UTILIZING PICTURES SERIES TO IMPROVE THE STUDENTS' PROFICIENCY WRITING SKILL OF RECOUNT TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL

A THESIS

Submitted to Faculty of Tarbiyah and Teachers Training of the State Islamic Univesity of North Sumatra (UIN-SU) Medan as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S-1)

By:

ADE RAHMAYANI IRAWAN
34.15.3.095

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

THE STATE ISLAMIC UNIVERSITY NORTH SUMATRA

MEDAN

2020

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<tr><td>Advisor I</td><td>Advisor II</td></tr>
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DEPARTMENT OF ENGLISH EDUCATION

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THE STATE ISLAMIC UNIVERSITY NORTH SUMATRA

MEDAN
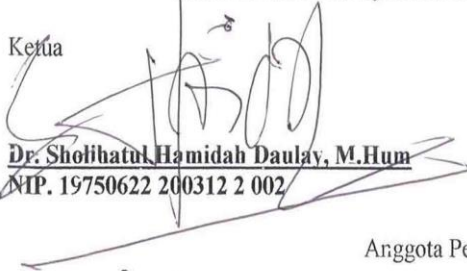
2020

SURAT PENGESAHAN

Skripsi yang berjudul : "Utilizing pictures Series to improve the students' PROFICIENCY WRITING skill OF RECOUNT TEXT AT THE TENTH GRADE OF Senior high school" oleh Ade Rahmayani Irawan, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

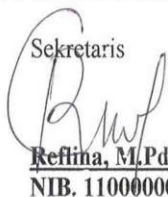**31 Agustus 2020 M**
13 Muharram 1442 H

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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Assalamualaikum Wr.Wb

Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswi :

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Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalamualaikum, Wr, Wb.

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PERNYATAAN KEASLIAN SKRIPSI

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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. Saya berani menerima segala konsekuensi bila pernyataan saya ini tidak benar.

Demikian surat pernyataan keaslian skripsi ini saya buat dengan sebenarnya.

Medan, 14 Juni 2021

Yang Membuat Pernyataan

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ABSTRACT

Irawan, Ade Rahmayani. Registration Number: 34153095. Utilizing Pictures Series to Improve the Students Prificiency writing Skill of Recount Text at the Tenth Grade of Writing of Recount Text at the Tenth Grades of Senior High School in academic year of 2019/2020. A Thesis, English Education Program , Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera, 2020

This research is aimed to improve in the students' skill in writing recount text by utilizing Pictures Series media and to find out how of the implementation of this media to the teaching learning process. It was conducted by using CAR (Classroom Action Reseach) design with Hopskin model.This study consisted of two cycles; the first cycle consisted of three meetings and the second cycle consisted two meetings. The procedures of the research were planning, action, observation and reflection. The researcher collaborated with the English teacher during the teaching learning process and with the lecturer during the thesis completion in order to get the best result in research .The subjects of the research were the tenth grade students of MAS PAB 1 Sampali in the academic year of 2019/2020. The population was conducted by tenth grade, in this class consisted of 29 students. In this school only one tenth grade and then the researcher using saturation sampling to conduct the sample. Furthermore, the techniques of collecting the Data is done by observing the teaching and learning process, interviews with students and collaborators, test administration, diary notes and taking pictures. The instrument used in this study is the observation sheet, interview and test. The Data from observation, diary notes and interviews were analyzed by making a qualitative description while the data from the test pre-cycle , post-test Cycle I, and post-test Cycle 2 was analyzed by comparing the mean score of the students' writing scores. The results showed that the students' writing skills especially recount text can be improved through the use of Series Picture. Scores of students 'writing performance also showed an increase in students' writing skills. The mean scorestudentincreased gradually from 52.35 in the pre-test cycles to 51.1 at the end of the first cycle and became 75.4 at the end of the second cycle. The The attitude of students towards learning English are also seeing positive growth as evidenced by the increase in their class participation. Based on the data, it is concluded that by utilizing picture series media, the students' skill in writing recount text can be improved.

Keywords: *EFL Learners, Pictures Series, Recount text, Senior High School, Writing skill.*

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Finally, the writer realized that this thesis is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the Department of English Education. May God always bless us and lead us in His right path. Amin

Medan, 14 June 2021

Ade Rahmayani Irawan

Nim34.15.3.095

TABLE OF CONTENTS

LIST OF APPENDICES

LIST OF TABLES

LIST OF FIGURE

CHAPTER I

INTRODUCTION

A   Background of the Study

English is a very important international language be learned, and must be understanding by Indonesian people. According to curriculum design by Indonesian government, the purpose of English is to "equip with the students with the skill to develop orall and written communicative competence.[1] There are four main skills of the English subject that must be learned by the students from junior high schooluntil senior high school, namely: reading, writing, speaking and listening.[2]

Writing is one of the included skills to had an essential significanced in learning a second language, because it serves as a second them toolsfor communication, thinking and organizing knowledge or ideas..[3] In Senior High School level, writing instructions is managed in basic competence of 2013 curriculum that the students was expected to be able to write some kinds of text namely: recount, persuade, argumentation and descriptive. Particularly in the tenth grade, according to the English syllabus, the students in this grade are expected to master recount text, greetings, narrative text, etc. because recont text included in

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[1] Rahmah Fithriani.(2020). *Grammatical errors in Madrasah Aliyah students' narrative texts: An error Analysis of the surface strategy*. Ta'dib: Journal of Islamic education (Jurnal Pendidikan Islam), p.9

[2] Tien Rafida, The Influence of Using Vaklearning Model On The Students' Achievement In Writing Short Story Text.*(VVISION: Journal of Language, Literature & Education* ISSN: 2086-4213, ol.13, No. 13 Januari-Juni 2018). p.2

[3]Rahmah, Fithriani. Cultural influence on students' perception of written feedback in L2 writing. *Journal of Foreign Language Teaching and Learning*,Vol.3,No.1, January 2018,p.1.

syllabus.[4] Recount text is the most original text that we could find in Senior High School's English book.

Recount text is describes about experience someone's in the past.[5] In their syllabus the students must know the generic structure, language features and grammar in recount text. It's to make the students' can writing in recount text be easier.

However, writing had always been considered a difficult skill to be learned by the most students of Indonesia. The level of difficulties in writing , compared three skills the other namely: speaking, listening and reading, besides including problem-solving and strategies of deploying to reach communication goals.[6] According Didik Santoso those reason why many students' were hard to learnt about English, especially writing and make their scores were low.[7] Based on the researcher, before in class the researcher had found the problems, many of them still difficult to make a idea, to difference verb two in regullar verbs and irregular verbs, and also in generic stucture.

Similarly, based on the data preliminary during Practical Teaching Practice (PPL III), the researcher also found many problems from observation and interview that the students felt difficult to find the ideas to write recount text and also difficult to know right tenses of generic structure in writing recount text.

[4] Depdiknas. . *Kurikulum 2013 Mata Pelajaran Bahasa Inggris.* (Jakarta: Depdiknas. 2013). p.287

[5] Saragih, Silalahi, and pardede, (2014), The Effectiveness of using recount text to improving writing skill for grade III Studentsof kalam kudus elementary school 2 pematang siantar. IOSR Journal of Humanities and Social Science. p.57

[6]Rahmah Fithriani,. Essay for LPDP Dissertation Scholarship: The Urgency of English Writing Skills in Indonesia Academic Setting. State Islamic University of North Sumatra

[7]Didik Santoso. Keterampilan Berbicara Bahasa Inggris. (Medan: Dutag Azhar, ed 2, 2017).p. 7

The problems come from some factors, such as the students do not repeated what they had learned in the school, because that the students' still difficult to attracted the students attention, motivation and the students' also still difficult to get the best score, the teacher not variation in used the media as a technique in teaching learning process.

One the solution was the researcher used the innovative media in learning and teaching process. According to Ministry of Education, media is useful in learning and teaching process. It is applied as speaker or cconnector in delivering the subject from the researcher to the audience and the researcher also mentioned that any seven media which was used by researcher in the classroom there are pictures series, relia or real objects, charts, posters and cartoons, blackboard or white board, audio media, over head projector (OHP), LCD projector".[8] In this media is very good to teaching learning in writing recount text. In this research, the researcher chose pictures series media as the alternative solution to solve the problems.

Based on the previous research, an action research conducted by Lesna Henny Mia Kodoatie. This research was proved that using picture series to help the students in writing,then, this research was explained that the used of pictures series can improved the students' writing skill in organization and content aspect. It was helped the students to generate ideas into a chronological order. In addition, the use of picture series increased the students' motivations in teaching and learning process of writing.

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[8] Ministry of National Education.2009. Instructional Media. Jakarta: Center for Development and mpowerment pf Language Teachers and Education Personnel

Those previous researches was proved that using pictures series is effective to improve students' ability writing of recount text in teaching learning process. Therefore, based on the previous research the researcher want to prove in senior high school by using picture series as a media can improved writing in recount text or not, because the previous research this media had improved in junior high school.

Based on a description above, utilizing of picture series in teaching English at MAS PAB 1 Sampali was believed can improved a studentns' writing ability in recount text. The intended research to be conducted was under the title : **Utilizing Pictures Series to Improve the Students Proficiency Writing of Recount Text at Tenth Grade of Senior High School.**

B   Identification of the Problems

Based on the background of the study, the researcher found many problems in the tenth grades of MAS PAB 1 Sampali, there were some problems related:

1.   The students' writing ability still low.

2.   The teacher is less varied in using media for the learning process.

3.   Teacher still difficult to attract the students' attention, motivation.

4.   Students still difficult to find the main ideas and to analysis generic structure in teaching writing esspecially recount text.

C   Limitation of the Problem

Based on identification of problems above, the researcher focused to improve the students' writing skill on recount text by the media picture series in tenth grade of MAS PAB 1 Sampali in academic year of 2019/2020.

D   Formulation of the Problem

Regarding the background of the study above, so the formulation of this problem this research was conducted at class X of MAS PAB 1 Sampali and aimed to answer the following questions:

1. How is implementation of pictures series media in teaching writing recount text?

2. How the students' writing skill in Recount text can be improved through picture series media?

E   Objective of the Study

Based on formulation the problems that find stated above the objective of the rsearch is the goal of the studied was found whether a media can improved the students' skill in teaching writing of recount text.

1) To describe the implementation of picture series in teaching recount text.

2) To improvethe writing in recount text abilitythrough the pictures series.

F   Significance of the Study

The result of the study is expected to give a contribution to the teaching and learning process of writing recount text in every school of Indonesia as a foreign language country. The significances can be divided into two parts: theoretically and practically.

1.   Theoretical Significance

The result of research can used as a references from their who want to do the research in process teaching learning English esspecialy in writing of recount text.

2. Practical Significances

In practise, this research was expected to be of significsnce to several teaching practitioners to improve further researche with the same research objective. Some practitioners can be seen bellow:

  a) For Students

      This research was showed the result that can helped thestudents' to improve their skills in writing recount text and make them more be active in the learning process.

  b) For the English teacher

      The researcher hopes that this research study can help the teacher to improve students' ability writing in the other genre, and the teacher can using this media to be media in teaching learning.

  c) For FurtherResearchers

      This study can be useful as the reference further researcher who want to condunct a research in the same topic and purpose, It can be used to show that using pictures series can improved students' writing skills and also can be referensi to the other researcher who want to continou this research with the different skill.

CHAPTER II

LITERATURE REVIEW

A   Theoritical Framework

In conduct a study, the theories were needed to explain many the way to apply in a research. The term must be clarified to avoid confusion between the researcher and the readers. In this research, any some of theories explained to support this research, namely: Writing as a language skill. Writing instruction in Indonesian (EFL) context, genres of text in writing, recount text as a genre, media in EFL writing instruction in Indonesia, pictures series.

A.1.   Writing as a Language Skill

In study English, there are four skills that students must master. There are listening, reading writing and speaking. Writing is an important skill for students even we have to consider, because students must know how to write text properly based on grammatically and correctly, then they need to relize the meaning of every sentence[9]. According Didik Santoso the reasons why many of students' are hard to learn about English, especially writing and made their scores were low.[10]

Writing is never a one-step action. It is a creative continuity art.[11] It means that writing is such a develop action because when you first write down something you must ready to think about what you want to write. Therefore, whoever wants to have a good writing skill, they should regularly conduct something processes of writing.

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[9] Alice Oshima & Ann Hogue, (2007), *Introduction to Academic Writing Third Edition*, USA: Person Education Inc, p. 15

[10] Didik Santoso,. Op.cit, p.7

[11] Alice Oshima,. Op.cit, p.16

Allah said in the Qur'an, Al-Alaq verse 4-5 :

عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ ۝ ٱلَّذِى عَلَّمَ بِٱلۡقَلَمِ ۝
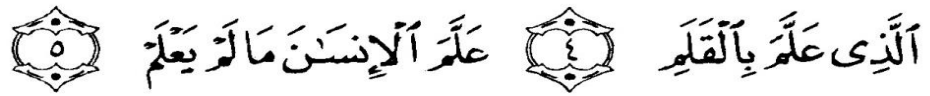
The meaning : Who taught by the pen. Taught man that which he knew not [12].

Based on verse above, Allah explains that he taught man with a pen (Qalam). He taught everything that which we don't know. Here, the pen has big roles, education.[13] Students who are skilled in writing can get better grades than those who are not. It means that writing proposes thinking and studying.

Writing has purpose. There are two ways of looking at the purpose of writing namely: from the author's point of view and from the reader's point of view. [14] Author-centered purpose explains the number of purposes an author is trying to reach with their writing. The author expected that the reader can get information by their writing. The reader's point of view that they can understand and amuse and also get knowledge from what they read.

