILED
24	ND	76	PASSED
25	NDA	76	PASSED
26	NAT	78	PASSED

27	NM	77	PASSED
28	NAS	76	PASSED
29	RS	80	PASSED
30	RS	56	FAILED
31	RAR	75	PASSED
32	RAP	75	PASSED
33	SP	80	PASSED
34	SDEN	75	PASSED
35	SA	60	FAILED
36	SFZ	65	FAILED
37	SS	70	FAILED
38	SFD	65	FAILED
39	TP	50	FAILED
40	ZAM	78	PASSED
	Total	2776	
	Mean	69,4	

**Table 4.2 the result of post-test 1**

The calculation above shows that the students' mean score in the post-test I was 69,4. This shows that there is an increase in the mean value of the pre-test. It can be seen from the pre-test average score (50,85) to the post-test average score (69,4).

$$P = \frac{Y_1 - Y}{Y} \times 100\%$$

$$P = \frac{69,4 - 50,85}{50,85} \times 100\%$$

$$P = 36,47\%$$

From the result above, the percentage of the scores from pre-test to post-test I was 36,47%. That is, the score in the first cycle increased by about 36.47%

from the pre-test value. Furthermore, the researcher wants to know the percentage of students who pass the CMA. It uses the following calculations:

$$P = \frac{F}{n} \times 100\%$$

$$P = \frac{22}{40} \times 100\%$$

$$P = 55\%$$

It can be concluded that the number of students who passed the CMA entered Cycle I increased from 10% (on the pre-test) to 55% (on the post-test I). In other words, it increased 45% (55% - 10%).

In cycle II, the researcher used the same steps to obtain the class average score, to get the percentage of the student's improvement score, and to find out the percentage of students who had reached the CMA. To get the average post-test II score, the following calculations are used:

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{3172}{40}$$

$$\bar{X} = 79,3$$

NO	INITIAL OF THE STUDENTS	POST-TEST 2	PASSING GRADE SISWA $\geq 75$
		(CYCLE 2)	
1	ADL	89	PASSED
2	AA	88	PASSED
3	ANA	80	PASSED
4	CP	76	PASSED
5	CA	82	PASSED

6	DAA	77	PASSED
7	DPA	77	PASSED
8	DSA	90	PASSED
9	DRA	83	PASSED
10	FK	89	PASSED
11	FA	78	PASSED
12	FAH	79	PASSED
13	FKH	83	PASSED
14	FR	63	FAILED
15	HS	75	PASSED
16	HS	71	FAILED
17	JK	92	PASSED
18	KS	83	PASSED
19	MFRV	75	PASSED
20	MAR	60	FAILED
21	MAP	76	PASSED
22	MNS	76	PASSED
23	NST	77	PASSED
24	ND	88	PASSED
25	NDA	76	PASSED
26	NAT	80	PASSED
27	NM	78	PASSED
28	NAS	80	PASSED
29	RS	83	PASSED
30	RS	58	FAILED
31	RAR	90	PASSED
32	RAP	85	PASSED
33	SP	85	PASSED
34	SDEN	80	PASSED
35	SA	80	PASSED
36	SFZ	75	PASSED



37	SS	75	PASSED
38	SFD	80	PASSED
39	TP	75	PASSED
40	ZAM	85	PASSED
	Total	3172	
	Mean	79,3	

**Table 4.3 The result of post-test 2**

From the results above, the average post-test II score is 79,3. That means there is some increasing in students' scores from the mean post-test I 69,5. Furthermore, to get the percentage increase in student scores is used as the following calculations:

$$P = \frac{Y_2 - Y_1}{Y_1} \times 100\%$$

$$P = \frac{79,3 - 50,85}{50,85} \times 100\%$$

$$P = 55,94 \%$$

Based on the results of these calculations it can be said that the post-test II increased 55.94% from the pre-test, and increased 19.47% from the post-test I. (55.94% - 36.47%). The researchers wanted to know the percentage of students who have passed the CMA. So the following formula is used:

$$P = \frac{F}{n} \times 100\%$$

$$P = \frac{36}{40} \times 100\%$$

$$P = 90 \%$$

Based on the results of the calculations above, the percentage of students who pass the KKM is 90%. It means that in cycle II there were 36 students who

passed the KKM and 4 students were under the KKM. In this study, the researcher also used the t-test to test the hypothesis in this study. The research can be seen from the table below:

<b>NO</b>	<b>INITIAL OF THE STUDENTS</b>	<b>POST-TEST 1 (CYCLE 1)</b>	<b>POST-TEST 2 (CYCLE 2)</b>	<b>D</b>	<b>D<sup>2</sup></b>
1	ADL	82	89	7	49
2	AA	84	88	4	16
3	ANA	75	80	5	25
4	CP	67	76	9	81
5	CA	75	82	7	49
6	DAA	75	77	2	4
7	DPA	57	77	20	400
8	DSA	79	90	11	121
9	DRA	54	83	29	841
10	FK	76	89	13	169
11	FA	64	78	14	196
12	FAH	70	79	9	81
13	FKH	79	83	4	16
14	FR	47	63	16	256
15	HS	56	75	19	361
16	HS	53	71	18	324
17	JK	88	92	4	16
18	KS	80	83	3	9
19	MFRV	75	75	0	0
20	MAR	41	60	19	361
21	MAP	62	76	14	196
22	MNS	62	76	14	196
23	NST	63	77	14	196

24	ND	76	88	12	144
25	NDA	76	76	0	0
26	NAT	78	80	2	4
27	NM	77	78	1	1
28	NAS	76	80	4	16
29	RS	80	83	3	9
30	RS	56	58	2	4
31	RAR	75	90	15	225
32	RAP	75	85	10	100
33	SP	80	85	5	25
34	SDEN	75	80	5	25
35	SA	60	80	20	400
36	SFZ	65	75	10	100
37	SS	70	75	5	25
38	SFD	65	80	15	225
39	TP	50	75	25	625
40	ZAM	78	85	7	49
	Total	2776	3172	396	5940
	Rata – Rata	69,4	79,3		

**Table 4.4 The t-test**

From the table was:

$$\bar{D} = \frac{\sum D}{N} = \frac{396}{40} = 9,9$$

The calculation was done as the formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\frac{D}{N})^2}{N(N-1)}}}$$

$$= \frac{9,9}{\sqrt{\frac{5940 - (\frac{396}{40})^2}{40(40-1)}}}$$

$$\begin{aligned}
&= \frac{9,9}{\sqrt{\frac{5940 - \frac{156816}{40}}{40(40-1)}}} \\
&= \frac{9,9}{\sqrt{\frac{5940 - 3920,4}{40(39)}}} \\
&= \frac{9,9}{\sqrt{\frac{2019,6}{1560}}} \\
&= \frac{9,9}{\sqrt{1,33}} \\
&= \frac{9,9}{1,15} \\
&= 8,60
\end{aligned}$$

From computation above, it can be seen that the coefficient of t observation = 8,60. If  $df = N-1 = 40-1 = 39$ , with the level  $\alpha = 0.05$  or 5% and t table (1,648), so t observation (8,60) > t table (1,684). Thus, alternative hypothesis ( $H_a$ ) can be accepted. Based on the finding, the alternative hypothesis ( $H_a$ ) stating that the use of visual imagery strategy can improve the students' writing recount text.

## B. The Research Findings

Based on the overall analysis of the meetings, it can be seen that there was a significant improvements from pre-cycle to cycle I and cycle II. The mean of the pre-test 50.85, it was very low. The mean of the post-test I cycle I was 69.4, then the average post-test II cycle II was 79.3. It showed that the scores and mean in cycle II are better than the pre-test and post-test I. Students who get a value of  $\geq 75$  from the pre-test are 4 students. In the post test I, there were 22 students who scored  $\geq 75$ . This means that there is an increase from pre-test to post-test I. The

post-test II of cycle II , students who got point  $\geq 75$  were 36 students. It means that most of students were success in writing recount text while 4 students were unsuccessful.

From the qualitative data: interviews and observation sheets, all of this data shows that students give good responses during the online teaching-learning process through the WhatsApp group. From the interview, it was found that students felt interesting in every meeting. From the student observation sheet it can be concluded that students are active and respectful during the teaching and learning process. Even though at the first meeting they were a little confused and some of them did not give any response and ignored the researchers' instructions.

However, the next meeting was better than the previous meeting because they were not confused and enjoyed the process. The students were active and enthusiastic in participating in the teaching and learning process. Based on students' scores and responses in the teaching and learning process, the researcher concluded that the use of visual imagery strategies can improve students' ability to write recount text.

### **C. The Discussion**

This study aims to describe how the teaching and learning process uses visual imagery strategy and whether it can improve students' abilities in writing recount text. The visual imagery strategy is one of many learning strategies that teachers can use in teaching English, especially in writing. This strategy used in this research was implemented at MA LAB UIN SU Medan by determining class X Science as the object of research.

