

**IMPROVING WRITING SKILLS THROUGH PICTURE SERIES OF THE
EIGHT GRADE STUDENTS OF SMP NEGERI 1 GAMPING**

A Thesis

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



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2014

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A Thesis




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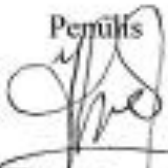
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Yogyakarta, Juli 2014

Penulis

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DEDICATION

~This thesis is fully dedicated to my beloved
parents~

MOTTO

"If you ever think about giving up, remember why you held on for so long"

– Hayley Williams

ACKNOWLEDGEMENTS

All praise is to Allah, the Almighty, the Merciful, for the blessing given to me so that I could finish this thesis. I would also like to thank all of those who have given support, guidance, and assistance without which I would have never finished my study.

My deepest appreciation and gratitude are addressed to my consultant, Dra. R.A. Rahmi D. Andayani, M.Pd. and Sudiyono, S.Pd.,M.A. who have given me valuable support, encouragement and suggestions in the process of writing this thesis. I would also like to express my appreciation to all lecturers at English Education Department of Yogyakarta State University for the valuable knowledge, lessons, guidance, and encouragement they give during my academic years.

I also feel grateful for being a part of the family of SMP Negeri 1 Gamping. I would like to thank Drs. Bambang (the school principal), Suryo Winasto A. Md. Pd (the English teacher of class VIII), and all the students especially in class VIII A.

I would like to thank my collaborators, Neni Oktaviani and Gallis Nawang Ginusti, for sharing and giving advice and suggestions during the research.

My gratitude goes to my beloved parents and my family, who always become my spirit in my life. Their loves, supports, and prayers lead me to reach my success and dreams.

Many thanks are also addressed to my friends in English Education Department 2009, especially my classmates in Class D, also for Anton Toheri Kurni Marifa, Ditta Mustika, Farhan Maftuh, and Joko Priyono for the support and motivation, wonderful friendships and the beautiful moments we have been through together.

Finally, I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect, so any criticism, ideas, and suggestions for the improvement of this thesis are greatly appreciated. I hope this

thesis will give some contributions to the improvement of the English teaching and learning.

Yogyakarta, July 2014

The Writer
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IMPROVING STUDENTS' WRITING SKILLS THROUGH PICTURE SERIES IN GRADE 8TH SMP NEGERI 1 GAMPING

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Abstract

The objective of this research was to improve the writing skills of Grade 8th students of SMP Negeri 1 Gamping through picture series.

This research was classified as an action research. It was conducted in two cycles, which was held for three meetings in the first cycle and two meetings in the second cycle. The subjects of this research were 31 students of class VIII A of SMP Negeri 1 Gamping. The data were qualitative and quantitative. The qualitative data were obtained through observations and interviews with the students, and the English teacher. The data were in the forms of field notes and interview transcripts. While the quantitative data were obtained from tests (pre-test and post-test) and questionnaires. The validity of the research was obtained by adopting five criteria of validity namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In addition, this research applied some triangulation techniques, such as time triangulation, investigator triangulation and theoretical triangulation. The actions implemented in this research were using picture series in the teaching and learning process of writing, implementing picture-based activities, giving task of integrated materials, and giving feedback on students' work.

The results of the research showed that the implementation of picture series in the teaching and learning process of writing was believed to be effective to improve the students' writing skills. The students' writing problems in the aspects of content, vocabulary, language use and organization can be reduced by implementing picture series in the teaching and learning process of writing. Implementing picture series was also effective to improve the students' motivation in the writing process since they were actively involved in the teaching and learning process. In reference to the students' writing scores, the students' skills in four aspects of writing improved after picture series were implemented. The students' writing skills were measured quantitatively by comparing the mean score of pre-test and post-test. The result revealed that the mean score of the students' writing increased from 30.89 in the pre-test to 71.13 in the post-test.

CHAPTER I

INTRODUCTION

A. Background of the study

English is one of the compulsory subjects taught in Indonesian high schools. The purpose of teaching English in schools is to develop students' communicative competences in English, because in many fields of professional jobs, English competences are needed.

One of the basic skills in English which is considered as the most complicated and difficult to learn than other skills is writing, since it requires a greater degree of accuracy and more attention in detail in some language aspects. The aspects include the use of vocabulary, structure of the sentence, composition of the sentence, spelling, and punctuation. These aspects are important to master in order to be able to produce a good writing.

Writing is considered as an indicator toward the students' success in learning English. Kingston et al (2002:3) state that student's achievement in learning English is only measured by the productive skills, especially the writing performance. Nevertheless, the facts show that students' abilities in writing are still low. It can be seen from the learners' performances in writing and their responses towards writing. Students should have a good ability to write but most students cannot develop their own idea when writing. A good writing is characterized by a good choice of words but many students cannot use

appropriate words in their writing. Students are expected to be able to write sentences with no grammar errors but grammatical errors are the common errors in students' writing. Good writing is also characterized by good cohesion, coherence, and mechanics but many students fail in these micro skills.

Based on the information obtained in the observation on the English teaching and learning process conducted in SMPN 1 Gamping, the researcher found similar problems discussed previously in this school. The ability of the eight grade students of SMPN 1 Gamping in writing paragraphs is not satisfying yet. The problems are classified into four categories; the problem in term of content, organization, vocabulary, and grammar.

The first problem is related to the term of content. The students got difficulties in finding ideas to write. They only had few words to write and then questioned the teacher what they should write. They also copied on their text books, and the others wrote similar story written by their friend. It can be said that they lacked ideas.

The second problem is related to organization. The students' difficulty in organizing the ideas can be seen from their writing works. They could not organize their ideas within their minds into coherent sentences. Even though they could write the sentences, they still did not know how to express them into sequence and to organize them into chronological and coherent paragraph. Most of the students simply wrote the sentences without paying attention to the unity of the story.

The next problem is related to vocabulary. The students got difficulties in finding meaning and putting correct words when they were writing. The students tend to use direct translation, which they directly wrote meaning of words got from dictionary or Google Translate without paying attention to those words are appropriate with the contexts or not. In other words, the students' mastery of vocabulary was not sufficient yet. As impact, it makes students have difficulties when they are given writing task.

The last problem was found in term of grammar and mechanics such as the correct use of verbs and pronouns, as well as punctuation. In writing recount text, the students used present tense instead of past tense. They also often misused pronouns in their writings, for example some students used the personal pronoun 'his' for a woman instead of 'her' or vice versa. In term of punctuation, students had mistakes in putting punctuation mark such as full stop (.) and comma (,). Further, the students made mistakes in capitalization of some words. For the example, they did not put capital letter in writing title and proper noun.

Based on the explanation above, English teachers need to find the solution to solve the students' problems in writing. There are several alternatives that can be used by teachers to improve students' achievement in writing. One of them is the use of media, such as pictures. Pictures are a kind of teaching media. There are various types of pictures, sequences of pictures or picture series are one of them.

Pictures series are effective to be used in reaching the goal of teaching and learning process since they can help the students illustrate a topic and give the chronological steps in making or doing something. According to Wright (1989:2) pictures contribute to interest and motivation, a sense of context of the language, and a specific reference point or stimulus

As conclusion, it is true that writing is considered as a difficult skill to master but there are some efforts that can be done to overcome this problem. Based on some difficulties found, picture series was chosen as one of the effective efforts used to deal with the students' writing difficulties in the teaching and learning process of writing. Hence, in this study, the researcher uses picture series to improve the writing skills of the first year students of SMPN 1 Gamping.

B. Identification of the Problem

Based on the observation done in SMPN 1 Gamping, there were some factors that influenced students' writing skills: the teacher, the teaching learning process, and the students. Problems related to the teacher and teaching learning process included the method, material, and media used. The teacher's method, material, and media used in teaching affected students' learning motivation in writing. The English teacher used a course book as the main reference for teaching. Almost all of activities done in teaching learning process were based on the course book's content that does not give enough exposure to the students to do writing activities. Most of the course book activities are focused on

reading. The teacher used other media sometimes, such as PC and LCD projector, but the material given through the other media was still not interesting enough to encourage the students to do writing.

The other factor contributing to low students' writing competence is the students. Students' interest and motivation, low ability of composing story, and lack of vocabularies were being main problem that should be solved. Being motivated in learning will make the students able to improve their writing. Based on the observation done, the students were less motivated in learning writing. When the teacher was delivering the lesson, they tended to be passive learners. Some of the students spent their time by talking to their friends, some were quite and put their heads down face the table, and some others were doing something else. The other problem is composing ideas into good and coherence story. The students found difficulties in finding ideas and organizing sentences into chronological and coherent story. Vocabulary mastery also became one of the problems faced by the students. The students' knowledge of diction was not sufficient yet. As the result, having insufficient vocabulary makes it difficult for them to do their writing activity. The last problem needs to be solved is the inability of the students to use right punctuation and capitalization. They did not put punctuation mark such as full stop/period (.) and comma (,) in their place and write wrong capital letters for words.

In conclusion, the students' writing ability in this school is not satisfying yet due to several factors related to the teacher and the students.

Therefore, to enable the students develop their ability in writing, problems involving the teacher and students must be solved.

C. Problem limitation

Based on the problem identification, there were many problems found during the practice of teaching and learning process. In this research study, the researcher employed the approach of Action Research. The researcher focused on how to improve the students' writing skills in eight grade students of SMP Negeri 1 Gamping through picture series which was conducted in the field collaboratively. Picture series were expected to be able to overcome the problems and to help the students to improve their writing skills. They are valuable resources as they help students in writing in term of content, organization, vocabulary, and language use. The researcher was also expected the students would highly motivated in learning by using picture series.

D. Problem formulation

How can the students' writing skills of eight grade students of SMPN 1 Gamping be improved through the use of picture series?

E. The objective of the study

This research is aimed to improve the students' writing skills through the use of picture series.

F. The significance of the study

This study is expected to be beneficial for:

1. English teachers in SMPN 1 Gamping and other English teachers; the finding of this study hopefully can be a valuable source of information to improve the quality of English teaching and learning process. Hopefully it will be useful references to improve students' learning achievement and solving problem on how to improve their students' writing skills.
2. English education students of Yogyakarta State University; the finding of this study hopefully becomes one of the considerable reading materials either to enrich their reference in writing their thesis or to improve their knowledge in English teaching and learning process.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Writing

a. Definition of writing

English has four basic skills that are required to be mastered in order to communicate well, namely Listening, Speaking, Reading and Writing. Writing is among the most important skills that foreign language students need to develop. It is the last stage in learning language, or it can be said that writing is an indicator whether students have mastered all skills before or not.

Writing belongs to productive skill rather than perceptive one. It produces a message to communicate. Spratt, Pulverness, and Williams (2005: 26) state that writing and speaking belong to productive skills. Speaking and writing, particularly, involve producing language rather than receiving it. It means that writing and speaking will produce an output as an indicator that students have learnt both those skills. It is clearly that the output of speaking skill can be oral conversation or drama. Meanwhile, the output of writing skill can be written stories, letters, or other text types.

Writing is seen as a cognitive activity. Hayes in Weigle (2002) states the process of writing involves three main cognitive activities, they are involving text interpretation, reflection and text production. The three

cognitive processes are applied not only in the drafting process but also in the revising process. Bell and Burnaby (1984) in Nunan (1989:360) also state that writing is a complex cognitive process which requires the writer to perform control of a number of variables simultaneously both in the sentence level and beyond the sentence level. Content, format, sentence structure, vocabulary, punctuation, spelling, letter formation are variables that must be controlled by the writer in the sentence level. While beyond the sentence level, the writers must be able to organize and integrate the ideas into cohesive and coherent paragraphs. Being able to maximize the cognitive aspects in writing will lead the writer to deliver the clear message to the readers. In other words, their writing is successful.

Writing is a form of thinking (J.D Angelo, 1989:5). It means that writing is an activity to express ideas, issues, events, feeling or thinking to the others through written form. By writing we can tell about people, remember the facts and ideas. Hyland (2004: 09) explains that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other then. A person's views may be different from other people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.

The writing ability is the main activity of composition. The writing should be systematic and detail. A knowledge or study about good writing

or how to write composition is much needed. Braine and Claire May (1996:60) stated that writing clear sentences requires you to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation.

b. Process of Writing

According to Harmer (2004: 4) writing process is the stages a writer goes through in order to produce something in its final written form. This process may be affected by the content (subject matter) of the writing, the type of writing, and the medium it is written, but in all of these cases it is suggested that the process has four main elements:

Planning

Before starting to write, the writers plan what they are going to write. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also language used, and information chosen to include. Secondly, the writers have to consider the audience they are writing for since this will influence the shape of the writing and the choice of language whether it is formal or informal. Thirdly, the writers have to consider the content structures of the writing to sequence the facts, ideas, or arguments which they have decided to include.

Drafting

Draft is a first 'go' text done on the assumption that it will be amended later. A number of drafts may be produced on the way to a final version as the writing process proceeds into editing.

Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

However, the process of writing is not linear but rather recursive. This means that writers plan, draft, and edit but then often re-plan, re-draft, and re-edit. The process wheel below clearly shows the many directions that writer can take. Only when the final version really is the final version has the process reached its culmination.



Figure 1: **The process wheels of writing suggested by Harmer (2004)**

c. Types of writing performance

According to Brown (2004, 220), there are four categories of written performance that capture the range of written production. The first category is Imitative. In this category of writing, learners must attain skills in the fundamental, basic task of writing letter, words, punctuation, and very brief sentences to produce written language. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in English spelling system. At this stage, form is the primary if not exclusive focus, while context and content are secondary concern.

The second is Intensive (controlled). The fundamental skills at this stage are producing appropriate vocabulary within a context, collocations, and idioms, and correct grammatical features up to the length of sentence. Meaning and context are some importance in determining correctness and appropriateness.

The third is Responsive. At this stage, learners require to perform at a limited discourse level, connecting sentences into paragraphs and creating logically connected sequence of two or three paragraphs. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse convention that will achieve the objective of a written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

The last is Extensive. Extensive writing implies successful management of all the process and strategies of writing for all purpose, up to the length of essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas logically, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

d. Micro and macro skills of writing

There must be some criteria to say that a student is able to write well or not. Like the other skill in language learning, writing also has its own micro skills and macro skills. These skills are needed for teacher to define the ultimate criterion of an assessment procedure of writing. The micro skills of writing are more appropriate for easier writing task. In contrast, the macro skills are needed in the mastery of higher level of

writing. Brown (2004: 221) points out the micro skills and macro skills of writing as this following:

Firstly, the micro skills of writing cover several important aspects. They are producing graphemes and orthographic pattern of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and using appropriate word order patterns, using acceptable grammatical systems such as tense, subject verb agreement and etc, expressing a particular meaning in different grammatical form, using cohesive devices in written discourse and using the rhetorical forms and conventions of written discourse.

Meanwhile, the macro skills of writing cover some other aspects. They are accomplishing the communicative functions of written texts according to form and purpose, conveying links and connections between events and communicating such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification, and finally developing a battery of writing strategies that include such as accurately in 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.

In summary, the skills of writing must be introduced in every stage of writing composition. This will enable the students to get used to writing more effectively by using and obeying those skills of writing.

2. Teaching writing

a. Principles of teaching writing in Junior High School

Harmer (2004) stated:

“Teaching writing means teaching how to generate ideas, how to express the ideas into correct English sentences or paragraph, and how to arrange the paragraphs into good organization”

The important thing that must be considered by teachers in teaching writing in the junior high school level is that the success of teaching writing to teenager students seems more likely determined by the learning styles and the purposes. As the result, the teaching and learning writing must be designed also to help the students develop their writing strategies so that they will able to improve their writing skill. Brown (2000:346) mentions principles for designing writing techniques, they are:

- Incorporate practices of “good” writers,
- Balance the process and product,
- Account for cultural/literacy background,
- Connect reading and writing,
- Provide as much authentic writing as possible,
- Frame the techniques in terms of prewriting, drafting, and revising.

Teachers have a number of crucial tasks to perform when helping students to become better writers. Harmer (2004: 41) explains that there must be five steps at least in teaching writing. The steps are the task which teachers have to perform before, during, and after student writing.

They are demonstrating, motivating and provoking, supporting, responding, and evaluating.

The very first step in this case is demonstrating. In this stage, teachers give students examples of a text type that is going to be learned. They are explained in details, like its purpose, social functions, and grammatical feature. Students are given an understanding related to the differences among text types.

After demonstrating, the second stage to go is motivating and provoking. Here, teachers are about to provoke and motivate students in finding ideas with fun ways. Before entering class, it will be better for teachers to prepare what they will do in order to stimulate students' ideas. For example, teachers prepare some pictures to be shown. From the pictures, students can find their ideas. They can ask teachers for the correct sentences after they get ideas.

The third step in teaching English writing well is supporting. Actually, students need a lot of help from teachers. Therefore, teachers should be available anytime students need their help in classroom. In writing process, students must have many questions to ask. They will ask about grammar, vocabulary, punctuation, and anything dealing with writing features.

The fourth step to do after supporting is responding. In this step, teachers give suggestions to students' works so far. It is about how the

researcher their writing is. Here, teacher will not make correction symbols on students' works. Once again, it is about giving comments or suggestions rather than filling their works full of correction symbols. For example, teachers say, *"You have to be careful with your past tense. You are able, actually. It's just about your carefulness."* The italic sentence is an example of suggestions from teachers in responding student's works.

The last step but not the least is evaluating. It is considered as a must in every task or activity. In evaluating, teachers judge students' work as the final product. When evaluating, teachers will get each student's score. Teachers usually give correction symbols on students' work. It can also be used as learning opportunity. After students receive back their scripts that are already filled with correction symbols, they can learn where they made mistakes and how to revise them.

b. The Roles of the Teacher

The success of students in learning writing is also determined by the teacher's performance in helping them learn writing. It means that in the process of teaching writing, the teacher has to help the students to understand and learn how to write effectively, give clear explanations and instructions and guide the students in each step of the writing process. Although a teacher needs to deploy some or all of the

usual roles when students are asked to write, the ones that are especially important are as follows: (Harmer, 2001: 261)

Motivator

One of teachers' principal roles in writing task will be to motivate the students, creating the right condition for the generations of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much efforts as possible for maximum benefit. For example when some students get difficulties in generating ideas, teacher may suggest or at least prompt the students with teacher's ideas.

Resource

Teacher should be ready to supply information and language where necessary. Teacher need to tell students that they are available and be prepared to look at students' work as it progresses, offering advice and suggestion in a constructive and tactful way.

Feedback provider

Teacher should response positively and encouragingly to the content of what the students have written.

As summary, teachers hold importance roles toward the students' success in learning writing so they have to be responsible in guiding and facilitating the students' writing by being good motivators, resource and feedback providers.

c. Approaches to Teaching Writing

a) Product-Oriented Approach

Product oriented approach has been applied by the English teacher many years ago in the process of teaching writing. The teaching of writing focused on the written product rather than on the writing process. The concern of this approach is on the correctness of final products of writing. In other words, students' attention was directed to the 'what' rather than the 'how' of text construction. Product-oriented approach expected the students to only analyzed text in terms of what language they used and how they were constructed. Picas (1982) in Badgar and White (2000) cites that the product-oriented approach to the teaching of writing focuses more on the linguistic knowledge, such as the appropriate use of vocabulary, grammar, and language devices.

In this approach, students' writing works will be measured based on some criteria. The scoring criteria commonly involve content, organization, grammar, vocabulary and writing mechanics, for example spelling and punctuation.

In conclusion, the product-oriented approach emphasized mostly on students' final products of writing. Since final products are the concerns of this approach, the activities of writing are also controlled by the teachers. They need to do particular efforts to avoid errors in the

text composition, for example by focusing more on the correctness of the grammar.

b) Process-oriented approach

Unlike the product-approach that focuses on the final product, this approach concerns more on the process of how the students develop ideas and formulate them into effective writing works. Students are seen as the language creators in which they are given chances to experience the process of writing, try to organize and express their ideas clearly.

The activities are intentionally designed to facilitate the students become the language creators. Here are list of typical writing activities done in the process approach mentioned by Brown (2004:335).

- a. focus on the process of writing that leads to the final written products,
- b. help student writers to understand their own composing process,
- c. help them to build repertoires of strategies for prewriting, drafting, and rewriting,
- d. give students time to write and rewrite,
- e. let students discover what they want to say as they write,
- f. give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention,
- g. include individual conferences between teacher and student during the process of composition.

As an addition Badger and White (2000) state that there are a number of stages that the students will experience in composing a piece of writing work namely prewriting, drafting, revising and editing.

Experiencing the preceding stages of writing will make the students write clearer. As conclusion, the process approach views writing as the activity of linguistic skills and writing development as an unconscious process that occurs when the teacher facilitates the students in learning the exercises of writing skill.

After discussing the characteristics of both product-oriented and process-oriented to teaching writing, the process of teaching writing must focus on both approaches. Teachers of English must be able to keep the balance of both approaches. They cannot, for example neglecting the final products of writing or vice versa. In the teaching and learning process, firstly the students are exposed to learn the organization of the writing because the clear expression of ideas is the main point in writing and the grammatical problems will become the focus in the following step.

d. Teaching Writing in Junior High School

The students of Junior High Schools are categorized into teenager learners who are in the age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Most of Junior high school students are around the age of twelve who grow intellectual capacity which adds abstract operational thought. Therefore, some sophisticated intellectual processing is increasingly possible and complex problem can be solved by logical thinking. They also have developed their attention spans as the result

of their intellectual maturation but those can be easily shortened since there are many diversions within teenagers' life.

The characteristics of teenagers stated previously will become teachers' concerns in teaching their students. According to Brown (2001:92), one of the most important concerns of the secondary school teacher is to keep self-esteem high by 1) avoiding embarrassment of students at all costs 2) affirming each person's talents and strengths 3) allowing mistakes and other errors to be accepted 4) de-emphasizing competition between classmates, and 5) encouraging small-group work where risks can be taken more easily by a teen. Besides, secondary school students are becoming increasingly adult. As in teaching adults, care must be taken not to insult them with stilted language or to bore them with over analysis.

In the teaching and learning process of English, writing has important roles for junior high school student as it is stated in the School Based Curriculum (SBC or KTSP). Generally, the teaching and learning process in junior high schools is aimed to make student achieve the functional level of literacy, which is to communicate orally and textually, in order to accomplish daily issues.

The teaching of English in junior high school has some purposes to: (1) develop the students' communicative competence in oral and written form to achieve the functional level of literacy, (2) gain their awareness about the nature and importance of English to further the nations' capability to

compete in the world's global society, and (3) develop the students' understanding about the relationship between language and culture. One of the aspects of English in junior high school is the ability to understand and to create various short functional text, monologues, and essay in the form of procedure, descriptive, recount, narrative, and report.

Related to this, the curriculum in SMPN 1 Gamping is developed based on the school based curriculum (SBC). The standards competencies and Basic Competencies (SK and KD) in this school are derived from the Standard of Content which is issued by the National Ministry of Education.

Table 1: Standard of Competence and Basic Competence of Writing Skill for Junior High School Students Grade VIII Semester 1

Standard Competence	Basic Competence
<p><i>6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar</i></p>	<p><i>6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</i></p> <p><i>6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam</i></p>

	<i>teks berbentuk descriptive dan recount</i>
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Based on Standard of Competence and Basic Competence of Writing Skill for Junior High School Students Grade VIII, one of the texts should be mastered is recount text. Definition of a recount text by Anderson and Anderson (1997: 48) is a piece of text that retells past events, usually in the order which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred. The steps for constructing a written recount are: (1) *Orientation*: a first paragraphs that gives background information about who, what, where, and when, (2) *Sequence of events*: a series of paragraphs that retell the events I the order in which they happened, and (3) *Re-orientation*: A concluding paragraphs (not always necessary). In order to write a good recount text, the students have to pay attention to its language features. The language features of recount text are:

- Proper nouns to identify whose involved in the text
- Descriptive words to give detail about who, what, when, where, and how
- The use off past tense to retell the events
- Words that show the order of events (for example, *first, next, then*) (Anderson and Anderson, 1997: 50)

In order to write a good writing of recount text, the features of recount

text above must be understood and applied well.

3. Picture Series

Language teachers have a role as communication teachers and, indeed, as a teacher in the broadest sense. It is important to have as a wide range of resources as possible in the classroom, so that the students can have a rich base and stimulus for this development. And the resources must include pictures. Learning is not only from what we hear and read but from what we see around us and from what we remember having seen. Pictures are not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall experiences we must help our student to cope with.

There are various types of picture used in the English teaching and learning and one of them is picture series. A series of pictures is a sequence pictures of a single subject that is aimed to tell a story and also a sequence of events.

1) Advantages

According to Wright (1989:2) pictures contribute to interest and motivation, a sense of context of the language, and a specific reference point or stimulus. He also stated that picture can be useful on emphasizing the teaching of writing and speaking, listening and reading integrated. The most benefit of a picture can make is to contribute to the student's understanding of a more general context which may be made up of pictures, the teacher's actions, the student's actions, sound effects and words. This overall context of new language will have meaning to the students.

According to Brown (2004: 226), picture activities offer a nonverbal means to stimulate written responses. It means that by giving students pictures, it is easier for them to get the idea. That was why the researcher adapted the materials with their interest and their ability.

Harmer (2004: 67) explains that some situations, particularly related to grammar and vocabulary work can be presented by pictures. Furthermore, they can also be used to provoke students to be creative or develop imagination. He also states that there are various number of writing tasks that students can be asked to undertake and one of them is students can be given a series of pictures which tell story and they have to write story based on the pictures. He then adds that giving the students sequence picture as the writing task will incite them to be creative writers.

2) Procedure

There are some of the activities which are introduced in this research as proposed in Wright (1989: 68). Since media used in this research is picture, more specifically picture series, the activities adapted are mostly about challenge to sequence. The procedures of the use of the picture series are presented bellow.

Jumbled sentences

Individual or pair work, jumbled sentences are given to the students. they write them out in the correct order, guided by a sequence of pictures

Change some words

A text, a sequence of pictures and a number of alternative words for some those in the text are given to the students. They write out the text with their choice of words, guided by reference to the pictures.

Missing Part

Individual or pair work, the students are given a story with the beginning, the middle, or the end missing. the students write out the given text and add in the missing part, based on one or more pictures

Picture guided story

Individual or pair work, a sequence of pictures is given and the students write the story without any other assistance or guidance.

In conclusion, picture series are a kind of media used by the teachers due to their benefits of using pictures. Furthermore, they can provide various activities to support the teaching and learning process.

B. Related Study

Marheni Siritwaji (2011) did a study through a series of pictures in teaching writing. A series of picture is a media that can be involved in the process of teaching and learning. The researcher had found three results of the research. The first result is that students' ability in constructing kind of text could improve by using a series of pictures. The second finding is that a series of pictures showed the effectiveness of teaching learning process. It could improve students' motivation and passion to learn English writing. The last

result is that the cooperative learning among the students could also improve by using a series of pictures. They got more chances to participate.

C. Conceptual Framework

Writing is one of the four English skills that play important roles in the students' language learning mastery and also contribute to their future professional careers. As the result, the objectives of the English teaching and learning process must be emphasized at helping the students to be able to develop their writing competence.