From the explanation above, the researcher concluded that writing is manner in sending message from the writer to the reader. Through writing, we can convey to others, to carry out transactions, persuade, discussion, and tell how we feel. Students of English Foreign Language

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[12]Http://Ayatalquran-.Net.2015/02/surah-al-alaq-the-clot-terjemah-bahasa-inggris-lengkap

[13] Graham & Perin, (2007), *Writing next: Effective Strategies to Improve Writing of Adolescents in Middle and High School-A Report to Carnegie Corporation of New York*, Washington DC: Alliance for Excelent

[14] Arina Nikitina, (2012), *Improve Your Writing Skill*, Ventus Publishing, p. 18.

(EFL) can learn about writing in order to be able to be a good writer as well as deliver and utter their ideas as it is a learning process.

A.2. Writing Instructions in Indonesian EFL Context

English has always been regarded as difficult subject to study by most Indonesians. "The difficulty level is significantly more in writing skills, compared to the other three skills: listening, speaking and reading, because includes problem solving and using strategies to achieve communicative goals..[15]

According to Daud & Kasim, writing is considered as a demanding skill especialy for learners of a second foreign language.[16] It is a demanding skill because the learners have to think in their language then translate their thought or ideas into English.

In the education based on curriculum 2013 in Indonesia, it is known as the Graduate Competency Standard (SKL) to measure students' writing ability and it has been include in the curriculum in Indonesia. Graduates 'Competency Standards (SKL) is qualifications of graduates' abilities which include knowledge, attitudes, and skills. SKL in Senior High School level English subjects have been added in understanding oral and written discourse in the form of descriptive, recount, news item, narrative, repoort, procedure and exposition. These genres are followed by some standart competencies for all skills.

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[15]RahmahFithriani. Essay for LPDP Dissertation Scholarship: The Urgency of English Writing Skills in Indonesia Academic Setting. State Islamic University of North Sumatra

[16] Sri Wahyuni & M.Khotibul Umam, (2017), *An Analysis on Writing Anxiety of Indonesian EFLCollege Learners*, Journal of Education Vol 4 STAIN, Kediri: JEELS, p. 103.

According to the curriculum, the standard competency of English subjects in senior high schools for writing skills tells various meanings of various short and simple functional essays in the form of recount, narrative, procedure, descriptive, news, spoof, report, analysis, exposition, reprimand exposition, explanation , discussions, and reviews in the context of everyday life. To achieve this standard writing competency, teachers are expected to be creative in designing various classroom activities.[17]

A.3. Genre of Text in EFL Writing

According to Hendri Saputra & Lenny Marzulina,genre is a grouping of similar kinds of text types.[18] Moreover, according to Mutiara O Panjaitan Genre is not a form or type of text, but a way to achieve each communicative goal by using text as its main tool.[19] According Hylan 2003 state genre-basen writing has its own distince features and characteristics, such as: language features, grammatical patern, rhetoric structure or textual element.[20]

Each genre has differences in the functions, structure and language features. One of the genres that the students of tenth grade should learn is Recount text. Recount text describes about someone's experience that

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[17]Badan Nasional Standar Pendidikan,(2006),*Standar Isi untuk satuan Pendidikan Dasar dan Menengah, Standar Kompetensi dan Kompetensi dasar SMP/MTs,* Jakarta: BSNP.

[18] Hendri Saputra & Lenny Marzulina, (2014), *Teaching Writing By Using Process Genre Approach To The Eight Grade Students of SMP Negeri 22 Palembang*, Jurnal Pendidikan dan Pengajaran, Palembang: Edukasi, p. 5.

[19] Mutiara O Panjaitan, (2012), *Analysis of Content Standards for English in Junior Secondary School and Senior Secondary School*, Jakarta Pusat: Pusat Kurikulum dan Perbukuan, p. 145

[20] W.y Dirgeyasa,(2016),Genre-based Aprroaches: what and how to teach and to learn writing, p.47

happened in the past.[21] One genre does not have to be realized in one whole text, or otherwise one whole text can utilize several genres at once.

Based on the research, a genre must be learned for the students there are: recount text, descriptive text, narrative text, report text, etc.[22]

For this study, the researcher focused on the students' writing with the recount text genre.

A.4. Recount Text

Mark and Kathy Anderson, stated that "A recount is a piece of text that retells past events. [23] Recount text is a written text that uses past simple as the main tenses. It can be written from a first or third person point of view. first person means if the event happened to the person who wrote the recount. In addition, the third person is a writer who tells the experiences of others. the writer becomes the observer who tells the story. Both stories tell about someone's experience which is called personal counting. We use a link or sequence of maekers to notify recounts clearly in chronological order. The purpose of recounts is either to inform or to entertain the audience. There are no complications between paricipants and what differentiates them from the narrative.[24]

A.4.1. Generic structure of Recount Text

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[21] Saragih, Silalahi, and pardede, (2014), The Effectiveness of using recount text to improving writing skill for grade III Studentsof kalam kudus elementary school 2 pematang siantar. IOSR Journal of Humanities and Social Science. p.57

[22] W.y Dirgeyasa, Op.cit. p.

[23] Mark Anderson and Kathy Anderson, (1997), *Text Types in English 3*, South Yarra:Macmillan, p. 24.

[24]https://rinaaghna.wordpress.com/2012/11/28/genre-of-recount/(access on 26 july 2020)

Generic structure is something arranged in a definite pattern of organization relating to a sentence or characteristic of a whole group of sentence. The function is to know the structure in writing of recount text, namely: orientation, event and re-orientation.

a. Orientation

In orientation it provides the setting and procedure participants. Specifically, it provides information about (who, where and when).

b. Event

In event, tells the readers what happened, present event in temporal sequence. It is usually in chronological, personal comments and evaluative remarks which are interpresed.

c. Re-orientation

In re-orientation, it is an optional closure of events it rounds of the sequence of event.[25]

A.4.2. Language Features of Recount text

According to Mark and Anderson Language features literary means analyzing language. Language features help you to understand that the writer is saying, the language features of recount text are:

a) Proper noun to identify those involved in the text.

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[25] Steve, Peha. 2003. Assessing Writers. *www.ttms.org*. accses on 20th of February 2019.

b) Descriptive word to give details about who, what, when, where and how.

c) The use of past tense to retell the events.

d) Word that show the order of events (for example, first, next, then).[26]

This is an example of recount text :

ORIENTATION

Last month was my holiday. My family and **I** arranged big plan for spending our holiday. We decided to go to Bali. We went there by plane. We had a wonderful holiday in Bali.

EVENT

We arrived to **Bali** on Saturday. We stayed in the hotel. Bali was a really great place. The people were friendly, the food was great, and the weather was a lot better than at home.

Most days were pretty. At the first day, **I swam** two or three times in a day, but my brother two or three times in a day, but my brother (Niko) just spent all his time lying on the beach with his eyes closed. **The next day** we got and on the bus and went to the north of the island. It must much quieter there than here very beautiful, but not tourist. Then, we went across to the east coast to see some of the old villages.

RE-ORIENTATION

I learned Balinese. I couldn't say much, but it was fun to try. Niko actually spoke it quite well, but he was afraid to open his mounth. So, I was the one who talked to people.

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[26] Anderson, Mark and Kathy Anderson. 2003. *Text Types in English 1 and 2.* Australia: Macmillan Education

The language feature of recount text of the passage above is to inform the reader than there are some proper nouns **(I)**, a descriptive word **(Bali)**, that show past tense **(I swam)**, and words shows time **(The next day)**.

A.5. Media in teaching EFL writing

Media is important in the teaching and learning process. It is used as a facilitator or connector in delivering material from teachers to students. Situations and conditions can be created using the media. It motivates students to improve the learning process. There are types of media used in teaching and learning to improve students' writing skills. According to the Ministry of National Education, there are seven media used by teachers in the classroom which can be seen as follows.[27]

a) Pictures

Teachers can use pictures to stimulate students in creating text. Images can be in the form of photographs of people, places and things in magazines, newspapers, and calendars or printed images are available.

Then, image types prevail in many ways. In addition, there are several criteria for using images as media. Wright stated that the criteria for using images are:

a. They should be easy to prepare,

b. They should be easy to recognize in the classroom,

c. They should be interesting,

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[27] Ministry of National Education. 2009. *Instructional Media*. Jakarta: Center for Development and Empowerment of Language Teachers and Education Personnel.

       d. The activity have to be meaningful and authentic, and

       e. The activity should give rise to a sufficient amount of language.[28]

b) Relia or real objects

       real objects used in teaching and writing process so that learning becomes clear, meaningful and easy to remember.

c) Charts, posters and cartoons

       Graphics show information in the form of diagrams or maps. Posters are large printed images or notices. Posters are used to provide some information or advertise something. Cartoons are cute artistic images.

d) Blackboard or whiteboard

       A blackboard and chalkboard used to attend or draw material to students. The teacher can provide material to students by writing on the board.

e) Audio Media

       The tape recorder and speakers as the audio media provides the authentic material for listening practices.

f) Over Head Projector (OHP)

       It is used to present material more easily using a blackboard or chalkboard. In addition, teachers must pay more attention to students and ensure that students pay more attention to presentations on OHP.

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[28] Wright, Andrew. 1992. *Pictures for Language Learning*. Cambridge: Cambridge University Press.

g)   LCD projector

It is used to link the visualization of material from the computer to the screen.[29]

.   In this study, the researcher focused on utilizing picture series media to the teaching of wrting recount text.

A.6. Pictures Series

According to Wright (1989: 17), images contribute to increasing student interest in learning and motivation in the teaching and learning process in schools.[30] There are several theories proposed that the use of pictures is very useful in the teaching process. According to the Right Image, it contributes to increasing student interest and motivation in the learning process. Furthermore, he explained that images have a sense of language context and can be an aspecific reference point or stimulus to students.[31]Joklova states "The picture is used in a more meaningful and'real-life-communivative' way than being just displayed for students to say whatthey can actually see."[32]

The images are easy to find from a variety of sources. This can be taken from books, the internet, and magazines. Apart from that, there are several types of images; image givers, guide cards, flash cards, posters, and photographs. Wright explained, pictures can motivate students to take part in the teaching and learning process. They

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[29] Ministry of National Education. 2009. *Instructional Media*. Jakarta: Center for Development and Empowerment of Language Teachers and Education Personnel.

[30] Wright, Andrew. 1989. *Pictures for Language Learning.* Cambridge. Cambridge University Press.

[31] *Ibid,.*

[32]Joklova, Katerina. 2009. *Using Pictures in Teaching Vocabulary.* Masaryk University.

contribute to the context in which the language is spoken. Pictures can be described by means of an object or words or subjective criteria. Then, pictures that can be asked questions or substitutions as needed through controlled practice. They stimulate and provide information in conversations, discussions and stories.[33]

According to Wright's sequence images can be saved as they are used to contextualize a story or an explanation of a process. A sequence of images showing multiple actions is called a drawing series. a picture series consists of three or more images. This helps students to develop ideas for written texts. [34] Yunus's statement "A series of pictures is a number of pictures that are related to a sequence of sequences. Therefore, the main function is to tell a story or sequence of eventsThe researcher drew a series of pictures to teach writing text recounts for class X SMA students. From the drawing series, students will get ideas in writing their compositions and generate their imaginative power. A series of pictures used in the teaching and learning process of writing to increase motivation. Therefore, in this research it was used to improve students' motivation in writing.

[33] Wright, *op. cit.,*
[34]Wright, *op. cit.,*

B   Procedures of Teaching Writing by Using Picture Series

There are some ways of teaching writing by using pictures series. One of them is formulated by Gerlach, et.al. as follow:[35]

   a)   The teacher sticks picture series on the white board in front of the class and then ask the students to descibe the picture series or ask the students to make a simple composition based on the picture series

   b)   Besides that, the teacher gives some picture series to some groups of the students.

   c)   In each group, the students were asked to make a simple paragraph or a simple composition related to the picture series given. The students may cooperate with other students from the same group in making their assigment.

   d)   After that the teacher discusses the result of all the groups' works. Here, the researcher makes some corrections to the students' mistakes, if any.

   e)   The final work after being checked by the teacher is attached on the whiteboard of the class. All students can see their works and can compare their works with others.

C   Related Studies

There were some relevant studies related to the use of picture series to improve students' writing ability of recount text. Some of them were reviewed by the researcher below:

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[35] Gerlach, V.S., & Ely, D.P. (1980). Teaching & Media: A Systematic Approach (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall Incorporated.

1. Firstly, an action research conducted by Lesna Henny Mia Kodoatie (2013) entitled "*Improving Students' Skills of Writing Recount Text Using Series Images for the Eighth Student of SMPN 1 Sayegan in the 2012/2013 Academic Year. This research proves that using series pictures helps students in the writing process; planning, composing, editing, and final draft. Then, this study explains that the use of serial images can improve students' abilities in organizational and content aspects. This helps students to generate ideas in chronological order. In addition, the use of serial pictures increases students' motivation in teaching and learning writing process.*

2. Secondly, Eni Yusnita, Clarry Sada and Dewi Novita in their research entitled "Improving Students to Rewrite Text Using Picture Series to the tenth grade students of SMK Panca Bakti Kubu Raya in the academic year 2011/2012". In this study, the authors conducted two cycles as data aids and got students' achievements written from rewriting. From the results of the first cycle, the students scored was 61.5. Prize scores that take effort to get to the goal. Then, a second cycle must be carried out. In the second cycle, the students scored was 66. By showing that students showed that their progress was good. This proves that the students' test scores meet the minimum mastery of learning. This means that the picture increases the ability of students and students pay attention to the teaching and learning process.