This study proved that the visual imagery strategy in its implementation can improve students' writing skills, so that student achievement in learning English also increased. It can be seen from the table of increasing student scores from pre-test to post-test II. The changes occur in each cycle. The use of visual imagery strategy can stimulate the students' minds in learning English, especially in writing recount text.

Visual imagery strategy is a strategy where humans can visualize the events in their life or stories in a reading text in their minds. They can imagine and draw the picture of the story in their minds. In its applying, this strategy can help students to think actively and creatively. It required the students to activate prior knowledge depending on what topic will be studied. The purpose of this strategy is to facilitate teaching and learning activities to make it easier to achieve the learning goals. In this study there were two cycles carried out by the researcher.

In cycle I, the researcher conducted a pre-test, applied visual imagery strategy and post-test I. Because the results of the mean score of students in the pre-test and post-test 1 were still under the CMA, therefore the cycle II was conducted in order to make students achieve scores above the CMA. The test results will be used as quantitative data.

Before the researcher applies this strategy, the researcher makes preliminary observations and interviews which are used as qualitative data, the researcher also conducts post-observation and interviews to ensure that this strategy is proven to improve students' writing skills. The researchers analyzed qualitative data in order to support the quantitative data. In addition, the

researchers used observation sheets to strengthen the data. All of the data showed that students give good responses during the learning process.

In cycle I, students seemed to lack understanding about learning, it was seen from the students' responses. In cycle II students become active in using visual imagery strategy and got the good results. It could be seen from the test results. In the pre-test, only 10% of students passed the CMA, 55% in the first post-test, and 90% in the second post-test. It shows a significant increase of students who pass the CMA (75). where the mean score of students in the pre-test was 50.85, the mean score of students in the post-test I was 69.4. The mean score of students in the post-test II was 79.3.

It represented an increasing in the percentage of the student's mean scores. Apart from using quantitative data, the researchers also use qualitative data to explain the situation in depth. Qualitative data were obtained from interviews and observations which were analyzed using data reduction, data categorization, data presentation, and conclusion drawing. Based on the data analysis, it showed that the increasing in student scores is better and satisfied. Most students are very enthusiastic about learning using this strategy. It got them interested and said it was new to them. Both the results of quantitative and qualitative data indicate that the action and application of visual imagery strategy continuously increase.

Using this strategy can make better innovations in the field of education, especially in teaching English writing. Students will have more opportunities to express their ideas, combining sentences based on titles. Moreover, this strategy

can have a satisfying effect on students because they will be proud of themselves because they can complete their assignments and solve their problems.



## CHAPTER V

### CLOSING

After completing all stages of the research, the researcher would like to describe the conclusions about the research findings. Based on the findings and discussion, it can be concluded:

#### A. Conclusions

Based on the result, the students writing skill can be improved by using visual imagery strategy. It can be shown by the students' scores. The mean of pre-test was 50,85 and the students who passed the CMA (criteria minimum of achievement) 10 %, the mean of post-test 1 was 69,4 and the students who passed the CMA (criteria minimum of achievement) 55 %, and the mean of post-test 2 was 79,3 and the students who passed the CMA (criteria minimum of achievement) 90 %. There was an improvement in each cycle.

In addition, it also can be seen from the actional hypothesis. Where,  $t_{\text{observation}} (8,60) > t_{\text{table}} (1,684)$ . Thus, alternative hypothesis ( $H_a$ ) can be accepted. Based on the finding, the alternative hypothesis ( $H_a$ ) stating that the use of visual imagery strategy can improve the students' writing recount text.

Based on the qualitative data; interview and observation, the students showed the good responses in the learning process via online through whatsapp group. Those responses showed that using visual imagery can improve the students' writing skill especially in writing recount text.

## **B. Suggestions**

Based on these conclusions, the researcher would like to draw some suggestions that offered to English teachers and other researchers. They presented as follows:

### **1. English Teacher**

For English teachers are suggested to consider and choose a type strategies to be used in teaching English, especially in writing. From this research, it can be said that the use of visual image strategy can improve student achievement in writing recount text. Therefore, researchers suggest that English teachers consider using this strategy as one of the strategies used in teaching writing. Researchers also give Suggestions to the English teacher, you should use strategies that can increase student interest in learning.

### **2. Other Researchers**

For other researchers, hopefully can do in-depth research better. This research can be used as a reference for other researchers in developing their research.

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## **APPENDICES**

### **APPENDIX I LESSON PLAN (Cycle 1)**

<b>School</b>	<b>: MA. Lab. UIN SU Medan</b>
<b>Subject</b>	<b>: English</b>
<b>Skill</b>	<b>: Writing (Recount Text)</b>
<b>Topic</b>	<b>: Life</b>
<b>Class/Semester</b>	<b>: XI/1</b>
<b>Time Allocation</b>	<b>: 2 x 40 minutes</b>

#### **1. Standard Competence**

To communicate the meaning in written form and simple short essay, in recount and narrative text to interact with the environment.

#### **2. Basic Competence**

To express the meaning and steps in simple essay fluently, accurately by using English to interact with the environment in recount or narrative text.

#### **3. Indicators**

- Students are able to tell the generic structure of recount text.
- Students are able to write a recount text in coherence and unity.
- Students are able to write a recount text by using appropriate vocabulary. Students are able to write a recount text grammatically in the past tense.

#### **4. The steps of teaching learning process:**

##### **Pre-Activities:**

- Teacher greets students.

- The teacher gives a brainstorming by asking the students what they know about personal experience.
- Concluding the definition of recount text and the relation with personal experience;
  - Social function
  - Generic structure
  - Language feature

**While-Activities:**

- The teacher starts to open the class by asking the students briefly about recount text and reading a recount text about someone's experience.
- The teacher asks the students what they may see in their mind about the story.
- The teacher starts to demonstrate a topic about their fun experience.
- The teacher moves around the class and gives the guiding questions, i.e.:
  1. When did it happen in the story?
  2. What did happen in the story?
  3. Why it happened?
  4. First, what did you do?
  5. Then, what happened?
  6. Next, what did you do?
  7. After that, what did you do?
  8. Finally, what did you feel?
- The teacher allows the students to ask or open the dictionary when they face the difficulties.
- The teacher moves among the students to give guidance and assistance as needed.

### Post Activity :

- The teacher asks the students to submit their recount text.
- The teacher asks the students what they have learnt.

## 5. Technique

Technique: guiding questions technique

## 6. Source

Source: a recount text from internet

## 7. Authentic Assessment

- Technique : written (the teacher ask the student to write a recount text based on the topic given or chosen)
- Type : the teacher assesses the students' worksheet
- Scoring system :

$$R1 = C+O+L+V+M$$

$$\underline{R2 = C+O+L+V+M}$$

2

Content	30
Organization	20
Language used	25
Vocabulary	20
<u>Mechanic</u>	<u>5 +</u>
Maximum score:	100




2020

## The Headmaster

Zunidar, S.Ag, M.Pd.

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Siti Andrianti Marpaung

## **APPENDIX II**

### **LESSON PLAN**

**(Cycle 2)**

<b>School</b>	<b>: MA. Lab. UIN SU Medan</b>
<b>Subject</b>	<b>: English</b>
<b>Skill</b>	<b>: Writing (Recount Text)</b>
<b>Topic</b>	<b>: Life</b>
<b>Class/Semester</b>	<b>: XI/1</b>
<b>Time Allocation</b>	<b>: 2 x 40 minutes</b>

#### **1. Standard Competence**

To communicate the meaning in written form and simple short essay, in recount and narrative text to interact with the environment.

#### **2. Basic Competence**

To express the meaning and steps in simple essay fluently, accurately by using English to interact with the environment in recount or narrative text.

#### **3. Indicators**

- Students are able to tell the generic structure of recount text.
- Students are able to write a recount text in coherence and unity.
- Students are able to write a recount text by using appropriate vocabulary.
- Students are able to write a recount text grammatically in the past tense.
- Students are able to write a recount text by using correct mechanism.

#### **4. The steps of teaching learning process:**

##### **Pre-Activities:**

- Teacher greets students
- The teacher gives a brainstorming by asking the students what they know about personal experience.
- Concluding the definition of recount text and the relation with personal experience;
  - Social function
  - Generic structure
  - Language feature

##### **While-Activities:**

- The teacher starts to open the class by asking the students about the last task they did briefly about recount text and reading a recount text about someone's experience.
- The teacher asks the students what they may see in their mind about the story.
- The teacher starts to demonstrate a new strategy in writing recount text by using visual imagery.
- Once again, the teacher reads a recount text and let the students draw on their minds.
- The students may have the different images in their minds, and it is okay.
- The teacher mention some clues of experiences like: holiday, sad stories, and funny stories and let the students draw images on their minds by their own experiences whether it is sad, funny, or a wonderful holiday.
- The teacher asks the students to put what they imagine into words by words while they draw the images on their minds.
- The teacher allows the students to ask or open the dictionary when

they face the difficulties.

