IMPROVING THE WRITING SKILLS OF RECOUNT TEXTS BY USING PICTURE SERIES FOR THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 2 KALASAN IN THE ACADEMIC YEAR OF 2013/2014

A Thesis

Presented as a Partial Fulfillment of the Requirements for theattainment of the Degree of *Sarjana Pendidikan* in English Language Education

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APPROVAL SHEET

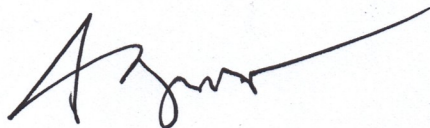## IMPROVING THE WRITING SKILLS OF RECOUNT TEXTS BY USING PICTURE SERIES FOR THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 2 KALASAN IN THE ACADEMIC YEAR OF 2013/2014

A THESIS

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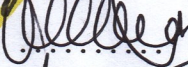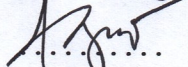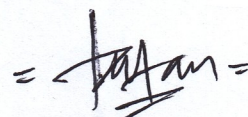
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Yogyakarta, 20 Oktober 2014

Penulis

Intan Wahyu Saputri

DEDICATION

This thesis dedicated to my parents Sarno, A.Md and Sri Lejartiningsih who have always loved me unconditionally. This thesis also dedicated for my husband to be Irvan Gilang Restiarto who never stops loving and supporting me.

MOTTOS

"So which of the favors of your Lord would you deny?"

(Ar-Rahman: 13)

"No matter how hard the past You can begin again"

(Buddha)

"Habis gelap terbitlah terang."

(RA. Kartini)

"*Jangan takut akan bayangan. Hadapi!"*

(Irvan Gilang Restiarto)

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

IMPROVING THE WRITING SKILLS OF RECOUNT TEXTS BY USING PICTURE SERIES FOR THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 2 KALASAN IN THE ACDEMIC YEAR OF 2013/2014

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ABSTRACT

This research aims at improving the writing skills of the eighth grade students of SMP Muhammadiyah 2 Kalasan in the academic year of 2013/2014 through picture series.

This study was action research that was conducted in two cycles. The first cycle consisted of three meetings while the second cycle consisted of two meetings. The subjects of the research were 30 students of VIII D of SMP Muhammadiyah2 Kalasan. The data collected were qualitative but also supported by quantitative data. The qualitative data were gained through observation and interview. The data were in the form of field notes, interview transcripts, and photographs. Meanwhile, the quantitative data were collected from four kinds of writing tests. This research used five criteria of validity, namely democratic validity,outcome validity, process validity, dialogic validity, and catalytic validity. Furthermore, to enhance the trustworthiness of the research, the researcher implemented two of four kinds of triangulations, namely time triangulation and investigator triangulation.

The results of the research indicated that the use of picture series improved the students' skills in writing a recount text. The actions made significant improvementsof the students' writing in the aspects of content, organization, language use, vocabulary, and mechanics. Moreover, by comparing the means of eachscore from the pre-rest to the post-test, it can be concluded that all of the score of each aspect increased. In reference to the students' writing scores, the students' mean value for the contentis 3.55, for the organization is2.92, for the vocabulary is 2.7, for the language use is 3.2, andfor the mechanics is 0.63. In addition, the use of picture series was able to improve the students' interest, motivation, and attitudes toward the teaching and learning process.

CHAPTER I

INTRODUCTION

This chapter presents the background of study, identification of the problem, limitation of the problem, formulation of the problem, objective of the research and significance of the study.

A. Background of the Study

English is very important because it becomes a global or international language that is used by people around the world to communicate each other. English is implemented as a first or second language around the world. It means that English is the main language in communication. It can solve the problem in conversation with other people who have different background of cultures and languages around the world. English can be implemented in science, business, technology, and education.

In Indonesia, English is implemented as a foreign language. Indonesian students learn English as a foreign language because it becomes a subject. Harmer (2007:19) explained that "*EFL described situations where students were learning English in order to use it with any other English speaker in the world...*" In this case, students know well about the sentence patterns and diction and they should be implemented in four skills, such as listening, speaking, reading, and writing.

As stated before, the EFL students should learn the four skills. One of the two productive skills in learning English is writing. Writing skills have many important aspects in the world. Some people use writing for communication because people can interact with others not only by using spoken language but

also the written language. The writing skill is needed in modern communication or high-technology. Then, the writing skill must be taught to and learned by students from now to face the competition with other people in this global era.

Dealing with written language, the writing is the skill that is used to explore the idea and other communication activities.Writing is categorizedas a productive skill. Teaching materials and media are developed by teacher in teaching and learning activities. Techniques and approaches to teach skills, in this case, writingis influenced by the use of media. Therefore, the materials will give more power to motivate the students to learn English. Then, students get the interesting media and it will help them to learn English easily.

Learning media have a great influence in education system to explore students' ability. Teaching learning activities in the classroom have used learning media to facilitate the teacher and students' knowledge. In addition, learning media must be suitable with the lesson plan that is used by teachers.

Teachers, as facilitators, must be well-prepared to teach students in front of the class. Then, teachers give interesting things to support students learning activities, especially when teachers teach writing. The media, such as pictures, can be used as a guideline for students in completing a task.

A good writing was done with appropriate rules and principles that applicable by teacher to teach students in writing. Furthermore, the use of media and other learning kits can help students to select for the idea, grammatical accuracy, vocabulary, and correct organization of contents.

The researcher foundthat there are some problems occurred in writing process. Students have some problems to find the idea in writing. Then, students often made some mistakes in grammatical errors in their writing. It is very common when students write, because they were undeveloped in grammatical mastery. Afterwards, they do not organize the sequence of paragraphs well.

Based on the observation in SMP Muhammadiyah 2 Kalasan, there are some problems related to the learning materials were provided by the teacher. The teacher used a coursebook in teaching writing and rarely usedpictures as media. The media that were used by the teacher to support the teaching and learning of writing were not sufficient. Furthermore, students hadlow motivation in composing a story. They also faced a problem of vocabulary mastery. The activity was done in an old fashioned way.

The focus of the research is that picture series technique could give the students new feeling in learning writing. The students could feel interested and be more active when teachers teach writing. Thus, the media could motivate the students in learning writing skills. Teachers could use picture series to motivate students when he or she teaches writing.

B. Identification of the Problem

Based on the classroom observation, there were some problems found in SMP Muhammadiyah 2 Kalasan. The students' writing problems were related to the processes of developing idea and constructing a coherent and cohesive paragraph, grammatical errors, the preference of suitable words in wiriting and insufficient use of teaching media.

First problem, the students could not develop the idea in writing. It could be seen in the class when they asked by the teacher to write a text. They looked very confused to write a text. Then, some students looked not enthusiastic to write a text based on the teacher's instruction. They looked not enthusiastic because they had no idea on what they want to write in their worksheet. In addition, it could be seen in the result of the lesson when the teacher shown the students' work to the researcher.

Second, the students could not construct a coherent and cohesive paragraph. It could be seen in the result of the students' work. They did not understand how to construct a coherent and cohesive paragraph. Then, they did not construct the paragraph into coherence and cohesive because they could not develop the idea in writing a text. Therefore, students had difficulties in writing a text.

Third, grammatical errors always became a problem for the students who still learn English. In this case, grammatical errors were happened in writing. Students still had difficulties in writing a text. It was proved by the grammatical errors which were found in the students writing. They still used a simple present tense in writing a recount text. Moreover, students were confused when choosing the verb II in writing text. They put *-ed* in all verb which have to be changed into verb II. For example, for the verb "build" the students wrote "builded" whereas the correct verb is "built." It seems that grammatical errors were happened in their writing.

The last problem was related to the media. The researcher found that the teacher did not provide the interesting media for the students in teaching writing. The students felt bored because the teacher rarely used an interesting media. In addition, it did not help the students to learning English especially in writing. The media can support the students' motivation and encourage students in teaching and learning process.

Based on the problems which were found when the researcher conducted an observation, the researcher observed that the students had difficulties in writing a text. Then, students seemed not enthusiastic when the teacher taught writing. They did not pay attention to the teacher instructions. Besides that, some of the students were not brave to ask a question or explanation from the teacher when they found the difficulties in writing. It means that students need some treatment in teaching and learning writing in the class. Then, teacher should have a strategy to make students motivated in learning writing.

C. Limitation of the Problem

The discussion of the study needs to be limited. The limitation was discussed by the researcher with the teacher. This study was conducted to fulfill the researcher's curiosity by focusing on how the picture series as a media are used in teaching and learning process of writing. The picture series is one of the media that can be used to improve the students' writing skills of a recount text of the eighth grade students' of SMP Muhammadiyah 2 Kalasan in the academic year of 2013/2014.

D. Formulation of the Problem

Based on the background of the study, identification of the problem, and the limitation of the problem, the researcher formulates the problem as follows:

How can writing skills of a recount text for the eighth grade students of SMP Muhammadiyah 2 Kalasan in the academic year of 2013/2014 be improved by using picture series?

E. Objective of the Research

Related to the formulation of the problem, the objective of the study is to improve the students' skills in writing a recount text by using picture series of eight grade students in SMP Muhammadiyah 2 Kalasan in the academic year of 2013/2014.

F. Significances of the Study

The result of the study is expected to give a contribution to the teaching and learning process of writing in English as a foreign language.

1. For the English teacher

The researcher hopes that this research study can improve the teacher's ability to help students in teaching writing in the class. Besides that, the English teacher is able to use the interesting media to improve the students' ability in writing.

2. For the Students

This research study can be used to help students in writing. It means that, the media as the picture series can help the students to organize idea in writing. In

addition, it can be used to motivate their learning in the class, especially writing of a recount text.

3. For other researchers

This study can be useful as the reference for other researchers who want to conduct a research in the same topic and purpose. It can be used to show that using pictures series can improve students' writing skills.

CHAPTER II

LITERATURE REVIEW

This study focuses on the implementation of picture series in improving students' ability in writing recount texts. This chapter discusses some relevant theories which are related to the study as they used to strengthen the framework of the study. Those are divided into theoretical review and conceptual framework. In theoritical review, the researcher discusses some relevant theories. In the conceptual framework, the research relates the theory to the study.

A. Theoretical Review

1. Writing

a. The Nature of Writing

Writing involves communicating a message with a sign or symbol on a page (Spratt et al, 2005:26). It need to make series of words or sentences in writing process to communicate in the written language. Writing is one of the important skills that has to be developed by students because it is very important for the academic context, business and the relationship with others in the world. In the academic context, students need to develop this skill.

Writing is productive skills. It is one of the four language skills, reading, listening, speaking and writing. Writing is focuses on how to produce language rather than receive. Therefore, writing has several steps to do. Oshima & Hogue (1997:2) state that writing is a progressive activity which is open with the result of thinking what the writer going to say. After finished writing a text, the writer

should read the draft of writing and make corrections. So, writing is not a one-step action.

Writing needs some processes of thinking. It means that students need to gather ideas to write a good story or text. Spratt et al (2005: 27) describe that the nature of writing has a number of stages such as brainstorming, making notes, planning, writing a draft, editing, producing another draft, and proof-reading or editing again. Those stages can help the students in writing process. In addition, Brown (2001:335) states that "*The one major theme in pedagogical research on writing is the nature of the composing process of writing.*"

b. The Writing Process

The writing process is about how the stages of writing applied by the writer. As stated in the nature of writing, there are four stages in writing process. Those are planning, drafting, editing and final draft. The writer should think the topic that they want to write down on a paper. Harmer (2004: 11) explains the some stages of the writing process. The stages are presented as follows:

1) Planning

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments.

2) Drafting

After the students have a list of ideas related to the topic, it is the stage for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

3) Editing

In this stage, students should re-write their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, it also encourages students to find and correct their mistakes in writing.

4) Final Version

In this last stage, the students re-write their draft after revisingwith peers and teachers. The students have a good written text in the final product since theydo the editing process before.

The process wheel

Figure 1. Writing process stages called the process wheel

Furthermore, Brown (2001: 348) describes that writing process tend to be framed in three stages of writing. Those are pre-writing, drafting and revising. The pre-writing is aimed to generate ideas, which can happen in numerous ways; reading (extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated questions, and freewriting. Then, the drafting and revising stages are the core processes of writing in traditional approaches to writing instruction.

c. Micro Skills of Writing

In learning English there are four skills that have to be mastered. They are speaking, listening, reading, and writing. Each skill has micro skills. Therefore, in this section, the researcher will present the micro skills of writing. Brown (2001) presents the micro skills of writing. The micro skills of writing are presented 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 words and use appropriate words order patterns.
4) Use acceptable grammatical systems, 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 communicative 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 information, 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.

2. Teaching Writing

In teaching English, the teacher must understand how to teach the four skills to the students. It is very important to teach those skills in the English class especially Teaching English as a Foreign Language (TEFL). In this case, the teacher have to know how to teach writing.

Harmer states that there are several reason why teacher should teach writing. The reasons are reinforcement, language development, learning style, and writing as a skill (Harmer, 1998: 79). Moreover, the several reasons will be presented as follows:

a) Reinforcement

The visual demonstration of language construction is invaluable and it is used as an aid to commiting the new language to memory. Students usually find the visual demonstration is useful to write sentences. It is useful to write sentences using new language shortly after they have studied it.

b) Language development

It seems that the actual process of writing helps the students to learn. The mental activityin order to construct proper written texts is all part of the on going learning experience.

c) Learning style

Writing is appropriate for such learners. It is a reflective activity instead of the rush and bother of interpersonal face-to-face communication. Because students expected that producing language in a slower way is invaluable.

d) Writing as a skill

The important reason for teaching writing is that it is a basic language skill. it seems as important as speaking, listening, reading. In this case, students need to know how to write letters, how to put written reports together, how to reply to adverstisement.

From the explanation which is delivered by Harmer (1998:79). It can be seen that those reasons give instructions to the teacher as their job to teach writing. However, Harmer still states that there are several strategies for teacher to consider (1) The way to get the students to plan. (2) The way to encourage the students to draft, reflect and revise. (3) The way to respond to the students' writing.

Kodoatie (2013:14) states in her thesis that "Not only teachers can respon students writing but also their colleagues can also respond to their freind' work in their own way. This is called peer respons. This activity may provide a welcome alternative to the teacher's feedback as well as offering a fresh perspective on the writing." It means that teaching writng is important to be delivered in EFL class.

3. Teaching Writing in Junior High School

The target of teaching English in junior high schoolsis students areable to solve the problems in terms of spoken and written language. Based on the Standard of Competency and Basic Competency of Curriculum the capability to communicate is the capability to produce oral and writen text in four skills. (School-Based Curriculum, 2006).

There are several purposes of learning English at Junior high school. These are the purposes of learning English at Junior Hgh School according to Depdiknas (2006):

a. Developing the communication competence in the form of oral and written texts to achieve the functional literacy level.

b. Having senses about the importance of English to increase the nation competitive ability in the goal society.

c. Developing the students' understanding about the relationship between language are culture.

In addition, there are scopes of learning English at Junior High School such as:

a. Discourse competence, it is the ability to understand or create oral or written texts based on the basic language skills.

b. The ability to create and understand various short functional texts, monolog, and essays in the form of procedure, descriptive, recount, and report.

c. Supporting competence which is linguistic competence, socio cultural competence and discourse forming competence.

Based on the explanations above, the researcher decided to focuses on one of scopes which are teaching writing of a recount text related to standard of competence and basic competence based on the Ministry of Education for grade VIII students.

Table 1. Standard of competence and basic competence

Standard of Competence	Basic Competence
Menulis 6. *Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat*	*6.1 Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat* *6.2 Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.*

4. The Role of Media

Media is important in teaching and learning process. It is used as facilitator or connector in delivering the material from the teachers to the students. The good situation and condition can be created by using media. It makes the students motivation in the learning process increase. In this section, the researcher presents the kind of media and picture series as a media in teaching writing.

There are types of media which are used in teaching and learning process to improve the students' ability. According to Ministry of National Education (2009:6) there are seven media which are used by teachers in the classroom. Below are the kinds of media:

a. Pictures

Teacher can use pictures to stimulate students in creating texts. The pictures can be in the form of photographs of people, places and things which are in magazines, news paper, and calendar or printed the available pictures.

b. Relia or real objects

The real objects are used in the teaching and learning process of writing to make the learning become clear, meaningful and memorable.

c. Charts, posters and cartoons

Charts show the information in the form of a diagram or a map. Poster is a large printed picture or notice. Poster is used to give some information or advertise something. Cartoon is a funny artistic drawing.

d. Blackboard or whiteboard

A blackboard and white board are used to present or draw the material to the students. Teachers can deliver a material to the students by writing it on the board.

e. Audio Media

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

f. Over Head Projector (OHP)

It is used to present the materials more easily than using ablackboard or whiteboard. Furthermore, teachers should pay more attention to the learners and make sure that the learners give more attention to the presentation on the OHP.

g. LCD projector

It is used to connect the visualization of the materials from the computer to the display.

Media is very useful to help teachers in delivering the material. Besides that, it can be useful for the students because they can respond to the lesson from the teacher and help them in writing. Pictures as visual media have a potential as teaching aid develops students writing skills in terms of recount text. It can stimulus the students in developing idea when they create a story. Harmer argues that teachers have always used pictures or graphics to facilitate learning (Harmer, 2007: 178). Then, kinds of pictures are applicable to in a multiplicity of ways.

Besides that, there are some criteria in using pictures as media. Wright (1992:3) states that the criteria in using pictures are:

a. They should be easy to prepare,

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

c. They should be interesting,

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

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

Pictures work well to stimulate the written production. They show the situation for grammar and vocabulary. Harmer (2007) describes that there are many ways of using pictures for writing. The explanations will be presented as follows:

a. Describing pictures

One way of getting students to write about pictures is ask them to write a description of something. Describing something by using a picture is effective, because the students do not have any idea.

b. Suspects and objects

A variation on picture description gives students a variety of pictures and asks them to write about only one of them. After write the descriptions, the pictures are put up on the board. The students then give their description to another student who has to identify which picture is being described.

c. Write the postcard

In this activity, teacher can give the students postcard scenes and ask them to write the postcard which they would expect to write. Any holiday picture can be used for this activity.

d. Portraits

This media can be used for a number stimulating writing tasks. Students can write a letter a portrait, asking the character questions about his or her life and explaining why they are writing to them.

e. Story tasks

Pictures are really useful ways to prompt students into writing stories. There are a number of different tasks which students can be asked to undertake. These tasks are (1) for dramatic pictures, (2) students can given a series of pictures of random object and told to choose four of them, and write a story, (3) students can be given a series of pictures in sequence which tells a story, (4)

students can be given a picture and headline or caption and asked to write a story which makes sense of the picture and the words.

Furthermore, many researcher have evident that by using a learning kits in the form of pictures in teaching English to support students to develop their mastery in writing. A situational picture is good learning kits to enhance their learning of English.

5. Picture Series

Visual media were used in teaching and learning process as the tools to improve students' ability in learning English. Visual media have a constribution to help students comprehending the explanation from the teacher easily. The visual media are used by the teacher can be in many forms: videos, slides, picturues or illustrations. Besides that, the use of visual media create natural situation to attract students' attention in teaching learning process. In this case, the researcher decided to choose pictures as the media.

There are some theories proposed that the use of pictures are very useful in the teaching   process. According toWright (1989:17) pictures contribute to improve the students' interest and motivation in the teching learning process.Furthermore, he explains that pictures have a sense of the context of the language and it can be aspecific reference point or stimulus to the students.Joklova (2009:19) states "*The picture is used in a more meaningful and 'real-life-communivative' way than being just displayed for students to say what they can actually see.*"

Pictures are easy to find from many sources. It can be taken from books, the Internet, and magazines. Furthermore, there are some kinds of picture; series of picture, cue cards, flash cards, posters, and photographs. However, there are roles of picture. Wright (1989:17) explained that pictures can motivate the students to take part in the teaching and learning process. They contribute to the context in which the language is being used. The pictures can be described in an objective way or interpreted or responded to subjectively. Then, pictures can cue responses to questions or cue substitutions through controlled practice. They can stimulate and provide information in the conversation, discussion and story telling.

In this research, the researcher focuses on the use of picture series. The sequences of picture show several action is called picture series. Picture series consist of three or more pictures. It helps the students to developing ideas to write a text. According to Wright (1989:201) sequences of picture can be kept as they are and used to contextualize a story or a description of a process. Yunus states that "*A picture series is a numberof related composite pictures linked to form a series of sequences. Hence,its main function is to tell a story or sequence of events.*" The researcher modified the picture series to teach writing a recount text for eighth grade students of junior high school.

6. **Recount text**

Recount text is a text that retells the past event. Its purpose is to provide a description and when it occurred with sequence of events. There are some features

of a recount. Anderson (2002: 29) describes the generic structure of a recount text. The explanation is presented below:

    a. Constructing a recount

A recount text has three main sections. The first is orientation. It consists of what, where and when the story are happened. The second is sequence of events. It retells the events in the order in which they happened. And the last is reorientation. It consists of a conclusion.

    b. Grammatical features of a recount

A recount usually includes the following grammatical features:

  1) Proper nouns to identify those involved in the text.

  2) Descriptive words to give details about who, what, when, where, and how.

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

  4) Words that show the order of the events.

B. Relevant Studies

There were some relevant studies related to the use of picture series to improve students' writing ability of a recount text. An action research study is written by Lesna Henny Mia Kodoatie (2013) entitled "*Improving Students' Skills of Writing Recount Texts By Using Picture Series for the Eighth Students of SMP N 1 Sayegan in the Academic Year of 2012/2013*". This study proved that using picture series helped the students in writing process; planning, drafting, editing and final draft. Then, this study explains that the use of picture series could improve the students skills in organization and content aspect. It helped the students to generate ideas into a chronological order. In addition, the use of

picture series increased the students' motivation in teaching and learning process of writing.

A research written by Annisatul Karimah (2013) entitled "*Using Picture Series to Improve the Eleventh Grade Students' Ability to Write Recount Texts at SMK Abdi Negara Muntilan*". The research proved that using picture series was effective to improve students' writing ability in teaching and learning process of writing. Besides that, the picture series were useful in terms of directing students to write in the correct organization, generate students' ideas, correct grammar and enrich students' vocabulary. This research also explains that picture series increased students' motivation and interest in learning English.

An action research study written by Puji Astuti (2011) entitled "*Improving Students' Ability in Writing Recount Text Through Picture Sequences at X Grade Darul Ma'arif Cipete*". The writer explains that picture series motivated the students in the teaching-learning process. They were interested in understanding the story and they could write a recount text well. Furthermore, the teacher responses about the implementation of picture sequence was positive. It could be the alternative way in teaching learning process of writing.

Eni Yusnita, Clarry Sada and Dewi Novita explained the results of a classroom action research entitled "*Improving Students' Recount Text Writing by Using Picture Series to the Tenth Grade Students of SMK Panca Bakti Kubu Raya in the academic year 2011/2012*". In the research, the writer conducted two cycles as the tools of collecting data and get achievment of the students' writing of a recount text. From the result of first cycle, the students score is 61.5. The score

presents that it need effort to gain the goal. Then, the second cycle should be conducted. In the second cycle, the students score is 66. It can be concluded that the students shown their good progress. It was proved that the score of the students test fulfilled the minimum learning mastery. It means that picture series improved the students' ability and students' attention in teaching and learning process.

C. Conceptual Framework

The students' motivation and ability in writing a recount text is low. There are some problems which are found by the researcher in SMP Muhammadiyah 2 Kalasan. One of the problem is the teacher never use the interesting media in teaching and learning process. The teacher also does not give the clear explanations about the contents of recount text. As the result, students have low motivation in writing class. Then, they cannot construct the well text related to the coherence and unity. Besides that, they cannot develop ideas in writing.

As stated above, media has the primary roles in teaching and learning process of writing. It is because that media has a potential as teaching aid to develop students writing skills in terms of recount text. It can stimulus the students in developing idea when create a story. A picture is one of the media which helps students in learning English especially in writing class.

Based on the facts above, this research applied the principle in picture series as a teaching learning media in writing recount text. It has some advantages in the teaching and learning writing. First, using of picture series can stimulate students in developing ideas in a chronological order when the teacher asks them

to write a recount text. Second, the students' motivation in writing increase because the pictures are interesting aids to attract the students' attention in the writing class.

CHAPTER III

RESEARCH METHOD

This chapter describes the research method which is implemented in the present study. This chapter consists of the research type, research setting, data collection instruments, data collection technique, data analysis technique, research procedure, and research validity and reliability.