3. Lastly, Annisatul Karimah's (2013) research entitled "Using a Series of Pictures to Improve the Ability of Class XI Students to Write Recount

Text at SMK Abdi Negara Muntilan". This study proves that using series pictures is effective in improving students' writing skills in teaching and learning writing processes. In addition, the series of pictures which are useful in terms of directing students to write in a correct way produces students 'ideas, grammar and enriches students' vocabulary. This study also explains that series pictures increase students' motivation and interest in learning English.

D   Conceptual Framework

English is an international language that is very important to study. In Indonesia, English is taught as a foreign language (EFL) and has been included in the Indonesian school curriculum.As the result, the objectives of the English teaching andlearning process must be emphasized at helping the students to be able to develop their performance in English particularly in four skills; reading, writing, speaking and listening their writing competence.

In Curriculum 2013 (K13) of Senior High School Curriculum requires that the students are expected to be able to analyse the social function, structure, and language features of various genres.[36]

However, there are still some problems faced by the students, particularly in MAS PAB 1 Sampali. One of the problem is the teacher used teaching media that are not varied for attracting the students' motivation in learing writing. The teacher also seldom uses media about the contents of the recount text. As a result, students have low motivation in class writing. Then, they cannot construct a good

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[36] Kementrian Pendidikan dan Kebudayaan, *Kurikulum 2013 Kompetensi Dasar Sekolah Menengah Atas dan Madrasah Aliyah*, 2013, p.160

text that deals with coherence and unity. In addition, they also cannot develop ideas in writing..

As noted above, the media have a major role in the process of learning to write. Because the media has the potential as learning tools to develop students' writing skills in text form recount. It can stimulate the students to develop their ideas when creating the story. Pictures are one of the media that helps students in learning English, especially in writing classes.

Based on the above facts, this study applies the principle of the radiant images as a medium of learning writing recount text. This has several advantages in the process of learning to write. First, the use of serial pictures can stimulate students to develop ideas chronologically when the teacher asks students to write recount text. Second, increased student motivation in writing because the image is an interesting tool to attract the attention of students in class writing. In conclusion, the researchers believe that by utilizing media beamed images can improve students' writing skills in recount text in the selected class researchers.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design. Classroom Action Research (CAR) is an action research conducted by a teacher in the classroom. According Hopskin, action research is a research design that can be used to translate a concept into a reality that is more practical. The group can be teachers, students, faculty, parents, and other community members. All group participants have different skills.[37]

Based on the definition above, action research was qualified to be a research design to improve the students writing skill through Picture Series media because this design same with the purpose of researcher. In this classroom action research, researchers using a combination of qualitative and quantitative research. In this classroom action research, researchers collected qualitative data were analyzed qualitatively. However, the results of this class action can be shared with other researchers who have same background as the research process carried out by other researchers.

Through this design, it was expected that the students' writing skill In the recount text it can be improved by using an action research model by Hopskin. This model consists of four main steps, namely: (1) planning, (2) acting, (3) observing and acting.

B. Location and Subject of Research

This research was conducted at MAS PAB 1 Sampali in academic year of 2019/2020. The school is located at Jl. Irian Barat pasar 7 Sampali.This school

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[37] Wina Sanjaya, (2009), *Penelitian Tindakan Kelas,* Jakarta:Prenadamedia Group, p.24

was chosen because it was not too far from the researcher's house so the administration requirements were easier to be finished to get the research permission. Besides, in this school, picture series media has never been used to the English teaching learning process.Furthemore, the action was conducted from January to February 2020.The instructional process is conducted in six days from Monday to Saturday. The lesson started at 07.30am and finished at 13.45 p.m except in Friday, the lesson finished at 11.30 a.m.

The researcher carried out the actions based on the school schedule, especially the English schedule of X grade class of MAS PAB 1 Sampali. The researcher chose this class because in this class the researcher found in preliminary study that there was a shortage of students writing according to their English teacher. Moreover, in this class the syllabus was matched to the research purpose which was impproving the students' writing skill on recount text and the researcher believed it helped the researcher conducted research in this class.

In choosing the sample of the research, the researcher used saturation sampling technique. A unit is an individual participant, group, organization, event, setting, document, or artifact selected as part of the qualitative research, the point at which no new information is forth coming from additional participants or settings. [38] The researcher applied specific criteria as a population (class X) because tenth garde only one in this school. So, the researcher only do research in the class that can be sampled by researcher. In this class consited 29 students,14 male and 15 female.

C. The Procedure of Observation

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[38] Donald Ary, dkk, (2010), *Introduction to Research in Education*, Canada: Nelson Education, Ltd. p.429 and 476

This class action research cycle is dependent on an indicator of whether the cycle can be achieved in one cycle or whether researchers need to continue to the next cycle. The first cycle is implemented based on the problems faced by students in learning vocabulary at the beginning. Cycle consists of: (1) planning, (2) implementation, (3) observation and interpretation, and (4) an analysis of reflection.

The cycle in class action action occurs continuously. But in this study, researchers merely continued the researcher in two cycles. Those two cycles were then conducted based on Hopskin model by forming a downward spiral model. It was started from conductingpreliminary study to know of problems, planning, carrying out the action, observation and reflection to make plans again and so on.