- The teacher moves among the students to give guidance and assistance as needed.

**Post Activity :**

- The teacher asks the students to submit their recount text.
- The teacher asks the students what they have learnt.

**5. Technique**

Technique: guiding questions technique

**6. Source**

Source: a recount text from internet

**7. Authentic Assessment**

- Technique : written (the teacher ask the student to write a recount text based on the topic given or chosen)
- Type : the teacher assesses the students' worksheet
- Scoring system :

$$R1 = C+O+L+V+M$$

$$\underline{R2 = C+O+L+V+M}$$

2

Content	30
Organization	20
Language used	25
Vocabulary	20
<u>Mechanic</u>	<u>5 +</u>
Maximum score:	100

Medan,

2020

Known by:

The Headmaster



Zunidar, S.Ag, M.Pd.

The English Teacher

Syahrudi, SS, Pd.I

The Researcher

Siti Andrianti Marpaung

### **APPENDIX III PRE – TEST**

**Name** :

**Class** :

**Day, date** :

**Score** :

1. Choose one topic below and make a recount text based on the topic you chose! The text consists of minimum 6 (six) sentences.

- a. Holiday
- b. Sad experience
- c. Funny experience

Answer:

#### **Got a Diarrhea Because of Spicy Foods**

I loved spicy food so much. Until one week ago, I got very sick because of spicy food.

When I was in my lunch break, I ate my favourite meatball. I put too much sauce into my meatball bowl. After I finished my lunch, my stomach felt as if it were on fire. It was very painful. I left school earlier. I got fever and diarrhea for 3 days.

After three days, I got better. I promised not to eat too much spicy food anymore.

## **APPENDIX IV**

### **POST TEST**

**Name** :

**Class** :

**Day, date** :

**Score** :

1. Write a recount text based on unforgettable experience, whether it is a funny, sad, or happy holiday. The text should be minimum 7 (seven) sentences!

Answer:

#### **Came Late to School**

Last week was the first day I came late to school. I never came late to school before.

I stayed up late until 2 am. It was very unusual for me. I set my alarm to 5 am. I woke up at 7 am. I did not hear my alarm rang. I rushed to bathroom and changed to my school uniform. I ran to my school. When I arrived, I was punished for being late.

After school I bought two new alarms to prevent this happen again.

**APPENDIX V**  
**OBSERVATION SHEET**  
**(CYCLE I)**

**English Teacher Name** : Syahrudi, SS, Pd.I

**Observation Activity** : Students

**Note** : Give thick (√) in the category column, where (4) very good, (3) good, (2) enough, and (1) bad

No.	Points which are observed	Category			
		4	3	2	1
1.	Obey the researcher's instruction.			√	
2.	Giving comments or questions about the researcher's instruction.				√
3.	The students participate in the learning process.		√		
4.	The students are interest and enthusiast in studying English writing recount text.			√	
5.	Doing their work according to the instruction.		√		
6.	Understand the researcher's instruction easily		√		
7.	Individually, understanding the text and presenting the related answer.		√		
8.	The students show their respect to the researcher.			√	
9.	Helping Motivate their friends.		√		



10	The students show their politeness in replying the message of the researcher.		✓		
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## OBSERVATION SHEET

### (CYCLE I)

**English Teacher Name** : Syahrudi, SS, Pd.I

**Observation Activity** : The Researcher

**Note** : Give thick (√) in the category column, where (4) very good, (3) good, (2) enough, and (1) bad

No.	Points which are observed	Category			
		4	3	2	1
1.	The teacher comes on time.		√		
2.	The teacher greets the students and ask about their conditions and situations.	√			
3.	The teacher gives motivation (How to the teacher gives appreciation before starting teaching and learning process).	√			
4.	The teacher asked for the students to write their name one by one for the attendance list.	√			
5.	The teacher reviews the previous lesson and gives warming up to the students, such as giving question related the topic that will be discussed in the classroom.	√			
6.	The teacher explains the students learning objective.	√			
7.	The teacher teaches the students well through	√			

	WhatsApp group.				
8.	The teachers' ability in organizing the class.	✓			
9.	The teacher asks the students how far the students can understand about the material which has taught.	✓			
10.	Interaction and communication between teacher and students in teaching-learning process.		✓		
11.	The teacher closes the teaching and learning activities.	✓			

**APPENDIX VI**  
**OBSERVATION SHEET**  
**CYCLE II**

**English Teacher Name** : Syahrudi, SS, Pd.I

**Observation Activity** : Students

**Note** : Give thick (✓) in the category column, where (4) very good, (3) good, (2) enough, and (1) bad

No.	Points which are observed	Category			
		4	3	2	1
1.	Obey the researcher's instruction.	✓			
2.	Giving comments or questions about the researcher's instruction.		✓		
3.	The students participate in the learning process.	✓			
4.	The students are interest and enthusiast in studying English writing recount text.	✓			
5.	Doing their work according to the instruction.	✓			
6.	Understand the researcher's instruction easily		✓		
7.	Individually, understanding the task and presenting the related answer.	✓			
8.	The students show their respect to the	✓			

	researcher.				
9.	Helping Motivate their friends.	✓			
10	The students show their politeness in replying the message of the researcher.	✓			

## OBSERVATION SHEET

### (CYCLE II)

**English Teacher Name** : Syahrudi, SS, Pd.I

**Observation Activity** : The Researcher

**Note** : Give thick (✓) in the category column, where (4) very good, (3) good, (2) enough, and (1) bad

No.	Points which are observed	Category			
		4	3	2	1
1.	The teacher comes on time.	✓			
2.	The teacher greets the students and ask about their conditions and situations.	✓			
3.	The teacher gives motivation (How to the teacher gives appreciation before starting teaching and learning process).	✓			
4.	The teacher asked for the students to write their name one by one for the attendance list.	✓			
5.	The teacher reviews the previous lesson and gives warming up to the students, such as giving question related the topic that will be discussed in the classroom.	✓			
6.	The teacher explains the students learning objective.	✓			
7.	The teacher teaches the students well through	✓			

	WhatsApp group.				
8.	The teachers' ability in organizing the class.	✓			
9.	The teacher asks the students how far the students can understand about the material which has taught.	✓			
10.	Interaction and communication between teacher and students in teaching-learning process.	✓			
11.	The teacher closes the teaching and learning activities.	✓			

## **APPENDIX VII**

### **FIRST INTERVIEW WITH THE STUDENTS**

1. Apakah kamu suka belajar bahasa Inggris? Mengapa?

Student 1: kurang suka miss, karena sulit penyebutaan kata-katanya. Terus kebanyakan gak tau artinya juga miss.

Student 2: biasa aja sih miss. Cuma yaa kadang saya suka malas kalo belajar bahasa Inggris. Karena kadang saya ketinggalan gitu miss, jadinya ga paham. Apalagi tentang rumus-rumus tenses itu miss.

Student 3: kalau saya, suka sih miss. Walaupun kadang bingung juga. Saya senang miss dengar lagu-lagu bahasa Inggris, nonton film-film barat yang di TV itu miss, suka saya miss. Kalo pas belajar, paling kelemahannya ya banyak kata-kata yang say gak tau artinya miss.

2. Sejak kapan dan dimana pertama kali kamu belajar bahasa Inggris?

Student 1: sejak SD miss, kelas 3 gitu kayaknya miss.

Student 2: iya miss, sejak SD miss.

Student 3: iya miss.

3. Pernahkah kalian belajar tentang teks dalam bahasa Inggris?

Student 1: teks-teks itu yang deskriptif, naratif, yg kayak gitu-gitu kan miss? Pernah miss.

Student 2: iya pernah miss.

Student 3: pernah miss.



4. Teks apa saja yang kalian ketahui?

Student 1: kalo saya yang paling ingat yaa teks deskriptif, naratif, terus yang tentang cara mebuat sesuatu itu miss, iya miss, teks prosedur.

Student 2: kalau saya miss, teks recount, naratif, deskriptif, sama prosedur itulah miss.

Student 3: iya miss saya juga.

5. Pernah dengar tentang teks *recount*?

Student 1: pernah miss,

Student 2: iya pernah miss,

Student 3: pernah miss,, tapi agak lupa miss.

6. Kendala apa saja yang kamu hadapi selama belajar bahasa Inggris, khususnya dalam menulis teks *recount*?

Student 1: biasanya saya sering gagal paham miss. Karena gak nguasai banyak vocabulary miss.

Student 2: iya miss, saya juga, terus sama penulisannya miss terus susunan kalimat dalam bahasa Inggris itu sulit menurut saya miss.

Student 3: iya miss. Sama saya juga. Terus kami juga bingung miss, tentang kata kerja bentuk kedua, ketiga, terus tenses itu miss. Seringkali kami bingung miss.

