

**IMPROVING THE EIGHTH GRADE STUDENTS'
SKILLS IN WRITING RECOUNT TEXTS THROUGH
PICTURE SERIES AT SMP N 3 PAKEM IN THE
ACADEMIC YEAR OF 2013/2014**

A Thesis

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



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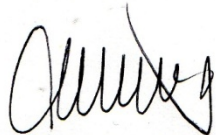
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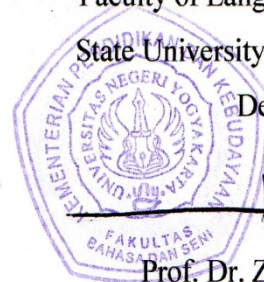
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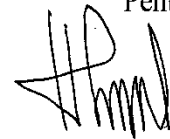
Judul Skripsi : **Improving the Eighth Grade Students' Skills in Writing
Recount Texts Through Picture Series at SMP N 3 PAKEM in
the Academic Year of 2013/2014**

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

Yogyakarta,

Penulis



Desty Ferdiana

MOTTOS

*Our greatest weakness lies in giving up. The most certain way
to succeed is always to try just one more time.*

-Thomas A. Edison

*Setting goals is the first step in turning the invisible into the
visible.*

-Tony Robbins

DEDICATIONS

I fully dedicate this thesis to my beloved mother and father.

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Alhamdulillahirobbil 'alamin. Praise be to Allah SWT, the Almighty for the mercy and strength so that I was able to accomplish this thesis. Invocation and peace go to Muhammad SAW, the Prophet, his family and his disciples. May Allah SWT bless them and give them peace.

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I hope that this thesis gives contributions to the improvements of the English teaching and learning process. However, I also realize that this writing is still far from being perfect. Therefore, all criticisms and suggestions are appreciated.

Yogyakarta, January 2014



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ABSTRACT

This action research was aimed to improve the eighth grade student's skills in writing recount texts through picture series.

To achieve the objective, the researcher did collaborative work with other team members. They were the English teacher and the researcher's friend as the collaborators and the students of grade VIII A. The main subjects of this study were VIII A students of SMP N 3 Pakem who were in the first semester of the academic year of 2013/2014. This study, which lasted for three months, was carried out in two cycles. The data were obtained from the observations during the implementation of the actions, interviews with the students and the English teacher, students' writing tasks, and tests. The data were in form of interview transcripts, field notes and students' writing scores. The validity of the data was obtained through democratic validity, outcome validity, process validity, dialogic validity and catalytic validity.

The findings of this research show that the implementation of picture series improved the students' writing skills. The students' writing problems in the aspects of content, vocabulary, language use and organization could be reduced. These improvements were indicated by the students' mean scores from the pre-test to the post test. The students' mean score in the pre-test only achieved the scale of 1.89. In Cycle 1, it increased to 2.27. In Cycle 2, the students' mean score increased to 3.25. It became 3.43 in the post test. It is concluded that picture series improved the eighth grade students' skills in writing recount texts at SMP N 3 Pakem.

Key Words: Writing Skills, Picture Series. Recount Texts, Eight Grade Students

CHAPTER I

INTRODUCTION

This chapter provides information about the background of the study, the identification of the problems, the limitation of the problems, the formulation of the problems, the objective of the study and the significance of the study.

A. Background of the Study

Writing is one of the English skills that must be mastered by the English language learners. Being able to write is also considered as the indicator toward the students' success in learning English and their future professional carrier. Kingston et al (2002:3) state that students' achievement in learning English is only measured by the productive skill, especially the writing performance. Moreover, recently people prefer the written form of communication in accessing information to the oral communication. To support the idea of the importance of writing performance, Abbas (2007:203) states that one of the characteristics of the 21st century is that English has changed its concept in term of the language use, spoken language which is very dominant is followed by the more dominant of the written language. Thus, the objective of the English teaching and learning must be emphasized at helping the students to be able to communicate both in spoken and written forms.

It is clear that writing skill is important but in fact the teaching of writing is not successful, yet. It can be seen from the learners' performance in writing and their responses toward writing. Most of the English learners might agree that

writing is the most difficult skill to master (Harsyaf et al, 2009). Students' low interest and lack ability in writing their ideas with the use of correct grammar, vocabulary and punctuation are some indicators showing the unsuccess of teaching writing. The first indicator is the students' low interest in writing compared to their interest in speaking. They prefer to express them in the written forms. As the result, students can speak English fluently but they cannot write English well. Another indicator is that most students find it difficult in using correct grammar, vocabulary and punctuation to compose English sentences into readable and acceptable texts.

Based on the information obtained in the observation on the English teaching and learning process conducted in SMP N 3 Pakem, the researcher found a similar problem discussed previously that also happened in this school. The ability of the eighth grade students in writing paragraphs was not satisfying yet. This happened because most of the students faced some difficulties in composing sentences into good paragraphs. The difficulties were classified into four categories; the difficulty in the term of content, organization, grammar and vocabulary.

The first category was the difficulty found in terms of content. The students seemed to be reluctant in writing their stories because they did not have sufficient idea on what story they were going to write. The students only had few words to write whenever they were asked to start composing the text. As addition, they often questioned the teacher what they should write and others wrote similar story done by a friend sitting next to them.

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

Another difficulty identified related to the grammar mastery. In abilities to use correct tense and pronouns are two major difficulties found in relation to grammar mastery. In writing a recount text, most of the students still used present tense instead of past tense. Moreover, they often misused pronouns in their writing, for example some students used the personal pronoun "her" for "man" instead of "him" or vice versa. The factors shown previously indicate that the students still do not know the appropriate use of grammar used in writing a particular text.

Then vocabulary mastery was the last difficulty faced by the students in writing. They directly wrote the meaning of the words found in the dictionary without paying attention to whether those words are appropriate with the contexts. In other words, 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.

In conclusion, it is true that writing is considered as the difficult skill to master but there are some efforts that can be done to overcome these problems.

Based on the researcher and teacher's discussion on how to solve the students' problem in writing, 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. A picture series was recommended because it had many benefits in the teaching and learning in the eighth grade students of SMP N 3 Pakem. The first advantage of using a picture series was that it made the students interested and stimulated in participating in the process of teaching and learning writing (Smaldino et al, 1995). Another benefit was that a picture series stimulated the students to develop and use their imagination so that they were able to write well. It also helped the students expressing the ideas they have in mind into readable writing works.

Hence, in this study the researcher used picture series to improve the students' skill in writing recount texts of the eighth grade students of SMP N 3 Pakem.

B. Identification of the Problems

To identify the existing problems, the researcher observed the English teaching and learning process in class VIII A of SMP N 3 Pakem and then interviewed the English teacher. After doing the observation and interviews, the researcher gained information about sources of the problems related to the teaching and learning process of writing in the classroom. The sources of the problems found in the classroom that contributed to the students' low

performance in writing were classified into three categories. They were the teacher, students and media.

Teacher's techniques in providing learning materials and steps in delivering the lesson were the problems affecting the teaching and learning of writing. Firstly, *LKS (lembar Kerja Siswa)* and students' course book were only used by the teacher as the main reference. As the result, most activities of writing were based only in those sources. She rarely continued the activities with other interesting activities. Then, in reference to the information gained in the observation, teacher's teaching steps in presenting the material did not reflect the teaching sequence recommended in the language teaching and learning process which teacher ideally had to give students input texts as models before discussing more on the specific items of a particular text type. However, in this school, the teacher did not give them input text as the model. She directly asked the students to analyze the specific features, the communicative purpose and the tenses of the text. After that, the students were asked to rewrite the story they have learnt using their own language. This way of presentation could not yet accommodate the students to learn the language and write effectively.

The second factor contributing to the low students 'writing competence was the students' low enthusiasm in composing story and lack of vocabulary. Enthusiasm is one of the important factors that contribute to the success of learning writing coming from the students' intrinsic aspects. Being enthusiastic in learning makes the students able to improve their writing ability. However, during observation the researcher found that the students had lack of involvement in

learning. This condition could be found when the teacher was explaining the materials. Some of the students gave less attention to the explanation. They spent their time talking to friends and doing other activities unrelated to the lesson, for example checking their mobile phones.

Another problem found in relation to the teaching and learning process of writing was the students' inability in composing the ideas into a unity text. This was shown when the students were asked to rewrite a story. They were not able to finish their work because basically they did not know what to write and how to write the story. They also had problems in using the correct tenses in composing their works. Having lack of vocabulary was the last problem that made the students found it hard to write. Although the students' vocabulary mastery was not sufficient yet, most of the students were still reluctant to bring the dictionary in the classroom.

The last was related to the media used to sustain the students' behaviour in learning English and improving the quality of the teaching and learning process. Teaching media is not only important factors that determine the success of the teaching and learning but also effective tool to draw students' attention and interest in learning. However, in this school, the media used by the teacher to support the teaching and learning process of writing were not sufficient yet. The writing activity was done in an old-fashioned way, for example the students were simply asked to rewrite the text or story. This made the students found it difficult in expressing their ideas in written form.

In conclusion, the students writing ability in this school was not satisfied yet due to several factors related to the teacher, students and teaching media. Therefore, to enable the students develop their ability in writing, problems involving the teacher, students and media must be solved.

C. Limitation of the Problems

Since there are many problems found during the classroom observation, it is impossible for the researcher to cover all the problems mentioned in this study. She conducted the research focusing only on the efforts to improve the eighth grade students' skills in writing recount texts at SMP N 3 Pakem.

D. Formulation of the Problems

Based on the explanation of the English teaching and learning problems that has been mentioned in the identification of the problems and based on the focus of the study, the problem is formulated as follows.

How can the students' skills in writing recount text at grade eight of SMP N 3 Pakem be improved through picture series?

E. The Objective of the Study

Corresponding to the formulation of the problems, the research objective was aimed at improving the eighth grade students' skills in writing recount texts of SMP N 3 Pakem through picture series.

F. Significance of the Study

By implementing picture series, it is expected to be beneficial for the improvements of the students' writing skills. It helps the students to be able to write a good recount text using picture series given by the teacher. They can use it when they have to write a recount text to help them generate ideas, organize ideas in a good sequence and use correct grammar. Besides, it is also expected that they are more creative to find ideas based on the picture series.

Moreover, it facilitates the English teacher to have a valuable source of information to improve the quality of English teaching and learning process. It helps the teacher to understand the way to handle the students in teaching writing using picture series and it gives contribution to successful teaching learning English.

Furthermore, the other researchers in the same topic may use the results of this research. It 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

As stated in the previous section, the aim of this research study is to improve students' writing skills. Therefore, the discussion in this chapter focuses on the review of related theories underlying the study. The theories of writing, teaching writing, media and picture series are highlighted in this chapter.

A. Review of Theories

1. Writing

The discussion in this sub-chapter is divided into two main headings. They are theories of nature of writing and aspects of writing skill.

a. The Nature of Writing

The nature of writing can be widely defined from several perspectives. They are in comparison with speaking, as a physical and mental activity, as a cognitive activity and a means of communication. These four perspectives are explained more in the following discussions.

In the process of language learning, there are four language skills that should be learnt by the learners namely listening, speaking, reading and writing. From the four language skills, writing is categorized as one of the productive skills along with speaking since they involve producing language rather than receiving it (Spratt et al, 2005:26). Although both writing and speaking are productive skills, those two skills are basically different in various ways. The

differences lie on a number of dimensions including textual, features, socio-cultural norm, pattern of use and cognitive process (Weigle: 2002).

Writing is slightly different from speaking in terms of communication context. Speaking is always intended for face-to-face communication among the audience present, while writing is always used by the writers to express and communicate their ideas to the readers who are actually separated by both time and space distances. Therefore, it requires clearer and more comprehensive message. In other words, when people communicate orally, they can use various types of prosodic features such as pitch, rhythm, pauses that enable them to get feedbacks from the listeners. In contrast, those features of speaking do not exist in writing because the communication context is created by the words alone without having direct interaction between the writer and the reader.

The differences between speaking and writing can also be seen from the language characteristics. Permanence, production time, distance, orthography, complexity, vocabulary, and formality are some characteristics that differentiate written language from spoken language (Brown, 1994).

Here is a list of the characteristics that differentiate written language from spoken language as stated by Brown in Weigle (2002).

- a) Permanence: oral language is transitory and should be processed in real time, while written language is permanent and can be read and reread as often as one likes.
- b) Production time: writers generally have more time to plan, review, and revise their words before they are finalized, while speakers should plan, formulate

and deliver their utterances within a few moments if they are to maintain a conversation.

- c) Distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between speaker and listener in ordinary face-to-face contact thus necessitates greater explicitness on the part of the writer.
- d) Orthography, which carries limited amount of information compared to the richness of devices available to speakers to enhance a message (e.g. stress, intonation, pitch, volume, pausing, etc).
- e) Complexity, written tends to have characteristics by longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (e.g. repetition of nouns and verbs).
- f) Formality: because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking.
- g) Vocabulary: written texts tend to contain a wider variety of words, and more lower-frequency words, than oral texts.

The nature of writing can also be defined as both physical and mental activity that is aimed to express and impress (Nunan, 2003:88). It is categorized as the physical activity because a writer is required to be able to do the act of committing words or ideas. As a mental work, the activities of writing focus more on the act of inventing ideas, thinking about how to express and organize them

into clear statements and paragraphs that enable a reader in understanding the ideas of the written work.

To support the definition of writing proposed by Nunan, Brown (2001:335) also states that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products. In short, some stages of the text composition proposed by Brown involve the act of physical and mental, for example how to generate ideas, how to organize them coherently and etc.

Writing is also seen as a cognitive activity. Hayes in Weigle (2002) states that the process of writing involves three main cognitive activities, involving text interpretation, reflection and text production. The three cognitive processes are not only applied in the drafting process but also in the revising process. First cognitive activity of writing is text interpretation. It is the process of creating internal representations derived from linguistics and graphics input, while reflection is the process of creating new representation ideas from the existing representation in the process of text interpretation. Text production is the last process in which new written linguistics forms are produced.

Bell and Burnaby 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 should be controlled by the writer in the sentence level. While beyond the sentence level, the writers should be able to organize and integrate the ideas into cohesive and coherent paragraphs. Being able to maximize the cognitive aspects in writing leads the writer to deliver the clear message to the readers. In other words, their writing is successful.

It is strengthened and enriched by Nunan (1989:37) who proposes some components which contribute to the successful writing. They are:

- a) mastering the mechanics of letter formation,
- b) mastering and obeying conventions of spelling and punctuation,
- c) using the grammatical system to convey one's intended meaning,
- d) organizing content at the level of the paragraph and the complete text to reflect given/ new information and topic/ comment statement,
- e) polishing and revising one's initial efforts,
- f) selecting an appropriate style for one's audience.

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

In conclusion, writing is a productive skill that should be learnt and mastered by the English learners that involves the process of thinking, drafting, and revising. Writing is a means of communication that enables the students to synthesize the knowledge they have into an acceptable text that is appropriate with the English writing conventions, such as, using appropriate content, format, sentence structure, vocabulary, punctuation, spelling, letter formation and soon.

b. Aspects of Writing Skill

Discussing the aspects of writing skill, there are some important matters that need to be outlined in this discussion. They include (1) micro and macro skill of writing, (2) mechanical components of writing and (3) cohesion and coherence of writing.

The first aspect of writing skill is its micro and macro components. Brown (2001: 342-343) mentions a list of micro and macro skills for written communication which focuses on both the form of language and the function of language. Firstly, the micro skills of writing mentioned by Brown 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.

To add Brown's ideas on the micro and macro skills of writing, Spratt et al (2005:16) also state that writing involves several sub skills. They involve spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using correct grammar correctly, and using paragraphs correctly.

In summary, the skills of writing should be introduced in every stage of writing composition. This enables the students to get used to writing more effectively by using and obeying those skills of writing. Then, mechanical components are the second important matter of writing. Like other skills of English, writing has its own mechanical components, such as handwriting, spelling, punctuation, and construction of well-performed sentences, paragraphs and texts (Harmer, 2004). He also states that the previous components are the nuts and bolts of the writing skill. Therefore, those components need to be introduced in the teaching and learning process of writing.

The last aspect centers on the discussion of the cohesion and coherence of writing skill. The two aspects play important role in the process of good paragraph compositions and cannot be separated in the process of writing since they are closely related to one another. Moreover, Harmer (2004) states that both cohesion and coherence are needed to make the writing more accessible.

The first thing to know is cohesion. Cohesion can be defined as linking relationship of a number of linguistics elements that can be seen in the structure of the text surface. According to Harmer, there are two types of cohesion. They are lexical (repetition of words) and grammatical cohesion (pronoun, possessive reference, and article reference). On the other hand, coherence is defined in slightly different way that is whether the writing works can easily be read and understood.

Oshima and Hogue (1999:40) state that to be able to have the coherence in writing, a writer needs to focus on the sentence movements. The movement of one sentence to the next sentences should be logically and smoothly delivered. In other words, the sentences should flow smoothly. He then adds four ways that can be done by the writer to achieve coherence in their works. They involve repeating key nouns, using pronouns, using transactional signals and arranging the sentences in logical order.

As summary, the micro and macro skill, the mechanical components and cohesion and coherence are important aspects of writing. Each of them has contributions towards the good paragraph compositions. Therefore, they should be

considered in each stage of the process of writing, especially when the teachers want to make their students' writing works more accessible.

2. Teaching Writing

The review of related theories to teaching writing is discussed in this chapter. They are presented in four sub-discussions consisting of the theory of writing process, approaches to teaching writing, the role of teacher in writing and teaching writing for Junior high school students.

a. Process of writing

Richards and Renandya (2002: 316) state that the process of teaching writing consists of four basic stages. They are planning, drafting, revising, and editing. For each stage, various learning activities that can support the learning of specific writing skills are suggested. For instance, in the planning stage, teachers can help their students to improve their writing skills in generating ideas by giving activities, such as brain storming, clustering, and rapid free writing. The planned writing experiences for the students can be described as follows.

1) Planning

Planning or pre-writing is an activity of writing that aimed to encourage and stimulate the students to write. Since its function is to stimulate students' ideas to write, the writing activities should be prepared to provide them learning experiences of writing, such as brain storming, clustering and rapid free writing.

2) Drafting

At this stage, the students focus on the fluency of writing and write without having much attention to the accuracy of their works. During the process of writing, the students should also focus on the content and the meaning of the writing. Besides, the students may be encouraged to deliver their messages to different audience, such as peers, other classmates and etc.

3) Revising

The students review and reexamine the text to see how effectively they have communicated their ideas to the reader. Revising is not a simply activity of checking language errors but it is done to improve global content and organization of the ideas so the writer's intention is clearer for the reader.

4) Editing

At this stage, the students are focused on tidying up their works as they prepare the final draft to be evaluated by the teacher. The main activity done by the students at this stage is editing their mistakes on grammar, spelling, punctuation, sentences, diction and etc.

To sum up, the arrangement of the steps cannot be separated because it works like a wheel. Each stage in the process of writing works in line to help the students in composing the text.

b. Approaches to Teaching Writing

1) Product-Oriented Approach

Product oriented approach has been applied by English teacher many years ago in the process of teaching writing. The concern of this approach is on the

correctness of final products of writing. 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.

Brown (2004: 335) says that in composing their works, students should obey three main requirements. Every composition should (1) meet certain standards of English rhetorical style, (2) use accurate grammar and (3) be organized based on the convention to make the audience find it easy to understand the text. In this approach, students' writing works are measured based on some criteria. The scoring criteria commonly involve content, organization, grammar, vocabulary and writing mechanics, for example spelling and punctuation.

Talking about the writing activities, Badgar and White (2000) state that four stages of learning writing are commonly done by the students in this approach. They are familiarization, controlled writing, guided writing and free writing. The familiarization is aimed at making the students aware of certain features of particular text. In controlled and guided writing stages, the students practice the skills until they are ready for the free production activity.

In conclusion, the product-oriented approach is 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.

2) **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, organize and express their ideas clearly.

The activities are intentionally designed to facilitate the students become the language creators. Here is a 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.

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

Experiencing the preceding stages of writing makes the students write clearer. In 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 skills.

After discussing the characteristics of both product-oriented and process-oriented to teaching writing, the process of teaching writing should focus on both approaches. English teachers should 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 become the focus in the following step.

c. The Roles of Teacher in Writing

Kimble and Garmezy in Brown (2000:7) state that learning is a permanent process of the change in behavioral tendency and a result of reinforced practice. From the previous quotation, we can infer that teaching is not just a simple transferring knowledge activity since it is aimed at the behavioral change. Therefore, teachers have to make sure that their students learn something beneficial that permanently contributes to their future.

Teachers are expected to realize their importance roles toward students' development in learning, particularly in writing. Teachers are required to have various strategies and great interest when they are teaching writing to the students.

Moreover, 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.

In relation to teacher's roles in the process of writing, Harmer (2004:41) also purposed some tasks that the teachers should perform before, during, and after the process of writing. They are (1) demonstrating, (2) motivating and provoking, (3) supporting, (4) responding and (5) evaluating.

The first task that should be done by the teacher in the process of writing is demonstrating. It is a need for the students to be able to understand writing conventions and genre constraints of particular types of writing. As a result, the teacher has to be able to draw the two features to their attentions.

The second task done by the teacher in the process of writing is motivating and provoking the students. It is difficult for some of the students to write in English. Besides, they sometimes have no idea of the words used to write their messages. This is the situation where teachers can help them by provoking them to get the ideas and then persuading them to work on their writings.

Supporting the students is the third task that needs to be performed by the teachers. In the process of writing, teachers become the main supporters for the students when they are writing in classroom, especially when the students face difficulties. They should be available and well prepared to help them solve the difficulties. Thus, the students are enthusiastic in doing their writings.

Then, the next task is responding to the students' writing works. Responding refers to how the teachers react to the students' writing works. Content and construction are the focus of this task. After looking at the writing works produced by the students, the teachers can give feedbacks or suggestions for the students' improvement in writing.

The last task done by the teacher in the process of writing is evaluating the students' works. This task refers to how the teachers evaluate the students' writing works and then grade them. This is done by the teachers to see the students' progress in writing. In conclusion, the teachers are required to be able to perform those tasks in the process of writing. This enables the students to be better writers, especially when they are hesitant to express the ideas.

To support his previous ideas on the tasks that should be performed by teachers, Harmer (2007:261-262) also mentions some additional information about teacher's roles in the teaching and learning process of writing. They are explained as follows.

1) Motivator

When the students work on the writing tasks, the teacher should motivate them by creating the nice learning atmosphere, persuading them of usefulness of the activity, and encouraging them to create as much as efforts to achieve the optimal result.

2) Resource

When the students are doing more extended writing tasks, the teacher should be ready to supply information and language needed by the students.

Besides, the teacher should also ensure the students that he/she is there to give them advice and suggestions in a constructive and tactful way. For example, in the process approach, the teacher facilitates the students' writing by providing input or stimulus.

3) Feedback provider

Being a feedback provider, a teacher should respond positively to the content of what the students have written. The feedback given to the students should be based on what they students need at their level of studies.

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.

d. Teaching Writing in Junior High School

In reference to the standard of competency and basic competency of curriculum (School-Based Curriculum, 2006), English is a tool to communicate verbally and written. The ability to communicate is the capability to produce oral and written text in four skills; which are listening, speaking, reading and writing.

English learning in Junior High School is targeted to make the students achieve the functional level which is to communicate verbally and written to solve their daily problems. There are the purposes of learning English at Junior High School according to *Depdiknas* (2006):

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

- 2) Having senses about the importance of English to increase the nation competitive ability in the global society.
- 3) Developing the students' understanding about relationship between language and culture.