The teaching of writing is not successful yet although the goal of teaching writing has been set up. It can be seen from the students writing performances and their responses toward writing. Most of the students agree that writing is the most difficult skill to master. Writing is considered as the most complicated and more difficult to learn, since it requires a greater degree of accuracy and more attention in detail in some language aspects.

From the information obtained in the observations and interviews with the English teacher, the researcher found similar problem related to the teaching and learning process of writing also happens in SMPN 1 Gamping. The students' achievement in writing is not successful yet. Students' low ability of composing and organizing story, low interest and motivation, are being main problems that should be solved.

Picture series are decided to be used as one of the best solutions to solve those problems since it has many benefits in the teaching and learning

process of writing. The first advantage of using picture series is that it will help the students to improve their writing skills in the aspect of content. The students firstly need to have ideas on what they want to write so that they will be able to write the ideas into readable sentences. In this case, picture series will enable the students to do it since picture series can stimulate the students to develop and use their imagination. By looking at the picture series given by the researcher, they will be stimulated to write the story based on the sequence of pictures. As the result, they will be able to write well.

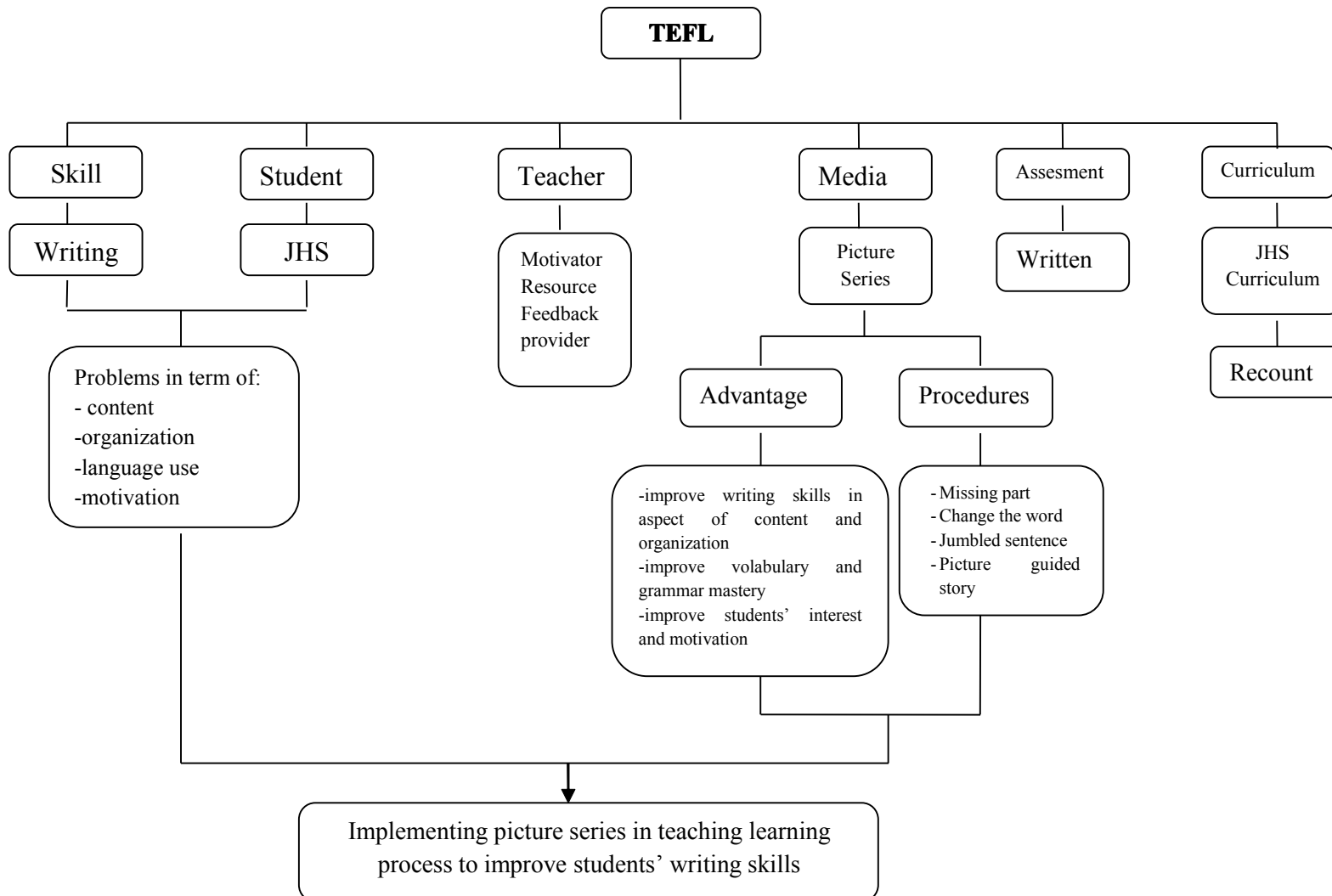
Using picture series in the teaching and learning process of writing will also improve the students' writing skill in the aspect of organization. Although the students have ideas on what they want to write, it is still difficult for the students to write the ideas into unity sentences and paragraphs. In this case, picture series can be used as the stimulant. It can be done by the discussion. The researcher and the students discuss the activities and the story sequences based on the picture series. Then, the researcher can help the students to improve their organization skill by giving them feedback. In relation to its other benefits in writing, picture series can be used to improve students' language use and vocabulary because it can be designed into several activities i.e. vocabulary and grammar exercises. The activities will encourage the students to improve their vocabulary and language use.

Picture series is used in the teaching and learning process of writing to improve motivation. It will be used to improve students' motivation in

writing. The use of picture series will make the students interested and stimulated in participating in the process of teaching and learning writing. As an addition, to attract the students' motivation, the researcher also made the teaching materials that are based on the picture series.

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

Figure 2: Conceptual frameworks of the research



CHAPTER III

RESEARCH METHOD

A. The setting of the study

SMPN 1 Gamping is located in the uptown of Yogyakarta. It has 12 classrooms. The size of each class is 5x6 m². The school is not big and being renovated. The facilities are quite good for having their own language laboratory and sophisticated teaching media like LCD projector, personal computers, internet connection etc, which can be used by the students based on their schedule.

There are 32 students for each class. The students are around the age of 13 to 15. Most of them are Javanese and come from low-middle economy class families. Their behavior is influenced by Javanese culture which tends to make most of them seems to act and behave passively. The students have their English class 4 hours a week, and they do not have contact with English outside the classroom. The purpose of their study is to pass the exam and the teaching process is based on national curriculum. The material for teaching and learning process usually based on text books

B. Subject of the research

This research study was carried out in the year 2013 using 31 students of eight grade of SMPN 1 Gamping as the subjects of the research.

C. Research design

As stated in Madya (2006:67), there are four phases that are used to conduct the action research:

1. Reconnaissance

In this step, the researcher determined problems and analyzed the situation by doing observation in the class. She conducted depth interview to the students and the English teacher. After getting the information, the researcher collaborated with the English teacher to have plans.

2. Planning

After determining the problem, the researcher planned some actions in improving the writing skills of the students using picture series such as finding appropriate and interesting activities for the students

3. Acting

After planning the actions, the English teacher and the researcher used the media in the teaching learning process. The action implemented in two cycles in two meetings for each cycle. Then, during the action, the researcher and the English teacher observed and recorded the process.

4. Reflection

Based on the observation in the acting, the reflection was done after each cycle of acting. It was done by discussing the improvements and obstacles of the processes with the English teacher before doing the next cycle.

D. Types of data

This research has both qualitative and quantitative data. The qualitative data are in the form of field note, interview transcript, and result of questionnaire. Meanwhile, the quantitative data are in the form of scores that are collected from pretest and posttest.

E. Techniques and Instruments of Data Collection

The data of this research was obtained through several techniques, such as interviews, observations, tests, and questionnaires. The instruments used in this research study were in the forms of interview guidelines, writing rubrics and questionnaires. The procedures of the data collection techniques are presented bellow.

1) Observation

The researcher used this technique to describe the subject activity in the class at a particular time and gain some data about the effect of the treatment that is implemented to students. The researcher observed teaching and learning process before, during, and after the treatments in the class. The observation technique provided field notes data about the whole condition during the research to gain information about students' condition and behaviors, also to record the research process itself.

2) Interview

The researcher conducted interviews to gain the information related to the teaching and learning process. To obtain the data, she used interview guidelines to interview the English teacher, and the students to collect complete data about how they see the problems happened in class and the effect of the teaching media used. The data was in the forms of interview transcripts.

Interview was conducted before, after, and during the research. At the beginning of the research, interview was conducted to gain any information needed for the research. At the end of the teaching and learning process, the interview asked students' feedback related to process in learning writing. From the interviews transcript, it could be concluded whether picture-series could improve students' writing ability or not.

3) Writing pretest and posttest

Writing pretest and posttest were instruments to get information about students' writing scores. Both pre- and post-test showed the students' score included mean, median, and modus. The researcher compared the score taken within pre-test and post-test to pull the conclusion out. Both tests measured how the treatments affect the students' writing skill. Writing pretest gave information about students' writing scores before the

treatments, while post-test was used to measure the students' writing scores after the treatments.

4) Questionnaire

Questionnaire was used for collecting survey information, providing structured and numerical data. The type of questionnaire used was in general closed questions in form of rating scales. The questionnaire gave information about students' condition after the treatment, to see the effect of using the media toward the improvement of their writing skills.

Below is the table of the types of the data, the instruments used, and the techniques of data collection of the research.

Table 2: **Types of data, instruments, and data collection techniques of the research.**

Data	Instrument	Collection Technique	Usage
Pre-test score Post-test score	Writing rubric	Test (pre-test and post-test)	Before and after the implementation
Field notes	Field note	Observation	In reconnaissance, action and observation
Interview transcript	Interview guidelines	Interview	In reconnaissance In reflection
Questionnaires	Questionnaires	Questionnaires	In reflection

F. Data analysis technique

The data were analyzed both qualitatively and quantitatively. The field note and interview transcript were analyzed qualitatively, while the test and questionnaire were analyzed quantitatively. Based on Burns (2010) the main

tools for analyzing qualitative data are categorizing; and analyzing talk. Hence, the researcher used analyzing talk to analyze the qualitative data that is observation result in the form of field note and the interview transcript.

The researcher analyzed the quantitative data to know the tendency of students' writing scores. She identified the progress of the development of students' writing skill due to the treatments. Furthermore, instruments that analyzed quantitatively are pretest and posttest, and questionnaire. The formulas below were used to analyze the quantitative data.

1. Computing each student's score

$$\text{Score} =$$

2. Computing the mean of the class

$$\text{Mean} =$$

3. Computing the ideal mean

$$\text{Ideal Mean} =$$

4. Computing the SD

$$\text{Ideal SD} =$$

Third, t-test was used to see whether the improvement was significant or not. The results of the test were compared in each cycle to see the improvements.

G. Validity and reliability

Data that are obtained from the research must be valid and reliable. As this study is action research, there are five criteria of validity that must be achieved by the researcher as follows (Anderson in Burns, 1999: 11-162):

1. Democratic validity

It is related to the extent which the research was truly conducted collaboratively and includes multiple voices. In gaining the democratic validity, the researcher conducted the interviews which the stakeholders i. e. the students grade VIII of SMPN 1 Gamping and the English teacher to tell their opinion about the research conducted.

2. Outcome validity

Outcome validity is related to the notions of actions leading to outcomes that are successful within the context. This validity was fulfilled by the improvement of the students' writing skills. Therefore, the outcome of this research was the improvement of the writing skills of the students'. To achieve the validity, the researcher finds solutions of the problem and made reflections in every meeting.

3. Process validity

The process validity was fulfilled through reflecting to the data and modifying the strategies to answer the questions appeared during the process. The researcher made sure that the students still go on learning although the research stopped. Besides, the researcher also involved other people to see from different perspectives in order to see the big picture of the process.

4. Catalytic validity

Catalytic validity is related to the extend in which the research could allow the participants to be more understand about the social context conducted then before. It could show how the participants make changes within the research. To get this validity, the researcher did planning, action, observation, and reflections in the research process.

5. Dialogic validity

In achieving the dialogic validity, the researcher conducted dialogues with the English teacher, the students, gain some data about the effect of the treatment that is implemented to students. The researcher asked them to give comments about the using of the media in every meeting so that there would be an evaluation. It was done to know the strengths and weakness of the action and the researcher could do better in the next meeting.

Reliability is essentially a synonym for consistency and reliability over time, over instruments and over groups of respondents. To obtain the trustworthiness, the researcher used the triangulation technique. There are four forms of triangulation used by the researcher (Burns, 1999: 164):

1. Time triangulation

Time triangulation meant that the data that are collected over period of time.

2. Investigator triangulation

In this form, more than one observer was used in the same research setting. It is done by the researcher to avoid the bias observations. There were at least three observers in this study, i.e. the researcher herself, the English teacher, and the collaborator.

3. Theoretical triangulation

Theoretical triangulation means that the data were analyzed from more than one perspective from some theoretical views. In this research, the researcher reviewed the theories from some experts of some books.

H. Indicators of success

1. Improvement of students' writing skills is judged upon three criteria: the number of students' gaining scores greater than the ideal means on the pretest and posttest, the significant difference between the means of the

present and posttest scores, the value of the empirical standard deviation scores of the pretest and posttest scores on both groups.

2. Improvement of students' writing skills achievement is judged upon the t-test to find the probability value (p value). When p value was lower than the significant level ($0.00 < 0.05$). It means that the use of picture series shows a significant influence in the students' writing skills.

CHAPTER IV

RESEARCH FINDINGS

This chapter is divided into three sections. The first section is the reconnaissance. The second section is the implementation of the actions and the last section is the general findings. The research was conducted in two cycles. The first cycle was conducted in three meetings and the second one was in two meetings. The results of the research in the form of qualitative and quantitative data are also presented to support the discussions.

A. Reconnaissance

The research started by analyzing the situation and determining problems by doing observation in the class. The researcher observed teaching and learning process in the classroom to know the class situation and students' problems in writing. She also conducted depth interview to the students and the English teacher to strengthen the findings. From the class observation and interviews, it was found that students' writing competence did not meet minimum requirement applied. It could be said that their writing skills were still low. Problems found during observation and interviews are stated in field note and interview transcript below:

-
- R* : *Sulit nggak sih nulis bahasa inggris?*
S : *Ya sulit soalnya kadang-kadang nggak 'dong'*
R : *Yang paling bikin susah apasih? Nemuin ide cerita sulit nggak?*
S : *Ya susah. Aku 'sok' bingung e Miss mau apa yang ditulis*

*R : Kalo vocabulary? Pemilihan kata sama artinya?
S : Ya susah. Lha nggak bisa.*

Interview Transcript 4- Appendix C

*R : Sulitnya di bagian apanya?
S : Arti
R : Menemukan ide menulis sulit nggak?
S : Iya, aku nggak tau mau nulis apa
R : Tanda baca?
S : Nggak begitu sih
R : Susah nggak nyusun kalimat jadi cerita?
S : Lumayan*

Interview Transcript 6- Appendix C

From the interview transcript above, it was found that the students got difficulties in finding and generating ideas, also they got difficulties in term of vocabularies. The students' difficulties in English also stated by the English teacher as in interview transcript below

*R : Biasanya kalau mengajar writing aktifitasnya apa pak?
GBI : Biasanya kalau writing pak Suryo itu dengan jumbled words, jumbled sentences, atau paragraph. Anak-anak itu belum bisa menulis bebas memang belum bisa, kalau tahu-tahu suruh ngarang ini belum bisa
R : Kesulitan yang Bapak ditemui dalam mengajar writing apa saja?
GBI : Biasanya masalah arti, itu yang utama. Juga kondisi anak-anak. Jadi pak Suryo mengatasinya dengan media pembelajaran pake LCD.
R : Jadi tadi permasalahannya itu vocab, masalah utamanya di vocab. Lalu ada masalah lain tidak pak? Seperti tata cara penulisan
GBI : Ada masalah, seperti penulisan huruf besar. Ini semacam fenomena. Nggak cuma di bahasa Inggris, di bahasa Indonesia juga*

Interview transcript 1– Appendix C

The students' difficulties in term of finding and generating ideas, vocabularies, and writing mechanics such as capitalization were stated by the English teacher. Based on classroom observation, it was also found that the students were less motivated in learning English as captured in following observation field note:

GBI meminta Ss untuk membuka buku "Please, open your book at page 42". Kalian bisa melihat contoh disana. "Please read the example". Beberapa Ss membaca bukunya, sementara GBI menulis beberapa pertanyaan di papan, tetapi beberapa Ss lain tidak melakukan apa yang diperintahkan

Field note 1– Appendix A

...ketika GBI meminta untuk mengerjakan soal, semua Ss terlihat mengerjakan tetapi ketika diminta untuk menjawab, beberapa Ss yang ditunjuk ternyata diam dan sebagian lagi belum mengerjakan soal yang diberikan. Ss yang menjawab berkata mereka belum mengerti.

Field note 1– Appendix A

R : Media?
S : Pake buku sama proyektor
R : Pernah pake media lain?
S : Belum

Interview Transcript 4- Appendix C

The students were less motivated in learning English. It was because the media used was monotonous. The teacher mostly used teaching material from textbook which not gave enough writing exposure. Lacked of writing exposure and practice gave impact on the low writing ability of the students.

R : Pak suryo pernah ngajarin nulis?
S : Pernah tapi kalo disuruh nulis cerita belom

Interview Transcript 4- Appendix C

The field problems in the English teaching and learning are stated bin brief in table below:

Table 3: The Field Problems in the English Teaching and Learning Process of Grade VIII A of SMP Negeri 1 Gamping

No	Problems	Codes
1.	The students got difficulties in finding and generating ideas in writing	S
2.	The students had low vocabulary mastery	S
3.	The students made mistakes in grammar (tense, pronoun, etc)	S
4.	The students were confused in making sentences and paragraph in good order	S
5.	The students were not accurate in spelling and capitalization	S
6.	The students were less enthusiastic	S
7.	The teaching and learning process lacked the use of media	TLP
8.	The teacher only taught using the materials from textbook	T

S: Student TLP: Teaching and Learning Process T: Teacher

According to the selected problems above, the problems were affected by some factors, the students, the teaching and learning process, and the teacher.

The first factor was the students. The students thought that writing was difficult. They found difficulties in finding and generating their ideas. When they found an idea, they still faced difficulties and confused in arranging the idea into a good story. To produce a good writing, vocabulary mastery was also important.

However, they still lacked of it. Most students just relied on the teacher by asking directly the meaning of some English words. Besides, their grammar competencies and writing mechanics were also poor.

The second factor was related to the teaching and learning process, especially the classroom activities and writing practice. The classroom activities were less motivating the students in learning. The class was monotonous and less fun learning activities. Like in traditional methods, the classroom activities were focused on listening to teacher's explanation and then doing task given from textbook. There were no opportunities for the students to practice writing. It made the students was not used to make writings, and they got many difficulties when they were asked to write.

Lastly, the factor was related to the teacher. Media which were considered could attract the students' attention were absent in the teaching and learning process. Thus, the students easily got bored. They were not interested and motivated during their learning. The teacher always taught the students using textbook of which the materials were not interesting. The students simply did the exercises in the textbook which did not provide the students with adequate writing practices.

Based on the explanation of problems stated above, the researcher had hypothesis that the reason why the students' skill was still low were that they did not get enough writing exposure and enough chance to have writing practice; also the media used was not various.

To measure the students' writing skills before conducting the action, the researcher administered pretest. In this test, the students particularly wrote a recount text about their last holiday. From the result of the pretest, it showed the students' various scores. The following table shows the students' pretest scores in details.

Table 4: **The Students' Writing Score in the Pretest**

Score	Category	Frequency	Interpretation	Total	Percentage
87.5 – 100	Excellent		Good	0	0%
75 – 87.4	Very good	0			
62.5 – 74.9	Good	0			
50 – 62.4	Fair	0	Poor	31	100%
37.5 – 49.9	Poor	7			
25 – 37.4	Very poor	24			
Mean	30.89				
SD	6.11				

From the result of pretest, the data were support the observation result done before. The mean value of students' writing in the class was 30.89. 100% students were categorized into poor writing ability, 24 students were in very poor category and 7 students were in poor category. None of the students categorized into *good* writing ability. It indicated that the result did not meet minimum requirement according to the standard score of the school and the curriculum applied.

After the problems were collected from interviews, observations, and students' pretest score, the researcher and the teacher discussed to find the solution of the problems to perform the democratic validity. There were some actions that were planned as the result of the discussion.

The actions planned as the result of discussion were using pictures in the teaching and learning process of writing, implementing picture-based activities, giving task of integrated materials, and giving feedback on students' work. Picture series was chosen as media of teaching because they offered a nonverbal means to stimulate the students' written responses. By giving the students pictures, it was easier for them to get and generate ideas. Picture series also help students to arrange sentences into good paragraph and finally a good story, especially in writing recount text. Furthermore, to meet the expectation, the researcher also gave the students integrated materials containing tenses, vocabulary, spelling, punctuation, and capitalization.

The relationship between the problems and the actions are presented bellow.

Table 5: **The Relationship between the Field Problems and the Actions**

No	Problems	Actions
1.	The students got difficulties in finding and generating ideas in writing	Using picture series in the teaching and learning process of writing
2.	The students had low vocabulary mastery	<ul style="list-style-type: none"> • Using picture series in the teaching and learning process of writing • Giving task of integrated materials • Giving feedback on students' work
4.	The students made mistakes in grammar (tense, pronoun, etc)	<ul style="list-style-type: none"> • Giving task of integrated materials • Giving feedback on students' work
5.	The students were confused in making sentences and paragraph in	<ul style="list-style-type: none"> • Using picture series in the teaching and learning process

	good order	of writing <ul style="list-style-type: none"> • Implementing picture-based activities • Giving feedback on students' work
6.	The students were not accurate in spelling and capitalization	<ul style="list-style-type: none"> • Giving task of integrated materials • Giving feedback on students' work
7.	The students were less enthusiastic	<ul style="list-style-type: none"> • Using picture series in the teaching and learning process of writing • Implementing picture-based activities
8.	The teaching and learning process lacked the use of media	<ul style="list-style-type: none"> • Using picture series in the teaching and learning process of writing • Implementing picture-based activities
9.	The teacher only taught using the materials from textbook	<ul style="list-style-type: none"> • Using picture series in the teaching and learning process of writing • Implementing picture-based activities • Giving task of integrated materials

The processes of determining the solvable problems and planning the actions to overcome the problems were considered valid as they fulfilled the concept of democratic validity in which the researcher and the English teacher worked collaboratively. In this process, the English teacher and the students' voices about their opinions, feelings, and expectation related of the English teaching and learning process were also accommodated.

Besides, some preparations were also made to succeed the implementation of the actions. They are:

- 1) developing the research instruments,
- 2) selecting the materials,
- 3) deciding the teaching and learning activities,
- 4) developing the course grid and the lesson plans,
- 5) designing the media, and
- 6) developing integrated materials for students.

B. Report of Cycle 1

1. Planning

The researcher planned to conduct the first cycle in three meetings. The field problem to solve and the action plans are presented in table below:

Table 6: **The Action Plans and the Field Problems to Solve in Cycle 1**

No	The Action Plan	The Field Problem to Solve
1.	Using picture series in the teaching and learning process of writing	The teaching and learning process lacked the use of media and the material was monotonous, thus the students were less enthusiastic. The students also got difficulties in finding and generating ideas in writing, had low vocabulary mastery and confused in making sentences and paragraph in good order.
2.	Implementing picture-based activities	The teacher only taught using the materials from textbook which the activities were not

		various thus the students were easily got bored and tended to be passive in teaching and learning process.
3.	Giving task of integrated materials	The students had low vocabulary mastery. Besides, they also made mistakes in grammar (tense, pronoun, etc) and were not accurate in spelling and capitalization.
4.	Giving feedback on students' work	Most students hesitated to express their ideas in writing as they were afraid of making mistakes. The students still had difficulties in vocabularies, grammar, and mechanics.

Using picture series in teaching and learning process was the first action to help the students finding and generating ideas in writing. It also helped the students to arrange the story in good organization. Besides, it could attract students' interests, improve their motivation, and engage their attention in the teaching and learning process. It was also expected to enrich the students' vocabulary, as there were many items in the pictures which could be explored by the students. It gave the students concrete ideas which could help them to write.

The next action was implementing picture-based activities. It was aimed at providing the students fun activities through the implementation of pictures with the expectations that the picture-based activities could improve their motivation and engagement in teaching learning process. It was also expected to improve

their writing skills. In the first cycle, there was *Picture Sequence activity* that could help the students to be more active and provided arranging story practice.

The third action was giving task of integrated materials. The tasks were expected to help the students in learning writing as they providing materials and some tasks of writing aspects such as vocabulary, grammar, spelling, and capitalization.

The last action was giving feedback on students' work. Feedback was not only given on students' final writing but also on the task of integrated materials. It was given through discussion and marking on students' writing. It was given not only in class range but also given individually. The action was expected that the students were able to express their ideas better and grammatically correct. Besides, it was also expected to reduce their mistakes.

Some instruments were also made to succeed the process of the actions in Cycle 1. Course grid and the lesson plan of Cycle 1 were designed to be implemented in three meetings. The media, as the important element of this research, were also prepared based on the picture-based activities designed in the lesson plan; there were some of series pictures. In connection with the reflection, some instruments were prepared such as interview guidelines.

2. Action and Observation

The actions were conducted three times on November 16th, 21st, and 23rd 2013. The research team shared some duties during the cycle. The researcher

implemented the actions, while the English teacher observed the teaching and learning process. The complete descriptions of Cycle 1 are presented as follows.

a. First Meeting

The first meeting of cycle 1 was held on November 16th, 2013. When the researcher entered VIII A classroom, the condition of the classroom was very noisy. It took time to make the students calmed down. Then, she opened the lesson by greeting, saying a prayer and checking attendance list.

To activate the students' background knowledge, the researcher started the lesson by putting a series of pictures on board entitled "George's Diary" (see Appendix E). The students were asked to observe and identify the pictures. They looked enthusiastic when she gave some questions related to the pictures. They competed to answer the question.

R mengawali pelajaran dengan menempel picture series berjudul "George's Diary", kemudian R melakukan kegiatan tanya jawab bersama Ss. R mengajukan beberapa pertanyaan yang berkaitan dengan picture series, seperti "What can you see in the picture", "What happen?". Kemudian Ss dengan antusias menjawab "liburaaaaan.." "kemaah" "jatuh, Miss". Kemah. What is the English word for "kemah?" Beberapa Ss berbisik-bisik dan salah satu siswa menjawab "Camping?" "Yes. You are right. The English word for kemah is camping."

Field note 3– Appendix A

The picture series given could attract the students' attentions and stimulate them to express their ideas and opinions towards the given pictures. By exploring the pictures, the students also learnt some new English words which could enrich their vocabulary mastery.

After the students identifying the pictures, the researcher gave them a model of recount text related to the picture series given before. They were asked to read it. When she asked them to read aloud then, none of them wanted to do the request. Then she decided to point some students to read, but just one of them did the order. The pointed student was shy at first when he was asked to read, he told that he could not read English, but the researcher kept on motivating him.