7. Bagaimana cara kalian mengatasi kesulitan yang kalian temui dalam belajar bahasa Inggris dengan materi menulis teks?

Student 1: yaaa kadang searching di kamus miss, terus *translate* teksnya.

Student 2: iya miss, selain itu kami kadang diskusi juga miss lewat *chat*.

Student 3: iya miss. Terus sir juga suka ngirim teks bahasa Indonesianya juga miss.

8. Bagaimana pendapat kamu tentang teknik mengajar guru bahasa Inggris dalam proses belajar mengajar?

Student 1: yaa biasa aja miss. Kadang ngebosenin miss.

Student 2: iya miss, terus karena belajarnya online gini kan miss, jadinya saya ngerasa kurang paham miss.

Student 3: iya miss, saya juga. Krena online gini, jadi materinyapun kurang jelas miss untuk saya. Tapi karena sir kadang ngejelasin lewat voice note, yaa itu cuup membantu lah miss.

9. Apakah teknik itu cukup efektif untuk membuatmu lebih mudah dalam belajar bahasa inggris khususnya dalam menulis teks *recount*?

Student 1: menurut saya ya cukup efektif miss. Selain dikirim voice note, juga dikirim dalam bentuk tulisan miss serta terjemahannya.

Student 2: iya miss, tapi yaa gitu misss, kadang negbosanin.

Student 3: iya miss, saya juga ngerasa gitu.

10. Apa yang kalian lakukan dalam meningkatkan kemampuan menulis dalam bahasa Inggris kalian?

Student 1: biasanya saya suka nulis-nulis lirik lagu bahasa Inggris gitu miss. Sambil lihat liriknya, sambil nyanyi, terus saya tulis miss.

Student 2: saya biasanya suka corat-coret di kertas gitu miss. Nyoba-nyob nulis bahasa Inggris. Buat-buat kalimat gitu miss. Terus kalo gak tau artinya saya cek di kamus.

Student 3: biasanya saya baca-baca gitu kan miss, terus iseng-iseng ditulisin dikertas, terus dari lagu-lagu juga miss.

## APPENDIX VIII

### SECOND INTERVIEW WITH THE STUDENTS

1. Bagaimana perasaan kamu setelah belajar menulis teks *recount* dengan strategi yang baru miss terapkan ini?

Student 1: awalnya yaa saya agak malas-malasan miss. Karena kan kurang suka juga sama pelajarannya. Tapi lama-lama ngerasa terbiasa aja miss, yaudah jadinya senang miss.

Student 2: iya miss, awalnya saya ngerasa sulit gitu kan miss. Ternyata saya bisa miss. Karena media yang miss berikan juga gak membuat kami kebingungan.

Student 3: iya miss. Saya lebih tertarik jadinya dan belajarnya pun jadi lebih mmenyenangkan miss.

2. Menurut kalian, bagaimana belajar bahasa inggris khususnya menulis teks *recount* setelah menggunakan strategi visual imagery?

Student 1: seru miss. Dengan bantuan strategi yang miss berikan membuat kami lebih gampang berimaginasi membayangkan kejadian yang kami alami miss.

Student 2: iya miss, dari teks dan rekamn yang miss berikan, buat kami jadi lebih mudah menuangkan apa yang ada dalam pikiran kami ke dalam tulisan miss.

Student 3: iya miss saya juga.

3. Kesulitan apa yang kalian hadapi saat kita belajar menggunakan strategi visual imagery?

Student 1: kesulitannya yaa paling kayak, karena kami gak tau menuliskan sebuah kata dalam bahasa Inggris gitu miss. Jadinya harus lihat dikamus lagi.

Student 2: iya miss. Kan banyak kata-kata yang kami gak tau tulisannya gimna, jadi kesulitannya yaa itu miss.

Student 3: iya miss. Makanya setelah ceritanya udah terkonsep dikepala kami, kami tulis dulu kedalam bahasa Indonesia miss, baru kami translate.

4. Apakah visual imagery dapat membantu mengembangkan kemampuan menulis bahasa Inggris kalian?

Student 1: menurut saya iya miss. Karena kami jadi terpacu untuk mencoba menulis walaupun diawal-awal banyak yang kurang tepat.

Student 2: iya miss. Saya juga merasa kek gitu miss.

Student 3: iya miss. Biasanya saya malas kali kalau ada tugas membuat teks kek gitu miss. Karena susah dan kurang paham itu miss. Tapi setelah belajar ini dengan miss, lebih mudah memahaminya.

**APPENDIX IX**  
**FIRST INTERVIEW WITH THE ENGLISH TEACHER**

1. Menurut sir, bagaimana kondisi siswa dikelas ketika sedang belajar bahasa Inggris?

Jawab: yaa, seperti yang kita tahu ya, anak-anak banyak yang kurang minat belajar bahasa Inggris. Jadi, sebagian anak itu kalau belajar bahasa Inggris agak malas-malasan. Apalagi sekarang belajar online kan.

2. Bagaimana kemampuan rata-rata siswa dalam belajar bahasa Inggris dikelas?

Jawab: sebenarnya semua anak-anak itu bisa, Cuma itu tadi, yang membuat mereka tertinggal adalah minat belajar mereka. Kalau mereka focus mengikuti pembelajaran, meskipun online ya, pasti mereka bisa. Walaupun tidak menguasai semuanya.

3. Kesulitan apa yang sering kali dihadapi siswa saat belajar bahasa Inggris khususnya menulis teks sir?

Jawab: kesulitan yang dihadapi siswa seringkali mereka bingung dengan perubahan-perubahan kata kerja, tenses, grammar, dan susunan kalimat itu yang membuat mereka bingung. Kesulitan itulah yang membuat siswa menjadi kurang minat terhadap bahasa Inggris.

4. Bagaimana cara yang biasanya sir lakukan untuk mengatasi masalah tersebut?

Jawab: saya tentunya sebagai guru tidak bosan-bosannya mengingatkan dan memberitahukan mereka. Berulang-ulang saya jelaskan kembali.

5. Metode apa yang biasa sir gunakan dalam mengajar bahasa inggris khususnya menulis teks *recount*?

Jawab: biasanya saya mengirimkan voicenote kepada mereka terkait materi menulis, lalu saya berikan contoh lengkapnya, serta translate materinya juga dalam bahasa Indonesia.

6. Apakah sir pernah menggunakan strategi visual imagery dalam mengajar bahasa Inggris khususnya dalam materi menulis teks *recount* di kelas?

Jawab: belum pernah sih. Karena kan pembelajaran online ini saya rasa menghambat semua ya. Jadi saya hanya menggunakan strategi paling sederhana agar materi dapat diterima anak-anak dengan mudah dan dapat dipahami oleh mereka.

**APPENDIX X**  
**SECOND INTERVIEW WITH THE ENGLISH TEACHER**

1. Bagaimana menurut sir tentang penggunaan strategi visual imagery dalam pembelajaran bahasa Inggris khususnya menulis teks *recount*?

Jawab: selama penerapan yang kamu lakukan ini menurut saya cukup baik dan efektif bagi anak-anak. Kan kita juga sudah lihat dari hasil pencapaian mereka kan.

2. Apakah strategi tersebut efektif digunakan dalam pembelajaran bahasa Inggris?

Jawab: cukup efektif menurut saya, dengan media rekaman yang kamu berikan, juga teks terlampir lengkap dengan terjemahannya, saya rasa cukup efektif.

3. Menurut sir, apakah strategi tersebut efektif untuk meningkatkan kemampuan menulis siswa?

Jawab: cukup efektiflah saya rasa, juga dari hasil tes yang kamu ajukan, hasilnya kan terus meningkat kan.

4. Menurut sir, apakah kekurangan dan kelebihan penggunaan dari strategi tersebut?

Jawab: kelebihan dulu ya, kalau kelebihanannya kita bisa katakanlah strategi itu mampu membuat anak-anak berfikir aktif dan kreatif. Melalui gambaran atau visual yang muncul dibenak mereka, membuat mereka dengan mudah menuangkan ide-ide kedalam tulisan, ya meskipun tidak langsung kedalam bahasa Inggris. Lalu, dengan hanya mendengarkan, membaca dapat menghadirkan



kenangan atau pengalaman yang pernah mereka alami sehingga memudahkan mereka menuangkan ide-idenya dalam tulisan. Sedangkan kelemahannya adalah, kalau dalam pembelajaran.

## **APPENDIX XI**

### **The Diary Notes**

#### **Tuesday 17<sup>th</sup> of November 2020**

In the first meeting, the researcher only did the orientation and self – introduction to the students. The class consists of 40 students. The learning and teaching process held by using whatsapp group. The researcher told the students that the researcher will be their teacher for some meetings in their class and the researcher also still guided by the English teacher. At this meeting too, the researcher will give a pre-test in order to be able to see the basic abilities of students before applying the visual imagery strategy. However, the researcher found that some students did not enjoy it and some students were not interested in the learning process.