Moreover, the scopes of learning English at junior high schools are stated as follows.

- 1) Discourse competence, which is the ability to understand or create oral or written texts which is realized within the four skills; listening, speaking, reading and writing to achieve the functional literacy level.
- 2) The ability to understand and create various short functional texts, monologue and essay in the form of procedure, descriptive, recount, narrative and report.
- 3) Supporting competence which is linguistic competence (the use of grammar and vocabulary, pronunciation, spelling and structure), socio cultural competence (the use of expression in the context of communication), strategic competence (to overcome problems which arise in the process of communication) and discourse forming competence (using developing means).

In this research, the researcher focuses on one of the scopes of learning English which is teaching writing of recount texts based on the standard of competence of the School-Based Curriculum Grade VIII in the first semester as presented below.

Table 1: the standard of competence and basic competence in writing for grade VIII

Standard of Competence	Basic Competence
<p>Writing</p> <p>6. Expressing meanings of written functional texts and short simple essays in the form of <i>descriptive</i> and <i>recount</i> texts to interact with the closest environment</p>	<p>6.2 Expressing meanings and rhetorical ways of short simple essays in the form of <i>descriptive</i> and <i>recount</i> texts to interact with the closest environment accurately, fluently and acceptable</p>

3. Media in Language Teaching and Learning

It has been realized for long period of time that media have a great role in the teaching and learning process. Hundreds of teachers have used various types of media to help them teach more effectively. The above explanations are in line with what has been proposed by the researcher in using media that is picture series as the solution used to solve the problems in teaching writing.

Teaching media brings a significant role in the success of language teaching and learning by creating a solution for both the teacher and the students to cope with the gap between the teachers' explanation/idea with the learners' understanding.

Media are a means of communication and source of information that can be in various forms. They can be in the forms of video/audio recordings, television, diagrams, printed materials, real objects, computer programs, instructors and etc. All of them are categorized as instructional media because

they provide messages with an instructional purpose that is to facilitate communication in the learning process.

Smaldino et al (2005:9) mention six media used in learning and instruction. They are explained as follows.

- a) Media is alphanumeric characters that are displayed in various types of formats. It can be in the form of book, poster, chalk board, and computer screen.
- b) Another media used is audio. Audio refers to the learning media that cover everything that we can hear. It can be in the form of a person's voice, music, mechanical sounds, noise and etc.
- c) The third type of media is visual. Visuals are highly used to promote learning. They include diagrams on a poster, drawing on chalkboard, photographs or pictures, graphics in book, cartoons, and so on.
- d) Another media is motion media. They are media that show motion including video-tape, animations, and so on.
- e) Manipulative are three dimensional media and can be touched and handled by the students.
- f) The last type of media proposed by Smaldino et al is people. The media includes teachers, students, or subject-matter experts.

As mentioned before, the teaching and learning process is more effective when the teacher uses media in her class. To support the idea of the benefits of using media in the classroom, Smaldino et al (2005:12-13) also mention several other reasons why teachers have to use media. They are (1) media can be used for

supplemental support of the instructor given by the teacher and (2) media can be used in formal education situations where a teacher is not available or is working with other students. As the result, the use of media in the class room enhances learning and support teachers in their teaching.

There are several considerations in selecting the appropriate media used in the teaching and learning process. Mc Alpine and Weston (1994) in Smaldino et al (2005:57) mention a list of questions that should be considered by teachers in selecting the media. They are written as follows.

- a) Does it match the curriculum?
- b) Is it accurate and current?
- c) Does it contain clear and concise language?
- d) Does it motivate and maintain interest?
- e) Does it provide for learners participants?
- f) Is it of good technical quality?
- g) Is there any evidence of its effectiveness (previous research study)?
- h) Is it free from objectiveness and bias?
- i) Is a user guide or other documentations included?

To sum up, there are various media that make the instruction more realistic and engaging. One of the visual media commonly used in the teaching and learning process is pictures. Smaldino et al (2005:240) state that pictures are photographic (photographic) representations of people, places, and things in forms of two dimensional that sometime in the form of sequential pictures (in series).

4. Picture Series

As mentioned before, a picture series is one of the solutions to cope the problems in teaching writing. A picture is an illustration of picture that can be used as two dimensional representation of person, place or thing. It means that a picture is one of the media of communication that shows people, place and thing that are far from us.

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 picture of a single subject that is aimed to tell a story and also a sequence of events.

Yunus (1981:49) states “A picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events.”

A pictures series is one of learning media that is categorized as an art teaching media. Picture series can provide a window into how learners negotiate their understandings of images and their knowledge of the world.

To support the previous idea on the roles of picture series in the teaching and learning process, Harmer (2002: 69) 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 incites them to be creative writers.

The students explain their understanding of pieces of art, revealing details about their literacy processes and strategies. The same kinds of revelations by using series pictures, likely on a more advanced level, are revealed in this lesson, where students explore background actions and others related to the art they study. All students can find success "where they are" through this exploration of culture, vocabulary, voice, and characterization in the specific context of the inspiration artwork. Because of the open-ended nature of this lesson, it is particularly appropriate for multi-leveled classrooms and classrooms with special-needs students and English Language Learners.

A Picture series is recommended for it has many benefits in the writing learning process. The first benefit of using picture series is that it makes the students interested in writing English because picture series are one of the visual teaching media (Smaldino et al, 2005:9). Another benefit is that picture series stimulate the students to develop and use their imagination so that they are able to write well. Then, it also helps students in expressing the ideas they have in mind become more readable. The last benefit is that picture series improve the students' behaviour in writing.

In this research study, picture series are used as the main media to improve the students' writing skill. In implementing picture series in the research, there are processes that need to be done by the researcher and other members of the research. They are designing the lesson plan for the teaching and learning, designing the teaching techniques used to implement the picture series, then

selecting the appropriate and suitable picture series to be used in the writing activity.

5. Recount texts and how to teach them

According to Anderson (1998:24), a recount text is a text which retells past events orderly. For example, when we write a diary talk, we sometime tell the story about our activities from what we do from morning until we go to sleep. In this case, we write it based on the chronological and time order. When we write a diary, we also create a recount text.

The purpose of writing a recount text is to give a description of what occurred and when it occurred. Because of this is kind of text which is taught in school, a recount text is the same as the other texts, has its generic structures. The first paragraph provide a background of information about *who*, *what*, *where* and *when* the story occurs. It is usually called an orientation. The next paragraph describes a series of events in chronological order. The last paragraph is a conclusion. It is optional, some recount texts do not use concluding paragraph to finish their stories (Anderson: 1998).

In order to achieve the instructional objective of teaching how to write recount texts, the English teacher should consider some micro skills of writing recount texts. First, the teacher should present and discuss a flow-chart containing communicative purpose, rhetorical structure and grammatical pattern of the text. Second, the teacher should guide the students to write the text which is initiated by orientation and followed by sequence of events that leads reorientation.

To make a good recount text, the students have to consider some grammatical features in composing the text. The first consideration is the use of past tense to retell past events. There are some irregular verbs which cannot be added by *-ed*. The form of those irregular verbs is changed based on the verb itself. For example sleep becomes slept. Students always have difficulties to form the verb into past tense. Next, the students have to consider the use of descriptive words to give details about *who*, *what*, *where*, *when* and *how* it happened and the use of sentence connector to show the order of the events such as *first*, *next*, *then* and *etc*. However, good writing involves more than the ability to write grammatically correct sentences. The students also have to master some learning concepts such as the rule for constructing paragraphs into unity and coherence to make their texts can be understandable by the audience.

In short, writing a recount text is not an easy task although the students are creating this text of their daily life. They should consider how to construct paragraph into unity and coherence. They also have to understand the time order and its grammatical features such as the use of proper nouns, past tense, descriptive words and sentence connector. It needs the help of media to compose the texts. A picture series is implemented in this research as a medium to help the students in the writing process.

B. Conceptual Framework

The students' ability in writing recount texts in SMP N 3 Pakem was still low. As stated earlier, there were some problems which made the students got

difficulty in writing. One of the problems was the teacher that did not give clear guide lines for students to construct sentences coherently and grammatically. As the result, they did not produce a coherent and an understandable text. They also did not develop their ideas in order form. Besides, the teacher focused on the product of writing not the process. She also did not provide interesting media to help the students understand the materials. By using appropriate media, the goal of the teaching and learning could be achieved.

Then the researcher and the English teacher decided to use picture series as one of the best solutions to those problems. Picture series were chosen as one of the effective efforts used to deal with the students' writing problems because they have many benefits in the teaching and learning process of writing. The first advantage of using picture series is that it helps the students to improve their writing skills in the aspect of content. To be able to write, the students firstly need to have ideas on what they want to write so that they are able to write the ideas into readable sentences. In this case, picture series are to enable the students to do it and picture series stimulate the students to develop and use their imagination. By looking at the picture series given by the researcher, they are stimulated to write the story based on the sequenced of pictures. As the result, they are able to write well.

Then, using picture series in the teaching and learning process of writing also improves 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 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 encourage the students to improve their vocabulary and language use.

Lastly, picture series are used in the teaching and learning process of writing to improve the students' behaviour. The use of picture series makes the students interested and stimulated in participating in the process of teaching and learning writing. In 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 implemented picture series to improve the students' skills in writing recount texts in terms of content, organization, vocabulary and language use. Picture series are also used to improve the students' behaviour because they are needed to make the students interested in doing the writing activities.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research method employed in the present study. The chapter consists of the research approach, setting and subject of the study, instrument of data collection, data analysis, data collection technique, research procedures and validity and reliability of the research.

A. The Research Approach

Based on the objective of this research that is to improve students' writing skills, the research approach implemented in this research was classroom action research. Burns (2010:2) states that the main aim of action research is to identify 'problematic' situation that the participants consider worth looking into more systematically. Still, in Burns, the term of "action" in action research is to change or to improve the problematic situation in a deliberate way.

According to Descombe (2007:123), there are four defining characteristics of action research; practical, change, cyclical process and participation. The first characteristic deals with real-world problems and issues which are usually found in educational setting.

Action research is practical and it involves the researcher as a practitioner very closely. Change is an integral part of research which as a means of discovering more about the problems or phenomena. Bryman in Descombe (2007:124) states that change is a way to learn more about the way of thing works. Cyclical process is one of the main characteristics of action research which

consists of several cycles. The point of each cycle is the research feedback into practice and ongoing process of the research which consist of some stages. The participation is all of the actors that are involved in the research process such as teacher and students.

According to Kemmis and Mc Taggart (1998), action research involves four stages in a cycle; planning, action, observation and reflection. The cycle can be continued until the researcher achieves the satisfactory goal.

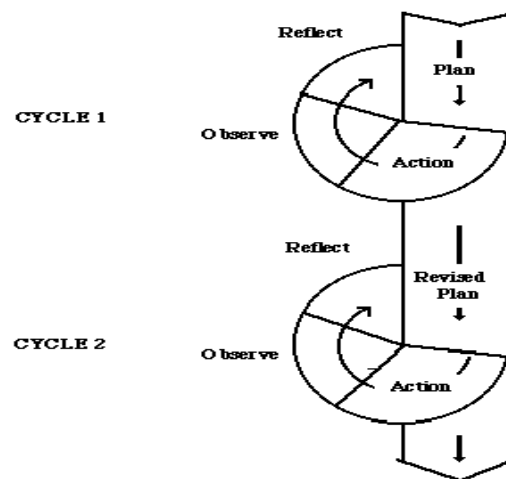


Figure 1: Cyclical action research model based in Kemmis and McTaggart (1998)

1. Planning

Planning is the beginning process of the research to conduct actions or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research. In this stage, the researcher prepared some materials that were used in the research process such as lesson plan based on the teaching material, chose the theme, prepared the materials that needed in the learning process, and prepared checklist for observation and formative test.

2. Acting

This section discusses the steps and activities that are taken by the researcher. The researcher tried to take how many students' abilities to understand in writing a recount text was, gave students actions to remember every word in spelling and writing, gave students assignments in individual, evaluated their mistakes and summarized the materials.

3. Observing

In this step, a researcher has to observe all events or activities during the research. The researcher observed the situation in class during the lesson, response and attitude of students when they were given explanation, doing task, and knowing their difficulties.

4. Reflecting

Reflecting is the inspecting effort on the success or failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.

B. The Setting and Subject of the Research

This study was conducted at SMPN 3 Pakem which is located in Pojok, Harjobinangun, Pakem, Sleman. This school consists of nine classes in which there are three classes for every grade. This school has many facilities such as library, science library, computer library and language laboratory. The subjects of the research were the students of grade VIII.

The researcher chose this school as the subject in conducting her research based on several considerations. First, the researcher already knows this school and the characteristics of the students because she has ever taught the students. Second, the researcher found that many students were not eager to write English texts. They did not like writing because they had difficulties to find and develop ideas into written texts in a good chronological order.

This research was conducted based on the school academic of 2013/2014 including the preparation, planning, actions, observations, reflection and reporting of the results. The time and the schedule of the implementation of the actions are presented below.

Table 2: **The Schedule of the Research**

No	Step	Month											
		September				October				November			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Observation												
2	Planning												
3	Action 1												
4	Planning for Cycle 2												
5	Action 2												
6	Analyzing data and reporting												

C. Instruments of Data Collection

The instruments of this research are presented as the following:

1. Observation Checklists

Observation checklists gave the information about the effectiveness of using picture series to teach writing recount texts. The English teacher checked

some aspects in teaching and learning process such as the lesson plan, the tasks, the materials and the media by putting a tick to statements in the observation checklists.

2. Interview Guidelines

The interview guidelines were used to guide the researcher to get responses from the teacher and the students on the use of picture series when she conducted interviews. In this research, the researcher interviewed the students and the English teacher before, during and after implementing the actions to see their improvements on writing.

3. Tests

Tests were used to get information about students' writing performance. The researcher held pre-test and post-test to see whether there was improvement on the students' writing or not.

D. Data Analysis Techniques

Analyzing data of action research is continuing process of reducing information to find explanations or patterns (Burns, 1999:157). In this study, the researcher used 5 steps to analyze the data. They were assembling the data, coding the data, comparing the data, building interpretations and reporting the outcomes.

1. Assembling the Data

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

2. Coding the Data

Coding the data is a process of attempting to reduce the large amount of data that maybe collected to more manageable categories of concepts, themes or types (Burns,1999:157). In this study, the researcher identified the data by coding it into more specific patterns and categories.

3. Comparing the Data

After coding the data, the researcher compared the categories or patterns across different data collection techniques. This activity was aimed to identify the relationships and connections between different sources of data.

4. Building Interpretations

In this stage, the researcher should deal with a great amount of creative thinking about what the data were saying by reflecting beyond the immediate surface details. The researcher discussed with the English teacher to pose questions, identify connections and develop explanations about the meanings of the research. Discussing the data can be a catalyst for new discoveries or interpretations.

5. Reporting the Outcomes

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

E. Data Collection Technique

The data in this research were qualitative and also supported by the quantitative data. The qualitative data were obtained through interviews and observations. These were used to meet the process of validity. The researcher and the collaborator recorded all of the information of the teaching and learning during the actions by using interview guidelines and observation checklists. Everything related to the students' behaviour, progress and problems related to the teaching and learning process was noted. The researcher interviewed the students and the English teacher to get the data related to their perspectives in writing before, during and after implementing the actions.

Tests were used to attain the quantitative data. The researcher used pre-test before implementing the actions and post-test after implementing the actions. The scores from pre-test and post-test were compared to acquire the data.

F. Research Procedures

Before doing some stages in the classroom action research, the researcher did reconnaissance step to know the problems that the teacher and the students faced in writing class. The researcher did an observation when the teacher taught writing to her students and observed their writings. After having found the problems, the researcher did some stages based on the classroom action research which were planning, action, observation and reflection.

1. Planning the Actions

Planning is the first step in doing classroom action research. In making the plan, the researcher should refer to the result of the preliminary study. The researcher prepared all of the actions and materials based on teaching writing by using picture series. It covered preparing the lesson plan, preparing the materials and media and preparing the scoring rubric.

a) Preparing the Lesson Plan

In SMP N 3 Pakem, English is taught two times a week and the duration of each meeting is 2 x 40'. The lesson plan was developed on the current curriculum consisting of several components namely standard of competence, basic competence, indicators, learning objectives, learning material, media, learning method, teaching and learning activities, evaluation and sources. In this research, the researcher made two lesson plans for two cycles.

b) Preparing the Materials and the Media

The use of media is very important in teaching writing to promote an attractive learning. In this research, the researcher used some picture series to solve the problems in writing class. Each picture series contains three up to nine pictures which can help the students to compose recount texts. The picture series was taken from some sources and modified by the researcher to attract the students' interest and motivation during the writing process.

c) Preparing the Scoring Rubric

In this research, the criteria of success established by the researcher is that the actions were considered successful if 80% of the students reached more than

level 3 for each skill because that value already represent the *KKM* (*Kriteria Ketuntasan Minimum* = Standard of Minimum Completeness) which is 75 point.

In this case, the researcher used scoring rubric that was adapted from Jacobs et al (1981) to help the researcher to evaluate the students' writing of recount texts.

The score would show the improvement made by the students.

Table 3: The Scoring Rubric of Students' Writing

Content	4	Excellent to good	excellent to good knowledge, thorough development of thesis, relevant to the topic
	3	good to average	some knowledge of subject, limited development of thesis, mostly relevant to the topic, but lacks detail
	2	fair to poor	limited knowledge of subjects, in adequate development of topic
	1	very poor	do not show knowledge of subject, not enough to evaluate
Organization	4	excellent to good	well-organized structure with beginning, development, and ending; effective transition with logical sequencing and coherence
	3	good to average	loosely-organized structure with imbalanced beginning, development, and ending; less effective transition that obvious affects logical sequencing and coherence
	2	fair to poor	choppy ideas scattering without logical sequencing and coherence
	1	very poor	no organization, no sequencing and coherence; or not pertinent
Vocabulary	4	excellent to good	specific and effective wording; idiomatic and no spelling error
	3	good to average	dull and repeated wording; occasional errors of word/idiom form, choice, usage but meaning not obscured
	2	fair to poor	Inappropriate wording; frequent spelling errors; meaning confused or obscured

(Continued)

(Continued)

	1	very poor	some relevant words found, but meaning incomprehensible
Language Use	4	excellent to good	effective complex constructions, few errors of agreement, tense, number, word order, articles, pronouns and preposition
	3	good to average	effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order, articles, pronouns and preposition
	2	fair to poor	major problems in simple/ complex constructions, frequents errors of negotiation, agreement, tense, number, word order, articles, pronouns and preposition
	1	very poor	almost no mastery of sentence construction rules dominated by errors, does not communicate, not enough to evaluate

2. Acting on the Plan

This research was done in two cycles. Cycle 1 consisted of two meetings and Cycle 2 was done in three meetings. The researcher acted as the teacher and someone who had experiences in English became the collaborator during the teaching and learning process.

The method of teaching writing in this research was inspired by genre-based approach. Teaching using genre-based approach has several stages to do in one cycle. Hyland (2003) argues that the cycle can help the teachers teach writing because the cycle suggests how the teachers of writing can sequence tasks to achieve particular purposes at different stages of learning. These are the steps of implementing picture series by using this method:

a) Building the context

In this stage, the researcher introduced the context of the culture, context of situation, and the social purpose of recount texts.

b) Modeling and deconstructing the text

This stage was intended to investigate the structural pattern and language features of recount texts. In this stage, the researcher presented the examples, identified the stages of the texts and introduced the language features of recount texts.

c) Joint construction of the text

In this stage, students began to contribute to the construction of whole example of recount texts and the researcher gradually reduced contribution to the text construction. The students developed a text together in collaboration with the researcher and their peers.

d) Independent construction of the text

In this stage, the students worked individually to write a text. the researcher no longer directly involved in learning but withdrawn to a more encouraging and monitoring role, advising, assisting, and providing feedback on the students' work.

In the reflection stage, the researcher gave feedback on the students' writing. Then the students revised their writings based on the researcher's note.

In every meeting, the teacher gave picture series to the students as medium to help them write recount texts. To encourage the students' interest, she gave

different teaching techniques such as ordering the jumbled pictures, playing games and filling in the blank spaces.

3. Observing the actions

Observations were done by the teacher during the process of teaching and learning. These were focused on the effectiveness of using picture series to teach writing recount texts, students' behaviour towards the teaching and the lesson plan. In this stage, the data collection instruments such as interview guidelines and observation checklists were used.

4. Reflecting the actions

After the action was done, the researcher and the collaborator discussed the implementation of picture series based on the results of the data collection instruments. If the results are the same with the target, the implementation of picture series is successful, if they are not, the next cycle should be continued.

G. Validity and Reliability of the Research

The validity of the data in this research was based on the criteria proposed by Anderson et al, (1999:30-33). To enhance the validity of the data, the researcher used these five types of validity; democratic validity, outcome validity, process validity, dialogic validity and catalytic validity as follows.

1. Democratic Validity

Democratic validity relates to the extent to which the research allows for the inclusion of multiple voices. To get democratic validity, the researcher did

some interviews with the English teacher and the students to express their opinions, comments and ideas about the actions implemented in this research.

2. Outcome Validity

Outcome validity means that the research is “successful” in solving the problems which are found in the writing class. The validity in this research was gained by analyzing the result of the actions. The results of the research were not only able to solve the problems but also lead to new questions.

3. Process Validity

Process validity means the dependability and competency of the research. The process validity was gained during the process of implementing picture series in writing class. The researcher collected the data by interviewing the English teacher and the students and making field notes to observe the teaching and learning process. It included the students’ behavior and the students’ competency in achieving the materials.

4. Dialogic Validity

The value of the research is monitored by peer reviews to meet the dialogic validity. This validity was gained by the researcher through dialog with the English teacher about what she had done during the process of teaching and learning. The teacher as the collaborator observed and monitored the actions implemented by the researcher.

5. Catalytic Validity

Catalytic validity relates to how the participants deepen their understanding of social realities of the context and the way how they make change

with it. This validity was gained by observing changes on the teacher and learners' understanding of their roles in this research by using some interviews.

In order to get rounded perspective and to avoid the subjectivity in analyzing the data the researcher used two kinds of triangulation; time triangulation and researcher triangulation (Burns, 1999:163) as follows.

1. Time Triangulation

The data were collected over a period of time to identify the factors involved in the actions, the researcher got the data on the students improvement in writing by conducting pre-test and post-test. the researcher also collected the data by observing the teaching and learning process, interviewing the students and collaboration before and after the actions and making field notes.

2. Researcher Triangulation

The data were collected by more than one research member in order to avoid biased interpretation. In this research, the researcher and the collaborator collected the data together to be compared.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the process of the research, the results and the interpretation of the findings of the research conducted in Cycle I and Cycle II. Each cycle consists of planning, actions, observation and reflection.

A. Research Process

This part describes the reconnaissance, planning, actions, observation and reflection in Cycle I and Cycle II.

1. The Reconnaissance

To identify the problems of the process of teaching and learning writing in class VIII A, the researcher conducted classroom observation and interviewed the English teacher and the students. The vignette bellow shows the process of teaching and learning writing and the students' behaviour toward the writing class.

The students were busy talking with one another when Mrs. Masinem entered the classroom at 09.15 o'clock. Some who saw her stopped talking. "Good morning students," she greeted. "Good morning, maam," answered half of them. While she swept over the whole class with her eyes, the class was silent. "Is anyone absent?" "None, maam," replied Sony. "Great. Let's pray before we start our lesson." The teacher and the class had a minute of silence.