A. Research Type

This research study is classified as classroom action research. Classroom action research is a study carried out in the classroom to identify the problems and solving the problem during teaching and learning process. Then, there are numerous definitions proposed by some experts. The steps in action research are planning, action, observation and reflection. Here are the steps of action research proposed by Kemmis and McTaggart (1988) in Burns (1999:33).
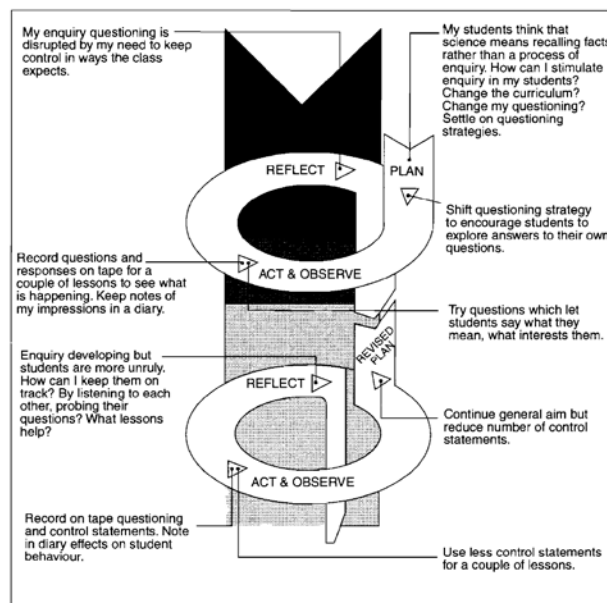
Figure 2. Kemmis and McTaggart model (1988) in Burns (1999:3)

They explain that the action research had four fundamental steps in spiraling process. Those are (1) Planning, developing plan of action to identify problems and solve it such as preparing the syllabus, teaching scenario, media that will be used, students' worksheets, observation checklist and scoring rubric. (2) Action, it is to implement the plan which was designed. (3) Observation, this step observes the effect of implementing the action, documenting, and opinions in a specific area. (4) Reflection is to evaluate the effect of the action based on the observation. It reflects what has happened in order to understand the further planning.

B. Research Setting

The research was conducted at class VIIID of SMP Muhammadiyah 2 Kalasan, April 12th 2014to May 24th 2014 in the academic year of 2013/2014.

The school is located in Purwomartani, Kalasan, Sleman, Yogyakarta. The number of the students in VIIID class is 30. The school was selected as the setting of the research because based on the researcher experience when she was doing the observation, the researcher found that many students were not eager in writing English. So that, the researcher decided to conduct a research to improve the students' writing skills by using picture series in order to achieve the goal of English teaching and learning in Junior High School. The time and the schedule of the implementation of the actions are presented below.

Table 2. Table of research schedule in SMP Muhammadiyah 2 Kalasan

No	Steps	Date
1	Pre-test	Saturday, April 12th, 2014
2	Cycle 1	
	- First meeting	Thursday, April 17th, 2014
	- Second meeting	Saturday, April 19th, 2014
	- Third meeting	Saturday, April 26th, 2014
3	Cycle 2	
	- First meeting	Thursday, May 15th, 2014
	- Second meeting	Saturday, May 17th, 2014
4	Post-test	Saturday, May 24th, 2014

C. Data Collection Instruments

The instruments of the research are presented as the following.

1. Observation checklist

Observation checklist gave the information about the effectiveness of using picture series in teaching writing of recount text. The observer checked some aspects in teaching and learning process by putting a tick to statements in the observation sheet.

2. Interview guidelines

The interview guideline was used to guide the researcher to get responses from the teacher and students on the using of picture series to improve writing skill of recount text in the research. The researcher interviewed the teacher and students before, during, and after implementing the actions to observe the improvement in the writing class.

3. Tests

Tests were used to get information about students' writing improvement. The researcher conducted pre-test and post-test to measure the improvement on the students writing skills of recount text by using picture series.

D. Data Collection Technique

The data of the research were qualitative and supported by quantitative data. The qualitative data were obtained through observation and interview related to teaching and learning process of writing class.Then, quantitative data were obtained through test.

1. Observations

The observations were conducted to discover valuable information related to the teaching and learning process. The information here was related to the students' involvement during the lesson, the students' understanding of the given materials, the techniques and method used by the teacher, and also the media used in teaching and learning process.

2. Interviews

The researcher interviewed the students and the teacher before, during, and after the action. The interview was used to collect the data by using personal contact with students and the teacher to know the progress or improvement of students' writing ability.

3. Test

Documentation of the quantitative data was gained throughtests. It was used to evaluate the action and improvement from the students in writing class. The data were gained in the form of pre-test, cycle 1, cycle 2, and post-test.

E. Data Analysis Technique

The data gained were in the form of qualitative supported by quantitative data. For the quantitative data, the researcher conducted the pre-test and post-test.Then, the qualitative data were analyzed by using some stages, such as:

1. Assembling the data

In this step, the researcher collected the data to see what really occurred over period of the research. The data were gathered in the form of field notes and interview transcript.

2. Coding the data

In this study, the researcher identified the data by coding it into more specific patterns and categories.

3. Comparing the data

After coding the data, the researcher compared the categories or patterns across different data collection techniques.

4. Building interpretation

In this stage, the researcher should deal with a great amount of creative thinking about what the data were saying by reflecting beyond the immediate surface details.

5. Reporting the outcomes

In this stage, the researcher considered some aspects in reporting the result of this study such as discussing the issues or questions that prompted the study, describing context of the research, analyzing the findings by providing the samples of the data and interpreting how the project could lead to other areas for research.

F. Research Procedure

The researcher followed some steps in the cycle of an action research as suggested by Kemmis and McTaggart in Burns (1999:32).

1. Reconnaissance

In this first step, what the researcher does is finding the school facts and analyzing them. In this study, the researcher interviewed the classroom teacher and the headmaster to identify the existing problems in the field.

2. Planning

The researcher also prepared the instruments such as drama scenario, technique and the instrument to observe and evaluate the teaching and learning process.

3. Action

In this stage, the researcher tookan action. In this action, the students are supported and developed in their changed-behavior and responses.

4. Reflection

The researcher mad an evaluation. At the end of action, the researcher made a reflection about the problems occurring during the action implementation.

G. Research Validity and Reliability

To get the validity of the data, Anderson et al (1994) in Burns (1999:161-162) propose five criteria of validity. The criteria are:

1. Democratic validity   :

This validity relates to the extent to which the research is truly collaborative. It relates to the perspectives given by those who have a stake in the research, which they lead to the inclusion of multiple voices.

2. Outcome validity

It refers to the nation of actions leading to outcomes that are "successful" within the research context. It also depends on the process of conducting the research.

3. Process validity

This validity rises when the study is conducted in a dependable and competent manner and effort is made to not simply praise existing practices.

4. Catalytic validity

It relates to extent to which the research allows the participants moved to action based on their changed understanding that came

from participation in the study and do the results of the study act as a catalyst for action.

5. Dialogic validity

It is the technique and findings of the study subject to critical conversations or a peer review process.

Furthermore, to enhance the trustworthiness of the research, the researcher decided to implement triangulations. Based on Denzin (1978) in Burns (1999:164) thereare four forms of triangualation which it could be valuable in collaborative action research. In this study, the researcher implemented two of four kinds of triangulations, namely time triangulation and investigator triangulation. The criteria are:

1. Time triangulation   : to get a sense of what factors are involved in change processes, the data are collected at one point in time or over period of time.

2. Investigator triangulation   : This triangulation helps avoid observer bias and provides checks on the reliability of the observation. Furthermore, in the same research setting, more than one observer is used.

Meanwhile, to access the reliability of the data, the researcher involved the students of grade VIIID in SMP Muhammadiyah 2 Kalasan.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapterdescribes the results of the research based on the actions that were implemented by the researcher in the class. The explanation of the result of this research is divided into two sections: research findings and discussion.

A. Research Findings

The research finding explains the reconnaissance and the process of the research in the class. It starts from the beginning to the last of the research when the researcher took data in the teaching-learning process. The research was divided into two cycles. The first cycle consists of three meetings and the second cycle consists of two meetings. Each cycle consists of planning, actions, observation and reflection. The findings can be explained as follows.

1. The Reconnaissance

The researcher conducted classroom observation and interviewed the English teacher and also the students in class VIIID to identify the problems of the teaching and learning process of writing. Then, the researcher designed some treatments for the students before implementingthem in the first cycle based on the observation and interview. The researcher shown the vignette based on the observation in class VIID. The vignette below shows the teaching and learning process of writing and students' attitudes toward the writing class.

Day/Date   : Saturday / January 18th2014

Time   : 7.40 - 9.00
Place   : Classroom of 8D
Activity   : Observation

        The teacher started the class by greeting and checking attendance. Before starting the teaching and learning process, the teacher asked their students that have been taught in the previous meeting. The students just kept silent and the teacher explained them briefly. Then the teacher started the learning objective that students were going to study how to write past experience. The teacher did the warming up by asking the students whether the students had an interesting experience or not.

        Then the teacherexplained the generic structure and language features of a recount text on the whiteboard. Some details about each part were explained. The students paid no attention to the teacher's explanation, it could be seen when she asked *"Apakah sudah jelas?"***("Is it clear everyone?").**They did not say anything though the teacher repeated the question three times.In this case, it seemed that the students needed some interesting media to increase their interest in learning writing.

        Then, the teacher gave the students writing tasks. She asked the students to write a recount text. Some of the students got confused with the task that was given by teacher. They also met the difficulties in writing a story and constructing the words into some sentences. Some students said,*"Miss, nggak tau mau nulis apa miss"* **("Miss, I do not any idea to write in my paper").**

        When all was finished, the teacher asked the students to write the sentences on the whiteboard as a medium in teaching writing. The class seemed to be very noisy. The teacher often reminded the students to pay attention to their business. However, the students still made some noise. It happened because the students were not given a chance to write anything about their experience. After that, teacher asked the students to submit their work on the desk in front of the class. the break time bell rang. The teacher said goodbye to students and went out of the class.

        Based on the observation, the researcher found some problems in the

writing class. The researcher found that some of the students had difficulties in

developing ideas in writing a text. They still made mistakes in their work. They seemed to have low motivation during the writing class. It can be seen during teaching and learning process in the class when some of the students made some noise and they did not pay attention to the teacher's instructions.

Besides that, the students seemed very confused in constructing a sentence. It means that students have no clear explanation about the materials that were delivered by the teacher in the teaching process. They looked confused in choosing the appropriate words. In addition, the teacher did not use the interesting media in teaching and learning process.

Furthermore, the researcher interviewed the English teacher to support the condition in the class during the teaching and learning process. The following interview transcript shows the same condition of students' attitude during the teaching and learning process in the writing class.

R	: *Apa masalah yang sering ibu hadapi ketika mengajar writing dikelas?*(**What are the problems that you found in writing class?**)
ET	: *Murid-murid masih sering kesulitan mbak untuk menulis cerita, mereka bingung mau menulis apa. pengembanganceritanya itu lho mbak. Kemudian grammatical error masih sering muncul dan pemilihan kata itu lho mbak terkadang tidak sesuai.*(**Students still have difficulties to write a story. They are still confused what should they write in their worksheet. They have difficulty in developing idea. Then, the grammatical error is happen in writing and the diction is not appropriate in their writing**)
R	: *Antusiasme murid-murid dikelas bagaimana bu?*(**How is the student enthusiasm in the class?**)
ET	: *Ya seperti mbak lihat tadi hanya beberapa saja yang memperhatikan yang lainnya susah mbak.*(**It seems when you observe in the class earlier, some of the students paid attention to the teacher explanation**)

From the interview above, it can be concluded that the students' problem in writing was on how the students develop their idea in writing. However, the researcher has no data about the students' writing. Therefore, the researcher

conducted a pre-test to identify the students' ability in writing recount texts on April 12th, 2014.

The aim of the pre-test is to identify the students' ability in writing. Besides that, the pre-test is aimed to know how the researcher should plan an action to be implemented in the teaching and learning process. Therefore, the researcher conducted a pre-test. The pre-test was conducted for ninety minutes. The researcher gave a topic for the students to write a story. The topic that students wrote in the pre-test was holiday.

Based on the result of the pre-test, many of students still had difficulties in writing a recount text. They had low motivation to write a story. Some of them seemed confused on what should they write in the worksheet. Then, some of them were busy with their own business. The data of the pre-test can be seen in students' ability in writing. Below are the examples of the students' work.

Figure 3. The example of students' work in the pre-test

Figure4. The example of students' work in the pre-test

From the examples of the students' work above, it can be concluded that the students have difficulties in developing ideas. Then, they still have difficulties in terms of mechanism and grammar. From the students' work, it can be seen that the students did not really understand the explanation of language feature of a recount text. A recount text tells about the past experience. So, they should write a story using the simple past tense.

The researcher conducted an interview with the students to support the result of the students' problems in writing recount texts. The following presents the students' statements showing their difficulties in writing a recount text.

R	: *Gimana dek tadi nulis teks recountny bisa?*(**What is your opinion about writing a recount text?**)
S1	: *Bingung mbak, Susah ah*(**I am confused. It is difficult**)
R	: *Susahnya dimana dek?* (**What is the problem?**)
S1	: *Itu lho miss bingung mau nulis apa nggak tahu.*(**I am confused, I do not know what I should write in the worksheet**)
R	: *Kalo kamu tadi bisa nggak nulisnya?*(**And how about you?**)
S2	: *gak bisa mbak. Susah.Aku nggak bisa nulis mbak. Bingung mau nulis apa.*(**I cannot write it. It is difficult. I do not know what I should write**)

From the identification above, there were some problems occured during

the writing class. The identification problem can be presented in the following

table.

Table 3.Field problems of writing of recount text in VIIID of SMP

Muhammadyah 2 Kalasan

No	Field problems
1	The students could not develop the idea in writing.
2	The students could not construct the paragraph into coherently and cohesively.
3	Grammatical errors occurred in writing.
5	The teacher did not provide interesting media to the students.
6	The teacher was used a coursebook in teaching writing.
7	The media was not sufficient.
8	The time seemed to be very limited.
9	The class seemed very noisy.
10	The students looked not enthusiastic to write a text.
12	Students have no clear explanation about the materials.

2. Report Cycle 1

a. Planning

In the first cycle, the researcher planned to have three meetings. These meetings were planned to cover the materials for a recount text of the grade VIII students. Then, these meetings were implemented to help students understand about retelling their experience. They would get clear explanation of what recount is and how to construct it in the correct pattern. In addition, these meetings made them understand how to develop their ideas in writing by using picture series. In this research, the researcher took a role as an observer and the teacher took a role as a collaborator and she had to teach a recount text based on the lesson plan that was designed by the researcher.

1) The first meeting

The first meeting is planned to give examples of a recount text. The objective in this meeting is to give the students clear understanding about a recount text by giving examples of a recount text related to the picture series. The activities designed by the researcher in this meeting are (a) Students got the explanation about the generic structure of a recount text, language features; simple past tense and words showing order (b) Students had to match the pictures with the jumbled paragraph of text recount, (c) Students had to arrange the jumbled words based on the correct pictures, and (d) Students had to write a sentence based on the pictures.

2) The second meeting

The second meeting was more focused on discussing the generic structure and language features of recount text. The objective in this meeting is that students are able to identify the generic structure and language features in the text. The activities that designed by the researcher in this meeting are a) Students got the explanation about the generic structure of a recount text, language features; the simple past tense and words showing order b) Students had to fill in incomplete sentences using correct verb forms, c) Students had to match the words with the correct meaning based on the text, and d) students had to write a sentence based on the pictures.

3) The third meeting

The third meeting was focused on past tense. In this meeting, researcher designed two activities because one of the two activities took a long time to produce it. First, the students had to fill in the blanks with the correct verbs forms. Then, the students had to produce a story about recount text based on the picture of series. In this section, the students had to work individually and they have to submit it in that day.

b. Action and observation

In the research, the researcher took a role as an observer and the teacher helped her as a collaborator and implemented the actions in the class. Moreover, as a collaborator, the teacher helped the researcher in observing and giving some solutions about the problems found in the class during the teaching and learning process. The teacher applied three-phase technique (PPP) which was designed by

the researcher in the lesson plan. The three-phase technique (PPP) consists of three stages: presentation, practice, and production.

In the first stage, the teacher gave some questions to build students' background knowledge and gave modeling of the text by showing the recount texts to the students and discussed the content of the text. In the practice, the teacher asked the students to work in small groups to do some exercise. The last stage, students were asked to write a recount text.

Then, the researcher designed the three meetings in the first cycle. The detail description of each meeting is presented as follows.

1) The first meeting

The first meeting was conducted on Thursday, April 17th, 2014. The class started at 08.30 a.m. The researcher greeted the students by saying "Assalamu'alaikum Wr. Wb., Good morning everyone. How are you all today?" The students answered "Good morning miss. I am Fine. And you?" Then the researcher continued with checking the attendance list by asking to the students. The classroom condition seemed noisy. Then the teacher tried to get the attention by calling someone name "Dicky!"

The teacher gave the handout to discuss a text. The topic was "My great day." Then the teacher asked for the students' attention and continued to discuss the material that was given. The teacher asked the students about what the pictures and the text are. Then the teacher and students discussed about the generic structure and language features of the text. Next, the students were asked to do the task. In this task, students were asked to match the correct pictures to the jumbled

sentences in pairs. Students did the task with their partners enthusiastically. After that, teacher discussed the answer of the task with students. Then, teacher gave handouts of task 2 for students. They were asked to arrange the jumbled sentences based on the correct pictures individually. Next, the teacher asked some of students to answer the task and write on the white board. Then, students were asked to do other tasks. They were asked to make a sentence based on the pictures with the past verb in the example. However, the classroom condition seemed noisy because they were confused how to change verb 1 into verb 2. Then, teacher gave an instruction to check it in the dictionary "Everyone, check your dictionary please!" Then, the bell rang. The teacher asked the students about what they had learned that day and closed the lesson by saying good bye to the students "Thank you and good bye".

In this meeting, the researcher observed the students' attitude in implementing the action. The field note below shows the students' attitude in teaching learning process of writing.

The teacher asked the students to make a sentence based on the pictures with the past verb individually. The class seemed noisy.
S : Miss *ini tuh gimana toh* Miss*?* (**Miss, how is it?**)
T : *Yang mana Desti?* (**where is it, Desti?**)
S : *Ini lho miss yang nomer dua,* yang 'wash my car'.(**The number two Miss, the words are 'wash my car'.**)
T : *Coba bikin kalimatnya gimana?* (**How do you make a sentence?**)
S : My father wash my car yesterday.
T : *Itu* wash-*nya dirubah ke past tense dong Des.*(**you should modify the verb 'wash' into past verb.**)

From the fieldnote above, it can be concluded that students need more explanation about the simple past tense. Then, the students did not consider to use a dictionary.

2) The second meeting

The second meeting was conducted on Saturday, April 19th, 2014. The class started at 10.10 a.m. The teacher began the class by greeting and checking the students' attendance. Then she reviewed the last meeting and discussed other examples of recount text with the students. Students asked to identify the generic structure and language features of the recount text which the title is "*My Grandpa's Birthday*". The teacher gave more explanation about language features and checked the students understanding "Any questions everyone?" This meeting gave the task which is focused on the grammar, vocabulary and developing the ideas based on the pictures.

In this part, the students were asked to fill in the blanks with the correct verb forms. Then, some of students asked a question to the teacher about the problems that they found "Miss, What does it mean about this number?" Then, the teacher explained about the meaning of those numbers. The teacher walked around to help the students found some problems. Then, the teacher discussed the answer of Task 1 part A with the students. Next, the students were asked to do next task. They were asked to match the words with their meanings. Then, students did it with their partners. They used the dictionary to solve the problems. Then, the teacher asked students to be volunteers to answer the questions. However, there are no responses from the students. Then, teacher called on some students who made some noise in the corner. Then, they answered the questions. Therefore, the teacher gave an instruction to the students to make a sentence based on the picture series. The students completed the task individually. Next, the

teacher had to leave the class for a while because she had to solve some students' problem in the school. She asked the researcher to take part in the class. The researcher helped the students who found some problems. She gave the explanation about the purpose of this task. Then, some students made some noise and annoyed others. Then, the researcher came closer to those students and gave the instructions to keep silent and did the task that was given by the teacher.

The teacher came to class and asked students to do task 2 at home because the time was over. Teacher asked a question about the topic that was taught by teacher "Ok, what have we learned today everyone?" the students responded the teacher question. She reminded them to do their homework. Then, teacher closed the lesson "This is the end of our lesson today, thank you". The researcher had to leave the class because the teacher and the students would hold '*Tadarus Al-Quran*' before they went to home.

In this meeting, the researcher observed the students' attitude in implementing the action. The interview transcript below show the students' attitude in teaching learning process of writing.

R	: *Gimana dek ada yang masih bingung*? (**Do you have a difficulty?**)
S	: Iya mbak bingung. (**Yes. I do Miss**)
R	: *Apa yang masih bingung?*(**What is that?**)
S	: *Masih bingung bentuk kedua nya itu lho mbak.*(**I have a difficulty to modify the verb 2 Miss.**)
R	: Terus ada lagi gak? (**Any other difficulties?**)
S	: *Iya Mbak, kadang gak tau bahasa Inggrisnya apa*? (**yes, Miss. Sometimes I do not know how to translate a word in English.**)
R	: *Kalo begitu sering cek dikamus ya.*(**So, you should consider to use a dictionary.**)

From the interview transcript above, the researcher found that the students' difficulties were in the area of vocabulary mastery. They did not consider to use a

dictionary. The researcher and the teacher reminded the students to use dictionary in teaching and learning process.

3) The third meeting

The third meeting was conducted on Saturday, April 26th, 2014. The class started at 10.10 a.m. In this meeting the researcher designed the two activities because in the production phase students asked to make a story based on the picture of series. It means that they would need a long time to produce it and theywere expected to complete their work. As usual, the teacher began the class by greeting, and checking the attendance.

The teacher gave handouts to the students. She gave instructions to do the task. Students asked to fill in the blanks with the correct verb forms with their partner. They did the task enthusiastically. The teacher checked the students understanding. She made eye contact and helped the students who found difficulties. Then, the teacher and students discussed the answer of the task.

Students were asked to do other tasks. They were asked to produce a recount text based on the picture series. First, the teacher gave an instruction to look at what the pictures are. The teacher let the students do brainstorming to get the idea from the pictures to create a text. Then, the teacher walked around to help students in writing a text. The class situation seemed noisy because they called the teacher to come to their table and asked some questions. The time was over. Students had to submit their work to the teacher. Then, teacher summarized and reflected the lesson. She closed the lesson by saying thank you.

In this meeting, the researcher observed the students' attitude in implementing the action. The interview transcript below show the students' attitude in teaching learning process of writing.

R	:*Gimana dek tadi kesulitan gak nulis teksnya?*(**did you find any difficulties in writing a text?**)
S	: *Iya mbak. hehe*(**Yes, Miss. hehe**)
R	: *Menurutmu kesulitannya apa, dik?*(**What was your difficulty?**)
S	: *aku tuh gak bisa ngubah yang verb 2 itu loh mbak. Bingung e.*(**I can not modify the verb 1 into the verb 2 Miss. I confused**)
R	: *Oh, kayak gitu. Tapi kalo nulis ceritanya gak bingung kan?*(**Well, Do you have a problem in constructing a text?**)
S	: *Gak juga sih mbak, kan ada gambarnya.*(**Not really, but the pictures are help me to write**)
R	: *Suka gak pakek gambar gitu?*(**Do you like using pictures in the writing process?**)
S	: *Iya mbak suka kok.* (**Yes, Miss. I like it**)

From the interview transcript above, the researcher found that the students' difficulty was the use of the simple past tense in writing a text. However, she appreciated the lesson to use the pictures in teaching and learning process of writing. It means that picture series helped the students in constructing a text.

c. Reflection

In this cycle the researcher found that some of indicators had not been achieved, such as language features. However, the students' development of ideas in writing is improved. They seemed as if they did not have any difficulty in developing ideas when the teacher used picture series to create a recount text. The researcher found that the students' writing still had inappropriate word choice and grammatical errors. Therefore, the researcher needed to continue the second cycle.

After conducting the first cycle, the researcher came to the teacher to discuss the result of the first cycle. The interview transcript below shows the result of the first cyle.

R   : *Bagaimana menurut ibu, apakah siswa sudah mengalami peningkatan setelah menggunakan picture series?* **(Do you think that students' ability improved after implementing the action?)**

ET   : *Menurut saya perkembangan dalam menulis anak-anak sudah lebih baik mbak dari pada kemaren.* **(I think the students' writing ability improved after implementing this action.)**

R   : **Menurut ibu, apakah saya masih perlu melakukan cycle berikutnya? (Should I conduct the next cycle?)**

ET   : **Iya mbak, soalnya mereka masih sering salah di past tense nya mbak. Terus, pemilihan kata nyajuga masih belum tepat. (Yes. You should conduct the next cycle because the students made mistakes in terms of using the simple past tense. Then, the student did not used the appropriate words in writing.**

Based on the interview transcripts above, the researcher and the teacher decided to conduct the next cycle. The researcher and the teacher decided to conduct the Cycle 2 because the students still made mistakes in terms of language feature and diction.