#### **Monday, 23<sup>th</sup> of November 2020**

The day the researcher collected the students' works in pre-test. After the researcher collected the students' works in the previous meeting, the researcher found the students still have the low ability in writing. The researcher found the students faced the difficulties in the arrangements of the sentences, it can be seen from the students' grammatical error.

#### **Thursday, 3<sup>rd</sup> of December 2020**

So in the second meeting, the researchers have explained fully about recount text and applied the strategy by asked the students to read an example of a recount text and re-tell the events of the story. When entering this phase of learning, the students are very excited and they seems enthusiast to answer the

researcher questions and instructions. The applying of the strategy make the students more active in learning process.

#### **Thursday, 14<sup>th</sup> of January 2021**

After giving the completed explanations to the students, the researcher gave the students another test as a post-test. So unfortunate, the research had delayed, because of the final examination in 1<sup>st</sup> semester and it went on 14<sup>th</sup> of January 2021. Before the researcher asked the students to do the test, the researcher re-explained the materials because the students might forget and gave them the post test 1.

#### **Tuesday, 19<sup>th</sup> of January 2021**

After collected the students' works in post-test 1, the researcher found there is an increase in students achievements. They seems mastered the arrangements of a recount text. They identified the generic structure of recount text, they also seems mastered the use of verb 2. In order to enhance the students' ability in writing recount text, the researcher conducted the post-test 2. Besides, some of students achieved the good score in post-test 1. It seems by the increase of the mean score from the pre-test to post-test 1. The students again and again gave the good responses in learning process. Thus, in the cycle II, the researcher gave the post-test 2 to the students.

#### **Thursday, 21<sup>st</sup> of January 2021**

In the last meeting of cycle II, the researcher found a lot improvement in students' achievements. Most of them passed the test and got score up to 75 and more. The students also feel very happy because they have got the good score. It

can be said that the use of visual imagery strategy can improve the students writing skill of recount text.

## APPENDIX XII

### The Students' Name and Initials

No	Name	Initial
1	Adinda Dwi Lestari	ADL
2	Alya Azzahra	AA
3	Azzalika Nur Azizah	ANA
4	Chintya Pratiwi	CP
5	Cut Azlina	CA
6	Dea Anggi Apriani	DAP
7	Dhabita Putri Abdillah	DPA
8	Dinda Salwa Salsabilah	DSS
9	Dwi Rama Andini	DRA
10	Fadila Khairani	FK
11	Fani Aulia	FA
12	Farhan Alfian Hidayat	FAH
13	Fikri Khair Halawat	FKH
14	Fira Ramadhani	FR
15	Hizami Sabil	HS
16	Hugo Santana	HS.
17	Jihan Khairani	JK
18	Kayla Suaibatunnisa	KS
19	M Fauzan Rivaldo Purnama	MFRP
20	M.Akbar Rizky	MAR

21	Monica Amellia Putri	MAP
22	Mutia Nazwa Saragih	MNS
23	Nabila Safira Tanjung	NST
24	Naila Dewi	ND
25	Nanda Dharma Aqillah	NDA
26	Naufal Akbar Tanjung	NAT
27	Naufal Mahendra	NM
28	Nazwa Amalia Selayan	NAS
29	Ramadhan Syahputra Siregar	RSS
30	Rangga Supriadi	RS
31	Rizkykal Azhimi Rangkuti	RAR
32	Roro Ayu P.	RAP
33	Sakila Putri	SP
34	Salwa Dwi Eliza Nst.	SDEN
35	Shafiyul Aini	SA
36	Siti Fadya Zahra	SFZ
37	Sofia Suandi	SS
38	Surayya FD	SFD
39	Tiara Pashaa	TP
40	Zahra Aulia Maghfirah	ZAM

**APPENDIX XIII**  
**THE ASSESSMENT RUBRIC**

<b>Name :</b>			
<b>Date :</b>			
Score	Level	Criteria	Comments
<b>Content</b>	30-  27	<b>EXCELLENT TO VERY GOOD:</b> knowledgeable; substantive; thorough development of thesis; relevant to the assigned topic.	
	26-  22	<b>GOOD TO AVERAGE:</b> Some knowledge of the subject; adequate range; limited development of thesis; mostly relevant to the topic, but lacks detail.	
	21-  17	<b>FAIR TO POOR:</b> limited knowledge of the subject; little substance; inadequate development of topic.	

	16-13	VERY POOR: does not show knowledge of subject; non-substantive; not pertinent; OR not enough to evaluate.	
<b>Organization</b>	20-18	EXCELLENT TO VERY GOOD: fluent expression; ideas clearly stated / supported; succinct; well-organized; logical sequencing; cohesive.	
	17-14	GOOD TO AVERAGE: somewhat choppy; loosely organized but main ideas stand out; logical but incomplete sequencing.	
	13-10	FAIR TO POOR: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.	
	9-7	VERY POOR: does not communicate; no organization;	



		or not enough to evaluate.	
<b>Vocabulary</b>	20-18	EXCELLENT TO VERY GOOD: sophisticated range; effective word,; word from mastery; appropriate register.	
	17-14	GOOD TO AVERAGE: adequate range; occasional errors of word / idiom form, choice, usage <i>but meaning not obscured.</i>	
	13-10	FAIR TO POOR: limited range; frequent errors of word / idiom form, choice, usage; meaning or obscured.	
	9-7	VERY POOR: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate.	
<b>Language Use</b>	25-22	EXCELLENT TO VERY GOOD: effective complex constructions; few errors of agreement, tense, number, word	

		order / function, articles, pronouns, preposition.	
	21- 18	GOOD TO AVERAGE:  effective but simple  constructions; minor problems in complex constructions; several errors in agreement, tense, number, word order / function, articles, pronouns, prepositions	
	17- 11	<i>but meaning seldom obscured.</i>  FAIR TO POOR: major problems in simple / complex constructions, frequent errors of negation; agreement, tense, number, word order / function, articles, pronouns, prepositions	
	10-5	and / or fragments, run – on, deletions; meaning confused or obscured.  VERY POOR: virtually no mastery of sentence construction	

		rules; dominated by errors; does not communicate; or not enough to evaluate.	
<b>Mechanics</b>	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.	
	4	GOOD TO AVERAGE: Occasional errors of spelling, punctuation, capitalization, paragraphing, <i>but meaning not obscured</i> .	
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, <i>meaning confused or obscured</i> .	
	2	VERY POOR: no mastery or conventions; dominated by errors of spelling, punctuation,	

		capitalization, paragraphing, handwriting illegible; or not enough to evaluate.	
<b>Total score:</b>			

## APPENDIX XIV

### RESEARCH PERMIT LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Willem Iskandar Pasar V Medan Estate 20371  
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-14091/TTK.V.3/PP.00.9/11/2020

03 November 2020

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala Kepala MA. Lab. UIN SU Medan

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Siti Andrianti Marpaung
NIM	: 0304162158
Tempat/Tanggal Lahir	: Medan, 06 September 1998
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: JL. SUTOMO UJUNG GG. YAHYA NO. 16 Kelurahan Gaharu Kecamatan Medan Timur

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MA. Lab. UIN SU Medan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

***The Use of Visual Imagery Strategy to Improve the Students' Writing Skill of Recount Text***

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 03 November 2020  
a.n. DEKAN  
Ketua Program Studi Pendidikan  
Bahasa Inggris



*Digitaly Signed*

**Dr. Sholihatul Hamidah Danlay, S.Ag.**  
M.Hum  
NIP. 197506222003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



# MADRASAH ALIYAH LABORATORIUM UIN SU MEDAN

Nomor Statistika Madrasah : 131212710011  
Terakreditasi "B" (Baik) / 646/BAP-SM/PROVSU/LL/X/2015

Alamat : Jln. Sutomo / IAIN No. 1 Medan 20235 E-mail : mal.iain@yahoo.co.id (Kampus I IAIN Medan)

Nomor : **152/B/MA/XXVI/2020**  
Lampiran : -  
Hal : **Balasan Riset**

Medan, 21 Januari 2021

Yth. Ketua Jurusan Pendidikan Bahasa Inggris  
Fakultas Ilmu Tarbiyah dan Keguruan  
UIN SU Medan

Di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Yang bertanda tangan dibawah ini :

Nama : Zunidar, S.Ag, M.Pd  
Jabatan : Kepala Sekolah

Dengan ini menerangkan Bahwa :

No	Nama	NIM	Semester/Jurusan
1	Siti Andrianti Marpaung	0304162158	IX / Pendidikan Bahasa Inggris

Benar bahwa nama diatas telah menyelesaikan penelitian yang berjudul "*The Use of Visual Imagery Strategy to Improve The Students' Writing Skill of Recount Text*" pada tanggal 03 November 2020 sampai dengan 12 November 2021

Demikian surat keterangan ini diperbuat dengan sebenar-benarnya dan untuk dapat dipergunakan sebagaimana mestinya.