"Alright, class. How was your last holiday?" some students said that their holidays were quite good. Putra, one of the students, said "biasa wae bu! Cuma di rumah." Then Nando, another student, added "Peesan bu." The class became so noise then. Mrs. Masinem then asked one of the students, "Nisa, where did you go on the last holiday?" then she answered, "go to Jakarta, bu. Visit my uncle." "What did you do there?" nisa said, "jalan jalan bu ke dufan sama ke tempat saudara." The teacher said, "O.K.

(Continued)

All of you absolutely had memorable experiences such as Nisa when she told that her holiday had been spent in Jakarta, visiting her uncle. In this time, we learn about recount texts. have you ever heard about recount texts?" the students said," no bu."

The teacher then asked the students to open their course book and then she wrote the generic structure on the board. " O.K. class please have a look at the board!" **some of the students paid attention to what the teacher explained while the others were busy with their own business. After explaining what a recount text was and its generic structure, the teacher asked the students to have a look at the course book where there was a recount text.** "Is there any volunteer who wants to read paragraph one?" asked the teacher. There was no student who answered even raised their hands. Then Putra raised his hand," me bu, me." He read the paragraph even though there were many wrong pronunciations. **The teacher then read the other paragraphs because there was no student who wanted to read it again.** The students heard what the teacher read. "Please have a look at the paragraphs. We found went, got, spent, etc. it was called past tense. Do you know about past tense?" the teacher asked. "No," the students answered together. "O.K. now please have a look at the board". The teacher wrote some examples of past verb and explained that. **The students were quite confused with the teacher's explanation.**

The teacher then asked the students to do the exercises provided on the text. Some of the students seemed not interested in doing the tasks while the others were asking for the answer to their friends who had gotten the answers. After that, the teacher discussed the questions with the students. "O.K. who will answer number one?" said the teacher. No one was answer then the teacher pointed one of the students to answer the question. The students were quite passive in the discussing the exercise. However, **the teacher did not provide any interesting media to attract the students' interest even though she knew that the students were still confused with what a recount text was.**

"Great, students. I'm happy with what you've done. Are you happy? *Apa yang kalian pelajari hari ini?*, asked the teacher. "Recount text, bu,". What is recount text?". "ya model pengalaman pribadi gitu bu". The teacher then reviewed again what they had been learned that day. Finally, she ended the lesson exactly when the bell rang.

Appendix A/fN.09/13-09-2013

In reference to the field note above, the activity during the process of teaching and learning was not considered as quite successful. The English teacher

did not provide any interesting media to attract the students' interest. In the teaching and learning process, the students paid no attention to the teacher's explanation. Some of them often talked to their friends. The students' involvement during the teaching and learning was also needed to be improved.

The researcher also interviewed the English teacher to know the problems in the teaching and learning process. The following interview transcript shows the same condition of the students' behaviour during the lesson.

- Researcher : *Kesulitan apa yang ibu temui selama mengajarkan skill menulis pada siswa? (What are the difficulties of teaching writing ma'am?)*
- Teacher : *Banyak mbak, kan tau sendiri disini siswanya bagaimana. Beda kalau smp- smp yang lain, apalagi kalau di bandingin sama SMP 4. Kebanyakan dari mereka inputnya cukup rendah ketika masuk sekolah ini jadi ya cukup susah. (There are so many difficulties. You know how the students here are. They are extremely different with the students from other junior high schools, especially SMP N 4. **Most of the students had low score** when they entranced this school, so it was quite difficult.)*
- Researcher : *Contohnya bu (for the example?)*
- Teacher : *Mereka kesulitan ketika di suruh menulis teks karena perbendaharaan kata mereka pun sangat kurang. Terkadang ketika harus menerjemahkan kata dari bahasa Indonesia ke bahasa inggris, mereka langsung mengartikannya tanpa memeperhatikan kontek yang ada. Misalnya sakit hati yang seharusnya broken heart, mereka artikan sebagai sick liver. Ya lucu-lucu gitu mbak. **(They found it difficult when they were asked to write a text because they have limited vocabularies. Sometimes when they translated Indonesian word to English, they directly translated it without paying attention to the context.** For the example they wrote sick liver instead of broken heart when they translate "sakit hati" to English. It is so funny.)*
- Researcher : *Lalu aktifitas apa saja yang ibu gunakan ketika mengajar writing di kelas? (What kind of activities do you use to teach writing?)*

(Continued)

Teacher	: <i>Ya biasa mbak. Dulu kan saya belum mengenal komputer kayak sekarang, jadi ya cuma memakai buku yang ada saja. (There is no special activity. On that time, there was no computer like nowadays, so I just used the course book in the classes.)</i>
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Appendix B/Int.01/25-07-2013

In reference to the interview above, the students' problems in writing were how to compose and develop their ideas into a good chronological order of text. However, because there was no data on the students' writing, the researcher held a pre-test to see the students' ability in writing recount texts on September 13th, 2013. The researcher asked them to write their past experience in three paragraphs which consisted of orientation, sequence of events and reorientation. The results were not good. Most of the students could not produce a well-organized text. When they were assigned to write the outline, they found it hard to decide what they should write. As the result, they needed much time to finish their writing. The example of students' writing before the implementation of the actions can be seen on the appendix on page 166.

In reference to the results of the students' writing before the implementation of the actions, there were several problems related to the organization. Most students' writing was not well-organized. They lacked logical sequence and development. It can be seen on one of the students' writing, there was no organization, no sequence and coherence. He did not write the orientation, events and reorientation in his text. He only wrote a paragraph that consisted of some sentences that were not related. For example, he wrote "*I and my friend go to the funeral*" then he wrote "*I'm very happy because I can eight bread and I eat*

all'. These two sentences are not relating. It is quite difficult to understand what he means in his text.

Apart from the students' difficulties to write recount texts in good organization, they also could not develop their words, sentences and ideas as much as possible into good paragraphs. They could not create a good text which consisted of at least three paragraphs. It seems that the students needed to be taught how to organize the text and to develop their ideas in a good order based on the generic structure of recount texts.

To support the results of the students' problems in writing recount texts, the researcher held interviews with the students. The following presents the students' statements showing their difficulties to write a recount text.

- | | |
|------------|---|
| Researcher | : <i>Kesulitan apa yang kamu temukan dalam menulis tadi dek?</i>
(What is the difficulty that you found in writing?) |
| Students | : <i>Susah miss. Engga tau artine. Bingung mau nulis apa. Mau di mulai darimana. Engga ada ide sama sekali. (It was so difficult, miss. I do not know the English words. Even I didn't know what I was going to write. There was no idea.)</i> |
| Researcher | : <i>Emang tadi engga buat outline dulu?</i> (do you make an outline first?) |
| Students | : <i>Buat miss, tapi sama aja bingung apa aja yang mau di tulis. Susah miss buat nulis kayak gituan. Pokoknya engga ada ide. (I did but I was still confused about what I was going to write. It was too difficult to write a text. I did not have any idea.)</i> |

Appendix B/Int.04/13-09-2013

In reference to the identification above, there were some problems occurring during the writing class. The following table presents them.

Table 4: The Problems Related to the Teaching and Learning Process of Writing

No.	Problems	Related to
1.	The teacher did not provide interesting media to the students.	Teacher
2.	The teacher did not show a model of recount texts.	Teacher
3.	The teacher focused on arranging the sentences than writing texts.	Teacher
4.	The writing tasks were not challenging.	Materials
5.	The students did not pay attention to the teacher.	Students
6.	The students could not develop their ideas into a good written text.	Students
7.	The students could not organize the story in a good order.	Students
8.	The students considered that English is as a difficult lesson.	Students
9.	The students' involvement in the teaching and learning process was low.	Students
10.	The students' interaction in the teaching and learning process was low.	Students
11.	The students' enthusiasm in the teaching and learning process was low.	Students

In reference to the list of problems in the table above, the researcher and the collaborator then agreed to classify them into two major categories. One is related to the problems in writing and the other ones are related to the students' behaviour in the teaching and learning process of writing. The categorization of the problems is presented in the following table.

Table 5: The Categorization of the Problems Found

Categorization	Problems	Indicators
Writing	The students had limited vocabulary mastery.	1. The diction they used in writing was not appropriate. 2. They frequently asked the teacher about the meaning of the words.
	The students considered that writing was difficult skill to master.	In the interview, the students said that writing was difficult for them.

(Continued)

(Continued)

Categorization	Problems	Indicators
	The students lacked ideas to write.	<ol style="list-style-type: none"> 1. The students could only write few words. 2. The students frequently asked the teacher on what story they were going to write. 3. Some students could not develop the ideas.
	The students found it difficult to organize sentences into good paragraphs.	<ol style="list-style-type: none"> 1. Some students could not organize their ideas within their minds into coherent sentences. 2. Some students did not know how to express the ideas into sequence of sentences and organize them into chronological and coherent paragraph. 3. The students simply wrote the sentences without paying attention to the unity of the text.
	The students had difficulties in writing text with correct grammar.	Most of the students made grammatical mistakes in writing such as using the inappropriate tense.
Students' Behaviour	The students gave less attention to the teacher's explanation.	They did not listen to the explanation and instruction given by the teacher.
	The students were bored during the teaching and learning process of writing.	<ol style="list-style-type: none"> 1. Some students were sleepy when the teacher explained the lesson. 2. Some students spent their time talking to the other students sitting next to them.
	Some students did not bring the dictionary.	There were only few dictionaries.
	Some students were reluctant to open the dictionary.	The students who had dictionary with them preferred asking their friend the meaning of the words to find the meaning in the dictionary by themselves.

The problems happening in the teaching and learning process of writing are explained below.

a) The teacher's techniques and students' behaviour in writing

During the observation done by the researcher, the teacher did not use interesting technique to engage the students' interest in the teaching and learning process. The teacher was too serious in explaining the materials so that the students got bored. She also did not explain how to write a good recount text to the students and she did not give chances to them to write the text.

In the writing process, the teacher only asked the students to arrange the words into sentences and made them into paragraphs. However, they met difficulties to construct paragraphs of a recount text which met unity and coherence. When they were asked to write a recount text, they could not formulate the main ideas and supporting sentences into a good organization. In addition, they made a lot of mistakes in language use and word choice. Those difficulties made the students not participate well in the class. They often talked to their friends and paid no attention to the teacher's explanation.

b) Media

Media are important in facilitating teaching and learning. By using appropriate media, teacher and students are helped to achieve the goal of the teaching and learning. In reference to the observation, the teacher did not provide any interesting media to the students. She only used a white board as a medium in the teaching writing so that the student' involvement was low. They were not

enthusiastic to do the tasks. It also made them difficult to understand how to write a good recount text.

In reference to the problems explained before, the researcher concluded that the students needed interesting media to help them in the process of writing recount texts. So, at the end of the observing in class, the researcher held an interview with the teacher. She said that the students sometimes were not enthusiastic to write because they did not like writing. She told that media could increase the students' behaviour such as the students' involvement, interaction and enthusiasm in the teaching and learning process. Then, the researcher suggested picture series as a medium to facilitate the students in the writing process. Finally, both the researcher and the teacher determined the actions to overcome those problems by using picture series.

2. Implementation of the Actions

a. Report of Cycle 1

The teaching and learning process in Cycle 1 was divided into two meetings. The researcher and the collaborator did three steps in this cycle. There were planning, action and observation, and reflection.

1) Planning

a) Determining the actions to overcome the problems

The implementation of picture series is very useful in helping students retell experiences or understand something since they can represent places, objects and people. It makes the students able to generate and put their ideas in

written text and write them into a good organization. By practicing writing, the students also get some improvements in other aspects of writing such as content, vocabulary and language use. Picture series- based activities also can increase the students' behaviour during the writing class. So that, the researcher and the collaborator planned some actions to improve the students' skills of writing recount texts by using picture series as follows.

- i) Using picture series to guide the students in organizing and developing ideas in a chronological order.
- ii) Employing various techniques such as presenting a model of recount texts with its picture series and writing a recount text based on the series of pictures to engage the students' behaviour in the writing activities during the teaching and learning process.
- iii) Discussing the students' mistakes on their writing in every meeting.

b) Preparing the materials and the media

In Cycle 1, the researcher used three picture series which were taken from many resources such as "*Grow with English*", "*magic keys*", and "*dltk-kids*". The researcher modified the pictures and adapted the text to make them suitable for junior high school students. The picture series contained several interesting pictures which could engage the students' interest in the writing process.

A recount text entitled "*Visiting My Grandparents*" with its picture series was used in modelling section in the first meeting. The pictures and the text were showed by using power point, so the students could identify the text together. The

second picture series entitled “*In the Disney World*” which was taken from “*Grow with English*” became a medium to guide the students in writing recount texts. The third picture series entitled “*Harvest Time*” was used for the free production task for the students. The researcher printed the picture series which contained several pictures on paper. Then she distributed the picture series to each student.

c) Preparing the lesson

The lesson plan was developed on the current curriculum consisting of several components. There were standard of competence, basic competence, indicators, learning objective, learning materials, media, learning method, teaching and learning activities and evaluation. Cycle 1 was divided into two meetings. The following is the research schedule covering two meetings of implementation of actions.

Table 6: Research Schedule of Cycle 1

Cycle	Day	Date	Time
1	Saturday	September 14 th , 2013	07.00 - 08.20
	Friday	September 20 th , 2013	09.15– 11.15

2) Actions and Observation

The implementation of picture series in Cycle 1 was conducted in two meetings. The details are discussed below.

a) First Meeting

In the pre-teaching, the actions were begun with the researcher that checking the students’ readiness to follow the lesson and it was continued by

recalling their' knowledge about recount texts. She gave lead-in questions related to the topic that would be discussed to recall their knowledge about recount texts, such as “*What did you do last Sunday?*”, “*Where did you go?*”, “*With whom did you go?*” and etc.

In the whilst-teaching, after the students had enough knowledge from the lead-in questions about recount texts, the researcher introduced and explained a model of recount text entitled “*Visiting My Grandparents*” with its picture series. Then, the students with the researcher's guidance identified the generic structure and language features of a recount text. She also gave a chance to the students to ask questions. Some students delivered their questions. Then, she gave another picture series entitled “*In the Disney World*” to each students. The students with the researcher's guidance discussed each picture and then the researcher asked them to work in pairs to make the outline of the text. They seemed enthusiastic in doing this task. After that each students developed their outline into a text individually. She guided them in the process of composing the text.

In the post-teaching, the researcher concluded the materials about recount texts. She asked whether there was any question from the students or not. She also reflected their learning and previewed on the upcoming material.

b) Second Meeting

In the pre-teaching, to build the knowledge about recount texts, the researcher recalled the students' understanding about recount texts. She found that the students had quite understood about recount texts. It could be seen from the students' oral answer.

In the whilst-teaching, the researcher and the students discussed the students' writing on the previous meeting. They identified the mistakes together. She reflected that the students still got difficulty in making past sentences and in finding the past form of certain words. Therefore, she explained more about how to make correct past sentences. She distributed a list of irregular verbs to help the students find the past form of certain words. Then, she introduced a model of recount text with its picture series entitled "*Harvest Time*". The researcher and the students discussed the generic structure and language features of the text. She gave chances to the students to ask questions. They asked questions to her. Then, she asked them to compose a recount text that consisted of three paragraphs based on the picture series. She guided the students in the process of composing a recount text. Some students used dictionaries to help them in finding vocabularies.

In the post-teaching, the researcher concluded the materials. She also reflected the teaching and learning process. She tried to find what went well and what will did not go well. The results of the reflection stage would be used to plan for the second cycle of the classroom action research.

3) Reflection

In reference to the observation which was done in Cycle 1, the researcher found that the students attained some improvements when they wrote a recount text. It could be observed from the students' writing in the last meeting of Cycle 1. There was also an improvement on the students' behaviour toward the teaching and learning process. The following field note presents the students' condition in the classroom before the implementation of picture series.

The researcher asked the students to make a recount text about their own experiences. **The students found it difficult to write a recount text. They felt so confused. Some students cheated the work of their friend who was sitting next to them.**

Appendix A/FN.10/13-09-2013

Before the researcher implemented the actions, she found that many students had difficulties to organize their ideas in a good order. They also still had difficulties to use the correct grammar. The following interview presents the students' statements about their difficulties to write a recount text before the researcher conducts the actions.

- Researcher : *Kesulitan apa yang kamu temukan dalam menulis tadi?* (What difficulty did you find in writing?)
- Students : *Susah miss. Engga tau artine. Bingung mau nulis apa. Mau di mulai darimana. Engga ada ide sama sekali. **(It was so difficult, miss. I was confused. Even I didn't know what I was going to write. There was no idea.)***
- Researcher : *Emang tadi engga buat outline dulu?* (Did you make an outline, didn't you?)
- Students : *Buat miss, tapi sama aja bingung apa aja yang mau di tulis. (I did but I was still confused about what I was going to write.)*

Appendix B/Int.04/13-09-2013

In the modelling section in Cycle 1, the picture series generated the students' ideas of the text in terms of generic structure, language feature and social function. In the writing section, the picture series also helped them to organize the story in a good chronological order. The teacher's strategies in implementing picture series not only influenced the organization of the text but

also influenced the content, vocabulary and language use aspects. The following interview transcript presents the students' statements after the first meeting.

- Researcher : *Gimana dek nulisnya tadi?* (How was your writing?)
 Students : *Lumayan miss. Ada gambarnya jadi engga terlalu bingung. (It was quite difficult but there were pictures so it was not too confusing.)*
 Researcher : *Ngerti kan yang kira-kira mau di tulis apa?* (Do you know what you were going to write?)
 Students : *Iya, miss. Lebih gampang soalnya bisa ngira-ngira ceritanya kalau ada gambarnya gini.* (Yeah, miss. it was quite easy because there were pictures that helped us to generate the ideas.)

Appendix B/Int.06.16-09-2013

In the second meeting, there were also some improvements on the students' writing. Their writing was well-organized. They could write the text with correct generic structure. Some students also did not make a lot of errors in vocabulary and language use. They were also enthusiastic to write a recount text. However, they could only produce limited development of the topic. The following field note presents the students condition toward the teaching and learning process in the last meeting of Cycle 1.

The researcher guided and checked the students' works when they were composing the recount text. **Some students still asked the researcher when they found some difficulties in vocabulary use**, while the others searched for the words in the dictionaries or list that given by the researcher before. **The students had not too many problems in composing the recount text than when they had to write recount texts on the first time without picture series.**

AppendixA/FN.16/20-09-2013

After the researcher implemented the picture series, the students were enthusiastic to write a recount text. They were enthusiastic in responding to the researcher's questions. They could easily generate ideas that they wanted to write in their texts by observing the picture series. These could be observed from their results of their writing and the interview which was held by the researcher.

- | | |
|------------|--|
| Researcher | : <i>Gimana nulisnya tadi? (How was your writing?)</i> |
| Students | : <i>Lebih susah di banding yang kemarin miss. Lebih banyak gambarnya. (It was more difficult than before. It provided more pictures.)</i> |
| Researcher | : <i>Tapi bisa kan? Enggak bingung? (Could you do that? Was it confusing?)</i> |
| Students | : <i>Lumayan miss, ide nulisnya ada cuma bingung nyari katanya dalam bahasa inggris aja miss. (A little bit, miss. There was an idea but it was quite difficult when we had to find the English word.)</i> |
| Researcher | : <i>Udah bawa kamus emang enggak dicari? (Did not you bring a dictionary?)</i> |
| Students | : <i>Udah miss tapi ada beberapa yang enggak ada. (Yes, miss. but there were some missing words in the dictionary.)</i> |

Appendix B/Int.08/20-09-2013

The results of individual work in the last meeting showed the students' improvements in their writing skills especially in organizing the text. They also made improvements in the content, vocabulary and language use. To see the results of the students' writing, the samples of the students' improvements were taken randomly. These can be seen on the appendix at page 168 and 169.

Before the implementation of the actions, most of the students' writing was not well-organized. They did not know what they should write in the orientation, events and reorientation of the text. Most of their writing was difficult to understand because they only translated the Indonesian words into English.

They made frequent errors in tense, word order, preposition and pronouns. After the researcher and the collaborator conducted the actions in Cycle 1, there were some improvements in all aspects of writing especially in the organization of the text.

From the two samples of the students' writing, it can be found that the student made an improvement in the organization of the text. His first writing was loosely organized and he lacked development of the topic. First, he wrote "*I and my friend go to the funeral*", then he wrote "*I'm very happy because I can eight bread and I eat all*" in his story. It could be seen from those sentences that he did not pay attention to the generic structure of recount texts. He only wrote one paragraph that even did not provide background information which needed to understand his text. There were also some irrelevant words found in the text. Moreover, the text did not communicate so it was not enough to be evaluated. In short, he could not organize his story well.

In Cycle 1, his writing was well-organized. He could write the structures of the recount text clearly. However, he missed to write at least three sentences for each paragraph. He only wrote "*in the village his uncle has big apple tress his uncle is a farmer*" as the orientation in his recount texts. It means that he could not write more sentences to develop the story.

Besides, in writing the paragraphs, he had some improvements in the diction and language use. Before the researcher conducted the actions, he used some irrelevant words that made the text did not communicate. He wrote "*I'm very happy because I can eight bread and I eat all*". He made mistakes in

selecting the appropriate vocabulary such as he should write “*eat*” instead of “*eight*”. Moreover, he still used simple present tense in writing his story.

In his story in Cycle 1, there were not many spelling errors. He could enrich his vocabularies. In the grammatical aspect, he could use simple past tense in writing his story in Cycle 1 although there were some mistakes in forming the verbs such as he should write “*had*” instead of “*has*”.

To fulfil the democratic and dialogic validity, the researcher and the collaborator expressed their opinions, comments and suggestions related to the implemented actions. The results in Cycle 1 showed that there were some improvements and weaknesses. The results of the actions could be presented as follow:

- a) The implementation of picture series in Cycle helped the students to generate their ideas. They did not look confused to start their writing. However, they produced limited development in writing their stories. They only could write a sentence representing each picture and they could not add some supporting details for developing the topic based on the picture series.
- b) The implementation of picture series helped the students to organize their ideas into logical order. They knew what they should write in each structure of the recount text orderly with the use of picture series.
- c) The different techniques given by the researcher in presenting the picture series made the students interested in joining the writing class. They gave positive responses during the teaching and learning of writing.

d) Giving feedback on the students' writing helped them to identify and correct their mistakes. However, they needed more clear explanations of their mistakes. In reference to the results, the students still had difficulties to find the appropriate diction and to use the right grammatical sentences. The students still only translated the Indonesian words into English. Some of them also did some mistakes in the word choices. In the language use, the students already knew that simple past tense was used in writing recount texts. However, many of them still only added *-ed* in changing the verbs into simple past tense. Because the time was limited, the researcher could not explain the students' mistakes in more specific ways. She only gave marks on their mistakes.

The results of the reflection show that Cycle 1 had not reached the criteria of success. From the rubric employed, the researcher and the collaborator used scale 3 as a standard of success. Although the students made some improvements in writing skills especially in the organization aspect, there were not more than 50% students who got 3 for each aspect. Besides, the students still made several errors in the tense, word order, word choice and pronouns. So, the researcher and the collaborator decided to conduct Cycle 2.

b. Report of Cycle 2

The teaching and learning process in Cycle 2 was divided into three meetings. The researcher and the collaborator did three steps in this cycle. There were planning, actions and observation, and reflection.