In conclusion, the first cycle did not successfully achieve the learning indicators. Then, researcher planned to conduct the second cycle and observation to improve the students' writing skill of recount text by using picture series.

3. Report Cycle 2

a. Planning

In the second cycle, the researcher planned to have two meetings. These meeting was planned to improve the students' writing skills based on the reflection and result of the first cycle by improving the materials of recount texts. Based on the reflection in the first meeting, the researcher found that there were a few of problems and they should be solved. The problems were the students' difficulty to use the right language features when writing. In addition, the researcher took a role as a teacher and they had a partner as a collabolator and an observer in this research. The researcher chose a partner as a collabolator and an

observer in this cycle because the teacher had a bussiness. So that, they could not come to the school as a collabolator.

1. The first meeting

The first meeting was planned to give examples of a recount text and it more focused on discussing the generic structure and language features of a recount text. In this meeting, the researcher designed the activities such as a) Students get the clear explanation about the generic structure and language features of recount text; simple past tense and word showing order by showing picture series which attached in front of the white board. b) Students make a group to discuss and make a story based on the pictures, then write the story based on the discussion with their friends in the board.

2. The second meeting

The second meeting focused on the past tense and product a recount text. The objective in this meeting is that students are able to identify the generic structure and language feature of recount text. In this meeting, the researcher designed three activities for the students such as a) Students identify the generic structure and language feature of recount text based on the example that shown by teacher. b) Students have to outline and write the first draft based on the picture series. c) Students have to re-write the draft which had been revised by the teacher.

b. Action and observation

The researcher implemented the action in two meetings. The detail descriptions of each meeting are presented as follows.

1) **The first meeting**

The first meeting was conducted on Thursday, May 15th, 2014. The class started at 08.30 am. The researcher started the class by greeting and checking the students' attendance. Then the researcher told the purpose of the meeting to the students.In this meeting, she had to teach the class because their teacher did not come. Then, she told about the topic that would be taught in the first meeting.

The researcher asked one of the students in the class to help her. Hewas asked to help her to attach the pictures and the text on the board. Then, the teacher asked for the students' attention. She discussed the material with the students. The students paid their attention when the researcher explained about the generic structure and the language feature of a recount text attached on the board. The teacher gave a chance for the students to ask the question about the explanation before. Then, Yusuf asked "*Jadi kalo* past tense *itu* verb-*nya tidak selalu ditambah –ed ya mbak*?" The researcher gave the clear explanation to Yusuf.

After that, the researcher asked the students to make groups of five or six. Then, there were five groups in the class. Each group had to choose a friend as a leader of the group. Then, the leader of each group came in front of the class to draw of a lottery to choose the pictures. The pictures were divided based on the generic structure of recount text. After that, they discussed and wrote a story based on the pictures that they was choose. Then, the researcher walked around and checked the students' discussion. Students seemed enthusiastic in the discussion. In addition, they were aware to used the dictionary during writing a story. Almost groups asked the teacher to help them when they met a problem in

writing. Next, the leader wrote a story based on the pictures in the board. The researcher discussed with the students about the story written by each leader. She discussed the language features in the story written by the students. Then, the bell rang. The researcher summarized the lesson that day. She closed the lesson by saying good bye to the students. "I think that all for today, thank you very much. Have a nice day."

In this meeting, the researcher observed the students' attitude in implementing the action. The interview transcript below show the students' attitude in teaching learning process of writing.

R	: *Gimana tadi diskusinya?*(**What do you think about the discussion today?**)
S	:*Asyik ko mbak.*(**It was great, Miss.**)
R	:*Kenapa kok asyik dek?*(**Why?**)
S	:Soalnya khan pakek gambar mbak jadi asyik aj nulis ceritanya. (**Because there are pictures in the discussion.**
R	:*Terus, gimana tadi kerjaannya banyak salahnya gak?*(**Did you make a lot of mistakes in your work?**)
S	: *Kayaknya banyak mbak. hehe*(**Yes, I did it. hehe**)
R	: *Kira-kira masih ada yang masih bingung gak?*(**Do you still have difficulty?**)
S	: *Iya mbak, kadang tuh masih salah verb dua nya.*(**Yes, Miss. I still made mistakes using verb 2 in writing.**)
R	: *Terus ada lagi gak dek kesulitannya?*(**So, what else?**)
S	: *Apa ya mbak. Mmm... pokoknya yang verb itu yang masih sering salah mbak.*(**Mmmm... I think the difficulty only the use of verb 2.**

From the interview transcript above, the researcher found that the students' difficulty was the use of the simple past tense in writing a text. However, she appreciated the lesson to use the pictures in the discussion that day. It means that picture series helped the students in constructing a text.

2) The second meeting

The second meeting was conducted on Saturday, May 17th, 2014. The class started at 10.10 a.m. The researcher took a role as a teacher and her partners

as a observer, because the teacher's son was sick. The researcher greeted the students to start the classand checked the students' attendance. After that, the researcher gave the handout to the students. The students were asked to identify the recount text given by the researcher in terms of the generic structure and the language feature. After that, she discussed the material in the handout about a recount text with the students. The researcher guided the discussion to help students understand more about a recount text especially about the language feature of a recount text; past tense and word showing order.

After that, the researcher gave pictures series to the students. The students asked to scan the pictures with their partners. Then, they asked to outline the story based on the pictures. Next, they asked to write the first draft of a recount text based on the outlining before individually. In this session, the researcher walked around to help the students who found some problems. They were unabashed to ask the researcher about the problem that they found when they wrote their first draft. Beside that, the students were enthusiastic to use dictionary in their writing. After they finished writing their first draft, the researcher walked around the class to give feedback of the students' draft. In this session, the class sounds very noise because the students wanted their draft gave to be revised first. Then, the researcher came closer to the students table one by one and gave feedback also explained about their mistake.

Then, after the researcher gave feedback of their first draft, students were asked to re-write their final draft. They did their work very well, although there were several students who made some noise. Finally, they finished writing a story

based on the picture series. Then, they submitted their writing. The researcher summarized the lesson and asked the students about the lesson that day "Well, what have we learned today? Is it difficult for you?" They replied the questions "About recount text *mbak*. Mmm… no *mbak* not difficult." Finally the researcher closed the lesson by saying good bye.

In this meeting, the researcher observed the students' attitude in implementing the action. The interview transcript below show the students' attitude in teaching learning process of writing.

R	:	*Gimana tadi nuisnya susah?*(**Did you find some difficulties?**)
S	:	*Gak ko mbak, bisa ko tadi.*(**No. I did not.**)
R	:	*Uda bisa ya nulisnya?*(**did you can write a story?**)
S	:	*Ya lumayan mbak, khan tadi uda dibantuin teliti sama mbak.* (**I think just a little bit Miss because you were revised my writing.**)
R	:	*Terus, gimana tadi kerjaannya banyak salahnya gak?*(**Did you make a lot of mistakes in your work?**)
S	:	*Kayaknya banyak mbak. hehe*(**Yes, I did it. hehe**)
R	:	*Kira-kira asyik gak klo pakek gambar gitu?* (**What dou you think if you write a text using pictures?**)
S	:	*Asyik mbak. Jadi bisa nulisnya.* (**Yes, Miss. Because of pictures, I can write a text easily.**)

From the interview transcript above, the researcher found that the students have no difficulty in writing a recount text. She said that she could write a text by using pictures. It means that picture series helped the students in developing ideas.

c. **Reflection**

From the result of the post-test in the second cycle, it can be concluded that students' writing skill is improved. Their result was satisfactory because the picture series helped the students to develop their idea and their ability in writing. It could be seen from several aspects when the researcher conducted the second cycle. First, they can develop their ideas to make a story. From the students' writing, it can be seen that picture series helped them in writing. The second

aspect is the students' writing ability in costruct paragraph coherently and cohesively improved. It could be seen in the result of their writing. The third aspect is the students were very enthusiastic in teaching and learning process and they showed positive attitude to the activities that were conducted by the researcher. Besides that, there were some students who where active and often asked the questions when they found some difficulties in writing.

However, using the picture series is only one of some ways to improve students' writing ability especially writing a recount text. Since the teacher rarely used the media in teaching writing, the researcher has to develop her ability in teaching to explain to the students about the use of pictures in writing a recount text.

In conclusion, the use of picture series could improve students' writing skills of a recount text in terms of developing ideas. In addition, their writing ability was improved in the aspect of language feature. Then, the students' attitude towards teaching was positive and they could construct the paragraph coherently and cohesively. Therefore, the researcher took a decision to stop in this cycle.

After conducting the second cycle, the researcher came to the teacher to discuss the result of the second cycle. The interview transcript below shows the result of the second cyle.

R	:*Menurut ibu setelah melihat hasil siswa di cycle ini, apakah siswa sudah mengalami peningkatan setelah menggunakan picture series?* (**After looked the result of second cycle, do you think that students' ability improved after implementing picture series?**)
ET	: *Iya dari hasilnya sih bisa dilihat kalau siswa sudah mengalami peningkatan.* (**Yes. It could be seen from the result of the second cycle that the students' ability in writing is improved.**)
R	:*Menurut ibu, apakah saya masih perlu perbaikan*? (**Should I conduct the next cycle?**)
ET	:*Menurut saya ini sudah cukup mbak,khan kita sudah melihat kalau siswa sudahmengalami peningkatan dari yang sebelumnya* (**I think not. It is enough because we can be seen that students' writing skill is improved rather than the previous cycle.**)

Based on the interview transcripts above, the researcher and the teacher discussed to stop the implementation the action in this cycle. From the discussion the teacher thought that students' ability is improved after implemented the action in this cycle. In conclusion, the second cycle was successfully achieved the learning indicators.

B. Students' Score

In this section, the researcher discusses the result of the research. This research was conducted on April 12 - May 24. Based on the research, the goal was expected by the researcher that is to improve students' writing skill of recount text had achieved. The result of the research can be seen from the students' attitude in teaching-learning process and also the result of students' score in writing from pre-test to post-test. The discussions of those aspects are presented bellow.

In the first cycle, the researcher conducted three meetings. Then, she conducted the teaching and learning process in the first cycle by giving some models of a recount text. The texts were given by the researcher to give the students clear understanding about recount text. In addition, she did presenting, discussing, practicing and producing a text. Based on the observation in the class, the result shows that students bring some improvements during teaching and learning writing. The researcher found that some of the students became active and enthusiastic in learning writing. Then, they did not have difficulties in developing ideas in writing.

The students' improvement can be seen from the students' ability in raising the some aspects of writing. The examples of students' writing are presented as follows.

Figure 5. The example of students' work in Cycle 1

Figure 6. The example of students' work in Cycle 1

Based on the examples of students' writing above, it can be seen that some students still had difficulties in terms of grammar.Some of them also made

mistakes in the use of articles, spelling and punctuations. These results are also supported by the interview transcript below.

> R : *Gimana dek tadi kesulitan gak nulis teksnya?***(did you find any difficulties in writing a text?)**
> S : *Ya kayak gitu mbak.***(Yes, Miss.)**
> R : *Menurutmu kesulitannya apa, dik?***(What was your difficulty?)**
> S : *Gak bisa ngubah ke past tense nya mbak.***(I can not use the past tense in writing)**
> R : *Masih bingung past tensenya ya. Emm, kalo nulis ceritanya masih bingung gak?***(The problem is the past tense, is not? Do you have a problem in constructing a text?)**
> S : *Masih mbak, tapi tadi kebantu sama gambarnya.***(Yes, Miss, but the pictures are help me in writing)**
> R : *Kalo bagian-bagian recount text bingung gak?***(Do you understand the generic structure of a recount text?)**
> S : *Ya lumayan mbak.* **(Just a little bit)**

From the interview transcript above, it can be concluded that most of the students do not really understand about the simple past tense. The students' ability in developing ideas improved. They said that the pictures helped them in developing idea. Then, they understood the generic structure of a recount text.

Then, the result of the research that shows the improvement is the students' writing score in the first cycle. The comparison between students' writing score is presented in the following table.

Table 3: The Result of Writing Score in Pre-test

Rater	Content	Organization	Vocabulary	Language Use	Mechanic
Rater 1	19.1	12.5	11.4	11.9	3,27
Rater 2	18.0	10.9	10.1	9.97	2,87
Mean Score	**18.55**	**11.7**	**10.8**	**10.9**	**3.07**

Table 4: The result of Writing Score in Cycle 1

Rater	Content	Organization	Vocabulary	Language use	Mechanic
Rater 1	20.13	13.5	12.3	12.6	3.4
Rater 2	19.0	12.0	11.0	10.9	3.0
Mean Score	**19.6**	**12.8**	**11.7**	**11.8**	**3.2**

The comparison of the mean score of the pre-test and that the first cycle can be seen after gaining the score. The following table shows the information related to the students' mean values in five aspects.

Table 5: The Comparison of Students' Mean Score in Five Aspects of Writing in the Pre-test and Cycle 1

Test	Content	Organization	Vocabulary	Language use	Mechanic
Pre-test	18.55	11.7	10.8	10.9	3.07
Post-test 1	19.6	12.8	11.7	11.8	3.2
Gained Score	**1.05**	**1.1**	**0.9**	**0.9**	**0.13**

The table above shows the improvement of the students' writing skills in all aspects. It presents the mean score in five aspects of writing including the content, organization, vocabulary, language use, and mechanic. It was taken from the pre-test and the first cycle. The descriptions of the mean score in five aspects are presented as follows.

The first aspect is content. The mean score in the pre-test is 18.55 while in the first cycle score is 19.6. Thus, the gained score in content aspect is 1.05. The next aspect is organization aspect. The mean score in the pre-test is 11.7 while in the first cycle score is 12.28. Thus, the gained score is 1.1. Meanwhile, in

vocabulary aspect, the mean score of pre-test is 10.08 while in the first cycle, thescore is 11.7. So, the gained score is 0.9. Then in language use aspect, the mean score in pre-test is 10.9 while the mean score in first cycle is 11.8. Thus, the gained score is 0.9. The last aspect is mechanic. The mean score in the pre-test is 3.07 while the score in the first cycleis 3.2. Therefore, the gained score is 0.13. The students' improvement in the five aspects above is visualized in the following chart.
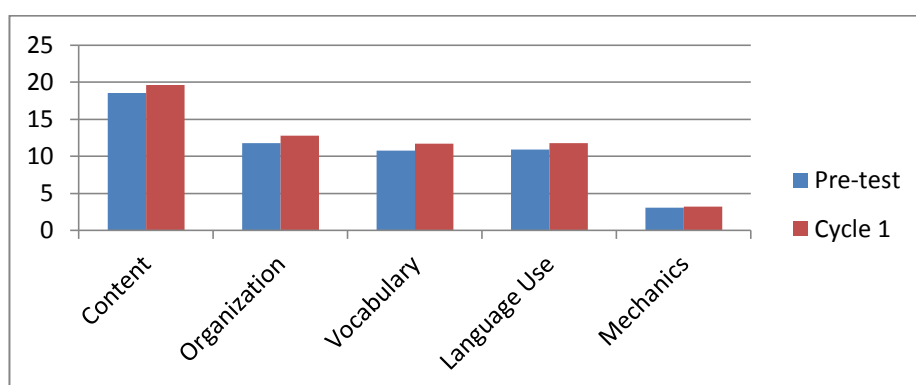
Figure 7: The Students' Mean Score in the Pre-test and the Cycle 1.

Thereseracher found that there were some improvements after the implementation of picture series in the first cycle. The researcher also found that there were some problems in the first cycle. First, the students still found difficulties in constructing sentences. Second, students had difficulties about the grammar. Third, the teacher did not manage the class well enough so that sometimes some students were busy with themselves and finally they did not join and understand the lesson well.

Based on the result in the first cycle, the treatment still had some weaknesses. Therefore, the researcher discussed with the English teacher to

design the second cycle. The objective of this cycle is solving some problems which are found in the first cycle. Thus, the reflection in the first cycle encouraged the researcher to make better plans and actions to implement in the second cycle.

In this cycle, the researcher decided to conduct two meetings because the school would conduct final examination. Then, the researcher had limited time in the second cycle. The researcher decided to teach recount text by media. The media is the pictures series which is printed and attached in front of the class. The goal by using this media is assisting the students in developing idea and also giving more explanation about recount text both in generic structure and language feature. Then, the researcher designed an activity to make some groups and each groups produced a story about recount text. In addition, the researcher gave feedback for the students' work and asked them to revise their work. Thus, the researcher expected that students would made better improvement of writing skills. The researcher also tried to manage the class in an appropriate way so that the students could participate in the class actively.
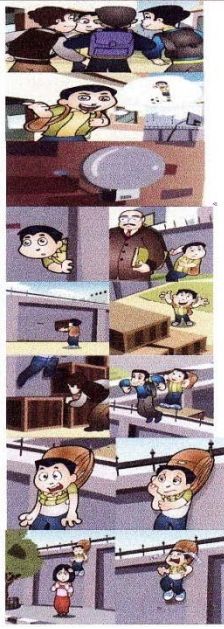
Based on the aim that the researcher wanted to achieve, that is improving students' writing skills of recount text, the researcher found that the result of the actions was satisfying. It could be seen from several aspects when the researcher conducted the cycle 2. First, they can develop their ideas to make a story. Then, the students writing skill in the aspect of grammatical errors seemed to be improved. It seemed in the result of their writing. The third aspect is the students were very enthusiastic in the teaching and learning process and they showed

positive attitude to the activities that was conducted by the researcher. Besides that, some of the students seemed to be active and often asked the questions when they found some difficulties in writing. Moreover, the students often used the dictionary in this cycle compared to those in the first cycle.

The students' improvement can be seen from the students' ability in improving the some aspects of writing. It can be seen from the interview transcript that most of the students stated that they had better understanding about the use of picture series to improve their writing skills of a recount text and the examples of students' writing were also presented below.

Figure 8. The example of students' work in the Cycle 2

Figure 9. The example of students' work in the Cycle 2.

Based on the examples of students' writing above, it can be seen that students' mistakes in writing a recount text decreased. Students' mistakes are not as many as their mistake in the first cycle.Through the interview, the students also stated that they had better understanding on grammar and no longer find any meaningful difficulty in writing. The interview transcript is presented as follows.

R	: *Yusuf, gimana tadi kerjaannya banyak salahnya gak?*(**Yusuf, did you make a lot of mistakes in your work?**)
S	: *Ya gitumbak, lumayan mbak kayaknya. hehe*(**No Miss, it seems a litle bit. hehe**)
R	: *Kira-kira masih ada yang bingung nggak?*(**What do you think?Do you still have difficulty?**)
S	:*Ada mbak terkadang lupa verb 2 nya*(**Yes Miss, I forget to use the verb 2.**)
R	: *Ok. Masih bingung gak sama generic structure nya teks recount?*(**OK. Do you have difficulty about the generic structure of a recount text?**)
S	: *Udah enggak mbak.* (**No, Miss.**)

R	: *Masih kesulitan gak tadi nulisnya?*(**Did you have any difficulty?**)
S	: *Udah paham miss, dijelasin sama mbak jadi ngerti. Hehe*(**I had understood since you had explained it. Hehe**)
R	: *Kalo bikin ceritanya masih bingung nggak? Sama verb 2 nya masih bingung nggak?*(**do you have difficulty towrite a story? Do you have difficulty about verb 2?**)
S	: *Kadang masih sih mbak, kalo pas dijelasin itu bisa mbak tp kalo pas nulis kadang lupa. hehe*(**Sometimes, Iconfused, I understand when you explain it but when I write a text, sometimes I forget it Miss**)

From the interview transcript and the pictures of the examples of students' writing above, we know that students' mistakes decreased in the second cycle. They also stated that their understanding of grammar also get better in the second cycle. Furthermore, students also had better understanding on generic structure of recount text by using picture series.

Then, the result of the research in the second cycle could also be seen through the students' writing score. The comparison between students' writing score in cycle 1 and cycle 2 are presented in the following table.

Table 6: The Result of Writing Score in Cycle 1 in Each Aspect

Rater	Content	Organization	Vocabulary	Language use	Mechanic
Rater 1	20.13	13.5	12.3	12.6	3.4
Rater 2	19	12	11	10.9	3
Mean Score	**19.6**	**12.8**	**11.7**	**11.8**	**3.2**

Table 7: The Result of Writing Score in Cycle 2 in Each Aspect

Rater	Content	Organization	Vocabulary	Language use	Mechanic
Rater 1	21.6	14.4	12.7	12.8	3.57
Rater 2	20.5	14.4	13.1	12.4	3.53
Mean Score	**21.1**	**14.4**	**12.9**	**12.6**	**3.55**

The comparison of the mean score of the first cycle and that inthe second cycle can be seen after gaining the score. The following table shows the information related to the students' mean values in five aspects.

Table 8: The Comparison of Students' Mean Score in Five Aspects of Writing in Cycle 1 and Cycle 2

Test	Content	Organization	Vocabulary	Language use	Mechanic
Cycle 1	19.6	12.8	11.7	11.8	3.2
Cycle 2	21.1	14.4	12.9	12.6	3.55
Gained Score	**1.5**	**1.6**	**1.2**	**0.8**	**0.35**

The table above shows the improvement of the students' writing skills in all aspects. It presents the mean score in five aspects of writing including the content, organization, vocabulary, language use, and mechanic. It was taken in the first cycle and second cycle. The descriptions of the mean score in five aspects are presented as follows.

The first aspect is content. The mean score in the first cycle is 19.6 while, that in the second cycle score is 21.1. Thus, the gained score in content aspect is 1.5. Meanwhile, in organization aspect, the mean in the first cycle is 12.8 while in the second cycle,thescore is 14.4. So, the gained score is 1.6. The next aspect is

vocabulary. In the first cycle is 11.7 while in the second cycle the mean value is 12.9. Therefore, the gained score is 1.2. In the language use aspect, the mean score in the first cycle is 11.8 while in the second cycle, the score is 12.6. Thus, the gained score is 0.8. The last aspect is mechanic. In the first cycle the mean value is 3.2 while in the second cycle the mean value is 3.55. Therefore, the gained score is 0.35. The students' improvement in the five aspects above is visualized in the following chart.
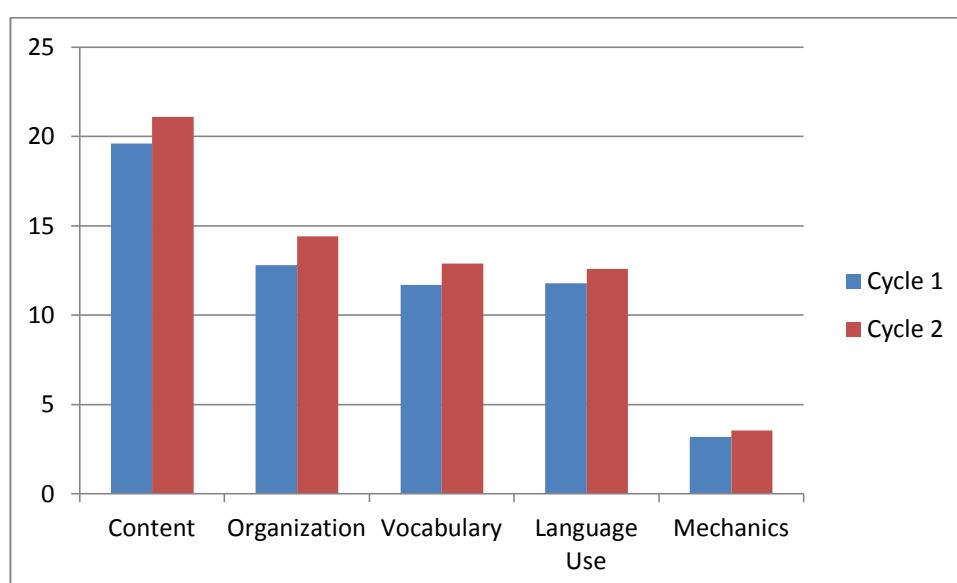
Figure 9: The Students' Mean Score in Cycle 1 and Cycle 2.

On May 24, 2014. The researcher conducted the post-test. It was conducted after implementing the actions of the second cycle. The researcher conducted the post-test to prove the students' improvement of writing. The students' improvement can be seen from the students' ability in raising the some aspects of writing. It can be seen from the examples of students' writing presented below.

M. yusuf
VIII D.
Make a story about your unforgettable experience in the past.

going to Dieng

My friend, I'am going to tell you, about my unforgettable experience in the past. This event happened on Sunday. last year my family and I went to mountain range of Dieng. We went there by car. we left at 5 o'clock in the morning. the street was very slope upward and curves. It took 6 hours to reach the mountain range.

When we arrived at the mountain range. in there my family and I spent the night in my uncle house in three day. in there, I have a good experience.

We enjoyed our holiday.

Figure 11. The example of students' work in the post-test

Vania Ismaini. S.
VIII D
Make a story about your unforgettable experience in the past.