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                    ┌──────────────┐
                    │    Action    │
                    └──────────────┘
            CYCLE I
┌──────────────┐                    ┌──────────────┐
│   Planning   │                    │  Observation │
└──────────────┘                    └──────────────┘
                    ┌──────────────┐
                    │  Reflection  │
                    └──────────────┘
                    ┌──────────────┐
                    │    Action    │
                    └──────────────┘
            CYCLE II
┌──────────────┐                    ┌──────────────┐
│   Planning   │                    │  Observation │
└──────────────┘                    └──────────────┘
                    ┌──────────────┐
                    │  Reflection  │
                    └──────────────┘
                    ⬭ And On
```
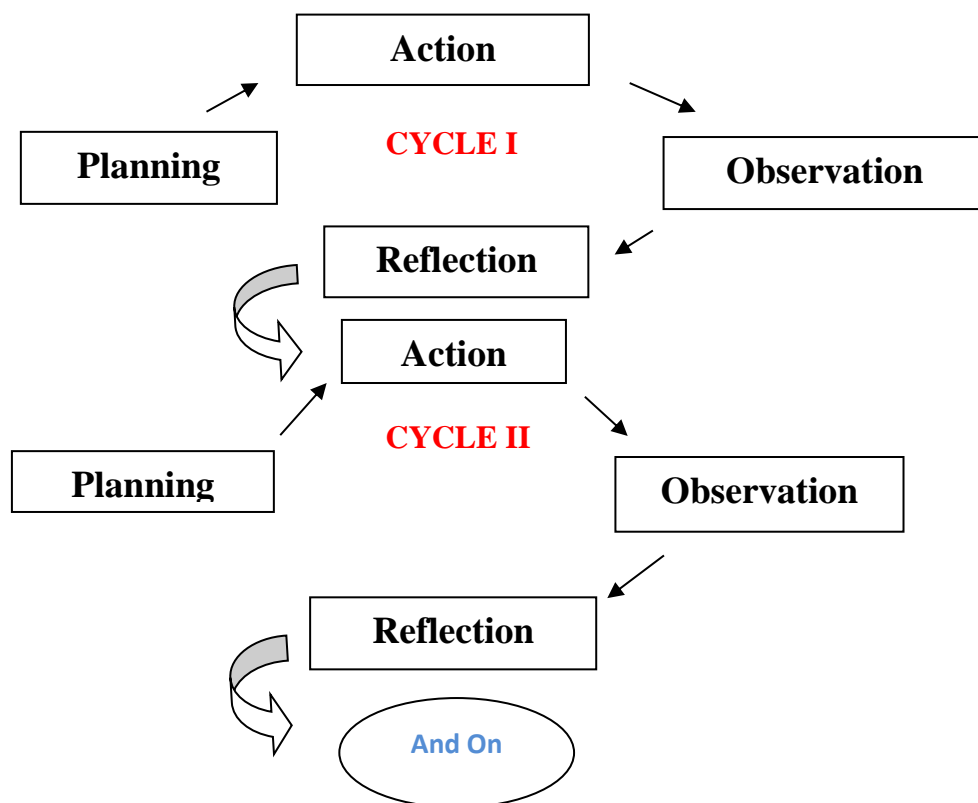
Figure 1.1: Action Resear*c*hModel Hopskin

1) Cycle I

In this cycle the researcher conducted 3 meetings started from giving pre-test and the last was giving post-test. The steps of the first cycle are explained below:

a) Planning

In planning phase, the researcher and the English teacher made some planning based on the findings before conducting cycle 1. Some agreements also were made with the English teacher which was then the researcher replaced the teacher position during the research. Then, thematerial were prepared for teaching process such as lesson plan about writing paragraph **(see appendix I)** and designing the test before and after actionwith the topic"Beach as a pre-test andBorobudur Temple as a post-test**" (see appendix II and IV)**. Preparing list of students' name and scoring. Preparing observation sheet and interview for classroom observation (to know the students' motivation of teaching process when media is applied), **(see appendix XIII)**.

b) Action

In this cycle the researcher conducted 5 meetings,at the first meeting until the end meeting the researcher gave a pre-test and post-test. At the second meeting until fourth meeting the researcher expalined about the material as a clearly.

Furthermore, in this action the researcher had conducted 5 main activities as follow:

Opening activity, in this activity the researcher did the greeting : introduction, call the name of students to fill the presence, after the teacher opening this class before start the lesson, the teacher opened this class by reciting do'a, after that the teacher called the student one by one and the students answered present.

Core activities, the first meeting until fifth meeting the researcher given a test as pre-test The second until fourth meeting researcher make a group to discuss about the material had explained by the researcher.

In the Closing activities, the activities carried out by the researcher are: (1) students and teachers provide feedback on the learning process and results, (2) The teacher tells the students the next material to be studied, (3) the students and the teacher say the closing greetings.

c) Observation

Observations are used to see and capture some information caused by classroom action research. An important aspect of observation is the source of the data such as the instruments used in collecting data and the techniques for assessing the data. In observation, the researcher takes every action, comment. certain feelings and behaviors that appear during writing recount text.

d) Reflection

After collecting the data, the researcher analyzed the data of teaching learning process. The researcher evaluated the pre-test that already gave to the students. Then, the researcher and English teacher reflected herself by seeing the result of the observation, whether the teaching-learning process of writing recount text by using picture series was good to imply in teaching learning process ofthe students of MAS PAB 1 Sampalior not. The reflection's result was having a revision because the result of the test still didn't reach the target score. It was still under KKM 78. Then, the researcher and the English teacher created some plannings of cycle 2 based on the shortages found in the cycle 1. The purpose remained the same to improve students writing skill perfomance in recount text. It also could be used for repairing the teacher's performance in the future.

2) Cycle II

The second cycle is a revision of the first cycle. It contains revisions that must be made after reaching the conclusions in the first cycle. The second cycle has the same phases as the first cycle, namely: planning, acting, observing and reflecting. The purpose of this cycle is to improve students' skills in writing recount text. Some phases conducted in this research are as follow:

a)   Re-planning

Replanning is an activity in planning carried out by the researcher helped by the English teacher. Some plannings created

were: 1) Preparing lesson plan of cycle II. 2) Preparing the same material but the topic was different that was "Borobudur Temple" for teaching. In this cycle, the same method was used but it is just in this cycle a researcher explained more detail than previous cycle; 3) Preparing the lists of students' names and scores;4. Preparing the observation and interview sheets (to know the student's motivation of teaching process when method is applied).5) Finally, preparing the post-test.

b)   Re-action

In this re-action phase, the teacher re-explained about material. In this cycle was conducted in 2 meetings. At the first meeting, the researcher explained the material as clear as possible and made a group of discussion and some exercises. At second meeting, after the researcher explained again to remind the students' knowledge about the material, the researcher gave post-test. The teacher concluded that the material related with the lesson explained. After all clear, the researcher distributed a post-test to the students.

c)   Observation

In this observation phase, the researcher observed the student's capability in understanding of the lessons. Observing the students' attention and all activities in the teaching and learning process.

d)   Reflection

In reflection phase, the researcher was helped by the Englishteacher to analyze the data of the cycle II. The researcher made a conclusion after comparing the student's score between cycle I and II to find out how far the improvement of students' ability in writing recount text. In this cycle a score of the students' grade were increased, because the final score reached the Standard Minimum Scored of English Subject that is 78. Therefore, the cycle stopped here.

D. Technique of Collecting data

This section describes how researchers collect data. data is one is the most important thing in one study. To obtain the required information, researchers also use references from libraries in addition to several journals and reference books that support this. In this study, there are five ways to collect data, namely tests, interviews, observations, daily notes and documentation.

The test is a method used by researchers to measure students' abilities and knowledge in writing skills. The test results measured by the researcher aimed to determine the ability written by the student teacher in the recount text. The type of test used in this study is a written test. Observation is used to see the situation, progress in the process and students' reactions when they make use of the Picture Series media. Documentation is used to show conditions during the learning process. Then, diary entries are the most important things that happen in class. In addition, interviews were also used to add information about the effects of the process learning writing skill in recount text with picture series media.

    a. Test

The aimed of using test is to measure the students' mastery of writing recount text and also to obtain the quantitative data. There were two kinds of test distributed to the students in this research, namely: pre-test and post-test. The result of the test was measured to know the students' writing ability in recount text. In this research, the test was in the form of writing test in which the students needed 30 minutes to do the test. It consisted of 10-15 sentences with the topic in pre-cycle test was same with post-test cycle 1: "Beach" and the topic of post-test in cycle 2: "Borobudur Temple" (see appendix III & IV). Then, the researcher collected the students' work and assessed them using the Oshima and Hogue rubrics. It includes several components which will cover format, punctuation and mechanics, content, organization, grammar and sentence structure (see appendix II).

b. Observation

Observation is a technique used by researchers to collect data related to student activities in the teaching and learning process. Observation sheets have been created based on the situation in the classroom. For example, activities that occur when the researcher takes action in research. In particular, the researcher observed when the researcher explained the material, when the students answered questions or when students did the test seriously **(see appendix XIII).**

c. Interview

The interview is a data collection instrument aimed at directing communication between researchers and research subjects.[39] Researchers in this study reflect all answers to questions that have been given by several students. This interview is used to add information about the student's difficulty in English writing skills and to find out the effect that the student gets after using the pictureseries in learning recount text, and the researcher did the interview before and after doing the pre-test and post-test**(see appendix XII).**

Beside that, the reseracher also interviewed the English teacher to add the information about development of the students before and after the students learned about recount text by using pisture series media **(see appendix XII).**

d. Diary Notes

Diary note is one of the research instruments used to record every action that happened during research and observation, which happened.[40] Researcher's notes are used to write down the activities of all students in the class during the teaching and learning process. research records from personal evaluation of events in class whether progress or new things found during the study. the researcher wrote all new data after every single encounter (see appendix XI).

e. Documentation

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[39] Rusdy ananda dkk, Penelitian Tindakan Kelas. (Bandung: Citapustaka Media, 2015). P.88

[40] Kunandar. Langka Muda Penelitian Tindakan Kelas. (Jakarta: PT Raja Grafindo Persada. 2000). p.195

The documentation method is used to retrieve documents / data that support research. Cover data, student learning outcomes, and all pictures taken when doing research.[41] When the researcher took the data for documentation, the researcher took result test of the students and the pictures of the students and the researcher during the teaching learning process.

E. Technique of the Data Analysis

Data analysis in this study used qualitative data and quantitative data. There are several steps that must be taken to obtain both qualitative and quantitative analysis. Below is a detailed description of the steps for analyzing the data::

1. Qualitative Data

Qualitative data is used to describe the current situation of teaching and learning. Data analysis was obtained from observation, interviews, daily notes and documentation. According to Miles and Huberman, there are three steps of qualitative analysis, as follows:

a. Data reduction

There are several steps that researchers took in the data reduction process: 1). Summarize data that are directly related to events, situations and conditions at the research location. In this step, the researcher selects the relevant data for the research. 2). Coding, the researcher makes detailed information from the data that has been previously summarized. Researchers created codes or symbols for

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[41] Prof Dr Syamsudin AR MS. Metode Penelitian Pendidikan Bahasa. (Bandung :Rosda,2006). p.240

short data collections. 3). Researchers recorded objective data and made classifications and edited data based on factual situations. 4). Researchers reflect the data and provide thoughtful ideas relating to information data. In this process, researchers discover the importance of development.

b. Data display.

In data display there were some stepsthat have been done by the researcher there were: 1) Collecting the result of data reduction. 2). Arranging the relevant data of research. 3). Making a diagram that contains of codes or symbols (words or phrasal verbs).

c. Conclusion/verification

The final process of qualitative analysis is levers. Researchers make from the results of the data display. The draw / leverage process aims to clarify the explanation that has been presented in the data display.

After the process of data qualitative analysis was completed, the researcher made sure the trustworthines of the data by using peer debrief and member check.In peer debrief, there were at least two peer debrief that helped the researcher. They are the researcher's lecturer and the English teacher who are experts in analyzing qualitative data. In the process of peer debrief, the researcher consulted to the lecturer and the English teacher to reflect on what went right (or wrong) in each stage of data analysis.

2. The second is a member of the check. Member of the check, the researcher again checks the data that has been obtained from students or the English teacher as collaborators. Researchers answered interview sheets from students and collaborators to ensure that their answers were the same as those of the interviews.Quantitative Data

The quantitative data was used to analyze the score of students' writing ability. The data of quantitative were scored by using the rubrics of assessment that adopted by Oshima and Hogue. There were some aspects of assessment in writing such as format, punctuation and mechanics, content, organization, grammar and sentence structure **(see appendix II)**.

Furthermore, the researcher uses the formula to know the mean and the percentage of the students that improved the writing ability of recount test by using information of usingpicture series media.

To calculate the mean of data, the reseacher used the formula as follow :

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

X = Class mean score

$\sum x$ = The total score

N = The total number of students[42]

Next, to categorize the number of students who were competent in mastering recount text, the formula applied was as follow**:**

$$\mathbf{P} = \frac{\mathbf{R}}{\mathbf{N}} \ \mathbf{x\ 100\%}$$

P = Percentage of student

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[42] Indra Jaya and Ardat. 2013. *Penerapan Statistik untuk Pendidikan*. Bandung : Citapustaka Media Perintis.

R = The number of thos who get the point

N = The total number of student taking the test

CHAPTER IV

RESEARCH FINDINGS AND DISSCUSSION

A.   Research Findings

Researchers' findings that the other researcher did research by using picture series in the class was to improve students' writing skills of recount text in tenth grade students of MAS PAB 1 Sampali.The obtained Data were analyzed qualitatively and quantitatively. Qualitative data were taken from interviews, observation sheets and documentation. Quantitative data is taken from the students' average score in doing the questions. Researchers were conducted in one class with 30 students. In addition, it is done in two cycles. Each cycle consists of four stages, namely planning, implementing the action, observing and reflecting. Cycle I consisted of three meetings, namely pre-test and post-test, giving materials and testing in cycle I. Cycle II consisted of two meetings. They were given material and tests in cycle II. The tests given to students are pre-test and post-test, tests in cycle I and tests in cycle II

A.1.Preliminary Study

In this preliminary data the researcher conducted interviews and observations. Interviews and observations were carried out before the implementation of cycle I. Students had difficulty understanding the recount text.

From the results of interview, it was seen that the students experienced had several obstacles grammar or structure in writing recount text **(see appendix XII, trancript interview IV).** The Minimum Passing Grade in that school was 75.

Furthermore, by doing interview to the students and the English teacher the researcher found that the ability of students' in writing recount text was low.