1) Planning**a) Determining the actions to overcome the problems**

In Cycle 1, the students wrote a recount text in a good chronological order. However, they still had difficulties to develop the topic, find the appropriate dictions and use the correct grammar. To overcome the problems, the researcher and the collaborator planned two actions in this cycle.

- i) Discussing the students' grammatical and vocabulary mistakes that were usually still found in their writing.
- ii) Using interesting media in teaching writing recount texts that could engage and motivate the students during the process of teaching and learning. So, the researcher still used the interesting media to keep their attention such as using power point.

b) Preparing the materials and the media

In Cycle 2, the researcher used three picture series which were taken from many resources such as "*Grow with English*", "*magic keys*", and "*dltk-kids*". The researcher modified the pictures and adapted the text to make them suitable for junior high school students. The picture series contained several interesting pictures which could engage the students' interest in the writing process.

A recount text entitled "*A Busy Day*" with its picture series was used in modelling the section in the first meeting. The pictures and the text were showed by using power point so the students could identify the text together. The second picture series entitled "*In the Late Night*" became a medium to guide the students in writing recount text. The third picture series entitled "*Shopping with My Mom*"

was used for the free production task for the students. The researcher printed the picture series which contained several pictures on paper, then distributed the picture series for each student.

c) **Preparing the lesson**

The lesson plan was developed on the current curriculum consisting of several components namely standard of competence, basic competence, indicators, learning objective, learning materials, media, learning method, teaching and learning activities and evaluation. Cycle 2 was divided into three meetings. The following is the research schedule covering three meetings of implementation of actions. The first meeting was used for outlining and writing while the second meeting was used for revising and editing. The third meeting was used for training the students' skills in writing a recount text individually.

Table 7: Research Schedule of Cycle 2

Cycle	Day	Date	Time
2	Saturday	September 21 st , 2013	07.00 – 08.20
	Friday	September 27 th , 2013	09.15 – 11.45
	Saturday	September 28 th , 2013	07.00 – 08.20

2) **Actions and Observation**

The implementation of picture series in Cycle 2 was conducted in three meetings. The details are discussed below:

a) **First Meeting**

In the pre-teaching, the researcher began to build the context of learning by recalling the students' understanding about recount texts. She reminded the

students about the last meeting with her in the classroom. Then, she gave lead-in questions related to the topic that would be discussed, such as “*What did you do last Sunday?*”, “*Where did you go?*”, “*With whom did you go?*” and etc.

In the whilst-teaching, the researcher showed a recount text entitled “*A Busy Day*” with its pictures series illustrating past experiences. She explained again the elements of writing a recount text and gave chances to the students to deliver questions. She then gave another picture series entitled “*In the Late Night*” to each student and guided the students in planning and drafting. After that, they were asked to compose a recount text based on the picture series. The researcher guided them in the process of composing text.

In the post-teaching, the researcher concluded the materials. There were some students who said that it was getting easier to them to write recount texts.

b) Second meeting

In the pre-teaching, the researcher recalled the students’ knowledge about recount texts. She gave lead-in questions, such as “*Do you still remember what we have learned on the last meeting?*”, “*what do you know about recount text?*”, “*Could you give example?*” and etc.

In the whilst-teaching, the researcher returned the students’ writing to revise after she gave feedbacks on their writing. The students with the researcher’s guidance identified their mistakes on their writings. Then, they revised and wrote their final text.

In the post-teaching, the researcher concluded the materials. She asked the students whether they had difficulties or not. Then she previewed on the upcoming materials.

c) Third meeting

In the pre-teaching, the researcher gave lead-in questions related to the topic that would be discussed to recall the students' knowledge about recount texts. She informed to the students that their previous recount texts were better than before.

In the whilst-teaching, the researcher reviewed the materials about the use of recount text, its generic structure and the use of simple past tense. She showed a sequence of picture series entitled "*Shopping with My Mom*". Then, she distributed the picture series to each student and asked them to study it. Next, the students made an outline of the story. After that, the researcher asked them to compose a recount text based on the picture series.

In the post-teaching, the researcher concluded the materials. She asked the students whether they had difficulties or not in writing a recount text. Then, she reflected the teaching and learning process.

3) Reflection

In the reference to the actions in Cycle 2, the researcher and the collaborator found that students made some improvements when they wrote their final writing. In the first and second meetings, the researcher emphasized on the steps in writing recount text in a good organization and developing their ideas from the pictures. She did some techniques in displaying the picture series.

In the first meeting, the researcher provided a recount text with picture series and explained the generic structure and language features by using power point. In this case, picture series guided them through the process of writing. The results of the students' writing in the first meeting made some improvements in the aspects of content, organization, vocabulary and language use rather than in the previous cycle. The following presents the students' statements after implementing picture series in the first meeting.

The researcher asked the students whether they found it difficult to write recount text or not. **Some of the students said that picture series helped them in finding the ideas on what they were going to write while the others still were a little bit confused when they had to compose a recount text.** *"lumayan sis masih bingung dikit tapi gambarnya cukup membantu"* Said one of the students.

Appendix A/FN.19/21-09-2013

In the second meeting, the students felt more confident when they had to revise their text because there were some feedbacks given by the researcher before, so it helped the students to make their text clearer. The following field note presents the students' statement after the picture series were implemented in the second meeting.

The researcher asked the students whether they found it difficult to write recount text or not. **Most of the students said that picture series helped them in finding the ideas on what they wanted to write.** *"lebih gampang miss, soalnya ada gambarnya,"*said one of the students.

Appendix A/FN.22/27-09-2013

The third meeting also could run well. All of the aspects improved. Most of the students enjoyed the tasks when they had to compose a recount text. They

did not find many problems when they did outlining and composing the text. The following interview presents the students' statement after the researcher implemented picture series in the third meeting.

- | | |
|------------|--|
| Researcher | : <i>Gimana tadi nulis teks recountnya? Susah enggak? (How was the writing? Was it difficult?)</i> |
| Students | : <i>Lumayan miss tapi enggak susah- susah amat kok. Gambarnya gede- gede, berwarna lagi. (A little bit, miss but it's not too difficult. The pictures are interesting, big and colour.)</i> |
| Researcher | : <i>Ketika kalian melihat picture seriesnya tadi, apa tanggapan kalian? (What is your opinion about the picture series?)</i> |
| Students | : <i>Langsung ada ide buat yang mau di tulis miss. Enggak bingung- bingung lagi mikirin apa yang mau di tulis. (There is an idea when we start to write, miss. we are not too confused about what we are going to write.)</i> |

Appendix B/Int.13/28-09-2013

The actions of Cycle 2 also brought some improvements on the students' writing. In Cycle 1, there was an improvement on the organization of the text. However, the content, vocabulary and language use did not really improve. In Cycle 2, there were some improvements in the four aspects of writing, i.e. content, organization, vocabulary and language use.

In the first cycle, the students produced limited development of the topic. They could not write more supporting sentences dealing with the picture. They wrote only one sentence representing one picture. They also made a lot of mistakes in the use of simple past tense, agreement and pronouns. Moreover, they could not choose appropriate diction in writing their stories.

In Cycle 2, the students' writing was better in the organization of the text and the content. They made fewer mistakes in vocabulary and language use. They

could write a text which was well organized and developed. They stated their ideas clearly and orderly. Their mistakes in using language and finding the appropriate diction decreased. There were some examples of the improvement in writing recount texts by using picture series after the researcher conducted Cycle 2. These could be seen on the appendix at page 170 and 171.

The results of the reflection showed that Cycle 2 reached the criteria of success. From the rubric employed, the researcher and the collaborator used scale 3 as the standard of success. All of the students' writing was on scale 3 or above. It could be concluded that Cycle 2 was successful. It was enough to the researcher to hold 2 cycles only because the goal had been achieved.

3. Summary of Cycle 1 and Cycle 2

These are some findings that the researcher found before conducting the actions, Cycle 1, Cycle 2 and after conducting the actions that are explained as follows.

Table 8: The Results of Students' Writing in the Research

Aspect of Writing	Before Conducting the Actions	Cycle 1	Cycle 2	After Conducting the Actions
Content	Most of the students' could not develop their ideas and some of their writing could not be evaluated.	Some of the students developed the topic based on the picture series orderly. However, they only could produce limited sentences.	Most of the students successfully developed the topic based on the picture series with the right components of the recount texts.	All students were able to develop the topic based on the picture series with the right components of the recount texts.

(Continued)

(Continued)

Aspect of Writing	Before Conducting the Action	Cycle 1	Cycle 2	After Conducting the Action
Organization	Most of the students did not put their ideas clearly and orderly.	Many students wrote their ideas in a good organization of the recount texts.	Most of the students wrote a good recount text in a good organization based on the picture series.	All students wrote a good recount text in a good organization based on the picture series.
Vocabulary	Most of the students had difficulties in the word choice so that the meaning was not obscure.	Some of the students used effective word choices but the rests still made some errors in the word form mastery.	Most of the students used effective word choice and word form mastery.	All students used effective words and word forms.
Language Use	All students did some errors of agreement, tense, word order, articles, pronoun and sentence construction.	Many students did few errors of tense, agreement and word order.	Most of the students wrote effective sentences and only did few errors in word order, tense and agreement.	All students wrote effective sentences and only did few errors in the word order, tense and agreement.

In addition to the improvements of the students' writing, the researcher and the collaborator also found other findings during the research which are explained as follows.

a. Students' behaviour

After implementing the picture series, the researcher and the collaborator found that picture series improved the students' involvement in the class. The strategies in implementing picture series attracted the students' enthusiasm in

doing the writing process. Moreover, the students' interaction in the class also improved.

b. The use of picture series

Picture series was successful to help the students to organize and develop their ideas in a good order. It could be seen from the students' writing that consisted of more sentences compared with their writing before the researcher implemented the actions. Their writing was well-organized and developed. By practicing writing, the students could create a good recount text with a few mistakes in diction and language use.

B. The Results of the Research

The samples of students' writing from the pre-test, Cycle1, Cycle 2 and the post-test that show one of the students' improvements in writing a recount text were used to represent all of the students' writing. In the preliminary study, he could not develop his ideas in good paragraphs. He did not give any personal comments in the reorientation. Besides, he also did some errors in language use such as punctuation, tense and word order. He still used simple present tense in telling his experiences.

The actions of Cycle 1 brought some improvements in all aspects of writing but one of the students' writing was not really good. He could organize his story well. However, he only wrote some sentences in the orientation, events and reorientation of the text. In the last aspect, he used simple past tense in writing his story although he still did some mistakes such as the word has should be had. In

the vocabulary aspect, he still had difficulties to select the appropriate vocabularies for his writing such as “*cold*” that should be “*could*”.

In Cycle 2, the students did a lot of improvements in all aspects of writing. One of the students’ writing showed that he could develop the ideas into a good chronological order and write the generic structure of the text clearly and correctly. He also did fewer mistakes in vocabulary and language use.

After the researcher implemented the actions, based on one of the students’ writing, there were some improvements in organization and content aspects. He was capable to develop the ideas coherently. He also wrote more sentences in his writing. He rarely made mistakes in language use and diction. For the example, on the orientation of the text, he provided the background information answering *who, what, when and where*. He described the series of events that happened very clearly. Moreover, on the reorientation, he stated his personal comment to the story, i.e. “*I think it was really fun to have a holiday like this.*” And “*I hope my next holiday will be more interesting*”.

1. Students’ Score

This part presents the students’ writing score in the pre-test, Cycle 1, Cycle2 and the post-test. The researcher analyzed the students’ mean score in all aspects of writing. There were content, organization, vocabulary and language use. The table below shows the mean score of the content of writing.

Table 9: Students’ Mean Score in the Content Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Content	2.09	2.4	3.63	3.82

The students' mean score in the content aspect in the pre-test only achieved the scale of 2.09. In Cycle 1, it increased to 2.4. In cycle 2, the students' mean score in the content aspect increased to 3.6. In the post test, it became 3.82.

Table 10: Students' Mean Score in the Organization Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Organization	1.87	2.35	3.27	3.54

The students' mean score in the organization aspect increased after the actions during the implementation of picture series. The students' gain score is obtained by comparing the students' mean score in the pre-test and the post-test which was 1.67.

Table 11: Students' Mean Score in the Vocabulary Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Vocabulary	1.86	2.17	3.04	3.24

The students' mean score in the vocabulary aspect in the pre-test only achieved the scale of 1.86. In Cycle 1, it increased to 2.17. In cycle 2, the students' mean score in the vocabulary aspect increased to 3.04. In the post test, it became 3.24.

Table 12: Students' Mean Score in the Language Use Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Language use	1.74	2.17	3.06	3.12

The students' mean score in the language use aspect in the pre-test only achieved the scale of 1.74. In Cycle 1, it increased to 2.17. In Cycle 2, the students' mean score in the language use aspect increased to 3.06. It became 3.12 in the post test.

To know the students' improvements after the actions during the research, the researcher summarized the general findings of students' score from pre-test, Cycle1, Cycle 2 and post-test.

Table 13: General Findings of Students' Score from Pre-test, Cycle 1, Cycle 2 and Post-test

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Mean score	1.89	2.27	3.25	3.43

The students' mean score in the pre-test only achieved the scale of 1.89. In Cycle 1, it increased to 2.27. In Cycle 2, the students' mean score increased to 3.25. It became 3.43 in the post test. It is concluded that picture series improved the eighth grade students' skills in writing recount texts at SMP N 3 Pakem.

C. Discussions

In this section, the researcher provides the analysis of the result gained in Cycle 1 and Cycle 2 of the research. The results were used to know whether the use of picture series improves student's skills in writing a recount text or not. The observation was done to determine the problems during the process of teaching and learning writing recount texts. One of the results was the students had problems in constructing paragraphs of recount texts which met unity and

coherence. They also could not develop their ideas in a good order. Besides, they made some mistakes in language use and diction. They also lacked enthusiasm during the teaching and learning process. To overcome those problems, the researcher and the collaborator applied two cycles.

The first cycle showed that the students made an improvement in organizing the recount text. They could put their ideas to construct a recount text with a good chronological order. They also did the steps of writing consisting of planning, drafting, editing and writing the final draft well. However, they could not develop the topic to some supporting sentences. So, the students' improvements in content, vocabulary and language use were not really satisfying. Most of the students sometimes forgot to change the verbs into past form. They also found difficulties to choose the appropriate dictions in writing their story. They only looked at their dictionaries without considering the meaning of the words.

In the second cycle, the students showed improvements in the aspects of writing. They developed their story into a good chronological order. A picture series facilitated them to generate their ideas. In language aspect, the students made few mistakes in using verbs in the past form. In Cycle 2, the researcher showed some samples of students' mistakes on the slide. Then she discussed the mistakes with the students together and also corrected it. She also gave feedback on the student's writing. It could help the students to understand their mistakes. The researcher also asked the students to mention some objects that might be used in writing their story. This activity helped them to select the appropriate diction.

Besides, the improvement was not only in their writing skills but also in the students' behaviour such as the students' involvement, interaction and enthusiasm in the classroom. The students seemed more enthusiastic to write. They participated well in the writing process. They felt more confident to write recount texts as they had experienced on how to organize and develop their ideas through the implementation of picture series. The use of picture series attracted their attention so that they enjoyed the learning. In reference to the explanation above, the utilization of picture series improved the students' writing on recount texts. Added to this, the activities during the teaching and learning process changed the students' behaviour.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter provides information about the conclusions of the research, implications and suggestions. The discussion of each point is presented as follows.

A. Conclusions

The research was conducted in class VIII A of SMP N 3 PAKEM. It was carried out from August to October 2013. The objective of this research was to improve the students' skills in writing recount texts of the eight grade students through picture series. In reference to the information obtained from the discussion in the previous chapter, it is concluded that the implementation of picture series in the teaching and learning process of writing is believed to be effective to improve the students' skills in writing.

First, there were improvements of the students' writing skills that included content, language use, vocabulary, and organization. These possibly happened because the use of picture series in writing enabled the students to generate the ideas within their minds and express them into a readable text.

Second, picture series made the students get more involved in the teaching and learning process of writing. As a result, their behaviour such as their involvement, interaction and enthusiasm toward the teaching and learning process of writing improved.

Third, the improvements of the students' writing and behaviour also contributed to the effectiveness of teaching and learning process of writing. When the students were enthusiastic and had no difficulties in writing, the teaching and learning process automatically ran well.

The use of picture series in teaching writing a recount text was interesting and helpful for the students to generate their ideas in writing recount texts. Moreover, the results of the research were good enough because there were significant improvements in the students' skills in writing recount texts after using picture series. These were supported by the students' mean score. In the pre-test, it only achieved the scale of 1.89. In Cycle 1, it increased to 2.27. In Cycle 2, the students' mean score increased to 3.25. It became 3.43 in the post test.

B. Implications

In reference to the results of the research, picture series were effective to improve the students' skills in writing recount texts. There are some implications from the results of this research that are described as follows.

First, the use of picture series improved the students' writing skills in four aspects of writing skills that included content, vocabulary, language use and organization. It implies that teachers need to implement picture series in their teaching and learning process of writing.

Second, the use of picture series also improved the students' behaviour such as their involvement, interaction and enthusiasm in the teaching and learning

process of writing. It implies that it would be better for teachers to use picture series in their teaching and learning process of writing.

Third, the use of picture series maximized the effectiveness of the teaching and learning process of writing. It implies that teachers need to apply picture series in order to make their teaching and learning process of writing run well.

C. Suggestions

In reference to the conclusions and implications that have been previously explained, some suggestions are directed toward the English teachers in SMP N 3 Pakem, the students and other researchers.

First, it is suggested to the English teachers who want to teach their students how to write a recount text to use picture series as media. It is because the use of picture series in teaching writing recount provides a lot of benefits which have been explained in the results and discussions of this research. In addition, the teachers should provide good and clear pictures in order to avoid ambiguity which may lead misinterpretation. Besides, it is suggested that the teachers provide colour picture series because those can raise the students' attention.

Second, the students' behaviour such as students' involvement, participation and enthusiasm are the main aspects that hinder the success of the teaching and learning process. Especially in the process of teaching and learning writing, the students' behaviour is relatively low since they believe that writing is the most difficult skill to learn. To overcome the students' low behaviour in

writing, it is much better if the students practice their writing outside the class. The researcher hopes that the students develop their writing skills independently by using picture series.

Third, future researchers who would like to conduct research on a similar topic may use the data in this research to support their research studies. Besides, it is better if the researchers provide colour picture series to raise the students' attention and interest in writing a recount text using picture series.

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APPENDICES

FIELD NOTES

FIELD NOTES

No : FN.01
 Hari, Tanggal : Kamis, 25 Juli 2013
 Jam : 9.00 WIB
 Tempat : Kantor Kepala Sekolah
 Kegiatan : Meminta Ijin Penelitian
 Responden :
 P : Peneliti
 GP : Guru Piket
 KP : Kepala Sekolah

1.	P datang ke sekolah kemudian menuju keruang guru untuk meminta ijin bertemu dengan KP
2.	Guru Piket mempersilahkan P untuk menunggu di ruang tunggu
3.	P menuju ke ruang KP
4.	KP mengutarakan maksud memanggil P
5.	Setelah urusan selesai, P mengutarakan tentang keinginannya untuk mengadakan penelitian di sekolah
6.	KP menyambut baik P dan menyarankan untuk konsultasi ke guru yang mendapatuk mata pelajaran

No : FN.02
 Hari, Tanggal : Kamis, 25 Juli 2013
 Jam : 9.30 WIB
 Tempat : Kantor guru
 Kegiatan : Meminta Ijin Penelitian
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris

1.	P masuk ke ruang guru
2.	P dipersilahkan guru piket bertemu dengan GBI
3.	P mengutarakan maksudnya untuk mengadakan penelitian
4.	GBI cukup antusias dengan rencana P dan mengizinkan untuk melakukan penelitian

No : FN.03
 Hari, Tanggal : Jumat, 26 Juli 2013
 Jam : 09.15 WIB
 Tempat : Kelas VIII A
 Kegiatan : Observasi

Responden :

P : Peneliti
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1.	GBI mempersilahkan P dan K untuk observasi
2.	P dan K mengamati proses belajar mengajar
3.	GBI membuka pelajaran dengan salam lalu memimpin doa .
4.	GBI memberikan beberapa <i>lead-in questions</i> kepada siswa.
5.	Beberapa siswa cukup antusias terhadap pertanyaan GBI.
6.	GBI memberikan gambaran tentang apa yang akan mereka pelajari pada hari itu.
7.	GBI memerintahkan untuk membuka buku pelajaran mengenai teks deskriptif.
8.	Sementara GBI menerangkan tentang teks deskriptif, beberapa siswa terlihat sibuk sendiri dengan urusan mereka masing-masing.
9.	GBI memerintahkan siswa untuk membaca teks deskriptif yang ada pada buku pelajaran.
10.	GBI memerintahkan siswa untuk mengerjakan soal yang ada di buku.
11.	GBI dan siswa mendiskusikan soal yang ada bersama-sama.
12.	GBI memerintahkan siswa untuk membuat teks deskriptif sederhana.
13.	Siswa terlihat kebingungan dengan tugas yang ada.
14.	Karena waktu yang terbatas, siswa mendapat pekerjaan rumah untuk menyelesaikan pembuatan teks deskriptif.
15.	GBI merangkum apa saja yang telah mereka pelajari pada hari itu.
16.	GBI menutup kelas dengan salam.

No : FN.04
 Hari, Tanggal : Sabtu, 24 Agustus 2013
 Jam : 11.00 WIB
 Tempat : Kantor Guru
 Kegiatan : Konsultasi Rencana Penelitian
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris

1.	P menuju ruang guru
2.	P bertemu dengan GBI dan berbincang- bincang sejenak
3.	P menjelaskan dengan detail rencana penelitiannya yang akan di laksanakan pada kelas dua
4.	GBI memberi beberapa saran

No : FN.05
 Hari, Tanggal : Sabtu, 31 Agustus 2013
 Jam : 11.00 WIB
 Tempat : Kantor Guru
 Kegiatan : Konsultasi Rencana Penelitian
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris

1.	P menuju ruang guru
2.	P bertemu dengan GBI dan berbincang- bincang sejenak
3.	P memberikan gambaran tentang rencana penelitiannya dan mengkonsultasikan rpp
4.	GBI memberi beberapa saran

No : FN.06
 Hari, Tanggal : Sabtu, 7 September 2013
 Jam : 11.00 WIB
 Tempat : Kantor Guru
 Kegiatan : Konsultasi Rencana Penelitian
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris

1.	P menuju ruang guru
2.	P bertemu dengan GBI dan berbincang- bincang sejenak
3.	P mengkonsultasikan rpp yang telah di perbaiki
4.	GBI memberi beberapa saran dan mengijinkan P untuk segera mengadakan penelitian

No : FN.07
 Hari, Tanggal : Kamis, 12 September 2013
 Jam : 9.00 WIB
 Tempat : Kantor Kepala Sekolah
 Kegiatan : Menyerahkan Surat Ijin Penelitian
 Responden :
 P : Peneliti
 KP : Kepala sekolah

1.	P menuju ruang guru
2.	P bertemu bertemu dengan guru piket untuk menyerahkan surat ijin penelitian
3.	Guru piket mempersilahkan P untuk memberikannya langsung kepada KP
4.	P menuju ke ruang kepala sekolah

5.	KP mempersilahkan P dan menanyakan maksud kedatangan P
6.	P menyerahkan surat ijin penelitian
7.	KP bertanya tentang gambaran penelitian secara umum

No : FN.08
 Hari, Tanggal : Jumat, 13 September 2013
 Jam : 09.00 WIB
 Tempat : Kantor Guru
 Kegiatan : Wawancara
 Responden :
 P : Peneliti
 GBI : guru Bahasa Inggris
 K : Kolaborator

1.	P bersama K menuju ruang guru
2.	P dan K bertemu bertemu dengan guru piket
3.	GBI memepersilahkan P dan K untuk menunggu sampai bel istirahat selesai
4.	Selama menunggu P melakukan wawancara

No : FN.09
 Hari, Tanggal : Jumat, 13 September 2013
 Jam : 09.15 WIB
 Tempat : Kelas VIII A
 Kegiatan : Observasi
 Responden :
 P : Peneliti
 GBI : guru Bahasa Inggris
 K : Kolaborator

1.	GBI memepersilahkan P dan K untuk observasi.
2.	P dan K mengamati proses belajar mengajar.
3.	GBI membuka pelajaran dengan salam lalu memimpin doa .
4.	GBI memberikan beberapa <i>lead-in questions</i> kepada siswa.
5.	Beberapa siswa cukup antusias terhadap pertanyaan GBI.
6.	GBI memberikan gambaran tentang apa yang akan mereka pelajari pada hari itu.
7.	GBI memerintahkan untuk membuka buku pelajaran unit ke 4 lalu GBI menuliskan <i>generic structure</i> teks recount.
8.	Sementara GBI menerangkan tentang recount text, beberapa siswa terlihat sibuk sendiri dengan urusan mereka masing-masing.
9.	GBI memerintahkan siswa untuk membaca teks recount yang ada pada buku pelajaran.
10.	Salah satu siswa membacakan paragraph pertama dalam teks dan terdengar bahwa dia melakukan banyak kesalahan dalam pelafasan bahasa Inggris.