R meminta Ss untuk membaca teks yang ada berjudul “George’s Diary”, tetapi tidak ada satupun dari Ss yang mau membacanya. Mereka terlihat malu dan tidak berani untuk membaca. Ketika R menunjuk salah satu siswa, dia berkata tidak bisa. “Ilham, please read the text entitled My Holiday” “Aku nggak bisa, Miss. Kalo salah gimana?. R terus memberi motivasi kepada Ss samapi pada akhirnya ada Ss yang mau membacanya.

Field note 3– Appendix A

From the previous field note, when none of the students wanted to read the text, it indicated that they still have low motivation and excitement in learning. Another reason why none of the students wanted to read the text was they were afraid of making mistakes. Then the researcher kept on motivating the students as one of the teachers’ role is as motivator.

After the text had been read by some students, the researcher continued the lesson by asking the content of the story. She asked about setting of the story, characters, and events that happened. This activity led the students to explanation of the use of recount text, its organization, and its purpose. Some students could answer her question correctly. Then, she started

to explain about recount text, its purpose, and organization, by referring to the text given before. The students seemed understand her explanation and wrote the explanation given.

The next activity was explaining the use of connecting words. Recount text has some language features that the students should understand. One of them is the use of connecting words. The students were asked to identify bold words in “George’s Diary” text. The words in bold were the connecting words. Then the researcher led the discussion of the use of connecting words. The discussion was done by the researcher to prevent the students being passive in teaching and learning process. When the students were actively involved in the discussion, they would easily learn the material given and feel free to ask or give ideas and opinion.

The lesson continued by doing a game. The activity was given to prevent boredom in classroom. The students of Junior High school were also like to move, doing a game was one of the ways to make the students enjoyed and actively involved the teaching and learning process.

The researcher put a series of pictures entitled “Holiday in Scotland” (see appendix E) on board and jumbled paragraphs under them. The students were asked to arrange the jumbled paragraphs into a good story based on the picture series. This activity was given to test the students’ understanding of

organization of recount text and sequence of a story. In this game, students were divided into four groups and each group should compete to arrange the paragraphs. The group who could arrange the paragraphs the most was the winner.

...Saat permainan dimulai suasana kelas menjadi gaduh karena Ss berebut dan sangat antusias untuk mengurukan paragraph berdasarkan gambar.

Field note 3 – Appendix A



Figure 3: The students play a game of arranging “Holiday In Scotland” story

While doing the game, the students looked so enthusiastic. They laughed and supported their group. The class situation became noisy but it showed that students were excitedly involved in the activities. While they enjoyed the activity, they also learned the material given without any burden. The material was learned in fun way.

The next task given was still picture series with jumbled paragraph but in this task the students must work individually. The story was entitled “Trip to the Farm”. The students were asked to arrange the jumbled paragraph into good order based on the picture series given. First, she had question-answer session about the picture series. The researcher asked about what the students could see in the picture and what might happen. The students followed the session enthusiastically. After the students had finished arranging the jumbled paragraph, the researcher and the students hold discussion about the story.

After all the exercises had been done, the researcher asked about what they had learned that day. Some students could tell the material given and what they had learnt fluently, and they looked interested. Then the class ended by saying a prayer.

After the class ended, the researcher held an interview with some students. At the first meeting, there were still some problems faced by some students. One of the problems found was related to vocabulary, as stated in following interview transcript:

R : Kamu bisa ngikuti dengan baik nggak pelajaran yadi?
S : Masih nggak ngerti
R : Di bagian apa?
S : Nggak apal kosakatanya

Interview transcript 6– Appendix C

The problem related to vocabulary was the students did not know the meaning and how to decide and use the right vocabularies. The problems were not only about vocabulary, problems related to language features and organization also happened in the first meeting to some students. Some of the students still having problem with organization of the text and the language features that was explained, they easily forgot the material given.

-
- S* : *Organization tu yang mana mbak?*
R : *Yang orientation , events, re-orientation Urutan recount text tadi.*
S : *Aku ra tau nyatet e miss*
R : *Bagian vocabulary ngertibelum?*
S : *Belum*
R : *Connector ngerti belum?*
S : *Belum*

Interview transcript 6– Appendix C

The problems in term of vocabulary, organization, and language features happened to some students. It might be happened because they still did not follow the teaching and learning process seriously. The problems above would be solved in the next meeting by doing task or activity that would make the students more actively involved.

b. Second Meeting

The second meeting of cycle 1 was held on November 21st, 2013. The researcher entered the classroom and greeted the students. After saying prayer and checking attendance list, she started the lesson by reviewing the material of their last meeting.

Pertama-tama R menanyakan kembali apa yang telah dipelajari pada pertemuan sebelumnya, Ss menjawab dengan antusias. “What have we learned on our last meeting?” “Recount text, Miss...” “What do you know about recount text?” “Teks yang menceritakan pengalaman masa lalu”

Field note 4– Appendix A

By asking the last material, the researcher measured how far the students’ understanding toward the material given. Then she repeated in brief what they had learned on their last meeting, including organization of recount text and its language features. After it had been done, she continued the lesson.

First, the researcher gave the students a recount text and its series of pictures entitled “Trip to TMII”(see Appendix E); they were asked to read the text first. She asked them to find verbs in the text. Besides, she also asked them to pay attention to punctuation and capitalization used in the text. She gave explanation about the use of punctuation comma (,) and full stop (.) to the students. She also explained about capitalization that capital letters should use in the beginning of proper noun, etc.

The students seemed had no difficulties in capitalization and punctuation, yet they were confused about the verbs and had no idea what verb are. Then the researcher gave example of a simple sentence, continued by explaining the subject, verb, and object of the sentence. After that, she gave deep explanation of verb itself. After they had understood about verb, they started to search verbs used in the text. She asked them if they had found the verb they could come forward and wrote the verb they found on board.

Most of them were enthusiastic; they competed to write the verbs they found. The class became noisy by that time, but it was good. It showed that the students enjoyed the activity given. The situation of the class is drawn by the following field note:

R meminta Ss yang menemukan kata kerja untuk menuliskan di papan tulis kata-kata yang ditemukannya. Ss terlihat antusias dan berlomba-lomba agar bisa menuliskan kata kerja yang ditemukannya. Mereka bersahutan “Miss aku ya yang maju!” “Miss, aku abis Bela lho..”

Field note 4– Appendix A

To calm the students down, the researcher pointed some students to write on board. She pointed ten students representing each verb. After all the verbs had been written, the researcher and the students did the discussion about the verbs and gave correction to the verbs. She asked about the difference of the verbs; why there were verb with –ed and why the other were not. They had no idea about it. Then she explained about regular and irregular verbs.

The next stage was the researcher gave the students exercise to deepen their understanding about past verb. The exercise was called “My Yesterday’s Activity” (see Appendix E). There were verbs in present form, they were asked to change the verb into past form. Some of them got difficulties in changing the verb form. They never did such activity before. Most of them were asking, as impact she had to come toward to them to answer their

questions. Then the researcher suggested opening dictionary, but most of them were not bringing it even it was told to bring dictionary on the previous meeting. Only few of them brought the dictionary, making the exercise took a long time to be finished. After the first exercise had been finished, the researcher and the students were together discussing the exercise. Some of the students still had wrong answer on the exercise.

To deepen the students' understanding, the researcher repeated the explanation of Simple Past Tense once again. Then the students were given another exercise of Simple Past Tense, the second exercise was completing cloze text with suitable past verb (see Appendix E). They were less enthusiastic in doing the second exercise; some of them did not do the exercise given.

R mengawasi Ss dalam mengerjakan task yang diberikan. Beberapa Ss terlihat tidak mengerjakan dan malah asyik melakukan hal lain. R emndatangi dan bertanya mengapa tidak mengerjakan, Ss menjawab "Udah capek e Miss ngerjain tulisan terus. Bosen e."

Field note 4– Appendix A

From the field note above, it can be concluded that the students did not interest in the task given because the task was monotonous as they usually do, comparing with the previous activity that involved them in game that they were so enthusiast to join the learning activities. Then the researcher gave motivation to them to keep on doing the task given. While they were doing

the second exercise, she answered a lot of questions from them. She walked around the classroom to check and give explanation to the students who needed.

R mengecek pekerjaan siswa dan mengoreksi apabila ada yang salah. R juga menjelaskan dan menjawab pertanyaan dari Ss berkaitan dengan tugas yang diberikan. "Miss, kalo yang ini regular atau irregular to masuknya?" "Coba dicari di kamus, ada di list irregular verb atau tidak?" "Nggak ada" "Kalo begitu masuknya kemana?" "Regular" Ditambahi apa? "-d atatu -ed"

Field note 4– Appendix A

It was quite hard to handle the students' questions since they were preferred to ask individually and it took a lot of time. As the result, time for English lesson had ended, yet the material was not done yet. The researcher then asked permission to the teacher who had the next lesson to take his session. The teacher gladly gave permission to her.

After the second task, the researcher gave the students a series of picture entitled "A Day in My Life" (see Appendix E). The picture series was attached with some verbs in present form. They were asked to identify the picture one by one and gave attention to its sequence. After having discussion about the picture, they should make at least one sentence for each picture. This exercise was aimed to teach them about drafting in writing. The difficulty found in this stage was they got confused in changing the present form into past form. It made them asked a lot. She could not handle all of their

questions, but when she explained about Past Tense in front the class, none of them asked. They preferred to ask individually.

While the students were doing the task, the researcher put the picture series on board. After finishing the task, they were asked to write their sentence on the board in front of class. Not like previous meeting that they were shy and not confident to write on the board, by that time most of them raised their hands wanted to write their sentences on board. They were enthusiastic to go in front (see Appendix A). When they had done writing sentences on the board, the researcher and the students discussed and corrected the sentences together. The mistake was about the verb; the verb which should be irregular verb was simply added by –ed because they did not know the form. Other mistake was about capitalization and punctuation; the students did not put capital letter in proper noun (name of person) and did not put full stop (.) at the end of the sentence.

c. Third meeting

The last meeting of cycle 1 was held on November 23rd, 2013. This meeting was aimed to test the students' writing ability after doing some exercises on previous meetings

. The researcher started the lesson by greeting and saying prayer. After checking attendance list, she asked the students to take a look at the previous material. Before continuing the lesson, she recalled students' knowledge

about recount text and its language features. Some of the students answered correctly and some of them were quite.

On the previous meeting, the students still made mistakes in capitalization and punctuation. The researcher then gave them task of capitalization and punctuation (see appendix E). After the task was done, the researcher and the students were together discussing the task and mistakes done by some students.

The next activity was the researcher distributed handouts to the students. The handouts contained a series of picture about “Helping Mother” (see appendix E). Then she gave explanation to the students about what they should do, they had to make a draft based on the picture series. Some of them immediately did the order but some others were still confused about what they should do. Then she repeated the order.

R membagikan handout yang berisi picture series “Helping Mother”, kemudian meminta Ss untuk membuat draft di kolom yang telah disediakan berdasarkan gambar. “Now, what can you see in the pictures?” “Membuat kue” “Make roti” “Good. Are the pictures arranged in good order? “Yes, Miss” “Now, please make sentences that describe the picture. At least one sentence for each picture”

Beberapa Ss terlihat kebingungan. R kemudian mengingatkan kembali yang telah mereka pelajari pada pertemuan sebelumnya “Do you still remember our task of A Day In My Life? Yang kemarin membuat kalimat certain alien? “Iya Miss..” “Nah, sekarang membuat seperti kemarin tapi sekarang ceritanya beda, certain gambar yang membuat kue itu yaa”

Field note 5– Appendix A

After all the students were doing the task, the researcher went around monitoring the class to check students drafting process and answering students question when they got difficulties.

Some students found difficulties in making correct sentences. They asked a lot. Most of them did not know the correct vocabulary should be used or the English form of some words. The researcher allowed them to walk around the classroom to ask their friends when they found difficulties because she got difficulties in handling their questions.

R berjalan berkeliling kelas untuk memonitor pekerjaan Ss. Beberapa Ss menemui kendala dalam membuat kalimat. Namun, kebanyakan dari mereka tidak mengetahui kata yang tepat yang harus digunakan. Karena R tidak bisa menangani satu persatu pertanyaan Ss, R meminta Ss untuk bertanya pada teman yang bisa atau membuka kamus. R mengoreksi beberapa kalimat Ss dan memberi koreksi apabila menemui kesalahan.

Field note 5 –Appendix A

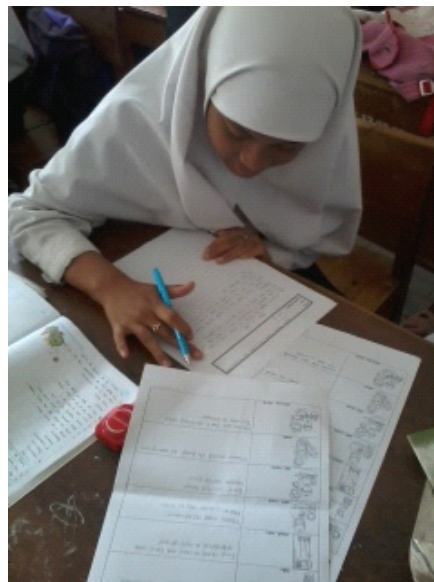


Figure 4: **The student write a story based on picture series**

After checking some students' drafts, the researcher asked the students to make a recount text based on the draft they had written. She reminded about organization of recount text and the use of connecting words. They seemed to understand and started doing the request. About 30 minutes later, she asked them to submit their writing. The lesson ended by saying a prayer.

3. Reflection

As the plans had been implemented in the actions in the first cycle, the researcher and the English teacher had a discussion to reflect the actions based on the observation, interviews, after the end of Cycle 1. This was to fulfill the democratic and dialogic validity of the research. The reflection was addressed to be an evaluation of the first cycle. Besides, it was used for planning the next actions of the next cycle. Having discussion, the research team found some strengths and weaknesses in the results of Cycle 1. The reflection then would be used as a plan of the actions that would be implemented in the second cycle.

a. Using picture series in the teaching and learning process of writing

It can be said that the researcher quite succeeded in attracting the students' interests in learning related to the action of using pictures as the media in the Cycle 1. Picture series helped the students in finding and generating ideas in writing recount text. Before they got the picture series as media in learning writing, it was rather difficult for them to find ideas. When the students had the picture series, they could stimulate their imagination. By

using picture series, the students could also learn about sequence of events that their writing would be more organized.

There were some comments dealing with the implementation of picture series in the first cycle. The students in this case gave their good feedback. The following transcript will present the effect of using picture series as media in teaching and learning process of writing recount text in Cycle 1.

-
- R : Kalo tadi kamu belajar recount text pake gambar-gambar ini membantu enggak?*
S : Iya. Membantu sekali
R : Kenapa?
S : Ya kan ada gambarnya, jadi tau kejadiannya sama urutannya gimana.

Interview transcript 7– Appendix C

- R : Kalo pake gambar tadi nulis jadi lebih mudah nggak?*
S : Jadi lebih mudah membayangkan situasinya. Jadi tau apa yang harus ditulis

Interview transcript 9– Appendix C

From the interview transcript above, it was obvious that the students felt picture series were useful for them. The picture series made them easily imagine the situation. As the result, it helped them finding and generating ideas. Since recount text is emphasizes in writing sequence of events, the picture series helped to organize the story.

Good feedback was also stated by the English teacher. He said the students were motivated and interested in learning by using picture series as media in teaching writing. Besides, picture series are beneficial for writing recount text. However, the teacher complained about the pictures as they were not big and clear enough. Then, the problem was fixed in the next meetings.

R : Apakah anak-anak termotivasi?

GBI : Anak-anaknya tertarik kecuali sebagian memang anak-anak yang di pojok. Itu tipe anak kalo tidak didekati tidak mau diperhatikan

R : Apakah media gambar berseri membantu anak?

GBI : Ya karena sudah mewakili recount text. Besok nampilin gambarnya pake LCD saja biar lebih jelas

Interview transcript 2– Appendix C

However, not all of the students felt the usefulness of picture series. They felt that picture series were not useful for them and help them to write.

R : Kalo pake gambar berseri tadi ngebantu kamu ngerti ceritanya nggak?

S1 : Nggak

S2 : Ya

S3 : Dikit

Interview transcript 10- Appendix C

From the interview transcript above, most of the students felt picture series were beneficial from them in writing recount text, but some of them were not. It was one of the problems should be solved in the next cycle. All of the students must learn the material given enthusiastically and made picture series beneficial for them.

Besides, picture series also helped the students to expand their vocabulary mastery since they provided clear illustration of objects and situation. Harmer (2004: 67) explains that some situations, particularly related to grammar and vocabulary work can be presented by pictures. Furthermore, they can also be used to provoke students to create imagination.

R mengajukan beberapa pertanyaan yang berkaitan dengan picture series, seperti "What can you see in the picture", "What happen?". Kemudian Ss dengan antusias menjawab "liburaaaaan.." "kemaah" "jatuh, Miss". Kemah. What is the English word for "kemah?" Beberapa Ss berbisik-bisik dan salah satu siswa menjawab "Camping?" "Yes. You are right. The English word for kemah is camping."

Field note 4 – Appendix A

The improvement of students writing skill can be seen by these students' works. The following are the comparison of students' work in pretest and cycle 1 test. (see Appendix G)

Name	: Intan Wahyu Nugraeni
Class	: VIII A
Student Number	: 13

Write short paragraph about your experience during your holiday.

Camping

Last years, I am and my friends camping in the Aero-wisata Adisucipto. We their three days. Live their build a tent.

We were so happy build a tent and enjoyed. We get experience interesting.

interesting experience

Figure 5: **Student's writing in Pre-test**

Student's pretest writing above is one of the students' writing showing that they made mistakes. First, the student made very simple story consisted of 5 sentences. Even the story was in sequence, but she put no detail in it and

did not develop the story as well. It showed that the students got difficulties in generating ideas and developing story. Second, she made mistake in sentence structure, as stated in sentence “*Live their, build a tent*”. The sentence did not fulfill the requirement of a good sentence, it lacked the use of Subject. She also did not put “were” in front of an adjective. Third, most of the sentences of the story were grammatically incorrect. The grammar mistakes were in the use of past verb and noun phrase. For the example, the mistakes in the use of past verb could be seen in word “build” instead of “built” and “get” instead of “got”. The mistake of noun phrase could be seen in “experience interesting” instead of “interesting experience”. Fourth, the mistakes of vocabulary choice and misspelling could be seen in word “their” instead of “there”. The last, the mistake of pronoun, she used “I am” instead of “me” in front of “and”.

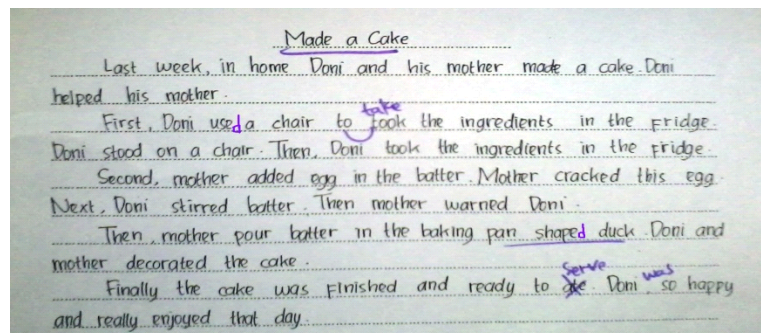


Figure 6: **Student's writing after cycle 1**

The previous is student's writing after cycle 1, it could be seen that there were improvements in students writing. The story was quite developed and organized according to recount text organization (*Orientation, sequence of events, and re-orientation*). However, the cohesive and coherence of the

text should be considered. She might use reference “she” instead of repeating “mother” and use “he/his/” instead of repeating “Doni”. The improvement of writing also could be seen in the sentence structure, although there was mistake in the use of auxiliary before adjective in “Doni so happy”, it should be “Doni was so happy”. It was also found mistakes in vocabularies in term of the use of verb, for the example the use of “to took” instead of “to take. Overall, the students’ writing after cycle 1 was better than pretest writing.

Although the student got improvement in writing especially in term of generating and finding idea, there were still some mistakes done by the students after cycle 1. Their mistakes were the form of grammar, vocabulary, cohesive and coherence of a text. They became problem that should be solved, so that the text would be easier to be read and understood.

b. Implementing picture-based activities

Through the use of picture series which was implemented in some activities, the students enjoyed and looked enthusiastic in the teaching and learning process. They were involved in every stage of teaching. The following field note proves they enjoyed the teaching and learning process.

R meminta Ss untuk mengurukan paragraph yang acak menjadi sebuah recount text yang urut sesuai gambar. Karena ini adalah kompetisi, grup yang bisa mengurutkan sebanyak-banyaknya adalah pemenangnya. Saat permainan dimuali suasana kelas menjadi gaduh karena Ss berebut dan sangat antusias untuk mengurukan paragraph berdasarkan gambar.

Doing a game using picture series made the students more actively involved and motivated in learning. When they had group works, they could share their idea and knowledge to each other.

When the students were given task without picture, they were less motivated. It might happen because the task was not interesting enough.

R memberikan tugas lain berupa cloze text. Akan tetapi, pada tugas kali ini Ss terlihat tidak bersemangat untuk mengerjakan. Ketika ditanya mengapa, mereka menjawab "Aku udah capek e Miss" "Nggak bisa aku, Miss.." "Bosen e, Miss.." tetapi R terus memberi motivasi pada Ss agar mereka mau mengerjakan.

Field note 4 – Appendix A

The task without various activities was boring for the students. They need alternative tasks and activities that could prevent them for boredom like doing discussion or doing game. The activity should be more interesting in the next cycle.

c. Giving task of integrated materials

The action of giving task of integrated materials to the students was very helpful as the students were provided with a complete materials and writing exercises. However, some of the students were bored and not interested in some of the task given (see Field note 4 appendix A). The task should be made in more creative form instead of boring task.

d. Giving feedback on students' work

Giving feedback to the students' performances, it succeeded in improving the students' writing performances. Giving feedbacks was focused

on the students' performance in writing aspects, like content, organization, vocabulary, sentence structure, also spelling and punctuation. The feedback was given by giving mark on students' writing mistakes. The feedbacks were not only on the result of students' writing, but also given privately on classroom monitoring as captured in the following extract:

Ss sedikit menemui kendala dalam membuat kalimat sehingga R harus mendatangi satu-persatu untuk menjelaskan secara mendalam bagaimana membuat kalimat. Misal saat salah seorang murid bertanya "Miss, bikin kalimatnya tu kayak gini?" "Coba diperhatikan lagi, ini verbnya bentuk berapa?" "Satu" "Kalo bikin recount bentuk berapa?" "Eh dua ya Miss" "Iya. Ini nama orang, kalo nama orang pake huruf besar nggak?" "Oh iya"

Field note 5 – Appendix A

Giving feedback directly and individually to the students was a good way to help them improving their writing awareness, but it took a lot of time since the numbers of the students were 31. The researcher found difficulties in handling the students' questions and needs.

After implementing the picture series as media in teaching and implementing picture based activities to the students, the researcher scored the last task as a posttest in Cycle 1. It was given to know the students' writing skills after the actions in Cycle. It Table 7 shows the students' writing score in Cycle 1.

Table 7: **The Students' Writing Score after Cycle 1**

Score	Category	Frequency	Interpretation	Total	Percentage
87.5 – 100	Excellent		Good	2	6.45%
75 – 87.4	Very good				
62.5 – 74.9	Good	2			
50 – 62.4	Fair	24	Poor	29	93.54%
37.5 – 49.9	Poor	5			
25 – 37.4	Very poor				
Mean	54.75				
SD	6.03				

In general, the percentage of the students' writing skills was not good yet. The mean of writing scores in Cycle one was only 54.75. There was only 6.45% of the number of all the students who were categorized as 'good'. However, the percentage of the 'good' category is increase from the previous test. In the pretest, the percentage of the students who are in 'good' category was 0%. After Cycle 1, there were 2 students categorized having 'good' and 29 students still categorized into 'poor' writing skills.

From the scoring rubric, the researcher found that the ideal mean of the students was 55 and the ideal standard deviation was 4.17. In fact, their mean value was 54.75. Their mean was lower than the ideal mean. It means that their skills in writing were not good yet. Besides, the standard deviation was 6.03. It was lower than the ideal standard deviation that was 4.17. It means that their achievement was homogenous.

Comparing the writing score in pretest and Cycle 1 test, the researcher concluded that the students' writing score increased because of the use of picture-

cued activities. The improvements on 'good' category of writing score improved from 0% to 6.45% or 0 to 2 students. The mean value in the class increased from 30.89 to 54.75. The following is the result of students' writing score before and after the action in Cycle 1.

Table 8: **The Comparison of the Students' Writing Skills Before and After Cycle 1**

Score	Category	Pretest	Intrp.	Total	%	Cycle 1	Total	%
87.5 - 100	Excellent		Good	0	0%		2	6.45%
75 - 87.4	Very good	0						
62.5 - 74.9	Good	0	Poor	31	100%	2	29	93.54%
50 - 62.4	Fair	0				24		
37.5 - 49.9	Poor	7				5		
25 - 37.4	Very poor	24						
Mean		30.89			54.75			
SD		6.11			6.03			

Table 9: **The Result of t-test – Pretest and Cycle 1**

		Mean	N	Std. Deviation	Sig. 2-tailed	α
Pair 1	Pre-Test	30.89	31	6.11	0.00	0.05
	Cycle 1	54.75	31	6.03		

The data above were collected by applying Paired-Samples t-test in SPSS 17.0. The t-test employed the students' scores to find the probability value (p value). From the result above, p value is 0.00. The result was statistically significant because p value was lower than the significant level ($0.00 < 0.05$). It means that the use of picture series shows a significant influence in the students' writing skills considered from the result of the pretest and Cycle 1 scores. At last, it can be claimed that the implementation of picture series activities can improve the students' writing skills.

After the researcher conducted Cycle 1, there were some improvements on the students' writing skills. In addition, the researcher analyzed the result of students' writing and concluded that the students got improvement in writing aspects; generating idea, using tense, spelling, capitalization, and punctuation and slightly improvement on sentence structure and vocabulary. She tried to get more improvement by conducting actions in Cycle 2.

C. Report of Cycle 2

1. Planning

The second cycle was held in two meetings including the posttest. The plans of Cycle 2 are presented as follows.

Table 10: **The Action Plans and the Field Problems to Solve in Cycle 2**

No	The Action Plan	The Field Problem to Solve
1.	Using picture series in the teaching and learning process of writing	Some students still had difficulties in finding and generating ideas in writing, had low vocabulary mastery and confused in making sentences and paragraph in good order. Besides, the students were less enthusiast when they were asked to do task without picture.
2.	Implementing picture-based activities	-
3.	Giving task of integrated materials	-

4.	Giving feedback on students' work	Most students hesitated to express their ideas in writing as they were afraid of making mistakes. The students still had difficulties in vocabularies, grammar, and mechanics.
----	-----------------------------------	--

Using picture series in teaching and learning process as the main idea was the action to help the students finding and generating ideas in writing. It also helped the students to arrange the story in good organization. Besides, picture series could attract students' interests, improve their motivation, and engage their attention in the teaching and learning process. The picture series were also expected to enrich the students' vocabulary, as there were many items in the pictures which could be explored by the students. Pictures series gave the students concrete ideas which could help them to write.