> **R:** *So the problem was vocab, the main problem was vocab. Then is there another problem, sir? Like the writing procedure*
> **GBI:** *There are problems, such as capital letters. This is semaca, phenomenon. Not just in English, in Indonesian too*
> **R:** *Bring up the idea of writing they find it difficult?*
> **GBI:** *Yes, what I said earlier, if I was told to write freely, they couldn't yet. So it must be guided by an explanation of its structure or by questions*
>
> Interview sheet 1-Appendix XII

The observation sheet was used to measure the level of the students' activities during teaching learning process. Based on the preliminary study, the students' activities in the classroom were not enthusiastic to know about the material.

Based on the result of interview and observation above, the researcher found many problems faced by students in teaching and learning process, for example: the students still don't know about the generic structure and still weak to bring up the idea in writing skill and the students also weak in grammar to determine where is verb 2 in regular verbs and irregular verbs.

In conclusion, it can be seen that the reason for the weak skill of students to write is because the students don't have the variation media in teaching learning process, so make a students' not interested to study.

A.2. Report of Cycle 1

1.   **Planning**

The researcher planned to conduct the first cycle in three meetings. In this steps, the researcher had prepared all of the materialsthat were used in teaching learning process,such as: preparing observation guide, interview guide, conducting the test, preparing the lesson plan by usingpicture series method with the topic lesson plan used *"Beach"*.

2.   **Action**

The action was performed three times on 7, 9, and November 14 2020. The research team shared some exercise during cycles. Researchers carrying out the action, while the English teachers observe teaching and learning process. Detailed Description Cycle 1 are presented as follows:

a. **First Meeting (7th January 2020)**

The first meeting of cycle 1 was held on January 7, 2020. When the researcher entered class X1, the class conditions were very noisy. It takes time to calm students down. Then, the researcher open the lesson by greeting, praying and checking the attendance list.

To activate students' background knowledge, researchers started learning by placing a series of pictures on the board titled "George's Diary ". Students are asked to observe and identify the pictures. They looked enthusiastic when they asked some questions regarding the photo. They compete to answer these questions.

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*R started the lesson by sticking to a picture series titled"*George'sDiary*", then R conducted a question and answer session with Ss. Rasked several questions*

relating to the picture series, such as"What can you see in the picture", "What happen?". Then Ss enthusiastically answered *"liburaaaan.." "kemaah" "jatuh, Miss". Kemah.*What is the English word for "kemah?" *Some SS whispered and one of the students answered "Camping?" "Yes. You are right. The English word for camping is camping. "*

<div align="right">Diary note 3– Appendix X</div>

The series of images provided to attract the attention of students and stimulate them to express ideas and opinions on the rendered image. By exploring these pictures, the students also learn a few new words in the English language that can enrich their vocabulary.

After the students identified the images, the researcher provided a recount text model related to the previously given series of images. They are asked to read it. When he asked them to read aloud, none of them would make the request. Then he decided to direct a few students to read, but only one of them did the command. The designated student was embarrassed at first when asked to read, he said that he could not read English, but researchers still motivated him.

R asked Ss for read the text entiteled"George'sDiary", *but no one from Ss want to read it. They look embarrassed and don't dare to read. When R* appoint one *student, he said cannot.* "Ilham, please read the text entitled MyHoliday" *"Aku nggak bisa, Miss. Kalo salah gimana?. R then give a motivation to Ss and finally Ss want to read it.*

<div align="right">Diary note 3– Appendix X</div>

From previous field notes, none of the students who wanted to read the text indicated that they still had low motivation and enthusiasm for learning. Another reason why not the student will read the text is because of the fear of making mistakes. Then the

researcher continues to motivate students because one of the teacher's roles is as a motivator.

After the text was read by several students, the researcher continued learning by asking about the contents of the story. He asked about the story's setting, characters, and events. These activities lead students on an explanation of the use of text recount, its organization and its goals. Some students can answer the question correctly. Then researchers began to explain about the recount text, its purpose, and its generic structure, with reference to the previously given text. Students seem to understand the explanation and write down the explanation given.

The next activity explains the use of conjunctions. Recount text has several language features that students should understand. One of them is the use of conjunctions such as: First, After That, Later. The students were asked to identify the words in bold in the text "George's Diary". Words in bold are conjunctions. Then the researcher leads a discussion about the use of conjunctions. The discussion was conducted by researchers to prevent students from becoming passive in the teaching and learning process. When students are actively involved in discussions, they will easily study the material provided and feel free to ask questions or provide ideas and opinions.

Researchers put a series of pictures entitled "Holidays in Scotland" on paper and a jumbled paragraph underneath. Students

are asked to arrange randomized paragraphs into a good story based on a series of pictures. This activity is given to test students' understanding of the generic structure of recount text and story sequences. In this lesson students are divided into four groups and each group competes to compose paragraphs. While enjoying the activities, they also studied the material provided without any burden.

After all the exercise is completed, researchers asked what they had learned that day. Some students were able to retell the material provided and what they have learned well, and they seemed interested. Then the class ends with a prayer.

b. **Second Meeting (9th January 2020)**

The second meeting of cycle 1 was conducted on January 9, 2020. Researchers into class and say hello to the students. After praying and checking the attendance list, he started the lesson by reviewing the materials of their last meeting.

Firstly R asked to them what had learned in first meeting, Ss answered enthusiastically. "What have welearned on our last meeting?" "Recount text, Miss…" "What do you knowabout recount text?" *"Teks yang menceritakan pengalaman masa lalu"*

Diary note 4– Appendix X

First, the researchers gave the students recount text along with a series of images titled "The Beach", they asked how to do the exercises. He asks them to make a paragraph of text recount based on the general structure they have learned previously. He also asked them to pay attention to punctuation and capital letters

used in writing the text. He gives an account of the use of punctuation (,) and dot (.) To the students. He also explains what should be capitalized capitalization at the beginning of nouns, etc.

Some of them have difficulty changing verb form. They had never done such activities before. Most of them asked, as a result the researcher had to go to them to answer their questions. Then the researchers propose to open the dictionary, but most do not take him even asked to bring a dictionary at the previous meeting. Some of them bring a dictionary, making exercise takes a long time to be resolved. After the completion of the first exercise, researchers and students to discuss the exercises together. Some students are still working on the wrong problem. Currently, about twenty minutes later, several students have finished writing so that the researchers collected the results of his work. However, some students have not. Researchers then asked them to complete and submit it later after school.

c. **Third meeting 14th January 2020**

The last meeting of cycle 1 was held on January 14, 2020. This meeting aims to test students' writing skills after doing some exercises at the previous meeting.

Researchers start the lesson by greeting and prayer. After checking the attendance list, he asks the students to see the material before. Before continuing with the lesson, he recalled the students'

knowledge of recount text and language features. Some students answered correctly and a few more sufficient.

The next activity the researcher distributed smears to students. The paper contains a series of pictures of "Beach". Then he explained for students what they should do, they have to make a sentence based on a series of images. Some of them direct order but some are still confused what to do. Then he repeated the command.

After all students worked on assignments, Researchers around the class monitor to check the students' writing process and answer any questions the students when they run into trouble.

Some students have difficulty making correct sentences. They ask a lot. Most of them don't know the correct vocabulary to use or the English form of some words. The researcher invites them to take a walk around the class to ask their friends when they are having trouble because they are having trouble handling their questions..

R walked around the class to monitor the work of Ss. Some Ss encountered problems in making sentences. However, most of them do not know the right words to use. Because R cannot deal with one of the Ss questions, R asks Ss to ask a friend who can or open a dictionary. R corrects a few Ss sentences and corrects if an error occurs.

Diarynote 5 –Appendix X

After checking out some of the writings of students, researchers asked students to create a text recount based on the general structure they have written. It reminds us of the general structure and the use of conjunctions recount text. They seemed to

understand and begin to make a request. About 30 minutes later, he asked them to submit writings. The lesson concludes with a prayer.

Quantitatively, Overall, the results of the post test cycle I obtained a total score of 2300 students and the number of students who succeeded in the test was 22 out of 29 students. Hence, the mean score of students from the western test was 79.3 (Appendix VII). The percentage of student scores on the test is 22 students who look successful and get a score of 75 or up to 75 is 75, 8%. It can be seen that the students' scores in my post-test improved higher than that of the pre-test. Based on the results of the post test I, it is necessary to do cycle II.

Table 4.1 The Percentage of Students' Writing Skill

Meeting	Students who got ≥70	Percentage
Pre-test	13	44,8 %
cycle I	22	75,8%

3. Observation

Observations were made to see what students were doing during the teaching and learning process. Observation results were collected based on observational data. Teachers can improve students' writing skills even though most students are still not active and less interested in writing. In the interaction be Observations were made to see what students were doing during the teaching and learning process. Observation results were collected based on observational data. Teachers can improve students'

writing skills even though most students are still not active and less interested in writing. In the interaction between researchers and students, students look enthusiastic and active in the learning process. Researchers in the control class are good.tween researchers and students, students look enthusiastic and active in the learning process. Researchers in the control class are good.   It was also strengthned by the result of interview with the students as follow:

 "".*dengan Media itu membuat kami bersemangat menjawab soal Miss, pembelajarannya menyenangkan miss, pelajaran tidak membosankan*(Media that makes us eager to answer question's Miss, miss fun learning, the lessons are not boring).In conclusion their feel more confident for expressing their opinion. The interview transcript can be **(see appendix XII)**.

The qualitative data were taken from interviews with English teachers and students, observation, daily notes and documentation. The results of the first interview with the English teacher showed that 50% of students are interested in writing recount text and 50% are low.

4.   **Reflection**

The quantitative data were taken from the results of the test given to the students. The researcher collected the data based on the result of the test, in this cycle the result value does not fulfill the criteria, and then based on qualitative the researcher and English teacher can conclude the students still difficult to understanding in writing especially recount text in grammar, idea, vocabulary and generic stucture.

Furthermore, discussing student participation. From the results of the student worksheet score analysis cycle I, it was found that the students did not understand well about generic structures. Therefore, it is necessary to revise the implementation and planning before it is implemented to see the next cycle in order to achieve the success criteria of this study. The test results show that the action in cycle I has not achieved the success of the action, it takes 19.9% to achieve the Minimum Completion Criteria (KKM) so that teachers and researchers must move to the next cycle..

A.3. Report of Cycle II

1. Re-Planning

After discussing the results of Cycle 1 with collaborators, the researcher plans to carry out Cycle 2 Cycle 2 which aims to provide solutions to the weaknesses of Cycle 1. The focus of action in Cycle II planned by the collaborator and colleagues is. still the same as in the Cycle 1 only different in the topic "Borobudur Temple" in this cycle the activities conducted were more detail to explain about material. The result from this phase was divided in two also, that were qualitative data and quantitative data.

2. Re-Action

The action in the second cycle was conducted in two meetings. It was on January 16th and 21st, 2020. The research team shared some exercise during cycles. Researchers carrying out the action, while the English teachers observe teaching and learning process. Detailed Description Cycle 2 is presented as follows.

a. First meeting 16th January 2020

The first meeting of the cycle 2 held on 16 January 2020. The meeting aims to improve students' writing skills by correcting an error in the previous cycle. As always research into the classroom and opened the lesson by praying and checking the attendance list. Prior to the next stage, he asked the difficulties faced by students at the previous meeting

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R opened the lesson by conducting question and answer about the obstacles faced by Ss at the meetings that had been conducted."Do you findany difficulties in writing recount?" *"ngomong apa Miss?" "Kesulitan dalam menulis Recount ada tidak?" "Aku bingung kata-katanya Miss" "Kalo aku bikin kalimat biar bagus"*

Diary Note 6 – Appendix X

After students finish correcting their writing, the researcher explains the main mistakes they made. There are errors in vocabulary, grammar, capitalization and punctuation, as well as in sentence structure. So he explained again briefly about these aspects of writing.

In the previous cycle, most students experienced errors in the use of past verbs. Therefore, in this meeting the use of past verbs will be emphasized more. First, they were given a series of pictures entitled "Candi Borobudur", they had to make a story based on that picture. They have no difficulty in doing the assignment because they already have the dictionary as previously described. When discussing the assignment, they don't seem to be having a hard time.Furthermore, students were given the task to make a recount

text based on a series of pictures entitled "Candi Borobudur". They were asked to write as many sentences as possible describing each picture as in the previous exercise, but the series of pictures given this time were not finished, they had to make their own story to finish the story. This can stimulate students' imagination in developing their own stories. Some students still have difficulties but others really enjoy writing their own stories because they can use their own imaginations.