11.	GBI meneruskan membaca paragraph selanjutnya karena tidak ada siswa yang mau membacanya secara nyaring.
12.	GBI menjelaskan tentang penggunaan <i>past tense</i> dalam teks recount.
13.	Siswa terlihat kebingungan akan apa yang di jelaskan oleh GBI.
14.	GBI memerintahkan siswa untuk mengerjakan soal yang ada di buku.
15.	GBI dan siswa mendiskusikan soal yang ada bersama-sama.
16.	GBI merangkum apa saja yang telah mereka pelajari pada hari itu.
17.	GBI menutup kelas dengan salam.

No : FN.10
 Hari, Tanggal : Jumat, 13 September 2013
 Jam : 10.30 WIB
 Tempat : Kelas VIII A
 Kegiatan : Pre-test
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1.	P memperkenalkan diri kepada siswa
2.	P memerintahkan siswa untuk membuat teks tentang pengalaman pribadi mereka
3.	Siswa mulai menulis teks recount dengan sedikit kebingungan
4.	Beberapa siswa bahkan melihat pekerjaan yang di tulis oleh teman sebangku mereka
5.	P memerintahkan siswa untuk mengumpulkan teks recount mereka setelah selsesai
6.	P bertanya pada siswa tentang kesulitan apa yang mereka temui selama menulis pengalaman mereka tadi
7.	P mempersilahkan salah satu siswa untuk memimpin doa sebelum pelajaran ditutup

No : FN.11
 Hari, Tanggal : Jumat, 13 September 2013
 Jam : 09.00 WIB
 Tempat : Kantor Guru
 Kegiatan : Wawancara
 Responden :
 P : Peneliti
 GBI : guru Bahasa Inggris
 K : Kolaborator

1.	P bersama K menuju ruang guru
2.	P bersama K berbincang sejenak dengan GBI

3.	GBI mengajukan beberapa pertanyaan dengan GBI
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No : FN.12
 Hari, Tanggal : Sabtu, 14 September 2013
 Jam : 06.40 WIB
 Tempat : Ruang Guru
 Kegiatan : Meminta Ijin
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1.	P dan K datang ke sekolah dan langsung menuju ruang guru
2.	P meminta izin untuk mengisi jam pelajaran di kelas dan meminta GBI untuk melihat secara langsung metode yang akan di terapkan P
3.	GBI dengan senang hati mempersilahkan P untuk menerapkan metode di kelas

No : FN.13
 Hari, Tanggal : Sabtu, 14 September 2013
 Jam : 07.0 WIB
 Tempat : Kelas VIII A
 Kegiatan : Cycle 1 – Pertemuan 1
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1.	P dan K bersama GBI masuk ke kelas
2.	GBI dan K menuju kursi kosong di belakang kelas
3.	P membuka pelajaran dengan mengucapkan salam dan menanyakan kabar siswa
4.	P mempersilahkan salah satu siswa untuk memimpin doa sebelum pelajaran di mulai
5.	P memberikan “lead- in questions” sebelum masuk ke inti dari pelajaran
6.	Beberapa siswa cukup antusias untuk menjawab pertanyaan yang di ajukan
7.	P memperlihatkan sebuah model text recount beserta picture series dengan menggunakan LCD
8.	Siswa merasa tertarik melihat picture series yang ada
9.	P menyuruh beberapa siswa untuk membaca teks recount yang ada
10.	P menjelaskan model teks recount baik dalam generic structurenya maupun language use
11.	Siswa dengan bantuan P, mengidentifikasi “generic structure” dan “language use” dari teks recount yang ada

12.	P memberikan kesempatan kepada siswa untuk bertanya
13.	Beberapa siswa cukup aktif mengajukan pertanyaan
13.	P memberikan “picture series” yang berjudul “in the Disney world” kepada tiap siswa
14.	Siswa dengan bantuan P membuat outline orientation, events dan reorientationa dari picture series yang ada
15.	Beberapa siswa sempat merasa bingung dengan apa yang akan mereka lakukan namun cukup banyak juga siswa yang antusias dalam mengerjakan tugas
16.	Setelah membuat outline, P memerintahkan siswa untuk mengembangkannya menjadi teks secara individu
17.	P mendampingi dan mengecek pekerjaan siswa ketika mereka sedang menulis teks recount
18.	Sebagian besar siswa bertanya kepada P ketika mereka mengalami kesulitan dalam penggunaan kata bahasa inggris di dalam teks recount mereka
19.	P melihat beberapa siswa membuka kamus ketika mereka mencari kata kata dalam bahasa inggris yang tidak mereka ketahui
20.	Beberapa siswa terlihat bertanya pada teman mereka akan apa yang di tulis
21.	Setelah pekerjaan selesai, siswa mengumpulkan teks recount mereka di meja guru
22.	P bertanya pada siswa akan kesulitan apa yang mereka temui ketika menulis teks recount tadi
23.	Beberapa siswa mengeluh kesusahan dalam menulis teks recount
24.	P bertanya lagi apakah “picture series” membantu mereka ketika menulis teks recount
25.	Beberapa siswa memberikan tanggapan positif dalam penggunaan “picture series” namun mereka masi menemui kesulitan dalam menulis teks recount karena mereka tidak tau kata kata yang akan mereka tulis dalam bahsa inggris
26.	P mengulas lagi apa yang telah mereka pelajari hari itu dan memberikan gambaran tentang apa yang akan mereka pelajari di pertemuan yang selanjutnya
27.	P menutup pelajaran

No : FN.14
 Hari, Tanggal : Sabtu, 14 September 2013
 Jam : 08.20 WIB
 Tempat : Ruang guru
 Kegiatan : Interview
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1.	P, K bersama GBI menuju ruang guru
2.	P mengajukan beberapa pertanyaan kepada GBI tentang pembelajaran di kelas tadi
3.	GBI mengomentari pembelajaran di kelas tadi dan memberikan beberapa masukan kepada P

No : FN.15
 Hari, Tanggal : Jumat, 20 September 2013
 Jam : 09.00 WIB
 Tempat : Ruang Guru
 Kegiatan : Meminta Ijin
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1.	P dan K datang ke sekolah dan langsung menuju ruang guru
2.	P meminta izin untuk mengisi jam pelajaran di kelas kepada GBI
3.	GBI dengan senang hati mempersilahkan P untuk menerapkan metode di kelas

No : FN.16
 Hari, Tanggal : Jumat, 20 September 2013
 Jam : 09.15 WIB
 Tempat : Kelas VIII A
 Kegiatan : Cycle 1 – Pertemuan 2
 Responden :
 P : Peneliti
 K : Kolaborator

1.	P dan K masuk ke kelas
2.	K menuju kursi kosong di belakang kelas
3.	P membuka pelajaran dengan mengucapkan salam dan menanyakan kabar siswa
4.	P mempersilahkan salah satu siswa untuk memimpin doa sebelum pelajaran di mulai
5.	P memberikan “lead- in questions” sebelum masuk ke inti dari pelajaran
6.	Beberapa siswa cukup antusias untuk menjawab pertanyaan yang di ajukan
7.	P memperlihatkan beberapa teks recount yang telah dibuat oleh siswa pada pertemuan sebelumnya dengan menggunakan LCD
8.	Beberapa siswa menebak nebak teks recount siapa yang d tampilkan di LCD
9.	P menyuruh beberapa siswa untuk membaca teks recount yang ada
10.	P bersama dengan siswa mengidentifikasi kesalahan-kesalahan yang dibuat

	di dalam teks recount yang di tampilkan
11.	P memberikan masukan kepada siswa dalam menulis teks recount terutama dengan penggunaan tenses mereka yang masih banyak menggunakan simple present tense
12.	Beberapa siswa mengeluh bahwa mereka tidak tahu setiap “ past verb” dari kata kerja yang akan mereka gunakan dalam menulis teks recount
13.	P memberikan list “common verb” dalam present dan past beserta artinya kepada setiap siswa
14.	P dengan siswa membahas sekilas list common verb yang di berikan dan siswa terlihat antusias dengan list common verb
15.	P memberikan “picture series” yang berjudul “harvest time” kepada tiap siswa
16.	Siswa membuat outline orientation, events dan reorientation dari picture series yang ada secara berpasangan
17.	Setelah membuat outline, P memerintahkan siswa untuk mengembangkannya menjadi teks secara individu
18.	P mendampingi dan mengecek pekerjaan siswa ketika mereka sedang menulis teks recount
19.	Beberapa siswa masi bertanya kepada P ketika mereka mengalami kesulitan dalam penggunaan kata bahasa inggris di dalam teks recount mereka sementara yang lain mulai terbiasa mencari kata- kata yang tidak mereka ketahui di dalam list yang di berikan P tadi
20.	Siswa terlihat tidak terlalu kebingungan dalam menulis recount text dibandingkan dengan ketika pertama kali siswa menulis recount teks tanpa picture series.
21.	Setelah pekerjaan selesai, siswa mengumpulkan teks recount mereka di meja guru
22.	P bertanya pada siswa akan kesulitan apa yang mereka temui ketika menulis teks recount tadi dan beberapa siswa mengeluh kesusahan dalam menulis teks recount karena teks yang mereka buat kali ini lebih susah di banding dengan tek yang mereka buat di pertemuan yang sebelumnya
23.	P mengulas lagi apa yang telah mereka pelajari hari itu dan memberikan gambaran tentang apa yang akan mereka pelajari di pertemuan yang selanjutnya
24.	P menutup pelajaran

No : FN.17
 Hari, Tanggal : Jumat, 20 September 2013
 Jam : 11.150 WIB
 Tempat : Ruang guru
 Kegiatan : Interview
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1.	P dan K menuju ruang guru
2.	P mengajukan beberapa pertanyaan kepada GBI terutama mengenai hasil yang telah dicapai di cycle 1 dan kelanjutan cycle 2 yang akan segera diterapkan
3.	GBI mengomentari pembelajaran beberapa hasil yang dicapai di cycle 1 secara sekilas dan mengizinkan P untuk menerapkan cycle 2

No : FN.18
 Hari, Tanggal : Sabtu, 21 September 2013
 Jam : 06.40 WIB
 Tempat : Ruang Guru
 Kegiatan : Meminta Ijin
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1.	P dan K datang ke sekolah dan langsung menuju ruang guru
2.	P meminta izin untuk mengisi jam pelajaran di kelas kepada GBI
3.	GBI dengan senang hati mempersilahkan P untuk menerapkan metode di kelas

No : FN.19
 Hari, Tanggal : Sabtu, 21 September 2013
 Jam : 07.0 WIB
 Tempat : Kelas VIII A
 Kegiatan : Cycle 2 – Pertemuan 1
 Responden :
 P : Peneliti
 K : Kolaborator

1.	P dan K masuk ke kelas
2.	K menuju kursi kosong di belakang kelas
3.	P membuka pelajaran dengan mengucapkan salam dan menanyakan kabar siswa
4.	P mempersilahkan salah satu siswa untuk memimpin doa sebelum pelajaran di mulai
5.	P memberikan “lead- in questions” sebelum masuk ke inti dari pelajaran
6.	Beberapa siswa cukup antusias untuk menjawab pertanyaan yang di ajukan
7.	P memperlihatkan sebuah model text recount berjudul “ visiting grandparents” beserta picture series dengan menggunakan LCD
8.	Siswa merasa tertarik melihat picture series yang ada
9.	P menyuruh beberapa siswa untuk membaca teks recount yang ada

10.	P menjelaskan kembali model teks recount baik dalam “generic structure”nya maupun “language use”
11.	Siswa dengan bantuan P, mengidentifikasi “generic structure” dan “language use” dari teks recount yang ada
12.	P memberikan kesempatan kepada siswa untuk bertanya
13.	Beberapa siswa cukup aktif mengajukan pertanyaan
14.	P memberikan “picture series” yang berjudul “In the Late night” kepada tiap siswa
15.	Siswa dengan bantuan P membuat outline orientation, events dan reorientationa dari picture series yang ada, sebagian besar siswa mulai tidak menemui banyak kesulitan
16.	Setelah membuat outline, P memerintahkan siswa untuk mengembangkannya menjadi teks secara individu
17.	P mendampingi dan mengecek pekerjaan siswa ketika mereka sedang menulis teks recount
18.	Sebagian besar siswa mulai terbiasa menggunakan list yang telah di berikan P ketika menemui kata yang mereka tidak tahu sementara beberapa siswa masi sering bertanya kepada P dan terlihat beberapa siswa terkadang masih melihat pekerjaan teman mereka
19.	Setelah pekerjaan selesai, siswa mengumpulkan teks recount mereka di meja guru
20.	P bertanya pada siswa akan kesulitan apa yang mereka temui ketika menulis teks recount tadi dan sebagian besar siswa mulai menikmati menulis teks tanpa kesulitan yang terlalu berat namun masih ada beberapa siswa yang menganggap bahwa menulis itu susah
21.	P mengulas lagi apa yang telah mereka pelajari hari itu dan memberikan gambaran tentang apa yang akan mereka pelajari di pertemuan yang selanjutnya
22.	P menutup pelajaran

No : FN.20
 Hari, Tanggal : Sabtu, 21 September 2013
 Jam : 08.20 WIB
 Tempat : Ruang guru
 Kegiatan : Interview
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1.	P dan K menuju ruang guru
2.	P mengajukan beberapa pertanyaan kepada GBI tentang pembelajaran di kelas tadi
3.	GBI memberikan beberapa masukan kepada P

No : FN.21
 Hari, Tanggal : Jumat, 27 September 2013
 Jam : 09.00 WIB
 Tempat : Ruang Guru
 Kegiatan : Meminta Ijin
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1.	P dan K datang ke sekolah dan langsung menuju ruang guru
2.	P meminta izin untuk mengisi jam pelajaran di kelas kepada GBI
3.	GBI dengan senang hati mempersilahkan P untuk menerapkan metode di kelas

No : FN.22
 Hari, Tanggal : Jumat, 27 September 2013
 Jam : 09.15 WIB
 Tempat : Kelas VIII A
 Kegiatan : Cycle 2 – Pertemuan 2
 Responden :
 P : Peneliti
 K : Kolaborator

1.	P dan K masuk ke kelas
2.	P mempersiapkan materi dan media yang digunakan sementara K menuju kursi kosong di belakang kelas
3.	P membuka pelajaran dengan mengucapkan salam dan menanyakan kabar siswa
4.	P mempersilahkan salah satu siswa untuk memimpin doa sebelum pelajaran di mulai
5.	P memberikan “lead- in questions” sebelum masuk ke inti dari pelajaran
6.	Beberapa siswa cukup antusias untuk menjawab pertanyaan yang di ajukan
7.	P memperlihatkan beberapa teks recount yang telah dibuat oleh siswa pada pertemuan sebelumnya dengan menggunakan LCD dan beberapa siswa menebak-nebak teks recount siapa yang ditampilkan di LCD
8.	P menyuruh beberapa siswa untuk membaca teks recount yang ada
9.	P bersama dengan siswa mengidentifikasi kesalahan-kesalahan yang dibuat di dalam teks recount yang di tampilkan
10.	P kemudian memberikan teks recount yang telah mereka kumpulkan pada pertemuan sebelumnya dan telah di check dan di beri tanda pada bagian-bagian yang salah
11.	P memerintahkan siswa untuk mengecek kesalahan yang telah mereka buat
12.	P memerintahkan siswa untuk menulis kembali teks recount itu menjadi lebih baik lagi

13.	P mendampingi dan mengecek pekerjaan siswa ketika mereka sedang menulis teks recount
14.	Setelah pekerjaan selesai, siswa mengumpulkan teks recount mereka di meja guru
15.	P menanyakan kembali apakah siswa masih merasa kesulitan ketika harus menulis teks recount dan sebagian besar siswa mulai merasa cukup mudah dalam menulis teks terutama dengan adanya ‘picture series’ membuat mereka lebih terbantu
16.	P mengulas lagi apa yang telah mereka pelajari hari itu dan memberikan gambaran tentang apa yang akan mereka pelajari di pertemuan yang selanjutnya
17.	P menutup pelajaran

No : FN.23
 Hari, Tanggal : Sabtu, 28 September 2013
 Jam : 09.00 WIB
 Tempat : Ruang Guru
 Kegiatan : Meminta Ijin
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1.	P dan K datang ke sekolah dan langsung menuju ruang guru
2.	P meminta izin untuk mengisi jam pelajaran di kelas kepada GBI
3.	GBI dengan senang hati mempersilahkan P untuk menerapkan metode di kelas

No : FN.24
 Hari, Tanggal : Jumat, 28 September 2013
 Jam : 09.15 WIB
 Tempat : Kelas VIII A
 Kegiatan : Cycle 2 – Pertemuan 3
 Responden :
 P : Peneliti
 K : Kolaborator

1.	P dan K masuk ke kelas
2.	P mempersiapkan materi dan media sementara K menuju kursi kosong di belakang kelas
3.	P membuka pelajaran dengan mengucapkan salam dan menanyakan kabar siswa
4.	P mempersilahkan salah satu siswa untuk memimpin doa sebelum pelajaran di mulai
5.	P memberikan “lead- in questions” sebelum masuk ke inti dari pelajaran

6.	Beberapa siswa cukup antusias untuk menjawab pertanyaan yang di ajukan
7.	P meriview kembali secara singkat tentang teks recount
8.	Siswa terlihat mudah dalam merespond apa yang di jelaskan oleh P
9.	P memberikan “picture series” yang berjudul “Shopping with My Mom” kepada tiap siswa
10.	Siswa membuat outline orientation, events dan reorientation dari picture series yang ada
11.	Setelah membuat outline, P memerintahkan siswa untuk mengembangkannya menjadi teks secara individu
12.	P mendampingi dan mengecek pekerjaan siswa ketika mereka sedang menulis teks recount dan terlihat siswa tidak menemui masalah yang berarti
13.	Sebagian kecil siswa masi bertanya kepada P ketika mereka mengalami kesulitan dalam penggunaan kata bahasa inggris di dalam teks recount mereka sementara yang lain dengan mudah mencari kata- kata yang tidak mereka ketahui di dalam list yang di berikan P tadi namun masih ada segelintir siswa yang masih bertanya kepada teman mereka
14.	Setelah pekerjaan selesai, siswa mengumpulkan teks recount mereka di meja guru
15.	P bertanya pada siswa akan tugas-tugas yang telah mereka kerjakan dalam beberapa meeting terakhir menulis teks recount dengan menggunakan “picture series” baik komentar maupun masukan mereka
16.	Siswa merasa senang karena selama ini mereka paling tidak menyukai ketika di beri tugas writing namun semenjak ada “ picture series” mereka merasa terbantu
17.	P kemudian mengulas lagi apa yang telah mereka pelajari hari itu
18.	P menutup pelajaran

No : FN.25
 Hari, Tanggal : Jumat, 28 September 2013
 Jam : 11.15 WIB
 Tempat : Ruang guru
 Kegiatan : Interview
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1.	P dan K menuju ruang guru
2.	P mengajukan beberapa pertanyaan kepada GBI terutama mengenai hasil gambaran secara umum dari cycle 1 dan cycle 2
3.	GBI mengomentari secara umum hasil yg didapat dari cycle1 dan cycle 2
4.	P memohon ijin untuk mengadakan pre-test pada pertemuan selanjutnya karena cycle 1 dan cycle 2 telah selesai di laksanakan

No : FN.26
 Hari, Tanggal : Jumat, 4 Oktober 2013
 Jam : 09.00 WIB
 Tempat : Ruang Guru
 Kegiatan : Meminta Ijin
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1.	P dan K datang ke sekolah dan langsung menuju ruang guru
2.	P meminta izin untuk mengisi jam pelajaran di kelas kepada GBI dan meminta GBI untuk ikut mendampingi ketika diadakan pre-test
3.	GBI dengan senang hati mendampingi di dalam kelas

No : FN.27
 Hari, Tanggal : Jumat, 4 Oktober 2013
 Jam : 09.00 WIB
 Tempat : Kelas VIII A
 Kegiatan : Post-test
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris
 K : Kolaborator

1.	P dan K bersama dengan GBI masuk ke kelas
2.	P mempersiapkan materi dan media sementara GBI dan K menuju kursi kosong di belakang kelas
3.	P membuka pelajaran dengan mengucapkan salam dan menanyakan kabar siswa
4.	P merpersilahkan salah satu siswa untuk memimpin doa sebelum pelajaran di mulai
5.	P memberikan "lead- in questions" sebelum masuk ke inti dari pelajaran
6.	Beberapa siswa cukup antusias untuk menjawab pertanyaan yang di ajukan
7.	P meriview kembali secara singkat tentang teks recount
8.	P memberikan tugas kepada siswa untuk membuat teks recount tentang pengalaman pribadi mereka seperti yang telah mereka lakukan pada awal pertemuan, hanya saja kali ini dalam menulis teks recount tidak di sediakan "picture series" seperti pada tugas-tugas sebelumnya
9.	Siswa terlihat bersemangat dalam menulis teks recount dan terlihat tidak mengalami kesulitan yang berarti seperti ketika melakukan pre-test sebelumnya
10.	P mendampingi dan mengecek pekerjaan siswa ketika mereka sedang menulis teks recount
11.	Setelah pekerjaan selesai, siswa mengumpulkan teks recount mereka di

	meja guru
12.	GBI pamit keluar kelas karena ada keperluan
13.	P kemudian bertanya pada siswa akan tugas-tugas yang telah mereka kerjakan dalam beberapa meeting terakhir menulis teks recount dengan menggunakan “picture series” baik komentar maupun masukan mereka
14.	Siswa merasa senang karena selama ini mereka paling tidak menyukai ketika di beri tugas writing namun semenjak ada “ picture series” mereka merasa terbantu
15.	P kemudian mengungkapkan rasa terima kasihnya atas kerjasama siswa selama P mengadakan penelitian di kelas itu
16.	P memberikan masukan kepada siswa dan pamit karena penelitian sudah selesai, terlihat sebagian besar siswa menyesalkan karena tidak lagi di ajari oleh P lagi selama pelajaran bahasa inggris
18.	P menutup pelajaran

No : FN.28
 Hari, Tanggal : Sabtu, 5 September 2013
 Jam : 09.00 WIB
 Tempat : Ruang Guru
 Kegiatan : Interview
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris

1.	P datang ke sekolah dan langsung menuju ruang guru
2.	P mengajukan beberapa pertanyaan tentang penelitian selama ini yang telah di laksanakan dan menayakan pendapat GBI ketika pada pertemuan sebelumnya mendampingi ketika diadakan post-test
3.	GBI memberikan beberapa masukan kepada P
4.	P minta maaf karena belum bisa menyerahkan hasil penelitian kepada GBI tapi akan segera di berikan ketika telah selesai di analisis oleh P
5.	GBI memakluminya dan dengan senang akan menunggu hasilnya karena bias saja dijadikan acuan dalam pengambilan nilai
6.	P mengucapkan terima kasih karena sudah di ijinakan melakukan penelitian pada jam pelajaran GBI

INTERVIEW GUIDELINE AND TRANSCRIPTS

BLUEPRINT OF INTERVIEW GUIDELINE

No	Content	Theory		Question Items	
				For Students	For Teacher
1	Media (Picture Series in The Language Classroom)	Smaldino et al, (2005: 240)	Before Implemen- tation	Apakah guru pernah menggunakan media gambar berseri dalam mengajarkan menulis?	Do you ever use picture series as a medium for teaching writing?
			After Implemen- tation	Apakah penggunaan picture series dapat membantu kalian dalam menulis?	Can picture series help the students in writing recount texts in a good organization?