*Wassalamu'alaikum Wr. Wb.*

Medan, 21 Januari 2021  
Kepala MA Laboratorium  
UIN SU Medan



Zunidar, S.Ag., M.Pd.

## APPENDIX XV

### DOCUMENTATION

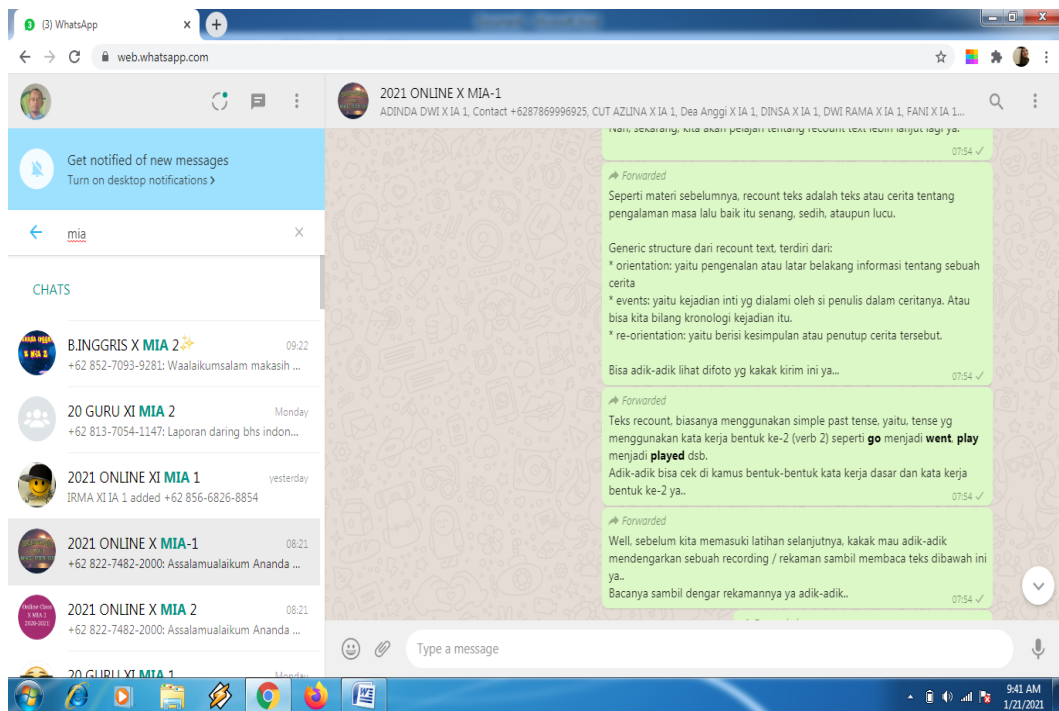
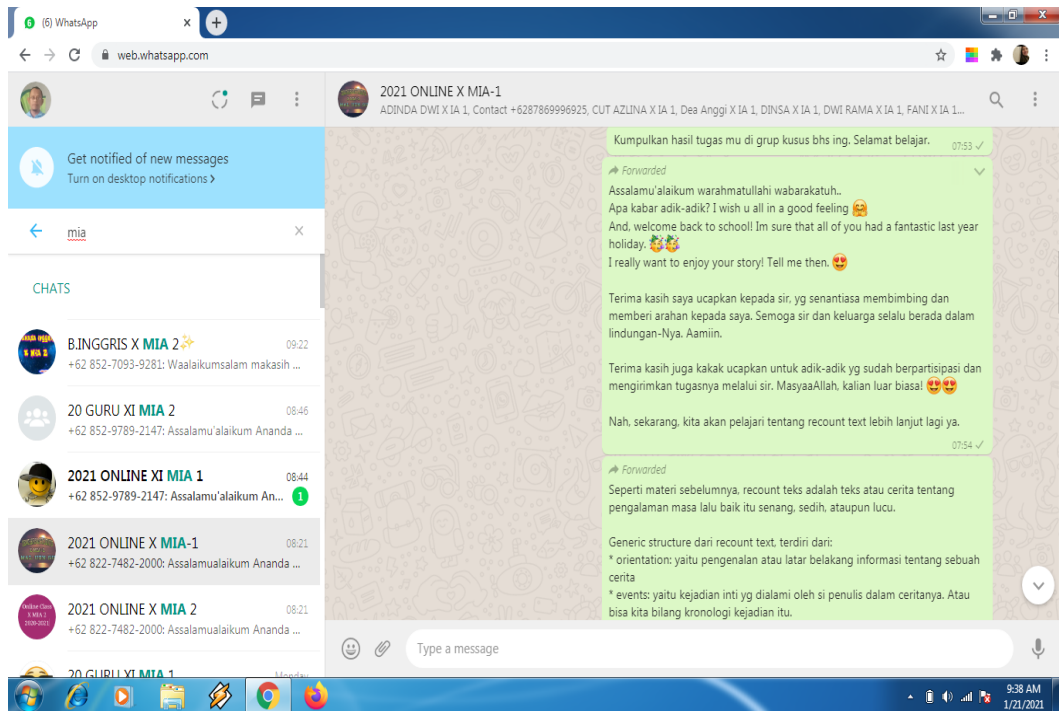


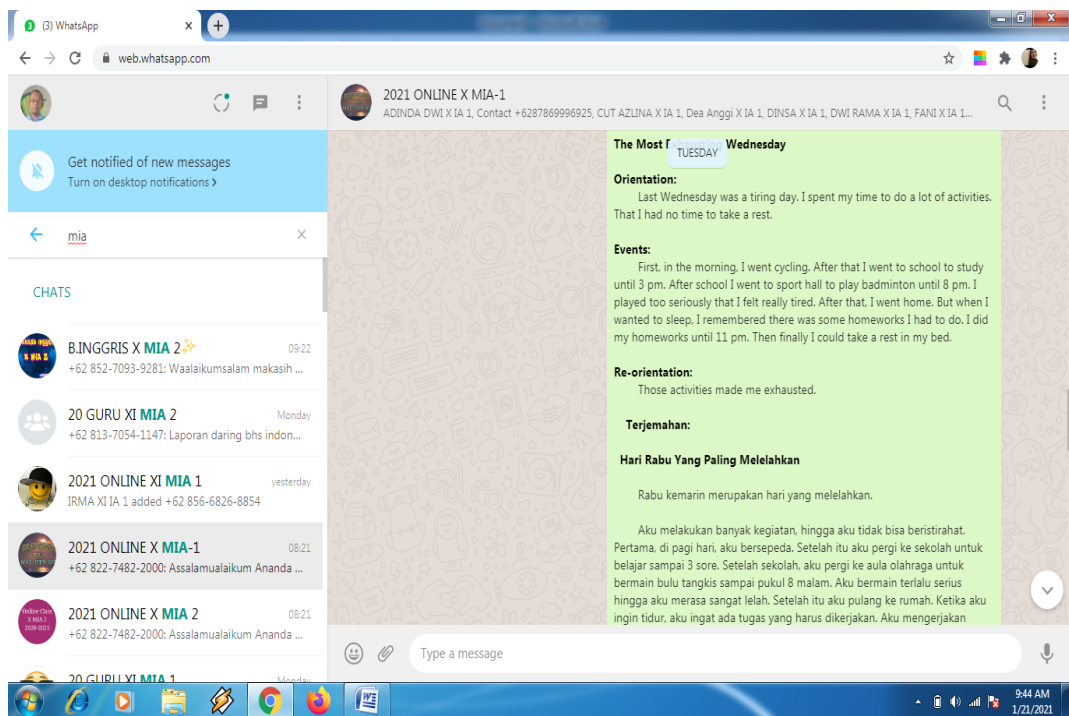
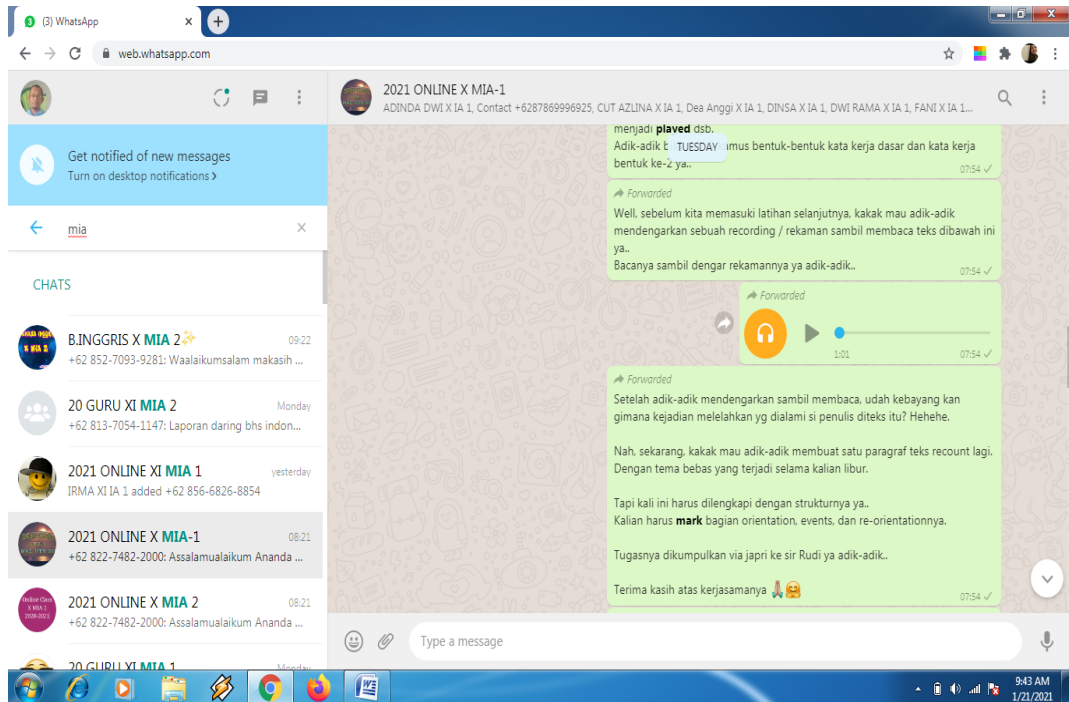