The other action was giving feedback on the students' writing. As the action was effective in helping the students to be more aware of their mistakes during Cycle 1, the researcher would continue the action in this cycle. In this cycle, the action was expected to be able to solve the students' difficulties, especially in grammar and writing mechanics. In addition, showing their achievement in their writing was hoped to keep the students' motivation.

The researcher omitted actions of implementing picture-based activity and giving task of integrated materials due to limited of time. The students' problems

on previous cycle would be accommodated and solved in actions of using picture series and giving feedback on their works.

2. Action and Observations

The action in the second cycle was conducted in two meetings. It was on November 25th and 28th, 2013. The research team shared some duties during the cycle. The researcher implemented the actions, while the English teacher observed the teaching and learning process. The complete descriptions of Cycle 2 are presented as follows.

a. First meeting

The first meeting of cycle 2 was held on November 25th, 2013. The meeting was aimed to improve students' writing skills by correcting mistakes on previous cycle.

As usual, the researcher entered the classroom and opened the lesson by praying and checking attendance list. Before going to the next stage, she asked about difficulties that the students faced on the previous meetings.

R membuka pelajaran dengan melakukan tanya jawab tentang kendala yang dihadapi Ss pada pertemuan-pertemuan yang telah dilakukan. "Do you find any difficulties in writing recount?" "ngomong apa Miss?" "Kesulitan dalam menulis Recount ada tidak?" "Aku bingung kata-katanya Miss" "Kalo aku bikin kalimat biar bagus"

Field Note 6 – Appendix A

Then the researcher gave students' writing on the last meeting. The students were asked to identify their writing mistakes. They should pay attention to marks which has been given by the researcher. After that, they were asked to revise their writing until being a good story. This activity was aimed to improve their own awareness of their writings. They could reflect their writing ability by looking at their mistakes.

R membagikan tulisan Ss pada pertemuan sebelumnya tentang "Made a Cake" Setelah Ss mendapat hasil tulisan masing-masing, R meminta Ss untuk mengecek kesalahan pada tulisan masing-masing kemudian agar memperbaikinya. Ss tidak begitu menemui kendala dalam memperbaiki kesalahan karena setiap kesalahan ditandai dengan jelas.

Field Note 6 – Appendix A

After the students finished revising their writing, the researcher explained the main mistakes done by them. There were mistakes in vocabularies, grammar, capitalization and punctuation, also in sentence structure. So that she explained again in brief about those writing aspects.

R bertanya pada Ss. "Do you have any mistakes on your writing?" Masih ada salah di hasil tulisan kalian?" "Yes, Miss" "Ilham, coba salahmu di apa?" "Ini miss aku yang past verb itu ada yang salah" "Yang lain?" "Sama, Miss"

Field Note 6 – Appendix A

On previous cycle, most of the students were having mistakes in the use of past verb. Thus, in this meeting the exercise of past verb would be more emphasized. First, they were given a series of picture entitled "Camping in the Forest", they should identify the picture. Then the task given was

finding past form and meaning of words related to the picture series. They did not find any difficulties in doing the task because they already had dictionary with them as what had been told before. When discussing the task, they seemed had no difficulties.

Next, the students were given task of drafting and writing a recount text based on picture series entitled “Camping in the Forest”. They were asked to write sentences as many as they could which describing each picture as on previous exercises, but the picture series provided this time was not finished yet, they should make their own story to finish the story. It could stimulate students’ imagination in developing their own story. Some of the students still had difficulty but the others enjoyed writing their own story very much since they could use their own imagination.

R membebaskan Ss untuk mengarang sendiri ending dari cerita “Camping in the Forest”. Ss terlihat antusias walaupun beberapa terlihat kebingungan untuk menentukan akhir dari cerita.

“Miss, kalo tamatnya dibikin selamat semua boleh to? “Yes, do it as you wish”

Field Note 6 – Appendix A

After finishing “Camping in the Forest” story, the students were asked to submit their writing. The researcher then asked them about the difficulties that day, summarized what they had learned, and ended the lesson by saying a prayer.

b. Second meeting

The last meeting of Cycle 2 was held on November 28th, 2013. The researcher entered the classroom and opened the lesson by praying and checking attendance list. She told the students that it was the last meeting for them. Then she started the lesson by recalling what they had learned. Then she reviewed briefly the material which was given including the purpose, organization, and language features of recount text.

Then the researcher gave the students' last writing of "Camping in the Forest". The students were asked to check and revise the writing if there were any mistakes.

Then, the researcher asked the students whether they had unforgettable experience. The following field note shown the class situation

R membagikan kertas pada Ss dan meminta untuk menuliskan sebuah recount text berteme "Unforgettable Experience". Ss mulai bertanya tentang tema yang diberikan, "Miss, kalo nulis kelahiran adik boleh?" "Miss, kalo nulis belajar naik motor bisa tidak"

Field Note 7 – Appendix A

The next stage is the researcher distributing worksheets to the students. They were asked to write their unforgettable experience. They were allowed to make the draft first if they wanted to.

The students did their writing excitedly because they wrote their own experience. The difficulties were in term of vocabularies. They were asking a lot instead of opening the dictionary.

R berjalan berkeliling untuk mengecek pekerjaan siswa dan member bantuan apabila ada Ss yang mengalami kesulitan. Beberapa Ss bertanya tentang kosakata yang tidak mereka ketahui. "Miss, bahasa inggrisnya jatuh apa?" "Please check on your dictionary, cek di kamus" "Males Miss, tanya Miss aja yang cepet"

Field Note 7 – Appendix A

After the students' writing finished, the researcher collected the writings and then distributed questionnaire to the students. After the students filled the questionnaire, the researcher said gratitude and farewell to the students.

3. Reflection

As the plans had been implemented in the actions in the second cycle, the researcher and the English teacher had a discussion. It was to reflect the actions based on the observation, interviews, and questionnaires filled by the students after the end of Cycle 2. This was to fulfill the democratic and dialogic validity of the research.

a. Using picture series in the teaching and learning process of writing

In Cycle 2, the implementation of picture series in the teaching and learning process of writing was successful. The picture series made the students motivated during the teaching and learning process. Besides, they also helped the students to write as they provided illustrations and ideas.

Good feedback of using picture series came from the students as stated

below:

-
- R : Gimana kamu seneng nggak sama pelajaran tentang recount text kemaren?*
- S : Seneng mbak*
- R : Kenapa kok seneng?*
- S : Soalnya jadi lebih ngerti tentang recount text. Lagian kan pake gambar-gambar tho mbak, jadi nggak bosan gitu. Terus jadi lebih mudah buat ngerti cerinya tentang apa. Biasane aku nggak dong e mbak kalo tulisan tok, hahaha..*
- R : Oh gitu. Terus ada yang nggak kamu suka?*
- S : Nggak ada sih. Paling kalo Cuma suruh ngerjai latihan-latihan. Dikit. Soalnya agak susah e.*
- R : Sekarang jadi lebih suka nulis bahasa inggris nggak?*
- S : Ya dikit-dikit mbak*

Interview transcript 10 – Appendix C

-
- R : Menurut kamu gimana pelajaran kita kemaren*
- S : Ya asik*
- R : Sekarang udah ngerti recount text?*
- S : Udah*
- R : Apa coba?*
- S : Teks yang menceritakan pengalaman masa lalu tapi urut gitu lho.*
- R : Ciri-cirinya apa?*
- S : Nganu, opo kae.. (diam)... pake Verb 2*
- R : ya, bisa. Menurut kamu kalo pake gambar gitu membantu kamu nggak?*
- S : Ya lumayan bantu soalnya jadi lebih ngerti jalan ceritanya*

Interview transcript 11 – Appendix C

From the interview with the students, it could be concluded that picture series were beneficial to help them in writing. Picture series were useful media that could make the student easily learn and understanding the material given. Besides, picture series could attract their attention and prevent

them from boredom. However, they did not happy when they were given task that did not attach with picture in it. They were bored and had little motivation to do the task.

The following result of questionnaires supported the students' responses towards the use of pictures during Cycle 2.

Table 11: The Questionnaire Result on the benefits of using picture series in term of writing aspects

Statement	Opinion	Students Choice	
Picture series help in finding and generating ideas	Strongly agree	6	19.35%
	Agree	19	61.29%
	Disagree	6	19.35%
	Strongly disagree	0	0.00%
Picture series help in finding and using vocabulary	Strongly agree	6	19.35%
	Agree	22	70.97%
	Disagree	3	9.68%
	Strongly disagree	0	0.00%
Picture series help in making good sentences	Strongly agree	6	19.35%
	Agree	23	74.19%
	Disagree	2	6.45%
	Strongly disagree	0	0.00%
Picture series help in using right grammar, capitalization, and punctuation	Strongly agree	6	19.35%
	Agree	18	58.06%
	Disagree	7	22.58%
	Strongly disagree	0	0.00%
Picture series help in developing story	Strongly agree	8	25.81%
	Agree	17	54.84%
	Disagree	6	19.35%
	Strongly Disagree	0	0.00%
Picture series help in organizing text	Strongly agree	7	22.58%
	Agree	21	67.74%
	Disagree	3	9.68%
	Strongly disagree	0	0.00%
Picture series make easier to write story	Strongly agree	7	22.58%
	Agree	17	54.84%
	Disagree	7	22.58%
	Strongly disagree	0	0.00%

Picture series help to improve writing ability	Strongly agree	3	9.68%
	Agree	21	67.74%
	Disagree	7	22.58%
	Strongly disagree	0	0.00%

From the result of the questionnaires above, it can be seen that more than 75% of the students responded that picture series were beneficial for them. The use of picture series was effective to help students in term of ideas, writing mechanics, and vocabularies. As the impact, their writing ability was improved.

Picture series also made the students more motivated and more active in the teaching learning process. The questionnaire result below supports the students' responses toward picture series which had done.

Table 12: The Questionnaire Result on the benefits of implementing picture series in term of students' motivation

Statement	Opinion	Students Choice	
Writing through picture series makes me more active	Strongly agree	16	51.61%
	Agree	13	41.94%
	Disagree	2	6.45%
	Strongly disagree	0	0.00%
Activity given by the teacher is interesting	Strongly agree	6	19.35%
	Agree	18	58.06%
	Disagree	7	22.58%
	Strongly disagree	0	0.00%
Media in the form of picture series used by the teacher is interesting	Strongly agree	7	22.58%
	Agree	18	58.06%
	Disagree	6	22.58%
	Strongly disagree	0	0.00%

It can be seen from the questionnaire result that 75% of the students give good response toward media of picture series. They had opinion that

picture series make them more active and motivated in learning. Media and activity given by the researcher are interesting. It makes the students more motivated and active in the teaching and learning process of writing.

Below is the comparison of student's writing after Cycle 1 and in the post test. The students showed improvement in her writing after treatment in Cycle 2. (see Appendix G)

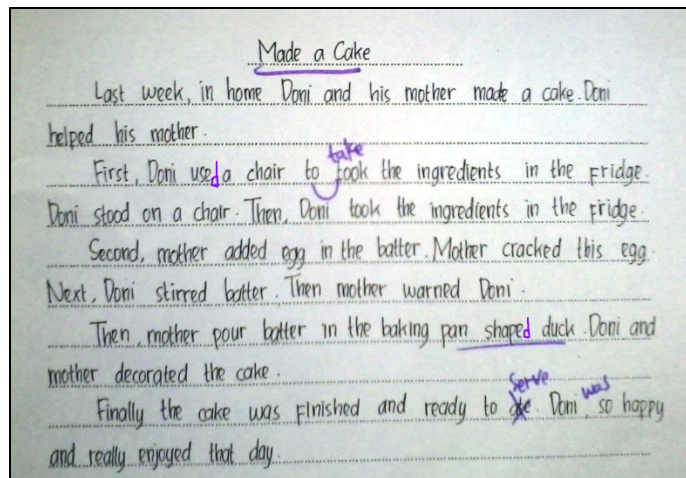


Figure 7: Student's writing after Cycle 1

Name	: Inan Nur Cahyani
Class	: VIII A
Student Number	: 12

Write a story about your unforgettable experience below.

Holiday in Awabong

Last year, me and my friend went to Awabong. We went there by bus at 05.30 am.

First, we had breakfast together in the bus. Then, we sang and talked each other. Next, we stopped to Taman Reptils. We saw many kinds of butterfly and snake.

Then we continued our travel. After arrived, we swam and played together. We were very enjoy.

Finally we went home with a smile. We were very happy. It was an unforgettable experience for us.

Figure 8: **Student's writing in Post test**

From the cycle 1 writing, the student's mistake could be seen in the sentence structure. There was mistake in the use of auxiliary before adjective in "Doni so happy", it should be "Doni was so happy". There were still mistakes in vocabularies in term of the use of verb, for the example the use of "to took" instead of "to take. However, in post-test writing her writing improvement is obviously seen. There was almost no mistake done her. She could find her own idea to write. The idea of the story was developed well and organized. The problem with vocabulary, grammar, and writing mistakes were decreased in the writing. She could make a recount text in cohesive and coherence writing that it became a good text to be read.

b. Giving feedback on students' work

As had been done in Cycle 1, the action of giving feedback to the students' performances succeeded in improving the students' writing performances. Giving feedbacks was focused on the students' performance in writing aspects, like content, organization, vocabulary, sentence structure, also spelling and punctuation. The feedback was given by giving mark on students' writing mistakes.

The feedbacks were not only on students' writing, but also given privately on classroom monitoring. The students preferred to have direct feedback so that they directly knew their mistakes and then revised them. In case the numbers of the students are 31, the researcher found difficulties in

giving direct feedback due to limited time and ability to handle the questions one by one.

After giving some tasks and doing some activities in Cycle 2, the researcher gave the second writing test. The test was used to know the improvement of the students' writing skills. The following table presents the students' score of writing in Cycle 2.

Table 13: **The Students' Writing Score in Cycle 2**

Score	Category	Frequency	Interpretation	Total	Percentage
87.5 – 100	Excellent	3	Good	26	83.87%
75 – 87.4	Very good	8			
62.5 – 74.9	Good	15			
50 – 62.4	Fair	5	Poor	5	16.17
37.5 – 49.9	Poor				
25 – 37.4	Very poor				
Mean	71.13				
SD	9.33				

Table 11 shows that the students' writing score in Cycle 2 is 83.87% good and can be categorized into *excellent (3 student)*, *very good (8 students)*, *good (15 students)*, and *fair (5 student)*. Meanwhile, the mean of the class was 71.13.

The ideal mean of the students was 68.75 and the ideal standard deviation was 6.25. In other side, the students' mean was 71.13. The mean was higher than the ideal mean. It means that the students' skills in writing were getting better. Besides, the standard deviation was 9.33. It was higher than the ideal standard deviation. It means that the students' achievement was heterogeneous.

Comparing the writing scores in Cycle 1 and those in Cycle 2, it concluded that the students' writing score increased significantly because of the use of picture

series in teaching and learning process. Most of the students had good writing skills. The improvement on *excellent* level of writing was from 0 to 3 students, on *very good* level was from 0 to 8 students, on *good* level was from 2 to 15 students. The mean value increased from 54.75 to 71.13. The following is the comparison of the students writing score in Cycle 1 and Cycle 2.

Table 14: **The Comparison of the Students' Writing Skills Cycle 1 and Cycle 2**

Score	Category	Cycle 1	Intrp.	Total	%	Cycle 2	Total	%
87.5 - 100	Excellent		Good	2	6.45%	3	26	83.87%
75 - 87.4	Very good					8		
62.5 - 74.9	Good	2				15		
50 - 62.4	Fair	24	Poor	29	93.54%	5	5	16.17
37.5 - 49.9	Poor	5						
25 - 37.4	Very poor							
Mean		54.75				71.13		
SD		6.03				9.33		

Table 15: **The Result of t-test – Cycle 1 and Cycle 2**

		Mean	N	Std. Deviation	Sig. 2-tailed	α
Pair 2	Cycle 1	54.75	31	6.03	0.00	0.05
	Cycle 2	71.13	31	9.33		

The data were collected by employing Paired-Samples test of t-test. The t-test used the students' scores to calculate the probability value (p value). From the result above, p value was 0.00. The result was statistically significant because p value was lower than the significant level ($0.00 < 0.05$). It means that the use of the picture series show a significant difference in the students' writing skills seen from the result

of Cycle 1 and Cycle 2 scores. Finally, it can be said that the use of picture series activities can improve the students' writing skills.

D. General Findings and Discussion

This study began on November 11th, 2013 and ended on November 28th, 2013. It was aimed to improve the writing skills of the students of SMP N 1 Gamping through picture series. All of the actions had been conducted in two cycles. Based on the result of the actions in Cycle 1 and Cycle 2, the research team agreed to discontinue the research up to this cycle. The implementation of picture series and the complementary actions were successfully accomplished and the objective of the research had been achieved.

The research findings were inferred from the qualitative and the quantitative data gathered during the research. The qualitative data are from the observation of teaching and learning process, interview with the English teacher and also the students. The quantitative data are derived from scores of the writing pre-test, post-test, and the result of questionnaires given at the end of each cycle.

Regarding to the implementation of those two cycles, the researcher presented the following changes as a result of Cycle 1 and Cycle 2.

Table 16: The Change Result of the Improvement of the Action during Cycle 1 and Cycle 2.

Preliminary Conditions	Actions	Cycle 1	Cycle 2
The students got difficulties in	Using picture series in the	Students were helped by picture	Students could find and generate their

finding and generating ideas in writing	teaching and learning process of writing	series to find and generate ideas in writing a recount text	own ideas in writing a recount text. They were able to compose a text based on the generic structure.
The students had low vocabulary mastery	<ul style="list-style-type: none"> - Using picture series in the teaching and learning process of writing - Implementing picture-based activities 	Picture series provided illustrations and new vocabulary which could be explored by the students	Students got many new vocabularies through some exercise done in Cycle 1 and Cycle 2. It made them only had little difficulties in using vocabularies in posttest writing recount.
The students made mistakes in grammar (tense, pronoun, etc)	<ul style="list-style-type: none"> - Using picture series in the teaching and learning process of writing - Implementing picture-based activities - Giving feedback on students' work 	Students' mistakes in grammar and mechanic can be reduced through exercise of integrated materials and giving feedback	The students' mistakes in grammar decreased significantly.
The students were	- Using picture	Some students	Most of the

<p>confused in making sentences and paragraph in good order</p>	<p>series in the teaching and learning process of writing</p> <ul style="list-style-type: none"> - Implementing picture-based activities - Giving feedback on students' work 	<p>were able to organize sentences. They were able to write in sequence. Some others still had difficulties in making good sentences, cohesive and coherence paragraphs.</p>	<p>students were able to organize sentences. Into a cohesive and coherence paragraphs.</p>
<p>The students were not accurate in spelling and capitalization</p>	<p>Giving feedback on students' work</p>	<p>Some students were able to use right spelling word, punctuation, and capitalization. Some others were still made mistakes in the right spelling word, punctuation, and capitalization.</p>	<p>Most of the students were able to compose sentences with right spelling, punctuation, and capitalization.</p>
<p>The students were less enthusiastic</p>	<ul style="list-style-type: none"> - Using picture series in the teaching and learning process of writing - Implementing picture-based activities 	<p>Most of the students were enthusiastic in the teaching-learning process of writing. Group work and picture based activity could</p>	<p>Most of the students were enthusiast in writing recount text</p>

		motivate and made the students to be more active in teaching and learning process.	
The teaching and learning process lacked the use of media	<ul style="list-style-type: none"> - Using picture series in the teaching and learning process of writing - Implementing picture-based activities 	The teacher used picture series as media in teaching recount. She also used other picture to support the integrated material (Vocabularies and mechanics). It is helpful to attract students' interest to the materials given.	The teacher used picture series as media in teaching recount. Picture series made the students more motivated in writing. The pictures attracted the students' attention during the teaching and learning process

1. The Students' Writing Score

In this part, the researcher discusses the mean value as presented in Pretest, after Cycle 1, and after Cycle 2. To avoid the subjectivity in scoring the students' performance, the research study applied investigator triangulation. Besides, inter-rater reliability was also used to make the data reliable. The scoring activities were done by the researcher, and the collaborator. The summary of the result of the pre-test, cycle 1, and cycle 2 is presented below.

Table 17: **Students' Mean Value of Writing in the Pretest, Cycle 1, Cycle 2.**

Score	Pretest	After Cycle 1	After Cycle 2
Mean Score	30.89	54.76	71.13
SD	6.11	6.03	9.33

Table 14 shows an increase of the mean of writing score obtained by students from Pretest, Cycle 1, Cycle 2, to Posttest. The result of the analysis of students' score in pretest shows that the mean was 30.89, in Cycle 1 the mean was 54.76, and in Cycle 2 the mean was 71.13. The highest and the lowest score also increased from time to time.

The researcher analyzed the percentage of writing score development. It was divided into six category levels, namely excellent, very good, good, fair, poor and very poor for each cycle. The analysis result of the each cycle is presented in Table 18.

Table 18: **The Improvement of Students' Writing Score in the Pretest, Cycle 1, and Cycle 2.**

Interpretation	Category	Total Number of Students		
		Pretest	Cycle 1	Post-test
Good	Excellent	0	0	3
	Very good	0	0	8
	Good	0	2	15
Poor	Fair	0	24	5
	Poor	7	5	0
	Very poor	24	0	0

Table 18 shows that the students' writing skills generally increased. The improvement can be seen on *excellent* and *very good* level. In *excellent* level, the total number of the students on that level increased from 0 to 3 students. In *very good* level,

the total number of the students increased from 0 to 8 students. In good level, the total number of the students increased from 0 to 15. Besides, on the *poor* category, the total number of students is 7 on the pretest and 0 on the posttest. On the *very poor* category, the number of the students decreased from 24 to 0.

From the table 18, it can be seen that on pretest none of the students had good writing skills, all of 31 students were in poor category of writing skill.. However, on the posttest, 26 students have good writing skills and on poor category there are 5 students. It means that the students' writing skills improved satisfyingly.

Comparing the writing scores in the pretest and those in the posttest, the students' writing score increased because of the use of the picture series in teaching and learning process. The improvements on *good* category increased from 0% to 83.87% or 0 to 26 students. The mean increased from 30.89to 71.13. The following table presents the result of students' writing score in pretest and posttest.

Table 19: **The Comparison of the Students' Writing Skills in the Pretest and the Posttest**

Score	Category	Pretest	Intrp.	Total	%	Posttest	Total	%
87.5 - 100	Excellent	0	Good	0	0%	3	26	83.87%
75 - 87.4	Very good	0				8		
62.5 - 74.9	Good	0				15		
50 - 62.4	Fair	0	Poor	31	100%	5	5	16.17
37.5 - 49.9	Poor	7				0		
25 - 37.4	Very poor	24				0		
Mean		30.89			71.13			
SD		6.11			9.33			

Table 20: **The Result of t-test – Pretest and Posttest**

		Mean	N	Std. Deviation	Sig. 2-tailed	α
Pair 3	Pretest	30.89	31	6.11	0.00	0.05
	Posttest	71.13	31	9.33		

The data were collected by employing Paired-Samples test of t-test. The t-test used the students' scores to calculate the probability value (p value). From the result above, p value was 0.00. The results were statistically significant because p value was lower than the significant level ($0.00 < 0.05$). It means that the use of the picture series shows a significant difference in the students' writing skills seen from the result of the pretest and the posttest scores. Finally, it can be said that the use of the picture series activities can improve the students' writing skills.

The researcher presents the data in the following chart to make the data clearer:

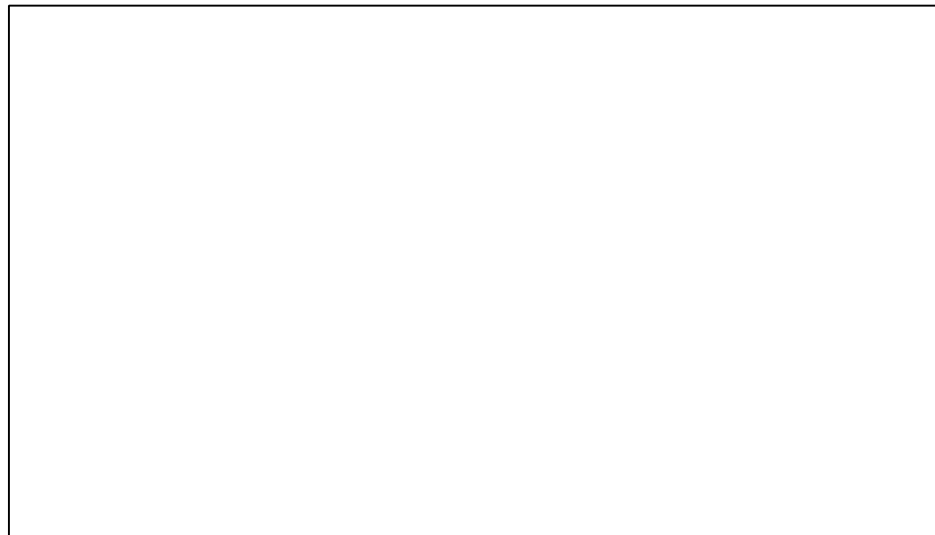


Figure 9: **The Chart of Students' Writing Score in the Pretest, Cycle 1 (Posttest1), Cycle 2 (Posttest1)**

In the pre-test, 24 students were in very poor category of writing ability and the other 7 were in poor category. The students writing in pretest had a lot of mistakes. The mistakes were in term of finding and generating ideas, organizing story, vocabulary, grammar, and writing mechanics.

Through the implementation of pictures, the students' writing abilities were improved. The improvements were revealed from the result of the students' writing at post cycle 1 and cycle 2 tests. At cycle 1, the students had treatment by using picture series as media in teaching and learning writing. The data showed that after cycle1, the students' writing score was increased. While in the previous test 24 students were in very poor category and 7 students were in poor category, at cycle 1 test only 5 students were in poor category, 24 students were in fair category, and the other 2 were in good category. The students score after cycle 2 showed that there was still improvement in their writing. While in the previous cycle 1 test there were still 5 students were in poor category, 24 students were in fair category, and the other 2 were in good category, at cycle 2 test there was improvement that 5 students were in fair category, 15 students were in good category, 8 students were in very good category, and the other 3 students were in very good category.

Significant differences of students writing score before and after implementing picture series could be seen that before implementation picture series 24 students were in very poor category of writing ability and the other 7 were in poor category. After implementing picture series as media in teaching and learning English,

the score significantly improved to 5 students were in fair category, 15 students were in good category, 8 students were in very good category, and the other 3 students were in very good category. Implementing picture series has proven that it could increase students' writing ability.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter discusses the information about the conclusion of the research, implication, and suggestion. The explanation of each point will be presented as follows.

A. Conclusions

This research was conducted at grade VIII SMP Negeri 1 Gamping. It was carried out on November 2013. The objective of this research was to improve the students' writing skills through the use of picture series. Based on the results and discussions in the previous chapter, it can be concluded that the implementation of pictures in the teaching and learning process of writing is believed to be effective to improve their writing skills.

The results of this research revealed the improvements contributed by the implementation of the picture series in the teaching and learning process of writing in grade VIII of SMP Negeri 1 Gamping. First, the students' writing problems in four aspects of writing including content, language use, vocabulary, and organization can be decreased. It might happen as picture series could provide the students illustrations and ideas in their minds. In addition, the implementation of picture series and picture series-based activities are proven effectively facilitate the students to improve their writing skills. Second, picture series can make the students able to engage and interest more in the teaching and learning process of

writing. As the result, they can improve their motivation in the teaching and learning process of writing. In addition, the improvements of their ideas and motivation will contribute to the effective teaching and learning process of writing since they are more motivated and have no difficulties.

B. Implication

Based on the results of the research, it is implied that picture series was effective to improve students writing skills. The teachers need to implement picture series in their teaching and learning process of writing since the use of picture series could improve the students' writing skills in four aspects of writing skills that include content, vocabulary, language use and organization. Besides, the use of picture series could also improve the students' motivation to maximize the teaching and learning process of writing.

C. Suggestions

1. To the English Teacher

It is suggested for English teachers to improve their teaching and learning process of writing. It can be done by applying appropriate technique and media so that students will be motivated and interested in the teaching and learning process of writing. When the students are motivated and interested, the teaching and learning process of writing can be maximized and will impact on the result of students writing. One of the useful media is

picture series since it is effective to improve the students' writing skills and motivation.

2. To the other Researchers

This research study is aimed at improving the students' writing skills. However, there were still some problems which were not yet solved. Related to the focus of the study, it is advisable that the results of the study can be used as one of references for the other researchers who conduct the similar studies related to the development of the students' writing skills.

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Field note 1

Date : Monday, 27 August 2013

R : Researcher

Sp : Satpam

PTU : Pegawai Tata Usaha

KS : Kepala Sekolah

GBI : Guru Bahasa Inggris

Place : School

R datang ke sekolah pukul 07.30 untuk menyerahkan surat izin observasi penelitian. R kemudian melapor kepada Sp. R menyampaikan maksud kedatangannya yaitu untuk menyampaikan surat izin observasi penelitian kepada KS. Sp kemudian meminta R untuk menemui PTU. R mengucapkan terima kasih kepada S dan kemudian menemui PTU. R menemui PTU untuk menyerahkan surat izin observasi penelitian. Kemudian PTU meminta R untuk menghadap KS. R menghadap KS untuk meminta izin observasi, KS mengizinkan dan R diminta untuk menemui GBI.

R menemui GBI untuk meminta izin mengobservasi kelas. GBI mengizinkan R masuk kelasnya jam pelajaran ke 4-5. Pukul 9.30 R bersama GBI memasuki ruang kelas VIIIA guna melakukan observasi kegiatan belajar mengajar di kelas

GBI memperkenalkan R kepada Ss dan maksud kedatangannya. Kemudian mempersilahkan R untuk duduk dibelakang kelas. Sebelum pelajaran dimulai, GBI mempersiapkan media yang akan digunakan yaitu *LCD Projector*, beberapa Ss diminta untuk mebantu mempersiapkan. Sementara GBI mempersiapkan media, beberapa Ss mulai gaduh.

GBI memulai pelajaran dengan menyapa dan mengecek presensi Ss. Pada tahap ini GBI memakai bahasa Inggris. Kemudian GBI memberi tahu Ss bahwa materi pelajaran pada hari itu adalah *Invitation*. GBI memberi *lead-in question* pada Ss, tetapi tidak ada seorangpun dari Ss yang mnjawab pertanyaannya. GBI kemudian menjawab sendiri pertanyaan yang tadi diajukan sembari menerangkan materi. GBI membacakan contoh dari sebuah *Invitation*, dan kemudian memberi pertanyaan pada Ss. Sekali lagi tidak ada Ss yang mau menjawab pertanyaan yang diajukan GBI. GBI kemudian memanggil salah satu Ss yang bernama Frisya "*Frisya, who invites Winda?*" sementara Ss lainnya mulai terdengar gaduh. Hanya beberapa Ss yang memperhatikan, sementara yang lainnya sibuk mengobrol dengan temannya. GBI

meminta Ss untuk membuka buku “*Please, open your book at page 42. Kalian bisa melihat contoh Invitation disana. Please read the example*”. Beberapa Ss membaca bukunya, sementara GBI menulis beberapa pertanyaan di papan, tetapi beberapa Ss lain tidak melakukan apa yang diperintahkan. Ketika GBI meminta untuk mengerjakan soal, semua Ss terlihat mengerjakan tetapi ketika diminta untuk menjawab, beberapa Ss yang ditunjuk ternyata belum mengerjakan soal yang diberikan. Ss berkata mereka belum mengerti. Tahap selanjutnya GBI member tugas pada Ss untuk mnegurutkan kalimat acak menjadi urutan bagian-bagian Invitation yang benar. Ss diminta untuk bekerja secara berpasangan. Beberapa Ss terlihat kebingungan ketika mau mengerjakan. Ketika GBI bertanya mengapa, Ss menjawab mereka tidak paham perintahnya dan bagaimana menjawabnya. Tetapi GBI tidak menjelaskan ulang. Ketika tiba waktu membahas, Ss masih terlihat sangat pasif, Ss harus ditunjuk dulu baru mau untuk menjawab.

Pukul 10. 45 pelajaran selesai R. kemudian R sedikit berbincang dengan GBI dan juga Ss. Tak lama kemudian R mengucapkan terimakasih kemudian berpamitan.

Field note 2

Date : Monday, 11 November 2013
R : Researcher
GP : Guru Piket
GBI :Guru Bahasa Inggris
Ss : Students
Place : School

R datang ke sekolah pukul 09.00 untuk meminta izin penelitian R melapor kepada GP maksud kedatangannya dan bertanya apakah GBI ada di sekolah. Kemudian GP meminta R untuk mencari di ruang guru.

R menemui GBI dan menjelaskan maksud kedatangannya kesekolah yaitu untuk meminta izin memulai penelitian selama bulan November. R kemudian menjelaskan tentang rencana penelitian kepada GBI. R menjelaskan bahwa dia akan melakukan penelitian tentang menulis Recount dengan menggunakan *picture series*.R melakukan diskusi mengenai materi yang aka diajarkan kepada GBI dan bertanya apahan materi yang akan diajarkan sesuai dengan kurikulum. GBI menyetujui rencana pembelajaran R.

R bertanya jadwal mengajar GBI. GBI memberikan jadwal mengajar beliau untuk kelas VIIIA pada hari senin jam 6-7 dan hari sabtu jam 5-6. R mendiskusikan tentang waktu penelitian yang dibutuhkan, kemudian GBI menawarkan untuk memulai penelitian pada hari itu juga. R menyetujui saran GBI. R melakukan wawancara dan berdiskusi dengan GBI. Pertanyaan yang diajukan R berkaitan dengan kemampuan berbahasa Inggris siswa SMPN 1 Gamping, kemampuan menulis, kesulitan dalam mengajar bahasa Inggris dll.

Pukul 11.30 R memasuki ruang kelas VIIIA guna melakukan *pre-test*. R berkenalan dan memberi salam pada Ss, *"Hi, Good Morning.."* *"Good morning.."* *"How are you?"* *"I'm fine thank you and you?"* *"I'm good. Let me introduce myself again. I'm Miss Isma and I'm going to teach you for several meetings"* Salah satu Ss ada yang berkata *"A ngomong opo to Miss, aku radong. Mbok pake boso jowo aja"* R hanya tersenyum dan menyampaikan maksud kedatangannya. R mengajukan beberapa pertanyaan tentang teks Recount pada Ss. *"Do you know recount text?"* Ada Ss yang menjawab benar dan beberapa hanya menjawab asal-asalan. Kemudian R memberi sedikit penjelasan tentang recount teks.

Setelah itu, R membagikan kertas untuk menulis kepada Ss.. R meminta Ss untuk menulis pengalaman liburannya Pukul 11.35 Ss mulai mengerjakan tugas yang diberikan R. Saat Ss mengerjakan tugas menulis mereka, R berkeliling kelas untuk mengecek pekerjaan Ss. Hampir semua Ss kebingungan ketika diminta untuk menulis. Ss tidak tahu apa yang harus ditulis. R member motivasi pada siswa dengan memberi beberapa pertanyaan. Beberapa Ss bertanya apakah boleh menggunakan kamus, beberapa lainnya terlihat menggunakan Google Translate, dan bahkan ada pula yang secara sembunyi-sembunyi menyontek dan hanya menyalin dari buku. R kemudian memperingatkan agar mereka menulis sebisanya dan jangan hanyamenyalin.

35 menit kemudian R meminta Ss untuk mengumpulkan tulisannya. Sebagian besar Ss sudah selesai dengan tulisannya. R melakukan wawancara dengan Ss. Pertanyaan yang diajukan R berkaitan dengan kemampuan berbahasa Inggris S, Gamping, kemampuan menulis Ss, kesulitan dalam menulis bahasa Inggris dll.

Pukul 12.20, R menutup pelajaran dan menyampaikan terima kasih kepada siswa. Siswa mengucapkan “ *See you miss* ”. Setelah berpamitan R meninggalkan sekolah pada pukul 12.30

Field note 3

Date : Saturday, 16 November 2013

R : Researcher

Ss : Students

Place : VIIIA classroom

R datang ke sekolah pukul 09.45. pertama-tama, R menuju ruang piket guna melaporkan kedatangannya dan meminta izin untuk memasuki sekolah.

Pukul 10.00 R memasuki ruang kelas VIIIA. Suasana kelas sangat gaduh dan beberapa Ss terlihat berada di luar ruang kelas sehingga R memerlukan waktu untuk mengkondisikan Ss. R bertanya tentang keberadaan GBI, ternyata GBI sedang tidak berada di sekolah. 10 menit kemudian suasana kelas dapat dikendalikan, R memulai pelajaran dengan mengucapkan salam pada Ss, “ *Good morning class, how are you?* ”. Ss menjawab dengan serempak “ *Good morning, Miss. I’m fine... and you?* ” “ *I’m fine too, thank you. Who’s absent today?* ” “ *Sekar, Miss* ”

R mengawali pelajaran dengan menempel picture series berjudul “ *George’s Diary* ”, kemudian R melakukan kegiatan tanya jawab bersama Ss. R mengajukan beberapa pertanyaan yang berkaitan dengan picture series, seperti “ *What can you see in the picture* ”, “ *What happen?* ”. Kemudian Ss dengan antusias menjawab “ *liburaaaaan..* ” “ *kemaah* ” “ *jatuh, Miss* ”. Kemudian. *What is the English word for “kemah?”* Beberapa Ss berbisik-bisik dan salah satu siswa menjawab “ *Camping?* ” “ *Yes. You are right. The English word for kemah is camping.* ”

Selanjutnya, R membagikan handouts yang berisi materi pelajaran hari itu. Setelah semua Ss menerima handouts, R meminta Ss untuk membaca teks yang ada berjudul “ *Goege’s Diary* ”, tetapi tidak ada satupun dari Ss yang mau membacanya. Mereka terlihat malu dan tidak berani untuk membaca. Ketika R menunjuk salah satu siswa, dia berkata tidak bisa. “ *Ilham, please read the text entitled George’s Diary* ” “ *Aku nggak bisa, Miss. Kalo salah gimana?* ” tetapi R terus memnberi motivasi kepada Ss sampai pada akhirnya ada Ss yang mau membacanya. Meskipun banyak

pronunciation yang salah, R kemudian mengoreksinya, dilanjutkan dengan tanya jawab mengenai isi teks.

R melakukan kegiatan tanya jawab. “*Do you know recount text*”, beberapa Ss menjawab “Tahu Miss...” yang lainnya menjawab “nggaaak...”. “*What do you know about recount text?*” “Nganu, teks masa lalu” “Teks yang bercerita masa lalu, Miss”. Kemudian R memberikan penjelasan tentang recount text dan menuliskannya di papan tulis. Dilanjutkan dengan penjelasan tentang organisasi dari recount text.

Pukul 10.35 setelah mengerjakan task tentang struktur organisasi recount text, R melanjutkan ke tahap penjelasan selanjutnya yaitu *language features of recount text*. Ss diminta untuk membaca kembali teks yang tadi diberikan dan memperhatikan kata-kata yang dicetak tebal. Kata-kata yang dicetak tebal adalah *connecting words*. Kemudian R memberikan penjelasan tentang *connecting words* dan menuliskannya di papan tulis.

R membagi kelas menjadi 4 kelompok, sebelum itu R sudah menempelkan picture series dan paragraph secara acak di papan. R meminta Ss untuk mengurukan paragraph yang acak menjadi satu recount text yang urut sesuai gambar. Karena ini adalah semacam kompetisi, jadi grup yang bisa mengurutkan sebanyak0-banyaknya adalah pemenangnya. Saat permainan dimulai suasana kelas menjadi gaduh karena Ss berebut dan sangat antusias untuk mengurukan paragraph berdasarkan gambar.

R memberikan lembar task yang berisi picture series berjudul “*Trip to the Farm*” dan paragraph acak. Pertama-tama R melakukan tanya jawab bersama Ss tentang picture series yang diberikan. Ss diminta untuk mengurutkan paragraph acak membentuk sebuah cerita yang runtut berdasarkan gambar. Beberapa menit kemudian R membahas task yang sudah dikerjakan Ss dan bertanya tentang kesulitan yang dihadapi.

Pukul 11.00 R me-review kembali apa yang telah dipelajari pada hari itu dan bertanya apakah masih menemui kesulitan. Pukul 11.10 R mengucapkan salam perpisahan dan meninggalkan kelas. Pada jam istirahat kedua, R mendatangi kelas VIIIA dan mengajak 2 siswa untuk di-interview seputar kegiatan pembelajaran yang telah dilaksanakan. R meninggalkan sekolah pukul 12.00

Field note 4

Date : Thursday, 21 November 2013
R : Researcher
Ss : Students
GBI : Guru Bahasa Inggris
Place : VIIIA classroom, Ruang Guru

R datang ke sekolah pukul 10.30 dan langsung menuju ruang guru untuk menemui GBI. Memasuki ruang guru, R langsung disambut oleh GBI dan kemudian berbincang. GBI meminta maaf karena pada pertemuan hari sabtu tidak bisa mendampingi karena ada keperluan di Surabaya. Kemudian GBI bertanya bagaimana proses KBM kemarin. R menceritakannya dan mamaparkan beberapa kendala yang dihadapi.

Pukul 11.00 R dan GBI memasuki ruang kelas VIIIA, suasana kelas agak tenang. Ss kemudian menempatkan diri di tempat duduk masing-masing. Pertama-tama R menanyakan kembali apa yang telah dipelajari pada pertemuan sebelumnya, Ss menjawab dengan antusias. *“What have we learned on our last meeting?”* *“Recount text, Miss...”* *“What do you know about recount text?”* “Teks yang menceritakan masa lalu” “Pake Past verb”

R memberi siswa contoh recount text yang lain berjudul “Trip to TMII”, Ss diminta untuk membacanya. Setelah Ss membacanya, bersama R, Ss diminta untuk mengidentifikasi kata kerja yang digunakan dalam teks tersebut. Beberapa Ss mengalami kesulitan menentukan yang mana yang disebut kata kerja, sebagian lainnya mulai menyebutkan satu-persatu kata kerja yang ditemukannya. Kemudian agar yang lain juga mengerti,

R meminta Ss yang menemukan kata kerja untk menuliskan di papan tulis kata-kata yang ditemukannya. Ss terlihat antusias dan berlomba-lomba agar bisa menuliskan kata kerja yang ditemukannya. Mereka bersahutan “Miss aku ya yang maju!” “Miss, aku abis Bela lho..”

Setelah beberapa kata ditulis di depan, R bertanya jenis kata kerja apa yang digunakan dalam teks tersebut, sebagian Ss bisa mnjawab bahwa kata kerja yang digunakan adalah kata kerja bentuk lampau. R meminta siswa untuk mengidentifikasi

kata kerja yang sudah tertulis di papan, siswa diminta untuk mencari perbedaan antar kata kerja tersebut, yang aman ada yang berakhiran -ed dan ada yang tidak. Ss merasa kebingungan ketika ditanya dan diminta untuk menjelaskan mengapa kata kerja bentuk lampau tersebut bentuknya bisa berbeda.

R menjelaskan Simple Past Tense pada siswa, termasuk Regular dan Irregular Verbs yang digunakan. Ss mulai paham. R menjelaskan mengapa kata kerja yang digunakan adalah bentuk lampau (Past Verb) dan korelasinya terhadap recount text kepada siswa. Ss diberikan task mengubah V1 menjadi V2 yaitu "What did you do yesterday?". Ss diberikan gambar dan verb, kemudian diminta mengubahnya menjadi bentuk V2. Beberapa Ss bertanya pada R karena tidak tahu apa bentuk V2 dari V1 yang dipertanyakan. R menganjurkan siswa untuk membuka kamus. Tetapi karena sebagian besar siswa tidak membawa kamus, pelajaran menjadi terhambat karena R harus menjawab sebagian besar pertanyaan Ss mengenai Past Verb.

R mengulangi penjelasan tentang Simple Present Tense. Setelah itu, R memberikan tugas lain berupa cloze text. R mengawasi Ss dalam mengerjakan task yang diberikan. Beberapa Ss terlihat tidak mengerjakan dan malah asyik melakukan hal lain. R mendatangi dan bertanya mengapa tidak mengerjakan, Ss menjawab "Udah capek e Miss ngerjain tulisan terus. Bosen e", tetapi R terus member motivasi pada Ss agar mereka mau mengerjakan.

R terus berkeliling kelas untuk menjawab pertanyaan siswa, sebagian besar dari mereka belum mengetahui V2 dari kata yang harus dikerjakan. "Miss, see itu artinya apa?" R mengecek pekerjaan siswa dan mengoreksi apabila ada yang salah. R juga menjelaskan dan menjawab pertanyaan dari Ss berkaitan dengan tugas yang diberikan. "Miss, kalo yang ini regular atau irregular to masuknya?" "Coba dicari di kamus, ada di list irregular verb atau tidak?" "Nggak ada" "Kalo begitu masuknya kemana?" "Regular" Ditambahi apa? "-d atatu -ed"

Selanjutnya, R member tugas lain berupa Picture series "A Day in My Life" yang diberi clue berupa kata dalam bentuk Present. Ss diminta untuk membuat kalimat sederhana berdasarkan gambar menggunakan kata yang telah disediakan. R meminta Ss untuk mengurutkan paragraph yang acak menjadi sebuah recount text yangurut sesuai gambar. Karena ini adalah kompetisi, grup yang bisa mengurutkan sebanyak-banyaknya adalah pemenangnya. Saat permainan dimuali suasana kelas menjadi

gaduh karena Ss berebut dan sangat antusias untuk mengurukan paragraph berdasarkan gambar.

R bersama Ss bersma-sama membahas tugas yang diberikan. Setelah task selesai dibahas, bel tanda pergantian jam berbunyi. R mengucapkan salam perpisahan dan meninggalkan ruang kelas VIIIA bersama GBI.

Field note 5

Date : Saturday, 23 November 2013

R : Researcher

Ss : Students

GBI : Guru Bahasa Inggris

Place : Kelas VIIIA, Perpustakaan

Pukul 09.45 R datang ke sekolah dan langsung menemui GBI. R memberi tahu GBI bahwa hari itu R akan melakukan tes untuk akhir cycle 1. Pukul 10.00 R bersama GBI memasuki ruang kelas VIIIA. Seperti biasa sebelum memulai pelajaran R membuka dengan mengucapkan salam dan mereview apa yang telah dipelajari pada pertemuan sebelumnya.

Pelajaran dimulai dengan menjelaskan kembali secara singkat Simple Past Tense. R membagikan handout yang berisi picture series *"Helping Mother"*, kemudian meminta Ss untuk membuat draft di kolom yang telah disediakan berdasarkan gambar. *"Now, what can you see in the pictures?"* "Membuat kue" "Make roti" *"Good. Are the pictures arranged in good order?"* "Yes, Miss" *"Now, please make sentences that describe the picture. At least one sentence for each picture"*

Selanjutnya, R memberikan penjelasan tentang kata-kata kerja yang tertera pada gambar. Ss diminta untuk membuat kalimat berbentuk Simple Past Tense yang mendeskripsikan gambar menggunakan kata-kata yang telah disediakan. Beberapa Ss terlihat kebingungan. R kemudian mengingatkan kembali yang telah mereka pelajari pada pertemuan sebelumnya *"Do you still remember our task of A Day In My Life?"* Yang kemarin membuat kalimat certain alien? "Iya Miss.." "Nah, sekarang membuat seperti kemarin tapi sekarang ceritanya beda, certain gambar yang membuat kue itu yaa"

Ss sedikit menemui kendala dalam membuat kalimat sehingga R harus mendatangi satu-persatu untuk menjelaskan secara mendalam bagaimana membuat kalimat. R berjalan berkeliling kelas untuk memonitor pekerjaan Ss. Beberapa Ss menemui kendala dalam membuat kalimat. Namun, kebanyakan dari mereka tidak mengetahui kata yang tepat yang harus digunakan. Karena R tidak bisa menangani satu persatu pertanyaan Ss, R meminta Ss untuk bertanya pada teman yang bisa atau membuka kamus. R mengoreksi beberapa kalimat Ss dan memberi koreksi apabila menemui kesalahan. Misal saat salah seorang murid bertanya “Miss, bikin kaitmatnya tu kayak gini?” “Coba diperhatikan lagi, ini verbnya bentuk berapa?” “Satu” “Kalo bikin recount bentuk berapa?” “Eh dua ya Miss” “Iya. Ini nama orang, kalo nama orang pake huruf besar nggak?” “Oh iya”

Setelah kalimat-kalimat selesai dibuat, jadilah draft untuk menulis sebuah recount text. R meminta Ss untuk mebuat sebuah cerita berdasarkan draft yang telah dibuat. Sebelum Ss mebuat cerita berdasar kan draft, R mengingatkan kembali untuk memperhatikan struktur organisasi dari recount text dan language features yang dipakai dalam recount text. Ss tidak menemui kendala yang berarti, karena Ss hanya tinggal mengututkan dan menambahi beberapa bagian. Namun, mereka meminta agar dikerjakan secara berpasangan.

Pukul 11.00 R meminta Ss untuk mengumpulkan pekerjaannya. Tidak lama kemudian bel pergantian pelajaran berbunyi. R menutup pelajaran dan meninggalkan ruang kelas VIIIA bersama GBI.

Field note 6

Date	: Monday, 25 November 2013
R	: Researcher
Ss	: Students
GBI	: Guru Bahasa Inggris
Place	: VIIIA classroom

Pukul 10.45 R datang ke sekolah. Pada hari itu GBI tidak bisa menemani karena ad keperluan. R memasuki ruang kelas VIIIA pukul 11.00. R membuka pelajaran dengan melakukan tanya jawab tentang kendala yang dihadapi Ss pada pertemuan-pertemuan yang telah dilakukan. *“Do you find any difficulties in writing*

recount?” “ngomong apa Miss?” “Kesulitan dalam menulis Recount ada tidak?”
“Aku bingung kata-katanya Miss” “Kalo aku bikin kalimat biar bagus”

R membagikan tulisan Ss pada pertemuan sebelumnya tentang “Made a Cake” Setelah Ss mendapat hasil tulisan masing-masing, R meminta Ss untuk mengecek kesalahan pada tulisan masing-masing kemudian agar memperbaikinya. Ss tidak begitu menemui kendala dalam memperbaiki kesalahan karena setiap kesalahan ditandai dengan jelas. R bertanya pada Ss. “*Do you have any mistakes on your writing?*” Masih ada salah di hasil tulisan kalian?” “*Yes, Miss*” “Ilham, coba salahmu di apa?” “Ini miss aku yang past verb itu ada yang salah” “Yang lain?” “Sama, Miss ”

R membagikan handout pada Ss berisi picture series berjudul “Camping in the Forest”. Ss diminta untuk mengidentifikasi jalan cerita berdasarkan gambar. Ss mengerjakan latihan berupa mengubah Present Verb menjadi Past Verb dan mencari atrinya di kamus. Setelah itu, R meminta Ss mengerjakan tugas selanjutnya yaitu membuat draft untuk cerita “*Camping in the Forest*”. Ss diminta untuk membuat kalimat sebanyak yang mereka bisa yang mendeskripsikan masing-masing gambar. Tetapi, bagian terakhir cerita tidak ada gambarnya sehingga mereka harus memikirkan sendiri akhir dari ceritanya.. Ss terlihat antusias walaupun beberapa terlihat kebingungan untuk menentukan akhir dari cerita. “Miss, kalo tamatnya dibikin selamat semua boleh to?” “*Yes, do it as you wish*”

Setelah Ss menyelesaikan drafting, mereka diminta untuk mengubah draft yang telah mereka buat menjadi satu teks Recount. Setelah semua Ss menyelesaikan tulisannya, R meminta Ss untuk mengumpulkan pekerjaannya

R mereview kembali apa yang telah dipelajari dan bertanya kesulitan yang dihadapi. R menutup pelajaran dan meninggalkan kelas pada pukul 12.45

Field note 7

Date	: Thursday, 28 November 2013
R	: Researcher
Ss	: Students
GBI	: Guru Bahasa Inggris
Place	: VIIIA classroom

R datang ke sekolah pukul 10.30 dan menemui GBI. R menyampaikan bahwa hari itu adalah hari terakhir penelitian dan akan digunakan untuk post-test. GBI langsung mempersilahkan R untuk memasuki kelas VIIIA dan berkata bahwa beliau tidak usah menemani.

R memasuki ruang kelas VIIIA. Ss terlihat sudah duduk di meja masing-masing dan siap menerima pelajaran. R membuka pelajaran dengan *greetings* dan *checking attendance list*. R menyampaikan bahwa hari itu adalah hari terakhir mengajar, Ss terlihat agak kecewa. R kemudian sedikit me-review dan melakukan tanya jawab tentang recount text dimulai dari fungsi, bagian-bagiab, dan ciri-cirinya. Ss dapat menjawab dengan lancar.

R membagikan kertas pada Ss dan meminta untuk menuliskan sebuah recount text berteme “Unforgettable Experience”. Ss mulai bertanya tentang tema yang diberikan, “Miss, kalo nulis kelahiran adik boleh?” “Miss, kalo nulis belajar naik motor bisa tidak?”

R berjalan berkeliling untuk mengecek pekerjaan siswa dan member bantuan apabila ada Ss yang mengalami kesulitan. Beberapa Ss bertanya tentang kosakata yang tidak mereka ketahui. “Miss, bahasa inggrisnya jatuh apa?” “*Please check on your dictionary*, cek di kamus” “Males Miss, tanya Miss aja yang cepet”

R memberi waktu sekitar 40 menit untuk menulis. Setelah itu, R meminta pekerjaan Ss. Beberapa Ss belum selesai dalam menulis sehingga meminta perpanjangan waktu. R member 5 menit tambahan waktu. Sembari menunggu Ss yang belum selesai menulis, R membagikan kuesioner pada Ss dan meminta Ss untuk mengisisnya. Tak lama kemudian beberapa Ss sudah mengumpulkan kuesioner yang diberikan.