INTERVIEW TRANSCRIPTS

No : Interview 1
 Hari, Tanggal : Jumat, 25 Juli 2013
 Jam : 09.30 WIB
 Tempat : Kantor guru
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris

P	: Selama ibu mengajar, kesulitan apa yang sering ibu temui di dalam kelas?
GBI	: Banyak hambatannya mbak, terutama dalam membuat siswa mampu berpartisipasi secara aktif di dalam kelas.
P	: Dari beberapa skills yang perlu di kuasai dalam pembelajaran bahasa inggris, kira-kira skill apa yang di anggap paling susah ketika harus di ajarkan terhadap siswa?
GBI	: Semuanya ya engga mudah mbak. Tapi yang paling tercecer itu speaking sama writing mengingat kan beban yang di berikan kepada saya itu untuk mempersiapkan siswa dalam menempuh UAN dari sekolah jadi sebagian jam pelajaran bahasa inggris lebih focus ke reading dan terkadang listening jadi waktu untuk mengajarkan baik speaking maupun writing di dalam pembelajaran itu sangat kurang bahkan bias di bilang jarang sekali.
P	: Jadi siswa itu masiih kurang di skill speaking sama writing ya bu?
GBI	: Iya mba. Padahal saya berharap setiap siswa itumampu untuk setidaknya mengerti dan menguasai semua skill.tapi yak arena tuntutan tadi jadi ya agak susah.
P	: Kalau begitu bolehkan saya untuk melakukan observasi sementara ibu sedang mengajar agar saya bias melihat kondisi siswa secara langsung?
GBI	: Tentu mbak. Kebetulan besok saya ada jam mengajar. Mbaknya bisa masuk untuk melihat kondisi siswanya.
P	: Terima kasih bu
GBI	: Tapi ya begitu mbak kondisinya, jangan kaget.
P	: Iya bu.

No : Interview 2
 Hari, Tanggal : Jumat, 26 Juli 2013
 Jam : 11.15 WIB
 Tempat : Kelas VIII A
 Responden :
 P : Peneliti
 S : siswa

P : Gimana dek tadi pelajarannya?
 S : Angel miss, ngantuk.
 P : Kok ngantuk? Masih inget enggak tadi di ajarin apa aja?
 S : Nulis miss, tapi enggak dong tadi enggak selesai trus di suruh buat pr.
 P : Kan tadi udah di jelasin sama bu guru kan?
 S : Ya udah tapi podo wae miss tetep bingung. Wong yang di jelasin aja enggak dong.
 P : Oh gitu. Oh ya trus selama ini emang bu guru njelasinnya gimana?
 S : Ya Cuma jelasin yang ada di buku doing trus ngerjain tugas. Gitu-gitu melulu ngasi bosen.
 P : Lha trus pengennya njelasinnya gimana?
 S : Ya yang menyenangkan lah miss. Nonton film kek atau apa gitu biar enggak suntuk, nyenengke.

No : Interview 3
 Hari, Tanggal : Jumat, 26 Juli 2013
 Jam : 11.30 WIB
 Tempat : Kantor guru
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris

GBI : Gimana mbak tadi observasinya?
 P : Anak-anaknya gitu ya bu agak rame di dalam kelas trus tadi waktu ibu memberi tugas sepertinya mereka cukup kesulitan.
 GBI : Ya gitu mbak. Mereka memperhatikan aja saya wes seneng mbak.
 P : Ibu kalau boleh saya mau mengajukan beberapa pertanyaan.
 GBI : Oh iya mbak tapi jangan susah-susah lho.
 P : Engga ibu. Jadi kesulitan apa yang ibu temui selama mengajarkan skill menulis pada siswa? (What are the difficulties of teaching writing to the students, ma'am?)
 GBI : Banyak mbak, kan tau sendiri disini siswanya bagaimana. Beda kalau smp- smp yang lain, apalagi kalau di bandingin sama SMP 4. Kebanyakan dari mereka inputnya cukup rendah jadi ya cukup susah.
 P : Contohnya bu (for the example?)
 GBI : Mereka akan kesulitan ketika di suruh menulis teks karena perbendaharaan kata mereka pun sangat kurang. Terkadang ketika harus menerjemahkan kata dari bahasa Indonesia ke bahasa inggris, mereka langsung mengartikannya tanpa memeperhatikan kontek yang ada. Misalnya sakit hati yang seharusnya broken heart, mereka artikan sebagai sick liver. Ya lucu-lucu gitu mbak.
 P : Lalu aktifitas apa saja yang ibu gunakan ketika mengajar writing di kelas?(what kind of activities do you use to teach writing?)
 GBI : Ya biasa mbak. Dulu kan saya belum mengenal komputer kayak

P	:	sekarang, jadi ya cuma memakai buku yang ada saja.
P	:	Bagaimana ibu menjelaskan materi-materi yang ada kepada siswa? (how do you explain the writing materials to the students?)
GBI	:	Ya biasa di jelasin lalu mengerjakan tugas yang ada mbak.
P	:	Kalau begitu, apakah siswa termotivasi dalam menulis teks bahasa inggris? (are the students motivated in writing?)
GBI	:	Banyak siswa yang kurang tertarik untuk menulis. Ya tahu sendiri anak disini, katanya susah lah, males lah, banyak alesan kalau di suruh nulis.
P	:	Apakah ibu pernah menggunakan media yang lain agar siswa lebih termotivasi dalam pembelajaran bahasa inggris semisal penggunaan picture series untuk mengajarkan skill menulis? (do you ever use such media to motivate the students in teaching and learning process for example using picture series to teach writing skills?)
GBI	:	Belum pernah mbak pake yang neko-neko gitu, pake computer aja saya enggak bisa. Jaman dulu kan belum ada computer kayak sekarang gitu jadi harap maklum.

No : Interview 4
 Hari, Tanggal : Jumat, 13 September 2013
 Jam : 11.15 WIB
 Tempat : Kelas VIII A
 Responden :
 P : Peneliti
 S : Siswa

P	:	Gimana dek tadi nulis teks recountnya?
S	:	Susah miss, engga dong.
P	:	Kan udah di jelasin sama bu masinem. Masa masih bingung?
S	:	Lha njelasinnya juga Cuma gitu miss. Engga begitu dong. Cepet banget. Lagian enggak ada ide buat nulis miss. Blank banget.

No : Interview 5
 Hari, Tanggal : Jumat, 13 September 2013
 Jam : 11.30 WIB
 Tempat : Kantor guru
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris

GBI	:	Gimana tadi mbak di kelas?
P	:	Muridnya pada rame ya bu?
GBI	:	Ya gitu kalau murid sini. Agak susah di atur, kadang rame sendiri. Syukur- syukur ngerti materinya. Mereka merhatiin aja udah bagus itu.

P	:	Iya bu, tadi waktu pre-test juga saya amati banyak dari mereka yang merasa kesulitan ketika harus menulis teks recount.
GBI	:	Ya biasanya juga gitu mbak.
P	:	Bagi ibu, kesulitan apa saja yang anda temui ketika mengajarkan teks recount?
GBI	:	Kesulitan terutama dalam memunculkan semangat dan ide mereka dalam menulis. Susah sekali untuk menumbuhkan motivasi mereka. Selain itu ketika harus menjelaskan tentang penggunaan past tense di dalam teks recount.
P	:	Oh begitu ya bu. Terima kasih atas waktunya bu.

No : Interview 6
 Hari, Tanggal : Sabtu, 14 September 2013
 Jam : 08.15 WIB
 Tempat : Kelas VIIIA
 Responden :

P : Peneliti
 S : Siswa

P	:	Gimana dek nulisnya tadi?
S	:	Lumayan miss. Ada gambarnya jadi engga terlalu bingung.
P	:	Ngerti kan yang kira-kira mau di tulis apa?
S	:	Iya, miss. Lebih gampang soalnya bisa ngira-ngira ceritanya kalau ada gambarnya gini cuma masih agak bingung soalnya banyak kata-kata yang enggak tau bahasa inggrisnya.
P	:	Ya kalau masalah itu ya buka kamus dong dek. Bawa kamus enggak?
S	:	Enggak miss.
P	:	Ya besok lagi bawa kamus ya dek. Tapi setidaknya kalau pake gambar seperti tadi lebih mudah kan?
S	:	Iya miss. Insyallah kalau engga lupa. Iya miss lebih gampang, gambarnya juga menarik miss. Tapi kalau bias gambarnya agak di besarin ya miss biar lebih jelas lagi. Lebih berwarna lebih lucu.
P	:	Oh gitu, iya dek.

No : Interview 7
 Hari, Tanggal : Sabtu, 14 September 2013
 Jam : 08.30 WIB
 Tempat : Kantor guru
 Responden :

P : Peneliti
 GBI : Guru Bahasa Inggris

P	:	Bagaimana bu, pembelajaran di kelas tadi menurut ibu?
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GBI	:	Saya lihat anak-anak cukup tertarik apalagi ketika mbak tadi memperlihatkan contoh teks recount beserta dengan gambarnya dalam bentuk slide seperti tadi. Mereka cukup antusias ketika ada pertanyaan.
P	:	Menurut ibu apakah media yang saya gunakan itu cukup efektif?
GBI	:	Bagus mbak, cukup efektif untuk mereka terutama dalam menulis teks recount ini. Saya lihat tadi mereka tidak terlalu terbebani dan terlihat enjoy ketika harus menulis teks recount karena sudah ada picture seriesnya. Ya saya sarankan untuk memakai picture series yang lebih menarik aja mbak. Tapi secara keseluruhan sudah bagus.
P	:	Terima kasih buat sarannya bu.
GBI	:	Sama- sama mbak, yang penting sabar kalau ngajar disini. Anaknya istimewa soalnya.

No : Interview 8
 Hari, Tanggal : Jumat, 20 September 2013
 Jam : 11.15 WIB
 Tempat : Kelas VIII A
 Responden :
 P : Peneliti
 S : Siswa

P	:	Gimana dek nulisnya tadi?
S	:	Lebih susah di banding yang kemarin miss. Lebih banyak gambarnya.
P	:	Tapi bisa kan? Enggak bingung?
S	:	Lumayan miss, ide nulisnya ada cuma bingung nyari katanya dalam bahasa inggris aja miss.
P	:	Udah bawa kamus emang enggak dicari?
S	:	Udah miss tapi ada beberapa yang engga ada.
P	:	Tapi secara keseluruhan tugas hari ini gimana?
S	:	Lumayan lah miss apalagi gambarnya bagus gede gitu trus berwarna jadi semangat buat mikir. Lebay ya miss.

No : Interview 9
 Hari, Tanggal : Jumat, 20 September 2013
 Jam : 11.30 WIB
 Tempat : Kantor guru
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris

GBI	:	Gimana mbak tadi di kelas? Ada yang bisa di bantu?
P	:	Alhamdulillah lancar bu. Maap bu, mau tanya-tanya sebentar. Jadi

	begini, ini cycle 1 sudah di selesaikan. Saya lihat hasilnya cukup bagus namun masih ada beberapa kekurangan. Jadi sekiranya saya akan mengadakan cycle 2 bu kalau di perbolehkan.
GBI	: Ya engga papa mbak. Yang penting anaknya bisa dan hasil yang di dapat bagus. Saya amati sekilas sekarang anak-anak lebih termotivasi dalam menulis teks tetapi mungkin memang butuh beberapa pertemuan agar mereka lebih jelas lagi.
P	: Iya,bu. Ini lesson plan yang akan saya laksanakan di cycle 2. Mungkin ada beberapa tambahan dari ibu.
GBI	: saya mah percaya aja mba. Yang penting anaknya ngerti dan seneng aja. Nanti kalau ada tambahan akan saya beritahu ke mbak.
P	: Iya ibu, terima kasih.

No : Interview 10
 Hari, Tanggal : Sabtu, 21 September 2013
 Jam : 08.15 WIB
 Tempat : Kelas VIII A
 Responden :
 P : Peneliti
 S : Siswa

P	: Gimana dek nulisnya tadi?
S	: Kok makin susah to miss di banding yang kemaren-kemaren?
P	: Emang tambah susah ya?
S	: Iya miss. Makin panjang ceritanya wong gambarnya makin banyak gitu.
P	: Tapi bisa kan? sebelumnya udah buat outlinenya bareng-bareng kan?
S	: Iya sich, ceritanya itu dong Intinya ka nada pencuri tapi enggak jadi soalnya George kebangun gara-gara burungnya bunyi to, ho o kan miss? Cuma bingung dikit sich tapi secra keseluruhan ya bisa miss.
P	: Itu tau ceritanya.
S	: Iya emang tau miss Cuma bingung nyari kata-katanya dalam bahasa inggris.
P	: O jadi masalahnya itu.

No : Interview 11
 Hari, Tanggal : Jumat, 27 September 2013
 Jam : 11.15 WIB
 Tempat : Kelas VIII A
 Responden :
 P : Peneliti
 S : Siswa

P : Gimana tadi pas nulis dek? Udah ngerti kan mana yang salah?
 S : Iya miss,cukup jelas.jadi tau mana yang salah.
 P : Masih bingung engga kalau nulis teks recount.
 S : Enggak begitu miss. Ternyata enggak susah-susah amat.
 P : Besok lagi kalau nulis tek recount tolong di perhatikan ya baik organization, content, vocabulary sama language use nya.saya liat semuanya udah cukup bagus mungkin masih ada satu atau dua yang perlu di perbaiki lagi. Overall, tulisan kalian sudah bagus.

No : Interview 12
 Hari, Tanggal : Jumat, 27 September 2013
 Jam : 11.30 WIB
 Tempat : Kantor guru
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris

GBI : Gimana mbak tadi ngajarnya?
 P : Alhamdulillah semuanya lancar bu.
 GBI : Sampai sekarang gimana hasil anak-anaknya?
 P : Sampai sekarang sudah ada progress yang cukup menggemberikan. Saya liat writing mereka sudah jauh lebih baik di banding ketika pertama kali saya melakukan pre-test. Mungkin masih ada satu atau dua anak yang masih tertinggal aja bu. Tapi secara keseluruhan merka bagus. Improvementnyaada.
 GBI : Bagus kalau gitu mbak, soalnya agak susah juga kalau mau mengajari mereka itu, kuncinya telaten aja.
 P : Iya bu, memang harus agak sabar aja soalnya kadang manajemen kelasnya juga agak susah.

No : Interview 13
 Hari, Tanggal : Sabtu, 28 September 2013
 Jam : 08.10 WIB
 Tempat : Kelas VIII A
 Responden :
 P : Peneliti
 S : Siswa

P : Gimana tadi nulis teks recountnya dek? Susah enggak?
 S : Lumayan miss tapi enggak susah- susah amat kok. Gambarnya gede- gede, berwarna lagi.
 P : Ketika kalian melihat picture seriesnya tadi, apa tanggapan kalian?
 S : Langsung ada ide buat yang mau di tulis miss. Enggak bingung-bingung lagi mikirin apa yang mau di tulis.

P	:	Tapi kok masih ada yang tanya-tanya tadi saya lihat?
S	:	Dikit miss Cuma Tanya artine aja.
P	:	Kalau sama tugas yang kemaren lebih susah yang mana?
S	:	Sama aja miss. sama-sama susah tapi ya tetep bisalah.
P	:	Bagus lah kalau begitu.

No : Interview 14
 Hari, Tanggal : Sabtu, 28 September 2013
 Jam : 08.30 WIB
 Tempat : Kantor guru
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris

GBI	:	Gimana mbak?
P	:	Ini bu saya mau tanya-tanya sedikit. Jadi begini, cycle 2 yang terdiri dari 3 pertemuan sudah sukses di laksanakan dan sejauh ini pekerjaan siswa yang telah saya koreksi hasilnya sudah mencapai standard yang di harapkan. ini kalau ibu mau lihat hasilnya untuk cycle 1 sedangkan untuk cycle 2 hasilnya belum lengkap.
GBI	:	O iya mbak. Ternyata anak-anak bisa juga kalau di dorong untuk menulis ya.
P	:	Iya bu, sekalian saya mohon ijin untuk melaksanakan post- test.
GBI	:	O iya mbak, saya ngikut aja. Saya juga mau minta maaf tidak bisa mendampingi di kelas akhir-akhir ini soalnya banyak kerjaan yang harus saya selesaikan.
P	:	Oh iya bu, tidak masalah. Jadi kemungkinan minggu depan akan ada post test.
GBI	:	Oh iya mbak, ngikut aja.

No : Interview 15
 Hari, Tanggal : Jumat, 4 Oktober 2013
 Jam : 11.00 WIB
 Tempat : Kelas VIII A
 Responden :
 P : Peneliti
 S : Siswa

P	:	Gimana dek tadi nulis tek recountnya?
S	:	Gampang miss.
P	:	Walaupun enggak ada picture seriesnya?
S	:	Iya miss. sekarang usah tau apa yang mau di tulis jadi enggak bingung kayak dulu walaupun enggak ada gambarnya tapi kan engga di batesi mau nulis apa jadi ngarangnya lebih bebas.

P	:	Jadi selama beberapa meeting ini kalian menggunakan picture series atau gambar istilahnya dalam menulis teks recount apakah ada manfaatnya?
S	:	Ya ada lah miss. bikin enggak boring. Bikin gampang juga buat ngarang ceritanya. Tapi nek sekarang enggak pake gambar ya tetp gampang.
P	:	Alhamdulillah kalau kalian merasa terbantu dengan adanya picture series ini. Semoga kemampuan writing kalian bisa lebih-lebih lagi. Cuma saran miss, kalian jgangan males buat buka kamus ketika menemui kata-kata yang enggak tau bahasa inggrisnya.
S	:	Iya miss.

No : Interview 16
 Hari, Tanggal : Jumat, 4 Oktober 2013
 Jam : 11.30 WIB
 Tempat : Kantor guru
 Responden :
 P : Peneliti
 GBI : Guru Bahasa Inggris

GBI	:	Gimana mbak post-testnya tadi?
P	:	Alhamdulillah lancar bu. Anak-anak tidak terlalu menemui kendala ketika mereka harus menulis teks recount bahkan tanpa menggunakan picture series.
GBI	:	Coba mbak boleh lihat hasil post-test tadi mbak?
P	:	Oh iya ini bu. Ini juga ada analisis dari cycle 2 yang kemarin belum dilengkapi.
GBI	:	Sudah bagus-bagus ini nulisnya.
P	:	Iya bu, memang progress dari anak-anak cukup bagus. Jadi ibu kapan sekiranya saya memberikan rekapan datanya pada ibu jikalau mau di pakai untuk penilaian?
GBI	:	Iya saya minta mbak rekapannya tapi enggak usah keburu-buru. Kalau udah selesai aja baru di laparin ke saya. Nanti soalnya juga buat pertimbangan saya buat ngasih nilai.
P	:	Oh baik kalau begitu
GBI	:	Lagian mbak e kalau sabtu kan kesini tho? Jadi gampang lah nanti. O.K. ada yang lain yg bisa saya bantu?
P	:	Untuk sementara belum bu, mungkin nanti-nanti kalau ada yang perlu ditanyakan saya akan sowan sama ibu. Trimakasih banyak bu sudahdi ijinakan untuk melakukan penelitian disini, jadi merepotkan ibu.
GBI	:	Enggak mbak, justru saya yang terima kasih karena sudah di bantu.

OBSERVATION SHEETS

OBSERVATION SHEET

No : Observation Sheet 1

Cycle : 1

Meeting : 1

Object : Researcher

Day/Date :

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

No	Researcher's Activities	Yes	No	Comment
1.	The researcher introduces a model of recount text with its picture series.			
2.	The researcher explains the model of recount text.			
3.	The students with the researcher's guidance identify the generic structure and the language feature of the recount text.			
4.	The researcher asks the students to compose a recount text based on the picture series.			
5.	The researcher guides the students in the process of composing text based on the picture series.			
6.	The researcher checks the students' work.			

OBSERVATION SHEET

No : Observation Sheet 2

Cycle : 1

Meeting : 2

Object : Researcher

Day/Date :

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

No	Researcher's Activities	Yes	No	Comment
1.	The researcher and the students discuss the students' writing on the previous meeting.			
2.	The researcher introduces a model of recount text.			
3.	The researcher gives a picture series to the students based on the text			
4.	The researcher and the students discuss the generic structure and language features of the text.			
5.	The researcher asks the students to compose a recount text based on the picture series.			
6.	The researcher guides the students in the process of composing text.			
7.	The researcher checks the students' work.			

OBSERVATION SHEET

No : Observation Sheet 3

Cycle : 2

Meeting : 1

Object : Researcher

Day/Date :

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

No	Researcher's Activities	Yes	No	Comment
1.	The researcher shows a recount text with its picture series.			
2.	The researcher explains the elements of writing recount text.			
3.	The researcher gives another picture series to the students.			
4.	The researcher guides the students in planning and drafting.			
5.	The researcher asks the students to compose a recount text based on the picture series.			
6.	The researcher guides the students in the process of composing text.			

OBSERVATION SHEET

No : Observation Sheet 4

Cycle : 2

Meeting : 2

Object : Researcher

Day/Date :

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

No	Researcher's Activities	Yes	No	Comment
1.	The researcher shows a recount text with its picture series.			
2.	The researcher gives the students' writing on the previous meeting.			
3.	The researcher asks the students to identify their mistakes and rewrite their writing based on the picture series provided.			
4.	The researcher guides the students in the process of composing text.			

OBSERVATION SHEET

No : Observation sheet 5

Cycle : 2

Meeting : 3

Object : Researcher

Day/Date :

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

No	Researcher's Activities	Yes	No	Comment
1.	The researcher shows a sequence of picture series.			
2.	The researcher asks the students to study the picture series.			
3.	The students with the researcher's guidance identify the generic structure and the language feature of the recount text.			
4.	The researcher asks the students to compose a recount text based on the picture series.			
5.	The researcher guides the students in the process of composing text based on the picture series.			
6.	The researcher checks the students' work.			