R frees Ss to make up his own ending from the story "Borobudur Temple". *Ss looks enthusiastic, although some look confused to determine the end of the story.* "Miss,kalo tamatnya dibikin selamat semua boleh to? "Yes, do it as youwish"

Diary Note 6 – Appendix X

After completing the "Borobudur Temple" story, students are asked to submit their writing. The researcher then asked them about the day's difficulties, summarized what they had learned, and concluded the lesson ended with a prayer.

b. Second meeting 21st January 2020

Cycle 2 The last meeting held on 21 January 2020. The researchers entered the classroom and opened with prayer lesson and check the attendance list. He told the students that it was their last meeting. Then he started the lesson to remember what they have created.

R distributed the paper to Ss and asked to write a recount text with the theme "Borobudur Temple". R walked around to check the work of students and help

members if there was a SS who was having difficulty. Some Ss ask about vocabulary they don't know about. "Miss, what English is it falling?"

Diary note 7-Appendix X

Then he briefly reviewed the material provided including the purpose, generic structure, and features of the recount text language.

After the students' writing was completed at the first meeting, the researcher collected the student's writing assignments. After the students filled out the assignment, the researcher thanked him and ended the last meeting by saying a prayer, and the researcher did not forget to thank him for your attention and participation.

3. **Observation**

Observations were made in cycle II. All activities during the teaching and learning process have been observed. The results of the second interview with the English teacher showed that there was an increase in students' writing skills. Student activity increased from before. In addition, the results of interviews with students showed that in expressing opinions, students knew better about writing and were able to write recount text in English better than before. In answering teacher questions, students can answer them. Interview transcripts can be seen in the VI diary notes.Quantitatively the results of the post test cycle II obtained a total score of 2750 students and the number of students who succeeded in the test was 26 students, and the average score of the students 'test was 94., 8. It can be concluded that the students' scores on the post test II increased. The percentage of student

scores was 89.6% consisting of 26 students who succeeded and achieved a score of 75 or more 75. So, post test II was categorized as successful. This data can be seen in the attachment.

Table 4.2 Comparison of Students' Score

Meeting	Students who got $\geq$70	Percentage
Pre-test	13	44,8 %
cycle I	22	75,8%
cycle II	26	89,6%

4. **Reflection**

The researcher implemented the picture series in cycle II with many constraints. Meanwhile the researchers reflected on the implementation of each cycle. In this case, the researcher needs help from an English teacher who acts as a collaborator to analyze the data obtained from observations and interviews to evaluate the action and find out what works or does not work in the action. At this stage, feedback on the teaching and learning process is taken from the results of observations, tests, documentation, and interviews. Therefore, the researcher concluded that after checking the students 'tests, the researcher found that the students' scores and skills in writing recount text had increased. Most of the students' scores improved from the first test to the third test. Therefore, the researcher and the collaborators decided that the cycle could be stopped because the results showed that

the students' skills in writing recount text were improved by applying serial images in class.

B.   Dicussion

The purpose of the study is to find out whether there is improvement in writing ability of recount text of grade X students who are taught by using Picture Series. The discussion in this study is a Pre-Cycle, Cycle I and Cycle II. In the pre-cycle write the authors conducted tests to determine the students' writing skills. Then in the first cycle the author has acted utilization Picture Series. The writer continued to Cycle II to prove that implementing Picture Series can improve the grade tenth students writing ability on recount text. In addition, research findings prove that there is an increased ability to write text recount tenth grade students taught using the Picture Series event though there are problems in implementation. picture series.

Related to the findings of this study about the implementation of picture series.According to Wright pictures contribute to prove the students' interest and motivation in the teaching learning process. The researcher also found what Wright said, actually used the media pictures series made the students' interested and motivation in learning process. The researcher concluded that based on their score and based on the situation in the class when learning process.

Lesna Henny Mia Kodoatie also admitted that The use of images beamed increase student motivation in the process of learning to write. Researchers noticed that supports text modeling student knowledge in vocabulary, grammar, and text features.

Wright explains that the images can motivate students to follow the teaching and learning process. Research shows that the use of images beamed effective to improve students' writing skills in the process of learning to write. In addition, a series of images useful in terms of directing students to write in the correct organization, generate ideas students, grammatically correct, and enrich students' vocabulary. The study also found that the serial image boost student motivation and interest in learning English. However, the researcher can proved the result score of students.

Eni Yusnita, Clarry Sada and Dewi Novita in their research found that there was the achievement of the students' writing of a recount text. From the result of first cycle, the students score was 61.5. The score presents that it need effort to gain the goal. Then, the second cycle should be conducted. In the second cycle, the students score was 66. It can be concluded that the students shown Reviews their good progress. It was proved that the test scores of the students fulfilled the minimum learning mastery. In this study, researchers have proven it. First, the increase is evident in the increased value of students from pre-test to post-test cycle of the first and second post-test cycle. In the pre-test students who received grades of 75 or more as many as 13 out of 29 students (44.8%). At posttest the first cycle, students who scored 75 or more as many as 22 out of 29 students (75.8%). At posttest second cycle students who received grades of 75 or more as many as 26 out of 29 students (89.6%). That is, a series of images increase the ability and the attention of students in the learning process.

Based on the data qualitative, it was taken from the result of observation and interview. It was found that the class ran effectively and the students more

active while learning. The students focused and paid attention to the researcher when the researcher explained about the lesson. Then, there was the improvement of the researcher in teaching English especially writing recount text. It could be proven from the result of observation that the researcher could activate the students in learning. It made the students'score improved and achieved the target (KKM). It indicated that the implementation of Picture Series can help the students in writing recount text. From the explanation above, the research could be concluded that the implementation of picture series can improve the students' in writing recount text. It could be seen from quantitative data which the students, score got better in every test.

Based on previous research, Firstly, research actions carried out by Henny Lesna Mia Kodoatie entitled "Improving Student Recount Text Writing Skills Using Student Series Figure Eight SMPN1 Sayegan 2012/2013 Academic Year. "This study proves that the use of images that are emitted can help students in the writing process; planning, drafting, editing, and manufacturing of the final draft. The study explains that the use of radiant image can enhance students' skills in organization and isi.Hal helps students to generate ideas in order kronologis.Selain the use of images beamed to increase the motivation of students in the learning process of writing.

Karimah Annisatul study titled "Using Images to Enhance Capabilities Series Class XI Student Writing Text Recount in vocational Abdi Negara Muntilan". Research shows that the use of images beamed effective to improve students' writing skills in the process of learning to write. In addition, the series of images useful in terms of directing students to write correctly generate students 'ideas,

grammar and enrich students' vocabulary. The study also explains that the picture

series to increase motivation and interest in learning the English language student.

CHAPTER V

CONCLUSION AND SUGGESTION

A.   Conclusion

Based on the research findings and discussion above, it can be concluded that by utilizing of picture series as a media to teach recounttext at the tenth grade of MAS PAB 1 Sampali can improve the students' skill in writing recount text. It can be proved from the following facts.

First, the increase is evident in the increased value of students from pre-test to post-test cycle of the first and second post-test cycle. In the pre-test students who received grades of 75 or more as many as 13 out of 29 students (44.8%). In the post test cycle I students who received grades of 75 or more as many as 22 out of 29 students (75.8%) in post test cycle II students who scored 75 or more 26 than 29 students (89.6%). From the first test until the third test, the majority of student scores increased from the first test to the third test.

Second, from the result of qualitative data analysis, it showed that the class condition during teaching learning process creates the positive atmosphere in the classroom, and also make students creative in finding the ideas. Besides, the result of observation sheet showed that the studentst gave positive renponses to the implementation of pictures series in the teaching learning process of writing. Moreover, picture series would be alternative method inin teaching writing.

Therefore, the utilizing of pictures series is believed to help the students improve the students' writing skill. In addition, the use of images beamed to the learning process easier for students to memorize the generic structures and bridges

students to obtain information on the content of the text and improve memory retention.

B.   Suggestion

Based on the conclusion, results of this study showed that an increase in students' writing skills in recount text by using the Picture Series. Regarding the results of this study, researchers wanted to suggest some practitioners as follows:

1. Students

    The students should be more active to practice Reviews their ability in studying writing. Picture series is one way that could be choosen by the students Because they can write the text so simply. The students could be more talk of active communicative during the process of learning.

2. Teachers

    English Teachers need to vary the use of radiant imaging techniques in the classroom so that learning can be more effective writing. Learning process doing the learning. It is important for teachers to learn how to improve its ability to teach and create a good classroom atmosphere, so that students are more active and comfortable in the learning process. Teachers should establish an atmosphere of fun and learning processes to improve students' skills in writing test recount because there are still some steps that follow. By using mediation serial image then this situation would be easily made.

3. Other Researchers

    The results of this study are expected to encourage other researchers to conduct further research using radiant images in other skill areas such as

speech and writing. This research still needs to be revised by other researchers not only on the same topic with this research but also on the different topics and aspects that are closest to this research topic.

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APPENDICES

RUBRIK PEDOMAN PENSKORAN PENGETAHUAN

Scoring Rubric: Paragraph Criteria	Maximum Score	Actual Score
Format - 5 points		
There is a title	1	………… ..
There is centered	1	………… ..
The first line is intended	1	………… ..
The writing is tidy and clean	2	………… ..
Total	5	
Punctuation and Mechanics - 5 points		
There is a period after every sentence	1	………… ..
Capital letters are used correctly	1	………… ..
The spelling is correct	1	………… ..
Commas are used correctly	2	………… ..
Total	5	
Content - 20 points		
The paragraph fits the assignment	5	………… ..
The paragraph is interesting to read	5	………… ..
The paragraph uses the writer 's care and thought	10	………… ..
Total	20	
Organization - 35 points		………… ..
The paragraph begins with identification	10	………… ..
The paragraph contains several descriptions of supporting sentences that explain or prove identification	20	………… ..
The paragraph ends with an appropriate concluding sentence	5	
Total	35	
Grammar and Sentence Structure - 35 points		
Estimate a grammar and a sentence structure	35	
		………… ..
Total	35	
Grand Score	100	………… ..

Table 1.4 Rubric Scoringby Oshima and Hogue

APPENDIX III

Exercise 1 (Cycle I)

Pre-Test and Post-Test

Do you have an unfogottable experience when you spent your holidays ? write down a story about your holiday in the box bellow based on this picture !!

BEACH

APPENDIX IV

Answer Key about "BEACH"

Last vacation, me and my friends went to the beach near from our city. We set off early in the morning and got there at 8 am fortunately, the day was sunny. The beaches looked so lovely under the bright blue sky. It is remarkable to feel the sand beneath our feet and a light breeze gently blowing our hair.

By afternoon, we began to feel hungry, so we decided to go to the nearest shop. The fish looks fresh and lots of seafood menu listed here. We ordered grilled fish. The meal was delicious because it is made from fresh ingredients. We fill our stomachs our heart's content.

We stayed until sunset as many people say the view is incredible. We take great photographs as a memento of our wonderful moments here. We went home feeling happy and refreshed, ready for our daily routine, going to school the next day.

APPENDIX V

Exercise 2 (Cycle II)

Post-Test

The picture serries bellow tell you about the story, Make a story based on the picture bellow !!

BOROBUDUR TEMPLE

APPENDIX VI

Answer Key About "Borobudur Temple"

Three years ago, I and my classmates to visit Borobudur. We went to Borobudur by bus. We left school at nine o'clock. It took us 24 hours to get there. I arrived there at nine o'clock the next morning. Along the way, we saw a lot of cars, houses a unique, prominent buildings, and several other tourists.Once we arrived at the temple of Borobudur, one of the teachers I went to buy a ticket. After we waited a while we get into the area of Borobudur Temple. We climbed to the top of the temple. Borobudur was built in the village of Budur, Magelang, Central Java by the Sailendra dynasty. Borobudur Temple is the largest temple in the world. Has 504 statues and 1,400 reliefs. From the top of the temple we can see such a beautiful view. Me and my friends around the temple together. Finally, after several visits, we had to go to the hotel to stay and continue the next day study tour.

We were tired that day but we were very pleased to visit the famous Borobudur temple as one of the largest ever owned heritage Indonesia. I hope this temple can be liked by all visitors and the government.

APPENDIX VII

The Students' During Pre-Test, Post-Test I & II

1.5. Table of Pre-test, Post-Test I and II score.

No	Name of Students	Score		
		Pre Test	**Post Test I**	**Post Test II**
1	Anjas Kuswantara	65	65	90
2	Anugrah Panca Dinata	70	85	100
3	Cintia Melani	65	70	70
4	Dimas Linovin Al-qaf	80	85	95
5	Diandra Paramita	85	85	100
6	Fafi Rahmatillah	70	65	90
7	Gilang Ramadhan	60	70	100
8	Hiffur Rizky Husni	70	80	95
9	Illis Khairunnisa	65	70	100
10	Ihsanul Hafizh	75	75	100
11	M. Arif	65	80	100
12	M.Zikkry Ilham Siddiq	70	85	100
13	M. Daffa Al-Matin	65	90	100
14	Mustika Sari	75	85	100
15	Nadya Putri Nst	70	90	100
16	Nur Vita Sari	80	80	95
17	Nadya Fadilla	70	80	100
18	Novita Sari	70	85	90
19	Novi Elizha PurnamaSari	65	80	95

20	Nur Laila	75	85	100
21	Raudha Fikkriyah Nst	80	80	70
22	Saputri	65	90	100
23	Sekar Sila Rukmana	75	90	100
24	Sabra Galih Buana	70	70	70
25	Sofia Ranti	85	80	100
26	Teuku Maulana	80	85	90
27	Wahda Mutiara	70	80	100
28	Yesti Khairani Sukma	80	80	100
29	Yuda Prasetya	90	85	100
TOTAL		**TOTAL**	$\Sigma x = 2105$ $M = 72,5$	$\Sigma x = 2300$ $M = 79,3$

APPENDIX VIII

The Students' Test Result in Pre-Test

1.6 Table of Pre-test Result

No	Respondents	Score	Passing Grade of Students (> 75)
1	Anjas Kuswantara	65	Unsuccesful
2	Anugrah Panca Dinata	70	Unsuccesful
3	Cintia Melani	65	Unsuccesful
4	Dimas Linovin Al-qaf	80	Succesful
5	Diandra Paramita	85	Succesful
6	Fafi Rahmatillah	70	Unsuccesful
7	Gilang Ramadhan	60	Succesful
8	Hiffur Rizky Husni	70	Unsuccesful
9	Illis Khairunnisa	65	Unsuccesful
10	Ihsanul Hafizh	75	Succesful
11	M. Arif	65	Unsuccesful
12	M.Zikkry Ilham Siddiq	70	Unsuccesful
13	M. Daffa Al-Matin	65	Unsuccesful
14	Mustika Sari	75	Succesful
15	Nadya Putri Nst	70	Unsuccesful
16	Nur Vita Sari	80	Succesful
17	Nadya Fadilla	70	Unsuccesful
18	Novita Sari	70	Unsuccesful
19	Novi Elizha Purnama Sari	65	Unsuccesful

20	Nur Laila	75	Succesful
21	Raudha Fikkriyah Nst	80	Succesful
22	Saputri	65	Unsuccesful
23	Sekar Sila Rukmana	75	Succesful
24	Sabra Galih Buana	70	Unsuccesful
25	Sofia Ranti	85	Succesful
26	Teuku Maulana	80	Succesful
27	Wahda Mutiara	70	Unsuccesful
28	Yesti Khairani Sukma	80	Succesful
29	Yuda Prasetya	90	Succesful

APPENDIXIX

The Students' Test Result in Post-Test I

1.7 Table of Post-test I Result

No	Respondents	Score	Passing Grade of Students (≥ 75)
1	Anjas Kuswantara	65	Unsuccessful
2	Anugrah Panca Dinata	85	Successful
3	Cintia Melani	70	Unsuccessful
4	Dimas Linovin Al-qaf	85	Successful
5	Diandra Paramita	85	Successful
6	Fafi Rahmatillah	65	Unsuccessful
7	Gilang Ramadhan	70	Unsuccessful
8	Hiffur Rizky Husni	80	Successful
9	Illis Khairunnisa	70	Unsuccessful
10	Ihsanul Hafizh	75	Successful
11	M. Arif	80	Successful
12	M.Zikkry Ilham Siddiq	85	Successful
13	M. Daffa Al-Matin	90	Successful
14	Mustika Sari	85	Successful
15	Nadya Putri Nst	90	Successful
16	Nur Vita Sari	80	Successful
17	Nadya Fadilla	80	Successful
18	Novita Sari	85	Successful
19	Novi Elizha Purnama Sari	80	Successful
20	Nur Laila	85	Successful

21	Raudha Fikkriyah Nst	80	Unsuccessful
22	Saputri	90	Successful
23	Sekar Sila Rukmana	90	Successful
24	Sabra Galih Buana	70	Unsuccessful
25	Sofia Ranti	80	Successful
26	Teuku Maulana	85	Successful
27	Wahda Mutiara	80	Successful
28	Yesti Khairani Sukma	80	Successful
29	Yuda Prasetya	85	Successful

APPENDIX X

THE STUDENTS' SCORE DURING POST-TEST II (Cycle II)

1.8 Table of Post-test II Result

No	Respondents	Score	Passing Grade of Students ($\geq$75)
1	Anjas Kuswantara	90	Successful
2	Anugrah Panca Dinata	100	Successful
3	Cintia Melani	70	Unsuccessful
4	Dimas Linovin Al-qaf	95	Successful
5	Diandra Paramita	100	Successful
6	Fafi Rahmatillah	90	Successful
7	Gilang Ramadhan	100	Successful
8	Hiffur Rizky Husni	95	Successful
9	Illis Khairunnisa	100	Successful
10	Ihsanul Hafizh	100	Successful
11	M. Arif	100	Successful
12	M.Zikkry Ilham Siddiq	100	Successful
13	M. Daffa Al-Matin	100	Successful
14	Mustika Sari	100	Successful
15	Nadya Putri Nst	100	Successful
16	Nur Vita Sari	95	Successful
17	Nadya Fadilla	100	Successful
18	Novita Sari	90	Successful
19	Novi Elizha Purnama Sari	95	Successful
20	Nur Laila	100	Successful

21	Raudha Fikkriyah Nst	70	Unsuccessful
22	Saputri	100	Successful
23	Sekar Sila Rukmana	100	Successful
24	Sabra Galih Buana	70	Unsuccessful
25	Sofia Ranti	100	Successful
26	Teuku Maulana	90	Successful
27	Wahda Mutiara	100	Successful
28	Yesti Khairani Sukma	100	Successful
29	Yuda Prasetya	100	Successful

APPENDIX XI

R came to school at 07.30 to submit a research observation permit. R then reports to Sp. R conveyed the purpose of his visit, namely to apply for a research observation permit to the KS. Sp then asked R to meet with the PTU. R thanked S and then met with PTU. R met with PTU to apply for a research observation permit. Then the PTU asked R to appear before KS. R came to KS to ask permission for observation, KS allowed and R was asked to meet with GBI. R met GBI to ask permission to observe the class. GBI allows R to enter class 4-5 class hours. At 9.30 R with GBI entering class X1 observing teaching and learning activities in the GBI class introducing R to Ss and the purpose of their arrival. Then invite R to sit at the back of the class. Before learning begins, GBI prepares the media to be used, namely the LCD Projector, several students are asked to help with the preparation. As GBI prepares the media, some Ss start getting noisy.

GBI started the lesson by greeting and checking the whereabouts of Ss. At this stage GBI uses English. Then GBI told Ss that the subject matter that day was Invitation. GBI gave the initial question to Ss, but no one from S answered the question. GBI then answered the question himself while explaining the material. GBI reads the sample invitation, and then asks the question to Once again, none of the Ss wanted to answer the questions asked by GBI. GBI then called one S named Daffa. "Daffa, who invited Yesti?" while the other S started to sound noisy. Only a few S are paying attention, while others are busy chatting with friends. GBI asked Ss to open the book "Please, open your book on page 42. You

can see an example of an invitation there. Please read the example ". Some Ss read drunks, while GBI wrote some questions on the blackboard, but some S didn't do what was told. When GBI was asked to work on the questions, all the Ss seemed to be functioning but when asked to answer, several S who were appointed did not work on the questions given. Ss says they don't understand. The next stage, GBI assigns Ss to Ss to sort random sentences into the correct order from the Invitation section. Ss was asked to work in pairs. Some S looks confused when they want to do it. When GBI asked the reason, Ss said that he did not understand the sequence and how to answer it. However, GBI did not explain again. When it was time for discussion, Ss still looked passive, Ssh had to be appointed first before answering. At 10.45 the lesson was finished R. Then R chatted a little with GBI and Ss. Soon R thanked her and then said goodbye

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Diary Note 2

Date : Thuesday, 07 January 2020

R : Researcher

GP : Guru Piket

GBI :Guru Bahasa Inggris

Ss : Students

Place : School

R came to the school at 9:00 a.m. to ask for research permission R to report to GP the intent of his arrival and to ask if GBI was in school. Then GP asked R to look in the teacher's room. R met GBI and explained his purpose for coming to school, namely to ask permission to start research during November. R then explained about the research plan to GBI. R explained that he would conduct research on writing Recount using pictureseries. R conducted a discussion on the material to be taught to GBI and asked whether the material to be taught was in accordance with the curriculum. GBI approved the lesson plan R. R asked GBI's teaching schedule. GBI provides his teaching schedule for class X1 on Mondays 6-7 hours and Saturdays at 5-6 hours. R discussed the time needed for the study,

then GBI offered to start the research on the same day. R agreed with GBI's suggestion.

R conducted interviews and discussed with GBI. The questions R asked were related to the English language skills of MAS PAB 1 Sampali students, writing skills, difficulties in teaching English etc. At 11.30 R entered the X1 classroom to do the pre-test. R acquainted and greeted Ss, "Hi, Good Morning .." "Good morning .." "How are you?" "I'm fine thank you and you?" I'm good. Let me introduce myself. I'm Miss Ade and I'm goint to teach you for several meetings "One of the Ssada said" A talking opo to Miss, I'm radong. Let's just use boso jowo. "R just smiled and conveyed the intention of his arrival. R asked several questions about the Recount text on Ss. "Do you know recount text?" There were Ss who answered correctly and some only answered carelessly. Then R gives a little explanation about recount text.

After that, R distributed papers to write to Ss .. R asked Ss to write down her vacation experiences. At 11.35 Ss started working on the assignment given by R. While Ss was doing their writing assignments, R went around the class to check Ss' work. Almost all Ss were confused when asked to write. Ss doesn't know what to write. R motivates students by giving some questions. Some Ss asked if it was okay to use a dictionary, some were seen using Google Translate, and some were even clandestinely cheating and just copying from books. R then warned them to write as best they could and not just copy. 35 minutes later R asked Ss to collect his writings. Most of the Ss have finished writing. R conducted an interview with Ss. The questions R asked were related to S, Sampali's English language skills, Ss writing skills, difficulties in writing English, etc. At 12.20, R closed the lesson and thanked the students. Students say "See you miss" .n After saying goodbye R left school at 12.30

> **Diary Note 3**
>
> Date : Thrusday, 07[th] January 2020
>
> R : Researcher
>
> Ss : Students
>
> Place : X[1] classroom

R came to school at 09.45. First of all, R headed to the picket room to report his arrival and asked permission to enter the school. At 10:00 R entered the X1 classroom. The classroom atmosphere is very noisy and some Ss are seen outside the classroom so that R takes time to condition Ss. R asked about the whereabouts of GBI, it turned out that GBI was not at school. 10 minutes later the class atmosphere can be controlled, R started the lesson by saying hello to Ss, "Good morning class, how are you?". Ss answered in unison "Good morning, Miss. I'm fine ... and you? " "I'm finetoo, thank you. Who's absent today? " "Anjas, Miss"

R started the lesson by pasting a picture series entitled "George's Diary", then R did a question and answer activity with Ss. R asked several questions related to the picture series, such as "What can you see in the picture", "What happen?". Then Ss enthusiastically answered "liburaaaan .." "tent" "fell, miss". Tent. What is the English word for "camp?" Some Ss whispered and one of the students answered "Camping?" "Yes. You are right. The English word for camping is camping. "

Next, R distributed handouts containing the lesson material of the day. After all the Ss received the handouts, R asked Ss to read the existing text entitled "Goege's Diary", but none of the Ss read it. They looked embarrassed and didn't dare to read. When R pointed to one of the students, he said he could not. "Ilham, please read the text entitled George's Diary" "I can't, miss. What if it's wrong? " but R continued to motivate Ss until finally there was Ss who wanted to read it. Even though there were many incorrect sentences, R then corrected them, followed by questions and answers regarding the content of the text. R did a question and answer activity. "Do you know recount text", some of the Ss answered "Know Miss ..." others answered "no ...". "What do you know about recount text?" "Nganu, text of the past" "Text that tells the story of the past, Miss." Then R gave an explanation of the recount text and wrote it on the board. It was continued with an explanation of the organization from the recount text. At 10:35 p.m. after working on the task of the recount text organizational structure, R continued to the next stage of explanation, namely language features of recount

text. Ss was asked to reread the text that was given earlier and pay attention to the words in bold. The words in bold are connecting words. Then R gave an explanation about connecting words and wrote them on the board. R divided the class into 4 groups, before that R had distributed the picture series and paragraphs randomly on the paper. R asks Ss to convert the random paragraph into one recount text that is ordered according to the image. When the activity started, the atmosphere of the class became noisy because the students were fighting over and were very enthusiastic about reducing paragraphs based on the pictures.

At 11.00 R I reviewed what had been learned that day and asked if they were still having trouble. At 11.10 R said goodbye and left the classroom. During the second break, R came to class X1 and invited 2 students to be interviewed about the learning activities that had been carried out. R left school at 12.00.

INTERVIEW TRANSCRIPT

Interview Transcript 1

Interviewer   : Researcher (R)

Interviewee   : Muhammad Joko Mulyo, S.Pd. (T)

Day/date   : Tuesday, 07 January 2020

Time   : 11.15

Place   : Teachers' office

R: Usually what is the activity of teaching writing activities, sir?

GBI: Usually when you write Joko with jumbled words, jumbled sentences, or paragraphs. The children can't write freely yet, they can't, if they don't want to write this yet

R: Have the children been asked to write the full text from beginning to end

GBI: oh yes. But yes, that was with jumbled sentences

R: Difficulties encountered in teaching writing

GBI: Usually it's a matter of meaning, that's the main thing. Also the condition of children. So Mr. Joko overcame it using LCD learning media.

R: So the problem was vocab, the main problem was vocab. Then is there another problem, sir? Like the writing procedure

GBI: There are problems, such as capital letters. This is semaca, phenomenon. Not just in English, in Indonesian too

R: Do you find difficulties in writing ideas?

GBI: Yes, what I just said, if I was told to write freely, they couldn't. So it must be guided by an explanation of its structure or by questions

R: Difficulties in sentence structure?

GBI: No. You just have to curse just now. Confused, grammar must be taught.

R: Are learning activities enough?

GBI: Pak Joko admits that he has not been able to fulfill it. There are several factors that influence, for example children who cannot be invited to coordinate. So sometimes it's a waste of time.

R: What media do you usually use?

GBI: LCD, image

R: Are children motivated?

GBI: Yes, but it takes time if we use the media

R: In which aspects of teaching have the most difficulties?

GBI: In the elboration phase, children ask a lot of questions. So tired of being the students.

R: Difficulty teaching recount?

GBI: In the production phase, it takes children. Surely not finished yet.

R: What are the children having difficulties in?

GBI: Past tense is not. Punctuation is a problem. Capitalization

R: I see. I think that's enough, sir. Thank you.

Interview Transcript 2

Interviewer : Researcher (R)

Interviewee : Muhammad Joko Mulyo, S.Pd (GBI)

Day/date : Thrusday, 09 January 2020

Time : 12.15

Place : X^1 classroom

R: Is the teaching activity appropriate?

GBI: I have. It is in accordance with the syllabus. Just what is meant by the steps yet. For example apperception. Also motivation

R: How is motivation?

GBI: Yes, so at the beginning they were given their purpose of learning. The exploration section has gone too. Task punctuation if you can just make a group

R: Are children motivated?

GBI: The children are interested except for some of the kids in the corner. That type of child, if not approached, does not want to be noticed

R: Does the media for images brighten children?

GBI: Yes, because it represents the recount text. Tomorrow, just showing the picture using LCD will be clearer

R: How do you convey, sir?

GBI: Yes, it is good. The children become or what they should ask

Interview Transcript 3

Interviewer : Researcher (R)

Interviewee : Muhammad Joko Mulyo, S.Pd (GBI)

Day/date : Tuesday, 14th January 2020

Time : 12.15

Place : X[1] classroom

R: Good afternoon, sir.

GBI: Afternoon. Wow, is that done, miss?

R: Yes, sir. Ask for time to interview yourself can?

GBI: Yes, let's go

R: What do you think, the learning activities carried out are appropriate to teach writing to children?

GBI: Yes. Ms. Isma knows for herself that these children are not usually told to write freely like that. But this time they learned well enough with the steps so they could finally write the story.

R: What about how to teach me, sir?

GBI: It's good. The method is coherent. The media and activities provided are diverse enough so that children are also interested in participating. But yesterday there really was a time when children were lazy, tired. Yes, but that's normal.

R: Does the picture series help children write recount text?

GBI: Oh, yes, of course. Very helpful. Indeed, if the recount text is suitable, it helps with the picture series.