Kemudian R melakukan interview kepada beberapa siswa tentang apa yang sudah didapat serta kesan dan pesan selama diajar oleh R. Setelah semua tulisan dan kuesioner terkumpul, R menutup pelajaran dan kemudian meninggalkan ruang kelas VIIIA.

R menemui GBI di ruang guru dan member tahu bahwa post test sudah selesai dilaksanakan. R juga melakukan interview terhadap GBI tentang progress Ss dan kesan pesan selama R mengajar. Setelah interview bersama GBI selesai dilakukan, R berpamitan dan pulang.

INTERVIEW GUIDELINES (BEFORE IMPLEMENTATION)

No	Content	Sub-Content	Theory	Question Item	
				For students	For teacher
1	Teaching writing	Type of classroom writing performance	Brown (2001: 343)	<p>Kesulitan apa yang kamu temukan dalam menulis?</p> <p>Kegiatan apa saja yang diberikan guru ketika pelajaran menulis?</p>	<p>What are the difficulties in teaching writing to the students?</p> <p>What kind of activities do you use to teach writing?</p>
2		Role of the teacher	Harmer (2007: 330)	<p>Bagaimana pendapatmu tentang cara guru menyampaikan materi?</p> <p>Apakah proses belajar mengajar dapat berjalan dengan menyenangkan?</p>	<p>How do you explain the writing material to the students?</p> <p>Are the students motivated in writing?</p>
3	Media	Picture series	Wright (2004: 2)	Apakah guru pernah menggunakan media gambar berseri dalam mengajarkan menulis?	Do you ever use picture series as media for teaching writing?
4	Recount text	Structure of recount text	Anderson (1997: 53)	Apakah kamu mengetahui recount text?	What are the difficulties in teaching writing of recount text?

INTERVIEW GUIDELINES (AFTER IMPLEMENTATION)

No	Content	Sub-Content	Theory	Question Item	
				For students	For teacher
1	Teaching writing	Type of classroom writing performance	Brown (2001: 343)	Apakah kegiatan menulis kali ini dapat diikuti dengan baik? Apakah kalian meemukan kesulitan dalam menulis?	Are the activities suitable for teaching writing for the students?
2		Role of the teacher	Harmer (2007: 330)	Bagaimana pendapatmu tentang cara guru menyampaikan materi? Apakah proses belajar-mengajar dapat berjalan dengan baik?	How is your opinion about my teaching? Are the students motivated in writing?
3	Media	Picture series	Wright (2004: 2)	Apakah penggunaan gambar berseri dapat membabtu kalian dalam menulis?	Can picture series help the students in writing recount text in good organization?
4	Recount text	Structure of recount text	Anderson (1997: 53)	Apakah kamu mengerti tentang generic structure dan language features yang digunakan dalam recount text?	Are the explanations of recount text clear enough for the students?

Interview Transcript 1

Interviewer : Researcher (R)

Interviewee : Suryo Winasto, A.Md.Pd. (T)

Day/date : Monday, 27 August 2013

Time : 11.15

Place : Teachers' office

R : Biasanya kalau mengajar writing aktifitasnya apa pak?

GBI : Biasanya kalau writing pak Suryo itu dengan *jumbled words, jumbled sentences*, atau *paragraph*. Anak-anak itu belum bisa menulis bebas memang belum bisa, kalau tahu-tahu suruh ngarang ini belum bisa

R : Apakah anak-anak sudah pernah diminta untuk menulis teks utuh dari awal sampai akhir

GBI : oh sudah. Tapi ya itu tadi dengan *jumbled sentences*

R : Kesulitan yang ditemui dalam mengajar writing

GBI : Biasanya masalah arti, itu yang utama. Juga kondisi anak-anak. Jadi pak suryo mengatasinya dengan media pembelajaran pake LCD.

R : Jadi tadi permasalahannya itu vocab, masalah utamanya di vocab. Lalu ada masalah lain tidak pak? Seperti tata cara penulisan

GBI : Ada masalah, seperti penulisan huruf besar. Ini semaca, fenomena. Nggak Cuma di bahasa inggris, di bahasa Indonesia juga

R : Memulkan ide menulis mereka menemukan kesulitan ?

GBI : Ya tadi yang sayakatakan, kalau disuruh menulis bebas tu mereka belum bisa. Jadi harus dipandu dengan penjelasan strukturnya atau dengan pertanyaan2

R : Kesulitan dalam struktur kalimat?

GBI : Enggak. Kan Cuma tinggal mengututkan tadi. Bingung, harus diajarkan grammar.

R : Apakah aktivitas pembelajaran sudah cukup?

GBI : Pak suryo megakui bahwa memang belum bisa memenuhi. Ada beberapa factor yang mempengaruhi, misalnya anak yang tidak bisa diajak berkoordinasi. Jadi kadang buang-buang waktu.

R : Biasanya memakai media apa?

GBI : LCD, gambar

R : Apa anak-anak termotivasi?

GBI : Iya, tapi makan waktu ya kalau pake media itu

R : Di aspek mengajar yang mana paling menemui kesulitan?

GBI : Pada fase elaborasi, anak-anak pasti banyak bertanya. Jadi cepet capek nangepin anak-anak

R : Kesulitan mengajar recount?

GBI : Pada fase production, butuh waktu anak2. Pasti belum selesai.

R : Anak-anak menemui kesulitan dalam apa?

GBI : Past tense tidak. Punctuation tu masalah. Capitalization

R : Oh begitu. Saya rasa cukup Pak, terimakasih.

Interview Transcript 2

Interviewer : Researcher (R)
Interviewee : Suryo Winasto (GBI)
Day/date : Saturday, 23 November 2013
Time : 12.15
Place : VIIIA classroom

R : Aktifitas mengajar apakah sudah sesuai?
GBI : Sudah. Sudah sesuai dengan silabus. Cuma yang dimaksud dengan langkah-langkah belum. Misalnya apersepsi. Juga motivasi
R : Motivasi bagaimana?
GBI : Ya jadi diawal itu dikasih tujuan mereka belajar ini apa. Bagian eksplorasi juga sudah. Task yang punctuation kalo bisa dibikin kelompok saja
R : Apakah anak-anak termotivasi?
GBI : Anak-anaknya tertarik kecuali sebagian memang anak2 yang di pojok Itu tipe anak kalo tidak didekati tidak mau diperhatikan
R : Apakah mendia gambar berseri menbatu anak?
GBI : Ya karena sudah mewakili recount text Besok nampilin gambarnya pake LCD saja biar lebih jelas
R : Kalo cara menyampaikan bagaimana pak?
GBI : Ya sudah bagus. Anak-anak jadi atau apa yang harus mereka tanyakan

Interview Transcript 3

Interviewer : Researcher (R)
Interviewee : (S)
Day/date : Monday, 28 November 2013
Time : 12.15
Place : VIIIA classroom

R : Selamat siang, Pak.
GBI : Siang. Wah, sudah selesai ya mbak?
R : Iya, Pak. Minta waktu untuk interview sendiri bisa?
GBI : Iya mari
R : Bagaimana menurut bapak, apakah aktifitas pemebelajaran yang dilakukan sudah sesuai untuk mengajarkan writing kepada anak-anak?
GBI : Iya. Mbak Isma tau sendiri kalau anak-anak ini tidak biasa disuruh menulis bebas seperti itu. Tapi kali ini mereka belajar dengan cukup baik dengan langkah-langkah sehingga mereka pada akhirnya bisa menulis cerita.
R : Bagaimana dengan cara mengajar saya, Pak?
GBI : Sudah bagus. Metodenya runtut. Media dan aktifitas yang diberikan sudah cukup beragam sehingga anak-anak juga tertarik mengikutinya. Tapi kan kemarin memang ada saat ketika anak-anak males, capek. Ya tapi itu hal biasa.
R : Apakah picture series membantu anak-anak dalam menulis recount text?

- GBI : Oh iya tentu. Membantu sekali. Memang kalau recount text cocoknya ya dibantu pake picture series.
- R : Apakah penjelasan tentang recount text sudah cukup jelas?
- GBI : Iya. Dimulai dari Struktur organisasinya, cirri-cirinya. Semua sudah dijelaskan.
- R : Kalau begitu cukup sekian pak. Terimakasih atas waktun dan bantuannya. Saya juga sekalian pamit.
- GBI : Oh iya mbak, sama-sama.

Interview Transcript 4

- Interviewer : Researcher (R)
- Interviewee : (S)
- Day/date : Monday, 27 August 2013
- Time : 12.15
- Place : VIIIA classroom
-

- R : Namanya siapa?
- S : Diah
- R : Suka bahasa inggris nggak
- S : Dikit
- R : Kalo paka suryo ngajarin menulis bahasa inggris nggak?
- S : Ngajarin mabak
- R : Biasanya gimana kalo ngajarin menulis?
- S : Ya ngajarin kata lampau, Ya gitu mbak, bingung aku..
- R : Pak suryo pernah permainan?
- S : Oh iya dulu pernah
- R : Ngajarin nulis pake permainan?
- S : Pake. Menyusun kata
- R : Menarik?
- S : Dikit
- R : Sulit nggak sih nulis bahasa inggris?
- S : ya sulit soalnya kadang-kadang nggak 'dong'
- R : Yang paling bikin susah apasih? Nemuin ide cerita sulit ngak?
- S : Ya susah. Aku 'sok' bingung e Miss mau apa yang ditulis
- R : kalo vocabulary? pemilihan kata sama artinya?
- S : Ya susah. Lha nggak bisa.
- R : Kalo tanda baca? Huruf besar kecil?
- S : Nggak
- R : Tau tatacaranya
- S : Tau
- R : Pak Suryo ngajarnya enak nggak?
- S : Enak soalnya sabar jadi ngerti
- R : Pernah pake LCD? Gambar?

S : Pernah
R : Tau recount text?
S : Enggg.. lupa

Interview Transcript 5

Interviewer : Researcher (R)
Interviewee : (S)
Day/date : Monday, 27 August 2013
Time : 12.20
Place : VIIIA classroom

R : Namanya siapa?
S : Muhammad surya hidayat
R : Suka bahasa inggris nggak?
S : Nggak
R : Kenapa?
S : Sulit
R : Sulitnya dimana?
S : Ya pendalamnya.
R : Sulitnya di bagia apanya?
S : Arti
R : Menemukan ide menulis sulit nggak?
S : Lumayan
R : Tanda baca?
S : Sering salah
R : Susah ngak nyusun kalimat jadi cerita
S : Susah. Ya lumayan
R : Pak suryo pernah ngajarin nulis kayak gini ?
S : Oya pernah
R : Pendapatmu tentang pak suryo nyampaen materi gimana?
S : Jelas tapi terlalu cepet
R : Media?
S : Pake buku sama proyektor
R : Pernah pake media lain?
S : Belum
R : Tau recount text?
S : Wah apa ya, aku tau tapi nggak tau njelasinnya e

Interview Transcript 6

Interviewer : Researcher (R)
Interviewee : (S)
Day/date : Monday, 27 August 2013
Time : 12.15
Place : VIIIA classroom

R : Namanya siapa?
S : Bella
R : Suka bahasa inggris nggak?
S : Agak-agak
R : Kenapa?
S : Soalnya kadang bisa kadang nggak
R : Sulitnya dimana?
S : Ya pendalamnya.
R : Sulitnya di bagia apanya?
S : Arti
R : Menemukan ide menulis sulit nggak?
S : Iya, aku nggak tau mau nulis apa
R : Tanda baca?
S : Nggak begitu sih
R : Susah nggak nyusun kalimat jadi cerita?
S : Lumayan
R : Pak suryo pernah ngajarin nulis?
S : Pernah tapi kalo disuruh nulis cerita belom
R : Pendapatmu tentang pak suryo nyampaen materi gimana?
S : Ya cukup jelas
R : Apakah menyenangkan?
S : Nggak begitu. Kadang-kadang bosan soalnya itu-gitu terus.
R : Media?
S : Pake buku paket
R : Pernah pake media lain?
S : Belum. Cuma ditampilin pake LCD aja.
R : Tau recount text?
S : Tau
R : Teks yang bagaimana?
S : Yang menceritakan pengalaman

Interview Transcript 7

Interviewer : Researcher (R)

Interviewee : (S)

Day/date : Saturday, 23 November 2013

Time : 12.15

Place : VIIIA classroom

R : Namanya siapa?
S : Rama
R : Kamu bisa mengikut I dg baik
S : Ya insya allah bisa
R : Kamu tau recount text

S : Teks yg menceritakan masa lampau?
 R : Organisasinya?
 S : Orientation, Events, Re-orientation
 R : Pinter. Ciri cirri?
 S : Use connector.
 R : Connector itu apa?
 S : That, finally
 R : Terus
 S : Pake past tense
 R : Past tense dibagi jadi apa?
 S : Dua. regular sama irregular
 R : Kalo tadi kamu belajar recount text pake gambar2 ini membantu enggak?
 S : Iya. Membantu sekali
 R : Kenapa?
 S : Ya kan ad gambarnya, jadi tau kejadiannya sama urutannya gimana.
 R : Menurut kamu aku ngajarnya gimana?
 S : Jelas.
 R : Tadi ada yang bilang kecepitan?
 S : Otaknya beda mbak
 R : Yakin belum menemui kesulitan?
 S : Yakin

Interview Transcript 8

Interviewer : Researcher (R)

Interviewee : (S)

Day/date : Saturday, 23 November 2013

Time : 12.15

Place : VIIIA classroom

R : Gimana pelajaran tadi dek? Bisa mengikuti dengan baik?
 S : Bisa sih mbak
 R : Menurut kamu aku ngajarnya giman? Sudah jelas belum?
 S : Udah kok mbak. Cuma kadang kecepitan aja.
 R : Oh cepet ya, haha maaf yaa. Terus kalo pake gambar jadi lebih semangat nggak belajarnya
 S : Iya, soalnya nggak bosan lat tulisan terus
 R : Tau teks recount?
 S : tau
 R : Recout text itu apa?
 S : Teks yang meceritakan pengalaman masa lampau.
 R : Nulisnya pake apa?
 S : Pake kata-kata masa lampau
 R : Oke thank you

Interview Transcript 9

Interviewer : Researcher (R)

Interviewee : (S)

Day/date : Saturday, 23 November 2013

Time : 12.15

Place : VIIIA classroom

- R : Namanya siapa?
S : Vinda
R : Sekat]rang udah tau recount text?
S : Tau. Bacaan yang menceritakan masa lmapau
R : Kalo bagian2 recout text apa aja sih?
S : Itu. Orientation, Events, Re-orientation
R : Cirinya?
S : Connector
R : Contohnya apasih connector?
S : Then, finnaly,next
R : Apa lagi
S : Pake past verb. Regular sama irregular verb
R : Kamu bisa mengilut dg baik?
S : bisa dong
R : Aku ngejelasinnya gimana?
S : Sudah jelas mbak
R : Masih menemui kesulitan di recount text
S : Dikit sih
R : Masih sulitnya dimana?
S : Di kosakata sama artinya
R : Struktur?
S : Enggak
R : Kalo aku nyuruh nulis masih bingung?
S : Masih kayaknya
R : Susahnya dimana?
S : Mau nyusun bahasanya itu lho susah
R : Mau nyusun kalimat jadi paragraph susah?
S : Iya itu susah
R : Kalo pake gambar tadi nulis jadi lebih mudah nggak?
S : Jadi lebih mudah membayangkan situasinya. Jadi tau apa yang harus ditulis

Interview Transcript 10

Interviewer : Researcher (R)

Interviewee : (S1), (S2), (S3)

Day/date : Saturday, 23 November 2013

Time : 12.15

Place : VIIIA classroom

R : Namanya siapa?
S1 : Imron
S2 : Farrij
S3 : Ilham
R : Kamu bisa ngikuti dengan baik nggak pelajaran tadi?
S1 : Nggak. Masih nggak ngerti
R : Di bagian mana?
S2 : Semuanya
R : Di bagian kosakata?
S1 : Iya. Nggak apal kosakatanya
R : Tata cara nulis? Verb 2? Connector?
S3 : Nggak ngerti.
R : Lho emang kamu nggak merhatiin
S3 : Nggak. Aku ndak mudeng kabeh mbak, hahaha
R : Lho kok semuanya? Emang aku ngejelasinnya nggak jelas?
S1 : Cepet banget e mbak
R : Jadi aku pelan pelan ya?
S2 : Harusnya tu diulang-ulang berapa kali
R : Tadi aku nawarin siapa yang mau nanaya nggak ada yang jawab?
S3 : Mereka tu nggak tau mbak, Cuma malu
R : Bagian mana yang belum jelas? Organization?
S1 : Organization tu yang mana mbak?
R : Yang orientation , events, re-orientation? Urutannya recount text tadi
S1 : Aku ra tau nyatet e miss
R : Bagian vocabulary ngerti belum?
S1, S2 : Belum
R : Connector ngerti belum?
S1 : Belum
R : Besok kalo pelajaran dengerin yaa. Kalo pake gambar berseri tadi ngebantu kamu ngerti ceritanya nggak?
S1 : Nggak
S2 : Ya
S3 : Dikit
R : Kamu tau recount text?
S2 : Hayo kae sik crito masa lampau
R : Ciri2 recount text?
S3 : Nganggo kae mbak. Pokok e kae.
R : Verbnya pake apa?
S1 : Verb 2
R : Kalo yang then, next, after namanya apa?
S2 : Connector
R : Lha itu tau connector
S2 : hehehe

S : Mbak tadi gambarnya urut nggak to?
R : Ya urut. Kegiatan kali ini bisa mengikuti dengan baik nggak
S1 : Ya insya allah lebih baik
S2 : Aku juga nggak merhatiin mbak, aku diganggu terus sama ini e
R : Kamu nemuin kesulitan recount dimana?
S1 : Artinya mbak.kosakata
R : Kalo bagian urutan kamu udah jelas belum?
S2 : Udah. Kosakatanya yang paling susah
R : Kalo past verb?
S2 : Past verb yang mana to?
R : Yang itu ed ed
S2 : Oh lumayan

Interview Transcript 11

Interviewer : Researcher (R)

Interviewee : (S)

Day/date : Thursday, 28 November 2013

Time : 12.15

Place : VIIIA classroom

R : Namanya siapa?
S : Rahma
R : Gimana kamu seneng nggak sama pelajaran tentang recount text kemaren?
S : Seneng mbak
R : Kenapa kok seneng?
S : Soalnya jadi lebih ngeri tentang recount text/ lagian kan pake gamabr-gambar tho mbak, jadi nggak bosan gitu. Terus jadi lebih mudah buat ngerti cerinya tentang apa. Biasane aku nggak dong e mbak kalo tulisan tok, hahaha..
R : Oh gitu. Terus ada yang nggak kamu suka?
S : Nggak ada sih. Paling kalo Cuma suruh ngerjai latihan-latihan. Dikit. Soalnya agak susah e.
R : Seneng nggak diajar aku?
S : Seneng banget
R : Soalnya kenapa?
S : Soalnya mudah dong. Mbaknya asik
R : Sekarang jadi lebih suka nulis bahasa inggris nggak?
S : Ya dikit-dikit mbak
R : Oke., latihan terus ya?
S : Iya mbak
R : Makasih yaa

Interview Transcript 12

Interviewer : Researcher (R)
Interviewee : (S)
Day/date : Thursday, 28 November 2013
Time : 12.15
Place : VIIIA classroom

R : Namanya siapa, dek?
S : Manuel
R : Menurut kamu gimana pelajaran kita kemaren
S : Ya asik
R : Sekarang udah ngerti recount text?
S : Udah
R : Apa coba?
S : Teks yang menceritakan pengalaman masa lalu tapi urut gitu lho.
R : Ciri-cirinya apa?
S : Nganu, opo kae.. (diam)... pake Verb 2
R : ya, bisa. Menurut kamu kalo pake gambar gitu membantu kamu nggak?
S : Ya lumayan bantu soalnya jadi lebih ngerti jalan ceritanya
R : Seneng nggak diajar sama aku?
S : Seneng. Soalnya mbaknya cantik e hahaha
R : Ngajarnya gimana?
S : Baik
R : Menarik?
S : Menarik
R : Paham?
S : paham


Interview Transcript 12

Interviewer : Researcher (R)
Interviewee : (S)
Day/date : Thursday, 28 November 2013
Time : 12.15
Place : VIIIA classroom

R : Bisa mengikuti dengan baik nggak kegiatan menulisnya?
S : Iya lumayan
R : Masih menemukan kesulitan?
S : Ya sulitnya pas kosakata aja mbak. Kan nggak apal, hehe
R : Kalalu kegiatan belajarnya menarik nggak?
S : Iya sih soalnya banyak geraknya jadi nggak ngantuk
R : Kalu aku ngajarnya gimana?
S : Bagus kok mbak. Ngajar disini terus aja mbak, hehehe
R : Ya nggak bisa dek :) Sekarang udah paham recount text?

S : Sudah
R : Gimana?
S : Nganu... teks yang menceritakan pengalaman masa lampau.
R : Cirinya?
S : Pake past verb, connector, ya itulah
R : Oke. Makasih yaa.. Latihan terus nulisnya
S : Iya mbak.

COURSE GRID (CYCLE 1)

Standard competence	Basic competence	Meeting	Indicators	Learning materials	Learning Activities	Time Allocation	Sources and Media
6. Students are able to express the meaning in written short functional text and short essays in the form of descriptive and recount to interact with their environment.	6. 2 students are able to express meaning and rhetoric steps in simple short essays in the form of recount text to interact with their environment in accurate, fluent, and appropriate ways	1	<ol style="list-style-type: none"> 1. Identify social function of recount text 2. Identify the generic structure of recount text 3. Identify the language features of recount text 4. Write a recount text based on picture series 	<ul style="list-style-type: none"> • Generic structure of recount text <ul style="list-style-type: none"> - <i>Orientation</i> - <i>Events</i> - <i>Re-orientation</i> • Words showing the orders of recount text <i>First, second, then next, finally</i> • “George’s Diary”  <p style="text-align: center;"><i>Last week, me and my schoolmates had school trip. We set off from school at 6 am on Saturday. I sat next to Lisa on the bus. First, we stopped for picnic. We visited a castle and then ate our lunch sitting on the</i></p>	<p>Presentation</p> <ol style="list-style-type: none"> 1. The teacher shows a sequence of events through picture series entitled <i>“George’s Diary”</i> 2. The teachers do discussion with the students about the picture series <ul style="list-style-type: none"> - <i>What do you see in the pictures?</i> - <i>What happened?</i> 	2x40’	English Grammar Book – Pictures for Writing 1 English Grammar Book – Pictures for Writing 2 Decodable Reader 6

grass. **After that**, we had time for canoeing or swimming. **Later on**, we got back on the bus and drove to the camping site. We put up our tent and then sat round the campfire where our teacher had a delicious barbeque ready for us.

On the Sunday morning, we woke up at 7 am. It was a beautiful day. We spent the morning doing lots of different things. Lisa went on horse riding. Unfortunately, she fell off and hurted her arm. **After that**, we went back to home on evening. It was such a great experience!

“Holiday in Scotland”



3. The teacher introduces a model of recount text based on the picture series shown.

4. The students with the teacher’s guidance identify the generic structure, language features, and social function of recount text.

Practice

1. The teacher puts a series of pictures entitled “Holiday in

				<ul style="list-style-type: none"> • <i>Last winter, Arthur went on holiday to Scotland. When he got off the plane, the family was there to meet him.</i> • <i>The first thing he did in Scotland was learned how to ski. He was trained by his cousin.</i> • <i>He got some difficulties at first, but in the next two hours he started to ski well.</i> • <i>He was in the halfway down to the slope when suddenly he crashed the tree in front of him. His cousin helped him and called ambulance.</i> • <i>At hospital, the nurse told him that he broke his leg. It was a relief that she said he would get better and went home soon.</i> • <i>At his cousin's house, he wrote a letter to tell his friend, it was an unforgettable experience for him</i> 	<p>Scotland” on board.</p> <p>2. The teacher leads a game by explaining the rules first.</p> <p>3. The students are asked to arrange jumbles sentence into a good story based on pictures given. They should compete to others to arrange the sentences.</p> <p>Production</p> <p>1. The students arrange and rewrite jumbled</p>		
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Trip to the Farm






Last Sunday, Patrick went to village to visit Uncle Jack's farm. Patrick had not gone to this farm before. He went there by car. Along the way, he saw very beautiful scenery of field.

Arrived at uncle Jack's farm, he saw uncle Jack sat on his porch with his kitten. Patrick jumped out, ran up, and said hello to uncle Jack and he welcomed Patrick happily.

Uncle Jack asked Patrick to help him took care of his animals. He asked to sweep pen, fed chicks and rabbits. The smell of pig's pen was not good at all, but he still done the job well.

Finally, when it got dark, Patrick went home. He said farewell to Uncle Jack then back to his car. It was a very great day for him.

paragraphs into a good recount text entitled "Trip to the Farm" based on the picture series given 2. The teacher and the students discussed the story of "Trip to the Farm" including the right order and its organization

		2		<ul style="list-style-type: none"> • Simple past tense <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>S+V2</p> </div> <p>Regular Verbs</p> <ul style="list-style-type: none"> - joined - gathered - returned, etc <p>Irregular Verbs</p> <ul style="list-style-type: none"> - saw - went - told, etc <ul style="list-style-type: none"> • Capitalization and Punctuation - Proper noun - Capital letter - The use of full stop (.), comma (,), etc • Input text <p>Text 1</p> <p style="text-align: center;">Trip to TMII</p> <div style="display: flex; justify-content: space-around;">    </div>	<p>Presentation</p> <ol style="list-style-type: none"> 1. The students study a model of recount text entitled "Trip to TMII" with the picture series 2. The students were asked to identify verb used in the text 3. The teacher explains Simple Past Tense 4. The teacher explained about Capitalization and Punctuation <p>Practice</p> <ol style="list-style-type: none"> 1. The 	2x40'	<p>Decodable Reader English</p> <p>Contextual Teaching and Learning</p> <p>Scaffolding English for Junior High School Students</p>
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On Sunday, May 14th, my friends and I also our teacher joined a study tour to "Taman Mini Indonesia Indah". We went there by bus.

At "Taman Mini Indonesia Indah" we saw many kinds of traditional houses of Indonesian and their cultures. There are custom house from East Java, West Kalimantan, etc.

After we had some observations, we gathered to discuss our observation result led by our teacher. We sat surround our teacher.

In the afternoon we returned to our school, we told each other how happy we were.

Then I went home and told my tour to my mother. Although I felt so tired, I still felt very happy to have the study tour.



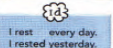
students do
"My
yesterday's
activity"
task

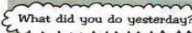

2. The students fill missing part of sentence by sing past verb





















Production

1. Students write sentences describing the pictures of "A Day In My Life" given using past verb

• **What did you do yesterday?**

1.  1. cook
2.  2. wash my car
3.  3. fix my bicycle
4.  4. brush my teeth
5.  5. watch TV
6.  6. type^o
7.  7. dance^o
8.  8. bake^o
9.  9. clean
10.  10. play the piano
11.  11. yawn
12.  12. listen to music
13.  13. shave^o
14.  14. smile^o
15.  15. cry^t
16.  16. study^t
17.  17. shout
18.  18. rest
19.  19. plant flowers
20.  20. wait for the bus

Text 2

Go visit buy spend famous

Denpasar, 19 August 2007

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

By the way, I want to tell you about my holiday. Last month, I I) went to Bandung. I was so happy because it was my first time to visit the place.


There are many interesting places to visit.

***First,** I 2) ... Tangkuban Perahu. The place is just wonderful. **After that,** I went to Dago Street. I 3) ... some t-shirts there. **Then,** I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also did not forget to buy 'peuyeum'. Bandung is 4) ... for its 'peuyeum'.*

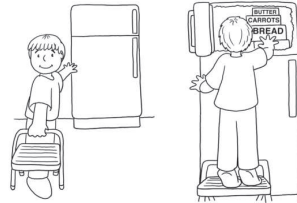
***Finally,** I went to a café nearby to have lunch. I 5) ... three days in Bandung and that was really fun.*

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

*Sincerely,
Ketut Tantri*

		3		<p style="text-align: center;">6 A Day in my Life</p>  <p>Wake up; Wait; Study; Have lunch; Play; Have dinner; Watch TV</p> <p>Text 1</p> <p>travel on the plane for the first time</p> <p><i>when i was young i did not really like travelling i preferred playing games on the computer i never travelled abroad on the plane until 1998 at that time i was 21 years old my first trip was a 4-day trip to Taipei before I came to the airport i did not know how to check-in all procedures were so new to me i remembered i was so excited when the plane took off i really enjoyed my trip at that time after that trip i like travelling i also travelled to korea france germany switzerland italy and Austria</i></p>	<p>Presentation</p> <p>1. The teacher recall the material that the students' have learned on previous meetings</p> <p>Practice</p> <p>1. The students rries og “do capitalizati on and punctuation task</p> <p>2. The students identify the picture series of “Helping Mom”</p> <p>Production</p> <p>1. The students write a</p>	2x40'	<p>Scaffolding English for Junior High School Students</p> <p>English Grammar Book – Pictures for Writing 1</p>
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• Input pictures



recount text
based on
pictures
series using
correct
verbs

Standard competence	Basic competence	Meeting	Indicators	Learning materials	Learning Activities	Time Allocation	Sources and Media
6. Students are able to express the meaning in written short functional text and short essays in the form	6. 2 students are able to express meaning and rhetoric steps in simple short essays in the form of	4	5. Understanding social function of recount text 6. Understanding the generic structure of recount text	Organization of recount text - Orientation - Events - Re-orientation Language features of recount text - Connecting words - Simple Past Tense	Presentation 1. The students are shown series pictures Camping in the Forest 2. The teacher addresses some brainstorming	2x40'	English Grammar Book – Pictures for Writing 1

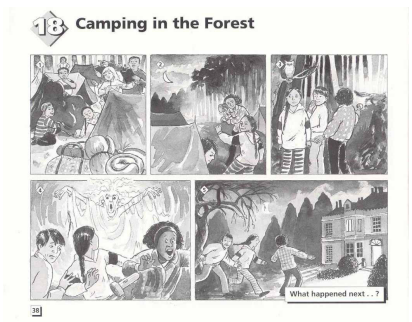
COURSE GRID (CYCLE 2)

of descriptive and recount to interact with their environment.

recount text to interact with their environment in accurate, fluent, and appropriate ways

- 7. Understanding the language features of recount text
- 8. Write a recount text

A set of picture series



Key vocabularies

- Forest
- Camp
- Tent
- Scared, etc.

questions to the students relate to the topic, such as *What do you see in the pictures?*

Practice

1. The teacher and the students *discuss* the sequence of the story based on the the given picture series.
2. The students find the meaning of the vocabulary in the dictionary.
3. The students work on the grammar task.

Production

1. Individually, the students *write*

2x40'

		5		<p>Organization of recount text</p> <ul style="list-style-type: none"> - Orientation - Events - Re-orientation <p>Language features of recount text</p> <ul style="list-style-type: none"> - Connecting words - Simple Past Tense 	<p>the drafts of story of Camping in the Forest based on the picture series given</p> <p>Presentation</p> <ol style="list-style-type: none"> 1. The teacher and the students discuss materials on previous meetings 2. The teacher asked the students' their unforgettable experience <p>Practice</p> <p>The students do brainstorming of their unforgettable</p>	
--	--	---	--	--	---	--

					experience by doing discussion with the teacher Production Individually, the students <i>write</i> the story of their unforgettable experience		
--	--	--	--	--	---	--	--

LESSON PLAN

(Cycle 1)

Subject	: English
Grade/semester	: VIII/I
Skill	: Writing
Text Type	: Recount
Time allocation	: 6x40'

A. Standard of Competence:

6. Students are able to express the meaning in written short functional text and short essays in the form of descriptive and recount to interact with their environment.

B. Basic Competence:

6. 2 students are able to express meaning and rhetoric steps in simple short essays in the form of recount text to interact with their environment in accurate, fluent, and appropriate ways

C. Indicators:

1. Identify social function of recount text
2. Identify the generic structure of recount text
3. Identify the language features of recount text
4. Write a recount text based on picture series

D. Learning Objectives:

At the end of the lesson, students are expected to be able to understand the social function, generic structure, and language features of recount text and write a recount text based on picture series in pairs.

E. Learning Materials

1. Recount text
Recount text is a text which retell past experience
2. Generic Structure of recount text:
 - Orientation
 - Sequence of events
 - Re-orientation
3. Languages features in recount
 - Proper nouns to identify those involved in the text
 - Descriptive word to give details about who, what, when, where, and how
 - The use of past tense to retell that events
 - Words that show the order of events (for example, first, next, then)

4. Simple Past Tense

S+V2

- Regular verbs; e.g. joined, gathered, walked, etc
- Irregular verbs; e.g. saw, told, went, etc.
- Adverb of time: yesterday, last week, last month, this morning..

F. Method/ Technique

Presentation, Practice, Production (PPP)

G. Teaching and Learning Activities:

1. Meeting 1

Pre-teaching

1. The teacher greets the students.
2. The teacher leads the prayer.
3. The teacher checks the students' attendance.
4. The teacher outlines the objectives of the learning process.

Whilst teaching

Presentation

5. The teacher shows a sequence of events through picture series entitled "*George's Diary*"
6. The teachers do discussion with the students about the picture series
 - *What do you see in the pictures?*
 - *What happened?*
7. The teacher introduces a model of recount text based on the picture series shown.
8. The students with the teacher's guidance identify the generic structure, language features, and social function of recount text.

Practice

4. The teacher puts a series of pictures entitled "Holiday in Scotland" on board.
5. The teacher leads a game by explaining the rules first.
6. The students are asked to arrange jumbles sentence into a good story based on pictures given. They should compete to others to arrange the sentences.

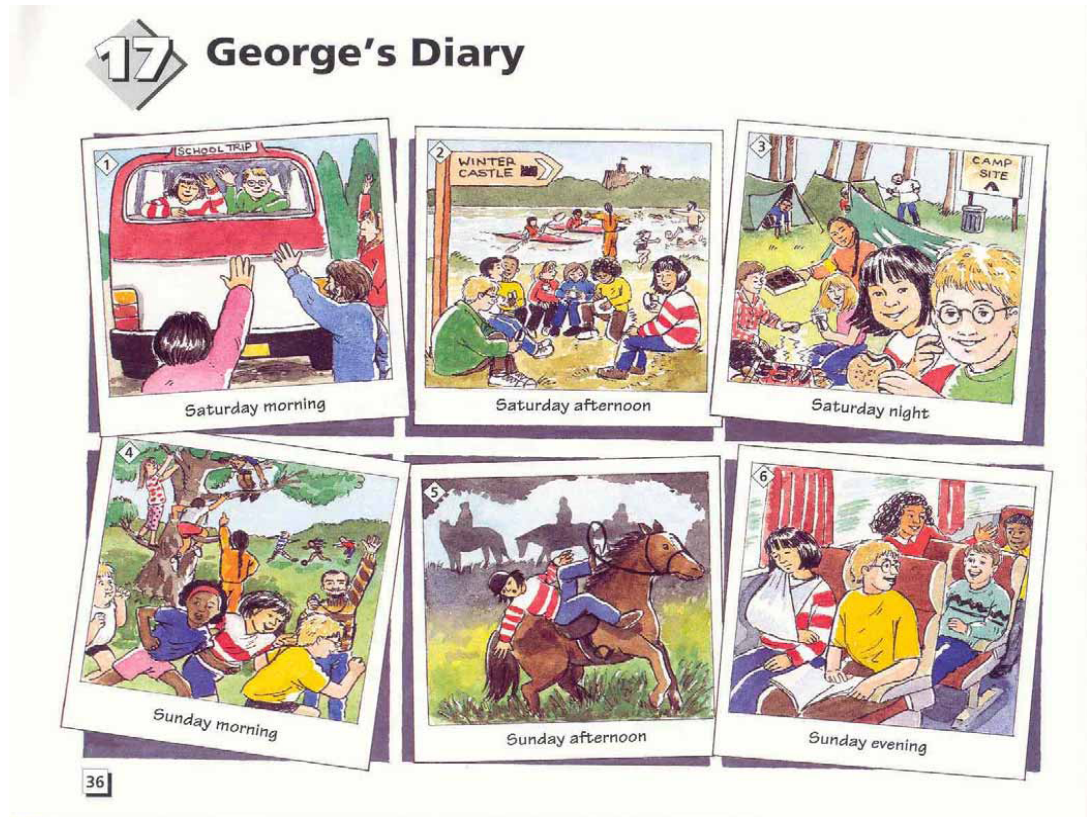
Production

3. The students arrange and rewrite jumbled paragraphs into a good recount text entitled "*Trip to the Farm*" based on the picture series given
4. The teacher and the students discussed the story of "Trip to the Farm" including the right order and its organization

Post-teaching

1. The teacher and students summarize the teaching.
2. The teacher and students make reflection toward the teaching done.
3. The teacher ends the class by saying a prayer.

Presentation pictures



Text 1

Read and study the short story below carefully.

George's Diary

Last week, me and my schoolmates had school trip. We set off from school at 6 am on Saturday. I sat next to Lisa on the bus. **First**, we stopped for picnic. We visited a castle and then ate our lunch sitting on the grass. **After that**, we had time for canoeing or swimming. **Later on**, we got back on the bus and drove to the camping site. We put up our tent and then sat round the campfire where our teacher had a delicious barbeque ready for us.

On the Sunday morning, we woke up at 7 am. It was a beautiful day. We spent the morning doing lots of different things. Lisa went on horse riding. Unfortunately, she fell off and hurted her arm. **After that**, we went back to home on evening. It was such a great experience!

Generic Structure

Organization

Sequence of Events

Re-orientation

Task 1

Arrange these jumbled sentences into a good story based on the pictures.

11 Welcome to Scotland



24

- Last winter, Arthur went on holiday to Scotland. When he got off the plane, the family was there to meet him.
- The first thing he did in Scotland was learned how to ski. He was trained by his cousin.
- He got some difficulties at first, but in the next two hours he started to ski well.
- He was in the halfway down to the slope when suddenly he crashed the tree in front of
- him. His cousin helped him and called ambulance.
- At hospital, the nurse told him that he broke his leg. It was a relief that she said he would get better and went home soon.
- At his cousin's house, he wrote a letter to tell his friend, it was an unforgettable experience for him

Task 2

Arrange paragraphs below into a good recount text based on the picture series. Then identify the organization of the text.



Then Uncle Jack asked Patrick to help him took care of his animals. He asked to sweep pen, fed chicks and rabbits. The smell of pig's pen was not good at all, but he still done the job well.

Last Sunday, Patrick went to village to visit Uncle Jack's farm. Patrick had not gone to this farm before. He went there by car. Along the way, he saw very beautiful scenery of field.

Finally, when it got dark, Patrick went home. He said farewell to Uncle Jack then back to his car. It was a very great day for him.

Arrived at Uncle Jack's farm, he saw uncle Jack sat on his porch with his kitten. Patrick jumped out, ran up, and said hello to Uncle Jack and he welcomed Patrick happily.

2. Meeting 2

Pre-teaching

1. The teacher greets the students.
2. The teacher leads the prayer.
3. The teacher checks the students' attendance.
4. The teacher outlines the objectives of the learning process.

Whilst teaching

Presentation

5. The students study a model of recount text entitled "Trip to TMII" with the picture series
6. The students were asked to identify verb used in the text
7. The teacher explains Simple Past Tense
8. The teacher explained about Capitalization and Punctuation

Practice

3. The students do "My yesterday's activity" task
4. The students fill missing part of sentence by sing past verb

Production

Students write sentences describing the pictures of "A Day In My Life" given using past verb

Post-teaching

1. The teacher and students summarize the teaching.
2. The teacher and students make reflection toward the teaching done.
3. The teacher ends the class by saying a prayer.

Materials

Text 1

Trip to TMII



On Sunday, May 14th, my friends and I also our teacher joined a study tour to "Taman Mini Indonesia Indah". We went there by bus.

At "Taman Mini Indonesia Indah" we saw many kinds of traditional houses of Indonesian and their cultures. There are custom house from East Java, West Kalimantan, etc.

After we had some observations, we gathered to discuss our observation result led by our teacher. We sat surround our teacher.

In the afternoon we returned to our school, we told each other how happy we were.

Then I went home and told my tour to my mother. Although I felt so tired, I still felt very happy to have the study tour.

Task 1

Make a sentence for each picture based on example given.

<div style="text-align: center; font-size: 20px; font-weight: bold; border: 1px solid gray; border-radius: 50%; width: 20px; margin: 0 auto; padding: 2px;">t</div> <p style="font-size: 10px; margin: 0;">I work every day. I worked yesterday.</p>	<div style="text-align: center; font-size: 20px; font-weight: bold; border: 1px solid gray; border-radius: 50%; width: 20px; margin: 0 auto; padding: 2px;">d</div> <p style="font-size: 10px; margin: 0;">I play the piano every day. I played the piano yesterday.</p>	<div style="text-align: center; font-size: 20px; font-weight: bold; border: 1px solid gray; border-radius: 50%; width: 20px; margin: 0 auto; padding: 2px;">id</div> <p style="font-size: 10px; margin: 0;">I rest every day. I rested yesterday.</p>	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid gray; border-radius: 50%; padding: 5px; font-size: 12px;">What did you do yesterday?</div> <div style="border: 1px solid gray; border-radius: 50%; padding: 5px; font-size: 12px;">I worked.</div> </div>			
<p>1. cook</p>	<p>2. wash my car</p>	<div style="text-align: center; font-size: 20px; font-weight: bold; border: 1px solid gray; border-radius: 50%; width: 20px; margin: 0 auto; padding: 2px;">t</div> <p>3. fix my bicycle</p>	<p>4. brush my teeth</p>
<p>5. watch TV</p>	<p>6. type*</p>	<p>7. dance*</p>	<p>8. bake*</p>
<p>9. clean</p>	<p>10. play the piano</p>	<div style="text-align: center; font-size: 20px; font-weight: bold; border: 1px solid gray; border-radius: 50%; width: 20px; margin: 0 auto; padding: 2px;">d</div> <p>11. yawn</p>	<p>12. listen to music</p>
<p>13. shave*</p>	<p>14. smile*</p>	<p>15. cry†</p>	<p>16. study†</p>
<p>17. shout</p>	<p>18. rest</p>	<div style="text-align: center; font-size: 20px; font-weight: bold; border: 1px solid gray; border-radius: 50%; width: 20px; margin: 0 auto; padding: 2px;">id</div> <p>19. plant flowers</p>	<p>20. wait for the bus</p>

yesterday?'

Text 2

Go visit buy spend famous

Denpasar, 19 August 2007

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

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

***First**, I 2) ... Tangkuban Perahu. The place is just wonderful. **After that**, I went to Dago Street. I 3) ... some t-shirts there. **Then**, I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also did not forget to buy 'peuyeum'. Bandung is 4) ... for its 'peuyeum'.*

***Finally**, I went to a café nearby to have lunch. I 5) ... three days in Bandung and that was really fun.*

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

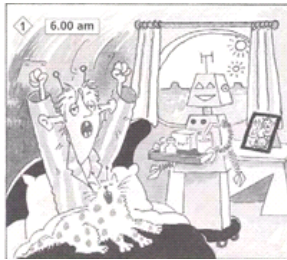
*Sincerely,
Ketut Tantri*

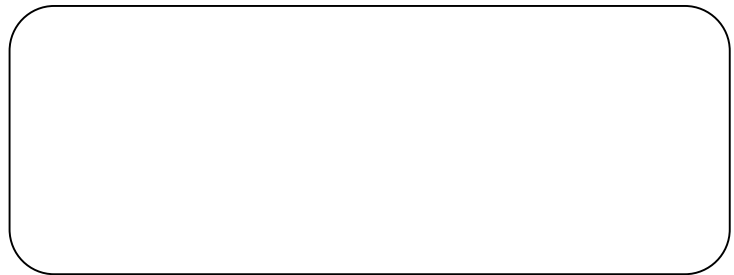
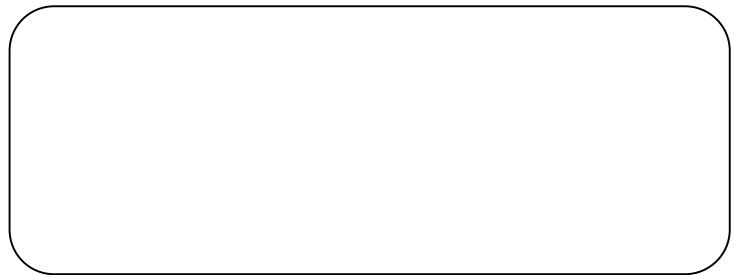
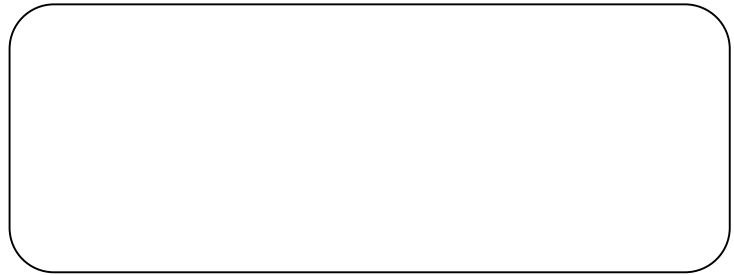
Task 3

a. Open your dictionary to find out the meaning of words below.

Wake up	Stand	Supper
Breakfast	Teach	Dish
Wait	Lunch	Watch

b. Write as many as possible sentences telling about "A Day In My Life".
Words above are available to help you.





3. Meeting 3

Pre-teaching

1. The teacher greets the students.
2. The teacher leads the prayer.
3. The teacher checks the students' attendance.
4. The teacher outlines the objectives of the learning process.

Whilst teaching

Presentation

The teacher recall the material that the students' have learned on previous meetings

Practice

3. The students do capitalization and punctuation task
4. The students identify the picture series of "Helping Mom"

Production

The students write a recount text based on pictures series using correct verbs

Post-teaching

1. The teacher and students summarize the teaching.
2. The teacher and students make reflection toward the teaching done.
3. The teacher ends the class by saying a prayer.

Materials

Task 1


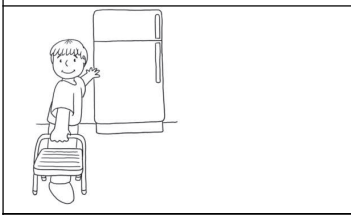
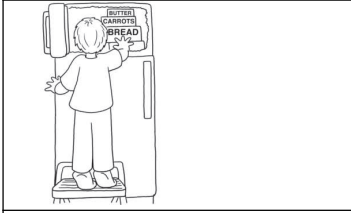

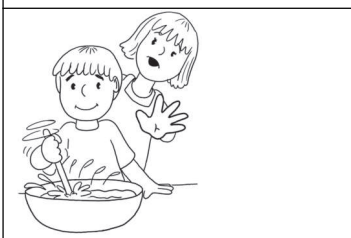
Correct the text below using right punctuations and capital letters.

travel on the plane for the first time

when i was young i did not really like travelling i preferred playing games on the computer i never travelled abroad on the plane until 1998 at that time i was 21 years old my first trip was a 4-day trip to taipei before i came to the airport i did not know how to check-in all procedures were so new to me i remembered i was so excited when the plane took off i really enjoyed my trip at that time after that trip i like travelling i also travelled to korea france germany switzerland italy and austria

Task 2

Describe each picture in sentence using past verbs

H. Writing Assessment

1. Technique : Written performance
2. Assesment : The writing will be scored by using scoring rubrics.

Categories for Evaluating Writing based on Anderson (2003:92)

Scores	1	2	3	4
Idea and development	Weak development of topic	Adequate development of topic, listing of detail	Good development of topic	Extensive development of topic, strong support of main ideas with details
Organization	Not organized	Sparsely organized, lack of sequence	Fairly well organized, flow and sequence evident	Completely organized, smooth flow with strong sequence
Vocabulary	Poor or inappropriate word choice	Fair word choice, simple words	Good word choice, simple words	Vivid imaginative word choice, appropriate use of vocabulary
Sentence structure	Poor: many errors	Fair: choppy with variety	Adequate: few errors and some variety of length	Excellent: no errors and a variety length
Capitalization and punctuation	Many errors (over 10)	Some errors (6 – 10)	Very few error (1 – 5)	Error free

G. Learning Sources

- Reading Street for Elementary Students. Decodable Reader 6
 Reading Street for Elementary Students. Decodable Reader 8
 English Grammar Book – Pictures for Writing 1

English Grammar Book – Pictures for Writing 2
Scaffolding: English for VIII Grade Student
English Contextual Teaching and Learning for Grade VIII

English Teacher

Yogyakarta,
Researcher

2013

Suryo Winasto, A. Md. Pd
NIP. 19600528 198103 1 005

Fatikhah Ismawati
NIM 09202241069

LESSON PLAN
(Cycle 2)

Subject	: English
Grade/semester	: VIII/I
Skill	: Writing
Text Type	: Recount
Time allocation	: 6x40'

C. Standard of Competence:

6. Students are able to express the meaning in written short functional text and short essays in the form of descriptive and recount to interact with their environment.

D. Basic Competence:

6. 2 students are able to express meaning and rhetoric steps in simple short essays in the form of recount text to interact with their environment in accurate, fluent, and appropriate ways

H. Indicators:

5. Understand social function of recount text
6. Understand the generic structure of recount text
7. Understand the language features of recount text
8. Write a recount text

I. Learning Objectives:

At the end of the lesson, students are expected to be able to understand the social function, generic structure, and language features of recount text and write a recount text

J. Learning Materials

5. Recount text: text which purpose is to retell past experience
6. Generic Structure of recount text:
 - Orientation
 - Sequence of events
 - Re-orientation
7. Languages features in recount
 - Proper nouns to identify those involved in the text
 - Descriptive word to give details about who, what, when, where, and how
 - The use of past tense to retell that events
 - Words that show the order of events (for example, first, next, then)
8. Simple Past Tense

S + V2

- Regular verbs; e.g. joined, gathered, walked, etc
- Irregular verbs; e.g. saw, told, went, etc.
- Adverb of time: yesterday, last week, last month, this morning..

K. Method/ Technique

Presentation, Practice, Production (PPP)

L. Teaching and Learning Activities:

a. Meeting 4

Pre-teaching

1. The teacher greets the students.
2. The teacher leads the prayer.
3. The teacher checks the students' attendance.
4. The teacher outlines the objectives of the learning process.

Whilst teaching

Presentation

3. The students are shown series pictures Camping in the Forest
4. The teacher addresses some brainstorming questions to the students relate to the topic, such as *What do you see in the pictures?*

Practice

4. The teacher and the students *discuss* the sequence of the story based on the the given picture series.
5. The students find the meaning of the vocabulary in the dictionary.
6. The students work on the grammar task.

Production

2. Individually, the students *write* the drafts of story of Camping in the Forest based on the picture series given

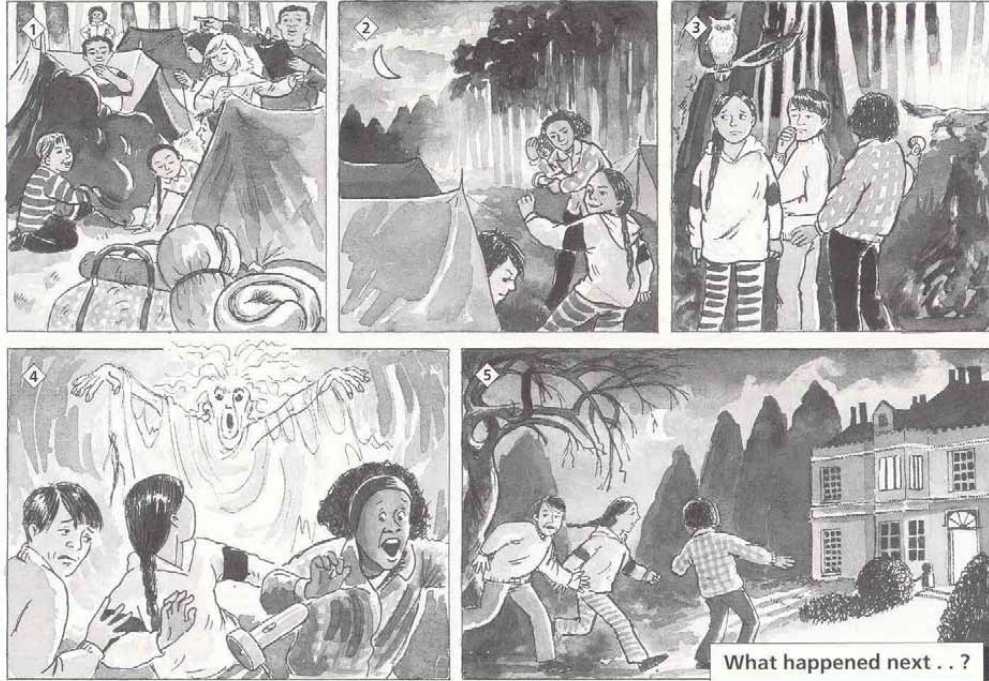
Post-teaching

4. The teacher and students summarize the teaching.
5. The teacher and students make reflection toward the teaching done.
6. The teacher ends the class by saying a prayer.

Materials

❖ Presentation picture

18 Camping in the Forest



38

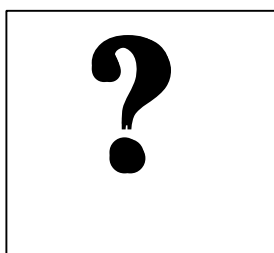
Task 1

Change words below into past form and find the meaning on your dictionary

Words	Past Form	Meaning
Build		
Challenge		
Walk		
Get lost		
Scare		
Haunt		
Scream		
Run		
Find		

Task 2

Make sentences describing the pictures of “Camping in the Forest” below.



b. Meeting 5

Pre-teaching

1. The teacher greets the students.
2. The teacher leads the prayer.
3. The teacher checks the students' attendance.
4. The teacher outlines the objectives of the learning process.

Whilst teaching

Presentation

3. The teacher and the students discuss materials on previous meetings
4. The teacher asked the students' their unforgettable experience

Practice

The students do brainstorming of their unforgettable experience by doing discussion with the teacher

Production

Individually, the students *write* the story of their unforgettable experience

Post-teaching

1. The teacher and students summarize the teaching.
2. The teacher and students make reflection toward the teaching done.
3. The teacher ends the class by saying a prayer.

H. Writing Assessment

1. Technique : Written performance
2. Assesment : The writing will be scored by using scoring rubrics.

Scoring Rubrics for Writing

Scores	1	2	3	4
Idea and development	Weak development of topic	Adequate development of topic, listing of detail	Good development of topic	Extensive development of topic, strong support of main ideas with details
Organization	Not organized	Sparsely organized, lack of sequence	Fairly well organized, flow and sequence evident	Completely organized, smooth flow with strong sequence
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Capitalization and punctuation	Many errors (over 10)	Some errors (6 – 10)	Very few error (1 – 5)	Error free

H. Learning Sources

English Grammar Book – Pictures for Writing 1

English Teacher

Suryo Winasto
NIP. 19600528 198103 1 005

Yogyakarta, 2013
Researcher

Fatikhah Ismawati
NIM 09202241069

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Capitalization and punctuation	Many errors (over 10)	Some errors (6 – 10)	Very few error (1 – 5)	Error free

Name :
Class :
Student Number :

Write a short story about your experience during your holiday.

A large rounded rectangular box with a dotted line at the top and many horizontal dotted lines for writing.

Name :
Class :
Student Number :

Write a story about your unforgettable experience below.

A large, vertically oriented rounded rectangle with a thick grey border. Inside the rectangle, there is a single horizontal dotted line near the top, followed by approximately 25 more horizontal dotted lines spaced evenly down to the bottom, providing a guide for writing a story.

Students writing in pretest

Rater 1

Name : Frendy Apriyanto
Class : 8A
Student Number : 8

Write short paragraph about your experience during your holiday.

Swim ^{swam} in the Beach
I am and my family ^{went} go to the Beach. I am going ^{went} to the Beach Baron. I am and my family going on Sunday morning. I am ~~in the Beach~~ ^{would} will the ^{swim} swimming in the Beach. I am and my family ^{ate} eating in restaurant in the Beach. I am ^{played} playing sand.

Rater 2

Write a short paragraph about your experience during your holiday.

Swim in the Beach ^{was}
I am and my family go to the Beach. I am going to the Beach Baron. I am and my family going on Sunday morning. I am in the Beach will the swimming in the Beach. I am and my family eating in restaurant in the Beach. I am playing sand.

Rater

Name : Imron Apri Syai Fullah
Class : VIII A
Student Number : 11

Write a short paragraph about your experience during your holiday.

Fishing in the ~~River~~ ^{River}

Pada hari minggu ~~saya~~ pergi memancing.

1

Rater 2

Name : Imron Apri Syai Fullah
Class : VIII A
Student Number : 11

Write a short paragraph about your experience during your holiday.

Fishing in the ^{Ver} River

Pada hari minggu saya pergi memancing.

?

Rater 1

Name : Intan Wahyu Nugrahaeni
Class : VIII A
Student Number : 13

Write short paragraph about your experience during your holiday.

Camping

Last years, I am and my friends camping in the Aero-
wisata Adisucipto. We their three days. Live their build a
tent. built

We ^{were} so happy build a tent and enjoyed. We get experience
interesting. got

Interesting experience

Rater 2

Write a short paragraph about your experience during your holiday.

Camping

Last years, I ~~am~~ and my friends camping in the Aero-
wisata Adisucipto. We their three days. Live their build a
tent.

We ^{were} so happy build a tent and enjoyed. We get experience
interesting.

Students' writing after Cycle 1

Rater 1

Name	: M. Surya Hidayat
Class	: 8a
Student Number	: 19

Jona made a cake.....
last Sunday, Jona heard his Mother made a cake. Jona took
a chair for ~~jar~~ took a batter, then mother added a milk and cracked
a egg and Jona stirred butter but mother warned Jona then mother
poured butter in the baking Pan, and after that Jona and
mother decorated a cake and a cake finished.

Rater 2

Jona made a cake ✓
last Sunday, Jona heard his Mother made a cake. Jona took
a chair for ^{taking} took a batter then mother added a milk and cracked
a egg and Jona stirred butter but mother warned Jona then mother
poured butter in the baking Pan, and after that Jona and
mother decorated a cake and a cake finished.

Rater 1

Name	: Dwi Damayanti, Rizka Rahmawati
Class	: VIII A
Student Number	: 06, 26

Make a Cake

Last week, my mother and I wanted ^{to make} made a cake.
In the kitchen.

First, we prepared the ingredients. I ~~to~~ took chair for
took the ingredients from refrigerator. Next, my mother
cracked the egg and added into bater. My mother ~~stirred~~
~~warn~~ warned ^{me} my to be careful. Then my mother
poured the batter into baking pan. We ~~to~~ decorate cake.
Finally, we ~~are~~ finished made a cake. decorated

Finally, I so very happy. ^{felt}

Rater 2

Made a Cake

Last week, in home Doni and his mother made a cake. Doni
helped his mother.

First, Doni used a chair to ^{take} take the ingredients in the fridge.
Doni stood on a chair. Then, Doni took the ingredients in the fridge.

Second, mother added egg in the batter. Mother cracked this egg.
Next, Doni stirred batter. Then mother warned Doni.

Then, mother pour batter in the baking pan shaped duck. Doni and
mother decorated the cake.

Finally the cake was finished and ready to ^{serve} be. Doni ^{was} so happy
and really enjoyed that day.

Students' writing in Post-test

Name : Intan Nur Cahyani
Class : VIII A
Student Number : 12

Write a story about your unforgettable experience below.

Holiday in Owabong

Last year, me and my friend went to Owabong. We went there by bus at 05.30 am.

First, we had breakfast together in the bus. Then, we sang and talked each other. Next, we stopped to Taman Reptils. We saw many kinds of butterfly and snake.

Then we continued our travel. After arrived, we swam and played together. We were very enjoy.

Finally, we went home with a smile. We were very happy. It was an unforgettable experience for us.

Name : Fitria Millenia
Class : VIII A / B A
Student Number : 07

Write a story about your unforgettable experience below.

Camping

Last month, my school held camping in the Aerowisata Adisucipto. We went there by bus. We left from my school on Friday. Before we went there, we prepared some things. We ~~went~~ left at 11.00 a.m.

We arrived then we unmounted goods from bus. Then, we made tent per group. After it we took a rest. There we got adventure ~~that~~ much.

In the camping there games, adventure, take a walk, campfire.

I was so happy and really enjoyed that day. :)

Students' Score on Pre-test (Rater 1)

No	Std	I	II	III	IV	V	Σ	Score
1	Std 1	2	1	2	1	2	8	40
2	Std 2	2	1	1	1	2	7	35
3	Std 3	1	2	1	1	1	6	30
4	Std 4	1	1	1	2	1	6	30
5	Std 5	2	2	1	1	2	8	40
6	Std 6	1	1	1	2	1	6	30
7	Std 7	1	1	1	1	1	5	25
8	Std 8	2	2	1	1	1	7	35
9	Std 9	1	1	1	1	2	6	30
10	Std 10	1	1	1	1	1	5	25
11	Std 11	1	1	1	1	1	5	25
12	Std 12	2	2	1	1	2	8	40
13	Std 13	1	2	1	1	2	7	35
14	Std 14	1	2	1	1	2	7	35
15	Std 15	1	1	1	1	1	5	25
16	Std 16	2	1	1	1	2	7	35
17	Std 17	1	1	1	1	1	5	25
18	Std 18	1	1	1	1	1	5	25
19	Std 19	1	1	2	1	1	6	30
20	Std 20	1	1	1	1	2	6	30
21	Std 21	1	1	1	1	1	5	25
22	Std 22	2	1	2	1	1	7	35
23	Std 23	1	1	1	1	1	5	25
24	Std 24	1	1	1	1	1	5	25
25	Std 25	1	1	1	1	1	5	25
26	Std 26	1	1	1	1	2	6	30
27	Std 27	1	1	1	1	1	5	25
28	Std 28	1	1	1	1	1	5	25
29	Std 29	1	2	1	1	2	7	35
30	Std 30	1	1	1	1	2	6	30
31	Std 31	1	1	1	2	1	6	30
							mean	30.16

I	Idea and Development
II	Organization
III	Vocabulary
IV	Sentence Structure
V	Capitalization and punctuation

Students' Score on Cycle 1 Test (Rater 1)

No	Std	I	II	III	IV	V	Σ	Score
1	Std 1	2	2	2	2	2	10	50
2	Std 2	2	1	2	1	2	8	40
3	Std 3	2	2	2	2	2	10	50
4	Std 4	2	2	2	2	1	9	45
5	Std 5	2	2	2	2	2	10	50
6	Std 6	2	2	2	2	2	10	50
7	Std 7	2	2	2	2	3	11	55
8	Std 8	2	2	2	2	2	10	50
9	Std 9	2	2	2	2	2	10	50
10	Std 10	2	1	2	1	2	8	40
11	Std 11	2	2	2	2	2	10	50
12	Std 12	2	3	2	2	2	11	55
13	Std 13	2	2	2	2	3	11	55
14	Std 14	1	2	1	1	2	7	35
15	Std 15							
16	Std 16	2	2	2	2	2	10	50
17	Std 17	1	2	1	1	2	7	35
18	Std 18	2	2	2	2	2	10	50
19	Std 19	2	2	2	1	1	8	40
20	Std 20	2	2	1	1	2	8	40
21	Std 21	2	2	1	1	2	8	40
22	Std 22	2	2	1	2	1	8	40
23	Std 23	2	2	1	2	2	9	45
24	Std 24	2	3	2	2	2	11	55
25	Std 25	2	3	2	2	2	11	55
26	Std 26	3	2	2	2	3	12	60
27	Std 27	2	2	2	2	2	10	50
28	Std 28	2	2	2	1	2	9	45
29	Std 29	2	2	2	1	2	9	45
30	Std 30	3	2	2	2	3	12	60
31	Std 31	2	2	1	2	2	9	45
mean								47.67

I	Idea and Development
II	Organization
III	Vocabulary
IV	Sentence Structure
V	Capitalization and punctuation

Students' Score on Post-test (Rater 1)

No	Std	I	II	III	IV	V	Σ	Score
1	Std 1	3	4	3	3	3	16	80
2	Std 2	3	3	3	3	3	15	75
3	Std 3	3	3	2	3	3	14	70
4	Std 4	3	3	3	2	3	14	70
5	Std 5	3	3	2	3	3	14	70
6	Std 6	3	3	2	3	3	14	70
7	Std 7	3	3	3	3	4	16	80
8	Std 8	3	3	3	2	2	13	65
9	Std 9	3	4	3	3	3	16	80
10	Std 10	4	3	3	3	3	16	80
11	Std 11	3	3	2	2	2	12	60
12	Std 12	3	4	3	3	4	17	85
13	Std 13	3	4	3	4	3	17	85
14	Std 14	3	2	3	2	2	12	60
15	Std 15	3	3	3	2	3	14	70
16	Std 16	3	3	3	2	3	14	70
17	Std 17	2	2	2	2	2	10	50
18	Std 18	3	3	3	3	3	15	75
19	Std 19	4	3	2	3	2	14	70
20	Std 20	3	3	3	3	3	15	75
21	Std 21	3	3	2	2	3	13	65
22	Std 22	3	3	2	3	2	13	65
23	Std 23	2	2	2	2	3	11	55
24	Std 24	3	3	2	2	2	12	60
25	Std 25	3	3	3	3	3	15	75
26	Std 26	4	3	3	2	3	15	75
27	Std 27	3	3	2	3	3	14	70
28	Std 28	4	3	3	2	3	15	75
29	Std 29	2	2	2	2	2	10	50
30	Std 30	3	3	2	2	3	13	65
31	Std 31	3	3	3	2	3	14	70
						mean		69.83

I	Idea and Development
II	Organization
III	Vocabulary
IV	Sentence Structure
V	Capitalization and punctuation

Students' Score on Pre-test (Rater 2)

No	Std	I	II	III	IV	V	Σ	Score
1	Std 1	2	1	2	1	2	8	40
2	Std 2	1	2	1	1	2	7	35
3	Std 3	1	2	1	1	2	7	35
4	Std 4	1	1	1	2	1	6	30
5	Std 5	1	2	1	1	2	7	35
6	Std 6	1	2	1	1	1	6	30
7	Std 7	1	2	1	1	1	6	30
8	Std 8	1	2	1	1	1	6	30
9	Std 9	1	2	1	1	2	7	35
10	Std 10	1	1	1	1	1	5	25
11	Std 11	1	1	1	1	1	5	25
12	Std 12	2	2	1	1	2	8	40
13	Std 13	1	2	1	1	1	6	30
14	Std 14	1	1	1	1	2	6	30
15	Std 15	1	1	1	1	1	5	25
16	Std 16	2	1	2	1	2	8	40
17	Std 17	1	1	1	1	1	5	25
18	Std 18	1	1	1	1	1	5	25
19	Std 19	1	1	1	1	1	5	25
20	Std 20	1	1	1	1	2	6	30
21	Std 21	1	2	1	1	1	6	30
22	Std 22	2	1	2	2	1	8	40
23	Std 23	1	1	1	1	1	5	25
24	Std 24	1	2	1	1	1	6	30
25	Std 25	2	1	1	1	1	6	30
26	Std 26	1	2	1	1	2	7	35
27	Std 27	2	1	1	1	1	6	30
28	Std 28	1	1	1	1	1	5	25
29	Std 29	2	2	1	1	2	8	40
30	Std 30	1	2	1	1	2	7	35
31	Std 31	1	1	1	2	1	6	30
mean								31.29

I	Idea and Development
II	Organization
III	Vocabulary
IV	Sentence Structure
V	Capitalization and punctuation

Students' Score on Cycle 1 Test (Rater 2)

No	Std	I	II	III	IV	V	Σ	Score
1	Std 1	2	2	2	1	2	9	45
2	Std 2	2	2	2	1	2	9	45
3	Std 3	2	2	2	2	2	10	50
4	Std 4	2	2	2	2	1	9	45
5	Std 5	2	2	2	1	2	9	45
6	Std 6	2	2	2	2	2	10	50
7	Std 7	2	2	2	2	3	11	55
8	Std 8	2	2	2	2	2	10	50
9	Std 9	2	3	2	2	2	11	55
10	Std 10	2	2	2	1	2	9	45
11	Std 11	2	1	2	2	2	9	45
12	Std 12	2	3	3	2	2	12	60
13	Std 13	2	2	2	2	3	11	55
14	Std 14	2	1	1	1	2	7	35
15	Std 15							
16	Std 16	2	3	2	2	2	11	55
17	Std 17	2	1	1	1	2	7	35
18	Std 18	2	1	2	2	2	9	45
19	Std 19	2	2	2	1	1	8	40
20	Std 20	2	2	1	1	2	8	40
21	Std 21	2	2	1	1	2	8	40
22	Std 22	2	3	2	2	2	11	55
23	Std 23	2	2	1	1	2	8	40
24	Std 24	2	3	2	2	2	11	55
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27	Std 27	2	2	3	2	2	11	55
28	Std 28	2	2	2	2	2	10	50
29	Std 29	2	2	2	2	2	10	50
30	Std 30	2	2	3	2	3	12	60
31	Std 31	2	2	1	1	2	8	40
mean								48.50

I	Idea and Development
II	Organization
III	Vocabulary
IV	Sentence Structure
V	Capitalization and punctuation

Students' Score on Post-test (Rater 2)

No	Std	I	II	III	IV	V	Σ	Score
1	Std 1	4	3	3	3	3	16	80
2	Std 2	3	2	2	3	3	13	65
3	Std 3	2	3	2	3	3	13	65
4	Std 4	3	3	2	2	3	13	65
5	Std 5	3	4	2	3	3	15	75
6	Std 6	3	3	2	3	3	14	70
7	Std 7	3	4	3	3	4	17	85
8	Std 8	3	3	3	2	2	13	65
9	Std 9	3	3	3	3	3	15	75
10	Std 10	4	3	3	3	3	16	80
11	Std 11	3	3	2	2	2	12	60
12	Std 12	3	4	3	3	4	17	85
13	Std 13	3	4	3	4	3	17	85
14	Std 14	3	2	2	2	2	11	55
15	Std 15	3	3	2	2	3	13	65
16	Std 16	3	3	3	2	3	14	70
17	Std 17	2	3	2	2	3	12	60
18	Std 18	3	3	3	3	3	15	75
19	Std 19	3	4	2	3	2	14	70
20	Std 20	3	3	3	3	3	15	75
21	Std 21	3	2	2	2	3	12	60
22	Std 22	3	3	2	3	2	13	65
23	Std 23	2	2	2	2	3	11	55
24	Std 24	3	3	2	2	2	12	60
25	Std 25	3	3	3	2	3	14	70
26	Std 26	4	4	3	2	3	16	80
27	Std 27	3	3	2	3	3	14	70
28	Std 28	3	3	3	2	3	14	70
29	Std 29	2	2	2	2	2	10	50
30	Std 30	3	3	2	2	3	13	65
31	Std 31	3	3	3	2	3	14	70
mean								69.03

I	Idea and Development
II	Organization
III	Vocabulary
IV	Sentence Structure
V	Capitalization and punctuation

KUESIONER

Nama :

No/Kelas : /

Berilah tanda (√) pada kolom yang telah disediakan berdasarkan pernyataan-pernyataan dibawah ini.

No	Pernyataan	Sangat setuju	Setuju	Tidak Setuju	Sangat tidak setuju
1	Saya suka bahasa Inggris				
2	Saya bisa berbahasa Inggris dengan baik				
3	Pelajaran bahasa Inggris adalah pelajaran yang menyenangkan				
4	Dalam pelajaran bahasa Inggris saya suka menulis (<i>writing</i>)				
5	Belajar menulis (<i>writing</i>) melalui <i>picture seriess</i> menarik				
6	Pembelajaran menulis (<i>writing</i>) melalui <i>picture seriess</i> mudah dipahami				
7	Belajar menulis (<i>writing</i>) melalui <i>picture seriess</i> membantu memahami materi yang diajarkan				
8	Belajar menulis (<i>writing</i>) melalui <i>picture seriess</i> membantu meningkatkan kemampuan menulis (<i>writing</i>)				
9	Belajar menulis (<i>writing</i>) melalui <i>picture series</i> memudahkan menulis cerita				
10	Belajar menulis (<i>writing</i>) melalui <i>picture series</i> memudahkan dalam menemukan ide cerita				
11	Belajar menulis (<i>writing</i>) melalui <i>picture series</i> memudahkan dalam mengembangkan alur/urutan cerita				
12	Belajar menulis (<i>writing</i>) melalui <i>picture series</i> memudahkan menemukan kosakata (<i>vocabulary</i>) yang tepat				
13	Belajar menulis (<i>writing</i>) melalui <i>picture series</i> membantu dalam membuat struktur kalimat yang benar				
14	Belajar menulis (<i>writing</i>) melalui <i>picture series</i> membantu dalam tata cara menulis yang benar (huruf capital, tanda baca, dll)				
15	Belajar menulis (<i>writing</i>) melalui <i>picture</i>				

	<i>series</i> membantu saya memahami organisasi teks				
16	Belajar menulis (<i>writing</i>) melalui <i>picture series</i> membantu saya memahami tujuan teks				
17	Saya suka belajar secara individu (sendiri)				
18	Belajar menulis (<i>writing</i>) melalui <i>picture series</i> membuat saya lebih aktif di kelas				
19	Penjelasan materi yang disampaikan guru menarik				
20	Penjelasan materi yang disampaikan guru mudah dipahami				
21	Instruksi/task yang diterapkan guru dalam pembelajaran menulis (<i>writing</i>) melalui <i>picture series</i> jelas dan mudah dipahami				
22	Aktivitas yang diterapkan oleh guru menarik untuk diikuti				
23	Aktivitas yang diterapkan oleh guru medianya beragam				
24	Aktivitas yang diterapkan oleh guru mudah diikuti				
25	Saya lebih termotivasi menulis dalam bahasa Inggris setelah menggunakan media <i>picture series</i>				

Result of the Questionnaire

No	Pernyataan	Strongly Agree		Agree		Disagree		Strongly Disagree	
		Value	Percentage	Value	Percentage	Value	Percentage	Value	Percentage
1	Saya suka bahasa Inggris	11	35.5%	14	45.2%	6	19.4%	0	0.0%
2	Saya bisa berbahasa Inggris dengan baik	7	22.6%	24	77.4%	0	0.0%	0	0.0%
3	Pelajaran bahasa Inggris adalah pelajaran yang menyenangkan	3	9.7%	17	54.8%	11	35.5%	0	0.0%
4	Dalam pelajaran bahasa Inggris saya suka menulis (<i>writing</i>)	1	3.2%	15	48.4%	15	48.4%	0	0.0%
5	Belajar menulis (<i>writing</i>) melalui <i>picture seriess</i> menarik	6	19.4%	18	58.1%	7	22.6%	0	0.0%
6	Pembelajaran menulis (<i>writing</i>) melalui <i>picture seriess</i> mudah dipahami	7	22.6%	18	58.1%	6	19.4%	0	0.0%
7	Belajar menulis (<i>writing</i>) melalui <i>picture seriess</i> membantu memahami materi yang diajarkan	4	12.9%	19	61.3%	8	25.8%	0	0.0%
8	Belajar menulis (<i>writing</i>) melalui <i>picture seriess</i> membantu meningkatkan kemampuan menulis (<i>writing</i>)	7	22.6%	17	54.8%	7	22.6%	0	0.0%
9	Belajar menulis (<i>writing</i>) melalui <i>picture series</i> memudahkan menulis cerita	3	9.7%	21	67.7%	7	22.6%	0	0.0%
10	Belajar menulis (<i>writing</i>) melalui <i>picture series</i> memudahkan dalam menemukan ide cerita	6	19.4%	19	61.3%	6	19.4%	0	0.0%
11	Belajar menulis (<i>writing</i>) melalui <i>picture series</i> memudahkan dalam mengembangkan alur/urutan cerita	8	25.8%	17	54.8%	6	19.4%	0	0.0%
12	Belajar menulis (<i>writing</i>) melalui <i>picture series</i> memudahkan menemukan kosakata (vocabulary) yang tepat	6	19.4%	22	71.0%	3	9.7%	0	0.0%

13	Belajar menulis (<i>writing</i>) melalui <i>picture series</i> membantu dalam membuat struktur kalimat yang benar	6	19.4%	23	74.2%	2	6.5%	0	0.0%
14	Belajar menulis (<i>writing</i>) melalui <i>picture series</i> membantu dalam tata cara menulis yang benar (huruf capital, tanda baca, dll)	6	19.4%	18	58.1%	7	22.6%	0	0.0%
15	Belajar menulis (<i>writing</i>) melalui <i>picture series</i> membantu saya memahami organisasi teks	7	22.6%	21	67.7%	3	9.7%	0	0.0%
16	Belajar menulis (<i>writing</i>) melalui <i>picture series</i> membantu saya memahami tujuan teks	5	16.1%	23	74.2%	3	9.7%	0	0.0%
17	Saya suka belajar secara individu (sendiri)	3	9.7%	18	58.1%	8	25.8%	2	6.5%
18	Belajar menulis (<i>writing</i>) melalui <i>picture series</i> membuat saya lebih aktif di kelas	16	51.6%	13	41.9%	2	6.5%	0	0.0%
19	Penjelasan materi yang disampaikan guru menarik	12	38.7%	15	48.4%	4	12.9%	0	0.0%
20	Penjelasan materi yang disampaikan guru mudah dipahami	11	35.5%	17	54.8%	3	9.7%	0	0.0%
21	Instruksi/task yang diterapkan guru dalam pembelajaran menulis (<i>writing</i>) melalui <i>picture series</i> jelas dan mudah dipahami	7	22.6%	20	64.5%	4	12.9%	0	0.0%
22	Aktivitas yang diterapkan oleh guru menarik untuk diikuti	8	25.8%	17	54.8%	6	19.4%	0	0.0%
23	Aktivitas yang diterapkan oleh guru medianya beragam	2	6.5%	26	83.9%	3	9.7%	0	0.0%
24	Aktivitas yang diterapkan oleh guru mudah diikuti	9	29.0%	19	61.3%	3	9.7%	0	0.0%
25	Saya lebih termotivasi menulis dalam bahasa Inggris setelah menggunakan media <i>picture series</i>	6	19.4%	6	19.4%	16	51.6%	3	9.7%



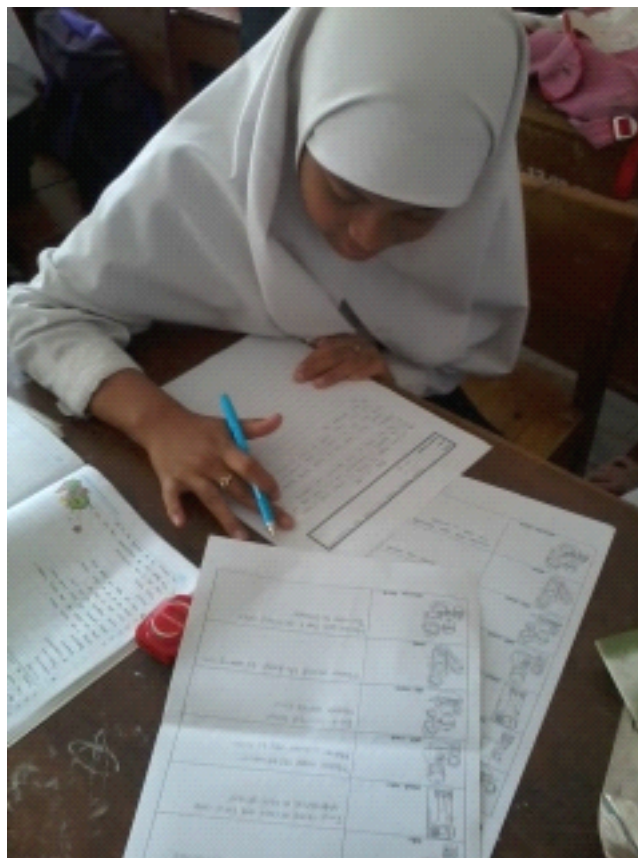
The researcher give guidance to the student



The researcher leads Picture Sequence game



The student plays Picture sequence game



The student writes a story based on picture series



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55611
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 224 / 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/Kesbatig/215/2014 Tanggal : 23 Januari 2014
Hal : Rekomendasi Penelitian

MENGIZINKAN :

Kepada :
Nama : FATHIKAH ISMAWATI
No.Mhs/NIM/NIP/NIK : 09202241069
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Karangmalang Yogyakarta
Alamat Rumah : Rewulu Wetan, Sidokarto Godean
No. Telp / HP : 08975832708
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**IMPROVING WRITING SKILL THROUGH PICTURES SERIES IN GRADE
8TH SMPN 1 GAMPING**
Lokasi : SMP N 1 Gamping
Waktu : Selama 3 bulan mulai tanggal: 23 Januari 2014 s/d 24 April 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 : 23 Januari 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi

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

Tembusan :

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