COURSE GRIDS

COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF WRITING SKILLS

(Cycle 1, first meeting)

School : SMP N 3 PAKEM

Grade : VIII

Semester : 1

Time allocated: 2 x 40 minutes

Standard of Competence	Basic Competence	Materials		Indicators	Media	Activities	Time
6.Expressing meanings of written functional texts and short simple essays in the form of <i>descriptive</i> and <i>recount</i> texts to interact with the closest environment	6.2 Expressing meanings and rhetorical ways of short simple essays in the form of <i>descriptive</i> and <i>recount</i> texts to interact with the closest	<ul style="list-style-type: none"> • Input texts: recount text “<i>Visiting My Grandparents</i>” “<i>In The Disney World</i>” • Generic structure of recount text: <ul style="list-style-type: none"> ▪ orientation ▪ event ▪ reorientation 	<ul style="list-style-type: none"> • Language focus simple past tense S+ V2 regular verb: <i>climbed, cooked, played, visited and etc</i> • Words that show the order of events: 	1. Identifying the social function, generic structure and language features of recount text, 2. Identifying and mention the topic, the events and the objects on the recount text with its picture series, 3. Making an	<ul style="list-style-type: none"> • Picture series • Pictures 	BKOF 1. The researcher explains the goal of teaching and learning. 2. The researcher gives lead-in questions. MOT 1. The teacher introduces the model of recount text to the students. 2. The students with the teacher’s guidance identify the generic structure and language	2x40’

	environment accurately, fluently and acceptable		<p><i>first, then, next, etc</i></p> <ul style="list-style-type: none"> • Words that show the adverb of time: <i>yesterday, last week, last month, etc</i> • Key vocabularies : <i>announcement, garden, happy, holiday, meal, plane, trip and etc</i> 	<p>outline of recount based on picture series and</p> <p>4. Writing a recount text based on picture series.</p>		<p>features of the text.</p> <p>JCOT</p> <ol style="list-style-type: none"> 1.The students are given different picture series by the teacher. 2.The students identify and mention the topic, the events and the objects on the picture series. 3.The students make an outline based on the pictures. <p>ICOT</p> <ol style="list-style-type: none"> 1.The students write paragraph from the outline. 	
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COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF WRITING SKILLS

(Cycle 1, second meeting)

School : SMP N 3 PAKEM

Grade : VIII

Semester : 1

Time allocated: 2 x 40 minutes

Standard of Competence	Basic Competence	Materials		Indicators	Media	Activities	Time
6.Expressing meanings of written functional texts and short simple essays in the form of <i>descriptive</i> and <i>recount</i> texts to interact with the closest environment	6.2 Expressing meanings and rhetorical ways of short simple essays in the form of <i>descriptive</i> and <i>recount</i> texts to interact with the closest environment accurately,	<ul style="list-style-type: none"> • Input texts: recount text “<i>In the Disney world</i>” “<i>Harvest Time</i>” • Generic structure of recount text: <ul style="list-style-type: none"> ▪ orientation ▪ event ▪ reorientation 	<ul style="list-style-type: none"> • Language focus simple past tense S+ V2 regular verb: <i>climbed, visited, watched and etc</i> • Words that show the order 	5. Identifying the social function, generic structure and language features of recount text, 6. Identifying and mention the topic, the events and the objects on the recount text with picture series, 7. Making an	<ul style="list-style-type: none"> • Picture series 	BKOF 3. The researcher explains the goal of teaching and learning. 4. The researcher gives lead-in questions. MOT 3. The students study a model of recount text with picture series. 4. The teacher gives back the students'	2x40'

	fluently and acceptable		<p>of events: <i>first, then, next, etc</i></p> <ul style="list-style-type: none"> • Words that show the adverb of time: <i>yesterday, last week, last month, etc</i> • Key vocabularies: <i>donkey, farm, harvest, holiday and etc</i> 	<p>outline of recount based on picture series and</p> <p>8. Writing a recount text based on picture series.</p>		<p>writing to revise after she gives feedback on their writing.</p> <p>5. The students revise and write their final drafts.</p> <p>JCOT</p> <ol style="list-style-type: none"> 1. The students are given different picture series. 2. The students identify and mention the topic, the events and the objects on the picture series. 3. The students are asked to make an outline of the story based on the picture series. <p>ICOT</p> <ol style="list-style-type: none"> 2. The students continue to write the story based on the 	
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						outline. 3.The students edit their writings before they submit it to the teacher.	
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COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF WRITING SKILLS

(Cycle 2, first meeting)

School : SMP N 3 PAKEM

Grade : VIII

Semester : 1

Time allocated: 2 x 40 minutes

Standard of Competence	Basic Competence	Materials		Indicators	Media	Activities	Time
6.Expressing meanings of written functional texts and short simple essays in the form of <i>descriptive</i> and <i>recount</i> texts to interact with the closest environment	6.2 Expressing meanings and rhetorical ways of short simple essays in the form of <i>descriptive</i> and <i>recount</i> texts to interact with the closest environment accurately,	<ul style="list-style-type: none"> • Input texts: recount text “A <i>Busy Day</i>” “<i>In The Late night</i>” • Generic structure of recount text: <ul style="list-style-type: none"> ▪ orientation ▪ event ▪ reorientation 	<ul style="list-style-type: none"> • Language focus simple past tense S+ V2 regular verb: <i>got up, washed, helped, stayed and etc</i> • Words that 	9. Identifying the generic structure, language features and purpose of recount text, 10. Identifying and mention the topic, the events and the objects on the picture series, 11. Making an outline of	<ul style="list-style-type: none"> • Picture series 	BKOF 5. The researcher explains the goal of teaching and learning. 6. The researcher gives lead-in questions. MOT 6. The teacher introduces a model of recount text to the students. 7. The students identify the generic structure, language features and the social purpose of	2x40'

	fluently and acceptable		<p>show the order of events: <i>first, then, next, etc</i></p> <ul style="list-style-type: none"> • Words that show the adverb of time: <i>yesterday, last week, last month, etc</i> • Key vocabularies: darkness, jogging, lamp, night, parrot, thief and etc 	<p>recount based on picture series and</p> <p>12. Writing a recount text based on picture series.</p>		<p>the text.</p> <p>JCOT</p> <p>4.The students are given different picture series by the teacher.</p> <p>5.The students observe the picture series to stimulate their ideas to the story.</p> <p>6.The students are asked to identify the objects and the action verbs in the picture series.</p> <p>7.The students make an outline based on the picture series.</p> <p>ICOT</p> <p>4.The students make paragraphs based on the picture series.</p>	
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COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF WRITING SKILLS

(Cycle 2, second meeting)

School : SMP N 3 PAKEM

Grade : VIII

Semester : 1

Time allocated: 2 x 40 minutes

Standard of Competence	Basic Competence	Materials	Indicators	Media	Activities	Time	
6.Expressing meanings of written functional texts and short simple essays in the form of <i>descriptive</i> and <i>recount</i> texts to interact with the closest environment	6.2 Expressing meanings and rhetorical ways of short simple essays in the form of <i>descriptive</i> and <i>recount</i> texts to interact with the closest environment accurately,	<ul style="list-style-type: none"> • Input text Recount Text: “In The Late Night” • Generic structure of recount text: <ul style="list-style-type: none"> ▪ orientation ▪ event ▪ reorientation 	<ul style="list-style-type: none"> • Language focus simple past tense S+ V2 regular verb: • Words that show the order of events: <i>first,</i> <i>then,</i> <i>next, etc</i> 	13. Identifyin g the generic structure, language features and purpose of recount text, 14. Identifyin g and mention the topic, the events and the objects on the picture series, 15. Making an outline of	<ul style="list-style-type: none"> • Picture series 	BKOF 7.The researcher explains the goal of teaching and learning. 8.The researcher gives lead-in questions. MOT 8.The students study a model of recount text with picture series. JCOT 1.The teacher gives back the students’ writing to revise after she gives	2x40’

	fluently and acceptable		<ul style="list-style-type: none"> • Words that show the adverb of time: <i>yesterday</i>, <i>last week</i>, <i>last month</i>, <i>etc</i> • Key vocabularies: <i>Bed</i>, <i>darkness</i>, <i>hear</i>, <i>house</i>, <i>lamp</i>, <i>night</i>, <i>parrot</i>, <i>thieve</i> and <i>etc</i> 	recount based on picture series and 16. Writing a recount text based on picture series.		feedback on their writing. 2. The students with the teacher's guidance identify their mistakes on their writings. ICOT 1. The students revise and write their final drafts.	
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COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF WRITING SKILLS

(Cycle 2, third meeting)

School : SMP N 3 PAKEM

Grade : VIII

Semester : 1

Time allocated: 2 x 40 minutes

Standard of Competence	Basic Competence	Materials	Indicators	Media	Activities	Time	
6.Expressing meanings of written functional texts and short simple essays in the form of <i>descriptive</i> and <i>recount</i> texts to interact with the closest environment	6.2 Expressing meanings and rhetorical ways of short simple essays in the form of <i>descriptive</i> and <i>recount</i> texts to interact with the closest environment accurately,	<ul style="list-style-type: none"> • Input texts: recount text “<i>Shopping with My Mom</i>” • Generic structure of recount text: <ul style="list-style-type: none"> ▪ orientation ▪ event ▪ reorientation 	<ul style="list-style-type: none"> • Language focus simple past tense S+ V2 regular verb: <i>laughed, looked, wanted, watched and etc</i> • Words that show the 	17. Identifying the generic structure and the language features of recount text, 18. Identifying and mentioning the topic, the events and the objects on the picture series, 19. Making an outline of recount based	<ul style="list-style-type: none"> • Picture series 	BKOF 9.The researcher explains the goal of teaching and learning. 10. The researcher gives lead-in questions. MOT 9.The students are given a picture series by the teacher. 10. The students observe the picture series to stimulate their ideas to the story	2x40'

	fluently and acceptable		<p>order of events: <i>first, then, next and etc</i></p> <ul style="list-style-type: none"> • Words that show the adverb of time: <i>yesterday, last week, last month, etc</i> • Key vocabularies: <i>bag, shoes, shopping, store and etc</i> 	<p>on picture series and 20. Writing a recount text based on picture series.</p>	<p>11. The students identify the generic structure based on the picture series</p> <p>JCOT 8.The students make an outline of the story based on the picture series.</p> <p>ICOT 5.The students develop paragraph from the outline. 6.The students edit their writing before they submit it to the teacher.</p>	
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LESSON PLANS

Lesson Plan

(Cycle 1)

School : SMP N 3 Pakem

Grade/Semester : VIII/ 1

Subject : English

Skill : Writing

Time Allocation : 4 x 40 minutes

A. Standard of Competence

6. Expressing meanings of written functional texts and short simple essays in forms of *descriptive* and *recount* texts to interact with the closest environment.

B. Basic competency

6.2 Expressing meanings and rhetorical ways of short simple essays in forms of *descriptive* and *recount* texts to interact with the closest environment accurately, fluently and acceptable.

C. Indicators

1. Identifying the social function, generic structure and language features of recount text.
2. Identifying and mention the topic, the events and the objects on the picture series.
3. Making an outline of recount based on picture series.
4. Writing a recount text based on picture series.

D. Learning objectives

At the end of the lesson, the students are expected to be able to write a recount text based on picture series.

E. Learning Materials

a. Input Texts

Recount Texts:

“Visiting My Grandparents”

“In The Disney world”

“Harvest Time”

b. Generic structure of recount text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

Generic Structure of Recount

1. Orientation : Background information answering *who, what, when and where.*
2. Events : Describing series of event that happened in the past.
3. Reorientation : Stating personal comment of the writer to the story.

c. Language Focus

1. The use of simple past tense

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

S + V2

Example:

We traveled by car. (Regular verb)

We ate the meals. (Irregular verb)

2. Word showing order

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

- Then, And then
- Next day, Next week, Next Month, Next year

- First, second, third <--sometimes used as a sequence transition
- After that
- Later on, Later that day
- Last week, Last month, Last year
- Finally
- In the morning, afternoon, evening
- The following day, week, month, year
- Yesterday, Today, Tomorrow

3. Key vocabularies

apple	farm	tree
buy	harvest	visit
climb	holiday	watch
donkey	trip	et

F. Media

Picture Series

G. Learning Method

Text-based instruction

H. Teaching and Learning Activities

a. Opening Phase

Aspect	Teacher's sentence
Greeting	T: Good morning students, how are you? Ss: Good morning miss, I am fine thank you. And you? T: I am fine thank you.
Prayer	O.K. class, before we start our lesson today, let pray together... amen.
Checking attendance	Is everybody here?
Preparing the class condition	T: could you help me to clean the whiteboard?

	Ss:..... T: thank you. Alright, let's start our lesson today.
Lead in	Before we start our lesson today, I have some questions to ask. What did you do this morning? What time did you get up? Did you help your mother to clean the house?

The teacher give example about what she did in the morning, afternoon and evening. Then students should tell about what they did in the morning, afternoon and evening.

b. Core Activities

First Meeting

BKOF

11. The researcher explains the goal of teaching and learning.
12. The researcher gives lead-in questions.

MOT

12. The teacher introduces the model of recount text to the students.
13. The students with the teacher's guidance identify the generic structure and language features of the text.

JCOT

9. The students are given different picture series by the teacher.
10. The students identify and mention the topic, the events and the objects on the picture series.
11. The students make an outline based on the pictures.

ICOT

1. The students write paragraph from the outline.

Second Meeting

BKOF

1. The researcher explains the goal of teaching and learning.
2. The researcher gives lead-in questions.

MOT

1. The students study a model of recount text with picture series.
2. The teacher gives back the students' writing to revise after she gives feedback on their writing.
3. The students revise and write their final drafts.

JCOT

1. The students are given different picture series.
2. The students identify and mention the topic, the events and the objects on the picture series.
3. The students are asked to make an outline of the story based on the picture series.

ICOT

1. The students continue to write the story based on the outline.
2. The students edit their writings before they submit it to the teacher.

c. Closing Activity

summarizing	So, what have you learnt today?
Reflection	You did a great job today. Are there any difficulties?
Prayer	Let's pray together to end our lesson.

I. Evaluation

Form: Written (students make a recount text)

Rubric Score (adapted from Jacobs et al.'s (1981))

Content	4	Excellent to good	excellent to good knowledge, thorough development of thesis, relevant to the topic
	3	good to average	some knowledge of subject, limited development of thesis, mostly relevant to the topic, but lacks detail
	2	fair to poor	limited knowledge of subjects, in adequate development of topic
	1	very poor	do not show knowledge of subject, not enough to evaluate

Organization	4	excellent to good	well-organized structure with beginning, development, and ending; effective transition with logical sequencing and coherence
	3	good to average	loosely-organized structure with imbalanced beginning, development, and ending; less effective transition that obvious affects logical sequencing and coherence
	2	fair to poor	choppy ideas scattering without logical sequencing and coherence
	1	very poor	no organization, no sequencing and coherence; or not pertinent
Vocabulary	4	excellent to good	specific and effective wording; idiomatic and no spelling error
	3	good to average	dull and repeated wording; occasional errors of word/idiom form, choice, usage but meaning not obscured
	2	fair to poor	Inappropriate wording; frequent spelling errors; meaning confused or obscured
	1	very poor	some relevant words found, but meaning incomprehensible
Language use	4	excellent to good	effective complex constructions, few errors of agreement, tense, number, word order, articles, pronouns and preposition
	3	good to average	effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order, articles, pronouns and preposition
	2	fair to poor	major problems in simple/ complex constructions, frequents errors of negotiation, agreement, tense, number, word order, articles, pronouns and preposition
	1	very poor	almost no mastery of sentence construction rules dominated by errors, does not communicate, not enough to evaluate

J. Sources

Mukarto et al.2007.*Grow with English: An English Course for Elementary School Students*. Jakarta: Penerbit Erlangga.

Widiati, Utami et al.2008.*Contextual Teaching and Learning: Bahasa Inggris Sekolah Menengah Pertama KelasVIII*. Jakarta: Departemen Pendidikan Nasional.

<http://www.dltk-kids.com/type/sequencing.htm> accessed on July 26, 2013

Approved by
English Teacher

Sleman,.....
Apprentice Teacher


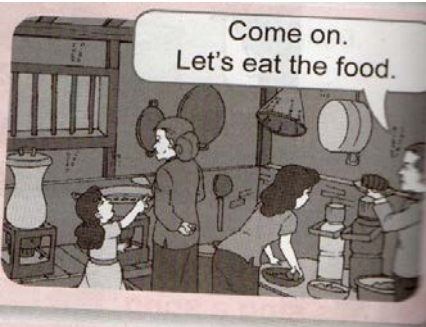

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NIP. 195812051982112002

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Appendix 1

(A set of picture series of “Visiting My Grandparents” to introduce a model of recount text in the modeling section)

Visiting My Grandparents

Picture Series	Recount Text	Generic Structure
	<p>My last holiday was great. My family and I visited my grandparents. We traveled by car. It was a long trip.</p>	Orientation
		Event 1
		Event 2



It was time to go home. We hugged grandma and grandpa. We kissed them goodbye. I really enjoyed my holiday.

Reorientation



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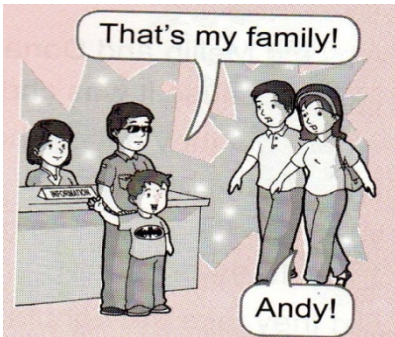
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Good Luck 😊

Lesson Plan

(Cycle 2)

School : SMP N 3 Pakem

Grade/Semester : VIII/ 1

Subject : English

Skill : Writing

Time Allocation : 6 x 40 minutes

K. Standard of Competence

6. Expressing meanings of written functional texts and short simple essays in forms of *descriptive* and *recount* texts to interact with the closest environment.

L. Basic competency

6.2 Expressing meanings and rhetorical ways of short simple essays in forms of *descriptive* and *recount* texts to interact with the closest environment accurately, fluently and acceptable.

M. Indicators

5. Identifying the generic structure, language features and the purpose of recount text.
6. Identifying and mention the topic, the events and the objects on the picture series.
7. Making an outline of recount based on picture series.
8. Writing a recount text based on picture series.

N. Learning objectives

At the end of the lesson, the students are expected to be able to write a recount text based on picture series.

O. Learning Materials

d. Input Texts

Recount Texts:

“A Busy Day”

“In the Late night”

“Shopping with My Mom”

e. Generic structure of recount text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

Generic Structure of Recount

1. Orientation : Background information answering *who*, *what*, *when* and *where*.
2. Events : Describing series of event that happened in the past.
3. Reorientation : Stating personal comment of the writer to the story.

f. Language Focus

4. The use of simple past tense

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

S + V2

Example:

I wanted to go jogging. (Regular verb)

I got up early last Sunday. (Irregular verb)

5. Word showing order

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

- Then, And then
- Next day, Next week, Next Month, Next year
- First, second, third <--sometimes used as a sequence transition
- After that
- Later on, Later that day
- Last week, Last month, Last year
- Finally
- In the morning, afternoon, evening
- The following day, week, month, year
- Yesterday, Today, Tomorrow

6. Key vocabularies

bed	house	shopping
bag	jogging	thieve
clothes	lamp	wake up
cook	night	wash
darkness	parrot	etc
hear	read	

P. Media

Picture Series

Q. Learning Method

Text-based Instruction

R. Teaching and Learning Activities

d. Opening Phase

Aspect	Teacher's sentence
Greeting	T: Good morning students, how are you? Ss: Good morning miss, I am fine thank you. And you? T: I am fine thank you.
Prayer	O.K. class, before we start our lesson today, let pray together... amen.

Checking attendance	Is everybody here?
Preparing the class condition	T: could you help me to clean the whiteboard? Ss:..... T: thank you. Alright, let's start our lesson today.
Lead in	Right, who can remember what we learnt last time? Later, we are going to make up a story. We will still learn about recount text.

e. Core Activities

First Meeting

BKOF

13. The researcher explains the goal of teaching and learning.
14. The researcher gives lead-in questions.

MOT

14. The teacher introduces a model of recount text to the students.
15. The students identify the generic structure, language features and the social purpose of the text.

JCOT

12. The students are given different picture series by the teacher.
13. The students observe the picture series to stimulate their ideas to the story.
14. The students are asked to identify the objects and the action verbs in the picture series.
15. The students make an outline based on the picture series.

ICOT

1. The students make paragraphs based on the picture series.

Second Meeting

BKOF

1. The researcher explains the goal of teaching and learning.

2. The researcher gives lead-in questions.

MOT

1. The students study a model of recount text with picture series.

JCOT

3. The teacher gives back the students' writing to revise after she gives feedback on their writing.
4. The students with the teacher's guidance identify their mistakes on their writings.

ICOT

2. The students revise and write their final drafts.

Third Meeting

BKOF

1. The researcher explains the goal of teaching and learning.
2. The researcher gives lead-in questions.

MOT

1. The students are given a picture series by the teacher.
2. The students observe the picture series to stimulate their ideas to the story
3. The students identify the generic structure based on the picture series

JCOT

1. The students make an outline of the story based on the picture series.

ICOT

1. The students develop paragraph from the outline.
2. The students edit their writing before they submit it to the teacher.

f. Closing Activity

summarizing	So, are you happy today?
Reflection	Are there any difficulties?
Prayer	Let's pray together to end our lesson.

S. Evaluation

Form: Written (students make a recount text)

Rubric Score (adapted from Jacobs et al.'s (1981))

Content	4	Excellent to good	excellent to good knowledge, thorough development of thesis, relevant to the topic
	3	good to average	some knowledge of subject, limited development of thesis, mostly relevant to the topic, but lacks detail
	2	fair to poor	limited knowledge of subjects, in adequate development of topic
	1	very poor	do not show knowledge of subject, not enough to evaluate
Organization	4	excellent to good	well-organized structure with beginning, development, and ending; effective transition with logical sequencing and coherence
	3	good to average	loosely-organized structure with imbalanced beginning, development, and ending; less effective transition that obvious affects logical sequencing and coherence
	2	fair to poor	choppy ideas scattering without logical sequencing and coherence
	1	very poor	no organization, no sequencing and coherence; or not pertinent
Vocabulary	4	excellent to good	specific and effective wording; idiomatic and no spelling error
	3	good to average	dull and repeated wording; occasional errors of word/idiom form, choice, usage but meaning not obscured
	2	fair to poor	Inappropriate wording; frequent spelling errors; meaning confused or obscured
	1	very poor	some relevant words found, but meaning incomprehensible
Language use	4	excellent to good	effective complex constructions, few errors of agreement, tense, number, word order, articles, pronouns and preposition

	3	good to average	effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order, articles, pronouns and preposition
	2	fair to poor	major problems in simple/ complex constructions, frequents errors of negotiation, agreement, tense, number, word order, articles, pronouns and preposition
	1	very poor	almost no mastery of sentence construction rules dominated by errors, does not communicate, not enough to evaluate

T. Sources

Mukarto et al.2007.*Grow with English: An English Course for Elementary School Students*. Jakarta: Penerbit Erlangga.

<http://www.magickeys.com/books/marymakeover/index.html> accessed on July 24, 2013

<http://www.dltk-kids.com/type/sequencing.htm> accessed on July 26, 2013

Approved by
English Teacher

Sleman,.....
Apprentice Teacher


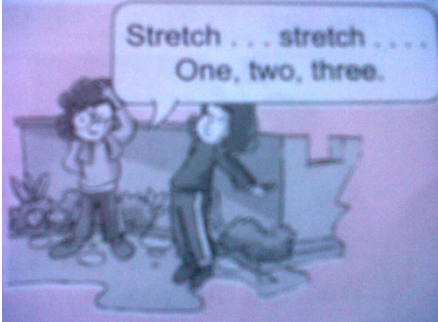

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Appendix 1

(A set of picture series of “A Busy Day” to introduce a model of recount text in the modelling section)

A Busy Day

Picture Series	Recount Text	Generic Structure
	<p>I got up early last Sunday because I wanted to go jogging. Then, I woke my sister up. She really hates getting up early.</p>	<p>Orientation</p>
	<p>We washed our face and brushed our teeth. Then, we put on our sneakers. Before we went jogging, we did some warming up first.</p>	<p>Event 1</p>
	<p>After jogging, I helped Mom prepare breakfast. I always like helping her in the kitchen because she is very good at cooking. My sister does not like cooking. She helped Dad wash the car.</p>	<p>Event 2</p>



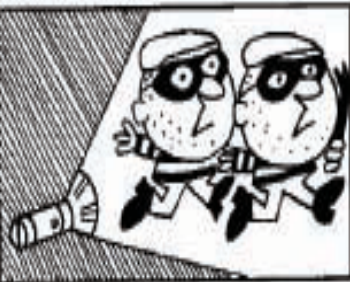
	<p>In the afternoon, we went out. We did some shopping. Mom likes shopping very much. Dad took us to a bookstore. My sister and I love going to bookstore. We both like reading. Dad bought us a comic and a novel.</p>	<p>Event 3</p>
	<p>We stayed at home in the evening. Mom and Dad watched their favourite TV programme, my sister played computer games and I read my new novel. After that, I studied and prepared my lessons. Finally, I went to bed at around 9.00 p.m.</p>	<p>Reorientation</p>


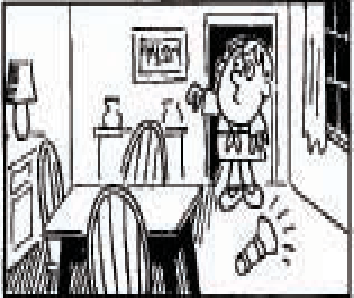

Appendix 2

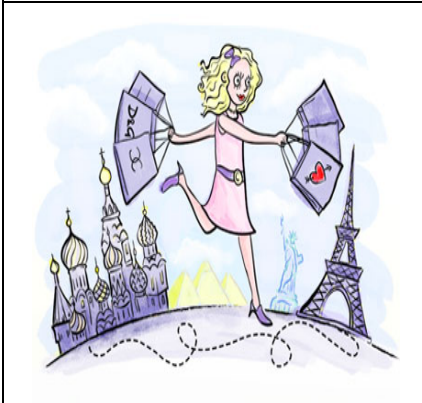
(Task on developing story based on the picture series)

Make a story about George who wanted to go to sleep while there were two thieves who came to his house. The questions will help you in writing your story. Write at least three paragraphs consist of orientation, sequence of events and reorientation.

In The Late Night

Picture Series	Recount Text	
	<p>Last night, George got insomnia. He tried to read a book in order that he could go to sleep.</p> <p>.....</p> <p>.....</p>	<p>ORIENTATION</p> <p>Who?</p> <p>Where?</p> <p>When?</p>
	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	
	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>SEQUENCE OF EVENTS</p> <p>What are the events?</p> <p>1. The thieves came to the house.</p>

	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>2.</p> <p>.....</p> <p>3.</p> <p>.....</p> <p>4.</p> <p>.....</p>
	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	
	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>REORIENTATION</p> <p>Personal</p> <p>comments?</p> <p>.....</p> <p>.</p>



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Good Luck 😊

STUDENTS' SCORES

Students' Score in Pre-Test

No.	Name	Content		Organization		Vocabulary		Language use	
		R 1	R2	R1	R2	R1	R2	R1	R2
1.	Adh Dhiya H	2	2	2	2	2	2	2	2
2.	Adinda Delima Dara	2	2	3	2	2	2	2	2
3.	Ahmad Maulana N	2	2	2	2	2	1	1	1
4.	Anandito Iskandar								
5.	Andica Tri Syaban I	2	2	2	1	2	2	2	1
6.	Anggi Septian P	2	2	2	1	1	2	2	1
7.	AnnisaUtamaningtyas	2	2	2	2	2	2	2	2
8.	Bondan Prabasmoro	2	2	1	1	1	1	1	1
9.	Bonita Salsa A	2	2	1	2	2	2	2	2
10.	Candra Dewi Arum W	3	2	3	2	2	2	2	2
11.	Cucha Adhela T D	2	2	1	2	2	2	1	2
12.	Delpi Pinandita	2	2	2	2	2	2	1	2
13.	Ega Aprilian Nugroho	2	3	3	2	3	2	3	2
14.	Fernanda Patra H	2	2	1	2	2	1	2	2
15.	Fernando Ega Utama	2	1	2	1	1	1	2	1
16.	Ika Davita Sari	2	3	2	2	2	2	2	2
17.	Intan EkaSetya W	2	2	2	2	2	2	2	2
18.	Izaz RamadhanN A	2	3	2	2	2	2	2	2
19.	Johanes Wisnu P	2	1	2	1	1	2	2	1
20.	M Febby Wadzaka A	2	1	1	2	2	2	1	2
21.	Mufift Al Aziz	2	2	1	2	2	2	2	2
22.	Muhammad Ilham F	2	2	2	3	2	2	1	2
23.	Mustika Sukma D	3	2	2	3	3	2	3	2
24.	Radoty Pramata D	2	2	2	2	1	2	2	2
25.	Restu Agil Saputri	3	2	3	2	3	2	2	2
26.	Setia Budiman	2	1	1	1	2	1	1	1
27.	Sigit Siswanto	2	1	2	2	1	2	2	1
28.	Sulisti Cahyaningrum	3	2	3	2	2	2	2	2
29.	Tri Oktaviani	2	2	1	2	2	2	1	2
30.	Tyas Armytha Garlina	3	3	2	3	3	2	2	2
31.	Wahid Bintang S	3	3	3	2	2	2	2	2
32.	Zulkarnain Putra H	2	2	1	1	2	1	1	1
		2.19	2	1.87	1.87	1.93	1.8	1.77	1.71
	Mean score	2.09		1.87		1.86		1.74	

Keterangan: R1: Rater 1

R2: Rater 2

Students' Score in Cycle 1

No.	Name	Content		Organization		Vocabulary		Language use	
		R 1	R2	R1	R2	R1	R2	R1	R2
1.	Adh Dhiya H	2	2	2	2	2	2	2	2
2.	Adinda Delima Dara	3	3	3	2	2	2	2	2
3.	Ahmad Maulana N	2	2	2	3	2	2	2	2
4.	Anandito Iskandar	2	2	2	2	2	2	2	2
5.	Andica Tri Syaban I	3	2	3	2	3	2	2	2
6.	Anggi Septian P	3	3	3	3	2	2	2	2
7.	AnnisaUtamaningtyas	2	3	2	2	2	2	2	2
8.	Bondan Prabasmoro	2	2	2	2	2	2	2	2
9.	Bonita Salsa A	2	3	2	2	2	2	2	2
10.	Candra Dewi Arum W	2	2	2	2	2	2	2	2
11.	Cucha Adhela T D	3	3	3	2	2	3	3	3
12.	Delpi Pinandita	2	2	3	3	3	3	3	3
13.	Ega Aprilian Nugroho	3	2	3	2	2	3	2	3
14.	Fernanda Patra H	2	2	2	2	2	2	2	2
15.	Fernando Ega Utama	2	2	2	2	2	2	2	2
16.	Ika Davita Sari	3	3	2	2	2	2	2	2
17.	Intan EkaSetya W	3	2	3	2	2	2	2	2
18.	Izaz RamadhanN A	3	2	3	3	2	2	2	2
19.	Johanes Wisnu P	2	2	2	2	2	2	2	2
20.	M Febby Wadzaka A								
21.	Mufift Al Aziz	3	2	3	2	2	2	2	2
22.	Muhammad Ilham F	2	3	2	2	2	3	2	3
23.	Mustika Sukma D	2	2	2	2	2	2	2	2
24.	Radoty Pramatana D	3	2	3	3	3	3	3	3
25.	Restu Agil Saputri	3	3	3	3	2	2	2	2
26.	Setia Budiman	2	2	2	2	2	2	2	2
27.	Sigit Siswantoro	2	2	2	2	2	2	2	2
28.	Sulisti Cahyaningrum	2	2	2	2	2	2	2	2
29.	Tri Oktaviani	3	2	3	2	2	2	2	2
30.	Tyas Armytha Garlina	3	3	2	2	2	2	2	2
31.	Wahid Bintang S	3	3	3	3	3	3	2	3
32.	Zulkarnain Putra H	2	3	3	3	2	3	2	3
		2.45	2.35	2.45	2.25	2.12	2.22	2.09	2.25
	Mean score	2.4		2.35		2.17		2.17	

Keterangan: R1: Rater 1

R2: Rater 2

Students' Score in Cycle 2

No.	Name	Content		Organization		Vocabulary		Language use	
		R 1	R2	R1	R2	R1	R2	R1	R2
1.	Adh Dhiya H	4	4	4	3	3	3	3	3
2.	Adinda Delima Dara	4	3	3	3	3	3	3	3
3.	Ahmad Maulana N	3	3	3	3	3	3	3	3
4.	Anandito Iskandar	3	3	3	3	3	3	3	3
5.	Andica Tri Syaban I	3	3	3	3	3	3	3	3
6.	Anggi Septian P	4	4	4	4	4	3	3	3
7.	AnnisaUtamaningtyas	4	4	4	3	3	3	3	3
8.	Bondan Prabasmoro	3	3	3	3	3	3	3	3
9.	Bonita Salsa A	4	4	4	3	3	3	3	3
10.	Candra Dewi Arum W	4	4	3	3	3	3	3	3
11.	Cucha Adhela T D	4	4	4	4	3	3	3	3
12.	Delpi Pinandita	4	4	4	4	3	3	3	4
13.	Ega Aprilian Nugroho	4	4	4	3	4	3	3	3
14.	Fernanda Patra H	4	3	3	3	3	3	3	3
15.	Fernando Ega Utama	3	3	3	3	3	3	3	3
16.	Ika Davita Sari	4	3	3	3	3	3	4	3
17.	Intan EkaSetya W	4	3	3	3	3	3	3	3
18.	Izaz RamadhanN A	4	3	3	3	3	3	3	3
19.	Johanes Wisnu P	2	3	2	2	2	2	2	2
20.	M Febby Wadzaka A	4	3	3	3	3	3	3	3
21.	Mufift Al Aziz	3	3	3	3	3	3	3	3
22.	Muhammad Ilham F	4	4	4	4	4	3	4	4
23.	Mustika Sukma D	4	4	4	3	3	3	3	3
24.	Radoty Pramata D	4	4	4	4	3	4	4	4
25.	Restu Agil Saputri	4	3	4	3	3	3	3	3
26.	Setia Budiman	3	3	3	3	3	3	3	3
27.	Sigit Siswantoro	4	3	3	3	3	3	3	3
28.	Sulisti Cahyaningrum	4	4	4	3	3	3	3	3
29.	Tri Oktaviani	4	3	3	3	3	3	3	3
30.	Tyas Armytha Garlina	4	4	4	3	3	3	3	3
31.	Wahid Bintang S	4	4	3	3	3	3	3	3
32.	Zulkarnain Putra H	4	4	4	4	3	4	3	4
		3.8	3.46	3.4	3.15	3.06	3.03	3.03	3.09
	Mean score	3.63		3.27		3.04		3.09	

Keterangan: R1: Rater 1;

R2: Rater 2

Students' Score in Post-Test

No.	Name	Content		Organization		Vocabulary		Language use	
		R 1	R2	R1	R2	R1	R2	R1	R2
1.	Adh Dhiya H	4	4	4	4	4	4	3	3
2.	Adinda Delima Dara	4	4	4	4	3	3	3	3
3.	Ahmad Maulana N	4	4	4	4	3	3	3	3
4.	Anandito Iskandar	4	4	3	3	3	3	3	3
5.	Andica Tri Syaban I	4	4	3	3	4	3	3	3
6.	Anggi Septian P	4	4	3	4	3	4	3	3
7.	AnnisaUtamaningtyas	4	4	4	4	3	3	3	3
8.	Bondan Prabasmoro	4	3	3	3	3	3	3	3
9.	Bonita Salsa A	4	4	4	4	3	3	3	3
10.	Candra Dewi Arum W	4	4	4	4	3	3	3	3
11.	Cucha Adhela T D	4	4	3	4	4	3	4	4
12.	Delpi Pinandita	4	4	4	4	4	4	4	4
13.	Ega Aprilian Nugroho	4	4	4	3	4	3	3	3
14.	Fernanda Patra H	3	3	4	3	3	3	3	3
15.	Fernando Ega Hutama	3	3	3	3	3	3	3	3
16.	Ika Davita Sari	4	4	4	4	3	3	3	3
17.	Intan EkaSetya W	4	4	4	4	3	3	3	3
18.	Izaz RamadhanN A	4	4	3	3	3	3	3	3
19.	Johanes Wisnu P	3	3	3	3	3	3	3	3
20.	M Febby Wadzaka A	4	4	3	3	3	3	3	3
21.	Mufift Al Aziz	3	3	3	3	3	3	3	3
22.	Muhammad Ilham F	4	4	4	4	4	4	3	3
23.	Mustika Sukma D	4	4	4	4	3	3	3	3
24.	Radoty Pramata D	4	4	4	4	4	4	4	4
25.	Restu Agil Saputri	4	4	4	4	3	3	3	3
26.	Setia Budiman	4	4	3	3	3	3	3	3
27.	Sigit Siswantoro	3	3	3	3	3	3	3	3
28.	Sulisti Cahyaningrum	4	4	3	3	3	3	3	3
29.	Tri Oktaviani	4	4	4	4	3	3	3	3
30.	Tyas Armytha Garlina	4	4	3	3	3	3	3	3
31.	Wahid Bintang S	4	4	3	4	4	4	3	3
32.	Zulkarnain Putra H	4	4	4	4	4	4	4	4
		3.84	3.81	3.53	3.56	3.28	3.21	3.12	3.12
	Mean score	3.82		3.54		3.24		3.12	

Keterangan: R1: Rater 1

R2: Rater 2

STUDENT'S WRITING

Zulkarnain P/H
 8A
 32

No. _____
 Date: _____

in the Funeral

I and my friend go to the funeral
 because residence there was a people who died
 I'm very happy because I can eat bread
 and I eat all.

The End

You'll never know till you have tried





SINARI DUNIA

The Student's Writing before Conducting the Actions

Zulkarnain Putra Hasyru

Make a story about Andy in the picture series. He visited his uncle in the village when the harvest time came and then he helped his uncle to harvest the apples. Try to write as many sentences as possible in three paragraphs.

Harvest Time

Picture Series	Recount Text
	<p>Last holiday, Andy visited his uncle. In the village his uncle has big apple trees his uncle is a farmer</p>
	<p>In his uncle farm He has many big apple trees when the harvest time come he went to help them to help them to pick apple. He help his uncle to put all apple fruit in his bag and sold the apple in the market.</p>
	<p>I was so happy at the time because I could my uncle to harvest the apple</p>
	

The Student's Writing in Cycle 1

Zulkarnain Putra Hasiru

Imagine that in the following pictures you and your mother were going to go to shopping. Make a story about your experiences as many sentences as possible.

Shopping with My Mom



Last weekend, my mom and I went to the mall.
the mall was not far from my home.
we went there by car.



After we arrived, I could see many
boutiques. I saw many beautiful
dress in one of the boutiques. I
bought many things. we paid all of it
in the cashier. then, all of the
bags was carried by the employees
to the car. then we went back to home.



It was nice time for me. I
felt very tired but I was happy. next
time, I want to go shopping again.

Zulkarnain Putra Hasiru

No.:

Date.:

My Holiday

Last week, I visited my aunt's house in Jakarta. I went there with my mother by train. We took the train from Tugu railway station.

In Jakarta, I visited many places with my aunt and my mother. We visited Ancol beach. In there, I saw beautiful beach. We also visited Monas and it was the first experience for me. Monas was very beautiful.

After three days in Jakarta, my mother and I went back to Jogja. I was very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

KIKY

The Student's Writing after Conducting the Actions

ATTENDANCE LIST

ATTENDANCE LIST

No.	Name	13/9	14/9	20/9	21/9	27/9	28/9	4/10
1.	Adh Dhiya H	✓	✓	✓	✓	✓	✓	✓
2.	Adinda Delima Dara	✓	✓	✓	✓	✓	✓	✓
3.	Ahmad Maulana N	✓	✓	✓	✓	✓	✓	✓
4.	Anandito Iskandar	a	✓	✓	✓	✓	✓	✓
5.	Andica Tri Syaban I	✓	✓	✓	✓	✓	✓	✓
6.	Anggi Septian P	✓	✓	✓	✓	✓	✓	✓
7.	AnnisaUtamaningtyas	✓	✓	✓	✓	✓	✓	✓
8.	Bondan Prabasmoro	✓	✓	✓	✓	✓	✓	✓
9.	Bonita Salsa A	✓	✓	✓	✓	✓	✓	✓
10.	Candra Dewi Arum W	✓	✓	✓	✓	✓	✓	✓
11.	Cucha Adhela T D	✓	✓	✓	✓	✓	✓	✓
12.	Delpi Pinandita	✓	✓	✓	✓	✓	✓	✓
13.	Ega Aprilian Nugroho	✓	✓	✓	✓	✓	✓	✓
14.	Fernanda Patra H	✓	✓	✓	✓	✓	✓	✓
15.	Fernando Ega Hutama	✓	✓	✓	✓	✓	✓	✓
16.	Ika Davita Sari	✓	✓	✓	✓	✓	✓	✓
17.	Intan EkaSetya W	✓	✓	✓	✓	✓	✓	✓
18.	Izaz RamadhanN A	✓	✓	✓	✓	✓	✓	✓
19.	Johanes Wisnu P	✓	✓	✓	✓	✓	✓	✓
20.	M Febby Wadzaka A	✓	✓	s	✓	✓	✓	✓
21.	Mufift Al Aziz	✓	a	✓	✓	✓	✓	✓
22.	Muhammad Ilham F	✓	✓	✓	✓	✓	✓	✓
23.	Mustika Sukma D	✓	✓	✓	✓	✓	✓	✓
24.	Radoty Prammatana D	✓	✓	✓	✓	✓	✓	✓
25.	Restu Agil Saputri	✓	✓	✓	✓	✓	✓	✓
26.	Setia Budiman	✓	✓	✓	✓	✓	✓	✓
27.	Sigit Siswantoro	✓	✓	✓	✓	✓	✓	✓
28.	Sulisti Cahyaningrum	✓	✓	✓	✓	✓	✓	✓
29.	Tri Oktaviani	✓	✓	✓	✓	✓	✓	✓
30.	Tyas Armytha Garlina	✓	✓	✓	✓	✓	✓	✓
31.	Wahid Bintang S	✓	✓	✓	✓	✓	✓	✓
32.	Zulkarnain Putra H	✓	✓	✓	✓	✓	✓	✓

Keterangan: a= alpha (tanpa keterangan)

i= izin

s= sakit

PHOTOGRAPHS



The researcher displayed a recount text and its picture series.



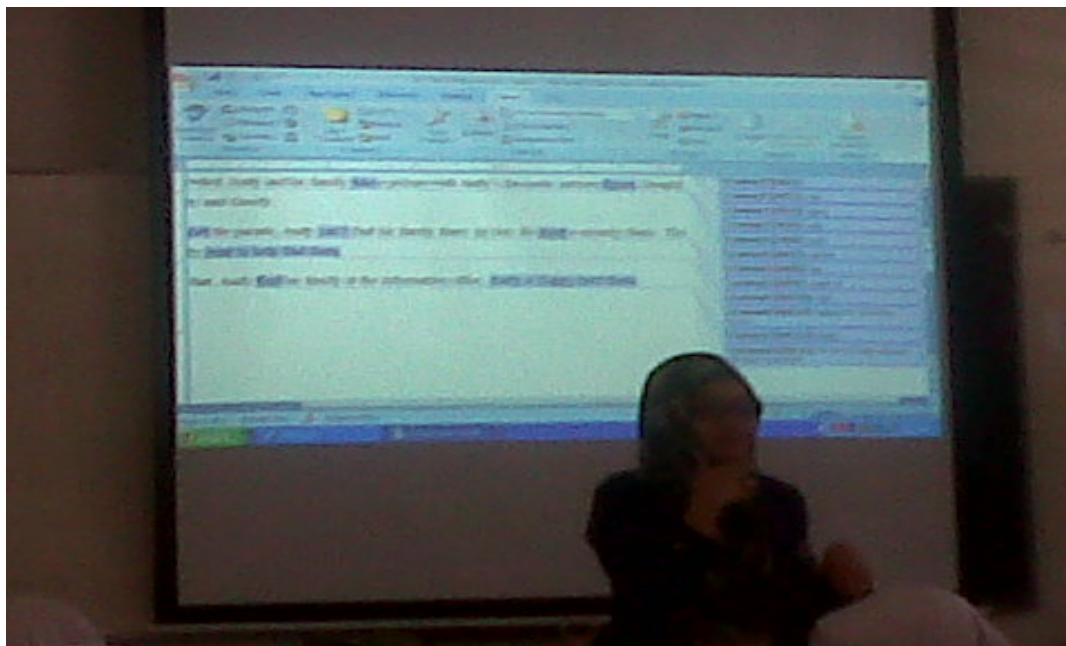
The students paid attention to the researcher's explanations.



The researcher guided the students in the process of writing.



The students wrote the story based on the picture series.



The students and the researcher discussed the mistakes on the previous text.



The students were enthusiastic in the teaching and learning process.

PERMITT LETTERS



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN IJIN

070 /Reg /VI / 6705 / 9 /2013

Membaca Surat : Dekan Fak Bahasa dan Seni UNY. Nomor : 0825a/UN34.12/DT/IX/2013

Tanggal : 06-Sep-13 Perihal : Permohonan Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/opengembangan/pengkajian/studi lapangan kepada:

Nama : DESTY FERDIYANA NIP/NIM : 09202241001

Alamat : Karangmalang Yogyakarta

Judul : IMPROVING WRITING SKILLS OF EIGHTH GRADE STUDENTS OF SMP N 3 PAKEM BY USING PICTURE SERIES IN THE ACADEMIC YEAR OF 2013/2014

Lokasi : KAB SLEMAN

Waktu : 06 September 2013 s/d 06 Desember 2013

Dengan Ketentuan

- Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
- Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website: adbang.iogjaprovo.go.id dan menunjukkan n
- Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
- Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website: adbang.iogjaprovo.go.id;
- Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 06 September 2013

An. Sekretaris Daerah
Asisten Perencanaan dan Pengembangan
Ub.
Kepala Biro Administrasi Pembangunan



Tembusan:

- Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- Bupati Sleman cq BAPPEDA
- Dinas DIKPORA DIY
- Dekan Fak Bahasa dan Seni UNY
- Yang Bersangkutan



**PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 2892 / 2013

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta
Nomor : 070/Reg/V/6705/9/2013 Tanggal : 06 September 2013
Hal : Izin Penelitian

MENGIZINKAN :

Kepada :
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Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta
Alamat Rumah : Bulus, Candibinangun, Pakem, Sleman
No. