THE EFFECT OF USING PICTURE MEDIA IN WRITING

ACHIEVEMENT OF GRADE EIGHT STUDENTS AT SMP N 3 SLEMAN

Academic Year 2013-2014

By:

Ari Pujianto

07202244074

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by:

Ari Pujianto

07202244074

Approved by the Supervisor on 18 June, 2014

First Supervisor

Second Supervisor

<u>**Dr.Agus Widyantoro, M.Pd.**</u>
NIP. 19600308 198502 1 001

<u>**Tri Wahyuni Floriasti, M.Hum.**</u>
NIP. 19780430 200812 2 001
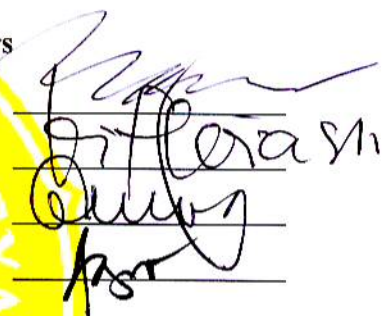
RATIFICATION

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Accepted by the Board of Examiners of the Faculty of Languages and Arts, Yogyakarta State University on 2014and declared to have fulfilled the Requirements for the Attainment of a *SarjanaPendidikan* Degree of English Education.

Board of Examiners

Chairman   : Suharso, M. Pd.

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Yogyakarta, June   2014

Faculty of Languages and Arts

State University of Yogyakarta

Dean,

Prof. Dr. Zamzani, M. Pd.

NIP. 19550505 198011 1 001

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PERNYATAAN

Yang bertandatangan di bawahini, penulis :

Nama : **Ari Pujianto**

NIM : 07202244074

Program Studi : PendidikanBahasaInggris

Jenjang : S1

Fakultas : BahasadanSeni

JudulSkripsi : **THE EFFECT OF USING PICTURE MEDIA IN WRITING ACHIEVEMENT OF GRADE EIGHT STUDENT AT SMP N 3 SLEMAN ACADEMIC YEAR 2013/2014**

Menyatakan bahwa karya ilmiah ini adalah hasil karya saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang dipublikasikan atau ditulis oleh orang lain atau telah digunakan sebagai persyaratan pada penyelesaian studi di perguruan tinggi lain kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tatacara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti pernyataan saya tidak benar, hal ini akan menjadi tanggung jawab saya sepenuhnya

Yogyakarta, Juni2014

Peneliti,

Ari Pujianto

DEDICATION

I proudly dedicate this thesis to:

1. **My Beloved Parents and Family**
   My father, and my mother, whose brings me to this life, to live, to love, to be a useful person.

2. **My Friends and All of People Who I Know**
   That has gaves me support, and gaves me a learning life process.

3. **FBS UNY**
   For being thankful and grateful.

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"Pendidikan yang mengajarkan semangat, anti kekerasan, dan menghormati martabat manusia adalah sistem pendidikan terbaik di dunia".

(Anonym)

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Finally, I really realize that this thesis is far from being perfect. Therefore, I welcome all criticisms and suggestions from those interested in the similar topic. By looking at the other side of these imperfections, I do expect this thesis will be useful for whoever reads it, particularly the students of English Education Department of Yogyakarta State University.

Yogyakarta, 23 June 2014

Researcher,

Ari Pujianto

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THE EFFECT OF USING PICTURE MEDIA IN WRITING

ACHIEVEMENT OF EIGHT GRADE STUDENT AT SMP N 3 SLEMAN

By: Ari Pujianto
NIM 07202244074

ABSTRACT

This study is aimed at finding out whether there is a significant difference of the writing skills between the 8th grade students of SMP N 3 Sleman who are taught using media picture series and those who are not using media picture series, in the academic year of 2013/2014.

This research was classified as a quasi-experimental study. It involved 64 students from two groups, Class VIII E (32 students) as the experimental group and Class VIII D (32 students) as the control group. The experimental group was taught using media picture serieswhereas the control group was taught using paragraph writing technique. The data were obtained by using two essay writing tests: pre-test and post-test. The pre-test was given to both groups before the treatment and the post-test was given after the treatment. The data of the pre-test and post-test of both groups were analyzed by using descriptive and inferential statistics. After the data were tested and found to be homogeneous and normal, the hypothesis was tested using Independent Samples test of T-Test.

The result of the research shows that there is a significant difference in the writing ability between the students who are taughtusing and media picture series and those those who arenot using media picture series. It can be seen in the result of the hypothesis testing through Independent Sample test of T-Test. The significance value of 0.000 is less than the significance level of 0.05 (0.000 < 0.05), which means that the data of this study are considered to have a significant difference. Therefore, the hypothesis of this study is accepted. It means that the technique of using games significantly improves the students' writing ability in the English teaching and learning process at SMP N 3 Sleman.

CHAPTER I

INTRODUCTION

A. Background of The Problem

Writing skills are needed in the modern communication. It can be seen in business communication, academic paper, email, and many others. In communication, people always need writing skills to communicate with other people. Writing skills can promote people to do make written text in the modern communication. People need to read letter, and need to write letter. Writing skills are importants in medium comunication.

Writing skills also considered as the indicator toward the students' success in learning English and their future professional careers. Based on my observation teaching writing in SMPN 3 Sleman was not successful. Students had problems in writing recount text, such as sentence, structure, word order, and vocabulary. The biggest problem is the students cannot arrange the text based on the correct generic structure. In junior high school syllabus, the students are expected to be able to use the accurate grammar, vocabulary, punctuation, and spelling, and then they are expected to be able to produce a good text in order to reach the objectives.

Moreover, researcher still did not understand and confused about what to write. They were not confident in writing English. Students felt confused when they were asked to write. When they were confused about writing, they were difficult to imagine or remember things that they wanted to convey. The other problems comes from the students' had low motivation in learning writing English. In the class

activity, the students did not want to show their writing to others since they were worried about what other students may perceive as criticism and rejection.

Pictures was chosen to be implemented in the class of SMP N 3 Sleman. Pictures series can be found everywhere in daily lives easily like in advertisement, photographs, newspapers, magazines, pamphlets, flashcards, and so on. Besides, teacher can get many pictures with cheap prices or even free. Teachers had wide opportunities in using pictures series. They modified and combined pictures with many techniques and games to reach the goal of writing classes. In addition, students tended to love visual instruments in which they could directly see and think. Pictures series stimulated and motivated them to practice their English comprehension through writing. From those reasons, it was clear that pictures series were media that could be used to improve the students' writing ability. In conclusion, pictures series were instruments that gave extra in improving student writing skills.

B. Identification of the Problem

Problem for teacher, it was only used LKS (lembar keja siswa) and course book in teaching writing. As the results, most activities of writing were based only on those sources. The teachers' rarely combines the activities with other interesting media, such as using pictures as the media used to stimulate the students' ideas and etc. Teachers did not give them the input text as the model. The students were asked to rewrite the story they have learnt using their own language. This way of presentation cannot yet accommodate the students to learn the language and write effectively.

Students were less interested and had low motivation in writing skills because they did not enjoy with the learning process. Many factors influenced the students mood, such as the materials is not interesting, no media, and monotonous activity. Should more actively engage in learning language and developing writing skills.

C. Delimitation of the Problem

Students' low writing skills could be improved by using picture series, because they played important roles in pumping students' motivation, and once students were motivated, effective teaching and learning process was revealed.

D. Formulation of the Problem

Based on the delimitation of the problem, the problems of the research were formulated as follows:

1. What is the writing ability of the students taught using picture series like?

2. What is the writing ability of the students on the control group?

3. Is there any significant difference in the writing ability before?

4. What should be taught to English writing students in facilitating effective learning of writing?

5. How should the picture series be used to make the learning easy and help learning?

E. Research Objective

In line with the formulation of the problems, the objectives of this research are mentioned below:

1. Describing the students'writing ability of the students taught using picture series.

2. Describing the writing ability of the students on the control group.

3. Describing the significant difference in the writing ability between two of class.

F. Significance of Research Study

It is expected that the result of the research can give contribution theoretically and practically.

Theoretically, it is expected that this research enriches knowledge about picture series media that can be used in teaching writing at junior high school. Practically, it is expected that this research is useful for:

1. English teachers

This research can be useful information and input for teachers to use picture series as in teaching writing. It will be useful to give understanding for them that picture series are useful and fun media.

2. Students of English Education Department

Based on the results of the research they are expected to find out better media which are appropriate with students' level and condition. They are expected to consider accurate topics and techniques in teaching writing.

3. Other researchers

This result may inspire another researcher to organize the same research, even continue this in action research study.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Description

1. The Nature of Writing

Writing is one language skill that is categorized as a productive language which is very important in the study of language. That is how to produce language use written text. There are three micro skills in writing. There are: how to generate ideas, how to express the ideas into correct English sentence or paragraphs, and how to arrange the paragraph into good organization (Harmer in Suharso, 2009:4). Generating ideas is one way that is at once both systematic and creative in writing. Student can try to think, to think in ink, and a paper so that student ideas are recorded for easy reference when planning and drafting. One of the most important things to remember when teaches writing is that is writing is a process. The entire process has many steps, but in the beginning steps in the writing process is coming up with teaching method and ideas, also known as the prewriting. Prewriting can help students' gather ideas and give them bank of possibilities for their writing.

In expressing ideas into a good sentences and paragraph, teacher must pay special attention to proper grammar, expressing complete thoughts in sentence structure, choosing or developing a voice, and how to focus on making the finished piece engaging, enjoyable and informative to read are all elements in good writing. It can make the student express the idea in writing so they can make a good sentences

and good paragraph. Teacher should know if writing is way to express the intellect, feelings and emotions. So the teacher must use an attractive learning for the students, so they will enjoy the learning of writing.

Writing is one of the productive skills that language learners have to learn. Lenneberg in Brown (2001:334) argues that human being universally learns to talk, but writing is learned to behavior. Writing is one of productive skills that a learner are expected to achieve in order to ensure his communicative competence. Writing is a visual representation of speech on writing and speaking, and the language learner is engaged in communicating his ideas and feelings. In case in writing have a messages that should be communicated in the communication which has a higher degree of finiteness and this skill are required real proficiency if communication has to be effective.

Elbow (1973) in Brown (2001: 336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences

Another definition of writing skill is also defined by Urquhart and McIver and also Harmer. Urquhart and McIver (2005: 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and

discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfils the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well.

As one of the productive skills, writing involves producing language rather than receiving it. It involves communicating a message in the context by making signs on a paragraph or sentences. The writers have a message that will be communicated to the reader that read he written text, so there were occurs the communication process. Ur (1991:163) states that the purpose of writing is the expressions of ideas, the conveying a messages to the readers. To be able to communicate the messages, the writing must be good. Therefore, making a good piece of writing means that it requires the ability to write grammatically correct, sentences and organize them logically into paragraph and essays. That is the important part and aspect in order to make a good piece of writing.

One way to produce a written text, Brown and Hood (1989: 3) state that the students often feel that they do not have the necessary knowledge and experience of language that writing demands. To gain an understanding of how difficulties in produce a written text, learners can use text production skills is using such as handwriting and spelling.

Brown (2001: 335) also states that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generates ideas, how to

organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products. In short, some stages of the text compositions proposed by Brown involve the act of physical and mental, for example hoe to generate ideas, how to organize them coherently and etc.

Therefore, the teachings of writing students' are expected to use their own ability to write. Teacher must give motivation to the students' so that they want to write by their own idea. Teacher can use an instructional media to help the student in writing, which is believed can improving about an understanding the student. Moreover, the using of media also can make the students' are confident and can increasing the student interest in the learning.

Finally, from its objective, writing is viewed as a means of communication which is commonly used to express and impress (Nunan: 2003). It means that when writers compose writing works, they commonly have two main purposes. Firstly, the intentions or desire to express the ideas or feeling they have in minds, or in the other words, the written text is used to communicate the ideas to the readers or audience. That is why, writers need to have ability to communicate and express the ideas in certain ways depending on the level of complexity.

In conclusion, writing is a productive skill that must be learnt and mastered by the English learners that involve the process of thinking, drafting, and revising. Writing is a means of communication that enables the students to synthesize the knowledge they have into an acceptable text that is appropriate with the English writing

conventions, such as, using appropriate content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation and so on.

2. Teaching English Writing For Junior High School

Teaching writing also includes some sub skills (Spratt, Pulverness, and Willimas, 2005: 26). Some of them are about the accuracy, while the others are about having or communicating messages successfully to other people (readers). The development of writing skill can also be measured by the stages of writing process, including getting ideas, making drafts, proof-reading, revising, and editing. Teaching and learning is related to each other. To learn is to know something while to teach is to let the learners know something. Language learning cannot be separated from language teaching. Brown (2000: 7) says that teaching cannot be defined apart from learning; teaching is guiding and facilitating learning. In the context of language learning, teachers should be able to guide and facilitate student to use the language in communication. Teachers should be able to design and conduct activities tat provides the students to use the language as in real communication situation.

Teaching writing is easy, but teaching good writing is not easily as many people said. There are several steps to teach English writing well. Harmer (2004: 41) explains that there must be five steps at least in teaching writing.

The first step in teaching English writing is demonstrating. In this stage, the teachers will give some example for the students of a text type that is going to be learned. The details of the text are explained, such as its purpose, which is social

function, and its grammatical features. They are given an explanation related to the related to the difference among text type.

After demonstrating, the second stage is motivating and provoking the students. In this steps the teachers giving motivation and provoking the students in generating or finding the ideas with simple and easy ways. Before entering the class, it will be better for teacher to prepare what they will do in order to stimulate the students' ideas. For example, the teachers prepare some jumbled picture to be shown in class. From the picture, the students can generate their own idea and then they can write in correct sentence.

The third steps in teaching English writing are supporting. Actually, the students need a lot of help from the teachers. Therefore, the teacher should be available anytime when the students need their helps in the classroom. In the writing process, the students must have some question to ask. They will ask the teacher about grammar, vocabulary, punctuation, and any dealing with writing features. For this step, importance for the teacher is needed to guide the students in focus studying writing English.

The fourth step to do after supporting is responding. In this step, teacher should give some suggestion to the students' work. It s about how the teachers correct the students writing. Instead of giving any correction symbol on students' works, the teacher will give comment and suggestion. For example, the teacher say, "you should be careful with past tense. You can do it; actually, it's just about your carefulness".

The italic sentence is an example of suggestions from the teachers in responding to the student works.

The last step is evaluating. Teacher must have this step in every task and activity. In evaluating the students' works, teachers judge their work as the final product. When evaluating, the teachers will get each their score. They usually give correction symbols on the students' work. It can also be used as a learning opportunity. After they receive back their scripts that are already filled with correction symbols, they can learn the grammatical errors and the missed word they made and how to revise them. It also can call giving feedback for the students.

According to School-Based Curriculum (2006), the goal of teaching English in school is that graduates are able to communicate at four literacy levels. These levels are per formative, functional, informational, and epistemic. From those four literacy levels, students of Junior High School are only expected to be able to communicate at the functional level, in which students are able to communicate, according to the School-Based Curriculum (2006), it means that students hav e the ability to understand and produce spoken and written texts. It means that English teaching and learning in Junior High School should strike a balance between spoken and written language.

In addition, in learning writing in Junior High Schools, student s are expected to be able to produce procedure, descriptive, recount, narrative , and report texts in a short and simple one, not in a complicated one. They also have to be able to produce short functional texts. Because they aim of teaching English in Junior High School is

to reach the functional level, in teaching text types and functional texts, teacher should use a topic which is relation to the students' daily life. For example, in teaching short functional texts, teacher may use post cards, announcement, advertisement, and shopping list.

3. Micro Skills of Writing

When the researcher talks about micro skill in writing, it is about assisting teacher to define the most appropriate criteria to assess the students' writing. Micro-skills deal with imitative and intensive writing. Brown (2004: 220) explains the imitative, intensive, responsive, and extensive writing. In imitative writing, they have to gain the basic sub-skills. Vocabulary, punctuation, sentences, and spelling belong to those fundamental skills. In this stage, the form is the main focus, while the meaning and the context are the secondary ones. Intensive writing is similar wit the imitative one, but in this stage, they involve other sub-skill like vocabulary based on the context, collocation and idioms, and correct grammatical features within sentences. The next stage is responsive writing. It is involve discourse level, for example is try to connect the sentence into paragraph, and relate a paragraph to other paragraph in a sequence way.

Every skill have own micro-skills. Brown (2004: 343) describes the micro-skills for writing production as follows:

1) Produce graphemes and orthographic patterns of English.

2) Produce writing at an efficient rate of speed to suit the purpose.

3) Produce an acceptable core of the words and use appropriate word order patterns.

4) Use acceptable grammatical system (e.g., tense, agreement, and pluralisation), patterns, and rules.

5) Express a particular meaning in different grammatical forms.

6) Use cohesive devices in written discourse.

7) Use the rhetorical forms and conventions of written discourse.

8) Appropriately accomplish the communication functions of written texts according to form and purpose.

9) Convey links and connections between events and communicate such relations as main idea, supporting idea, new formation, given information, generalization, and exemplification.

10) Distinguish between literal and implied meanings when writing.

11) Correctly convey culturally specific references in the context of the written text.

12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms soliciting peer and instructor feedback. And using feedback for revising and editing.

Table 1: Micro skill of writing

No	Micro Skills of Writing	SK/KD
3.	Produce an acceptable core of the words and use appropriate word order patterns.	6. Producing meaning of the simple and short functional and essay texts in the form of descriptive and recount in the context of daily life.
4.	Use acceptable grammatical system (e.g., tense, agreement, and pluralisation), patterns, and rules.	6.1. Producing meaning in the recount texts fluently, and acceptably to interact with the society in the daily life context.

4. Strategies in Teaching Writing

In teaching English writing for junior high school, teacher must have a strategy to make learning becomes interesting and more attractive. Harmer (2004: 11) states that students should pay attention not only in what to write but also in how to write. Writing is not only more than just to write, but also, it is the process of generating the idea to become a sentence or paragraph. There are several strategies to make good writing. They are led to know more how to write. Therefore, he offers some writing strategies:

a. The way teacher get student to plan

Teacher need to encourage students to plan or to think about what they are going to write. The simplest way is to plan the content of their writing and its outline.

In this case, there are lots of ways to get the students' plan. However, there are two common ways that are usually used n this stage. They are brainstorming and guided task. Brainstorming can be applied in pairs or group discussion. In the discussions, they can share anything that can be used as their writing topic or content. Meanwhile, guided task are more related to some activities that will lead them to find their ideas to write. The teachers also can encourage the student to think about the purpose of their writing and for whom they are writing.

b. The way teacher encouraging student to draft, reflect, and revise

In this stage the student are guided to believe that their draft are not the finished product. They still need to reflect and revise them. It will lead them to collaborative writing. In this process, they will work collaboratively with their classmates in order to produce a good writing. They will respond to each other's drafts in terms of language and content and give suggestion to each other. They will share any ideas that are significant to their writing. Finally, their contribution will create a good finished product.

c. The way teachers respond to students' writing

There are several ways to respond the students' writing. The first way the teachers can do is talking to student in a group while the others are still working on their own. The second way is giving reformulation to them. In this way, the teachers

write their own revision of a good writing. It will be crucial for the student as a comparison with their work. The last way is conducting peer response. It will be really pleasant for them because they can discuss together. It means that each student will get suggestion as what they need.

5. Media

a. Deffinition of Media

Media are important tools in facilitating English learning for Junior High School. Media are so many various components in learners' environment which support the learners to learn. The use of media can conduct good atmosphere in the teaching and learning process. By using an appropriate media, teachers and students are more easily to achieve the goal of teaching.

Teaching media or teaching aids are the resources and equipment available for learning process in the classroom, as well as the resources we can bring into classroom (Spart, et al, 2005:119). It will help the teacher and students to understand the English materials well. Moreover, junior high school students' will be more interested in the classroom if the learning process is using media. Teaching media can be a form of picture, video, movie, computer, or learning in the nature. Teaching media is closely similar to the instructional material. That the instructional material are those materials used in the classroom or workshop for instruction or demonstration purpose by students and the teachers (Ibeneme as cited in Asokhia, 2009:81).

b. Types of Media

Harmer (2004: 177) states that media such as a range of objects, picture cards and other things can be used for presenting and manipulating language. It lets the student to be active in all activities in the classroom. Vernon (1996) states that there are six kinds of media;

1) Drawing or teacher mode drawing

   Drawing can be constructed and supported to the topic which is being taught. This media can be designed and applied easily in the classroom to achieve the goal of the teaching and learning process.

2) Still pictures

   This media can be shown with the real objects or the events of the area outside from classroom. A still picture is a record or a copy of a real object of events of which is the size may be longer or smaller than the real object or events, for example; photograph, bulletin board material, brochure, etc.

3) Audio recording

   Recorded material or audio recording is a mode of magnetic or o motion picture soundtracks. Sound is presented in the sequence in which they actually happened or edited. Audio recording may be used individually by the teachers nor displayed directly to the learners.

4) Motion picture and TV

A motion picture or video tape recording is a moving image or picture on color or black and white produced from live action or from graphic presentation which is presented in the TV monitor or computer.

5) Real object simulation and models

This media shows the real objects of the things which will be discussed by the teachers. It includes people, events, objects and demonstrations. Simulation is one of the real situations which has been designed to be as a near actual events or process as possible. A model is a replica or reality of things, for example a miniature.