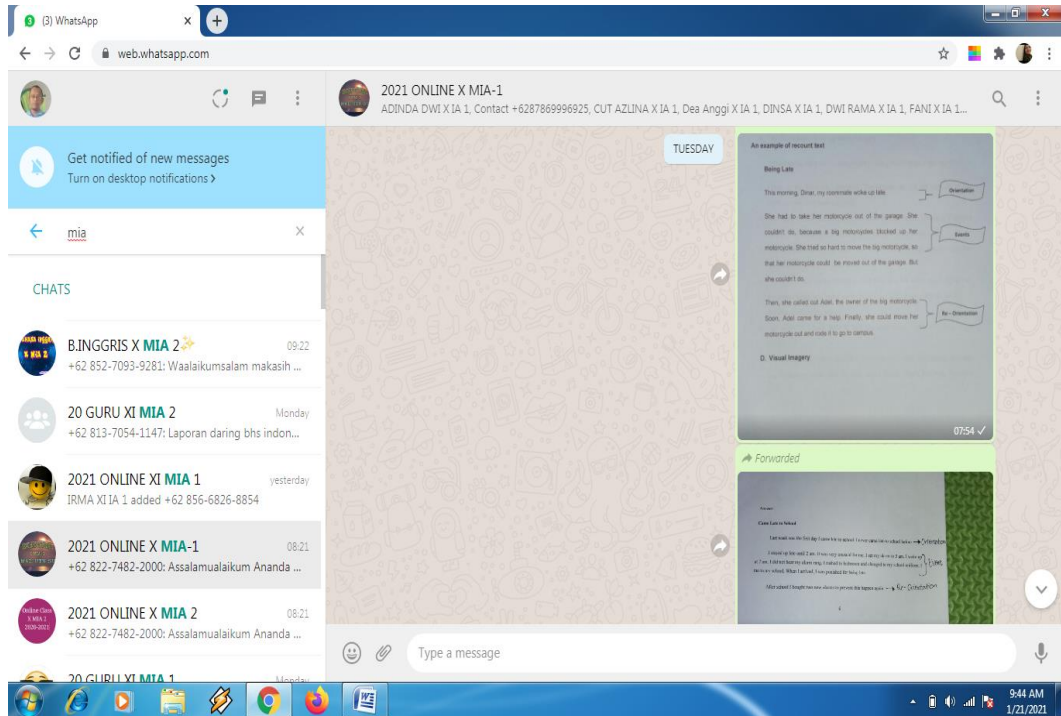












## The Students' Works

Pre Test

Nama: Rizkykol Azhimi Rangkuti

Injuree After Playing Football

I Really like play Football, Until in a day when I Played, I Played with my whole spirit and forget if doing something worse is not good, I was wrong to kick the target.

I Kicked in side the Opponent's goal post, then my leg was bruised and swollen. ~~And my leg~~ And my leg. My parents didn't give me permission to play football anymore.

C :	29
O :	13
V :	10
L :	9
M :	4 +
	<hr/> 60

*Rizkykol*

Post Test 1

Nama: Rizkykol Azhimi Rangkuti

DENTAL SICK FROM EATING CHOCOLATE

I Really like eating chocolate. At first, I eat my favorite chocolate. I eat a lot. After coming home from school my teeth ached. I brushed my teeth after I got home. It didn't take long for my teeth to hurt. I miss school for a week. After a week, I feel better. Since then I won't eat chocolate anymore.

C :	27
O :	13
V :	16
L :	19
M :	5 +
	<hr/> 75

*Rizkykol*



## Post test 2

Nama: Rizkyan Azhimi Pangkajene

Visiting Uncle's House  
(Mangrove Rumah Paman)

### Orientation

The last semester vacation was an unexpected holiday. Because, I didn't have any vacation schedule. but, my Father gave me surprise. I was very happy and excited to visit my uncle who had not met for two years.

### Event

I prepared everything needed to go on vacation. After that, dad invited me to go to the terminal because we did leave at 05.00 pm. The trip that must be taken to Pangajene was around 13 hours. Along the way, I saw such an amazing view from the bus window.

The next day, we arrived at 09.00 am. I didn't expect even to expect to greet us. On the day, I had to take a rest for Father's body.

The second day there, I did taken by my uncle to go to the garden ~~was not far from~~ Uncle's house to harvest oranges. The location of garden was not far from Uncle's house. Arriving there, I was happy

to be able to pick oranges directly from the tree. The oranges that had been picked were sold and some were for souvenirs.

The third day, I and uncle went to the river for taking a bath. I did almost to see the water that was so clear. There, I found many people busy to washing and bathing.

The holiday was over, I had to go back to Medan to continue the routine activities. While there, I did a lot of experience and visited family that had never met before.

### Re Orientation

Although it was short vacation, it was a memorable holiday for me. I got a lot of experience there.

C :	30
D :	18
V :	18
L :	19
M :	5
	90

Excellent!

Name : Jihan Khairani

Pre test :

"Holiday at Bintan Island"

One years ago, my school did a study tour. Me and the others holiday at Bintan Island. The trip to Bintan Island turned out be quite difficult, but it's no problem because there are treated to beautiful sea views.

On Saturday, I and the others went to Lagoi Beach. Lagoi Beach is one of the Bintan island tour. Lagoi Beach has beautiful natural scenery and clean environment conditions. I really like breathing the air there which is so. Besides that, I can also take pictures with many tourists from Singapore.

A few hours later, we watched the sunset after that me and the others got ready to go back to Batam.

I'm so feel happy with this holiday, thanks for everything.

C :	27
D :	18
V :	15
L :	15
M :	5
	<hr/> 75

X good

Name : Jihan Khairani

Post test 1

"Echec"

Five years ago, when I was in the fifth grade elementary, my teachers told me to participate in the science competition. The teacher selected me and my friends to represent the school. In the first session of the competition I was successful. I continued to the second session, I failed. I was sad.

There are words that make me stronger.

"Your failure is not the failure of life, even many people who succeed because of the deep disappointment"

I got some friends and knowledge. I went back to school with a failure.

That is my experience

Thank you

C :	30
D :	18
V :	17
L :	18
M :	5
	<hr/> 88

X Very good

Name : Jihan Khairani

Post test 2

My Glasses

Orientation :  
Last month, my young brother broke my glasses

Events :  
I was learning to use my glasses. After finishing, I put it on the bed. I forgot to put it back to their original place. Then, my young brother came in to the room and sat on my glasses which was on the bed. He realised something that he occupying something. Sure enough, he sat on my glasses. I forgive my young brothers, but I'm afraid to tell my mother that my glasses are broken. The next day, I ventured to tell my mother was silent to hear my explanation, then said tomorrow we buy the glasses again and take good care, don't break it again. And I said, for now, I'm sorry.

Reorientation:  
The next day I went with my mother to optics.

C	30
O	20
V	10
L	10
M	5
	95

Excellent

Newfal Akbar Tanjung

3 Inggris

Prediksi

Desember 1st lives to Tanjung Balai (House of Sadara) a beautiful view and Pleasant view by a beautiful train stop at Great Station and arrived at Tanjung Balai

I was feeling happy there and didn't want to go back to Medan, even though I didn't have my job there the atmosphere was beautiful

My Carin was bitten by the fapan and it made me laugh and all happy there

C	23
O	12
V	9
L	8
M	4
	56



Narasari Akbar Tanti

Ref: 101

Recount Text tentang liburan Sekolah

Last Wednesday I came late to my School because I played PlayStation until 02.00 am in the night. Because that, I was up late.