Camping

Last year SMP Muhammadiyah 2 kalasan went to camping in KPH UGM Berbah. We went at 07.30 walked by ourselves. We arrived in there at 01.00, Arrived in there we had lunch together, after that we pray Dhubur Together.

Then, we built the tent. Inot guess here heavy rain, and we stand on the heavy rain. After That we pray ashar.

The first night all students held "Jilid Malam" I was very neruouse and and I was afraid because there there I of the must cloused my eyes. There are many events on there.

Not guess we in the last night in there. We held "Api unggun" I'm very happy and enjoyed then in the next morning we went home.

Figure 11. The example of students' work in the post-test

Based on the example of the students' work above, it can be concluded that students' mistakes in the post testdecreased.Although, there were a few mistakes in terms of spelling and punctuation the students' ability in writing of a recount text improved.

Then, the result of the research in the post-test could also be seen through the students' writing score. The comparison betweenstudents' writing score in the second cycle and the post-test is presented in the following table.

Table 9: The Result of Writing Score in Cycle 2 in Each Aspect

Rater	Content	Organization	Vocabulary	Language use	Mechanic
Rater 1	21.6	14.4	12.7	12.8	3.57
Rater 2	20.5	14.4	13.1	12.4	3.53
Mean Score	**21.1**	**14.4**	**12.9**	**12.6**	**3.55**

Table 10: The Result of Writing Score in Post-test in Each Aspect

Rater	Content	Organization	Vocabulary	Language use	Mechanic
Rater 1	23	14.83	13.2	14.1	3.73
Rater 2	21.1	14.4	14	14	3.67
Mean Score	**22.1**	**14.62**	**13.6**	**14.1**	**3.7**

The comparison between the mean score of the second cycle and that of thepost-test can be seen after gaining the score. The following table shows the information related to the students' mean values in five aspects.

Table 11: The Comparison of Students' Mean Score in Five Aspects of Writing in the Cycle 2 and Post-test

Test	Content	Organization	Vocabulary	Language use	Mechanic
Cycle 2	21.1	14.4	12.9	12.6	3.55
Post-test	22.1	14.62	13.6	14.1	3.7
Gained Score	**1.0**	**0.22**	**0.7**	**1.5**	**0.15**

The table above shows the improvement of the students' writing skills in all aspects. It presents the mean score in five aspects of writing including the content, organization, vocabulary, language use, and mechanic. It was taken from the second cycle and the post-test. The descriptions of the mean score in five aspects are presented as follows.

The first aspect is content. The mean score in the second cycle is 21.1 while in the post-test score is 22.1. Thus, the gained score in the content aspect is 1.0. The next aspect is organization aspect. The mean score in the second cycle is 14.4 while in the post-test, the score is 14.62. Thus, the gained score is 0.22. Meanwhile, in vocabulary aspect, the mean score of second cycle is 12.9 while that in the post-test is 13.6. So, the gained score is 0.7. Then in the language use aspect, the mean score in the second cycle is 12.6 while the mean score in the post-test is 14.1. Thus, the gained score is 1.5. The last aspect is mechanic. The mean score in the second cycle is 3.55 while that in the post-test score is 3.7. Therefore, the gained score is 0.15. The students' improvement in the five aspects above is visualized in the following chart.
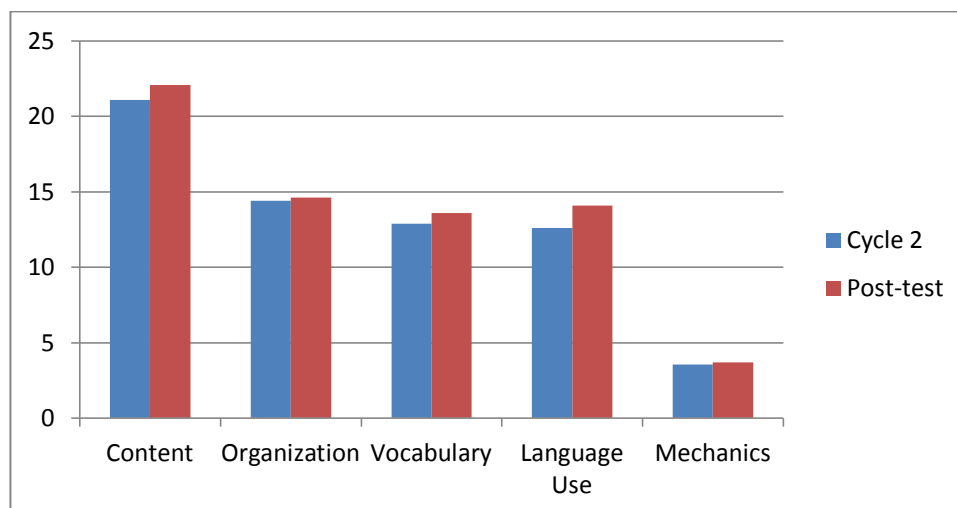
Figure 12: The Students' Mean Score in Cycle 2 and the Post-test

Then, the result of the research could also be seen through the students'

writing score. The comparison betweenstudents' writing score in the pre-test and

the post-test is presented in the following table.

Table 12: The Comparison of Students' Mean Score in Five Aspects of Writing in the Pre-test and the Post-test

Test	Content	Organization	Vocabulary	Language use	Mechanic
Pre-test	18.55	11.7	10.8	10.9	3.07
Post-test	22.1	14.62	13.6	14.1	3.7
Gained Score	**3.55**	**2.9**	**2.7**	**3.2**	**0.63**

The table above shows the improvement of the students' writing skills in

all aspects. It presents the mean score in five aspects of writing including the

content, organization, vocabulary, language use, and mechanic. It was taken from

the pre-test and the post-test. The descriptions of the mean score in five aspects

are presented as follows.

The first aspect is content. The mean score in the pre-test is 18.55 while in the post-test score is 22.1. Thus, the gained score in the content aspect is 3.55. The next aspect is organization aspect. The mean score in the pre-test is 11.7 while in the post-test, the score is 14.62. Thus, the gained score is 2.92. Meanwhile, in vocabulary aspect, the mean score of the pre-test is 10.8 while that in the post-test is 13.6. So, the gained score is 2.7. Then in the language use aspect, the mean score in the pre-test is 10.9while the mean score in the post-test is 14.1. Thus, the gained score is 3.2. The last aspect is mechanic. The mean score in the pre-test is 3.07 while that in the post-test score is 3.7. Therefore, the gained score is 0.63.

The use of picture series is only one of many ways in improving students' writing skills of a recount text. Since the teacher was rarely used the media in teaching writing, the researcher has to develop their ability in teaching to explain to the students about the use of pictures in writing a recount text.

However, by considering the improvement above, the researcher concluded that picture series could improve students' writing skills in terms of developing ideas. Then, the students' writing ability improved in the aspect of grammar. Moreover, the students showed more positive attitudes towards the teaching-learning process. They seem very enthusiastic because some students took a part in the discussion and asked some questions when they found difficulties. Therefore, the researcher decided to stop the cycle.

C. Discussion

In this section, the researcher provides the results of the research in the first and second cycle. The results of the research were used to prove the

improvement of students' writing skills of recount texts by using picture series in teaching and learning process. Before conducting a research, the researcher conducted an observation in the writing class at Eighth grade students of SMP Muhammadiyah 2 Kalasan. The observation was done to know the problems in teaching and learning process of writing.

Based on the observation, the researcher found that the students had a problem in developing ideas. They also could not construct the paragraphs coherently and cohesively. In addition, they made mistakes in language use and diction. Besides that, the media used by the teacher was not sufficient and the students also had low motivation in teaching and learning process. To overcome the problems, the researcher and the collaborator discussed some actions to be implemented in teaching learning process.

The researcher and the collaborator decided to conduct three meetings in the first cycle. The results of the first cycle showed the students' improvement in developing ideas. However, the students' improvement in content, vocabulary, and language use were not satisfying. The students made mistakes in writing a recount text. Besides that, the students' motivation in teaching learning process improved. They seemed enthusiastic to construct a recount text. However, some of the students were busy with their own business. From the results of research in the first cycle, the researcher and the collaborator discussed to conduct the second cycle.

In the second cycle, the researcher conducted two meeting because the school would held the final semester examination. In this case, time to implement

the actions was limited. In this cycle, the students' improvement increased. They could construct a text in a good chronological order. The picture series helped the students to generate ideas in writing a recount text. Besides that, the students' improvement in content, vocabulary and language use was satisfying. They made few mistakes in terms of grammar. Besides that, the students' attitudes in the teaching and learning process improved. Picture series could attract their attention. They seemed very enthusiastic to write. They seemed very active in the class. They asked the researcher when they found some difficulties in writing a recount text.

From the explanation above, it can be concluded that the use of picture series improved the students' ability in writing a recount text. It helped students to generate ideas. In addition, the students' motivation and attention in teaching and learning process improved.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

This chapter presents the conclusions, implications, and suggestions of the research. The further explanation of each part will be described as follows.

A. Conclusions

There are some conclusions found on the discussion in the previous chapter. The conclusions are presented as follows.

The first conclusion is that pictures series can be used to improve the students' writing skill. The students' writing ability increased. The improvement could be seen through some points. The first point is the improvement of their ability in developing ideas. The second point is that the students' improvement can be clearly seen from the mean score of the pre-test, cycle 1, cycle 2 and the post-test . In the pre-test, the students mean score is 55.03, in the first cycle the mean value is 59.10, while in the cycle 2 the mean value is 64.55, then inthe post-test the mean value is 68.12.

The second conclusion is that the implementation of picture series improves the students' motivation in learning writing. The students' attitude toward writing is positive.It is indicated their activeness in the class.They also enthusiastically write what the researcher asks to write. They are not afraid anymore of making mistakes because they know that their teacher will give feedback to them and they will be given a chance to correct their mistakes.

B. Implications

In teaching writing, it is important to implement an appropriate teaching approach. The use of picture series in teaching writing of recount texts is an

effective way to improve the students' writing skill. One of the positive points of using picture series is the students can develop the idea to write a pargraph inchronological order.

In the Cycle 1 the researcher found that some of indicators had not been achieved, such as language features. However, the students' development of ideas in writing is improved. They seemed as if they did not have any difficulty in developing ideas when the teacher used picture series to create a recount text. Beside that, they had difficulty in constructing paragraph coherently and cohesively. The researcher found that the students' writing still had inappropriategrammatical errors. Therefore, the researcher needed to continue the second cycle.

In the second cycle, it can be concluded that students' writing skill is improved. Their result was satisfying because the picture series helped the students to develop their idea and their ability in writing. It could be seen from several aspects when the researcher conducted the second cycle. First, they can develop their ideas to make a story. From the students' writing, it can be seen that picture series helped them in writing. The second aspect is the students' writing ability in grammatical improved. It could be seen in the result of their writing. The third aspect is the students were very enthusiastic in teaching and learning process and they showed positive attitude to the activities that were conducted by the researcher. Besides that, there were some students who whereactive and often asked the questions when they found some difficulties in writing.

In conclusion, the use of picture series could improve students' writing skills of a recount text in terms of developing ideas. Students could construct paragraph coherently and cohesively. In addition, their writing ability was improved in the aspect of grammar. Then, the students' attitude towards teaching was positive in writing.

Based on the conclusion, there is an improvement of students' writing skills after the picture series were implemented. The researcher can imply that picture series can be used as away to improve the writing skills.

C. Suggestions

After conducting the research, the researcher proposes suggestions for the English teacher, and other researchers as presented below.

1. For English teachers

Teachers should be able to choose an appropriate technique which improve the students' motivation in teaching and learning process. It is better if the teachers use interesting media. One of the media to teach writing is picture series.

2. For other researchers

This research discusses the implementation of picture series to improve students' writing skills in SMP Muhammadiyah 2 Kalasan. It is expected that the result of the study can be used as an additional reference for other researchers, especially researchers dealing with the teaching of writing.

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FIELD NOTES

No   : FN. 01 Hari, tanggal : Kamis, 16 Januari 2014 Jam   : 10.00 – 10.15 WIB Tempat   : Ruang Kepala Sekolah Kegiatan   : Ijin observasi Responden   : Peneliti dan Wakil Kepala Sekolah
Peneliti datang ke sekolah pada pukul 10.00. peneliti bertemu petugas keamanan didepan gerbang sekolah dan menyampaikan maksut kedatangannya untuk menemui kepala sekolah. Petugas keamanan menjelaskan kepada peneliti bahwa bapak kepala sekolah sedang tidak berada di sekolah. Kemudian petugas keananan menjelaskan untuk bertemu ibu wakil kepala sekolah di ruangan. Peneliti menuju ke ruang kepala sekolah.   Peneliti bertemu ibu wakil kepala sekolah di ruangan. Peneliti memperkenalkan diri. Kemudian peneliti menyerahkan surat serta menyampaikan maksut kedatangannya untuk memohon ijin observasi di kelas. Ibu wakil kepala sekolah menjelaskan bahwa bapak sekolah sedang tidak berada di sekolah, maka peneliti diminta untuk kembali lagi di hari berikutnya. Kemudian peneliti berpamitan pulang.

No   : FN. 02 Hari, tanggal : Jumat, 17 Januari 2014 Jam   : 9.15 – 9.35 WIB Tempat   : Ruang Kepala Sekolah Kegiatan   : Ijin observasi Responden   : Peneliti dan Kepala Sekolah
Peneliti datang ke sekolah pada pukul 09.15. Peneliti menuju ruang kepala sekolah. Peneliti bertemu Kepala Sekolah SMP Muhammadiyah 2 Kalasan. Peneliti memperkenalkan diri kepada kepala sekolah. Peneliti menyampaikan kedatangannya untuk memohon ijin observasi di kelas dua pada mata pelajaran bahasa Inggris. Kepala sekolah memberikan ijin kepada peneliti untuk melakukan observasi di kelas bahasa Inggris. Kepala sekolah menanyakan tujuan dari observasi tersebut. Peneliti menjelaskan bahwa observasi tersebut akan digunakan meneliti masalah yang ditemukan siswa dalam belajar bahasa Inggris di kelas. Selain itu, peneliti juga menyampaikan bahwa hasil observasi akan digunakan sebagai field problems dalam skripsinya. Kemudian, kepala sekolah menjelaskan kepada peneliti untuk bertemu guru bahasa Inggris untuk berdiskusi. Peneliti berpamitan dan menuju ruang guru.

No	: FN. 03
Hari, tanggal	: Jumat, 17 Januari 2014
Jam	: 9.40 – 10.20 WIB
Tempat	: Ruang Guru
Kegiatan	: Ijin observasi
Responden	: Peneliti dan Guru Bahasa Inggris (GBI)

Peneliti menuju ruang guru setelah bertemu kepala sekolah. Peneliti bertemu GBI. Peneliti dan GBI saling memperkenalkan diri. Peneliti menyampaikan kepada GBI untuk memohon ijin melakukan observasi di kelas. Kemudian, peneliti juga menjelaskan bahwa ia telah bertemu kepala sekolah dan telah diijinkan untuk melaksanakan observasi di kelas.

GBI memberikan ijin kepada peneliti untuk melaksanakan observasi di kelas. Peneliti bertanya kepada GBI kapan peneliti dapat melaksankan observasi di kelas. GBI menerangkan bahwa besok pagi peneliti bisa melaksanakan observasi. GBI memberikan penjelasan bahwa besok pukul 07.40 peneliti dipersilahkan melaksanakan observasi di kelas 8D.

No	: FN. 04
Hari, tanggal	: Sabtu, 18 Januari 2014
Jam	: 7.40 – 09.00 WIB
Tempat	: Kelas 8D
Kegiatan	: Observasi
Responden	: Peneliti, Guru Bahasa Inggris (GBI), Siswa

GBI memulai pelajaran dengan manyapa murid serta memeriksa kehadiran siswa. Sebelum kegiatan belajar mengajar dimulai, GBI menanyakan kepada siswa tentang apa yang telah mereka pelajari dipertemuan sebelumnya. Namun, siswa tidak menjawab pertanyaan GBI. Kemudian, GBI menjelaskan tentang materi yang telah mereka pelajari dipertemuan sebelumnya. GBI memulai kegiatan belajar mengajar dengan menyampaikan materi yang akan disampaikan oleh GBI saat itu. Siswa akan mempelajari tentang bagaimana menulis pengalaman yang telah mereka alami. GBI mengawali dengan bertanya kepada siswa apakah mereka memiliki pengalaman yang menarik atau tidak.

GBI menjelaskan mengenai *generic structure* dan *language feature* di dalam teks *recount* pada papan tulis. GBI menjelaskan bagian-bagian dari teks *recount* secra terperinci. Namun, siswa tidak memperhatikan penjelasn dari GBI. Hal tersebut dapat diketahui ketika GBI bertanya kepada siswa "Apakah Sudah Jelas?" Mereka tidak menjawab pertanyaan GBI. Kemudian guru menanyakan kembali kepada siswa hingga tiga kali.

Kemudian, GBI meberikan beberapa latihan dalam menulis. GBI meminta siswa untuk menulis sebuah cerita pengalaman mereka. Beberapa siswa terlihat masih bingung dengan tugas yang diberikan oleh GBI. Siswa terlihat kesulitan ketika menulis sebuah cerita dan menyusun kata ke dalam beberapa kalimat.

Beberapa siswa mengatakan bahwa "*Miss*, nggak tau mau nulis apa *miss*."

Setelah siswa selesai mengerjakan latihan, GBI meminta siswa untuk menulis pekerjaannya pada papan tulis. Kondisi di kelas terlihat sangat ramai. Karena hal tersebut, GBI sering mengingatkan siswa untuk tidak membuat gaduh di kelas. Namun, siswa tetap saja membuat gaduh di kelas. Hal tersebut terjadi karena siswa tidak mendapatkan giliran untuk menuliskan pengalamannya pada papan tulis. Stelah itu, siswa diminta untuk mengumpulkan pekerjaannya di atas meja di depan kelas. Bel istirahat berbunyi. Guru menutup perjumpaan dengan mengucapkan "*Goodbye*" dan meninggalkan kelas.

No   : FN. 05
Hari, tanggal : Sabtu, 29 Maret 2014
Jam   : 10.00 – 10.15 WIB
Tempat   : Ruang Kepala Sekolah
Kegiatan   : Ijin penelitian
Responden   : Peneliti dan Wakil Kepala Sekolah

Peneliti datang ke sekolah pada pukul 10.00. peneliti menuju ruang kepala sekolah. Peneliti bertemu kepala sekolah. Peneliti menjelaskan kedatangannya ke sekolah untuk memohon ijin melaksanakan penelitian untuk skripsinya. Kemudian, peneliti menyerahkan tembusan surat permohonan ijin penelitian kepada kepala sekolah.

Kepala sekolah menanyakan judul skripsi peneliti. Peneliti menjelaskan judul skripsinya yaitu "*Improving the Writing Skills of Recount Texts by Using Picture Series for the Eighth Grade Students of SMP Muhammadiyah 2 Kalasan*" Peneliti menjelaskan lagi kepada kepala sekolah bahwa peneliti ingin mengetahui apakah *picture series* dapat meningkatkan kemampuan siswa ketika menulis.

Kepala sekolah memberikan ijin kepada peneliti untuk melakukan penelitia yang digunakan untuk mengumpulkan data skripsi peneliti. Kemudian, kepala sekolah memepersilahkan peneliti untuk menemui GBI. Kepala sekolah memberikan nasihat untuk menemui GBI supaya peneliti bisa berdiskusi dan memohon ijin penelitian di kelas. Kemudian, peneliti mohon pamit kepada kepala sekolah untuk menemui GBI.

No	: FN. 06
Hari, tanggal	: Sabtu, 29 Maret 2014
Jam	: 10.20 – 11.30 WIB
Tempat	: Ruang Guru
Kegiatan	: Ijin Penelitian
Responden	: Peneliti dan Guru Bahasa Inggris (GBI)

Peneliti menuju ruang guru. Namun, GBI tidak berada di tempat karena beliau sedang mengajar dikelas. Kemudian, peneliti menunggu GBI di depan ruang guru. Pukul 11.00 GBI berada di ruang guru. Peneliti menghampiri GBI di ruang guru. Peneliti menyampaikan kepada GBI bahwa ia akan melaksanakan penelitian untuk mengambil data skripsinya. GBI juga menjelaskan bahwa kepala sekolah telah memberikan ijin.

GBI mengijinkan peneliti untuk melaksanakan penelitian di kelas bahasa Inggrisnya. GBI menanyakan kapan peneliti akan melaksanakan penelitian. Peneliti menyampaikan bahwa minggu depan ia akan melaksanakan penelitian. Kemudian, peneliti juga menjelaskan bahwa ia ingin mendiskusikan RPP yang telah ia buat untuk di periksa oleh GBI minggu depan. GBI mempersilahkan peneliti untuk memeriksakan RPP kepada GBI. Kemudian peneliti memohon ijin untuk pulang.

No	: FN. 07
Hari, tanggal	: Kamis, 10 April 2014
Jam	: 09.00–9.30 WIB
Tempat	: Ruang Guru
Kegiatan	: Konsultasi RPP
Responden	: Peneliti dan Guru Bahasa Inggris (GBI)

Peneliti menuju ruang guru. Namun, GBI tidak berada di tempat karena beliau sedang mengajar dikelas. Kemudian, peneliti menunggu GBI di depan ruang guru. Waktu jam istirahat GBI berada di ruang guru. Peneliti menghampiri GBI di ruang guru. Peneliti menyapa GBI dan GBI membalas sapaan peneliti. Peneliti menyampaikan maksut kedatangannya untuk berkonsultasi tentang RPP yang telah dibuatnya. Peneliti menyerahkan RPP kepada GBI. GBI melihat serta memeriksa RPP yang dibuat GBI.

GBI memberikan sedikit nasihat kepada peneliti untuk merubah beberapa *activity* yang ada di dalam RPP. Kemudian peneliti menanyakan kepada GBI tentang metode pembelajaran yang peneliti gunakan. GBI mempersilahkan peneliti untuk menggunakan metode sesuai dengan RPP yang sudah dirancang. Kemudian, peneliti memohon ijin kepada GBI untuk melaksanakan *pre-test*. GBI memperbolehkan peneliti untuk melakukan *pre-test* pada hari Sabtu. GBI menanyakan kepada peneliti tentang materi yang digunakan untuk pre-test sudah siap atau belum.GBI juga memberikan saran agar siswa diminta untuk membuat sebuah cerita dengan topic yang telah ditentukan sebelumnya. Peneliti menerima saran GBI. Peneliti kemudian berpamitan kepada GBI.

No : FN. 08
Hari, tanggal : Sabtu, 12 April 2014
Jam : 10.10 – 11.30 WIB
Tempat : Kelas 8D
Kegiatan : pelaksanaan *pre-test*
Responden : Peneliti, Guru Bahasa Inggris (GBI), dan Siswa

Peneliti dan GBI menuju ruang kelas 8D. GBI menyapa siswa. Kemudian GBI memperkenalkan peneliti kepada siswa. Peneliti memperkenalkan diri di depan kelas. GBI menjelaskan maksut dan tujuan peneliti di kelas 8D. GBI mempersilahkan peneliti untuk duduk. GBI memberikan penjelasan kepada siswa tentang topik yang akan mereka pelajari pada hari tersebut. GBI membagikan lembar kerja kepada siswa. Kemudian, GBI memberikan instruksi kepada siswa untuk menuliskan sebuah cerita sesuai dengan toipik yang telah ditentukan pada lembar kerja siswa.

Siswa di beri waktu untuk membuat sebuah cerita secara mandiri. Beberapa siswa terlihat sangat bingung. Mereka tidak tahu apa yang harus mereka ceritakan.

Yusuf : "*Nulis opo iki*?"
GBI : "Kenapa baru satu kalimat*?*"
Yusuf : "Bingung, *Miss*."
GBI : "Desti mana pekerjaan mu?"
Desti : "*Mboh, Miss radong*.. bingung mau nulis apa *ki lho*"

Bel tanda pelajaran usai telah berbunyi. GBI memberi perintah kepada siswa untuk mengumpulkan hasil pekerjaanya di atas meja. Siswa kemudian berebut mengumpulkan hasil pekerjaannya. Peneliti kemudian berpamitan kepada GBI dan siswa.

No : FN. 09
Hari, tanggal : Kamis, 17 April 2014
Jam : 8.30–9.50 WIB
Tempat : Kelas 8 D
Kegiatan : Cycle 1, peretemuan I
Responden : Peneliti, Guru Bahasa Inggris (GBI), dan Siswa

Peneliti dan GBI menuju kelas 8D. Peneliti menuju bangku belakang dan bersiap mengamati proses belajar mengajar di kelas. GBI menyapa siswa dengan mengucapkan "*AssalamualaikumWr. Wb, good morning everyone. How are you all today?*" siswa kemudian menjawab sapaan GBI "*Good morning miss. I am fine*" setelah itu GBI memeriksa kehadiran siswa. Kelas terlihat sangat gaduh. GBI mengingakan siswa untuk tidak berbuat gaduh di dalam kelas. Kemudian dia menegur salah satu siswa yang terlihat sering membuat gaduh di kelas. "Dicky!"

GBI kemudian membagikan materi kepada siswa untuk mendiskusikan sebuah teks. GBI meminta perhatian siswa dan memulai mendiskusikan sebuah teks yang telah GBI bagikan. GBI bertanya kepada siswa tentang gambar dan teks yang telah mereka dapatkan. Kemudian, GBI dan siswa mendiskusikan bersama

tentang *generic structure* dan *language feature* dari teks tersebut. Setelah itu, GBI memberikan arahan kepada siswa untuk mengerjakan sebuah latihan. Siswa diminta untuk menjodohkan runtutan gambar dengan kalimat yang telah disusun acak secar berpasangan. Mereka nampak antusias mengerjakan latihan tersebut. Setelah semua siswa selesai mengerjakan latihan, GBI mendiskusikan latihan tersebut bersama siswa. Kemudian, GBI membagikan lagi *handout* kepada siswa. Siswa diminta untuk menyusun dengan benar kalimat yang disusun acak sesuai runtutan gambar secara mandiri. Kemudian, GBI meminta beberapa siswa untuk menuliskan jawabannya pada papan tulis. Selain itu, siswa diminta untuk mengerjakan latihan lain. Mereka diminta untuk membuat sebuah kalimat berdasarkan gambar menggunakan *past verb* sesuai pada contoh yang telah diberikan. Namun, kelas nampak sangat gaduh. Hal tersebut dikarenakan mereka bingung bagaimana mengubah *verb* 1 ke dalam *verb* 2.

     Desti : "Miss ini tuh gimana toh miss?"
     GBI : "Yang mana Desti?
     Desti : "Ini lho *miss* yang nomer dua yang "*wash my car*'.
     GBI : "Coba bikin kalimatnya gimana?"
     Desti : "*My Father wash my car yesterday*."
     GBI : "Itu *wash*-nya dirubah ke *past tense* dong Des.
     Desti: "Kayak gimana *miss*?"
     GBI: "Coba cek di kamus dulu Des"

     Kemudian, GBI memberikan arahan kepada siswa untuk melihatnya di dalam kamus mereka. Bel tanda istirahat telah berbunyi. GBI menanyakankepada siswa tentangapa yang telah mereka pelajari pada hari itu. GBI menutup pelajaran dengan mengucapkan "*Thank you and good bye.*" GBI di ikuti peneliti meninggalkan ruang kelas 8D.

No	: FN. 11
Hari, tanggal	: Sabtu, 19 April 2014
Jam	: 10.10–11.30 WIB
Tempat	: Kelas 8D
Kegiatan	: Cycle 1, Pertemuan II
Responden	: Peneliti, Guru Bahasa Inggris (GBI), dan Siswa

     Peneliti dan GBI menuju kelas 8D. GBI mengawali kelas dengan menyapa siswa dan mememriksa kehadiran. GBI mengingatkan tentang pelajaran yang telah mereka pelajari sebelumya. Kemudian, GBI bersama siswa mendiskusikan contoh lain dari teks *recount*. Siswa diminta untuk mengidentifikasi *generic structure* dan *language feature* dari teks *recount*. Teks *recount* tersebut adalah "*My Grandpa Birthday*". GBI memberikan penjelasan tentang *language feature* dan mengecek pemahaman siswa "*Any questions everyone?*"

     Kemudian, siswa diminta untuk melengakapi dengan *verb* yang bener pada kata yang telah dikosongkan. Kemudian beberapa siswa bertanya kepada GBI tetang kesulitan yang mereka alami "*Miss*, nomer ini itu maksutnya apa sih?"

kemudian, GBI menjelaskan maksut dari nomer tersebut seperti apa. GBI mengelilingi kelas untuk membantu siswa ketika mereka menemukan kesulitan. Setelah itu, siswa diminta untuk mengerjakan latihan yang lain yaitu menjodohkan kata dengan artinya. Selanjutnya, GBI meminta siswa untuk menjawab latihan tersebut. Namun, siswa tidak ada yang bersedia untuk menjawab. Kemudian, GBI menyuruh siswa yang membuat gaduih di kelas untuk menjawab soal pada latihan. Mereka menjawab jawaban yang berada pada *handout*. Selanjutnya, GBI meminta siswa untuk membuat sebuah kalimat berdasarkan runtutan gambar secara mandiri. Namun, GBI harus meninggalkan kelas untuk sementara dikarenakan GBI harus mengurus siswa dari kelas lain yang sedang mengalami masalah di sekolah. GBI meminta peneliti untuk mengantikannya mengawasi siswa di kelas. Peneliti membantu siswa yang mengalami kesulitan. Peneliti memberika beberapa penjelasan untuk membantu siswa memecahkan masalahnya. Kemudian, beberapa siswa membuat gaduh dan mengganggu siswa lain. Peneliti menghampiri mereka dan meminta mereka untuk tidak membuat gaduh serta menyuruh mereka melanjutkan mengerjakan pekerjaan yang telah diberikan.

GBI datang dan meminta siswa untuk melanjutkan pekerjaanya di rumah dikarenakan jam pelajaran telah usai. GBI bertanya kepada siswa tentang pelajaran yang mereka pelajari pada hari itu. Ia mengingatkan untuk mengerjakan pekerjaannya di rumah. Kemudian GBI menutup kelas dan siswa memulai 'Tadarus Al-Quran'.

No   : FN. 12
Hari, tanggal : Sabtu, 26 April 2014
Jam   : 10.10–11.30 WIB
Tempat   : Kelas 8D
Kegiatan   : Cycle 1, Pertemuan III
Responden   : Peneliti, Guru Bahasa Inggris (GBI), dan Siswa

Peneliti dan GBI menuju kelas. Seperti biasa GBI mengawali kelas dengan menyapa dan memeriks kehadiran siswa. GBI memberikan *handout* kepada siswa. Ia memberika instruksi untuk melengkapi kata yang hilang dengan menggunakan *verb* yang benar secara berpasangan. Siswa mengerjakan latihan dengan antusias. Kemudian, GBI memeriksa pemahaman siswa. Ia meneliti satu persatu dan membantu siswa yang mengalami kesulitan. Setelah itu, GBI bersama siswa mendiskusikan jawaban dari *task* yang diberikan.

Siswa dimimta untuk melakukan latihan yang lain. Pertama, GBI memberikan instruksi kepada siswa untuk mecermati gambaryang telah diberikan. GBI mempersilahkan siswa untuk melakukan *brainstorming* untuk menemukan gagasan dari gambar untuk membuat sebuah cerita. Kemudian, GBI berjalan berkeliling kelas untuk membantu siswa dalam menulis cerita. Kodisi di kelas nampak sangat gaduh karena mereka secara bersamaan memanggil GBI untuk membantu mereka. Jam pelajaran telah usai. Siswa diminta untuk mengumpulkan

hasil pekerjaan mereka di atas meja. Kemudian, GBI menanyakan apa yang mereka pelajari pada hari tersebut dan apakah materi yang diberikan tersebut sulit bagi mereka. GBI menutup pelajaran pada hari itu dengan mengucapkan terima kasih.

No   : FN. 13
Hari, tanggal : Senin, 28 April 2014
Jam   : 09.00–09.30 WIB
Tempat   : Ruang piket
Kegiatan   : Diskusi hasil penelitian Cycle 1
Responden   : Peneliti dan Guru Bahasa Inggris (GBI)

Peneliti telah sampai di sekolah pada pukul 09.00. peneliti menuju ruang guru. GBI sedang tidak berada di ruang guru. Salah seorang guru memberitahukan bahwa GBI sedang berada di ruang tata usaha. Peneliti diminta untuk menunggu di ruang piket dikarenakan GBI mendapat tugas piket harian pada hari tersebut. GBI menuju ruang piket.

Pukul 9.15 peneliti bertemu dengan GBI di ruang piket. Peneliti menyampaikan maksut kedatangannya untuk membahas hasil penelitian pada Cycle 1 yang telah dilaksanakan bersama. GBI meberikan pendapat bahwa siswa telah mengalami peningkatan dalm menulis dibandingkan pada waktu *pre-test*. Namun, masih ada beberapa aspek yang harus dibenahi dan di tingkatkan. GBI memberikan pendapat bahwa siswa masih kesulitan untuk menggunakan kata yang tepat saat menulis cerita. Selain itu, ia juga mengungkapkan bahwa siswa masih kesulitan dalam menggunakan *simple past tense*. GBI juga menambahkan bahwa siswa masih belum sadar akan penggunaan kamus saat kegiatan belajar mengajar di kelas khususnya saat belajar menulis.

Berdasarkan hasil penelitian yang didapat, peneliti dan GBI memutuskan untuk melakukan tahap berikutnya. Tahap tersebut dilakukan untuk memperbaiki kesulitan yang masih dialami oleh siswa. Maka, GBI dan peneliti memutuskan untuk mengadakan cycle ke dua.

Setelah itu, peneliti berpamitan kepada GBI dan mengatakan untuk mempersiapkan materi yang akan digunakan pada cycle berikutnya. GBI mempersilahkan peneliti pulang.

No   : FN. 14
Hari, tanggal : Senin, 12 April 2014
Jam   : 09.00–09.30 WIB
Tempat   : Ruang guru
Kegiatan   : Konsultasi RPP Cycle 2
Responden   : Peneliti dan Guru Bahasa Inggris (GBI)

Peneliti telah sampai di sekolah pada pukul 09.00. peneliti menuju ruang guru. GBI sedang tidak berada di ruang guru. Peneliti menunggu GBI di depan ruang guru. GBI kemudian menemui peneliti dan mempersilahkan masuk ke dalam ruang guru.

Peneliti menyerahkan RPP Cycle 2 kepada GBI. Peneliti menyampaikan maksut kedatangannya untuk berkonsultasi RPP yang telah ia rancang. GBI memeriksa RPP yang telah peneliti serahkan. GBI memberi nasihat kepada peneliti untuk mengganti beberapa task yang ada pada RPP. GBI menjelaskan bahwa beberapa task sudah pernah dipergunakan dalam proses belajar mengajar oleh GBI. Kemudian, peneliti bertanya kepad GBI tentang waktu yang dapat dipergunakan oleh peneliti melanjutkan Cycle 2. GBI memberikan kesempatan kepada GBI untuk melaksanakan Cycle 2 dengan dua kali pertemuan dan satu pertemuan lagi untuk melakukan post-test. GBI menjelaskan tidak dapat memberikan kesempatan untuk tiga kali pertemuan di Cycle 2 dikarenakan siswa akan menghadapi ujian akhir semester. Peneliti menerima nasihat dari GBI. Kemudian, peneliti berpamitan kepada GBI.

No   : FN. 15
Hari, tanggal : Kamis, 15 Mei 2014
Jam   : 08.30–09.50 WIB
Tempat   : Ruang kelas 8D
Kegiatan   : Cycle 2, pertemuan I
Responden   : Peneliti, kolaborator, dan Siswa

Peneliti dan kolaborator menuju kelas 8D. Peneliti mengawali kegiatan belajar mengajar dengan menyapa kemudian dilanjutkan dengan memeriksa kehadiran siswa. Peneliti menyampaikan kepada siswa bahwa ia menggantikan GBI mengajar karena GBI sedang ada urusan yang tidak dapat ditinggalkan. Kemudian, peneliti menyampaikan topik yang akan di pelajari pada pertamuan pertama.

Peneliti meminta salah satu siswa untuk membantunya. Salah satu siswa diminta untuk membantu menempelkan gambar beserta teks pada papan tulis. Kemudian, peneliti bersama siswa mendiskusikan materi yang diajarkan pada pertemuan tersebut. Siswa memperhatikan apa yang peneliti jelaskan di depan kelas dengan bantuan gambar. Peneliti menjelaskan kembali tentang *generic structure* dan *language feature* agar siswa tidak lupa. Kemudian, peneliti mempersilahkan siswa untuk bertanya. Salah seorang siswa bertanya kepada

peneliti. Yusuf : "Jadi kalo *past tense* itu *verb*-nya tidak selalu ditambah –*ed* ya mbak?" Peneliti : "Iya yusuf tidak semua, makanya kita harus sering melihatnya di kamus"

Setelah itu, peneliti meminta siswa untuk membuat sebuah grup terdiri dari lima atau enam siswa. Kemudian, setiap grup memioloih salah seorang siswa sebagai ketua. Ketua kelompok dari setiap grup berkumpul untuk mengambil undian, setelah itu memilih gambar yang sudah di tempel pada papan tulis. Siswa berdiskusi dan membuat cerita berdasarkan gambar yang telah mereka pilih. Peneliti berkelilimg untuk mendampingi siswa dalam berdiskusi. Siswa nampak antusias saat berdiskusi. Selain itu, mereka sering menggunakan kamus ketika menulis cerita.

Setiap grup meminta bantuan peneliti ketika mereka mendapat kesulitan. Selanjutnya, ketua kelompok menuliskan sebuah cerita berdasrkan gambar pada papan tulis. Peneliti bersama siswa mendidkusikan cerita yang telah mereka tuliskan pada papan tulis. Kemudian, bel berbunyi. Peneliti memberikan kesimpulan tentang pelajaran yang dipelajari pada pertemuan tersebut. Ia mengakhiri pelajaran dengan mengucapkan "I think that all for today, thank you very much. Have a nice day."

No	: FN. 16
Hari, tanggal	: Sabtu, 17 Mei 2014
Jam	: 10.10–11.30 WIB
Tempat	: Ruang kelas 8D
Kegiatan	: Cycle 2, pertemuan II
Responden	: Peneliti, kolaborator, dan Siswa

Peneliti dan kolaborator menuju kelas 8D. Peneliti mengawali kegiatan belajar mengajar dengan menyapa kemudian dilanjutkan dengan memeriksa kehadiran siswa. Setelah itu, peneliti membagikan *handout* kepada siswa. Siswa diminta untuk mengidentifikasi teks *recount* yang telah diberikan oleh peneliti mengenai *genneric structure* dan *language feature*. Setelah itu, peneliti medampingi diskusi untuk membantu siswa untuk lebih memahami tentang teks *recount* khususnya mengenai *language feature* dari teks *recount* yaitu *simple past tense* dan *word showing order*.

Kemudian, peneliti memberikan *picture series* kepada siswa. Siswa diminta untuk memperhatikan gambar dengan seksama bersama teman sebangku. Selanjutnya, mereka diminta untuk *outlining* sebuah cerita berdasarkan runtutan gambar. Siswa diminta untuk menuliskan *first draft* dari teks *recount* berdasarkan *outlining* yang mereka buat sebelumnya secara mandiri. Peneliti berkeliling untuk membantu siswa yang mengalami kesuliatan saat menulis teks *recount*. Siswa sudah tidak malu lagi untuk bertanya kepada peneliti ketika mereka mengalami kesulitan.

Selain itu, siswa sangat antusias untuk menggunakan kamus ketika mereka menulis teks *recount*. Setelah mereka selesai menulis *first draft*, peneliti

berkeliling kelas untuk memberikan feedback pada draft yang telah siswa tuliskan. Kelas nampak sangat gaduh dikarenakan siswa mengingkan tulisannya dikoreksi terlebih dahulu. Kemudian, peneliti mendatangi siswa satu persatu secara bergantian untuk mengoreksi hasil tulisan siswa.

Kemudian, setelah peneliti memberikan *feedback*, siswa diminta kembali menuliskan draft yang telah dikoreksi. Mereka mengerjakan tugas mereka dengan baik walaupun beberapa dari mereka membuat gaduh di dalam kelas. Akhirnya,mereka selesai menulis sebuah cerita berdasarkan runtutan gambar yang telah diberikan. Setelah itu, mereka mengumpulkan hasil tulisannya. Peneliti memberi kesimpulan tentang materi yang mereka pelajari pada pertemuan tersebut "Well*, what have we learned today? Is it difficult for you?*" siswa menjawab "*About recounttexts* mbak. Mmm..*no* mbak *not difficult."* Kemudian peneliti mengakhiri pelajaran dan meninggalkan kelas bersama kolaborator.

No   : FN. 17
Hari, tanggal : Senin, 19 Mei 2014
Jam   : 09.00–09.30 WIB
Tempat   : Ruang Guru
Kegiatan   : Diskusi hasil penelitian Cycle 2
Responden   : Peneliti dan Guru Bahasa Inggris (GBI)

Peneliti telah sampai di sekolah pada pukul 09.00. peneliti menuju ruang guru. GBI sedang tidak berada di ruang guru. Peneliti menunggu GBI di depan ruang guru.

Pukul 9.10 peneliti bertemu dengan GBI di depan ruang guru. Peneliti menyampaikan maksut kedatangannya untuk membahas hasil penelitian pada Cycle 2 yang telah dilaksanakan bersama. GBI meberikan pendapat bahwa siswa telah mengalami peningkatan dalam menulis dibandingkan pada Cycle 1. Namun, masih ada beberapa aspek yang memang harus di tingkatkan. GBI memberikan pendapat bahwa siswa sudah mengalami peningkatan dalam semua aspek dilihat dari hasil kerja siswa. Peneliti menceritakan kepada GBI bahwa siswa sudah lebih sadar akan penggunaan kamus saat kegiatan belajar mengajar di kelas khususnya saat belajar menulis. Selain itu, peneliti juga menjelaskan bahwa sikap mereka ketika kegiatan belajar mengajar juga lebih baik. Kebanyakan dari mereka sudah tidak malu untuk bertanya ketika menghadapi kesulitan. Dan mereka lebih antusias dalam mengikuti pelajaran di kelas.

Berdasarkan hasil penelitian yang didapat, peneliti dan GBI memutuskan untuk tidak melanjutkan tahap berikutnya. Hal tersebut dikarenakan siswa sudah mengalami peningkatan setelah melakukan Cycle 2. Kemudian, peneliti memohon ijin kepada GBI untuk melaksanakan *post-test* pada hari Sabtu. GBI memberikan ijin kepada peneliti untuk melaksanakan post-test.

Setelah itu, peneliti berpamitan kepada GBI dan mengatakan untuk mempersiapkan materi yang akan digunakan pada cycle berikutnya. GBI mempersilahkan peneliti pulang.

No	: FN. 18
Hari, tanggal	: Sabtu, 24 Mei 2014
Jam	: 10.10 – 11.30 WIB
Tempat	: Kelas 8D
Kegiatan	: pelaksanaan *post-test*
Responden	: Peneliti, Kolaborator, dan Siswa

Peneliti dan kolaborator menuju ruang kelas 8D. Peneliti menyapa siswa. GBI memberikan penjelasan kepada siswa tentang topik yang akan mereka pelajari pada hari tersebut. Peneliti membagikan lembar kerja kepada siswa. Kemudian, peneliti memberikan instruksi kepada siswa untuk menuliskan sebuah cerita sesuai dengan toipik yang telah ditentukan pada lembar kerja siswa.

Siswa di beri waktu selama 60 menit untuk membuat sebuah cerita secara mandiri. Siswa mengerjakan dengan baik. Nampak beberapa siswa membuat gaduh. Namun, kondisi kelas tidak segaduh seperti biasanya. Peneliti menghampiri dua siswa yang membuat kegaduhan di kelas dan menyuruh mereka melanjutkan pekerjaannya. Waktu sudah berjalan selama 60 menit.

Bel tanda pelajaran usai telah berbunyi. GBI memberi perintah kepada siswa untuk mengumpulkan hasil pekerjaanya di atas meja. Siswa kemudian berebut mengumpulkan hasil pekerjaannya. Peneliti kemudian berpamitan kepada siswa.

INTERVIEW GUIDELINE

BEFORE THE ACTION

A.   FOR TEACHER

1. Selamat pagi, Bu. Dengan Ibu siapa?

2. Boleh saya bertanya sedikit tentang pembelajaran bahasa inggris?

3. Apa masalah yang sering ibu hadapi ketika mengajar writing dikelas?

4. Apakah ibu sering mengajar writing?

5. Biasanya mengajar writing dengan teknik dan media apa?

6. Apakah sering terdapat hambatan dalam mengajar?

7. Bagaimana upaya ibu untuk mengatasi hambatan tersebut?

B.   FOR STUDENTS

1. Halo boleh tahu namanya siapa?

2. Apakah kamu suka belajar bahasa Inggris? Kenapa?

3. Gurunya kalau mengajar bagaimana?

4. Apakah guru pernah mengajar dengan media?

5. Menurut kamu belajar bahasa inggris yang menyenangkan itu bagaimana?

6. Suka nulis dalam bahasa Inggris tidak?

7. Apakah pernah belajar writing dengan gambar?

INTERVIEW GUIDELINES

AFTER THE IMPLEMENTATION OF THE ACTIONS

A.   AFTER THE TEACHING AND LEARNING PROCESS
FOR THE STUDENTS

1. Bagaimana pendapat kamu tentang pembelajaran hari ini?
2. Apakah kamu senang belajar bahasa inggris seperti tadi?
3. Lebih suka belajar dengan cara seperti tadi atau bagaimana?
4. Apakah ada kesulitan yang kamu jumpai?
5. Kamu lebih suka belajar menulis menggunakan media seperti tadi atau tidak?
6. Bagaimana tadi task-nya?
7. Apakah ada kesulitan? Bagian yang mana yang sulit?

   FOR THE COLLABORATOR

1. Bagaimana pendapat anda tentang penerapan picture series sebagai media?
2. Apakah ada masukan?

B.   AFTER DOING THE WRITING TEST BASED ON THE PICTURE SERIES
FOR THE STUDENTS

1. Menurut kamu tadi gimana setelah menggunakan gambar?
2. Tadi bisa tidak menulis recount-nya?
3. Apakah ada kesulitan?

C.   AFTER DOING THE POST TEST
FOR THE STUDENTS

1. Bagaimana masih kesulitan dalam menulis teks recount?
2. Kalau dibandingkan dengan yang dulu, apakah sekarang lebih mudah dalam menulis?

Interview Transcript 1

Hari, tanggal : Jumat, 17 Januari 2014
Jam : 09.40-10.20 WIB
Tempat : Ruang Guru
Responden : Ibu Rohmeni Yustiningsih, S.Pd. (Guru Bahasa Inggris Kelas VIII D)
P   : Peneliti
G   : Guru Bahasa Inggris

P   : Selamat pagi, Bu. Dengan ibu Yusti? Saya Intan dari UNY yang mau mengadakan observasi disini.
G   : Ya, Mbak saya Yusti. Gimana Mbak?
P   : Begini bu, saya sedang menyususun skripsi jadi saya boleh masuk di kelas ibu untuk melakukan observasi. Selain itu saya ingin melakukan wawancara sedikit untuk tahu keadaan kelas.
G   : Mbak lagi nyusun skripsi ya? Y uda mbak gak apa apa. Silahkan, Mbak.
P   : Kira-kira kapan saya bisa melakukan observasi bu?
G   : Bagaimana kalau besok pagi mbak. Iya besok pagi saja ya mbak.
P   : Baik nu kalau begitu. Besok itu jam berapa ya bu?
G   : Mbak kira-kira mau masuk kelas apa? Mending ikut saya waktu saya mengajar di kelas 8D aja ya. Kira-kira jam 7.40 mbak. Bagaimana?
P   : Ya bu kalau begitu besok pagi saya datang ke sekolah. Apakah saya boleh nanya sedikit bu mengenai pembelajaran bahasa Inggris?
G   : Boleh saja mbak. Silahkan.
P   : Apa yang sering ibu hadapi ketika mengajar di kelas?
G   : Banyak mbak. Tapi yang sering saya jumpai itu anak-anak seperti kurang motivasi dalam mengikuti pelajaran.
P   : Ketika mengajar apa bu siswa mengalami kesulitan?
G   : Biasanya tuh *writing* mbak. Kalau speaking atau yamg lainnya gitu gak terlalu bermasalah. Anak-anak itu susah mbak kalo disuruh nulis.
P   : Lalu, kesulitan apa yang sering ibu jumpai ketika mengajar writing?
G   : Siswa itu susah mbak kalau disuruh nyusun kalimat. Mereka juga bingung mau menulis apa. Selain itu, pemilihan katanya juga masih belum sesuai.
P   : Kalau mengajar writing gitu biasanya ibu pakek media apa?
G   : Saya jarang menggunakan media mbak.
P   : Terus kalau mengajar wriing gitu sering ada hambatan gak bu?
G   : Ya ada mbak. Waktunya mepet mbak.Jadi saya sering menyuruh siswa mengerjakan atau menulis gitu dirumah mbak.
P   : Apakah fasilitas di sekolah ini sudah mendukung pembelajaran Bahasa Inggris bu?Penggunaan LCD mungkin.
G   : Kalau LCD ada mbak tapi gak ditaruh di setiap kelas.
P   : Jadi kalau mau pakek LCD gitu ambil dari TU gitu ya bu?
G   : enggak mbak, jadi anak-anak disuruh pindah ke lab.
P   : Kalau begitu ntuk mengatasi permasalahan ketika mengajar writitng gitu bagaimana, Bu?

G   : Ya terkadang saya harus mengulang-ulang terus, Mbak.Memang harus sabar ngajar mereka mbak.
P   : Baik, Bu. Mungkin sampai disini dulu wawancaranya. Terimakasih, Bu.
G   : Sama-sama, Mbak. Ketemu besok pagi ya.
P   : Oh iya Bu. Permisi.

Interview Transcript 2
Hari, tanggal   : Sabtu, 18 january 2014
Jam   : 12.30 WIB
Tempat   : Kelas VIII D
Responden   : Raditya Pratama (Siswa)
P   : Peneliti
S   : Siswa

P   : Halo. Siapa ni namanya?
S   : Radit.
P   : Radit, mbak boleh nanya?
S   : Iya mbak boleh.
P   : Gini, mbak mau tanya kamu suka gak belajar bahasa Inggris?
S   : Gak terlalu mbak.
P   : Kenapa dek?
S   : Susah
P   : Susahnya pas apa?
S   : Kalau aku semuanya susah mbak. Hehe
P   : Waduh..tadi gimana? Bu yustin enek gak ngajarnya?
S   : Ya gitu mbak. Enak sih mbak.
P   : Bu Yustin pernah gak ngajarin kalian pakek media?
S   : Pernah mbak tapi jarang.
P   : Suka nulis bahasa Inggris gak dek?
S   : Enggak mbak.
P   : Kenapa ko gak suka?
S   : Soalnya gak tahu mau nulis apa. Susah gitu mbak.
P   : Gitu ya..terus pernah gak disuruh nulis sama bu guru pakek gambar?
S   :Belum pernah mbak.

Interview Transcript 3
Hari, tanggal   : Sabtu, 18 April 2014
Jam   : 12.30 WIB
Tempat   : Ruang Guru
Responden   : Rohmeni Yustiningsih, S.Pd (GBI)
P   : Peneliti
G   : Guru

P   : Permisi bu.
G   : O iya mbak silahkan. Tadi katanya mau nanya khan?
P   : Iya bu.

G   : Ya uda mbak monggo mau nanya apa?
P   : Mau bertanya tentang hambatan ketika KBM sperti tadi waktu ibu mengajarkan *writing*.
G   : Iya mbak. Silahkan.
P   : Apa masalah yang sering ibu hadapi ketika sedang mengajar *writting* di kelas?
G   : Murid-murid sering kesulitan mbak untuk menulis cerita, mereka bingung mau menulis apa. Pengembangan ceritanya itu lho mbak. Kemudian, *grammatical error* masih sering muncul dan pemilihan kata itu lho mbak terkadang tidak sesuai.
P   : Antusiasme murid-murid di kelas bagaimana bu?
G   : Ya seperti mbak liat tadi hanya beberapa saja yang memperhatikan yang lainnya susah mbak.
P   : Selain itu, ada lagi tidak bu ketika mengajarkan *writing*?
G   : Karena bingung khan anak-anak suka lama tyoh mbak nulisnya, jadi waktunya habis. Jadi sering saya suruh tulis di rumah gitu mbak.
P   : Jadi murid-murid sering nulis dirumah ya bu?
G   : Iya mbak.

Interview Transcript 4
Hari, tanggal : Kamis, 10 April 2014
Jam   : 09.30 WIB
Tempat   : Ruang Guru
Responden   : Rohmeni Yustiningsih, S.Pd (GBI)
P   : Peneliti
G   : Guru

P   : Salamat pagi bu.
G   : Pagi mbak Intan. Gimana?
P   : Gini bu, saya mau menyerahkan RPP mohon dilihat dulu bu.
G   : Coba mana mbak saya lihat dulu.
P   : Menurut ibu apakah RPP nya perlu diperbaiki?
G   : Iya mbak.
P   : Menurut pendapat ibu hal apa yang harus diperbaiki?
G   : Point 2 dan 4 sebaiknya tidak usah di pakek mbak. Trus di bagian *production* anak-anak dibantu ya mbak. Mbak beri aja *clue* pada setiap gambar nya ya.
P   : Ada lagi bu?
G   : Taeks di attachment 9 ini diganti aja ya mbak, soalnya sudah pernah saya pergunakan.
P   : Baik bu. Apa metode yanh ibu gunakan ketika mengajar *writing*? Apa metode yang saya gunakan ini sudah sesuai?
G   : Iya mbak. Pakek PPP kayak gini gak apa apa kok.
P   : Baik bu.

Interview Transcript 5
Hari, tanggal   : Sabtu, 12 April 2014
Jam   : 12.30 WIB
Tempat   : Kelas VIII D
Responden   : Nabilla Fahmi Anggraeny dan Triyas Nurhayati (Siswa)
P   : Peneliti
S1   : Siswa
S2   : Siswa

P   : Hai.Namanya siapa?
S1   : Nabilla mbak.
P   : Kalau kamu siapa namanya?
S2   : Triyas mbak.
P   : Kalian suka gak belajar bahasa Inggris?
S1   : Suka kok mbak.
S2   : Suka juga mbak.
P   : Kenapa kok suka belajar bahasa Inggris?
S1   : Kadang asyik mbak.
P   : Kalau Triyas kenapa?
S2   : Sama juga mbak kadang asyik kadang susah gitu mbak.
P   : Susahnya kalau apa?
S2   : Kalau ngomong sama disuruh bikin apa gitu mbak.
P   : Maksutnya suruh bikin gitu tuh apa?
S2   : Bikin kalimat gitu lho mbak kayak tadi.
P   : Kalo gitu mbak boleh nanya soal yang tadi gak?
S1   : Boleh aja mbak.
P   : Gimana dek tadi nulis teks *recount* nya bisa?
S1   : Bingung mbak, susah ah.
P   : Susahnya dimana dek?
S1   : Itu lho mbak bingung mau nulis apa gak tahu.
 P   : Kalau kamu tadi bisa gak nulisnya?
S2   : Gak bisa mbak. Susah. Aku gak bisa nulis mbak bingung mau nulis apa.
P   : Bu guru sering pakek media gitu gak kalau pas ngajar?
S1   : Enggak mbak. Jarang sih.
P   : Jadi, belum pernah belajar nulis pakek gambar gitu?
S1   : Iya mbak belum.
P   : Ok kalau gitu. Makasih ya dek
S2   : iya mbak.

Interview Transcript 6
Hari, tanggal   : Kamis, 17April 2014
Jam   : 10.00 WIB
Tempat   : Kelas VIII D
Responden   : Defa Agus Wijaksono (Siswa)
P   : Peneliti
S   : Siswa

P   : Halo dek. Menurut kamu pembelajaran hari ini gimana?
S   : Lumayan mbak.
P   : Lumayan gimana?
S   : Ya lumayan mbak.
P   : Oke. Kamu seneng gak diajar sama*miss Yustin* kayak tadi?
S   : Ya seneng mbak.
P   : Senengnya gimana?
S   : ya seneng aja mbak pas jodohin gambar sama paragraphnya tadi.
P   : Terus tadi ada kesulitan gak?
S   : Sedikit. Yang ngerubah *verb* tadi itu lho mbak.
P   : Oke. Jadi suka ya kalau pelajarannya kayak tadi?
S   : Iya mbak seneng jadi gak bosen. hehehe

Interview Transcript 7
Hari, tanggal   : Kamis, 17 April 2014
Jam   : 10.10 WIB
Tempat   : Ruang Guru
Responden   : Rohmeni Yustiningsih, S.Pd (GBI)

P   : Peneliti
G   : Guru

P   : Bagaimana bu tentang pengajaran hari ini?
G   : Alhamdulilah mbak. Anak-anak kelihatan antusias, ya walaupun tadi ada
           sedikit yang bikin ribut ya mbak. Tapi aktifitas nya kalau menurut saya
           sudah baik ko mbak.
P   : Alhamdulilah bu kalau begitu. Menurut ibu tadi masih ada kesulitan gak
           bu ketika mengajar?
G   : Ya masih mbak, seperti tadi anak-anak mesti di jelasin berulang-ulang
           tentang *language feature* nya. Harus pelan-pelan mbak memang gak bisa
           langsung meningkat gitu.
P   : Iya bu. Kalau untuk aktifitasnya menarik gak kalo menurut ibu?
G   : Iya mbak menarik buktinya tadi anak-anak terlihat antusias waktu di
           kelas.

Interview Transcript 8

Hari, tanggal   : Sabtu, 19 April 2014
Jam   : 12.30 WIB
Tempat   : Kelas VIII D
Responden   : Indah Puspita Sari (Siswa)
P   : Peneliti
S   : Siswa

P   : Gimana dek tadi ada yang masih bingung gak?
S   : Iya mbak bingung.
P   : Apa yang masih bingung?
S   : Masih bingung bentuk keduanya itu lho mbak.
P   : Terus ada lagi gak?
S   : Iya mbak, kadang gak tau bahasa Inggrisnya apa?
P   : Kalau gitu sering cek dikamus ya.
S   : Iya mbak.
P   : Terus, kalau menurut kamu gimana pelajaran hari ini?
S   : Gimana ya mbak? Mmmm
P   : Asyik atau gak gitu?
S   : Ya asyik mbak. Gambarnya lucu tadi ada yang nyusngsep juga.hahaha

Interview Transcript 9

Hari, tanggal   : Sabtu, 26 April 2014
Jam   : 12.30 WIB
Tempat   : Kelas VIII D
Responden   : Desti Harisa Putri (Siswa)
P   : Peneliti
S   : Siswa

P   : Gimana dek tadi kesulitan gak nulis teks nya?
S   : Iya mbak. hehe
P   : Menurutmu kesulitannya apa dik?
S   : Aku tuh gak bisa ngrubah yang *verb* 2 itu loh mbak. Bingung e.
P   : Oh, kayak gitu. Tapi kalau nulis ceritanya gak bingung kan?
S   : Gak juga sih mbak, kan ada gambarnya.
P   : Suka gak pakek gambar gitu?
S   : Iya mbak suka kok.
P   : Terus menurut kamu gimana pelajaran hari ini?
S   : Enak ko mbak pelajarannya.

Interview Transcript 10
Hari, tanggal   : Sabtu, 26 April 2014
Jam   : 12.40 WIB
Tempat   : Kelas VIII D
Responden   : Dewi Suci Kusuma Wardani (Siswa)
P   : Peneliti
S   : Siswa

P   : Gimana dek tadi kesulitan gak nulis teks nya?
S   : Ya kayak gitu mbak.
P   : Menurutmu kesulitannya apa, dik?
S   : Gak bisa ngubah ke *past tense* nya mbak.
P   : Masih bingung *past tense* nya ya. Emm, kalau nulis ceritanya masih
          bingung gak?
S   : Masih mbak, tapi tadi ke bantu sama gambarnya.
P   : Kalau bagian-bagian *recount* bingung gak?
S   : Ya lumayan mbak.

Interview Transcript 11
Hari, tanggal   : Senin, 28 April 2014
Jam   : 09.00 WIB
Tempat   : Ruang Guru
Responden   : Rohmeni Yustiningsih, S.Pd (GBI)
P   : Peneliti
G   : Guru

P   : Bagaimana menurut ibu, apakah siswa sudah mengalami peningkatan
          setelah menggunakan picture series?
G   : Menurut saya perkembangan dalam menulis anak-anak sudah lenih baik
          mbak dari pada kemaren.
P   : Menurut ibu, apakah saya masih perlu melakukan cycle berikutnya?
G   : Iya mbak, soalnya mereka masih sering salah di *past tense* nya mbak.
          Terus, pemilihan kaya nya juga masih belum tepat.
P   : Kemudian, untuk selanjautnya saya harus bagaiman bu? Aktifitas nya
          gitu bu misalnya harus gimana?
G   : ya mungkin bisa fokus ke *language feature* gitu aja mbak biar anak-anak
          lebih paham dan terbiasa.
P   : Oh gitu ya bu. Ya bu baik. Terima kasih bu.

Interview Transcript 12

Hari, tanggal   : Kamis, 15 Mei 2014
Jam   : 10.00 WIB
Tempat   : Kelas VIII D
Responden   : Anita Dwi Septiani (Siswa)
P   : Peneliti
S   : Siswa

P   : Gimana tadi diskusinya?
S   : Asyik ko mbak.
P   : Kenapa ko asyik dek?
S   : Soalnya khan pakek gambar mbak jadi asyik aja nulis ceritanya.
P   : Terus, gimana tadi kerjaannya banyak salahnya gak?
S   : Kayaknya banyak mbak. Hehe
P   : Kira- kira masih ada yang masih bingung gak?
S   : Iya mbak, kadang tuh masih salah *verb* dua nya.
P   : Terus ad lagi gak dek kesulitannya?
S   : Apa ya mbak, Mmm..pokoknya yang *verb* itu yang masih sering salah mbak.
P   : Kalau bagian *recount* masih bingung gak?
S   : InsyaAllah uda gak bingung mbak. Hehe

Interview Transcript 13

Hari, tanggal   : Kamis, 15 Mei 2014
Jam   : 10. 15 WIB
Tempat   : Depan Ruang Guru
Responden   : (Kolaborator)
P   : Peneliti
K   : Kolaborator

P   : Tadi gimana pas lagi ngajar writing ada yang masih kurang gak?
K   : Uda bagus ko, uda sesuai sama RPP juga.
P   : Terus menurutmu anak-anak tadi gimana waktu bikin cerita?
K   : Ya uda antusias tan, sampe mereka nanya toh kalau ada kesulitan. Terus juga tadi juga uda banyak yang pakek kamus. Ya mungkin tadi pada pengen tanya jadi kelasnya agak rame gitu.
P   : Terus baiknya pertemuan besok mesti gimana?
K   : Ya mungkin kurang lebih kayak tadi aja. Kayaknya emang harus pelan-pelan ya kalau ngajar mereka.

Interview Transcript 14
Hari, tanggal : Sabtu, 17 Mei 2014
Jam : 12.30 WIB
Tempat : Kelas VIII D
Responden : Vania Isnaini Salsabila (Siswa)
P : Peneliti
S : Siswa

P : Gimana tadi nulisnya susah?
S : Gak ko mbak, bisa ko tadi.
P : Uda bisa ya nulisnya?
S : Ya lumayan mbak, Khan tadi uda di bantuin teliti sama mbak.
P : Terus, gimana tadi kerjaannya banayk salahnya gak?
S : Kayaknya banyak mabak. Hehe
P : Kira-kira asyik gak kalau pakak gambar gitu?
S : Asyik mbak. Jadi bisa nulisnya.
P : Seneng gak belajar kayak tadi?
S : Iya mbak, seneng lah.
P : Kenapa ko seneng?
S : Habis gambarnya bikin ketawa mbak. Hehe

Interview Transcript 15
Hari, tanggal : Sabtu, 17 Mei 2014
Jam : 09.40 WIB
Tempat : Kelas VIII D
Responden : Muhammad Yusuf (Siswa)
P : Peneliti
S : Siswa

P : Yusuf, gimana tadi kerjaannya banyak yang salah gak?
S : Ya gitu mbak, lumayan mbak kayaknya. Hehe
P : Kira-kira masih ada yang bingung gak?
S : Ada mbak terkadang lupa *verb* 2 nya.
P : Ok. Masih bingung gak sama*generic structure* nya teks *recount*?
S : Udah enggak mbak.

Interview Transcript 17

Hari, tanggal   : Sabtu, 17 Mei 2014
Jam   : 12.45 WIB
Tempat   : Kelas VIII D
Responden   : Ely Windi Widiyawati (Siswa)
P   : Peneliti
S   : Siswa

P   : Masih kesulitan gak tadi nulisnya?
S   : Udah paham mbak, dijelasin sama mbak jadi ngerti. Hehe
P   : Kalau bikin ceritanya masih bingung gak? Sama *verb* 2 nya masih
            bingung gak?
S   : Kadang masih sih mbak, kalau pas dijelasin itu bisa mbak tapi kalau pas
            nulis kadang lupa. Hehe

Interview Transcript 17

Hari, tanggal   : Sabtu, 17 Mei 2014
Jam   : 13.00 WIB
Tempat   : Depan kelas VIII D
Responden   : (Kolaborator)
P   : Peneliti
K   : Kolaborator

P   : Gimana tulisannya anak-anak sekarang?
K   : Uda lebih bagus lah. Kalau picture seriesnya membantu banget buat kasih
            mereka ide buat nulis.
P   : Terus *attitude* mereka selama di kelas sekarang gimana?
K   : Bagus jugako. Mereka jadi lebih aktif buat nanya.Terus mereka juga uda
            puya kesadaran begitu selesai nulis langsung manggil kamu buat dikoreksi.
P   : Oh gitu ya. Ok makasih ya. Hehe
K   : Ok.

Interview Transcript 18

Hari, tanggal   : Senin, 19 Mei 2014
Jam   : 09.00 WIB
Tempat   : Ruang Guru
Responden   : Rohmeni Yustiningsih, S.Pd (GBI)
P   : Peneliti
G   : Guru

P   : Menurut ibu setelah melihat hasil siswa di *cycle* ini, apakah siswa sudah
            mengalami peningkatan setelah menggunakan picture series?
G   : Iya dari hasilnya sih bisa dilihat kalau siswa sudah mengalami
            peningkatan.
P   : Menurut ibu, apakah saya masih perlu perbaikan?

G   : Menurut saya ini sudah cukup mbak, khan kita sudah melihat kalau siswa
        sudah mengalami peningkatan dari yang sebelumnya.
P   : Menurut ibu, apakah picture series berguna sebagai media dalam
mengajar writing?
G   : Iya mbak. Itu ada gunanya.Jadi siswa bisa terbantu dalam membuat
        gagasan cerita berdasarkan gambar.
P   : Baik bu kalau begitu.

Interview Transcript 19
Hari, tanggal   : Sabtu, 24 Mei 2014
Jam   : 11.25 WIB
Tempat   : Kelas VIII D
Responden   : Dina Saputri (Siswa)
P   : Peneliti
S   : Siswa

P   : Gimana masih kesulitan gak nulis teks *recount* nya?
S   : Uda gak terlalu mbak. Bisa mbak tadi.
P   : Kalau dibandingkan dulu pas waktu nulis gak dikasih gambar itu
        mending mana?
S   : Mending sekarang mbak. Uda bisa nulis mbak sekarang.
P   : Uda bisa bayangin kira-kira mau nulis apa gitu ya?
S   : Iya mbak jadi bisa bayangin ceritanya mbak.
P   : Terus enakkan pakek gambar kayak kemarin atau enggak?
S   : Lebih enak kalau pakek gambar lah mbak.

Observation Sheet

Date   : April 17th, 2014
Meeting   : Cycle I, meeting I
Observer   : Intan Wahyu Saputri

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Yes	No	Comment
A.	**Pre-teaching**			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher's greeting and tell about their condition.	√		
	3. The teacher leads a prayer.		√	
	4. The teacher reviews the previous materials.	√		
	5. The teacher introduces the new topic to the students.	√		
	6. The teacher tells the objective of the teaching and learning process.	√		
B.	**Whilst-teaching**			
	1. The students are ready to learn the materials.	√		
	2. The teacher distributes handout/worksheet.	√		
	3. The teacher and the students discuss the language features and generic structure of a recount text.	√		
	4. The teacher gives the model of past tense.	√		
	5. The teacher checks the students' understanding.	√		
	6. Student asks to match the pictures with the jumbled sentences.	√		
	7. The teacher gives chances to the students to ask questions.	√		
	8. The students deliver the questions to the teacher.	√		
	9. The teacher asks the students to make a sentence based on the picture.	√		Students have a difficulty in this activity because they confused to change the verb form.
	10. The teacher guides the students in every stage doing the tasks.	√		

		√		
	11. The lesson is smooth, sequenced, and logical.	√		
C.	**Post-teaching**			
	1. The teacher summarizes and reflects the lesson.	√		
	2. The teacher previews on the upcoming materials.		√	
	3. The teacher closes the teaching and learning process.	√		
Class Situation				
1.	The students are active during the teaching-learning process.	√		
2.	The students have willingness to use their dictionaries.		√	
3.	The students show enthusiasm during the teaching-learning process	√		
4.	The students like the media: picture series.	√		
5.	Teacher has good time management.	√		
6.	The teacher manages the class well.	√		
7.	The teacher's instructions are clear.	√		

Observation Sheet

Date   : April 19th, 2014
Meeting   : Cycle I, meeting II
Observer   : Intan Wahyu Saputri

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Yes	No	Comment
A.	**Pre-teaching**			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher's greeting and tell about their condition.	√		
	3. The teacher leads a prayer.		√	
	4. The teacher reviews the previous materials.	√		
	5. The teacher introduces the new topic to the students.	√		
	6. The teacher tells the objective of the teaching and learning process.	√		
B.	**Whilst-teaching**			
	1. The students are ready to learn the materials.	√		
	2. The teacher distributes handout/worksheet.	√		
	3. The teacher and the students discuss the language features and generic structure of a recount text.	√		
	4. Students ask to write the correct verb form.	√		
	5. The teacher checks the students' understanding.	√		
	6. Student asks to match a word to the correct meaning.	√		
	7. The teacher gives chances to the students to ask questions.	√		
	8. The students deliver the questions to the teacher.	√		
	9. The teacher asks the students to write a recount text based on the picture series.	√		Time was up. The teacher asked the students to did it at home.
	10. The teacher guides the students in every stage doing the tasks.	√		
	11. The lesson is smooth, sequenced, and logical.	√		
C.	**Post-teaching**			

		√		
	1. The teacher summarizes and reflects the lesson.	√		
	2. The teacher previews on the upcoming materials.		√	
	3. The teacher closes the teaching and learning process.	√		
Class Situation				
8.	The students are active during the teaching-learning process.	√		
9.	The students have willingness to use their dictionaries.	√		
10.	The students show enthusiasm during the teaching-learning process	√		
11.	The students like the media: picture series.	√		
12.	Teacher has good time management.	√		
13.	The teacher manages the class well.	√		
14.	The teacher's instructions are clear.	√		

Observation Sheet

Date : April 26th, 2014

Meeting : Cycle I, meeting III

Observer : Intan Wahyu Saputri

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Yes	No	Comment
A.	**Pre-teaching**			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher's greeting and tell about their condition.	√		
	3. The teacher leads a prayer.		√	
	4. The teacher reviews the previous materials.	√		
	5. The teacher introduces the new topic to the students.	√		
	6. The teacher tells the objective of the teaching and learning process.	√		
B.	**Whilst-teaching**			
	1. The students are ready to learn the materials.	√		
	2. The teacher distributes handout/worksheet.	√		
	3. The teacher and the students discuss the language features and generic structure of a recount text.	√		
	4. Students ask to fill the correct verb form in the blank.	√		
	5. The teacher checks the students' understanding.	√		
	6. Student asks to match a word to the correct meaning.	√		
	7. The teacher gives chances to the students to ask questions.	√		
	8. The students deliver the questions to the teacher.	√		
	9. The teacher asks the students to write a recount text based on the picture series.	√		
	10. The teacher guides the students in every stage doing the tasks.	√		
	11. The lesson is smooth, sequenced, and logical.	√		
C.	**Post-teaching**			

		√		
	1. The teacher summarizes and reflects the lesson.	√		
	2. The teacher previews on the upcoming materials.	√		
	3. The teacher closes the teaching and learning process.	√		
Class Situation				
	1. The students are active during the teaching-learning process.	√		
	2. The students have willingness to use their dictionaries.		√	
	3. The students show enthusiasm during the teaching-learning process	√		
	4. The students like the media: picture series.	√		
	5. Teacher has good time management.	√		
	6. The teacher manages the class well.	√		
	7. The teacher's instructions are clear.	√		

Observation Sheet

Date   : May 15th, 2014
Meeting   : Cycle II, meeting I
Observer   : Amalia Izzati Nur Shabrina

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Yes	No	Comment
A.	**Pre-teaching**			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher's greeting and tell about their condition.	√		
	3. The teacher leads a prayer.		√	
	4. The teacher reviews the previous materials.	√		
	5. The teacher introduces the new topic to the students.	√		
	6. The teacher tells the objective of the teaching and learning process.	√		
B.	**Whilst-teaching**			
	1. The students are ready to learn the materials.	√		
	2. The teacher distributes handout/worksheet.	√		
	3. The teacher and the students discuss the language features and generic structure of a recount text.	√		
	4. Students ask to make groups of five or six.	√		
	5. The teacher checks the students' understanding.	√		
	6. Student asks to make a story based on the pictures.	√		
	7. Students do the discussion with their groups.	√		Students seemed very enthusiastic.
	8. The teacher gives chances to the students to ask questions.	√		
	9. The students deliver the questions to the teacher.	√		
	10. The teacher asks the students to write a sentence based on the pictures.		√	Time was up.
	11. The teacher guides the students in every stage doing the tasks.	√		
	12. The lesson is smooth, sequenced, and logical.	√		
C.	**Post-teaching**			

		√		
	1. The teacher summarizes and reflects the lesson.	√		
	2. The teacher previews on the upcoming materials.		√	
	3. The teacher closes the teaching and learning process.	√		
Class Situation				
	1. The students are active during the teaching-learning process.	√		
	2. The students have willingness to use their dictionaries.	√		
	3. The students show enthusiasm during the teaching-learning process	√		
	4. The students like the media: picture series.	√		
	5. Teacher has good time management.	√		
	6. The teacher manages the class well.	√		
	7. The teacher's instructions are clear.	√		

Observation Sheet

Date   : May 17th, 2014

Date   : May 17th, 2014
Meeting   : Cycle II, meeting II
Observer : Amalia Izzati Nur Shabrina

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Yes	No	Comment
A.	**Pre-teaching**			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher's greeting and tell about their condition.	√		
	3. The teacher leads a prayer.		√	
	4. The teacher reviews the previous materials.	√		
	5. The teacher introduces the new topic to the students.	√		
	6. The teacher tells the objective of the teaching and learning process.	√		
B.	**Whilst-teaching**			
	1. The students are ready to learn the materials.	√		
	2. The teacher distributes handout/worksheet.	√		
	3. The teacher and the students discuss the language features and generic structure of a recount text.	√		
	4. Students ask to outlining based on the picture series..	√		
	5. The students ask to make a story based on the outlining..	√		
	6. Student give feedbackon the students' work.	√		
	7. Students ask to write down a recount text after checking by teacher.	√		
	8. The teacher gives chances to the students to ask questions.	√		
	9. The students deliver the questions to the teacher.	√		
	10. The teacher guides the students in every stage doing the tasks.	√		
	11. The lesson is smooth, sequenced, and logical.	√		
C.	**Post-teaching**			
	1. The teacher summarizes and reflects the lesson.	√		
	2. The teacher previews on the upcoming		√	

		√		
	materials.			
	3. The teacher closes the teaching and learning process.	√		
Class Situation				
	1. The students are active during the teaching-learning process.	√		
	2. The students have willingness to use their dictionaries.	√		
	3. The students show enthusiasm during the teaching-learning process	√		
	4. The students like the media: picture series.	√		
	5. Teacher has good time management.	√		
	6. The teacher manages the class well.	√		
	7. The teacher's instructions are clear.	√		

ATTENDANCE LIST

Class : **VIII D**

Total : **30**

Semester : **2**

No.	Nama	APRIL 2014				MAY 2014		
		12	17	19	26	15	17	24
1	Agnes Seilla Harvina	√	√	√	√	√	√	√
2	Alfin Ramadhan	√	√	√	√	√	√	√
3	Andi Hermawan	√	√	√	√	√	√	√
4	Anita Dwi Septiani	√	√	√	√	√	√	√
5	Bagus Putro Nugroho	√	√	√	√	√	√	√
6	David Ega Putra Santosa	√	√	√	√	√	√	√
7	Defa Agus Wijaksono	√	√	√	√	√	√	√
8	Defta Anggraeni	√	√	√	√	√	√	√
9	Desti Harisa Putri	√	√	√	√	√	√	√
10	Dewi Suci Kusuma Wardani	√	√	√	√	√	√	√
11	Diki Nur Evendi	√	√	√	√	√	√	√
12	Dina Saputri	√	√	√	√	√	√	√
13	Ely Windi Widiyawati	√	√	√	√	√	√	√
14	Feriana Yuliyanto	√	√	√	√	√	√	√
15	Hanif Rustanto	√	√	√	√	√	√	√
16	Harun Alrosyid	√	√	√	√	√	√	√
17	Indah Puspita Sari	√	√	√	√	√	√	√
18	Indratmo	√	√	√	√	√	√	√
19	Kartiko Dwi Cahyo Ismawan	√	√	√	√	√	√	√
20	Nabilla Fahmi Anggraeny	√	√	√	√	√	√	√
21	Nur Wulan Dharu	√	√	√	√	√	√	√
22	Raditya Pratama	√	√	√	√	√	√	√
23	Rahmat Hadi Nurhantara	√	√	√	√	√	√	√
24	Rizky Pratama	√	√	√	√	√	√	√
25	Sindiandesta Pamungkas Putri	√	√	√	√	√	√	√
26	Triyas Nurhayati	√	√	√	√	√	√	√
27	Utoro Dwi Darmasto	√	√	√	√	√	√	√
28	Vania Isnaini Salsabila	√	√	√	√	√	√	√
29	Muhammad Yusuf	√	√	√	√	√	√	√
30	Rizka Nur Rohminah	√	√	√	√	√	√	√

THE FINAL SCORES OF STUDENTS' WRITING IN PRE-TEST

No.	Nama	C	O	V	L U	M	Total Score
1	Agnes Seilla Harvina	20.5	14	11.5	11.5	3.5	61
2	Alfin Ramadhan	16	9	9	8	2	44
3	Andi Hermawan	17.5	10	9.5	9	2.5	39.5
4	Anita Dwi Septiani	20.5	13.5	10	11	3	58
5	Bagus Putro Nugroho	19	13	10.5	11	3	56.5
6	David Ega Putra Santosa	17	10	9.5	8	2.5	47
7	Defa Agus Wijaksono	17	11.5	8.5	10	2.5	49.5
8	Defta Anggraeni	24	14	13.5	14.5	3.5	69.5
9	Desti Harisa Putri	23.5	15	13.5	15	3.5	70.5
10	Dewi Suci Kusuma Wardani	13	9	9	10.5	3.5	45
11	Diki Nur Evendi	13	7	7	5	2	34
12	Dina Saputri	19.5	12	10.5	10.5	3	55.5
13	Ely Windi Widiyawati	20	12	14.5	11	4	61.5
14	Feriana Yuliyanto	16	12.5	10	11	4	53.5
15	Hanif Rustanto	17	10.5	13	11	3	54.5
16	Harun Alrosyid	15.5	9	9	10	3	46.5
17	Indah Puspita Sari	23	13.5	14	15	3.5	69
18	Indratmo	16	9	9	8	2	44
19	Kartiko Dwi Cahyo Ismawan	16	9	9	8	2	44
20	Nabilla Fahmi Anggraeny	23.5	15.5	13.5	13.5	3.5	69.5
21	Nur Wulan Dharu	15	8	8	9	3	43
22	Raditya Pratama	18.5	13.5	11	10.5	3	56.5
23	Rahmat Hadi Nurhantara	17	10	9.5	8	2.5	47
24	Rizky Pratama	19.5	11.5	12.5	11.5	3	58
25	Sindiandesta Pamungkas Putri	13	8.5	8.5	8	3	41
26	Triyas Nurhayati	20.5	13.5	12	14	3.5	63.5
27	Utoro Dwi Darmasto	17.5	13	12.5	13.5	3.5	60
28	Vania Isnaini Salsabila	24	14.5	14	15	4	71.5
29	Muhammad Yusuf	24	11.5	14	11.5	4	65
30	Rizka Nur Rohminah	18.5	12	10	10	3.5	54

THE FINAL SCORES OF STUDENTS' WRITING IN CYCLE 1

No.	Nama	C	O	V	L U	M	Total Score
1	Agnes Seilla Harvina	13	7	7	5	2	34
2	Alfin Ramadhan	15	8.5	9	7	2	41.5
3	Andi Hermawan	17.5	10	9.5	8.5	3	48.5
4	Anita Dwi Septiani	23.5	15.5	12.5	11	3.5	68
5	Bagus Putro Nugroho	19.5	13	12.5	13	3.5	61.5
6	David Ega Putra Santosa	21	11.5	12.5	13	3.5	61.5
7	Defa Agus Wijaksono	19	11	10.5	12	3.5	56
8	Defta Anggraeni	24	15	14	14.5	3.5	71
9	Desti Harisa Putri	24	14.5	13	15	3	69.5
10	Dewi Suci Kusuma Wardani	19.5	11	9.5	11	3.5	54.5
11	Diki Nur Evendi	13	8	8	8	2.5	39.5
12	Dina Saputri	15.5	12.5	11.5	11	3.5	54
13	Ely Windi Widiyawati	23.5	14.5	13	11	4	66
14	Feriana Yuliyanto	19.5	13	12.5	11	3	59
15	Hanif Rustanto	19	12.5	12.5	13	3	60
16	Harun Alrosyid	17,5	11.5	10	11	3	53
17	Indah Puspita Sari	24	14.5	14.5	14	4	71
18	Indratmo	17	10	10	8	2.5	47.5
19	Kartiko Dwi Cahyo Ismawan	18.5	10.5	10	10,5	2.5	52
20	Nabilla Fahmi Anggraeny	23	15.5	14	13	3.5	69
21	Nur Wulan Dharu	16	10	10	10	3	49
22	Raditya Pratama	19.5	13	12.5	13	3.5	61.5
23	Rahmat Hadi Nurhantara	18	13.5	12.5	13	3.5	60.5
24	Rizky Pratama	20	13	11.5	12.5	3	60
25	Sindiandesta Pamungkas Putri	14.5	11.5	10	11	3.5	50.5
26	Triyas Nurhayati	23	17.5	14.5	17.5	4	76.5
27	Utoro Dwi Darmasto	19	14	12.5	13	3.5	62
28	Vania Isnaini Salsabila	24.5	15	14	15	3.5	72
29	Muhammad Yusuf	15.5	17.5	15	17	4	69
30	Rizka Nur Rohminah	19	13.5	10.5	10	3.5	56.5

THE FINAL SCORES OF STUDENTS' WRITING IN CYCLE 2

No.	Nama	C	O	V	L U	M	Total Score
1	Agnes Seilla Harvina	19.5	14	12.5	11	3	57.3
2	Alfin Ramadhan	16	12	11.5	10	2.5	52.5
3	Andi Hermawan	18	12	11.5	10	3	54.5
4	Anita Dwi Septiani	25	11.5	16	16	3.5	72
5	Bagus Putro Nugroho	20	15	12.5	11.5	3.5	62.5
6	David Ega Putra Santosa	22.5	12	11.5	11.5	3.5	61
7	Defa Agus Wijaksono	21	15	12.5	11,5	3.5	63.5
8	Defta Anggraeni	20	12.5	11.5	12	4	60
9	Desti Harisa Putri	24	14.5	14	15	4	71.5
10	Dewi Suci Kusuma Wardani	19.5	15	12.5	11.5	3.5	62
11	Diki Nur Evendi	24	12	11	11.5	3.5	62
12	Dina Saputri	21.5	14.5	12.5	11.5	3.5	63.5
13	Ely Windi Widiyawati	23,5	15	12.5	11.5	3.5	66
14	Feriana Yuliyanto	21	14.5	12.5	11.5	3.5	63
15	Hanif Rustanto	20	14.5	12.5	12	4	63
16	Harun Alrosyid	19.5	14.5	12.5	11.5	3.5	61.5
17	Indah Puspita Sari	22.5	14.5	14	15	4	70
18	Indratmo	18	11.5	11.5	10	3	54
19	Kartiko Dwi Cahyo Ismawan	20.5	15	12.5	11.5	3	62.5
20	Nabilla Fahmi Anggraeny	26	18	17.5	18.5	3.5	83.5
21	Nur Wulan Dharu	18.5	11.5	11	11.5	3.5	56
22	Raditya Pratama	22	15	14	12	3	66
23	Rahmat Hadi Nurhantara	20.5	15	12.5	13	3.5	64.5
24	Rizky Pratama	20	12	12	13	3.5	60.5
25	Sindiandesta Pamungkas Putri	20.5	15	12.5	11.5	4	63.5
26	Triyas Nurhayati	24	17	17	17	4	79
27	Utoro Dwi Darmasto	20	10	12.5	11.5	3.5	57.5
28	Vania Isnaini Salsabila	25.5	18	15	17.5	4	80
29	Muhammad Yusuf	25	18	15	17	4	79
30	Rizka Nur Rohminah	18	14	11	11	3.5	57.5

THE FINAL SCORES OF STUDENTS' WRITING IN POST-TEST

No.	Nama	C	O	V	L U	M	Total Score
1	Agnes Seilla Harvina	24	17.5	17.5	19.5	4	82.5
2	Alfin Ramadhan	16	12.5	13	10	3	54.5
3	Andi Hermawan	18.5	12.5	11.5	10	3	55.5
4	Anita Dwi Septiani	27.5	18	18	18.5	4	86
5	Bagus Putro Nugroho	21	13	11.5	11	3.5	60
6	David Ega Putra Santosa	20.5	12.5	12.5	12	3.5	48.5
7	Defa Agus Wijaksono	21	13	11.5	11	3.5	60
8	Defta Anggraeni	24.5	15.5	14.5	15	4	73.5
9	Desti Harisa Putri	25	16.5	16	16	4	77.5
10	Dewi Suci Kusuma Wardani	19.5	12	11.5	11	3.5	57.5
11	Diki Nur Evendi	14	11	10.5	12	3.5	51
12	Dina Saputri	23	16	14.5	15	3.5	72
13	Ely Windi Widiyawati	24.5	15.5	14.5	10.5	3.5	68.5
14	Feriana Yuliyanto	20.5	14.5	12.5	11.5	4	63
15	Hanif Rustanto	25	13.5	12.5	12	4	67
16	Harun Alrosyid	21	13.5	13.5	14	3.5	65.5
17	Indah Puspita Sari	23.5	11.5	11.5	20	4	70.5
18	Indratmo	18	13	13	12	3	59
19	Kartiko Dwi Cahyo Ismawan	19.5	13	11.5	12.5	4	60.5
20	Nabilla Fahmi Anggraeny	27	19	18	19	4	87
21	Nur Wulan Dharu	20.5	12.5	11	11.5	4	59.5
22	Raditya Pratama	21.5	14.5	13	12	3.5	64.5
23	Rahmat Hadi Nurhantara	22	14	11.5	14	4	65.5
24	Rizky Pratama	21	12.5	11	12	3.5	60
25	Sindiandesta Pamungkas Putri	20.5	14.5	12.5	11.5	4	63
26	Triyas Nurhayati	20.5	17.5	17.5	17.5	4	77
27	Utoro Dwi Darmasto	19.5	13.5	11.5	12.5	3.5	60.5
28	Vania Isnaini Salsabila	26	18	17	18	4	83
29	Muhammad Yusuf	26	19	18.5	19	4	86.5
30	Rizka Nur Rohminah	21	14.5	11.5	11	3.5	61.5

Nabilla Fahmi. A.
VIII D

Do you have an unforgettable experience when you spent your holidays? Write down a story about your holiday in the box below.

My Vacation

On sunday, I and my sister went to Malioboro. I go to the malioboro at eight o'clock In the morning. I and my sister go to Halte buss to wait buss Trans Jogja come. I wait the buss so long. I I so bored. Buss trans Jogja come, I up the buss, In the buss, I saw children a cry, because he is can't a chair. I don't care I left the Malioboro ten o'clock In the morning. I walked malioboro. I saw Tourism buy batik. I and my sister so hungry, I went to Macdonal to buy food and drink. After, I walked to Benteng Vredeburg. In the benteng Vredeburg, I photos to keep event, I go to home I so happy and enjoy :)

Sekian Terimakasih !!

Students' Work in the Pre-test

Nabino

TASK 2

Write a story based on the picture of series below.

My Activity

At 5 A.M I'm get up. After that I clean my room, I go to Bathroom to teeth brush. My teeth clean, I Prepare my things they I take to beach. My grandmother take me out in front of my home. Grandmother and I went to beach.

Students' Work in Cycle 1

Nabilla Fahmi A.
VIII D

The series of pictures below tell you about the past experience. Make a story based on the picture series below.

Escape From School

At break time, Vino and friends met together. They are planned something. Vino and friends want to played football in the field. When the bell rang, Vino and friends ran went to gate. When be arrived in front of gate. He saw some box around gate. Vino have idea, he constructed the box.

After that, Vino climb the box. In the up, he jumped from the gate. What happend? Her bag hanged in the gate. Vino confused and he don't know what he should did. He hope his friend came to help but anyone could help. He shock and finally he was crying.

Students' Work in Cycle 2

24' Nobillo F. A
VIII D

Make a story about your unforgettable experience in the past.

My vacation

Hi guys. I'm going to tell you about my vacation. Last Sunday, morning - My Family and I went to ~~the Par~~ Parangtritis beach. We went there by car. We left th beach at nine o'clock in the morning It took two hours to reach the beach. When we arrived at the beach there were a already many people there. Some of them played with water, swam, and others mostly, children built a sand castles.

Then, wh Joined them playing with water and sand. We enjoyed our holiday.

Students' Work in the Post-test

COURSE GRID

Nama Sekolah   : SMP MUHAMMADIYAH 2 KALASAN

Mata Pelajara   : Bahasa Inggris

Kelas/Semester   : VIII/2

Alokasi Waktu   : 6 x 40 menit (Cycle I, 3pertemuan)

Skill   : Writing

Jenis Teks   : Recount

Standard Kompetensi   :

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Basic Competence   :

12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

Tujuan Pembelajaran	Indikator	Kegiatan Belajar-Mengajar	Materi Pembelajaran	Picture Series	Penilaian			Alokasi Waktu	Sumber
					Teknik	Instrument	ContohInstrument		
• Pada akhir pembelajaran, siswa diharapkan mampu menulis teks *recount* berdasarkan *picture series*.	• Mengidentifikasi *social function* daei teks *recount*. • Mengidentifikasi *generic structure* dan *language feature* dari teks *recount*. • Menulis	**1. Pertemuan pertama** Presentation ●Guru memberikan pertanyaan sebagai *lead-in* kepada siswa. ●Guru mengenalkan contoh teks *recount* kepada siswa dengan judul "My Great	• **Recount Text** **My Great Day** *Hi! I am Sam. I have something to tell you about my day last week. It was very interesting and I enjoyed it.* *I remembered that I woke up at half past seven. Then, I got dressed and ate breakfast at eight o'clock. After that, I went to school at*	• Picture series berjudul "My Terrible Experience"	Test tertulis	Menulis teks *recount* berdasarkan *picture series* yang diberikan.	Terlampir	6x40 menit	1. Anderson, Mark and Anderson, Kathy. 1997. *Text Types in English 2.* South Yara: MacMillan Education Australia PTY LTD. 2. Priyana, Joko, et al.2008. *Scafolding*

	teks *recount* berdasarkan *picture series*.	Day” • Siswa dengan arahan dari guru mengidentifi kasi *generic structure* dan *language feature* dari teks tersebut. Practice • Siswa diminta untuk menjodohkan gambar dengan kalimat yang	*quarter to nine. The lesson was very interesting because we learned about music. School finished at half past three. I went to home with my friend Jeremy. We talked all the things along the street. Suddenly, I arrived at my home. Then, I said goodbye to Jeremy. In the afternoon, I did my home work. After that, Jeremy and I played football in the field. Before*					*English for Junior High School.* Depdiknas. Jakarta. 3. Wadiman, Artono, et al.2008. *Englishin Focus 2: Grade VIII for Junior High School.* Depdiknas. Jakarta. 4. Widiati, Utami, et al. 2008.

| | | telah di susun acak. • Siswa secara berpasangan diminta untuk mengidentifi kasi *language feature* dari teks yang diberikan. Production • Siswa dimimta untuk menyusun kalimat acak sesuai | *dinner, I watched my favorite program on TV. My mother and I had dinner at half past eight. Next, I played computer games until bedtime. Finally, I brushed my teeth and went to bed because I was sleepy. I had a very nice day and I was happy.* • **Vocabulary related to the text** - mask | | | | | | | *Contextual Teaching and Learning English.* Depdiknas. Jakarta. 5. http://www.englishexercise.org 6. http://komuniti.iluvislam.com |

		dengan gambar secara mandiri. • Siswa membuat sebuah kalimat berdasarkan gambar yang diberikan. **2. Pertemuan kedua** <u>Presentation</u> • Siswa mempelajari contoh teks *recount* yang berjudul "My	- jumped out - looked in - lying prone - scared • **Function of recount text** Recount text is a text that retells past events. The purpose is to provide the audience with a description of what occurred and when it occurred. • **Generic Structures of recount text**						

		Grandpa's Birthday" • Siswa diminta untuk membaca dan mengidentifi kasi *generic structure* dan *language feature* dari teks tersebut. Practice • Siswa diminta mengubah *verb* dengan benar dalam	**a. Orientation** Pada tahap ini penulis menceritakan siapa, apa, kapan dan dimana kejadian itu terjadi. **b. Events** Pada tahap ini penulis menceritakan runtutan peristiwa yang telah dialami. **c. Reorientation** Paragraph ini adalah akhir dari cerita, terkadang juga mengandung pendapat dari penulis.						

		sebuah teks recount. • Siswa diminta untuk menjodohkan kata dengan arti kata dengan benar. Production • Guru meminta siswa untuk menulis sebuah teks *recount* berdasarkan gambar yang	• **Language features of recount text** a. Menggunakan *simple past tense* untuk menceritakan kejadian yang telah dialami: **Formula: S+V2** Contoh: I <u>woke up</u> at half past seven. I <u>played</u> computer games until bedtime. b. Adverbs of time dalam bentuk the simple past						

		telah diberikan secara mandiri. **3. Pertemuan ketiga** <u>Presentation</u> • Guru memberikan contoh teks *recount* berjudul "Amazing Experience" • Siswa bersama guru mengidentifi kasi *generic structure,*	tense: *Yesterday...* *Last Week...* *Last Friday...* *Last month* *... ago* c. Words showing order first, next, then, after that, afterwards, meanwhile.						

		language feature, dan *social function* dari teks tersebut. Practice • Siswa diminta untuk melengkapi sebuah cerita dengan *verb form*yang benar. • Guru bersama siswa membahas latihan yang							

		telah siswa kerjakan. Production • Siswa menulis sebuah teks *recount* menggunaka n *picture series*.							

COURSE GRID

Nama Sekolah   : SMP MUHAMMADIYAH 2 KALASAN

Mata Pelajara   : Bahasa Inggris

Kelas/Semester   : VIII/2

Alokasi Waktu   : 4 x 40 menit (Cycle II, 2pertemuan)

Skill   : Writing

Jenis Teks   : Recount

Standard Kompetensi   :

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Basic Competence   :

12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

Tujuan Pembelajaran	Indikator	Kegiatan Belajar-Mengajar	Materi Pembelajaran	Picture Series	Penilaian			Alokasi Waktu	Sumber
					Teknik	Instrument	ContohInstrument		
• Pada akhir pembelajaran, siswa diharapkan mampu menulis teks *recount* berdasarkan *picture series*.	• Mengidentifikasi *social function* daei teks *recount*. • Mengidentifikasi *generic structure* dan *language feature* dari teks *recount*. • Menulis teks	**4. Pertemuan pertama** <u>Presentation</u> • Guru memberikan pertanyaan sebagai *lead-in* kepada siswa. • Guru mengenalkan contoh teks *recount* kepada siswa dengan judul "Unforgettable	• **Recount Text** **Unforgettable Experience** *On Sunday, May 14th, 2006, I went to "Taman Mini Indonesia Indah" by bus. We saw many kinds of traditional houses of Indonesian and their cultures.After we had some observations,we gethered to*	• Picture series berjudul "Midnight Snack" • Picture series berjudul "your school is the gate to your future"	Test tertulis	Menulis teks *recount* berdasarkan *picture series* yang diberikan.	Terlampir	4x40 menit	7. Anderson, Mark and Anderson, Kathy. 1997. *Text Types in English 2.* South Yara: MacMillan Education Australia PTY LTD. 8. http://www.youtube.com/watch?v=q_ijQNj

	recount berdasarkan *picture series*.	Experience" • Siswa dengan arahan dari guru mengidentifi kasi *generic structure* dan *language feature* dari teks tersebut. Practice • Guru meminta siswa untuk membentuk 6 kelompok, satu kelompok	*discuss our observation result led by our teacher.In the afternoon we returned to our school, and then I went home happily.* • **Generic Structures of recount text** **d. Orientation** Pada tahap ini penulis menceritakan siapa, apa, kapan dan dimana kejadian itu terjadi. **e. Events**					QZ1o 9. http://ww w.youtube. com/watch ?v=WXk3D boODOc

| | | terdiri dari 4-5 siswa.

• Guru menempelka n gambar berurutan di papan tulis dengan judul "Midnight Snack".

• Guru menjelaskan peraturan permainan.

• Siswa secara berkelompok berdiskusi untuk | Pada tahap ini penulis menceritakan runtutan peristiwa yang telah dialami.

f. Reorientation Paragraph ini adalah akhir dari cerita, terkadang juga mengandung pendapat dari penulis.

• **Language features of recount text**
d. Menggunakan *simple past tense* untuk menceritakan kejadian yang telah dialami: | | | | | | |

		membuat cerita sesuai gambar yang didapatkan pada masing-masing kelompok, kemudian menuliskan cerita tersebut. <u>Production</u> • Siswa membuat sebuah kalimat berdasarkan gambar yang diberikan.	**Formula: S+V2** Contoh: I <u>went to</u> "Taman Mini Indonesia Indah" by bus. We<u>saw</u> many kinds of traditional houses of Indonesian and their cultures. e. Adverbs of time dalam bentuk the simple past tense: *Yesterday...* *Last Week...* *Last Friday...* *Last month*						

		5. **Pertemuan kedua**	... *ago*						
		Presentation	f. Words showing order first, next, then, after that, afterwards, meanwhile.						
		• Siswa mempelajari contoh teks *recount* yang berjudul "My Holiday"							
		• Siswa diminta untuk membaca, melengkapi dan mengidentifi kasi *generic structure* dan *language*							

		features dari teks tersebut. <u>Practice</u> • Siswa diminta untuk outlining gagasan cerita berdasarkan runtutan gambar yang diberikan. • Siswa diminta untuk menuliskan cerita berdasarkan						

		hasil *outlining*. Production • Guru memberikan *feedback* pada cerita yang telah dibuat oleh siswa. • Siswa menuliskan kembali cerita berdasarkan *feedback* yang telah diberikan							

		oleh guru.							

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	**:**	**SMP MUHAMMADIYAH 2 KALASAN**
Kelas	**:**	**VIII D**
Semester	**:**	**II**
Mata Pelajaran	**:**	**Bahasa Inggris**
Jenis Teks	**:**	***Recount***
Keterampilan	**:**	**Menulis (*Writing*)**
Alokasi Waktu	**:**	**6 x 40 menit (3 kali pertemuan)**

A. STANDAR KOMPETENSI

12.1 Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. KOMPETENSI DASAR

12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

C. INDIKATOR

1. Mengidentifikasi *social function* dari teks *recount*.
2. Mengidentifikasi *generic structure* dan *language feature* dari teks *recount*.
3. Menulis teks *recount* berdasarkan *picture series*.

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa diharapkan mampu menulis teks *recount* berdasarkan *picture series*.

E. LEARNING MATERIALS

- Recount texts

  "My Great Day" (Attachment 1)

  "My Grandpa's Birthday" (Attachment 2)

  "Amazing Experience" (Attachment 8)

- Generic structure

  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.

  a. Orientation : It tells who was involved, what happened, where the events took places, and when it happened.

  b. Sequence of events : It tellswhat happenend and in what sequence.

  c. Reorientation : itconsists of optional-closure of events/ending.

- Language features of recount text

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

  S + Verb 2

  For example:

  a. I *woke up* at half past seven.

  b. I *played* computer games until bedtime.

- Adverb Time

- Yesterday
- Last week
- Last Friday
- Last month
- ..... ago

- Words Showing order

One of the language features of recount is the use of words that show the order in which the events in the text happened.

❖ First   ❖ After that

❖ Next   ❖ Afterwards

❖ Then   ❖ Meanwhile

F. TEACHING METHOD

PPP (Presentaion, Practice, Production)

G. TEACHING LEARNING PROCESS

Pembuka

No	Aspek	Teacher's sentence
1	Salam	"Good morning, everyone. How are you all today?"
2	Berdoa	"Before we start our lesson today, let say a prayer shall we... amien"
3	Mengecek presensi kehadiran	"Ok, I have to check attandence, so.. is anybody absent?"
4	Mendiskusikan tujuan dan kegiatan pembelajaran	"Today we are going to learn about the text which is tell us the events that was

		happened. We are going to learn the generic structure and write a text".

Pertemuan Pertama

Kegiatan Inti

Presentation

1) Guru memberikan pertanyaan sebagai lead-in kepada siswa.
2) Guru mengenalkan contoh teks *recount* kepada siswa. *(attachment 1)*
3) Siswa dengan arahan dari guru mengidentifikasi *generic structure* dari teks tersebut.
4) Siswa mengidentifikasi *language feature* teks tersebut bersama dengan guru.

Practice

1) Siswa diminta untuk menjodohkan gambar dengan kalimat yang telah disusun acak secara berpasangan.*(attachment 2)*
2) Siswa diminta untuk mengidentifikasi*language feature* dari teks yang diberikan secara berpasangan.

Production

1) Siswa diminta untuk menyusun kalimat acak sesuai dengan gambar secara mandiri.*(attachment 3)*
2) Siswa membuat sebuah kalimat berdasarkan gambar yang diberikan.

Pertemuan Kedua

Kegiatan Inti

Presentation

1) Siswa mempelajari contoh teks *recount*. (attachment 4)
2) Siswa diminta untuk membaca dan mengidentifikasi *generic structure* dan *language feature*dari teks tersebut.

Practice

1) Siswadimintamengubah*verb* yang sesuaidalamteks*recount* yang diberikanoleh guru. (attachment 5)
2) Siswa diminta untuk menjodohkan kata dengan arti kata dengan benar.
3) Siswa secara berpasangan menulis sebuah paragraph berdasarkan runtutan gambar. (attachment 6)

Production

1) Siswa diminta untuk menulis teks *recount* berdasarkan gambar yang telah diberikan oleh guru secara mandiri. (attachment 7)

Pertemuan Ketiga

Kegiatan Inti

Presentation

1) Guru memberikan contoh teks *recount*. (attachment 8)
2) Siswa diminta untuk mengidentifikasi *generic structure*, *language feature* dan *social function* dari teks tersebut.

Practice

1) Siswa diminta untuk melengkapi sebuah cerita dengan *verb form* yang benar. (attachment 9)

2) Guru bersama siswa membahas latihan yang telah siswa kerjakan.

Production

1) Siswa diminta untuk menulis sebuah teks *recount* berdasarkan urutan gambar yang telah diberikan. (attachment 10)

Penutup

No	Aspek	Teacher's sentence
1	Summarizing	"So, what have we learned today?"
2	Merefleksi kegiatan pembelajaran	"You did a great job today, any difficulties?"
3	Berdoa	"let's say a prayer shall we.. amien"

H. LEARNING RESOURCES

- Buku :

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I. RUBRIK PENILAIAN

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Adapted from: Jacob, 1981

Guru Mata Pelajaran   Researcher

RohmeniYustiningsih, S.Pd   IntanWahyuSaputri
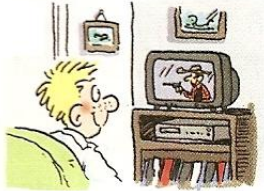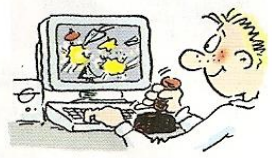
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Attachment 1

Read the following recount text about "My holliday" carefully.

My Great Day
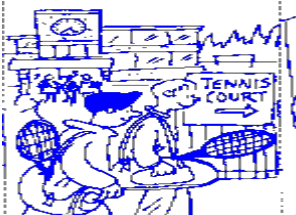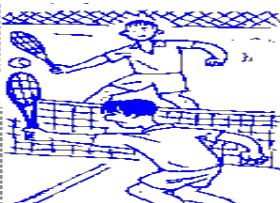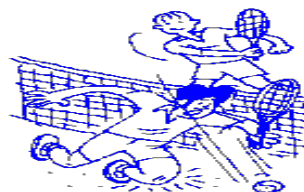
	Hi! I am Sam. I have something to tell you about my day **last week**. It was very interesting and I *enjoyed* it.	**Orientation**
	I remembered that I *woke up* at half past seven. Then, I got *dressed* and *ate* breakfast at eight o'clock. After that, I *went* to school at quarter to nine. The lesson *was* very interesting because we *learned* about music. School finished at half past three. I *went* to home with my friend Jeremy. We *talked* all the things along the street. Suddenly, I *arrived* at my home. Then, I *said* goodbye to Jeremy.	**Event 1**
	In the afternoon, I *did* my home work. After that, Jeremy and I *played* football in the field.	

		Event 2
  	Before dinner, I *watched* my favorite program on TV. My mother and I *had* dinner at half past eight. Next, I *played* computer games until bedtime. <mark>Finally</mark>, I *brushed* my teeth and *went* to bed because I *was* sleepy.	Event 3
	I *had* a very nice day and I *was* happy.	Reorientation

Attachment 2

A. **Matching the appropriate pictureswith the sentences below then rewrite it in the box.**

1	
2	
3	
4	
5	
6	

When we was playing tennis, I got an accident. I fell down andbroke my knee.

My friend took me immediately to hospital.

Last Friday, I woke up at eight o'clock.

Finally, all my friends bought me many presents and I was happy.

Next, the match is started under the beautiful sun shine.

I had an agenda with my friend to play tennis. Then, we went to tennis court.

Rewrite the correct order from the story above in the box below.

B. In pairs, find "the verb 2" in the text above and change it into "verb 1" then find the meaning in your dictionary.

No	Verb 2	Verb 1	Meaning
1	woke	wake	terjaga, bangun
2			
3			
4			
5			
6			
7			
8			

Attachment 3

A. Arrange the jumbled sentences into right order based on the pictures.
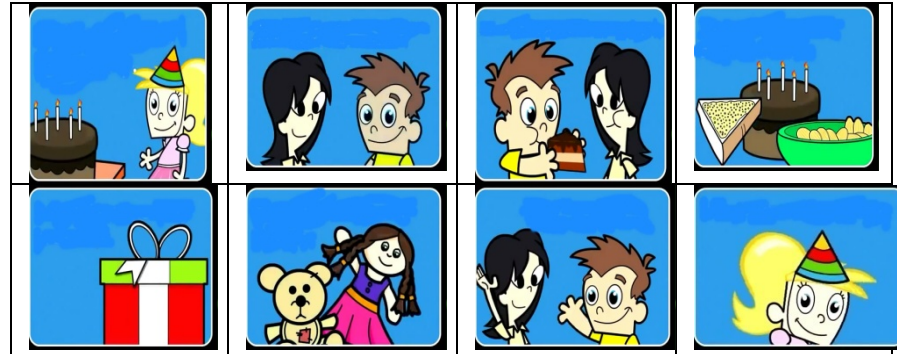
a. Later, I opened my present. I lots of great things.
b. All my friends came to my house and we played lots of game.
c. I had fun at my party.
d. On the weekend i had party. It was my birthday party.
e. After game we ate lunch. We had fairy bread, chips and cake.
f. After game we ate lunch. We had fairy bread, chips and cake.

Write in this place

B. Make a sentence in each pictures using simple past tense.

Example:

play the piano

I played the piano yesterday.

What did you do yesterday?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Attachment 4

My Grandpa's Birthday

It was my grandpa's birthday last Sunday. On Friday, my sister and I went shopping at the mall. We bought a nice shirt. Then, we wrapped it in a blue paper. Blue is my grandpa's favourite colour.

On Saturday morning, my brother and I helped my sister making a birthday cake in
The kitchen. It was a big and beautiful birthday cake. I wrote 'Happy Birthday' on it. After that, we put some chocolate and a candle on the top of the cake.

On Sunday evening, my uncle and my aunt came to my house. They brought several bottles of soft-drink, and flowers for grandpa. Then, we sat together in the living room. Finally, grandpa blew the candle and cut the cake while we were singing a 'Happy Birthday' song for him. After giving each of us a piece of cake, he opened the present. He told us that he liked the present, and he was very happy.

Attachment 5

A. In the following exercise you will learn Andi's first experience travelling by plane. Change the verbs in brackets into the correct form.
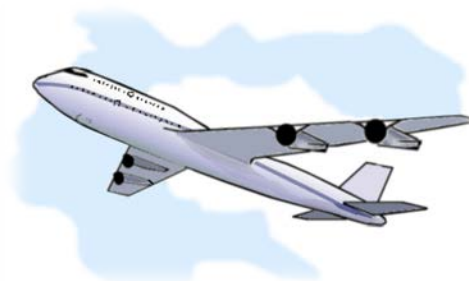
Andi First Experience Travelling by Plane
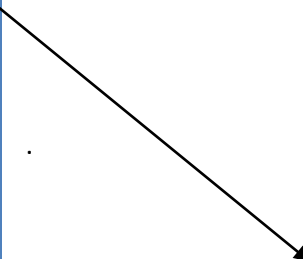
Andi (1. be) on a plane. It (2. be) the first time for him. A stewardess always (3.help) him.And she also (4. give) him food, drink, snack and candies. He (5. think),"How kind she is!" Then he (6.hear) an announcement, "Goodmorning ladies and gentlemen.This flight is led by Captain Ferda.It will fly at an altitude of 28.000feet. Well, ladies and gentlemenhave a pleasant flight." Andi (7.be) so excited that he (8. shut) hiseyes to (9. look) outside at theclouds. "Wow, I am flying now." He (10. think),"What an excitingexperience!"

Your answer sheet:

1. ------------------------
2. ------------------------
3. ------------------------
4. ------------------------
5. ------------------------
6. ------------------------
7. ------------------------
8. ------------------------
9. ------------------------
10. ------------------------

B. Match the following words with their meanings based on the story above. Number one is the example.

Words
1. Stewardess
2. Kind
3. Hear
4. Announcement
5. Flight
6. Led
7. Altitude
8. Pleasant
9. Excited
10. Clouds

Meanings
a. Penerbangan
b. Mendengar
c. Awan, mega, mendung
d. Memimpin, diarahkan, dikendalikan
e. Pramugari
f. Macam, Jenis
g. Menyenangkan
h. Gembira
i. Pengumuman, pemberitahuan
j. Ketinggian

Attachment 6

In pairs, make a paragraph of recount text based on the pictures below.
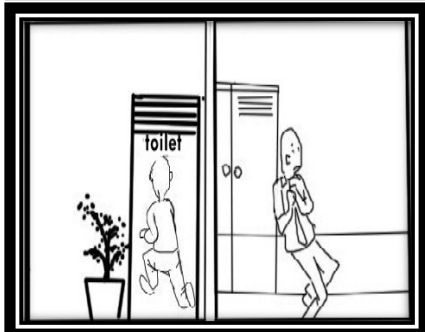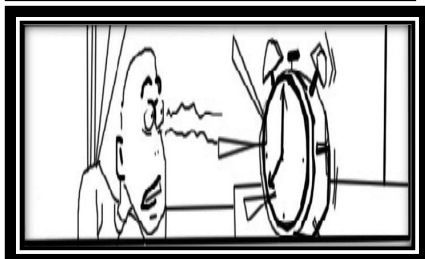
Lost Time

....

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Attachment 7

Write a story based on the pictures below.

My Terrible Experience

160
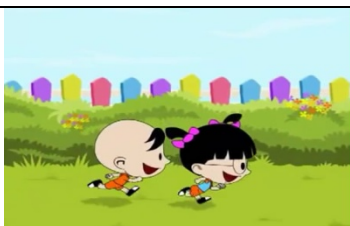
Attachment 8
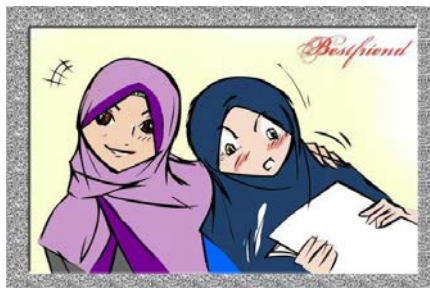
Amazing Experience

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.

Attachment 9

Complete the following recount text with the correct forms of the verbs in the box.

stopped	fell	came	felt	listened	helped

One day Sandra Dewi (1) .... sick in the middle of the English lesson. All the students did reading tasks. Suddenly Sandra Dewi vomited. All other students (2) .... writing. Mrs. Lidia (3) .... her immediately. The chairman of the class sent for the school's doctor. In five minutes the doctor (4) .... He examined her carefully. He examined her eyes. He (5) .... her stomach. He (6) .... to her heart beat. He measured her blood pressure.

Attachment 10

Write a story based on the picture of series below.

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	:	**SMP MUHAMMADIYAH 2 KALASAN**
Kelas	:	**VIII D**
Semester	:	**II**
Mata Pelajaran	:	**Bahasa Inggris**
Jenis Teks	:	***Recount***
Keterampilan	:	**Menulis (*Writing*)**
Alokasi Waktu	:	**4 x 40 menit (2 kali pertemuan)**

A. STANDAR KOMPETENSI

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

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12.1 Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

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2. Mengidentifikasi *generic structure* dan *language features* dari teks *recount*.
3. Menulis teks *recount* berdasarkan *picture series*.

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa diharapkan mampu menulis teks *recount* berdasarkan *picture series*.

E. LEARNING MATERIALS

- Recount texts

  "Unforgettable Experience" (Attachment 1)

  "My Holiday" (Attachment 4)

- Generic structure

  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.

  d. Orientation : It tells who was involved, what happened, where the events took places, and when it happened.

  e. Sequence of events : It tells what happenend and in what sequence.

  f. Reorientation : itconsists of optional-closure ofevents/ending.

- Language features of recount text

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

  <div style="border:2px solid blue; text-align:center; padding:8px; width:200px">

  S + Verb 2

  </div>

  For example:

  c. I *went to*"Taman Mini Indonesia Indah" by bus.

  d. We *saw* many kinds of traditional houses of Indonesian and their cultures.

- Adverb Time

> - Yesterday
>
> - Last week
>
> - Last Friday
>
> - Last month
>
> - ..... ago

- Words Showing order

One of the language features of recount is the use of words that show the order in which the events in the text happened.

❖ First	❖ After that
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No	Aspek	Teacher's sentence
1	Salam	"Good morning, everyone. How are you all today?"
2	Berdoa	"Before we start our lesson today, let say a prayer shall we... amien"
3	Mengecek presensi kehadiran	"Ok, I have to check attandence, so.. is anybody absent?"
4	Mendiskusikan tujuan dan kegiatan pembelajaran	"Today we are going to learn about the text which is tell us the events that was

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Pertemuan Pertama

Kegiatan Inti

Presentation

5) Guru memberikan pertanyaan sebagai lead-in kepada siswa.
6) Guru mengenalkan contoh teks *recount* kepada siswa. *(attachment 1)*
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8) Siswa mengidentifikasi *language features* teks tersebut bersama dengan guru.

Practice

3) Guru meminta siswa untuk membentuk 6 kelompok, satu kelompok terdiri dari 4-5 siswa.
4) Guru menempelkan gambar berurutan di papan tulis.*(attachment 2)*
5) Guru menjelaskan peraturan permainan.
6) Siswa secara berkelompok berdiskusi untuk membuat cerita sesuai gambar yang didapatkan pada masing-masing kelompok, kemudian menuliskan cerita tersebut.

Production

3) Siswa diminta untuk membuat kalimat sesuai dengan gambar yang diberikan oleh guru. *(attachment 3)*
4) Siswa membuat sebuah kalimat berdasarkan gambar yang diberikan.

> **Pertemuan Kedua**

Kegiatan Inti

Presentation

3) Siswa mempelajari contoh teks *recount*. *(attachment 4)*

4) Siswa diminta untuk membaca, melengkapi dan mengidentifikasi *generic structure* dan *language features* dari teks tersebut.

Practice

4) Siswa diminta untuk outlining gagasan cerita berdasarkan runtutan gambar yang diberikan.*(attachment 5)*

5) Siswa diminta untuk menuliskan cerita berdasarkan hasil *outlining*.

Production

2) Guru memberikan *feedback* pada cerita yang telah dibuat oleh siswa.

3) Siswa menuliskan kembali cerita berdasarkan *feedback* yang telah diberikan oleh guru.

Penutup

No	Aspek	Teacher's sentence
1	Summarizing	"So, what have we learned today?"
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Guru Mata Pelajaran   Researcher

Rohmeni Yustiningsih, S.Pd   Intan WahyuSaputri

NBM. 1158107   NIM.10202244066

**Attachment Meeting 1
Practice**

1.

2.

3.

4.

5.

6.

7.

8.
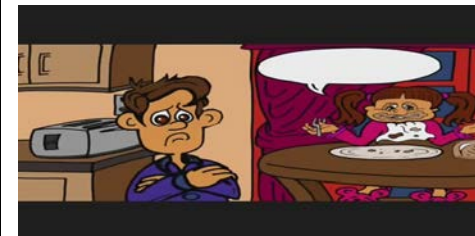
9

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Meeting 2 (Presentation)

Read the text below carefully. Then, fill in the blanks the right verb and identify the generic structures the text. The questions below will help you to identify the text

My Holiday	**Orientaion:**
Last week I (go) _____ to Mount Bromo. I (stay) _____ at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.	**Who?** _____ **Where?** _____ **When?** _____
In the morning, my friend and I (see) _____ Mount Batok. The scenery (be) _____ very beautiful. We (ride) ____ on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We (take) _____ pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.	**Sequence of events: What he/she did?** 1) 2) 3) 4) 5) 6) 7) 8)
We (be) _____ very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.	**Reorientation: What the writer feels?** _____ _____

The series of pictures below tell you about the past experience. Make a story based on the picture series below.

The researcher and the students discussed the text

The students wrote a recount text based on the picture series

The students did a task

The students worked in groups

The students worked in groups

The students wrote a story based on the pictures on the white board

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

20 Maret 2014

Nomor   : 0346d/UN.34.12/DT/III/2014
Lampiran : 1 Berkas Proposal
Hal   : **Permohonan Izin Penelitian**

Kepada Yth.
Bupati Sleman
c.q. Kepala Kantor Kesatuan Bangsa Kab.
Sleman
Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud **mengadakan Penelitian untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:**

IMPROVING THE WRITING SKILLS OF RECOUNT TEXT BY USING PICTURE SEREIS FOR THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 2 KALASAN IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama   : INTAN WAHYU SAPUTRI
NIM   : 10202244066
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan   : Maret – Mei 2014
Lokasi Penelitian   : SMP Muhammadiyah 2 Kalasan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala SMP Muhammadiyah 2 Kalasan

PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

S U R A T   I Z I N
Nomor : 070 / Bappeda / 1112 / 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/1060/2014   Tanggal : 24 Maret 2014

        Hal   : Rekomendasi Penelitian

MENGIZINKAN :

Kepada	:
Nama	: INTAN WAHYU SAPUTRI
No.Mhs/NIM/NIP/NIK	: 10202244066
Program/Tingkat	: S1
Instansi/Perguruan Tinggi	: Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi	: Karangmalang Yogyakarta
Alamat Rumah	: Tamanan Tamanmartani Kalasan Sleman
No. Telp / HP	: 085743533008
Untuk	: Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul

IMPROVING THE WRITING SKILLS OF RECOUNT TEXT BY USING PICTURE SERIES FOR THE EIGHTH GRADE STUDENT OF SMP MUHAMMADIYAH 2 KALASAN IN THE ACADEMIC YEAR OF 2013/2014

Lokasi   : SMP Muhammadiyah 2 Kalasan Sleman

Waktu   : Selama 3 bulan mulai tanggal: 24 Maret 2014   s/d   24 Juni 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   :   24 Maret 2014

Tembusan :

                        a.n. Kepala Badan Perencanaan Pembangunan Daerah

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman   Sekretaris
3. Kepala Kantor Kementerian Agama Kab. Sleman   Kepala Bidang Pengendalian dan Evaluasi
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Kalasan
6. Ka. SMP Muhammadiyah 2 Kalasan Sleman
7. Dekan FBS - UNY
8. Yang Bersangkutan

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

MUHAMMADIYAH MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SEKOLAH TINGKAT PERTAMA

SMP MUHAMMADIYAH 2 KALASAN

"STATUS : TERAKREDITASI A"

SK NO : 28.2 / BAP / TU / X / 2011

Alamat : Bayen Purwomartani Kalasan Sleman D.I. Yogyakarta Kode Pos 55571 Telp. (0274) 7124445
Website : www.smpmuhammadiyah2kalasan.sch.id E-mail : smpmuh2kalasan@yahoo.com

SURAT KETERANGAN

Nomor : E-1 / 075 / e.21 / X / 2014

Yang bertanda tangan dibawah ini :

Nama	: H. Surakhmad, S.Pd
NIP	: 19631226 198703 1 006
Pangkat / Gol	: Pembina, IV/a
Jabatan	: Kepala Sekolah
Unit Kerja	: SMP Muhammadiyah 2 Kalasan

Menerangkan dengan sesungguhnya bahwa :

Nama	: Intan Wahyu Saputri
NIM	: 10202244066
Tempat Tanggal Lahir	: Sleman. 21 Juni 1992
Pekerjaan	: Mahasiswa Universitas Negeri Yogyakarta
Fakultas	: Bahasa dan Seni

Mahasiswa tersebut telah melaksanakan penelitian di SMP Muhammadiyah 2 Kalasan pada tanggal 1 April 2014 s.d 24 Mei 2014 dengan judul penelitian: **"IMPROVING THE WRITING SKILLS OF RECOUNT TEXTS BY USING PICTURE SERIES FOR THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 2 KALASAN IN THE ACADEMIC YEAR OF 2013/2014".**

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Kalasan, 15 Oktober 2014
Kepala Sekolah

H. Surakhmad, S.Pd
NIP 19631226 198703 1 006