R: Is the explanation about the recount text clear enough?

GBI: Yes. Starting from the structure of the organization, its characteristics. Everything has been explained.

R: Then that's enough, sir. Thank you for your time and help. I also say goodbye.

GBI: Oh yeah, miss, you're welcome.

Interview Transcript 4

Interviewer : Researcher (R)
Interviewee : Student (S)
Day/date : Thrusday, 16th January 2020
Time : 12.15
Place : X[1] classroom

R: What's his name?
S: Daffa
R: Do you like English
S: A little
R: What if Joko taught me how to write English?
S: Teach, sis
R: How do you usually teach me to write?
S: Yes, I taught the past word, yes, miss, I was confused ...
R: Mr. Joko, have you played games?
S: Oh yes, I did
R: Did you teach me how to use a game?
S: Pake. Construct words
R: Interesting?
S: A little
R: Is it difficult to write English?
S: yes it's difficult because sometimes it's not 'please'
R: What's the most troublesome? Is finding story ideas difficult or not?
S: Yes, it's hard. I'm 'pretentious' confused e Miss what to write
R: what about vocabulary? word choice is the same?
S: Yes, it's hard. You can't.
R: What about punctuation? Uppercase lowercase?
S: No.
R: You know the procedure
S: You know
R: Mr. Joko did it good or not?
S: It's good because it's patient so you understand
R: Have you ever used an LCD? Picture?
S: Yes
R: Do you know the recount text?
S: No ... forgot

Interview Transcript 10

Interviewer : Researcher (R)
Interviewee : Student (S)
Day/date : Thrusday, 21st January 2020
Time : 12.15
Place : X[1] classroom

R: What's his name?
S1: Nur
S2: Novi
S3: Rizky
R: Can you follow the lesson well or not?
S1: No. Still don't get it
R: Where?
S2: Everyone
R: In the vocabulary section?
S1: Yes. I don't know the vocabulary
R: The writing procedure? Verb 2? Connector?
S3: I don't understand.
R: You don't really pay attention
S3: No. I'm not easy, miss, hahaha
R: How come everyone? Did I explain it not clearly?
S1: Really fast sis
R: So I slow down, okay?
S2: How many times should you have repeated it
R: Earlier I offered who would want nanaya, no one answered?
S3: They don't know, miss, just embarrassed
R: Which part is not clear? Organization?
S1: Which organization are you?
R: Which orientation, events, re-orientation? The order is recount text earlier
S1: I ra sure e miss is real
R: Do you understand the vocabulary part?
S1, S2: Not yet
R: Do you understand connector?
S1: Not yet
R: Tomorrow, listen to lessons. If using the serial image it helped
do you understand the story?
S1: No.
S2: Yes
S3: A little
R: Do you know the recount text?

S2: Hey, kae sik, a crito of the past

R: Ciri2 recount text?

S3: Nganggo sis, sis. Main e kae.

R: What are the verbs using?

S1: Verb 2

R: What is the name then, next, after?

S2: Connector

R: Lha knows the connector

S2: hehehe

S: Ma'am, the pictures were in order or not?

R: Yes sequentially. This activity can not follow properly

S1: Yes, God willing, the better

S2: I also didn't pay attention to you, I was constantly bullied by this e

R: Where did you find difficulty recounting?

S1: It means Ms. vocabulary

R: If your part of the sequence is clear yet?

S2: Alright. The most difficult vocabulary

R: For past verb?

S2: Which past verb to?

R: That one is ed ed

S2: Oh not bad

Interview Transcript 11

Interviewer : Researcher (R)

Interviewee : Student (S)

Day/date : Thrusday, 21st January 2020

Time : 12.15

Place : X^1 classroom

R: What's his name?

S: Grace

R: How are you happy about yesterday's lesson on recount text?

S: Happy, miss

R: Why are you happy?

S: The thing is, I was more terrified about recount text / anyways using pictures, tho sis, so it's not bored. Then it becomes easier to understand what the story is about. I usually don't, sis, if it says tock, hahaha ..

R: I see. Then there is something you don't like?

S: Not really. At most, I just told him to do the exercises. A little bit. The problem is rather difficult e.

R: Happy not being taught by me?

S: Very happy

R: So why?

S: It's easy. Ma'am is cool

R: Now, do you prefer to write in English?

S: Yes, little sister

R: Okay., Continue to practice huh?

S: Yes, miss

R: Thank you

APPENDIX XIII

OBSERVATION SHEETS

Date : 07[th] January 2020 (Meeting 1)

Class : X

School : MAS PAB 1 Sampali

Subject : English

FOCUS	TOPIC	YES	NO
English Teacher	Presentation		
	1. The teacher comes on time	✓	
	2. The teacher greets the students	✓	
	3. The teacher checks the students' attendance list. The teacher gives test to the students	✓	
	4. The teacher gives the learning sources	✓	
	5. The teacher manages the time effectively	✓	
	6. The teacher concludes the lesson		✓
	7. The teacher manages the class effectively	✓	
The Students	1. Students comes on time	✓	
	2. Students answer the teacher greeting	✓	
	3. Students are enthusiastic in learning process		✓
	4. Students listen and pay attention to the teacher's explanation		✓
	5. Students do the test seriously	✓	
	6. Students as question if they do not know	✓	

OBSERVATION SHEETS

Date   : 09th January 2020 (Meeting 2)

Class   : X

School   : MAS PAB 1 Sampali

Subject   : English

FOCUS	TOPIC	YES	NO
English Teacher	1. The teacher comes on time	✓	
	2. The teacher greets the students	✓	
	3. The teacher checks the students' attendance list. The teacher gives test to the students	✓	
	4. The teacher gives the learning sources	✓	
	5. The teacher manages the time effectively	✓	
	6. The teacher concludes the lesson	✓	
	7. The teacher manages the class effectively	✓	
The Students	1. Students comes on time	✓	
	2. Students answer the teacher greeting	✓	
	3. Students are enthusiastic in learning process	✓	
	4. Students listen and pay attention to the teacher's explanation	✓	
	5. Students do the test seriously	✓	
	6. Students as question if they do not know	✓	

OBSERVATION SHEETS

Date : 14th January 2020 (Meeting 3)

Class : X

School : MAS PAB 1 Sampali

Subject : English

FOCUS	TOPIC	YES	NO
English Teacher	1. The teacher comes on time	✓	
	2. The teacher greets the students	✓	
	3. The teacher checks the students' attendance list. The teacher gives test to the students	✓	
	4. The teacher gives the learning sources	✓	
	5. The teacher manages the time effectively	✓	
	6. The teacher concludes the lesson	✓	
	7. The teacher manages the class effectively	✓	
The Students	1. Students comes on time	✓	
	2. Students answer the teacher greeting	✓	
	3. Students are enthusiastic in learning process	✓	
	4. Students listen and pay attention to the teacher's explanation	✓	
	5. Students do the test seriously	✓	
	6. Students as question if they do not know	✓	

OBSERVATION SHEETS

Date   : 16[th] January 2020 (Meeting 4)

Class   : X

School   : MAS PAB 1 Sampali

Subject   : English

FOCUS	TOPIC	YES	NO
English Teacher	1. The teacher comes on time	✓	
	2. The teacher greets the students	✓	
	3. The teacher checks the students' attendance list. The teacher gives test to the students	✓	
	4. The teacher gives the learning sources	✓	
	5. The teacher manages the time effectively	✓	
	6. The teacher concludes the lesson	✓	
	7. The teacher manages the class effectively	✓	
The Students	1. Students comes on time	✓	
	2. Students answer the teacher greeting	✓	
	3. Students are enthusiastic in learning process	✓	
	4. Students listen and pay attention to the teacher's explanation	✓	
	5. Students do the test seriously	✓	
	6. Students as question if they do not know	✓	

OBSERVATION SHEETS

Date   : 21st January 2020 (Meeting 5)

Class   : X

School   : MAS PAB 1 Sampali

Subject   : English

FOCUS	TOPIC	YES	NO
English Teacher	1. The teacher comes on time	✓	
	2. The teacher greets the students	✓	
	3. The teacher checks the students' attendance list. The teacher gives test to the students	✓	
	4. The teacher gives the learning sources	✓	
	5. The teacher manages the time effectively	✓	
	6. The teacher concludes the lesson	✓	
	7. The teacher manages the class effectively	✓	
The Students	1. Students comes on time	✓	
	2. Students answer the teacher greeting	✓	
	3. Students are enthusiastic in learning process	✓	
	4. Students listen and pay attention to the teacher's explanation	✓	
	5. Students do the test seriously	✓	
	6. Students as question if they do not know	✓	

DOCUMENTATION

The Researcher walking around the students to see the activity

The researcher collected their exercise

The researcher explained to students's questions

The situation in the class when their exercise

Nomor   : B-14535/ITK/ITK.V.3/PP.00.9/ 12/2019   Medan, 04 Desember 2019
Lampiran : -
Hal   : Izin Riset

Yth. Ka. MAS PAB 1 Sampali
Assalamu'alaikum Wr Wb

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

Nama	:	ADE RAHMAYANI IRAWAN
Tempat/Tanggal Lahir	:	Medan, 25 Januari 1998
NIM	:	34153095
Semester/Jurusan	:	IX/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MAS PAB 1 Sampali, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE USE OF SERIES OF PICTURE IN TEACHING RECOUNT TEXT TO IMPROVE STUDENTS WRITING ABILITY

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

Wassalam
an. Dekan
Ketua Jurusan PBI

Dr. Sholihatul Hamidah Dly, M.Hum.
NIP. 19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

PERKUMPULAN AMAL BAKTI (PAB)
MADRASAH ALIYAH SWASTA PAB I SAMPALI

Pendirian : 11 Juli 1988
Izin Operasional : Wb/PP.03.2/2189/1988
Akreditasi : " B "

Alamat : Jl. Pasar Hitam No. 69 Desa Sampali, Kec. Percut Sei Tuan, Kab. Deli Serdang, Kode Pos. 20371

SURAT KETERANGAN
Nomor : Al.1/ 243 /PAB/II/2020

Kepala Madrasah Aliyah Swasta PAB 1 Sampali dengan ini menerangkan bahwa :

Nama	: ADE RAHMAYANI IRAWAN
Tempat/Tgl.lahir	: Medan, 25 Januari 1998
NIM	: 34153095
Universitas	: Universitas Islam Negeri Sumatera Utara
Sem/Prodi	: IX / Pendidikan Bahasa Inggris

Benar Mahasiswi tersebut diatas melakukan Riset dan Observasi di Madrasah Aliyah Swasta PAB 1 Sampali dimulai pada tanggal 6 Januari s/d 6 Februari 2020 dengan judul skripsi :

"THE USE OF SERIES OF PICTURE IN TEACHING RECOUNT TEXT TO IMPROVE STUDENTS WRITING ABILITY".

Demikianlah Surat Keterangan diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Sampali, 21 Februari 2020
Kepala Madrasah

Dra. Hj. SAINAH

Exercise 1

Do you have an unfogottable experience when you spent your holidays ? write down a story about your holiday in the box bellow based on this picture !!

last week I went to the beach. it was he only beach. at my word. I beach ~~visit~~ visited romantic beach I went to drive Card friend my family.

there is I look~~looked~~ a beautiful view and cool atmosphere and water clear. I am and my family friends swimming. and photo family, because weather cool make our stomach hungry we eat friends sothat. ?

After finish I went home and I was very moument beautiful moument abaut that.

Orientation

Event

Re. Orientation

96

- Gilang Ramadhan

**Nama :**

Kelas : Clas: X

60

②

Exercise 1

Do you have an unfogottable experience when you spent your holidays ? write down a story about your holiday in the box bellow based on this picture !!
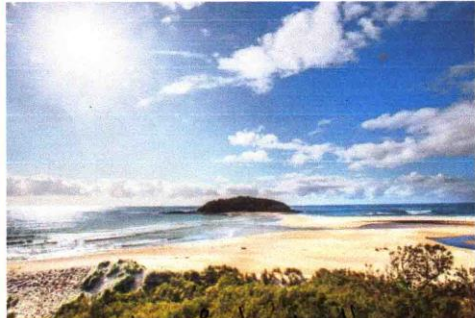
Kuta beach.
Kuta beach is a very beatiful beach. Kuta beach location is in the Bandung regency. Kuta is beach that is very well known Both in Indonesia and Internationaly. On kuta bech, there are varios facilities including varied accomudation, restaurant, bars and Sorping sports that are very well know in the world.
On kuta beach, you will se many tourists with varios activities that they love. the tourists used to sunbathe, play vollee, play vootball, take a walk and play beach soccer. thie beach is a very crowded beach ever day.

Exercise 1

Do you have an unfogottable experience when you spent your holidays ? write down a story

about your holiday in the box bellow based on this picture !!
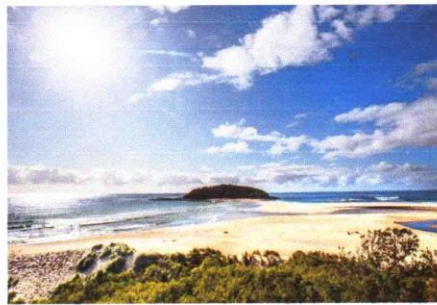
Essay. ON

THE Beach

Beach LABU.

A vacation to the beach.
Today is saturday. On that beatiful
Weekend, Our Family and Family decided to end the Wee-
kend with a Vocation to Anyer Beach. We Ourselves like to
Visit Anyer Beach because we think the beach is very beatiful
and Charming.

The breezy breeze makes a vocation at anyer
Beach never Forgotten. we who leave home at 6 In the morning
Can get home 8 at night because we enjoy the experience
OF Vacationing at Anyer Beach. Do not Forget, while there
We brought supplies that we have prepared with all Family
Members.

had

4.

98

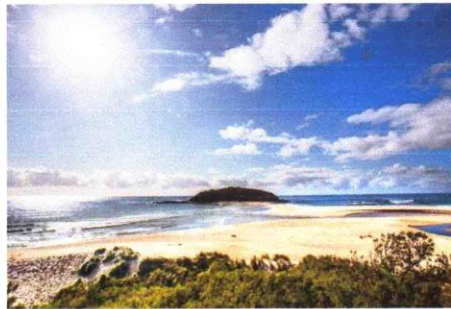Nama : Wahda. Mukara

Kelas : X Aliyah.

(80)

Exercise 1

Do you have an unfogottable experience when you spent your holidays ? write down a story about your holiday in the box bellow based on this picture !!

=> A trip to the Beach <=

Last holiday, my friends and I went to the beach near from our city. We went early in the morning and arrived there at 8 a.m. luckily that day was sunny. The beach seemed so beautiful under the blue sunny sky. It was great to feel the sand grains beneath our feet and the breeze blowing our hair gently. (ORIENTATION)

At noon, we started to feel hungry, so we decided to head to the nearest food stall. The fish looked fresh and there were a lot of seafood menu listed here. We ordered grilled fishes. The dishes were delicious since it made from fresh ingredients. We filled our bellies to our heart's content. (EVENT)

We stayed until the sun set because many people said the view was so outstanding. We took great photos as a keepsake of our beautiful moments here. We went home happily and fully recharged, ready for our daily routine, going to school the next day. (RE-ORIENTATION)

Nama :- Sabra galih Buang

95

The picture serries bellow tell you about the story, Make a story based on the picture bellow !!

BOROBUDUR TEMPLE

Three year ago., I and my Classmates Visited Borobodur Temple. We went to Borobodur Tample by bus, we left our school at nine O'clock. It took us 24 hours to arrive there. I arrived there at nine O'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists. After we arrived at the Borobodur tample, one of my teachers went to buy tickets. Borobudur tample was built at Budur Village, magelang Jawa tengah by Syailendra Dynasty. It has 504 statues and 1.400 reliefs. Finally after having some visits, we should go to the hotel to stay and continue our study tour the next day. We felt tired that day but we felt so happy to visit Borobudor tample Which is well-known as one of the greatest legacies Indonesia has ever had. I hope the Tempel can be loved by all of the visitors and goverment
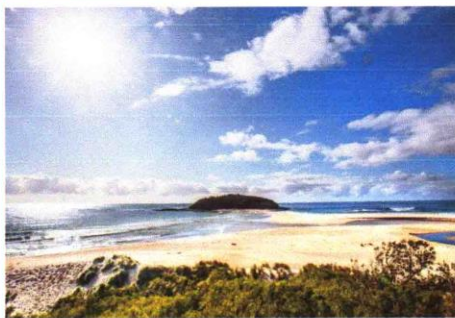
100

Nama : Ihsanul Hafizh

Kelas : X aliyah

75

Exercise 1

Do you have an unfogottable experience when you spent your holidays ? write down a story about your holiday in the box bellow based on this picture !!

I live MArACalbo, Vene zue la. I love to travec and enjoy Vacations. Sadly, many of the Places Where I Go are kind of tAr away From where I live In, however Aruba, this

One Place Where I Relax the most, I enjoy and love the beach. everyone has a Place Where they Go to escape all the pressures and Worries of life. there Is always that one spot that can Soothe all your Problems and trouble times of Stress. while I am at Aruba, all my obligations are temiporally erosed. AS Soon as I get there I walk along and feel the soft Smooth Sand beneath my Feet. AS I Siit In my chair can See all the Sights of Summer.
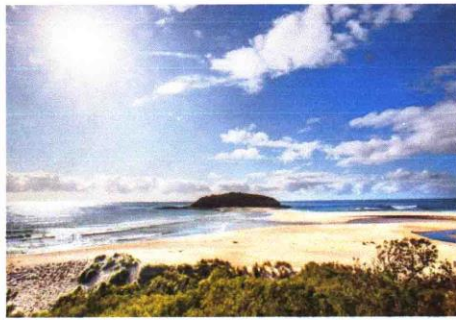
Nama : Sekar Sila Rukmana

90

Kelas : X ALIYAH

Exercise 1

Do you have an unfogottable experience when you spent your holidays ? write down a story about your holiday in the box bellow based on this picture !!

On Sandays my family and I went to the beatiful beaches of Cane city and us. left at 13 Wit and we were on a joking and finally we arrived at 16. Wib. There the scenery is very beatifull and interesting so we took a pictures there.

When we got there we saw weves that were so swift and there was a person swimming in the middle of the beach and saddenly someone asked for help no to be swept away after (seeing) the incident we were very panicked and finally we helped the victim and took him to. Seashore

Then we have come to a beach that is very beautiful but has a very heavy orbit so we go home ...

102

BIOGRAPHY

The writer's name is Ade Rahmayani Irawan She was born on January 25th 1998 . Now she is 23 years old. She is Indonesian woman and a muslim. People around her usually call her Ade. She is the first daughter of Irawan and Saniah.

Her formal education started from 2003-2009 in elementary school, MI Istiqomah. Then from 2009-2012 she continued her study in MTs PAB 2 Sampali. And she finished from her Senior High School in MAS PAB 1 Sampali from 2012-2015, she graduated from English Education Department of State Islamic University of North Sumatera.

Medan, 24 June 2021

The Writer
Ade Rahmayani Irawan