6) Programmed and computer-assisted instruction

Programs in computer can be one of the effective in the process of teaching and learning. For example, teachers can use power point to explain the topic in which will be discussed.

c. **Picture Series as a Visual Media in Teaching Writing**

Visual media has great potential as a teaching aid to develop writing skills and can provide both contexts and stimulation for a variety of activities (Byrne, in Ratnasari, 2010). Visual media are the tools in teaching aspects of the language such as phonology, vocabulary and grammar. This media also can develop the different language skills such as listening, speaking, reading and writing. Moreover, the use of visualization can get the pupils interested and awakened their thought to be more

creative thinker. This can create a natural situations and active teaching for the use of language as a mean of communication.

There are some kinds of visual media such as objects, flashcards, sentence cards, wall charts, poster, picture, photographs, albums, slides show and filmstrips. Teachers must select the appropriate media to help the students in understand the materials in teaching English writing. In this research, researcher using picture series as a visual media that believes can improve the students writing skills ability of recount texts.

Pictures series are really useful ways to prompt students into writing stories (Harmer, 2004:69). Picture series can attract the students' eagerness to start the writing and developing their ideas. According to Wright (1989:3), there are some criteria in using pictures as media; (1) they should be easy to prepare; (2) they should be easy to organize in the classroom; (3) they should be interesting; (4) the activity have to be meaningful and authentic; and (5) the activity should give rise to a sufficient amount of language.

Pictures series were usually used to promote the productive skills which are speaking and writing. There are some roles for pictures in speaking and writing. Picture series can motivated the students to take part in the teaching and process learning. They also contribute to the context in which the language is being used. Teachers can bring the world into the classroom (a street scene or a particular object). Next, picture series could also be described in an objective way or interpreted or responded to subjectively by learners. Pictures series could cue responses to questions

or substitutions through guided practice. The last, pictures series can stimulate and provide information in the conversation, discussion and storytelling.

In the learning process, pictures series have a function in describing, identifying, matching, grouping, sequencing, ordering and memorizing. Pictures series also bring the opportunities to learn writing skills to express opinions, express experience and feelings, speculate and express opinion, express and debate opinion to dramatize. So, there are many activities which can be created from using pictures.

Pictures series can be used as a single unit and it sets to be used as "props" for oral communication or re-telling a story. The sequence of pictures that shows several actions in order to meet the needs of teaching is called series. Pictures which are arranged orderly can help the learners to generate the ideas, create good chronological order and organize the story. Picture series usually varies from three up to ten pictures. It can be used to challenge or to encourage students to tell stories (Wright, 1992:68). With using this kind of media, the researcher thinks that this can help the students to compose a recount text.

B. Conceptual Framework

Writing skill was one of language skills which were needed to be mastered by students, including students of junior high school. Writing skill had significances in determining the students' communicative competence in the target language. Also, having good abilities in writing would help the students to explore ideas and write them into readable texts orderly and grammatically.

There were some problems in the teaching of reading and writing which come from the teacher. The teacher usually conducted a conventional method which gaves less opportunity to the students to be actively involved in the teaching and learning process. Moreover, teacher did not teach the appropriate and writing strategies to the students. This condition gave negative impact to the students' writing achievement. The students could not comprehend the text well and have difficulties in writing texts.

The problems of learning of writing also came from the students. The problem of the students came from their low involvement in following the learning process which could be physical, mental, and social involvement. In physical involvement, students do not gave much participation in doing writing activities. For example, the students rarely asked questions to the teacher or had discussion with the other students. In mental involvement, the students did not share their idea to others and had low motivation in the teaching and learning process. In social involvement, the students usually did the task individually. They did not help each other in finishing the tasks. Therefore, the teachers needed to take strategic actions to solve the problems which exist in the teaching and learning process of writing.

Nevertheless, students were commonly difficult to write in English. Their abilities in writing need to be improved. There were some problems in teaching and learning writing which were coming from two factors, the teachers and the students. Teachers still faced problems in which they could not create an atmosphere where the students are expected to write. They also got some difficulties in motivating the students to write English. Meanwhile students were still lack of awareness in learning

writing for they seldom used it in their daily lives and also there were no writing examination in the national examination.

Media enables students' to build their interest, motivation, confidence and improves students' mastery in linguistic features. Based on the effective media for teaching writing theory, it was known that effective media to teach writing should gave qualified and understandable input in the pre-writing stage. The media should give the effects in written communication as the input. As, a result, the researcher uses picture series as an alternative media to teach writing because they could present written communication to the students. Picture series are expected to be effective because the use of them could avoid the weaknesses of conventional media that were common to be used in teaching writing.

Picture series was chosen as one of the effective efforts used to deal with the students' writing problems because it had many benefits in the teaching and learning process of writing. The first advantage of using picture series was that it would help the students to improve their writing skills in the aspect of content. To be able to write, the students firstly needed to have ideas on what they wanted to write so that they would be able to write the ideas into readable sentences. In this case, picture series would enable the students to do it since picture series can stimulate the students to develop and use their imagination. By looking at the picture series given by the researcher, they would be stimulated to write the story based on the sequence of pictures. As the result, they will be able to write well.

Then, using picture series in the teaching and learning process of writing would also improve the students' writing skill in the aspect of organization. Although the students have ideas on what they want to write, it was still difficult for the students to write the ideas into unity sentences and paragraphs. In this case, picture series can be used as the stimulant. It could be done by the discussion. The researcher and the students discuss the activities and the story sequences based on the picture series. Then, the researcher could help the students to improve their organization skill by giving them feedback. It would be used to improve students' motivation in writing. The use of picture series would make the students interested and stimulated in participating in the process of teaching and learning writing. As an addition, to attract the students' motivation, the researcher also made the teaching materials that are based on the picture series.

To conclude, in this research study, the researcher would implement picture series to improve the students' writing skills in term of content, organization, vocabulary and language use. Picture series would also be used to improve the students' motivation because motivation is needed to make the students interested in doing the writing activity.

C. RELEVANT RESEARCH STUDY

Teaching creative writing is usually defined as one that suggests imaginative task such as writing poetry, story, and plays" (Harmer, 2001, p.259). That is implied that in teaching writing should be more attractive and we can use many media in improving writing ability.

Therefore media in teaching writing is important ways to make a creative writing learning. That is related with the study from Tarnopolsky (2000), which suggested that students could demonstrate a high degree of creativity, fantasy, and imagination in their writing as early as the pre-intermediate of learning English.

Media can make imagination of the student improved, and the student should improve their accuracy and quality in their writing, (Ferris, 1999; Truscot, 1996, 1999). Media can be used to improve the writing skill and make the learning easy. Media also can make the teacher improve when teacher thinks to give learning to their students in creative writing.

D. Research Hypothesis

Theoretical and experimental investigation showed that the use media in teaching writing can influence the student ability in writing skill. More specifically, the following corresponding directional hypotheses were formulated for the following study:

"There is significant difference between students' writing skills taught using media picture series and those taught not using media picture".

CHAPTERIII

RESEARCH METHODS

A. Research Type

This study use quantitative method and belongs to quasi experimental research. According to Johnson and Christensen (2008: 33), quantitative is a research that relies primarily on the collection of quantitative data. Moreover, Johnson and Christensen (2008: 41) state that experimental research is a researcher in which the researcher manipulates the independent variable and is interested in showing cause and effect.

This research study belongs to the quasi experimental design that involves two randomised sample groups, pretests and post test for both groups, and a different treatment for each group. This design can be represented by the following patern (Suharto, 2003:102).

Table 2: **Design of the study**

Pre-test	Treatment	Post-test
O1	X	O2
O1	-	O2

B. Research Setting

This study is Experimental research in nature. This research was conducted in SMPN 3 Sleman, involved 64 students in eight grade level from this school in two

classes. SMP N 3 Sleman had about 576 students. People in Sleman regency considered it as the good once junior high school. The environment was really comfortable to the student for learning. The school also had good teachers.

For this study, researcher used a quasi-experimental research design. The researcher did not form of the groups by himself. Johnson and Christensen (2008: 329) state quasi experimental design is an experimental research design that does not provide for full control of potential confounding variables. In most instance, the primarily reason why full control is not achieved is because participants cannot be randomly assigned to groups. Then, researcher chose a control and experiment class based on the available classes of the second grade students of SMPN 3 Sleman to obtain this study.

The second grade students of SMPN 3 Sleman in the academic year of 2013/2014 had the same chance to be the subject of the study. The researcher consulted the English teacher about students' heterogeneity in ability, difficulties, and needs in the learning process. Based on the consultation it was known that students of class VIII D, VIII E, VIII F tended to have same ability, difficulties and needs in the learning process. Finally, the researcher chose the class randomly to determine which class that would be the experimental class and which class would be control class.

C. Population and Sample

The data were taken from eight grade student of SMP N 3 Sleman, Yogyakarta. The researcher used two groups of the eight grade students because experimental

research needs two groups to compare the result in the end of the study. Each class consisted of thirty students. The following table presents the distribution of the population.

Table 3: **Research Population**

No.	Classes	Number of students
1)	VIII A	32
2)	VIII B	32
3)	VIII C	32
4)	VIII D	32
5)	VIIIE	32
6)	VIIIF	32
Total		192

From the population, the researcher took two classes as the samples, one as the control class and the other as the experimental class. A random assignment was used to generalize the samples of the population. A random assignment randomly assigned a set of people to different groups. Johnson and Christensen (2009: 240) state that a random assignment is used in an experimental research to make the groups similar in "all possible factors" at the beginning of the experiment. The distribution of the sample is presented in Table 4:

Table 4: **The Distribution of the Samples**

No.	Classes	Number of students
1)	VIII D (the control class)	32
2)	VIII E (the experimental class)	32

In the teaching-learning process of writing the experimental group (VIIIE) used media of picture series as a technique while the control group (VIII D) used conventional technique or traditional technique, namely traditional technique. It was the technique in which the teacher asked the students to write a paragraph based on their experience. They could do this by imitating the model of text given by the teacher.

D. Time and Place

This research was held from the 1st – 24th May 2014 at SMP Negeri 3 Sleman which is located in Tridadi Sleman, Yogyakarta.

E. Research Variable

The procedure of this research used the clasical experimental design, and this study consists of four steps: determining sample groups, giving pretest to both groups, giving different treatment to both of groups, giving post-test to both groups, and analyzing obtained data in line with the research objectives.

The researcher design of this study was pretest and posttest control group design. The treatment is using a picture series, which applied in the experimental group. The design which was illustrated by Arikunto (2006: 86), is presented as follows;

Table 5: **Pre-test and post-test control group design**

Experimental group (VIIIE)	Pretest	**Treatment**	Post-Test
Control Group (VIIID)	Pretest	-	Post-Test

Pre-test and post-test were conducted in both experimental and control group. Pre-test was conducted before giving the treatment, that the treatment was use of picture series in teaching writing English. The treatment was only given in the experimental class. Post-test was conduct at the end of the research procedure in both of class. The post-test determined the significance of the use of picture series in teaching of writing.

The implementation of picture series was in the experimental group of four meetings. To check the students' progress in each meeting, the researcher checked their picture series in writing at the beginning on the next meeting. In the warming up, researcher started the lesson with greeting and directed their attention toward the topics by asking some question about the students' experience which was related to the topic. In the main teaching, the researcher asked the student to work in experimental group of students and introduced the

Example of text types; recount text. Then researcher gave explanation to the students about the text type. Then, researcher gave some exercises based on the topic, and discussed it together. In the closing, researcher reviewed the lessons given, and

evaluating the lessons by asking the students some characteristic of text type. After finishing, the researcher asked the students to write their experiences using picture series and applying the examples of text type on their writing product.

The main activities applied were Communicative Language Teaching method with Four-Stages Technique: Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joining Construction of Text (JCOT), and Independent Construction of Text. In the BKOF stage, students' was stimulated to recall their experience about related topic. MOT stage, were given a brief explanation about recount text. Then in the JCOT stage, they were asked to work in group to do some exercises based on the certain topic. In the JCOT, the picture series were given to motivate the students writing. The last was ICOT stage, they were asked to work individually to write a recount text.

In post-teaching, the researcher checked the students' understanding related to the topic. The researcher summarized the lessons and gave feedback to the students. Lastly, was ended by leading a prayer.

The students of the experimental group were taught using picture series as technique, while the student in the control group was taught by using normal technique. The teaching learning process in both of group is not same. The experimental group was given the treatment, but in the control group was not given the treatment.

F. Research Instrument

To collect data in this research, the instrument were used to collect the data in testing the writing ability, that focusing on the recount text. That was pre-test in the beginning of the meeting, and post-test in the end of meeting. Pre-test and post-test were used to know the score of students' writing ability.

The test was constructed based on the course outline of the eight grade SMP curriculum (Depdiknas 2006: 290). In the developing pre-test an d post-test materials, the researcher also took from course book that used by the teacher an d from the internet. The instrument was developed in reference to b e standard of competence and basic competencies on the school-based curriculum of grade VIII in second semester of the English subject. There was one number to test out in the two groups in SMP N 3 Sleman

G. The Validity and the Reliability of the Researcher Instrument

1. The Validity of the Research Instrument

Instrument was considered valid if it is able to test what should be tested. It explained the data from the variables which are accurately researched. Wiersma and Jurs (2009: 356) say that a valid instrument refers to the extent to which an instrument measures what supposed to measure. The validity that was applied in the writing test was content and constructs validity.

a. Content Validity

The writing test ability instrument employed content validity. According to Wiersma and Jurs (2009: 355), content validity is the process of how to the test establishes the representativeness of the items in a certain domain of the skills, task, knowledge, and other aspects that are being measured. It means that the test was developed in reference to the Standard of Competency and Basic Competence of Junior High School year VIII of the second semester (Depdiknas, 2006: 290).

Table 6: **Standard of Competence and the Basic Competence based on the School-Based Curriculum of Junior High School in the Grade VIII of the Second Semester of the English Subject**

Standard of Competence	Basic competence	Indicators
6. Producing meaning of the simple and short functional and essay texts in the form of descriptive and recount in the context of daily life.	6.1. Producing meaning in the short functional texts fluently, and acceptably to interact with the society in the daily life context.	a. Students are able to activate the previous knowledge of recount text. b. Students are able to identify the organization of the recount text correctly by answering the questions. c. Students are able to identify the language features used in recount text. d. Students are able to complete a recount text correctly. e. Students are able to arrange jumbled

		sentences to make recount text.
		f. Students are able to construct a recount text based on some situations.
		g. Students are able to write a recount text in a group.
		h. Students are able to write a recount text individually

Table 7 was the blue print of the writing ability test that was used as a concept in making test.

Table 7: **The Blue Print of the Writing Test**

No	Indicators	Aspect of Writing	The Item Number
1	Write a paragraph about your unforgettable in the past.	Grammar Vocabulary Mechanics Fluency Organization	1
Total			1

b. Construct Validity

According to Davies and Pearse (2000: 172), stated that construct validity means that the exercises and the tasks in a test should be similar to those used in the course and correspondent to the general approach of the course. The validity of an instrument was the determination of the extent to which the instrument actually reflects the abstract concept being examined.

This validity was used to examine whether the test had a consistent representation with theories underlying the material given or not. To fulfill the content validity, the researcher constructed the instrument based on the blue print of the writing ability consisting of some specific indicators.

The scoring of the students' writing test was done by the researcher. It was in reference to the categories of evaluating the students' writing adapted from Anderson (2003: 93). The following table 8 on appendix would presents the rubric for evaluating writing and ranging the scores.

There were six aspects to be scored in students' writing ability, namely ideas and development, organization, vocabulary, sentence structure, capitalization, punctuation, and spelling. The following table 9 was representing the assessment.

Table 8: **Model of Scoring a Composition**

No	The Writing Aspects	The Maximum Score
1	Ideas and development	1-4
2	Organization	1-4
3	Vocabulary	1-4
4	Capitalization	1-4
5	Sentence structure	1-4
6	Spelling	1-4
	Total	**6-24**

2. Reliability of the Research Instrument

The reliability of the instruments was degree consistency of depend ability of measuring tool. A test was considered reliable if the same test is given to the same subjects in two different occasions. The test should yield similar result (Brown, 2004: 20). Wiersma and Jurs (2009: 355) state that reliability is the consistency of the instrument in measuring whatever it measure. It means that if the instrument had a consistent result in the second chances or more, the instrument is reliable.

The formula that used to measure the reliability is Person Product-Moment Correlation Formula (Tuckman, 1998: 275). It is employed by Bivarrate Correlation of SPSS 13.00.

A measure of the consistency between the ratings or values to an attribute that was being rated or observed, was usually expressed the percentage of agreement between two raters (observers or as a coefficient of agreement which may then be expressed as probability). Rater are often used when students' products or performances cannot be scored objectively as right or wrong but require rating or degree. Using this kind of reliability, the researcher as the first rater and the consultant (the teacher) as the second rather read the same data repeatedly. Then the results were compared. When there was a high degree of agreement, the procedure could be considered reliable. To make the categorization of the scores of the students' writing ability, the ideal mean score (Mi), and the ideal standard deviation score (SDi) should be found first. The ideal mean score was sixty percent of the ideal maximum score was one fourth of the ideal mean score.

Table 9: **Value of the Reliability Coefficient (Suharto, 2006: 84)**

Reliability Coefficient	**Reliability Category**
0.800-1.000	Very high
0.600-0.799	High
0.400-0.599	Fair
0.200-0.399	Low
0.000-0199	Very low

H. Data Collection Procdure

The implementation of the research was in cooperation of the principal and the English teacher at SMP N 3 Sleman in grade eight levels. For the experimental group, pre-test conducted before the treatment applied. The observation was conducted in five meetings including pre-test and post-test. Each meeting had eighty minutes duration. Table 10 is the schedule of the implementation and the goals of each treatment.

Table 10**: Schedule of Teaching Writing Using Picture Series**.

I. Data Analysis Technique

The data from the procedure of data collecting shows the score of the pre-test and post-test of the students' writing. These were subjected to the data analysis.The statistics used in the data analysis in the quantitative research are descriptive and inferential analysis.

1. Descriptive Analysis

A descriptive analysis includes central tendency and variability measure on the baes of ideal standard deviation value, and employed the ideal mean value and ideal standard deviation value. Both values were determined by using score-distribution in the following table 11:

Table 11: **Scoring Categories**

Score	Categories
21.00-23.99	Excellent
18.00-20.99	Very good
15.00-17.99	Good
12.00-14.99	Fair
9.00-11.99	Poor
6.00-8.99	Very poor

To know students' achievement, Empirical Mean Value and ideal SD were applied. It was done by using SPSS version 13.0 and Ms. Excel program In the windows computer program.

2. Inferential Analysis

a. Test of Normality

This test is aimed at finding whether the distribution of the responses in the population meets the normal distribution requirement or not. It was gained from the scores of pre-test and post-test. To determine the level of significance, the researcher used One Sample Kolmogorov-Smirnov in the significance level: 0.05. from SPSS version 13.0 of windows computer program.

b. Test of Homogeneity

This test is used to analyze whether the sample variance is homogenous or not. In this study, the test of homogeneity was done using SPSS version of windows computer program. The test is considered homogenous if the level of significance is more than 0.05.

c. Test of Hypothesis

The independent sample t-test was employed based on the test of normality and the test of homogeneity. To reveal the hypothesis which says 'there is a significant difference in the students' writing ability between students who are taught using games and those who are taught using traditional technique, namely paragraph writing technique', the t-test was done in both groups. The hypothesis is divided in the null H_0 and alternate hypothesis (H_a) listed in the form as:

H0 : μ1 = μ2

Ha : μ1 μ2

Notes:

H0 = null hypothesis

Ha = alternate hypothesis

μ1 = the mean score of experimental group

μ2 = the mean score of control group

In order to test the hypothesis, according to Hatch and Farhady (1982; 124), the t-test was used with regard to the following formula which was done by using the SPSS version 13.00 for windows computer program.

d. Test of Absolute Gain Score

To define whether the students who were taught using picture series was significantly better than those who were not, the researcher employed absolutegain score. The score was obtained from mean score of post-test minus mean score of the pre-test.

J. Indicator of Success

1. The improvement of students' had three criteria in the judgement: the number of students gaining score greater than ideal mean on the pretest and postest, the significant difference between the means of pretest and postesscores, the value of the empirical standard deviation scores of the pretest and postest scores on both groups.

2. Improvement of students' writing skills achiement using media was judged upon the t-test value at the significance level of 95%.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

This chapter is divided into three main section; the descriptive analysis, the results of the inferential analysis, and the discussions of the finding. The descriptive analysis describes about the score of writing test of the students; the inferential analysis shows the pre-test and post-test, and the discussions of the finding explains the results of hypothesis testing.

A. Descriptive Analysis

The descriptive analysis showed the teaching-learning process of writing in the experimental and control group and the result of the students' writing test. In the experimental group, the researcher used media picture series as the treatment. They were used as a technique in the four stages technique. Main activities that were chosen are Communicative Language Teaching method called Four-Stages Technique: Building Knowledge of Field (BKOF), Modelling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). In the BKOF stage, the researcher stimulated students' experience about related topic. The next stage was MOT stage where the researcher gave a brief explanation about kinds of recount texts: diary, autobiography, diary, newspaper. Then, in the JCOT stage, the researcher asked the students to work in pairs to do some exercises based on the topic. Last but not least, in the ICOT stage, the researcher asked the students to work

individually to write some recount texts. The picture series was applied in the JCOT stages. The implementation of the picture based on the exercise given.

In addition, the descriptive analysis provides some calculations including the highest score, the lowest score, the mean score and the standard deviation for both classes. The detail explanation will be presented below.

1. Experimental Class

The data of experimental class was divided into three sections, i.e. the pre-test scores, the post-test score, and the comparison between both of them. The data of the pre-test score and post-test score of the experimental class are explained as follows:

a. The Data of the Pre-Test Scores of the Experimental Class

Based on the result of statistic calculation using SPSS 13.00 for windows computer program, the mean score was 13.0156 with the standard deviation 2.56366. The maximum score was 18.00 and the minimum score was 8.50. The statistical data can be seen in Table 12 and the data analysis in Appendix 3.

Table 12: **Descriptive Analysis of the Pre-Test of the Experimental Class**

Data	Pre-Test of the Experimental Class
Number of Cases	32
Mean	13.0156
SD	2.56366

Meanwhile, the frequency distribution of the pre-test score on the experimental group is presented in Table 13.

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Table 13: : **Frequency Distribution of the Pre-test Scores on Students' Writing Ability of the Experimental Class**

Pretest_Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High	6	18.8	18.8	18.8
	High	7	21.9	21.9	40.6
	Fair	5	15.6	15.6	56.3
	Low	8	25.0	25.0	81.3
	Very Low	6	18.8	18.8	100.0
	Total	32	100.0	100.0	

Table 13 shows that there were 6 student (18.8%) classified into very high category. There were 7 students (21.9%) in high category,5 students (15%) in fair category, 8 students (25.0%) in low category, and 6 student (18.8%) in very low category. It can be concluded that the majority of the students belonged to low category in the pre-test or before they were given a treatment using picture series.

b. The Data of the Post-Test Scores of the Experimental Class

Based on the result of statistic calculation using SPSS 13.00 for windows computer program, the mean score was 20.48 with the standard deviation 1.53. The maximum score for the pre-test of the experimental group was 23.50 and the minimum score was 16.00.

Table 14: **Descriptive Analysis of the Post-Test of the Experimental Class**

Data	**Post-Test of the Experimental Class**
Number of Cases	32
Mean	19.0469
SD	1.91917

Meanwhile, the frequency distribution of the pre-test score on the experimental group is presented in Table 15.

Table 15: **Frequency Distribution of the Post-test Scores on Students' Writing Ability of the Experimental Class**

Postest_Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High	4	12.5	12.5	12.5
	High	2	6.3	6.3	18.8
	Fair	6	18.8	18.8	37.5
	Low	15	46.9	46.9	84.4
	Very Low	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

Table 15 shows that there were 4 student (12.8%) classified into very high category. There were 2 students (6.3%) in high category,6 students (18.8%) in fair category, 15 students (46.9%) in low category, and 5 student (15.6%) in very low category. It can be concluded that all the students is improved in the low category on the post-test or after they were given treatment using picture series.

c. Comparison between the Pre-Test and Post Scores of the Experimental Class

Table 16 contains the difference betweenthe pre-test and post-test scores of the experimental class in writing ability. Based on Table 16, the mean value of the pre-test of experimental class was 13.0156 which classified into *very low* category. Meanwhile, the mean of the post-test was 19.0469 which classified into *low* category. The data show that the mean score of post-test was higher than that of pre-test core. It can be seen from the improvement of the scoring categorization from *very low* to

lowcategory. It means that the writing ability of the experimental class significantly improved after being treated using games.

Table 16: **Statistical Data of the Pre-Test and Post-Test Scores of the Experimental Class**

Data	Pre-Test	Post-Test	Gain Score
Number of Cases	32	32	
Mean	13.0156	19.0469	6.0313
SD	2.56366	1.91917	
Low Category of Frequency	25.0%	46.9 %	21.9%
Very low Category of Frequency	18.8%	15.6%	

In addition, the standard deviation (SD) for the pre-test was 2.56366, while the post-test was 1.91917. It shows that the SD of the post-test was lower than that of the pre-test. Then, it can be interpreted that the students' writing ability of the experimental class based on the pre-test and post-test scores was homogenous.

2. Control Class

The data of the control class cover three important points: the data of the pre-test scores, the data of the post-test score, and the comparison between both of them. The data of the pre-test score and post-test score of the control class is explained as follows:

a.   Data of the Pre-test Scores of the Control Class

Based on the result of statistic calculationusing SPSS 13.00 for windows computer program, the mean score was 13.0625 with the standard deviation 2.36149. The maximum score 18.00 and the minimum score was 16.00. The statistical data can be seen in Table 17 and the data analysis in Appendix.

Table 17: **Descriptive Analysis of the Pre-Test Scores of the Control Class**

Data	Post-Test of the Experimental Class
Number of Cases	32
Mean	13.0625
SD	2.36149

Meanwhile, the frequency distribution of the pre-test score on the control group is presented in Table 18.

Table 18: **Frequency Distribution of the Pre-Test Scores on Students Writing Ability of the Control**

Pretest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High	6	18.8	18.8	18.8
	High	4	12.5	12.5	31.3
	Fair	10	31.3	31.3	62.5
	Low	7	21.9	21.9	84.4
	Very Low	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

Table 18 shows that there was 6 (18.8%) student classified into *very high* category. There were 4 students (12.5%) in high category, 10 students (31.3%) in

*fair*category, and 7 students (21%) in low category, and 5 students (15.6%) in *very low* category.

b. Data of the Post-Test Scores of the Control Class

Based on the result of statistic calculation using SPSS 13.00 for windows computer program, the mean score was 13.5938 with the standard deviation 1.38795. The maximum score for the post-test of the control group was 16.00 and the minimum score was 10.50. The statistical data can be seen in Table 19 and the data analysis in Appendix.

Table 19: **Descriptive Analysis of the Post-test of the Control Class**

Data	Post-Test of the Experimental Class
Number of Cases	32
Mean	13.5938
SD	1.38795

Meanwhile, the frequency distribution of the post-test score on the control group is presented in Table 20.

Table 20: **Frequency Distribution of the Post-test Scores of the Students' Writing Ability of the Control Class**

Postest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High	6	18.8	18.8	18.8
	High	8	25.0	25.0	43.8
	Fair	8	25.0	25.0	68.8
	Low	9	28.1	28.1	96.9
	Very Low	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Table 20 shows that there was 6 (18.8%) student classified into *very high* category. There were 8 students (25.0%) in *high* category, 8 students (25.0%) in *fair* category, and 9 students (28.1%) in *low* category, and there were 1 student (3.1%) into *low* category. It can be concluded that the majority of the students belonged to low category on the post-test or after they were given treatment using a traditional technique.

c.   Comparison between the Pre-Test and Post-Test Scores of the Control Class

Table 21 contains the difference betweenthe pre-test and post-test scores of the control class in writing ability. Based on Table 21, the mean value of the pre-test of control class was11.48 which were classified into *poor* category. Meanwhile, the mean of the post-test was15.89 which were classified into *good* category. Thus, the mean score of post-test was higher than that of pre-test score. Besides the improvement of the mean value, there was an improvement of the scoring categorization from *poor* to *good* category. It means that the writing ability of the control class improvedslightly after being treated usinga traditional technique.

Table 21: **Statistical Data of the Pre-Test and Post-Test Scores of the Control Class**

Data	Pre-Test	Post-Test	Gain Score
Number of Cases	32	32	
Mean	13.0625	13.5938	0.5313
SD	2.36149	1.38795	
Low Category of Frequency	25.0%	46.9 %	21.9%
Very low Category of Frequency	18.8%	15.6%	-3.2%

In addition, the standard deviation (SD) for the pre-test was 2.36149 while the post-test was 1.38795. Thus, the SD of the post-test is lower than that of the pre-test. Then, it can be interpreted that the students' writing ability of the control class based on the pre-test and post-test scores was homogenous.

B. Inferential Analysis

The inferential analysis describes pre-testing analysis and hypothesis testing. They are presented as follows.

1. Pre-testing Analysis

The pre-testing analysis was done before the researcher drew a hypothesis. It consists of two tests, i.e. the normality and the homogeneity tests. Normality test was done to test whether the data show normal distribution or not, and the homogeneity test was done to test whether the sample's variance was homogenous or not. The results are explained below.

a. Normality Test

The normality test was done to find out whether the data of the scores show the normal distribution. One Sample-Kormogorov Smirnov was employed to gain the normality test value. The distribution is considered normal if the probability value (p value) is greater than 0.05. In contrast, if it is below 0.05, the data are considered to

deviate from normal. The following table is the result of the normality test of the students' writing ability.

Table 22: **The Normality Test of the Students' Writing Test in the Pre-Test and Post-Test for both Experimental and Control Class.**

c	p Values	α	Statement
Writing Test (Pre-test Experimental)	0.661	0.05	Test distribution is normal
Writing Test (Post-test Experimental)	0.283	0.05	Test distribution is normal
Writing Test (Pre-test Control)	0.599	0.05	Test distribution is normal
Writing Test (Post-test Control)	0.610	0.05	Test distribution is normal

Based on Table 22, the results are presented as follows:

1) The p value or the pre-test for the experimental group (0.661) was greater than α (0.05). It means that the data of the pre-test of the experimental group had a normal distribution.

2) The p value or the post-test for the experimental group (0.283) was greater than α (0.05). It means that the data of the pre-test of the experimental group had a normal distribution.

3) The p value or the pre-test for the control group (0.599) was greater than α (0.05). It means that the data of the pre-test of the experimental group had a normal distribution.

4) The p value or the post-test for the control group (0.61) was greater than α (0.05). It means that the data of the pre-test of the experimental group had a normal distribution.

All of the scores of p value were greater than the significant level of 0.05. In conclusion, it could be stated that the data distribution of students' writing ability were normal.

b. Homogeneity Test

Homogeneity test was aimed at finding out whether the sample variance is homogenous or not. The Lavene-Test of ONE WAY computation program of SPSS for windows 13.00 was employed to test the homogeneity of the writing ability data for pre-test and post-test. The data can be considered homogenous if the significant value is greater than the significance level 0.05. The results are presented in Table 23. The complete computation is enclosed in Appendix 3.

Table 23: **Result of Homogeneity Test in Pre-Test and Post-Test**

Levene's Test of Equality of Error Variances[a]

Dependent Variable:postes

F	df1	df2	Sig.
10.685	1	62	.002

Tests the null hypothesis that the error variance
of the dependent variable is equal across groups.

a. Design: Intercept + pretes + metode

Table 24 shows that the value of *p (Sig.)* of the pre-test (0.002) was greater than 0.05. It means that the sample of variance was not homogenous. And then, it should use non-parametric analysis from Mann-Whitney.

Table 24: Mann-Whitney U

Test Statistics^a

	postes
Mann-Whitney U	1.500
Wilcoxon W	529.500
Z	-6.873
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: metode

From non –parametric analysis that uses Mann-Whitney, it was asymp. Sig. (2-tailed) was (0.000). It means that the sample of variance was homogenous.

2. Hypothesis Testing

The hypothesis testing was used to reveal whetherthere is significant difference between students' writing skills taught using media picture series and those taught not using media picture. Firstly, the hypothesis must be changed to the null hypothesis (H_o) before the hypothesis was rejected or accepted. Therefore, the null hypothesis (H_0) is "There no is significant difference between students' writing skills taught using media picture series and those taught not using media picture".

The hypothesis testing between experimental and control class can be seen from Null Hypothesis (H_0) and Alternative Hypothesis (H_a). Null Hypothesis means there is no significant difference between the result of experimental group and control

group while Alternative Hypothesis (H_a) means that there is a significant difference between the result of pre-test of experimental and control groups.

In this case, the researcher used SPSS for windows 13.00 computer program. The data were gained by employing Independent Samples test of t-test. It was applied because there were two variables in this research and the scores for both pre-test-and post-test and the mean score were different. Theoretically, the hypothesis is accepted if the value of the significant level is lower than 0.05.

The result of hypothesis test is presented in Table 25 below:

Table 25: **The Result of Hypothesis Testing**

Variables	t	df	Sig. (2-tailed)	Interpretation
Writing ability using picture series	13.024	68	.000	Hypothesis accepted

Based on Table 25, it can be identified that the Sign. (2-tailed) reveals the significance point 0.00. There was a significant effect of writing ability in the post-test. The value of Sig. (2-tailed) was lower than significant level (0.00 < 0.05), then H_a was accepted and H_o was rejected. In other words,"There is significant difference between students' writing skills taught using media picture series and those taught not using media picture". The complete print out of the analysis can be seen in Appendix.

C. Discussion

Regarding to the research which was done in SMP N 3 Sleman, it was considered thatthere is significant difference between students' writing skills taught

56

using media picture series and those taught not using media picture. The absolute gained scores of the mean and the standard deviation of both classes emphasize on the significant difference of the students' writing ability.

Based on the computationof the post-test result, the mean score of experimental class on their writing ability was 19.0469 while that of the control class was 13.5938. It can be interpreted that the mean score of the experimental class taught using games was higher than that of the control group taught using a conventional or traditional technique.

In other words, picture series are helpful and it can be seen from the improvement gained by the experimental class. The frequency distribution shows that in the experimental class of post-test, there were 5 students (15.6%) in very low category, 15 students (46.9%) in lowcategory, and 6 students (18.8%) in fair category. There were 2 students (6.3%) in high category, and 4 students (12.5%) in very high category. It means that all the students were categorized in good category. On the other side, based on the scores of the control class, there was 1 student (3.1%) in very low category, 9 students (28.1%) in lowcategory, and 8 students (25.0%) in fair category. There were 8 students (25.0%) in good to high category and 6 students (18.8%) in *very high* category. Overall, from the comparison between both classes, it can be concluded that the findings showed that the students' writing scores taught using picture series was higher than those who were not.

In addition, from the gained test score, the absolute gain score of the mean of the experimental class was 6.0313. It is higher than that of score of mean of control

class (0.5313). In conclusion, based on the absolute gain score of mean from both classes, teaching writing using games was more effective than that of without using games.

Last but not least, based on the statistic calculation of Lavene-Independent Samples of t-test using SPSS 13.00 for computer program, the result of Sig. (2-tailed) shows that the significant value of the group was 0.000. It was less than the significance level of 0.05 so that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Statistically, there is a significant difference when the significant level of Independent Sample of t-test is higher than the significance level of 0.05.

It has been discussed in Chapter II that pictures are really useful ways to prompt students into writing stories (Harmer, 2004:69). Picture can attract the students' eagerness to start the writing and developing their ideas. Pictures were usually used to promote the productive skills which are speaking and writing. There were some roles for pictures in speaking and writing. Picture can motivated the students to take part in the teaching and process learning. They also contribute to the context in which the language is being used. . Picture series usually varies from three up to ten pictures. It can be used to challenge or to encourage students to tell stories (Wright, 1992:68). With using this kind of media, the researcher thought that this can help the students to compose a recount text.

In conclusion, the use of picture series as a media in the teaching-learning process of writing can make a significant improvement in the students' score.

Therefore, it could be stated that the use of games in teaching writing can be used to solve the students' writing problem and increase the students' writing ability. Finally, the hypothesis proposed in this research which says "There is significant difference between students' writing skills taught using media picture series and those taught not using media picture" is accepted.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter is divided into three main sections; conclusion, implication and suggestions from the research finding. Those sections are presented as follows.

A. Conclusions

The conclusion of this research study was supported by three findings. They answered the problem formulation in Chapter I.

Firstly, the pre-test result of the experimental class revealed that the mean score was 13.0156 which were in very low category. Meanwhile, the post-test result showed that the mean score was 19.0469 which belonged to low category. It can be concluded that the students' writing ability of the experimental group improved significantly from the mean score 13.0156 to 19.0469. It improved 6.0313 point.

Secondly, the pre-test result of the control class illustrates that the mean was 13.0625 which was in very low category. Meanwhile, the mean score for the post-test was 13.5938 which were in very low category. It can be concluded that the students' writing ability of the control group improved from the mean score 13.0625 to 13.5938. It only improved 0.5313 point.

Thirdly, the post-test result notes that the mean score of the experimental class was higher than that of the control class. The mean score of experimental group in the post-test was 19.0469 while that of control group was 13.5938. It means that in

teaching writing, students who were taught by using media picture series had higher scores than those who were not.

Based on the findings of the research, it can be concluded that there was a significant difference between the writing ability of the eighth grade students of SMP N 3 Sleman taught by using media picture series and those who were not taught by using media picture series. It can be seen in Table 24. It shows that the value of significance was 0.000 and it was lower than 0.005. Therefore, the hypothesis which says: "There is significant difference between students' writing skills taught using media picture series and those taught not using media picture series" is accepted.

B. Implication

Based on the research findings, it can be implied that the use of media picture series as a technique in teaching writing can be analternative solution to solve the students' difficulty in writing. It strengthens the theories of teaching writing that a suitable technique needs to be used in the teaching learning of writing regarding with students' writing problem.

In addition, this research implies that media picture series can be used to improve the students' writing ability. It was proven with the students' score before and after the treatment. Therefore, the use of games as a technique can be considered effective to be chosen by English teachers in the teaching-learning of writing.

C. Suggestion

Based on the conclusion and the implication of the research, the researcher proposes some suggestions for the following parties: teachers, students, and other researchers.

1. English Teachers

In teaching learning of writing, an English teacher needs to be selective in applying an appropriate technique which improves motivation and fun atmosphere for students. The technique chosenhas to overcome students' difficulty in writing and build students' writing ability. It has to motivate, stimulate and improve students' writing ability.

2. Students of English Language Education Department

It is expected for the students of English Education Department to enrich their knowledge about the use of media picture series as a fun teaching technique in teaching learning process of writing. They are motivated to learn other various techniques in teaching learning process of writing.

3. Other Researchers

This research was only aimed at finding the significance of media picture series on the teaching-learning process of writing. It needs an outgoing research in the form of an action research study as an effort to improve students' writing ability.

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APPENDIX

RESEARCH INSTRUMENT

A. PRE-TEST

Pilihlah satu dari ketiga topic dibawah ini, kemudian tulis sebuah karangan berdasarkan pengalaman mu seperti pada topic dibawah ini.

1. *Tulis sebuah sebuah teks recount yang menceritakan tentang liburan yang telah kamu lalui bersama teman-temanmu di suatu tempat. Disana kamu menceritakan bahwa kegiatanmu disana sangatlah menyenangkan. Ceritakanlah bahwa banyak sekali hal-hal yang sangat menyenangkan telah kamu lalui bersama teman-temanmu. Buatlah ceritamu semenarik mungkin.*

2. *Tulislah sebuah catatan diary yang menceritakan kegiatan di sekolahmu, bersama teman sekelasmu atau dengan sahabat mu yang menarik untuk diceritakan. Ceritakanlah kegiatanmu disekolah atau kegiatan sehari-harimu dirumah yang menurutmu menarik untuk diceritakan.*

3. *Tulislah sebuah surat yang ditujukan kepada seorang sahabat mu, yang didalam surat tersebut kamu menceritakan tentang liburanmu di suatu tempat semasa libur panjang sekolah lalu. Didalam surat tersebut, kamu menceritakan pengalaman menarikm, pergi ke beberapa tempat menarik, atau mengalami kejadian yang sangatlah menarik sehingga sahabatmu dapat mengerti bagaimana sebenarnya keadaan yang kamu alami tersebut.*

B. POST-TEST

Pilihlah satu dari ketiga topic dibawah ini, kemudian tulis sebuah karangan berdasarkan pengalaman mu seperti pada topic dibawah ini.

1. *Tulis sebuah sebuah teks recount yang menceritakan tentang liburan yang telah kamu lalui bersama keluarga. Disana kamu menceritakan bahwa kegiatanmu disana sangatlah menyenangkan. Ceritakanlah bahwa banyak sekali hal-hal yang sangat menyenangkan telah kamu lalui bersama keluargamu. Buatlah ceritamu semenarik mungkin.*

2. *Buatlah sebuah cerita atau catatan diary yang menceritakan kegiatan di sekolahmu, bersama teman sekelasmu atau dengan sahabat mu yang menarik untuk diceritakan. Ceritakanlah kegiatanmu disekolah atau kegiatan belajarm di sekolah yang membuat kamu leih semangat untuk belajar. Ceritakan juga hal-hal menarik yang terjadi di sekolah.*

3. *Buatlah sebuah surat yang ditujukan kepada seorang sahabat mu, yang didalam surat tersebut kamu menceritakan sebuah pengalaman menarik dalam beberapa hari yang lalu. Didalam surat tersebut, kamu menceritakan pengalaman menarikmu sehingga sahabatmu dapat mengerti bagaimana sebenarnya keadaan yang kamu alami tersebut.*

VALIDITY AND RELIABILITY OF

RESEARCH INSTRUMENT

A. VALIDITY OF THE INSTRUMENTS

PRE – TEST

Pilihlah satu dari ketiga topic dibawah ini, kemudian tulis sebuah karangan berdasarkan pengalaman mu seperti pada topic dibawah ini.

1. *Tulis sebuah sebuah teks recount yang menceritakan tentang liburan yang telah kamu lalui bersama teman-temanmu di suatu tempat. Disana kamu menceritakan bahwa kegiatanmu disana sangatlah menyenangkan. Ceritakanlah bahwa banyak sekali hal-hal yang sangat menyenangkan telah kamu lalui bersama teman-temanmu. Buatlah ceritamu semenarik mungkin.*

2. *Tulislah sebuah catatan diary yang menceritakan kegiatan di sekolahmu, bersama teman sekelasmu atau dengan sahabat mu yang menarik untuk diceritakan. Ceritakanlah kegiatanmu disekolah atau kegiatan sehari-harimu dirumah yang menurutmu menarik untuk diceritakan.*

3. *Tulislah sebuah surat yang ditujukan kepada seorang sahabat mu, yang didalam surat tersebut kamu menceritakan tentang liburanmu di suatu tempat semasa libur panjang sekolah lalu. Didalam surat tersebut, kamu menceritakan pengalaman menarikm, pergi ke beberapa tempat menarik, atau mengalami kejadian yang sangatlah menarik sehingga sahabatmu dapat mengerti bagaimana sebenarnya keadaan yang kamu alami tersebut.*

POST - TEST

Pilihlah satu dari ketiga topic dibawah ini, kemudian tulis sebuah karangan berdasarkan pengalaman mu seperti pada topic dibawah ini.

1. *Tulis sebuah sebuah teks recount yang menceritakan tentang liburan yang telah kamu lalui bersama keluarga. Disana kamu menceritakan bahwa kegiatanmu disana sangatlah menyenangkan. Ceritakanlah bahwa banyak sekali hal-hal yang sangat menyenangkan telah kamu lalui bersama keluargamu. Buatlah ceritamu semenarik mungkin.*

2. *Buatlah sebuah cerita atau catatan diary yang menceritakan kegiatan di sekolahmu, bersama teman sekelasmu atau dengan sahabat mu yang menarik untuk diceritakan. Ceritakanlah kegiatanmu disekolah atau kegiatan belajarm di sekolah yang membuat kamu leih semangat untuk belajar. Ceritakan juga hal-hal menarik yang terjadi di sekolah.*

   Buatlah sebuah surat yang ditujukan kepada seorang sahabat mu, yang didalam surat tersebut kamu menceritakan sebuah pengalaman menarik dalam beberapa hari yang lalu. Didalam surat tersebut, kamu menceritakan pengalaman menarikmu sehingga sahabatmu dapat mengerti bagaimana sebenarnya keadaan yang kamu alami tersebut.

Table 26: **Writing Assessment Rubric/Categories for Evaluating Writing (Anderson, 2003: 92)**

Categorization		Description
Ideas and development	1	Weak development of topic
	2	Adequate development of topic; listing details
	3	Good development of topic
	4	Extensive development of topic; strong support of main idea in detail.
Organization	1	Not organized
	2	Sparsely organized; lack of sequence
	3	Fairly well organized; flow and sequence evident
	4	Completely organized, smooth flow with strong sequence
Vocabulary	1	Poor or innapropriate word choice
	2	Fair word choice; simple words
	3	Good word choice; meaning is clear
	4	Visual and imaginative word choice; appropriate use of vocabulary
Sentence structure	1	Poor, many errors
	2	Fair, choppy with variety
	3	Adequate, few errors and some varieties of lengths
	4	Excellent; no errors and variety of lengths
Capitalization and punctuation	1	Many error (over 10)
	2	Some errors (6-10)
	3	Very few errors (1-5)
	4	Error free
Spelling	1	Many error (over 10)
	2	Some errors (6-10)
	3	Very few errors (1-5)
	4	Error free

First Consultant   **Second Consultant**

Dr.Agus Widyantoro, M.Pd.   **Triwahyuni Floriasti, M.Hum.**
NIP. 19481016 197204 1 001   **NIP. 19780430 200812 2 001**

B. RELIABILITY OF THE INSTRUMENT

Reliability

Table 27: **Case Processing Summary**

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded[a]	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Table 28: **Reliability Statistic**

Reliability Statistics

Cronbach's Alpha	N of Items
.802	6

Table 29: **Item Total Statistic**

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ID	15.7500	3.677	.444	.796
O	15.8125	3.383	.473	.795
V	15.9063	3.443	.770	.737
SS	15.9688	3.580	.612	.764
CP	16.0000	3.161	.510	.792
S	16.0313	3.257	.672	.745

PERHITUNGAN KELAS INTERVAL

1. PRETEST ESKPERIMEN

Min	8.5
Max	18.0
R	9.50
N	32
K	1 + 3.3 log n
	5.966994928
≈	6
P	1.5833
≈	1.6

No.	Interval			F	%
1	17.0	-	18.6	3	9.4%
2	15.3	-	16.9	3	9.4%
3	13.6	-	15.2	7	21.9%
4	11.9	-	13.5	6	18.8%
5	10.2	-	11.8	9	28.1%
6	8.5	-	10.1	4	12.5%
Jumlah				32	100.0%

Pretest Eskperimen

Series1, 10.2-11.8, 9
Series1, 13.6-15.2, 7
Series1, 11.9-13.5, 6
Series1, 8.5-10.1, 4
Series1, 15.3-16.9, 3
Series1, 17-18.6, 3
Frekuensi
Interval
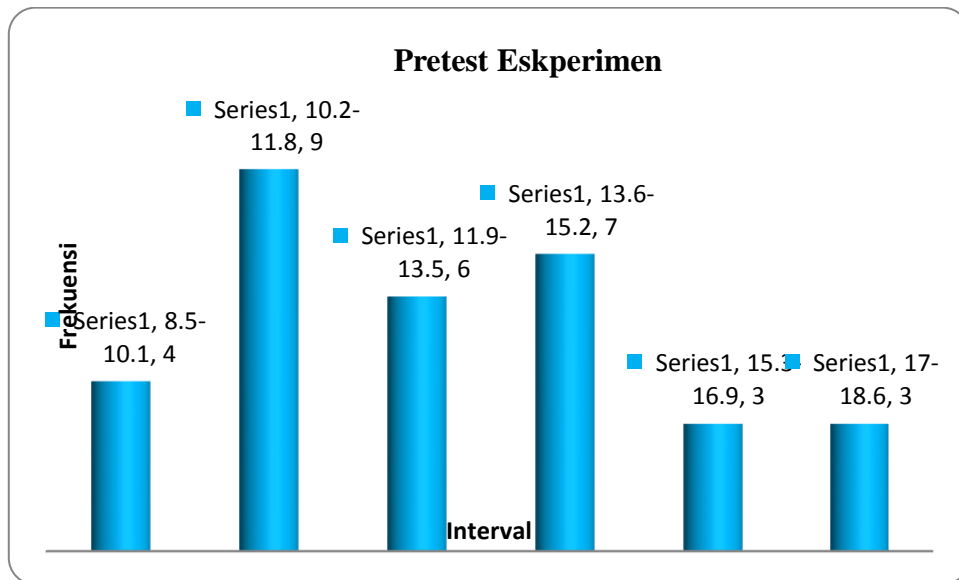
2. POSTEST KELAS EKSPERIMEN

Min	16.0
Max	23.5
R	7.5
N	32
K	1 + 3.3 log n
	5.966994928
≈	6
P	1.3
≈	1.30000

No.	Interval			F	%
1	23.0	-	24.3	3	9.4%
2	21.6	-	22.9	1	3.1%
3	20.2	-	21.5	2	6.3%
4	18.8	-	20.1	8	25.0%
5	17.4	-	18.7	13	40.6%
6	16.0	-	17.3	5	15.6%
Jumlah				32	100.0%

Postest Eksperimen

Series1, 17.4-18.7, 13

Series1, 18.8-20.1, 8

Frekuensi

Series1, 16-17.3, 5

Series1, 20.2-21.5, 2

Series1, 21.6-22.9, 1

Series1, 23-24.3, 3
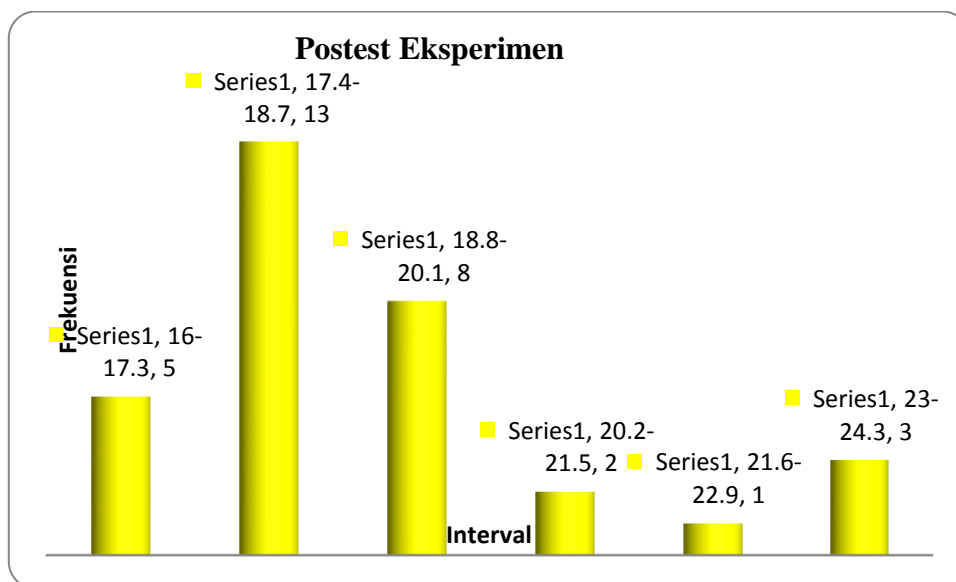
Interval

3. PRETEST KELAS KONTROL

Min	8.5
Max	18.0
R	9.50
N	32
K	1 + 3.3 log n
	5.966994928
≈	6
P	1.5833
≈	1.6

No.	Interval			F	%
1	17.0	-	18.6	2	6.3%
2	15.3	-	16.9	4	12.5%
3	13.6	-	15.2	4	12.5%
4	11.9	-	13.5	11	34.4%
5	10.2	-	11.8	8	25.0%
6	8.5	-	10.1	3	9.4%
Jumlah				32	100.0%

Pretest Kontrol

Frekuensi

Interval

Series1, 12.0, 13.5, 11

Series1, 10.2-11.8, 8

Series1, 13.5-15.2, 4

Series1, 15.3-16.9, 4

Series1, 8.5-10.1, 3

Series1, 17-18.6, 2
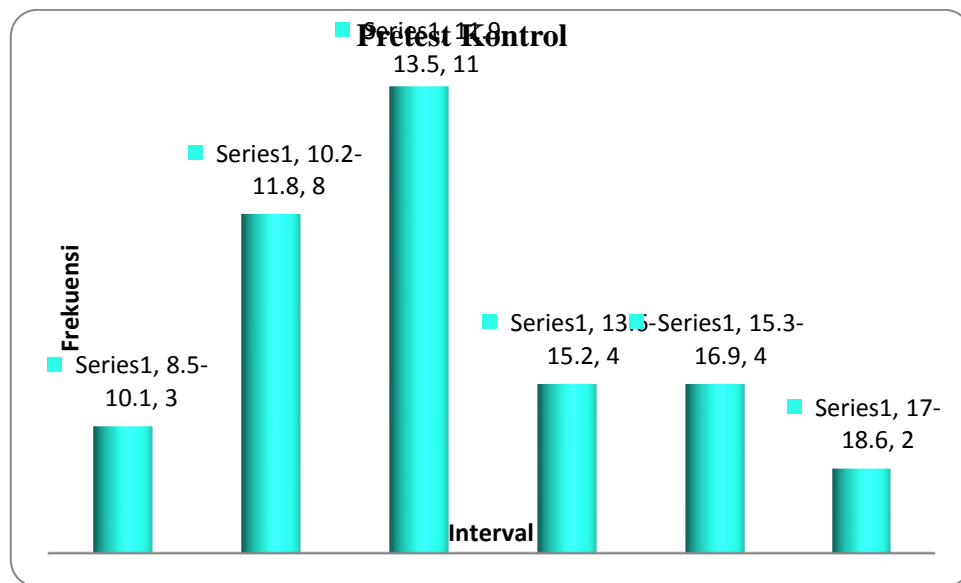
4. POSTEST KELAS KONTROL

Min	10.5
Max	16.0
R	5.50
N	32
K	1 + 3.3 log n
	5.966994928
≈	6
P	0.9167
≈	1

No.	Interval			F	%
1	16.0	-	17.0	3	9.4%
2	14.9	-	15.9	3	9.4%
3	13.8	-	14.8	8	25.0%
4	12.7	-	13.7	8	25.0%
5	11.6	-	12.6	9	28.1%
6	10.5	-	11.5	1	3.1%
Jumlah				32	100.0%

Postest Kontrol

Frekuensi

Series1, 11.6-12.6, 9

Series1, 12.7-13.7, 8

Series1, 13.8-14.8, 8

Series1, 14.9-15.9, 3

Series1, 16-17, 3

Series1, 10.5-11.5, 1

Interval
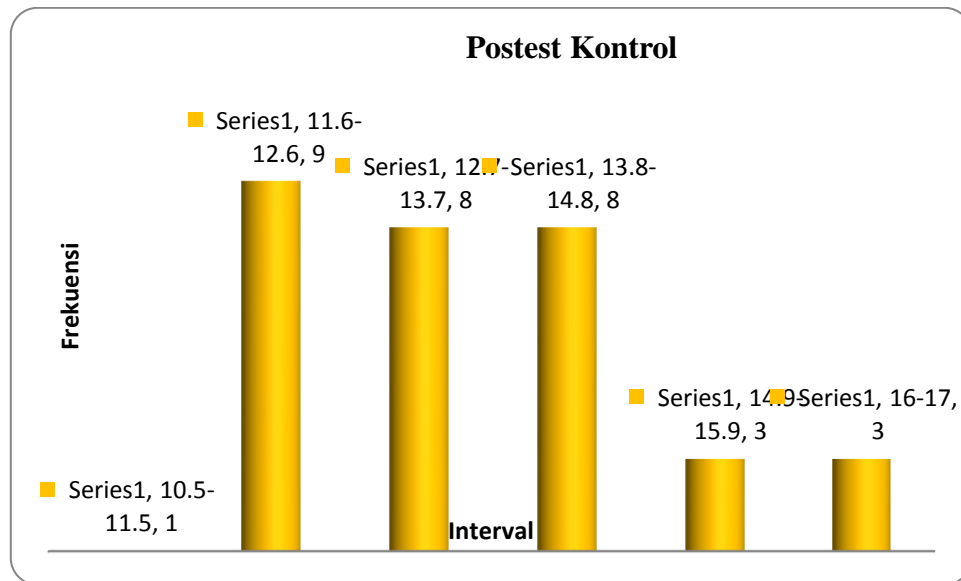
STATISTICAL ANALYSIS OF THE

DATA

DATA ANALYSISS

A. Descriptive Analysiss

1. Experimental Class

Pretest_Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High	6	18.8	18.8	18.8
	High	7	21.9	21.9	40.6
	Fair	5	15.6	15.6	56.3
	Low	8	25.0	25.0	81.3
	Very Low	6	18.8	18.8	100.0
	Total	32	100.0	100.0	

Postest_Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High	4	12.5	12.5	12.5
	High	2	6.3	6.3	18.8
	Fair	6	18.8	18.8	37.5
	Low	15	46.9	46.9	84.4
	Very Low	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

2. Control Class

Pretest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High	6	18.8	18.8	18.8
	High	4	12.5	12.5	31.3
	Fair	10	31.3	31.3	62.5
	Low	7	21.9	21.9	84.4
	Very Low	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

Postest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High	6	18.8	18.8	18.8
	High	8	25.0	25.0	43.8
	Fair	8	25.0	25.0	68.8
	Low	9	28.1	28.1	96.9
	Very Low	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Result of Data analysiss

Frequencies

Statistics

		Pretest_ Experiment	Postest_ Experiment	Pretest_ Control	Postest_ Control
N	Valid	32	32	32	32
Mean		13.0156	19.0469	13.0625	13.5938
Median		12.5000	18.5000	12.5000	13.5000
Mode		14.50	18.00	12.50	12.50[a]
Std. Deviation		2.56366	1.91917	2.36149	1.38795
Range		9.50	7.50	9.50	5.50
Minimum		8.50	16.00	8.50	10.50
Maximum		18.00	23.50	18.00	16.00
Sum		416.50	609.50	418.00	435.00

a. Multiple modes exist. The smallest value is shown

B. Inferential Analysiss

1. Normality Test

NPar Tests

One-Sample Kolmogorov-Smirnov Test

		Pretest_ Experiment	Postest_ Experiment	Pretest_ Control	Postest_ Control
N		32	32	32	32
Normal Parameters[a,b]	Mean	13.0156	19.0469	13.0625	13.5938
	Std. Deviation	2.56366	1.91917	2.36149	1.38795
Most Extreme Differences	Absolute	.129	.175	.136	.134
	Positive	.129	.175	.136	.134
	Negative	-.125	-.136	-.115	-.103
Kolmogorov-Smirnov Z		.730	.988	.767	.760
Asymp. Sig. (2-tailed)		.661	.283	.599	.610

a. Test distribution is Normal.

b. Calculated from data.

2. Homogeneity Test

Levene's Test of Equality of Error Variances[a]

Dependent Variable:postes

F	df1	df2	Sig.
10.685	1	62	.002

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + pretes + metode

Analysis non-parametric, Mann-Whitney

Test Statisticsa

	postes
Mann-Whitney U	1.500
Wilcoxon W	529.500
Z	-6.873
Asymp. Sig. (2-tailed)	.000

Levene's Test of Equality of Error Variances[a]

Dependent Variable:postes

F	df1	df2	Sig.
10.685	1	62	.002

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Grouping Variable: metode

3. **Hypothesis Test**

HASIL UJI *PAIRED T TEST*
(PERBANDINGAN PRETEST DAN POSTEST KELAS EKSPERIMEN)

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_Experiment	13.0156	32	2.56366	.45319
	Postest_Experiment	19.0469	32	1.91917	.33926

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest_Experiment & Postest_Experiment	32	.165	.366

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest_Experiment - Postest_Experiment	-6.03125	2.93735	.51926	-7.09028	-4.97222	-11.615	31	.000

HASIL UJI *PAIRED T TEST*
(PERBANDINGAN PRETEST DAN POSTEST KELAS KONTROL)

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_Experiment	13.0156	32	2.56366	.45319
	Postest_Experiment	19.0469	32	1.91917	.33926

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest_Experiment & Postest_Experiment	32	.165	.366

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest_Experiment - Postest_Experiment	-6.03125	2.93735	.51926	-7.09028	-4.97222	-11.615	31	.000

HASIL UJI *PAIRED T TEST*
(PERBANDINGAN PRETEST ANTARA KELAS EKSPERIMEN DENGAN KELAS KONTROL)

T-Test

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
PRETEST	Experiment	32	13.0156	2.56366	.45319
	Control	32	13.0625	2.36149	.41746

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PRETEST	Equal variances assumed	.723	.399	-.076	62	.940	-.04688	.61616	-1.27856	1.18481
	Equal variances not assumed			-.076	61.586	.940	-.04688	.61616	-1.27873	1.18498

HASIL UJI *PAIRED T TEST*
(PERBANDINGAN POSTEST ANTARA KELAS EKSPERIMEN DENGAN KELAS KONTROL)
T-Test

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
POSTEST	Experiment	32	19.0469	1.91917	.33926
	Control	32	13.5938	1.38795	.24536

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
POSTEST	Equal variances assumed	1.672	.201	13.024	62	.000	5.45313	.41869	4.61618	6.29007
	Equal variances not assumed			13.024	56.462	.000	5.45313	.41869	4.61454	6.29171

STUDENTS' SCORE

PRE-TEST EXPERIMENTAL CLASS

NO	NAME	RATER 1							RATER 2							MEAN
		ID	O	V	SS	CP	S	TOTAL	ID	O	V	SS	CP	S	TOTAL	
1	ANISA MUFTI DILLA	2	2	2	2	2	1	11	2	2	2	1	2	2	11	11
2	ARNI FATMAWATI	2	2	2	2	2	1	11	2	2	2	2	1	2	11	11
3	AMBAR WILDAN MUFIDA	1	2	2	2	1	2	10	1	2	2	2	1	1	9	9.5
4	ALVIA ANANDA	2	3	2	2	1	2	12	3	2	2	1	1	2	11	11.5
5	AHMAD FAJAR PAMUNGKAS	3	2	3	3	3	2	16	3	3	2	3	3	3	17	16.5
6	DEVI FITRIANA	3	2	1	2	2	2	12	1	2	2	3	2	2	12	12
7	DEVI NUR AISAH	2	1	2	1	2	2	10	2	2	1	2	2	2	11	10.5
8	DIAN OKTAVIA SEJATI	3	3	3	3	3	3	18	3	3	3	3	3	3	18	18
9	FIKKY NOVRIANTO	3	2	2	2	2	2	13	3	2	2	2	2	2	13	13
10	HASNA MUKMINA RAHIM	3	2	3	1	2	2	13	3	2	2	1	2	2	12	12.5
11	HUSNUN LATIFAH	2	2	3	2	3	3	15	2	3	3	2	3	2	15	15
12	INTAN KUSUMA PUTRI	2	1	2	1	2	2	10	2	2	1	2	2	2	11	10.5
13	KHANSA DATIK	2	2	2	2	2	1	11	2	2	2	2	1	2	11	11
14	LIANA LATIEF AULIA	3	2	3	1	2	2	13	3	2	2	1	2	2	12	12.5
15	LUTHIFAN HANIF	2	2	2	2	2	1	11	2	2	2	2	1	2	11	11
16	M. SYAHRIZAL ALADIN	3	2	2	2	2	2	13	3	2	2	2	2	2	13	13
17	M. DAFFA HARZA A	2	3	2	2	1	2	12	3	2	2	1	1	2	11	11.5
18	M. DEVA MAHARDHIKA	3	2	3	1	2	2	13	3	2	2	1	2	2	12	12.5
19	NADIIN NISSA AFIFAN	2	1	2	1	2	2	10	2	2	1	2	1	2	10	10
20	NOVA LINTANG NUGROHO	3	2	3	3	3	2	16	3	3	3	3	3	2	17	16.5
21	NUR BUDIANTO	2	3	3	2	2	2	14	3	3	3	2	2	2	15	14.5
22	PRADIKA PANDU	2	3	3	2	2	2	14	3	3	3	2	2	2	15	14.5
23	RACHMA NURUL AINI	2	1	2	1	1	2	9	2	1	1	2	2	2	10	9.5
24	RAHMAD AJI SABARNO	2	3	3	2	2	2	14	3	3	3	2	2	2	15	14.5
25	RATIH CAHYA KARTIKA	2	2	3	2	3	3	15	2	3	3	2	3	2	15	15
26	RIYAN ICHWANUDIN	3	3	2	2	3	3	16	3	4	2	2	3	3	17	16.5
27	SARI SETYA NINGRUM	3	3	3	3	3	2	17	3	3	3	3	3	2	17	17
28	SETYO NUR FITRIANTO	3	4	2	2	3	3	17	3	4	2	2	3	3	17	17
29	SYARIFUDIN FARDHAN	2	1	2	2	2	2	11	2	2	2	2	2	2	12	11.5
30	ULUL KHOIRIYAH	2	3	3	2	2	2	14	3	3	3	2	2	2	15	14.5
31	WISNA JULIYANTI	3	3	2	2	2	2	14	3	3	3	2	2	2	15	14.5
32	YUAN NAVIERAWATI	1	1	2	1	1	2	8	2	1	1	2	1	2	9	8.5

POS-TEST EXPERIMENTAL CLASS

NO	NAME	RATER 1							RATER 2							MEAN
		ID	O	V	SS	CP	S	TOTAL	ID	O	V	SS	CP	S	TOTAL	
1	ANISA MUFTI DILLA	3	3	3	3	3	3	**18**	3	4	3	3	3	3	**19**	18.5
2	ARNI FATMAWATI	4	3	3	3	2	2	**17**	4	3	3	3	2	2	**17**	17
3	AMBAR WILDAN MUFIDA	3	3	3	2	4	4	**19**	3	4	3	2	4	4	**20**	19.5
4	ALVIA ANANDA	3	3	3	3	2	3	**17**	3	3	3	3	2	3	**17**	17
5	AHMAD FAJAR PAMUNGKAS	3	3	3	3	3	3	**18**	3	3	3	3	3	3	**18**	18
6	DEVI FITRIANA	4	4	3	3	4	3	**21**	4	3	3	3	4	3	**20**	20.5
7	DEVI NUR AISAH	3	3	3	3	3	3	**18**	3	3	3	3	3	3	**18**	18
8	DIAN OKTAVIA SEJATI	4	4	4	4	4	4	**24**	4	3	4	4	4	2	**21**	22.5
9	FIKKY NOVRIANTO	4	4	4	4	4	4	**24**	3	4	4	4	4	4	**23**	23.5
10	HASNA MUKMINA RAHIM	4	3	4	4	4	4	**23**	4	3	4	4	4	4	**23**	23
11	HUSNUN LATIFAH	3	3	3	3	3	3	**18**	3	3	3	3	3	3	**18**	18
12	INTAN KUSUMA PUTRI	4	4	3	3	3	3	**20**	4	4	3	3	3	3	**20**	20
13	KHANSA DATIK	4	4	4	3	3	3	**21**	4	3	3	3	3	3	**19**	20
14	LIANA LATIEF AULIA	4	3	3	3	3	3	**19**	4	3	3	3	3	3	**19**	19
15	LUTHIFAN HANIF	3	3	3	3	2	2	**16**	3	3	3	3	2	2	**16**	16
16	M. SYAHRIZAL ALADIN	3	4	3	3	3	3	**19**	3	4	3	3	3	3	**19**	19
17	M. DAFFA HARZA A	3	3	3	3	3	3	**18**	4	3	3	3	3	3	**19**	18.5
18	M. DEVA MAHARDHIKA	3	4	4	4	3	3	**21**	3	3	4	4	3	3	**20**	20.5
19	NADIIN NISSA AFIFAN	4	3	3	3	3	3	**19**	4	3	4	3	3	3	**20**	19.5
20	NOVA LINTANG NUGROHO	4	3	3	3	2	3	**18**	4	3	3	3	2	3	**18**	18
21	NUR BUDIANTO	3	2	3	3	4	3	**18**	3	2	3	3	4	3	**18**	18
22	PRADIKA PANDU	3	3	3	3	3	3	**18**	4	3	3	3	3	3	**19**	18.5
23	RACHMA NURUL AINI	3	3	3	3	2	3	**17**	3	3	3	3	2	3	**17**	17
24	RAHMAD AJI SABARNO	4	4	4	4	4	4	**24**	4	4	3	4	4	4	**23**	23.5
25	RATIH CAHYA KARTIKA	3	4	3	3	4	3	**20**	3	4	3	3	4	3	**20**	20
26	RIYAN ICHWANUDIN	3	3	3	3	3	3	**18**	3	3	3	3	3	3	**18**	18
27	SARI SETYA NINGRUM	3	4	3	3	3	3	**19**	3	3	3	3	3	3	**18**	18.5
28	SETYO NUR FITRIANTO	3	3	3	3	3	3	**18**	3	3	3	3	3	3	**18**	18
29	SYARIFUDIN FARDHAN	3	2	3	3	3	2	**16**	3	3	3	3	3	2	**17**	16.5
30	ULUL KHOIRIYAH	3	3	3	3	3	3	**18**	3	3	3	3	3	3	**18**	18
31	WISNA JULIYANTI	3	4	3	3	3	3	**19**	4	4	3	3	3	3	**20**	19.5
32	YUAN NAVIERAWATI	3	3	3	3	3	3	**18**	3	3	3	3	3	3	**18**	18

PRE-TEST CONTROLL CLASS
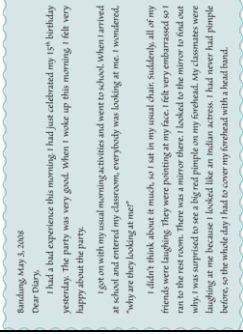
NO	NAME	RATER 1							RATER 2							MEAN
		ID	O	V	SS	CP	S	TOTAL	ID	O	V	SS	CP	S	TOTAL	
1	AFIFAH ISNAENI DEWI	2	2	1	2	2	2	11	2	2	2	2	2	2	12	11.5
2	ALAM NURULHUDA GETA GETA WALEODA	3	2	3	1	2	2	13	3	2	2	1	2	2	12	12.5
3	ALDEAN FENDY SATRIA	2	2	2	2	1	1	10	2	2	3	1	1	1	10	10
4	ANISSA DAMAYANTI	3	3	3	3	2	2	16	3	3	3	3	3	2	17	16.5
5	ANNISA NURAINI	2	2	1	2	2	2	11	2	2	2	2	2	2	12	11.5
6	ARI SUGESTI	3	3	2	2	2	2	14	3	3	3	2	2	2	15	14.5
7	ASTRI KHASNA RISMAWANTI	3	2	3	1	2	2	13	3	2	2	1	2	2	12	12.5
8	AYOMI KUSUMA NINGRUM	3	2	2	2	2	2	13	3	2	2	2	2	2	13	13
9	DIAN INDRI ASTUTI	3	3	2	2	3	2	15	3	3	2	2	3	2	15	15
10	EKA NURMALA SARI	3	2	2	1	1	1	10	3	2	2	1	1	1	10	10
11	FICHA RIESTU P	2	3	2	2	1	1	11	2	3	2	1	1	2	11	11
12	FUAD RIKUAL T	2	2	1	1	1	1	8	2	2	2	1	1	1	9	8.5
13	IQBAL RIFKI H	3	2	3	1	2	2	13	3	2	2	1	2	2	12	12.5
14	IRFAN ANHARI	2	2	2	2	2	1	11	2	2	2	2	2	2	12	11.5
15	MELANI SEKAR ARUM	3	2	2	3	3	3	16	3	3	2	3	3	3	17	16.5
16	M PUTRA RAMADHAN	2	2	2	2	2	2	12	2	2	2	2	2	2	12	12
17	NAFI SETIADI	2	2	1	2	2	1	10	3	2	1	2	2	1	11	10.5
18	NARESTI INDRIATRI	3	3	3	3	3	3	18	3	3	3	3	3	3	18	18
19	PANGGIH BAKTI W	3	2	3	2	2	2	14	2	2	2	2	2	2	12	13
20	PRAMESTI CICILIA	2	2	2	2	2	2	12	2	3	2	2	2	2	13	12.5
21	RINI ASYATUS SYIFA	3	3	3	2	2	2	15	3	3	3	2	2	2	15	15
22	RIMA OKTAVIA	3	1	2	2	1	1	10	3	2	2	2	1	1	11	10.5
23	RIZKI JOHAN PRASETIADI	2	2	2	1	2	2	11	2	2	1	2	2	2	11	11
24	RIZKI KURNIAWAN	3	2	3	1	2	2	13	3	2	2	1	2	2	12	12.5
25	SANTYAKA RAFIQ ERLANGGA	2	2	2	2	2	1	11	2	2	2	2	2	2	12	11.5
26	SEPTY DWI ARYANI	3	2	2	2	2	2	13	3	2	2	2	2	2	13	13
27	SHAFIRA SATYA NURSHANTI	4	3	3	2	2	3	17	3	3	3	2	2	3	16	16.5
28	SYARIEF H FILANSYAH	3	3	3	2	3	3	17	3	3	2	2	3	3	16	16.5
29	VERONICA ARY MELANIA	3	3	3	2	3	3	17	3	3	3	2	3	3	17	17
30	WIDYAWATI	2	3	3	2	2	2	14	3	3	3	2	2	2	15	14.5
31	YUKHROTUL YUMNA SALSABILA	3	2	2	2	2	2	13	3	3	2	2	2	2	14	13.5
32	ZULHANTON B	3	2	2	2	2	2	13	3	2	3	2	2	2	14	13.5
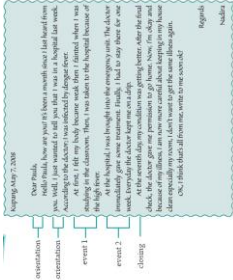
POST-TEST CONTROLL CLASS

NO	NAME	RATER 1							RATER 2							MEAN
		ID	O	V	SS	CP	S	TOTAL	ID	O	V	SS	CP	S	TOTAL	
1	AFIFAH ISNAENI DEWI	3	2	2	2	2	2	13	3	3	2	2	2	2	14	13.5
2	ALAM NURULHUDA GETA GETA WALEODA	2	2	2	2	2	2	12	3	2	2	2	2	2	13	12.5
3	ALDEAN FENDY SATRIA	3	3	2	3	2	2	15	3	3	2	2	2	2	14	14.5
4	ANISSA DAMAYANTI	3	3	2	2	3	3	16	3	3	2	2	3	3	16	16
5	ANNISA NURAINI	2	2	2	2	2	2	12	2	2	2	2	2	2	12	12
6	ARI SUGESTI	3	3	3	2	2	2	15	3	3	2	2	2	2	14	14.5
7	ASTRI KHASNA RISMAWANTI	3	2	2	2	2	2	13	3	2	3	2	2	2	14	13.5
8	AYOMI KUSUMA NINGRUM	3	3	2	2	2	2	14	3	3	2	2	2	2	14	14
9	DIAN INDRI ASTUTI	3	3	2	3	2	2	15	3	3	2	2	2	2	14	14.5
10	EKA NURMALA SARI	3	2	2	2	2	2	13	3	2	2	2	2	2	13	13
11	FICHA RIESTU P	3	2	1	1	2	2	11	3	2	2	2	2	2	13	12
12	FUAD RIKUAL T	3	2	2	2	2	2	13	3	2	2	2	2	2	13	13
13	IQBAL RIFKI H	3	2	2	2	2	2	13	3	3	2	2	2	2	14	13.5
14	IRFAN ANHARI	2	2	2	2	2	2	12	2	2	3	2	2	2	13	12.5
15	MELANI SEKAR ARUM	3	3	3	2	2	2	15	3	3	2	2	2	2	14	14.5
16	M PUTRA RAMADHAN	2	2	2	2	2	2	12	3	2	2	2	2	2	13	12.5
17	NAFI SETIADI	2	2	2	2	2	2	12	2	3	2	2	2	2	13	12.5
18	NARESTI INDRIATRI	3	2	3	2	3	3	16	3	2	3	2	2	3	15	15.5
19	PANGGIH BAKTI W	3	2	3	2	2	2	14	3	2	3	2	2	2	14	14
20	PRAMESTI CICILIA	2	3	2	2	3	2	14	2	3	2	2	3	2	14	14
21	RINI ASYATUS SYIFA	3	3	3	2	2	2	15	3	3	3	2	3	2	16	15.5
22	RIMA OKTAVIA	2	3	2	2	2	2	13	2	3	2	2	2	2	13	13
23	RIZKI JOHAN PRASETIADI	2	2	1	1	2	2	10	2	2	2	1	2	2	11	10.5
24	RIZKI KURNIAWAN	2	2	2	2	2	2	12	2	3	2	2	2	2	13	12.5
25	SANTYAKA RAFIQ ERLANGGA	2	2	2	2	2	2	12	2	2	2	2	2	2	12	12
26	SEPTY DWI ARYANI	3	2	2	2	2	2	13	3	2	2	2	2	2	13	13
27	SHAFIRA SATYA NURSHANTI	4	3	3	2	2	2	16	4	3	3	2	2	2	16	16
28	SYARIEF H FILANSYAH	3	3	2	2	3	3	16	3	3	2	2	2	3	15	15.5
29	VERONICA ARY MELANIA	3	2	3	3	2	3	16	3	2	3	3	2	3	16	16
30	WIDYAWATI	3	2	3	2	2	2	14	3	2	3	2	2	2	14	14
31	YUKHROTUL YUMNA SALSABILA	3	2	2	2	2	2	13	3	2	2	2	2	2	13	13
32	ZULHANTON B	2	2	2	2	2	2	12	2	2	2	2	2	2	12	12

COURSE GRID, LESSON PLANS, AND LEARNING MATERIALS

Standard of Competence   :

6. Producing meaning of the simple and short functional and essay texts in the form of descriptive and recount in the context of daily life.

Treatment	Topic	Basic competence	Indicators	Materials	Language Focus	Media	Learning Process	Sources
1	*Diary*	6.2 *Producing meaning in the short functional texts fluently, and acceptably to interact with the society in the daily life context.*	a. Students are able to identify the organization of the recount text correctly by answering the questions. b. Students are able to identify the language features used in recount text c. Students are able to arrange jumbled sentences to make recount text.	*Diary* Bandung, May 3, 2008 Dear Diary, I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. The party was very good. When I woke up this morning, I felt very happy about the party. I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me. I wondered, "why are they looking at me?" I didn't think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face. I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band. Generic structure: ● Orientation (opening of the text) ● Event (tell what happen and what sequence) ● Reorientation (optional-sclosure of events)	Past Tense: S + V2 + O Verb used in he recount text usually in the verb 2.	Picture series, work sheets.	**1. Diary** The students identify new words related to the topic. (Task 1, page) **2. Fill in the blank** The students analyze sentences, then complete the sentece. (Task 2, page) **3. rearrange the sentence** The students rearrangethe sentences, to make good order (Task 3, page)	2x45 mins

					2x45 mins
2. *Letter*	6.2 Producing meaning in the short functional texts fluently, and acceptably to interact with the society in the daily life context.	a. Students are identify the form of the letter in recount text. b. Students are able to arrange jumbled sentences to make a recount text. c. Students are able to construct a letter in the form of recount text based on some situations. d. Students are able to write a letter individually.	**Letter** *(letter text example)* orientation, orientation, event 1, event 2, closing **Generic structure:** 1. Orientation 2. Event 1 3. Event 2 4. Closing	**Grammar:** WH-Questions Example: - *Who* ate the apple? - *Whom* did you meet at the post office this morning? - *What* made you cry? - *When* did you see him? - *Where* did you buy the dress?	work sheets	**1. identifying text** Students identify some words that are usually used in letter in the form of recount text. (Task 4, page) **2. Vocabulary (search-words)** Students find some verb, which are appropriate used to complete the text. (Task 5, page) **3. Produce text** The students write a letter in pairs and chose one of following the topic. (Task 6, page)

No	Basic Competency	Indicators	Material	Characteristics of Recount Text	Learning Activities	Media	Time
3.	6.2. *Producing meaning in the short functional texts fluently, and acceptably to interact with the society in the daily life context.*	a. Students are able to complete a short message appropriately. b. Students are able to arrange jumbled sentences to make short messages. c. Students are able to construct a short message based on some situations. d. Students are able to write a short message individually.	**Biography** Telling the story about someone in the past. **Generic Structure:** a. Orientation b. Event c. Reorientation	**Characteristics of Recount Text** • *A recount text* is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. *Orientation* tells who was involved, what happened, where the events took place, and when it happened. Example : *When I was in junior high school, I was not a very diligent student.* *Events (event 1 and 2)* tell what happened and in what sequence. *Reorientation* consists of optional-closure of events/ ending. The features are including Who? When? Where? Why?, noun or pronoun, and past tense.	**1. Identify the text** The students learn vocab through the text then answer the question below. (Task 7, page) **2. Sentence structure** The students complete the following sentence using the word in the box. (Page 8, page) **3. Produce recount text** Student writea recount text based on their experience.	Boards, papers	2x45 mins

Biography

LESSON PLAN 1
(Experimental Group)

School   : SMP N 3 Sleman

Subject   : English

Grade/Semester   : VIII/1

Allocated time   : 2 x 40 menit

Skill   : Writing

Kind of Text   : Recount text

Standard of Competence   :

    6. Producing meaning of the simple and short functional and essay texts in the form of descriptive and recount in the context of daily life.

Basic Competence   :

    6.1. Producing meaning in the recount texts fluently, and acceptably to interact with the society in the daily life context.

A. Indicators

a. Cognitive

    a. Students are able to activate the previous knowledge of recount text.

    b. Students are able to identify the organization of the recount text correctly by answering the questions.

    c. Students are able to identify the language features used in recount text.

    d. Students are able to complete a recount text correctly.

    e. Students are able to arrange jumbled sentences to make recount text.

    f. Students are able to construct a recount text based on some situations.

    g. Students are able to write a recount text in a group.

    h. Students are able to write a recount text individually.

b. Psychomotor

    a. Students are able to complete a recount text correctly.

    b. Students are able to arrange some sentences to make a recount text.

    c. Students are able to construct a recount text based on some situations.

    d. Students are able to write a recount text individually.

c. **Affective**

   1) Character Buildings

Given a stituation related to recount text, the students are able to be responsible to their groups and they are able to write creatively and independently.

   2) Social skills

     1) Students are able to work cooperatively with their friend in doing the task.

     2) Students are able to be responsible in their group.

     3) Students are able to help each other in doing the tasks.

B. Learning Objectives

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

  a. Cognitive

    1) identify the structures of recount text correctly,

    2) identify the verb forms in the text correctly,

    3) complete the missing verbs of the texts correctly,

    4) arrange the jumbled sentences into a complete paragraph correctly, and

    5) Write a recount text independently, creatively, accurately and correctly.

  b. Psychomotor

    1) complete the missing verbs of the texts correctly,

    2) Write a recount text independently, creatively, accurately and correctly.

  c. Affective

   1) Character Building

By asking the students to write a recount text individually, the students are expected to be responsible and they are able to work creatively and independently.

   2) Social skills

By giving pair and group work tasks to the students, the students are expected to be able to:

    a) work cooperatively with their friend in doing the task,

    b) be responsible in their group, and

    c) help each other in doing the tasks.

I. Learning Materials

1. Recount text

Example of recount text

Title	Fishing at Seribu Island

Orientation	Last month, I left Jakarta for Seribu Island. I went there with some members of Jakarta fishing club, who organized the monthly fishing activity. Getting there was not quite easy. It needed two hours by speed boat in a bit rough wave.
Event 1	Soon, after our arrival at Seribu Island, we got a general briefing. The chief of the fishing club gave some information about the fishing code. It included an explanation how to release out the hook from the fish mouth safely.
Event 2	Then, we began our fishing. We set out to sea early in the morning. Around 4 kilometers from the beach, we started to fish. Apparently, no one caught any big fish. We caught mostly small yellowtail fish. After fishing for nearly four hours, I only got five fish; three yellow fish, one salmon and one little Merlin. It was not bad at all.
Re-orientation	In Summary, the trip was mostly enjoyable. Fishing is absolutely an interesting activity.

(Adapted from : Lets talk VIII, 2006)

- Diary
- Biography or Autobiography
- Letters and postcards
- Conversation with friends

2. Generic Structure:

Generic structure sebuah teks recount terdri dari :

1. Orientation: menyebutkan orang atau benda yang melaukan dan terlibat di dalamnya, serta waktu, tempat, situasi, dan lain-lain. (who was involved, where it happened, when it happened).

2. Events: merupakan rekaman peristiwa yang terjadi, yang bisanya dalam urutan kronologis. Di bagian events ini juga biasanya terdapat komentar pribadi tentang peristiwa atau kejadian yang diceritakan.

3. Reorientation: pada bagian ini terdapat pengulangan pengenalan yang ada di orientation, pengulangan yang merangkum runtutan peristiwa atau kejadian atau kegiatan yang diceritakan. Reorientation juga berisi penutup cerita atau akhir cerita.

Grammar Review (S

1. Sentence Pattern

1. S + Verb -2 + O
2. S + was/were + Verb - 1 + O

2. Examples

- They worked in this morning.
- My friend played football yesterday.
- They were here two days ago.
- My parents gave me a new Harry Potter novel.

3. Characteristics of Recount Text

- *A recount text* is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.
- *Orientation* tells who was involved, what happened, where the events took place, and when it happened.
  Example : *Last night, I read an article about adolescence in a magazine.*
- *Events (event 1 and 2)* tell what happened and in what sequence.

Example: *After I ⬜ nished reading the article, I remembered my own adolescence*; *To divert my emotions, I took many extracurricular activities.*

- *Reorientation* consists of optional-closure of events/ending.
  Example : *I was able to control my emotions and to have a place where I could express my creativity in positive ways*.
- The features are including Who? Where? When? Why?, noun or pronoun, and past tense.
  Examples : *I, at home, last night, a magazine, I took....*

II. Learning Method/Technique:

CLT/Four Stages technique:

1. *Building Knowledge of Field*

2. *Modelling of Text*

3. *Joint Construction of Text*

4. *Independent Construction of Text*

III. Learning Procedure:

A. Pre-teaching (5 minutes)

1. The teacher greets the students.

2. The teacher checks whether the students are ready for the lesson or not.

3. The teacher asks one of the students to lead a prayer.

4. The teacher checks the students' attendance.

B. Main activities

1. BKOF (10 minutes)

a. The teacher shows some recount text to introduce the topic (contextualize) and asks the students related to the recount text.

1) Have you ever write a recount text?

2) When was it?

3) For what you make a recount text?

4) Why do people make recount text?

5) What do you expect to find a recount text?

b. The students identify the recount text.

2. MOT (15 minutes)

a. The students are given an example of recount text

b. The teacher asks some questions to the students as the guidance for the students to understand the structure of the recount text.

c. The teacher introduces new words related to the topic.

3. JCOT (15 minutes)

In pairs and group, students try to:

a. identify new words related to recount text through *picture series* (Task 1)

b. analyze the grammar found in the text (Task 2)

c. Arrange jumble sentences into a good order (Task 3)

4. ICOT (25 minutes)

b. The students write a recount text individually.

C. Post-Activities (15 minutes)

1. The teacher and students summarize the whole lesson.

2. The teacher asks students about their difficulties in the lesson.

3. The teacher gives feedback to the students including the whole process and the result of teching and learning.

4. The teacher informs the new topic for next meeting.

5. The teacher ends the class and says good bye.

D. Tools/References:

1. Widiati, Utami. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4.* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

2. *RPP Recount text untuk SMP,* retrived on September 2, 2011: http://www.e-dukasi.net/index.php?mod=script&cmd=Bahan%20Belajar/Materi%20Pokok/view&id=513&uniq=4535

3. Oxford Advance Learners Dictionary (for the teacher) and English-Indonesian Dictionary (for the students)

E. Assessment

1. Writing Assessment Rubric

Categories for Evaluating Writing

Categorization		Description
Ideas and development	1	Weak development of topic
	2	Adequate development of topic; listing details
	3	Good development of topic
	4	Extensive development of topic; strong support of main idea in detail.
Organization	1	Not organized
	2	Sparsely organized; lack of sequence
	3	Fairly well organized; flow and sequence evident
	4	Completely organized, smooth flow with strong sequence
Vocabulary	1	Poor or innapropriate word choice
	2	Fair word choice; simple words
	3	Good word choice; meaning is clear
	4	Visual and imaginative word choice; appropriate use of vocabulary
Sentence structure	1	Poor, many errors
	2	Fair, choppy with variety
	3	Adequate, few errors and some varieties of lengths
	4	Excellent; no errors and variety of lengths
Capitalization and punctuation	1	Many error (over 10)
	2	Some errors (6-10)
	3	Very few errors (1-5)
	4	Error free
Spelling	1	Many error (over 10)
	2	Some errors (6-10)
	3	Very few errors (1-5)
	4	Error free

Sleman, April 14th 2014

English Teacher   Researcher

Dra. Inti Mawarni   Ari Pujianto

NIP: 195911201988032003   NIM: 07202244074

LESSON PLAN 2

(Experimental Group)

School   : SMP N 3 Sleman

Subject   : English

Grade/Semester   : VIII/1

Allocated time   : 2 x 40 menit

Skill   : Writing

Kind of Text   : Recount texts

Standard of Competence   :

6.   Producing meaning of the simple and short functional and essay texts in the form of descriptive and recount in the context of daily life.

Basic Competence   :

6.1. Producing meaning in the short functional texts fluently, and acceptably to interact with the society in the daily life context.

A. Indicators

   a.   Cognitive

   a.   Students are able to activate their previous knowledge of recount texts.

   b.   Students are able to identify the organization of the text correctly by answering the questions.

   c.   Students are able to identify the language features which are used in the recount text.

   d.   Students are able to arrange the jumbled sentences to make good recount texts.

   e.   Students are able to write a recount text in a pairs.

   f.   Students are able to write a recount text individually.

   b. Psychomotor

   a.   Students are able to activate their previous knowledge of recount texts.

   b.   Students are able to arrange some sentences to make announcements.

   c.   Students are able to make a recount text in pairs.

   d.   Students are able to write a recount text individually.

    c. **Affective**

      1) Character Buildings

      Given a related topic to make, the students are able to be responsible to discus with their friends and they are able to write creatively and independently.

      2) Social skills

        1) Students are able to work cooperatively with their friend in doing the task.

        2) Students are able to be responsible in pairs.

        3) Students are able to help each other in doing the tasks.

B. Learning Objectives

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

    a. Cognitive

      1) identify the structures of recount texts correctly,

      2) identify the verb forms in the text correctly,

      3) complete the missing verbs of the texts correctly,

      4) arrange jumbled sentences into a complete paragraph correctly,

      5) Write recount texts independently, creatively, accurately and correctly.

    b. Psychomotor

      1) complete the missing verbs of the texts correctly,

      2) write an recount texts independently, creatively, accurately and correctly.

    c. Affective

      1) Character Building

      Given a topic related to make recount texts, students are expected to be responsible and they are able to work creatively and independently.

      2) Social skills

      By giving pair and group work tasks to the students, the students are expected to able to:

      a) work cooperatively with their friends in doing the task,

      b) be responsible in their group,

      c) help each other in doing the tasks.

I. Learning Materials

Recount text

> How would you say if you want to ask for other people's opinions on something? How would you answer if they need your opinions on something?
>
> You love reading, don't you? The texts that you read may include recount texts on someone's unforgettable holiday. Can you read and write such texts effectively? Learn those and more in this unit through communicative tasks.

1. Grammar riview

Simple past tense

- Simple past tense is used to express something that happened in the past. Here is the pattern.

S + Verb 2

Examples:
<u>I went</u> to the zoo yesterday.
S   V2

<u>I visited</u> Lake Toba last week.
S   V2

- Usually, you use the following adverbs of time in simple past tense:
  yesterday
  last week
  last …
  two days ago
  … ago

Task 1: complete the following sentence using verb in the box below.

go	take	accompany
attend	win	spend

1. Fredy *went* to Samarinda last year.
2. Asep … his brother to the airport yesterday.
3. Ketut Tantri … much money in his holiday last month.
4. Sanusi … me to go to the travel agent three days ago.
5. Last holiday, Laila … an English course.
6. Two days ago, Elizabeth … the free ticket to Hawaii.

Task 2: In pairs, discuss with your classmates based on the following clues. Look at the example!

1. You went to Singapore last week (deny/admit).

   Your Classmate   : I heard you went to Singapore last week.
   You   : Yes, that's true. I visited my uncle there.

2. You were sick yesterday (deny/admit).
3. You are afraid of cats (deny/admit).
4. You could ride a bicycle for the first time when you were 5 years old (deny/admit).
5. You have never travelled on the plane (deny/admit).
6. You cried when you got on the roller coaster for the first time (deny/admit).

II. Learning Method/Technique:

CLT/Four Stages technique:

1. *Building Knowledge of Field*

2. *Modelling of Text*

3. *Joint Construction of Text*

4. *Independent Construction of Text*

III. Learning Procedure:

A. Pre-teaching (5 minutes)

1. The teacher greets students.

2. The teacher checks whether the students are ready for the lesson or not.

3. The teacher asks one of the students to lead a prayer.

4. The teacher checks the students' attendance.

B. Main activities

1. BKOF (10 minutes)

a. The teacher shows some recount texts to introduce the topic (contextualize) and asks questions related to the recount text.

   1) Have you ever write recount text?

   2) When was it?

   3) What was the recount text about?

b. The students identify the recount text.

2. MOT (15 minutes)

    a. The students are given recount text.

    b. The teacher asks some questions as the guidance for the students to understand the structure of the text

    c. The teacher introduces new words related to the topic.

3. JCOT (15 minutes)

In pairs and group, students try to:

    a. Identify new words related to an recount text through *a picture.*

    b. Analyze the grammar found in the text through a grammar game.

    c. Arrange the jumbled sentences into a good order

4. ICOT (25 minutes)

    a. The students write an recount text individually.

C. Post-Activities (15 minutes)

1. The teacher and students summarize the whole lesson.

2. The teacher asks students about their difficulties in the lesson.

3. The teacher gives feedback to the students including the whole process and the result of teching and learning.

4. The teacher informs the new topic for next meeting.

5. The teacher ends the class and says good bye.

D. Tools/References:

1. Widiati, Utami. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4.* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

2. *RPP Recount text untuk SMP,* retrived on September 2, 2011: http://www.e-dukasi.net/index.php?mod=script&cmd=Bahan%20Belajar/Materi%20Pokok/view&id=513&uniq=4535

3. Oxford Advance Learners Dictionary (for the teacher) and English-Indonesian Dictionary (for the students)

E. Assessment

    1. Writing Assessment Rubric

       Categories for Evaluating Writing

Categorization		Description
Ideas and development	1	Weak development of topic
	2	Adequate development of topic; listing details
	3	Good development of topic
	4	Extensive development of topic; strong support of main idea in detail.
Organization	1	Not organized
	2	Sparsely organized; lack of sequence
	3	Fairly well organized; flow and sequence evident
	4	Completely organized, smooth flow with strong sequence
Vocabulary	1	Poor or innapropriate word choice
	2	Fair word choice; simple words
	3	Good word choice; meaning is clear
	4	Visual and imaginative word choice; appropriate use of vocabulary
Sentence structure	1	Poor, many errors
	2	Fair, choppy with variety
	3	Adequate, few errors and some varieties of lengths
	4	Excellent; no errors and variety of lengths
Capitalization and punctuation	1	Many error (over 10)
	2	Some errors (6-10)
	3	Very few errors (1-5)
	4	Error free
Spelling	1	Many error (over 10)

	2	Some errors (6-10)
	3	Very few errors (1-5)
	4	Error free

Slema, 14 April 2014

English Teacher   Researcher

Dra. Inti Mawarni   Ari Pujianto

NIP: 19591120 198803 2003   NIM: 07202244074

LESSON PLAN 3
(Experimental Group)

School   : SMP N 3 Sleman

Subject   : English

Grade/Semester   : VIII/1

Allocated time   : 2 x 40 menit

Skill   : Writing

Kind of Text   : Recount text

Standard of Competence   :

6. Producing meaning of the simple and short functional and essay texts in the form of descriptive and recount in the context of daily life.

Basic Competence   :

6.1. Producing meaning in the recount texts fluently, and acceptably to interact with the society in the daily life context.

A. Indicators

a. Cognitive

a. Students are able to activate their previous knowledge of recount text.

b. Students are able to identify the organization of the text correctly by answering the questions

c. Students are able to identify the language features and verb form which are used in the recount text.

d. Students are able to complete a short recount text correctly.

e. Students are able to arrange the jumbled sentences to make paragraph of recount text.

f. Students are able to construct a recount text based on some situations.

g. Students are able to write a recount text in pairs.

h. Students are able to write a recount text individually.

b. Psychomotor

a. Students are able to activate the previous knowledge of recount text.

b. Students are able to complete a recount text correctly.

c. Students are able to arrange some sentences to make recount text.

d. Students are able to construct a recount text based on some situations.

e. Students are able to write a recount text individually.

c. Affective

1) Character Buildings

Given a situation related to a recount text, the students are able to be responsible and they are able to write creatively and independently.

2) Social skills

1) Students are able to work cooperatively with their friend in doing the task.

2) Students are able to be responsible pairs.

3) Students are able to help each other in doing the tasks.

B. Learning Objectives

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

a. Cognitive

1) identify the structures of recount text correctly,

2) identify the verb forms in the text correctly,

3) complete the missing verbs of the texts correctly,

4) arrange the jumbled sentences into a complete paragraph correctly,

5) write a recount text independently, creatively, accurately and correctly.

b. Psychomotor

1) Complete the missing verbs of the texts correctly.

2) Write a recount text independently, creatively, accurately and correctly.

c. Affective

1) Character Building

Given a situation related to a recount text individually, the students are expected to be responsible and they are able to work creatively and independently.

2) Social skills

By giving pair and group work tasks to the students, the students are expected to be able to:

a) work cooperatively with their friend in doing the task.

b) be responsible to their group.

c) help each other in doing the tasks.

I. Learning Materials

1. Short Messages

a.

My Football Experience

When I was in junior high school, I really loved football. Every Saturday afternoon I practised in school field with my team and my coach. They were strong and smart players. My coach, Mr Sentana was a kind person. But, while he was coaching us, he was very discipline. He would grounded anyone who came late and not obeyed the team's rules.

With Mr Sentana, our team won many tournament in many big cities. Our team named after our school, 67 Team (from SMP 67) and we had many fans too, you know. Ohh, that was so cool. Now, I still love football and have a team too. But, my parents warn me to pay attention more to my study, football just for hobby.

b.

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o clock. She wanted to buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of a four nights tour to Lombok !! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

2. Grammar Review

Genre of text: Recount

➢ Social function :
- to give the audience a description of what occurred and when it occurred
- to retell events for the purpose of informing or entertaining
➢ Generic structure:
- orientation: the setting and introduce participants
- events in time order: tell what happened, in what sequence
- reorientation: optional-closure of events/ending
- *I went to my Beni's house yesterday to do a homework. I went there with Dodi....*

II. Learning Method/Technique:

CLT/Four Stages technique:

1. *Building Knowledge of Field*

2. *Modelling of Text*

3. *Joint Construction of Text*

4. *Independent Construction of Text*

III. Learning Procedure:

A. Pre-teaching (5 minutes)

1. The teacher greets students.

2. The teacher checks whether the students are ready for the lesson or not.

3. The teacher asks one of the students to lead a prayer.

4. The teacher checks the students' attendance.

B. Main activities

1. BKOF (10 minutes)

a. The teacher shows some short messages to introduce the topic (contextualize) and asks questions related to the recount text.

1) Have you ever read or write a recount text?

2) When was it?

3) What was the text about?

b. The students identify the recount text.

2. MOT (15 minutes)

a. The students are given a short message.

b. The teacher asks some questions as the guidance for the students to understand the structure of the text

c. The teacher introduces new words related to the topic.

3. JCOT (15 minutes)

In pairs and group, students try to:

a. Identify new words related to a recount through a picture series.

b. Analyze the grammar found in the text.

c. Complete missing words into a complete recount text.

d. Arrange the jumbled sentences into a good order.

ICOT (25 minutes)

The students write a recount text individually.

C. Post-Activities (15 minutes)

1. The teacher and students summarize the whole lesson.

2. The teacher asks students about their difficulties in the lesson.

3. The teacher gives feedback to the students including the whole process and the result of teching and learning.

4. The teacher informs the new topic for next meeting.

5. The teacher ends the class and says good bye.

D. Tools/References:

1. Widiati, Utami. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

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E. Assessment

1. Writing Assessment Rubric

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	2	Sparsely organized; lack of sequence
	3	Fairly well organized; flow and sequence evident
	4	Completely organized, smooth flow with strong sequence
Vocabulary	1	Poor or innapropriate word choice
	2	Fair word choice; simple words
	3	Good word choice; meaning is clear
	4	Visual and imaginative word choice; appropriate use of vocabulary
Sentence structure	1	Poor, many errors
	2	Fair, choppy with variety
	3	Adequate, few errors and some varieties of lengths
	4	Excellent; no errors and variety of lengths
Capitalization and punctuation	1	Many error (over 10)
	2	Some errors (6-10)
	3	Very few errors (1-5)

	4	Error free
	1	Many error (over 10)
	2	Some errors (6-10)
Spelling	3	Very few errors (1-5)
	4	Error free

Sleman, April 14th 2014

English Teacher   Researcher

Dra. Inti Mawarni   Ari Pujianto
NIP: 195911201988032003   NIM: 07202244074

GAMES TREATMENT I

RECOUNT TEXT

TASK 1(Biography of Gianlugi Buffon)

Micro skill: vocabulary, spelling, and organization of a text

Look at the picture carefully. Then complete the sentence with the right verbs in the box.

He was (2) _____ in Carrara, Italy, on 28th January 1978.

As a young boy Buffon (3) _____ as a midfielder. Then, at the age of 14, he was (4) _____ to play as a goalkeeper.

In 1995, Buffon was (5) _____ by Parma F.C. and he (6) _____ his first match against A.C. Milan.

Buffon was (7) _____ from Parma to Juventus F.C. in 2001, for a world-record goalkeeper's fee of £ 52.29 millions.

Gianluigi "Gigi" Buffon, (1) _____ an Italian FIFA World Cup-winning goalkeeper.

| made | transferred | played | born | is | forced | signed |

Figure 1: **Biography of someone**

Task 2

Micro skill: grammar and tenses

Made is the past form of the verb make. Write down all the verbs in the box from previous activity and write the present forms.

Present	Past		Present	Past
1. *make*	*made*		5.	....
2.	....		6.	....
3.	....		7.	....
4.	....			

Task 3

Micro skill: sentence structure and organization of the text

Look at the picture and match them with the right sentences. Then arrange the sentences into good orders.

Last Sunday Shanti was very busy.
[....] After that, she **dusted** the table and chairs.
[....] Finally, she **ironed** the clothes.
[....] First, she **cleaned** her bedroom.
[....] Next, she **vacuumed** the floor.
[....] Then, she **washed** all her dirty clothes.
When she finished all her work she was very tired.

Figure 2: **Daily activity**

TREATMENT II

RECOUNT TEXT

Task 1 (Matching pairs)

Micro skill: vocabulary

In pairs, complete the text below with the options provided in the circle.

Hello, guys!
Yesterday was a holiday and I (1) _____ my time in the kitchen to try a new recipe. It's about making a yoghurt milkshake. I (2) _____ it from my friend in Australia. OK. This is what I did yesterday. Before I (3) _____ I prepared one cup of yoghurt, two cups of milk, one tablespoon of honey, and some fresh fruit like a banana and strawberries. First, I (4) _____ the yoghurt, milk and honey into a blender. Then, I (5) _____ the fruit and um… (6) _____ it to the milk and yoghurt. Next, I put the top of the blender and (7) _____ on high for one minute. Finally, I (8) _____ the milkshake into a tall glass. It was a delicious milkshake.

The pair picture:
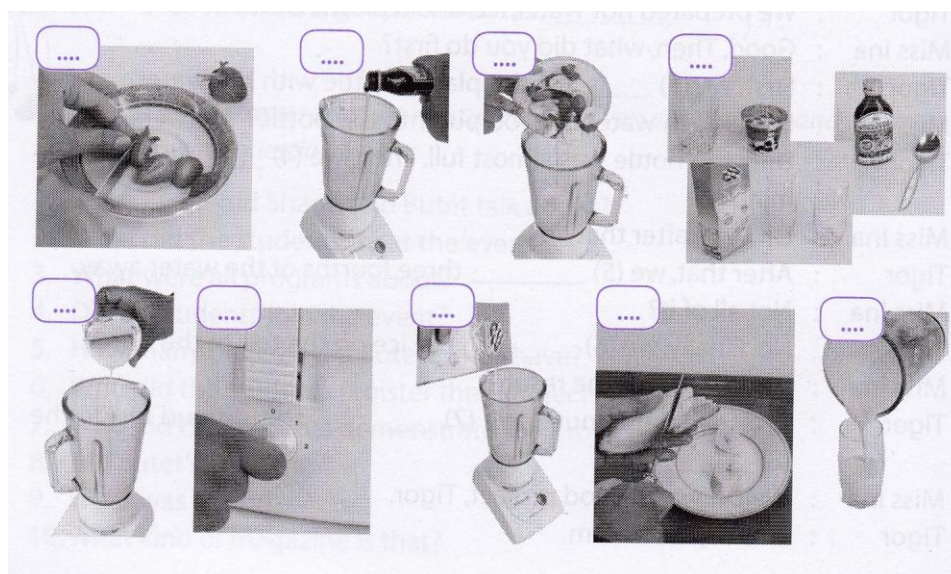
Figure 3: **story of how o make some juice**

Task 2

Micro skill: vocabulary and sentences structure

Look at the pictures carefully. Then complete the sentences with the correct verb in the box.

cut

wanted

became

found
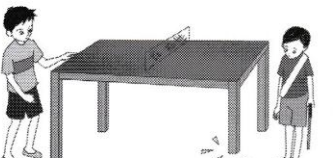
stand

had
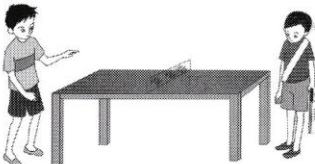
saw
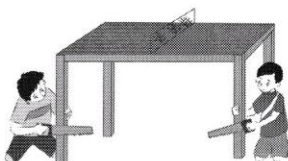
Last week my brother and I (1) _____ to play table tennis.
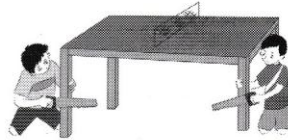
Then, we (4) _____ out that the table could not stand stable because the legs (5) _____ different heights.

We (2) _____ that the table was too high for both of us. So, we (3) _____ the legs using my father's saw.

Next, we cut the legs again to make the table (6) _____ firmly.

Still we could not play table tennis because the table (7) _____ too short for us.

Figure 4: **Playing Table tennis**

Task 3 (Rearrange picture)

Micro skills: Micro skills: organization of a text, spelling, punctuation, and capitalization

Rearrange these pictures below into good order. Then write a paragraph about the picture.
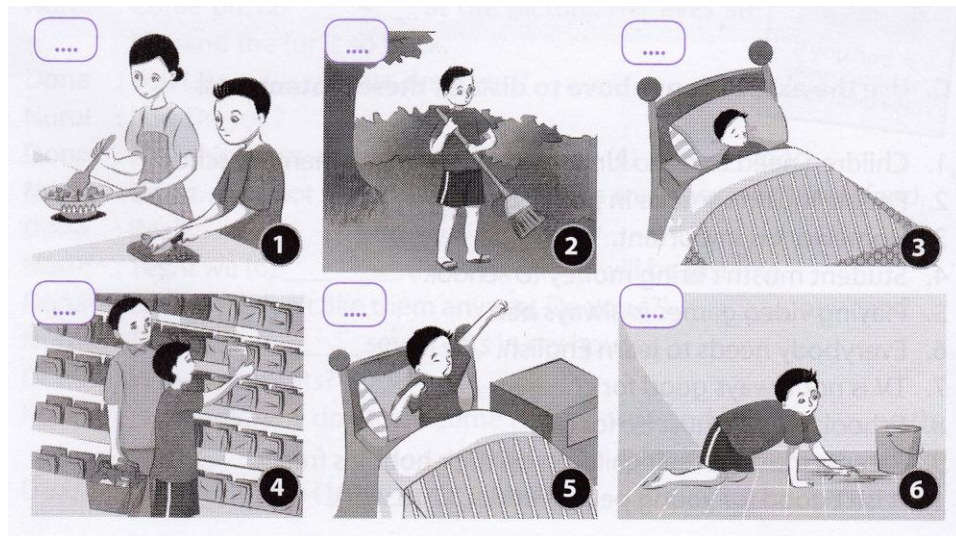
Figure 5: **Holliday Activity**

TREATMENT III

RECOUNT TEXT

TASK 1 (Sentence-Puzzle)

Micro skills: vocabulary, grammar, organization of text

Complete this paragraph with the past tense of the verbs in the box.

rob	happen	finish	walk
grab	scream	push	take	escape

Once upon a time, two bandits [1] _____ an old lady. The robbery [2] _____ near the old bridge over the river. The old lady [3] _____ shopping and [4] _____ toward the bridge. When she was near the bridge, two bandits [5] _____ toward her and [6] _____ her purse. She [7] _____, and they [8] _____ it. Then, they [9] _____ through the forest.

TASK 2

Micro skill: **sentence structure, punctuation, capitalization**

Rearrange these pictures into good order. Then, write a sentence about the entire picture.

Figure 6: Daily activity

TASK 3

Micro skills: sentence structure, punctuation, capitalization

Look at the following pictures below, and learn the word listed under each picture. Then make a recount text based on the provided pictures.
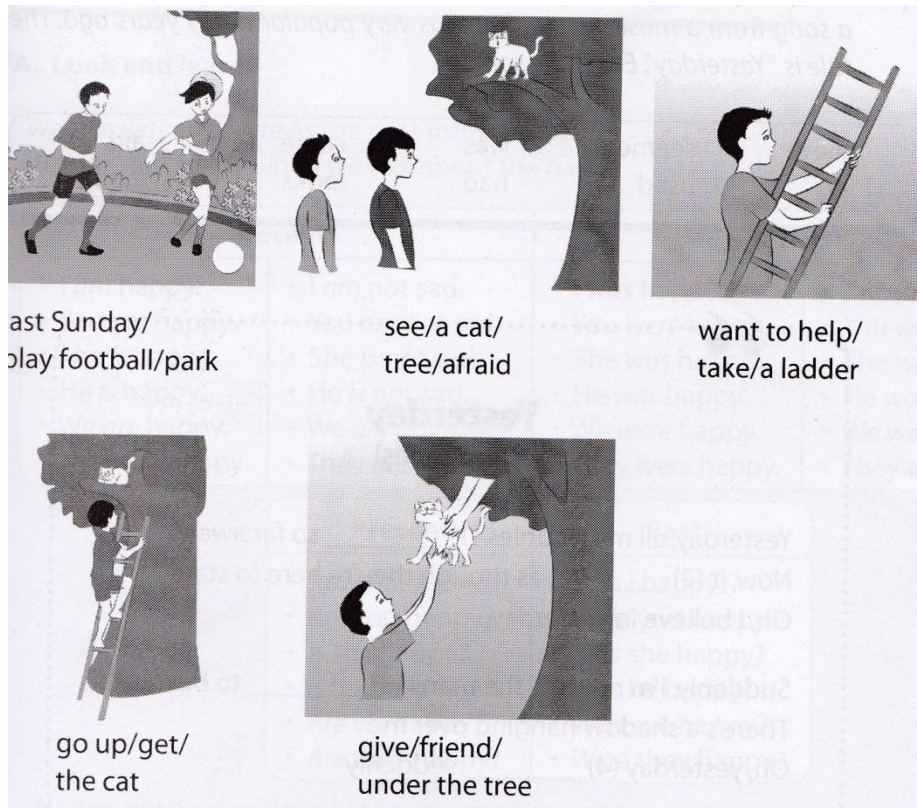
Figure 7: **Helping Cat**

MATERIALS FOR BOTH OF CLASS

Task 1

Micro Skill:

Work in pairs, identify the characteristic of the text, and then answer the question. The following text will guide you

> Bandung, May 3, 2008
> Dear Diary,
>
> I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. The party was very good. When I woke up this morning, I felt very happy about the party.
>
> I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me. I wondered, "why are they looking at me?"
>
> I didn't think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face. I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band.

1. What is the name of the text?

2. Can you tell who was involved, what happened, and what sequence in the text?

3. Can you describe the events that happened in the text?

4. What about the closure? Please explain.

Task2

Micro Skills: vocabulary, grammar, sentence pattern

Fill in the blanks with the correct word. Change the word in the correct form.

go	take	accompany
attend	win	spend

1. Fredy *went* to Samarinda last year.
2. Asep . . . . his brother to the airport yesterday.
3. Ketut Tantri . . . much money in his holiday last month.
4. Sanusi . . . me to the travel agent three days ago.
5. Last holiday, Laila . . . an English course.
6. Two days ago. Elizabeth . . . the free ticket to Hawai.

Task 3

Micro Skill: vocabulary, sentence structure, grammar, and organization of the text.

Rearrange this sentence. Then make it into good order.

(…) After some minutes they saw that salt and sugar dissolved in water.

(…) First, they pour some water into the cups.

(…) For the project they prepared four plastic cups, water, sand, salt, sugar, and jelly.

(…) The project was to find things that dissolve in water.

(…) Then, they put sand, salt, sugar, and jelly into a each cup.

(…) Meanwhile, they saw that sand and jelly did not dissolve in water.

(…) Yesterday the students in Butet's class did a science project.

Task 4

Micro skill: identifying and analyze the text

Kupang, May 7, 2008

orientation —

Dear Paula,
Hello Paula, how are you? It's been a month since I last heard from

orientation —

you. Well, I just wanted to tell you that I was in a hospital last week.
According to the doctor; I was infected by dengue fever.

event 1 —

At first, I felt my body became weak then I fainted when I was
studying in the classroom. Then, I was taken to the hospital because of
the high fever.

event 2 —

At the hospital, I was brought into the emergency unit. The doctor
immediately gave some treatment. Finally, I had to stay there for one
week. Everyday the doctor kept me on a drip.

closing —

At the seventh day, my condition was getting better. After the final
check, the doctor gave me permission to go home. Now, I'm okay and
because of my illness, I am now more careful about keeping in my house
clean especially my room, I don't want to get the same illness again.
OK, I think that's all from me, write to me soon ok?

Regards

Nadira

1. What is the name of the text?

2. Can you tell who was involved, what happened, and what sequence in the text?

3. Can you describe the events that happened in the text?

4. What about the closure? Please explain.

Task 5

Micro Skill: Structure, sentence pattern, and vocabulary.

Complete the letter with the suitable word in the box. Change the form if necessary.

go	visit	buy	spend	famous

Denpasar, 19 August 2007

Hi, Putri, how are you? I hope you are fine.

By the way, I want to tell you about my holiday. Last month, I 1) *went* to Bandung. I was so happy because it was my first time to visit the place. There are many interesting places to visit.

First, I 2) … Tangkuban Perahu. The place is just wonderful. After that, I went to Dago Street. I 3) … some t-shirts there. Then, I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also did not forget to buy 'peuyeum'. Bandung is 4) … for its 'peuyeum'. Finally, I went to a café nearby to have lunch. I 5) … three days in Bandung and that was really fun.

Anyway, I will write to you again next time. Write to me as soon as you can. Bye.

Sincerely,
Ketut Tantri

Task 6

Micro Skill: vocabulary, grammar, sentence pattern, and organization of the text.

In pairs, make a letter to your classmate that telling about your experience. Chose one of the following topics below.

1. Spending your holiday at the coastal area.
2. Going to the zoo on the holiday.
3. Visiting museum on your weekend.

Task 7

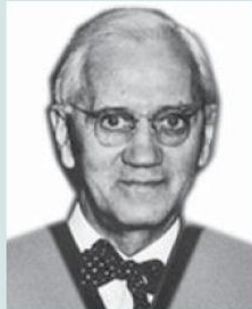**Micro skill:** sentence patern

My Personal Experience

Edward Jenner

Robert Koch

Louis Pasteur

Alexander Fleming

Source: www.sil.si.edu

When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difficult. It was hard for me to remember the chemical processes, physics calculations, and biological processes.

Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled "The inventors of Medicine". I thought "OK, this is a start". I took it out then began reading it.

I learned from the book about Edward Jenner. He was an English doctor who found the cure for smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch's experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.

After I read the book, I realised that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behaviour and became a doctor.

Read the text again. Then, answer the following question and write down the conjunction on the text.

1. When did the story take place?

2. Was the writer a diligent student?

3. What lessons did the writer hate?

4. What was the title of the book that the writer read?

5. Who were mentioned in the book? Who were they?

6. What happened to the writer after he read the book?

Task 8

Micro skill: Sentence Structure

Complete the following sentence using the word in the box. Change if it necessary.

go	take	accompany
attend	win	spend

1. Fredy *went* to Samarinda last year.
2. Asep … his brother to the airport yesterday.
3. Ketut Tantri … much money in his holiday last month.
4. Sanusi … me to go to the travel agent three days ago.
5. Last holiday, Laila … an English course.
6. Two days ago, Elizabeth … the free ticket to Hawaii.

Task 9

Micro skill:

Please write the recount text about your experience. There are some following topics and you can use it.

EXAMPLE OF STUDENTS' WRITING

PRODUCT

ANSWER SHEET

NAME : Anisa Damayanti (04).

CLASS : VIII D

Please write a recount text.

Last month my friend and I went to Prambanan Temple. We went there by bus. After we arrived at the temple we saw beautiful scenery there. We road the temple on foot. Than we took pictures from the scenery. After that we went back to home happily.

R1:
10:3
0: 3
V: 3
SS: 3
CP: 2
S = 2 +
total = 16.

R2
ld: 3
0: 3
v: 3
SS: 3
CP: 3
S : 2+
17

ANSWER SHEET

NAME : Ari Sugesti
CLASS : VIII D

Please write a recount text.

My holiday in last weekend

R1 =
ID : 3
O : 3
V : 2
SS : 2
CP : 2
S   : 2
total : 14

R2:
id : 3
O : 3
V = 2
SS : 2
CP : 2
S = 2

last holiday I and my Friends went to kraton rogyakarta. We want to kraton yogyakarta by bicycle. I and my Friends very happy when arrived in kraton yogyakarta. I and my Friends looked so many kind statue sri sultan in the kraton yogyakarta. Than I and my friend went to Taman sari. There we soon build inTaman sari. Finally I and my Friend wenth to ngasem market to lunch with soto.

ANSWER SHEET

NAME : Dian Indri Astuti
CLASS : VIII D

Please write a recount text.

P1: Last month, I and my friends went to Jogja. We visited Kraton and Taman Sari. P2.
10:3
0:3 First, at 08.00 a.m we visited Kraton and around it. We saw many people in field. id:3
                                                                                      0:3
V=2 We bought in locet. Second, we went to Taman Sari at 11.00 am by pedicab.   V=2
GF 2 We was very (hungry). Finally we was return home at 15.00 p.m.   ss:2
cp:2   cp:3
S:2   4=2+
                                                                                    15
total=15

ANSWER SHEET

NAME : Rini Asyatus Syifa

CLASS : VIII D / 8 D

Please write a recount text. STUDY TOUR IN TAMAN PINTAR

R2
10 = 3   EP = 2
O = 3   S = 2
V = 3
SS = 2   15

Last year (My) friend and I went to Taman Pintar. We started from school about at 8 am. We went to Taman Pintar by bus. Then, we began our activity (we) entered the oval building. There we could study many things. We could learn about new technological inventions. We could learn about new technological inventions created by Junior High School students, math, physic, computer, biology, etc. We (went) to home at 2 pm.
School

R1 =
10 = 3
O = 3
V = 3
SS = 2
CP = 2
S = 2
total 15

ANSWER SHEET

NAME : Rima Octavia

CLASS : VIII D

Please write a recount text.

Dear mom

I'm hollyday in lombok right now and I'm doing fine. The Weather here is nice and the food is excellent. I went to a sasak vilage yesterday. I went to their traditional house and also learned ho to make (...).

ANSWER SHEET

NAME : Rizky Kurniawan

CLASS : 8D

Please write a recount text.

R1
10 = 3
D = 2
V = 3
gg = 1
cp = 2
S = 2
_____
total : 13

Holiday

Last holiday, My friend and I went to Parangtritis beach. (We) looked a sunset and the beautiful scenery. We also saw a lot people in that beach. As soon as we finished our dinner, we decided to go home. We really enjoyed it and I hope could to visit Parangtritis beach again.

R2.
id = 3
0 = 2
v = 2
gg = 1
ep = 2
g = 2
_____
12.

ANSWER SHEET

NAME : Shafira Satya Nurshanti
CLASS : VIII D

Please write a recount text.

Last year, my family and I ~~were~~ went to purbalingga. First, we visited
Goa Jati Jajar. The scenery was beautifull there. we also saw a lot of people
in goa jati Jajar. Also, there were many sellers wo sold many kinds of souvenirs
Second, we visited ayah beach. Th sun shone brightly. Then, we felt hungry,
so we went to a restaurant (fin)ished, we decided to go home. we very happy.

P2.
id = 3
o = 3
v = 3
SS = 2
CP = 3
S = 3
16.

P1
ID : 4
O : 3
V : 3
SS : 2
CP : 2
S : 3
total : 17

ANSWER SHEET

NAME : Syarief H Filansyah

CLASS : VIII D

Please write a recount text.

IO : 3
O : 3
V : 3
SS : 2
CP : 3
S : 3

My trip to Borobudur Temple

Last month, I went to the temple of Borobudur. My family and I went there in the morning we went to Borobudur temple BY Private car family. While we were driving, we get to see some beautiful scenery mountains, forest, and waterfalls as well as cars Pass by. My family and I arrived at the Borobudur temple at 4:30pm. There, I Saw a lot of tourists. Borobudur temple is crowded on a holiday vacation. I can learn and Practice Speaking English with a

P 2.
IO : 3
O : 3
V : 2
SS : 2
CP : 3
G : 3

ANSWER SHEET

NAME : Veronica Ary Mellania

CLASS : VIII D

Please write a recount text.

R1

IO : 3
O : 3
V : 3
SS : 2
CP : 3
S : 3

Tot : 17

R2

id = 3
O = 3
V = 3
SS = 2
Cp = 3
S = 3

17

Last month my family and I went to Parangtritis Beach.
We prepared some food, snack, soft dring, and etc. We arrived
at 9 a.m. On the way I slept, I was got up when arrived in
Parangtritis Beach. I saw a very beautiful scenery. I played
the surf and sand beach. I was very happy. At 2 p.m we
had lunch and relax at the seaside.

ANSWER SHEET

NAME : Yukhrotul Yumna Salsabilla

CLASS : VIII · D / 31

Please write a recount text.

R1

ID : 3
O : 2
V : 2
SS : 2
CP : 2
S : 2

——————
Tot : 13

Dear my lovely,

On february 17th 2014 is my birthday. I had some surprised from my friend. I gave a chocholate from nares, and some present from ela, and nanda. your birthday is on february 14th how about your birthday interest or bad experience ?

R2

ID : 3
O : 3
V : 2
SS : 2
CP : 2
S : 2

——————
14.

Yumna

Astri Khasna Rismawati
VIII D / 07

My Birthday

My birthday last year may did not fancy, but very special to me.

I get surprised from my friends. The first break time, I was invited septy to canteen to buy. some eat. After that time we went to class paper studded birthday cake in front of me right with a happy birthday song. Blow out the candles and + cut the cake which I did then received birthday greetings from friends everything. The most ridiculous thing but exciting striking crussed wearing face cream birthday cake.

Thanks all my friends, I'm very happy with the surprised that you gave to me. Will not be able to forget with all it.

JUMDA

Last year, I and my friends went to (join) competition in Kaliurang. first, I wrote a articel about sosial function of "JUMDA DIY" in Kaliurang, Sleman, Yogyakarta in the newspaper "AJURAN". Second, I and my friends prepared material to competation. we joined poster competition in two day. We told about our poster with felt afraid. I was sick because reasons in Kaliurang very hot and very cool. Fortunatly, fatma gave me medicine.

Finally, Miss Bela announced the winner, and not realized, we were (tobe) the winner. We felt happy with our achievement to PMI Sleman.

Nama : Dian Indri Astuti
Kelas = VIII D
No = 09

Nama : Rini Asyatus Syifa
No : 22
Kelas : VIII P

R1
IO = 3
O = 3
V = 3
SS = 2
CP = 2
S = 2
Tot = 15

R2
IO = 3
O = 3
V = 2
SS = 2
CP = 3
S = 2

My Holiday

Last holiday, my family and I were to Kiuwaru beach.

We started from home about at 8 am. We went to Kiuwaru beach by motorcycle. The wave was very big. *linking v.*

It was very dangerous for swimming there. The children had to play carefully in the water. Then, we felt hungry, so we went to eating place. We went home about at 5 pm.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

R1
ID = 2
O = 3
V = 2
SS = 2
CP = 2
S = 2
—————
TOT = 13

Last week, I spent my vacation in jogjakarta, the city is famous in Indonesia. I went to the temple of Borobudur. My family and I went there in the morning we went to borobudur temple by Private car family. I had Prepared everything before we went to jogja. (While) we ware driving, we get to see some beautiful scenery mountains, forests, and waterfalls as well as cars pass by. My family and I arrived at the borobudur temple at 09:30 Pm. There. I saw a lot of tourists. Borobudur temple is Crowded on a holiday vacation. I can learn and Practice Speaking English with a foreign tourist different leag ~~tean~~ language to me. I am a very happy.

R2
ID = 2
O = 3
V = 2
SS = 2
CP = 2
S = 2
—————
13

Nama : Rizky Kurniawan
No : 24
Kelas : VIII D

R1

ID = 2
O = 2
V = 2
SS = 2
CP = 2
S = 2
Tot = 12

R2:
id : 2
o : 3
v : 2
SS : 2
CP : 2
S : 2
13.

The holiday is very interesting.

The last week, My family and I went to Indrayanti beach. We enjoyed the blue ocean. There were is so beautiful. We ~~will~~ could make a close interaction with them. After that, we went to Bringharjo market for shopping. I bought some souvenir and T-shirt

Holiday in Klayar Beach

Last month, my family and I were bored after two weeks of holidays, so we rode our bikes to klayar beach, which is only 7 km from where goa gong. when we arrived at the beach, we were suprised to see there was hardly anyone there.

after having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quiet windy. After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. we had the wind behind us and, before we knew it, we were many miles down the beach.

Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. while we were sitting on the sand, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind.

When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day

R1

ID = 4
O = 3
V = 3
SS = 2
CP = 2
S = 2
Tot = 16.

R2.
ID : 4
O : 8
V : 3
SS : 2
CP : 2
S : 2
+
16

Shafira Satya Nurshanti
VIII D
27.

Holiday in the Jakarta City

Last year, I went to my brother's home in Jakarta city. I went to Jakarta city with my father. We went to Jakarta city by the bus. Jakakarta city was very interesting, but the atmosphere was to hot for me.

A few day later, my brother and I went to the zoo in the Jakarta city. We went to the zoo by car. The zoo was very crowded, there were many traders. ~~after~~ After bought the ticket, we went to see the animals in the zoo.

First, I saw many Pelican birds, they were very hungry, so the zoo keeper feed the bird. Then I saw many deed eaten many hay. In the same eage I saw ostrich. It was very big. It cant flew but can ran very fast. Its stomach was very big too. After that, we went to take the boat that the skin like a goose.

Before went to home, we bought some drink and food. We rested in a restroom. I was very happy at this holiday. I hoped the next holiday would be good to

R1

```
ID = 3
O = 3
V = 2
SS= 2
CP= 3
S = 3
―――――
Tot = 16.
```

P2
```
Id : 3
O : 3
V : 2
SS : 2
Qp : 2
S : 3
――――― +
15
```

Nama : Syarief H Filansya
No   : 28
Kelas : VIII D

R1

10 = 3
0 = 2
V = 3
SS = 3
CP = 2
S = 5

Last week my sister and I went to Yogyakarta. We prepared some snack, soft dring, and etc. We started from home at 8 a.m. At first we went to Gembira Lokazoo. I saw animals. I was very admire. After that, we had lunch because I was very hungry. After having lunch we went to Malioboro. In malioboro, I bought some snack and sovenir for family in house. I was very tired but I was very happy.

At 7 p.m we went to KFC for dinner. After having dinner, we went home together. I was very tired and we arrived in house at 9 p.m. I was very happy.

R2
Id: 3
O: 2
V: 3
SS: 5
CP: 2
8: 3
──────
16.

Nama : Zulhantoni B
No : 32
kelas : VIII D

Keraton JogJakarta

R1
ID=2
O=2
V=2
SS=2
Ce=2
S=2
Tot=12

R2
Id=2
O=2
V=2
Cp=2
SS=2
S=2
12

Last holiday, my friends and I wento keraton JogJakarta. It was sunday. First, we went aroond the keraton. We saw antigue things that belong to keraton, For example kereta kencana. kereta kencana is a carriage which was ridden by the king. After that, we wentto aroom that displayed pictures of the previous Kings that ruled keratou Yogyakarta. I was happy to visit keraton JogJakarta. I hope someday I can visit this place again.

Yukhrotul Yumna S (VIII.D / 31)

Camping with my friends

two days ago my friend and I went to camping in Boro. kalibawang Julon progo. (It) is a scout activitis.

first day we went to boro prom school used some bus. we had cordination with comitec. In boro we had some activitis i.e election contes, cooking contest etc.

Second day we had an outbond contest. it's very funny! very beautiful day. we played in river until evening.

In the night we had came fire, but I couldn't to followed this moment. because in the morning I will follow fun contest in my home. I went home in the night.

I will never forget this moment. it's very interest if could, I will to repeat again. I love this moment forever!

Camping

last week I and class 7 camping. we were camping in Boro Kalibawang kulon progo. It was so happy . first we erect tent contest . Secound we coocking contest . Then we outbond . And finised we go home . that a fun camping .

R 2   3 : 2
10 = 3
0 : 3
v : 2
SS : 2
CP : 2

My Holiday

R1
10 ÷ 3
0 = 3
V = 3
SS= 2
CP= 2
S = 2
─────
Tot :15

Last weekend, my family had a picnic at Baron beach. We went there by car. My brother drove the car carefully. We arrived at ten o'clock in the Baron beach. My sister and I brought foods and drink. I and family very happy at last weekend in the beach. At twelve we had lunch together. My family lunch with seafood. After that we prepared to go home.

ANSWER SHEET

NAME : Annaisa Mufti d'Illifa

CLASS : VIII E /04

R1
ID = 2
O = 2
V = 2
SS = 2
CP = 2
S = 1

Please write a recount text.

Funy

Dear diary, I'll told you about my experience when I birthday last year. I thought this is a funny experience. Firstly, in my home I had a surprises from my sister and brother. They brought me with a jolen of water and pelt me with a basketfully of egg. Secondly They scatter me with 1/4 kilo's flour and took some picture with my ugly face an they was laughing me every day. This is a funny moments in my live. But I like it.

R2
Id : 2
O : 2
V : 2
SS : 1
Cp : 2
S : 2.

ANSWER SHEET

NAME : Alvia Ananda P.

CLASS : VIIIℤ

Please write a recount text.

R1

ID=2
O=3
V=2
SS=2
Cp=1
S=2
ta=2

Holiday with My family

Last Holiday, I went to beach parangtritis with my family. On the 2nd R1
Friday of March yesterday. We went at 01.00 am. We were by car.

id=3
O=2
V=2
SS=1
Cp=1
S=2

In the parangtritis. My brother and I were playing sand, running
arround and playing with the wave.

──── +
11

Then, we were looking for a meal. We went back home at 03.00 am.
In the trip, we were slepping because tired. I came home at 03.30am.
We were very happy.

ANSWER SHEET

NAME : DEVI FITRIANA

CLASS : VIII E

Please write a recount text.

Dear Yuan,

How are you today ? I hope you are fine. I would like to told you about my experience in my last holiday. In my last holiday, I went to my uncle house in Bantul. I went with my brother by motorcycle.

My uncle house isn't big, but clean and nice. There are three bedroom, two bathroom, a dinning room and a small living room. In here I and my brother sleep with my cousin.

The morning I and my brother went to a traditional market, there are large and clean Finally I went to my house.

Sincerely,

Devi

R1
ID = 37
O = 2
V = 1
SS = 2
CP = 2
S = 2
tot = 12

R1
id = 1
O = 2
V = 3
SS = 3
CP = 2
S = 2 +
12.

ANSWER SHEET

NAME : DEVI NUR AISAH

CLASS : VIII^E / 07

Please write a recount text.

P1

P2

C = 2
O = 2
V = 1
CP = 2
SS = 2
S = 2
11

R1
P = 2
O = 1
V = 2
SS = 1
CP = 2
S = 2

Holiday at the Mount Bromo

last week, my family and I went to mount Bromo. We went by car at seven o'clock and till in mount Bromo at eleven o'clock.

After we got there, I saw the scenery was very Beautiful. We rode on horseback. It was scary, but it was fun. We took pictures of the Beautiful scenery there.

Then, we climbed the mountain until twelve o'clock. And then we took a rest and for having lunch. After that, we downed from the mountain. We took some photos again. And than I went to home. We went home in the afternoon.

I was really fun to have a holiday like this.

ANSWER SHEET

NAME : Dian Oktavia Sejati

CLASS : VIII E

Please write a recount text.

Dear , Ratih Cahya Kartika.

R2
id : 8
O : 3
V : 5
SS : 3
CP : 3
8 : 3.

R1

ID = 3
O : 3
V = 3
SS = 3
CP = 3
S = 3

18

Hi, Ratih. How are you ? I hope you fine.
Ratih, i want to tell you about my experience.

I was born in Temanggung 14 years ago. I lived there with my mom, my father, my grandmother and my grandfather. In there i had many friends. I was happy. Every day, I went to school by foot with my friends. But, before I went to school, my mother made breakfast for I and my family. And we had breakfast together. That really perfect for me, and I felt happy.

Everything over, when my father went to Batam. And my mother went to Yogyakarta. I lived with my grandma and grandfather.

ANSWER SHEET

NAME : Hasna Mukmina Rahim

CLASS : VIII E

R1
10 = 3!
O = 2
V = 3
SS = 1
CP = 2
S = 2
12

Please write a recount text.

My holiday

Last holiday, I and my family went to the my grandparent's home. My grandparent's home in a village. My grandparent's village near a beach. The air in my grandparent's home was hot. Nonetheless, I was very happy. In my grandparent's home, I could play in fish pond with my family. In there, I could fishing with my family. Usually, I and my family went to the an island near my grandparent's village. The island was not big, but the island was beatiful. In there, I could runs and play near the water. I and my family bought some accesories and soon in there. After that I and my family went to my grandparent's home.

In my grandparent's home, my grandmother prepared some fish. After that, I and my family ate some fish. After that I and my family went to home I and my family were very happy.

R2
Id : 3
O = 2
V : 2
SS : 2
CP = 1
S = 2
11

ANSWER SHEET

NAME : Intan kusuma Putri

CLASS : VIIIE

Please write a recount text.

Holiday at the Jatijajar

R1   Last holiday my family and I went to Jatijajar. We started from
ID=2 house at seven o'clock. and till in Jatijajar at twelve o'clock. We went
O=1   by car.
V=2
SS=1   R2
                                                                                        ID=2
CE=2 After we got there, we walked around and I saw the Jatijajar   O=2
S=2   scenery that so beautiful. We prepared our lunch then we ate together. V=1
Tot=10   SS=2

      After that, we started journey and we took some photos.   CE=2
                                                                                        S=2
I was very happy in Jatijajar because the scenery so beautiful.   ⎯⎯
                                                                                        11
    Finally we finished our journey at five o'clok, we went home.
After we got at home we very tired but we had a beautiful
experienc.

ANSWER SHEET

NAME : Kansha Datik J

CLASS : 8E

Please write a recount text.

Holiday in Depok Beach

Last Year I went to Depok beach with my Family. We went to beach at 06.30am. We arrived at the beach at 07.00 am. After parked our car, we went to my uncle's restaurant. We ate some seafood there, it was very delicious. After that, me and my sisters went to Played water in the beach, our clothes was wet. After changed our clothes we went to home.

I really miss that moment, I hope I could go to the beach again.

ANSWER SHEET

NAME : M. Deva Mahardhika

CLASS : VIII E / 18

R1
IP = 3
O = 2
V = 3
SS = 1
CP = 2
S = 2
———
Tot = 13.

Please write a recount text.

Last holiday, I and my family went to the Siung Beach.
We were be two Motorcycle First, we set off at 09.00 a.m (after
11.00. We got there. in 'Siung Beach, we enjoyed the Cool air once
will ridding and ATV. Did not Feel the time is afternoon
Finaly, we went to home at 05.00 p.m.

R2.
Id = 3
O : 2
V : 2
SS: 1
CP : 2
S : 2
——— +
12.

ANSWER SHEET

NAME : Rahmad Aji Sabarno

CLASS : 8E

Please write a recount text.

My Holiday

R1

10=2
0=3 last holiday I and my family went to Bantul. We visited some destination R2.
V=3 there. We went ther by car.
SS=2
CP=2 First, we Arrived at Parang tritis beach at 09.00 Am. The we took arest
S=2 and had a breakfast. After I and my brother swam for few minute. Second,
we visited Depok beach. there we bought some fish .and we took arest and
Tot=14 lunch, as soon as we finised lunch we decided to go home in the Afternoon.

I think it was really fun to have holiday like this .I hope my next
holiday will be more Interesting.

Id=3
0=3
v=5
SS=2
CP=2
S=2 +

15.

Alvia Ananda P.

VIIIE 102.

Holiday

Last Holiday, I was just playing with my friends. My friends and I played Xamplaz. On the 2nd Thursday of January yesterday. We went at 08.30 am. We were by bus.

Tot = 17 We were there for walking around, buying book, watching the movies. We watching the movies "99 cahaya dilangit eropa". After that, we prayed. Then, we were looking for a meal. Then, we went home. Journey home, I read books. Our trip was tiring. I came home at 05.88 pm.

Karsha Datik J /BE / 13

Wonderful Holiday

Last Holiday, I went to keraton with my classmates for doing our javanese tasks. Before go to keraton we had gathered in Wan's house. I came to her house at 09.30am, Then, we went to keraton at 10.00am by Trans Jogja. We arrived at keraton at 10.30am.

First, we went to Pagelaran, we could know about the relics and the history of keraton Jogjakarta with the assistance of a guide. Second, we went to Mesjid Gedhe, we prayed Zuhur there also took a rest. After that, we separated, I went to my grandma's house because I was not feeling well and my classmates went to benteng Vredeburg.

What a wonderful experience. Beside traveled we could learn about the new thing about the history in our town.

R1 ID = 4
O = 4
V = 4
SS = 3
CP = 3
S = 3

R 2
Id : 4
O : 3
v : 3
SS : 3
CP : 3
S : 3
19.

Nama : Intan Kusuma P.
kelas = VIIIE
No = 12

R2 - Id = 4
O = 4
V = 3
SS = 3
CP = 3
S = 3 +
——
20

Holiday at the Cilacap

R1
Id = 4
O = 4
V = 3
SS = 3
CP = 3
S = 3
——
Tot = 20

Last month my sister and I went to Cilacap. We started from home at seven, we went by bus and till at 12.00. Then, we went to Teluk Penyu beach by motorcycle. We arrived in teluk Penyu beach at 13.00. Waw -- I was very surprised because the beach very beautiful. I was very happily about it.

Nama = Rahmad Aji Sabarno
klas : 8E
no = 24

My Holiday at jogja city

R1
Id = 4
O = 4
V = 4
SS = 4
CP = 4
S = 4
——
Tot = 24

R2
Id : 4
O : 4
V : 3
SS : 4
CP = 4
S : 4 +
——
23

Last Holiday I went to traveled around Jogja. I went there with my family. We went there by car.

First, we Arrived at the Krakal beach. The scenery was very beautiful there. Then we took a rest for few hours and breakfast. Second we visited Baron Beach, there I swam for few minute and there we bought some small presents. Finaly, we visited Gembira loka zoo. We saw many kind of animals and we took a rest and lunch.
As soon as We finished our lunch, we decided to go home in the Afternoon.

I think it was really fun to have holiday like this. I hope my next holiday will be more funy.

M Deva Madhardhika

18

VIII E

RI
ID = 3
O = 4
V = 4
SS = 4
CP = 3
S = 3
___
Tot = 21

R2
Id : 3
O : 5
U : 4
SS : 4
CP : 3
S : 3
+
___
20.

Holiday last year, I went to travel a round Jogja, I went there with my Family. We went there by car

First, we arrived at the glagah beach. The scenery was very beautiful there. Then we took a rest for few hours and breakfast. Finally we visited Boron beach, there I swam for few minute and there we bought some small presents. As soon as we finished our lunch, we decided to go home in the afternoon.

I think, it was really fun to have holiday like this

Devi Fitriana
06 / VIII E

My Last Holiday

RI
ID = 4
O = 4
V = 3
SS = 3
CP = 4
S = 3
___
Tot = 21

RI
Id = 4
O = 3
V = 3
SS = 3
CP = 4
S = 3
+
___
= 20

In my last holiday, I went biking with my friends. The morning, we assembled at Yuan's house. Because another friend had not come, we wait for them. After half an hour of waiting, they came, and we left Yuan's house at 8 okclock.

After 45 minutes of cycling, we reached the road Malioboro. There is very crowded, lots of people busy doing activities. As for the foreign tourists that we often encounter

Then we rested for a moment in a park, to drunk and I could feel the fresh air in the morning of Jogja. Shortly afterwards we went cycling. Several time, we were tired and rested. Because it well be raining we went home, when I got home I rested.

Nama: DEVI NUR AISAH
kelas: VIII E / 07

Holiday at the mount Merapi.

last week, my family and I went to Mount Merapi. We went by car at seven o'clock and till at nine o'clock. We climbed the mountain. Until eleven o'clock. And then we took a rest and having lunch. After that we downed from the mountain. And than I went to home.

Dian Oktovia Sejoti (08)
VIII E

"My last Holiday"

Last holiday, I went to Temanggung. I went to my grandmother house. Scenary in my grandma vilage was beautiful. I went there by bus. I started from Jogja about at 08.00 o'clock. Finally, i arrived there about at 13.00 oclock. At there, I met my old friends. We played together. I stayed there about one week. After one week there. I had to went to Jogja again. I was sad. It's not easy to sayed good bye.

My holiday

The tour to pangandaran beach started on holiday last semester. We decided to go to pangandaran beach by our motor bike. That was very interesting tour. Riding a motorbike from my uncle home town, cirebon, to pangandaran beach with my best friends made me feel exited.

The tour to pangandaran beach began at 09.00 am in the morning and it took 5 hours riding to pangandaran beach. There were so many story that my friends and I got when we were in the tour such as there was my friend who got lost, ran out of fuel in the middle of jungle, and so forth, But it was interesting, because it was the first moment that I ever had in touring.

We arrived at pangandaran beach at 02.00 pm and we stright to move to the beach. At beach we just lied down there to stretch our muscle because of 5 hours riding. We also had a lunch there by eating some foods that we brought from cirebon. That was very nice moment when we shared our own food to others.

We come back to cirebon at 04.00 pm, It was imposible to ride in the night, so we just decided to stay over in our friend house in ciamis and we started to come back in the morning. That was very nice experience that I and my friends ever had. We would never forget that moment.

Nama : Fikky. Novrianto
Kls : VIII E
No : 09

My holiday

R1
ID= 4
V= 4
O= 4
SS= 4
CP= 4
S= 4
Tot 24.

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R2
id: 3
O: 4
v: 4
SS: 4
CP: 4
S: 4
23

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We come back to cirebon at 04.00 pm. It was impossible to ride in the night so we just decided to stay over in our friend house in ciamis and we started to come back in the morning. That was very nice experience that I and my friends ever had. We would never forget that moment.

RESEARCH PERMITS

S U R A T   I Z I N
Nomor : 070 / Bappeda / 526 / 2014
TENTANG
PENELITIAN
KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar   : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata, Dan Izin Praktik Kerja Lapangan.

Menunjuk   : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman

           Nomor : 070/Kesbang/515/2014   Tanggal : 11 Februari 2014

           Hal   : Rekomendasi Penelitian

MENGIZINKAN :

Kepada	:	
Nama	:	ARI PUJIANTO
No.Mhs/NIM/NIP/NIK	:	07202244074
Program/Tingkat	:	S1
Instansi/Perguruan Tinggi	:	Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi	:	Kampus Karangmalang Yogyakarta
Alamat Rumah	:	Jaten, Sendangadi, Mlati Sleman
No. Telp / HP	:	085643371412
Untuk	:	Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul

THE EFFECT OF USING MEDIA PICTURE FOR STUDENTS GRADE VIII WRITING ACHIVEMENT (AN EXPEREIMENTAL STUDY AMONG STUDENTS OF SMP N 3 SLEMAN IN THE ACADEMIC YEAR OF 2013/2014

Lokasi	:	SMP N 3 Sleman
Waktu	:	Selama 3 bulan mulai tanggal: 11 Februari 2014 s/d 11 Mei 2014

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.

2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.

3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.

4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.

5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal   :   12 Februari 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Sleman
5. Ka. SMP N 3 Sleman
6. Dekan FBS-UNY
7. Yang Bersangkutan

Sekretaris
u.b.
Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, MM
Pembina, IV/a
NIP 19630112 198903 2 003

SURAT KETERANGAN

NO : 422/123

Yang bertanda tangan di bawah ini Kepala Sekolah SMP Negeri 3 Sleman Kabupaten Sleman Provinsi Daerah Istimewa Yogyakarta, menerangkan bahwa :

Nama	: ARI PUJIANTO
Status	: Mahasiswa Universitas Negeri Yogyakarta
NIM	: 07202244074
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Bahasa dan Seni

Telah mengadakan penelitian di SMP Negeri 3 Sleman pada tanggal, 2 April 2014 s.d 14 April 2014 dalam rangka memperoleh data untuk keperluan penulisan tugas akhir dengan judul :
"THE EFFECT OF USING MEDIA PICTURE SERIES FOR STUDENT GRADE VIII WRITING ACHIEVEMENT".

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Sleman, 9 Mei 2014
Kepala Sekolah

Yohanes Sukamto, S.Pd
NIP.19551006 197703 1 005

PEMERINTAH KABUPATEN SLEMAN

KANTOR KESATUAN BANGSA

Beran, Tridadi, Sleman, Yogyakarta, 55511
Telepon (0274) 864650, Faksimile (0274) 864650
Website: www.slemankab.go.id, E-mail: kesbang.sleman@yahoo.com

Sleman, 11 Februari 2014

Nomor	:	070 /Kesbang/S/5 /2014	Kepada
Hal	:	Rekomendasi	Yth. Kepala Bappeda
		Penelitian	Kabupaten Sleman
			di Sleman

REKOMENDASI

Memperhatikan surat	:
Dari	: Kasubbag Pendidikan FBS UNY
Nomor	: 0141j/UN.34.12/DT/II/2014
Tanggal	: 03 Februari 2014
Perihal	: Permohonan Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan rekomendasi dan tidak keberatan untuk melaksanakan penelitian dengan judul "

THE EFFECT OF USING MEDIA PICTURE FOR STUDENTS GRADE VIII WRITING ACHIVEMENT (AN EXPEREIMENTAL STUDY AMONG STUDENTS OF SMP 3 SLEMAN IN THE ACADEMIC YEAR OF 2013/2014)" kepada:

Nama	: Ari Pujianto
Alamat Rumah	: Jaten, Sendangadi, Mlati, Sleman
No. Telepon	: 085643371412
Universitas / Fakultas	: UNY/ FBS
NIM	: 07202244074
Program Studi	: S1
Alamat Universitas	: Karangmalang, Yogyakarta
Lokasi Penelitian	: SMP N 3 Sleman
Waktu	: 11 Februari - 11 Mei 2014

Yang bersangkutan berkewajiban menghormati dan menaati peraturan serta tata tertib yang berlaku di wilayah penelitian. Demikian untuk dipergunakan sebagaimana mestinya.

an. Kepala Kantor Kesatuan Bangsa
Subbag Tata Usaha

Waryanto, S.IP, M.Si
Penata Tingkat I III/d
NIP 197012 199009 1 001

DOCUMENTATION

Appendix Fotos

Appendix Fotos