I woke up about 6.30 am and the class would begin at 7.00 am. I ran to bathroom to take a bath but in that day I did not do that. It was my bad experience and I hoped I would not do that again.

C :	28
D :	14
V :	16
L :	15
M :	5 +
	78

Sum goul

Narasari Akbar Tanti

Ref: 102

Holiday in Bantul

Introduction

I spent my last Summer holiday in Bantul, West Sumatra. I went there with my family.

Event

On the first day, I was arrived at Bantul about 3 PM after a long journey. Then I went to my family's house. I decide to take a rest for a while in my family's house at night. I ate some food and before sleep.

Recommendation

I spent my last day in Jatin Gading and bought some snacks and souvenirs for my family and friends. I also ate the street food there. I went to the station at 4 PM. Because my bus will go at 6 PM. I had a wonderful experience in Bantul, West Sumatra. It was a great memory.

C :	28
D :	16
V :	16
L :	15
M :	5 +
	80

Excellent

DATA TENAGA PENDIDIK MA LABORATORIUM UIN SUMATERA UTARA MEDAN							
NO	NAMA LENGKAP	TEMPAT/TGL LAHIR	TMT	BID.STUDI YANG DI AMPUH	NO.NUPTK	ALAMAT	HP
1	ZUNIDAR SINAGA, S.Ag, M.Pd	SEI DULU HULU, 20 OKTOBER 1978	1998	SKI	9352753654300020	PERUMAHAN PADANG HESAU J. MEDAN BINJAI KM. 14,4	082272300811
2	NANDA DESIA, S.Pd	MEDAN, 18 DESEMBER 1970	2004	EKONOMI	5548757659300090	JL. MAWAR RAYA NO.203 BLOK 18. PHELVETIA	085296751876
3	AHMAD AL MUHAMMID, M.Pd	MEDAN, 18 JULI 1986	2009	PENJAS	2048754665200030	JL. S.M. RAJA GANG TITI BEST NO 7 MEDAN	081361778902
4	Drs. H. ASDI, M.Ag	TEMBILAHAN, 02 MEI 1962	1993	FIQH/B.ARAB	083740643200052	JL. ALUMINIUM I GANG H.MANSYUR NO.2	081294611805
5	HENDRI WJDI ASTUTI, S.S., S.Pd	MEDAN, 03 OKTOBER 1971	2009	BAHASA INDONESIA	8325749651300063	JL. HOS COKROAMINOTO NO.18/152 C MEDAN	081375190481
6	Drs. SUPRIYOGI	MEDAN, 09 MARET 1967	1994	EKONOMI/ AKUNTANSI	2461745648200042	JL. MANGAAN IV. LINGK. XIV NP.5 MABAR	081370541147
7	Drs. PIRMAWATI	KOTO BARU AGUM, 02 MARET 1965	1994	EKONOMI/ AKUNTANSI	2634743646300072	JL. MASIJD Gg. TERATAI 31 NO.15 PASAR XI TEMBUKUNG	082161872206
8	SRI HANUWATI NASIONDING DAULAY, S.Pd	SEI BALAL, 11 MARET 1957	1998	FISIKA	08076018420402	JL. SUKARIA PERULANGAN	085276464322
9	H.YAKUB, BA	KPRKESATUAN, 12 MARET 1965	1998	SENI BUDAYA	2643735637200042	JL. BERSAMA GG. MUSYAWARAH NO. 3	085270566777
10	Drs. ERNA SURJANI, M.Pd, I	KISARAN, 5 JUNI 1970	1997	FIQH	5644743646300082	JL. SAKTI LUBIS Gg. AMAL 29 C SP. LIMUN	081264524151
11	JUNITA HANJURUNG	MEDAN, 10 NOPEMBER 1967	1998	GEOGRAFI	7937748651300082	DURUN V TANJUNG BANDAR KHALIPAH	085371396409
12	DRA.TINA KESUMA	MEDAN, 19 SEPTEMBER 1971	1997	B.JINGGRIS	1442745647300093	JL. HM. SAID NO. 24 MEDAN	082164061015
13	SYAHRILO, S.S., S.Pd, I	MEDAN, 13 OKTOBER 1974	2000	MATEMATIKA	5351749652200023	JL. BANDAR KHALIPAH	085276518796
14	NURIULIL, S.Pd	ALLIE BATEE, 12 JUNI 1972	2001	Q.HADIS	0345752653300033	JL. KLYOS SUDARSO NO. 124 LINK II	081375952353
15	YUNIATI, S.Pd	TELLIK SENTOSA, 15 JANUARI 1976	2000	MATEMATIKA	8944750652300112	JL. PERINTIS KEMERDEKAAN C. TURI BINJAI UTARA	082161254013
16	RABIATUL HADAWIYAH, M.Ag	HALASAN, 24 JANUARI 1980	2003	B.JINGGRIS	6447754656300062	PERUMAHAN RAY PENDOPO 3 NO.22 B.SETIA TEMBUNG	082272896839
17	DEWI EKA YANTI, S.Pd	SIJAU DUA DOK MASHI, 1 DESEMBER 1971	2003	TI.KOM	3456758659300062	JL. KEMENANGAN NO.34 A MEDAN	081362141509
18	SALMAWATI SIREGAR, S.KOM	PSIAWARA, 08 SEPTEMBER 1968	2004	PKN	8537749652300040	JL. PERJUANGAN GG SUKAMAJU	081263436547
19	ROHANI, M.Pd	MEDAN, 08 AGUSTUS 1982	2005	MATEMATIKA	1240746650300033	JL. PROF.H.M. YAMIN SH Gg. BURJANJOZ	082276519158
20	SRI AGUSTINA SARAGIH, S.Pd, I	MEDAN, 06 JUNI 1972	2006	Q.HADIS	9140760661300113	JL. TUAMANG NO.105 MEDAN	081370220071
21	MURHAMAD MURSYID LUBIS, S.Ag	MEDAN, 27 AGUSTUS 1983	2007	AQIDAH AKHLAK	9938750652200070	JL. KENARI VIII NO. 145 PERUMNAS MANDALA	082168482627
22	MESBAH LUBIS, S.Pd	MEDAN, 05 NOVEMBER 1974	2008	KIMIA	5139761663300073	JL. BANTAN Gg. DAHLIA NO.7 B SELAMAT MEDAN	081397749032
23	ERYITA HAFNI RANGKUTIH, S.Pd	MEDAN, 01 OKTOBER 1985	2008	KIMIA	1437752654300083	JL. BERSAMA Gg. TITI BESI NO.7 MEDAN	081362410680
24	PUADATURRAHMAN, M.Pd	BANDAR TONGAH, 27 JANUARI 1969	2008	B.INDONESIA	3333763664300083	JL. SM. RAJA Gg. TITI BESI NO.7 MEDAN	082160571003
25	TSANAWATI, S.Pd	MEDAN, 19 JANUARI 1967	2009	BIOLOGI	7459747649300032	JL. MANUNGAL GANG RAHMAT PASAR 9	085370668195
26	I. MARDIANA	MEDAN, 13 AGUSTUS 1976	2011	KONSELING	6451745647300012	JL. KEADILAN LT II BARU TIMUR NO 44	081362362173
27	PARIDA HIDAYATI NIS, S.Pd	MEDAN, 22 MARET 1989	2012	SEJARAH		JL. KARIKATUR NO.24 KOMP. WARTAWAN	082364808872
28	SRI MARDIANI, S.Pd	TRANS SP II, 12 NOVEMBER 1988	2013	FISIKA		JL. LETDA SUJONO NO.154 MEDAN	085362829215
29	MARYONO, S.Pd	MEDAN, 05 JULI 1992	2013	B.JEPANG		JL. PERJUANGAN Gg. PINAMA GLUGUR RIMBUN	082165399235
30	HRYUN PIDDAGANI	TRANS SP II, 12 NOVEMBER 1988	2013	FISIKA		JL. RAJAWALI NO 18 MANDALA BY PASS 20224 MEDAN	081266667843
31	NANDA PRATIWI, M.Pd	MEDAN, 08 JANUARI 1986	2009	B.INDONESIA		JL. SURYA HAJI PERUM SURYA INDAH NO.57 LAUT DENDANG	081263585442
32	ZAHRAWANI SIREGAR, M.Pd	LUBUK ROTAN, 06 DESEMBER 1989	2014	BIOLOGI		JL. MINA NO. 1 KOMPLEK ALBAROKAH	081376436322
33	YUMIRA SIMAMORA, M.Pd	KAMPUNG MUDIK, 11 SEPTEMBER 1986	2009	MATEMATIKA	4441744665300073	JL. TUASAN GG. KELUARGA NO. 19 A MEDAN	083199234490
34	ERWINSYAH NST, S.Pd		2008	ELEKTRO		JL. PANCING MEDAN	

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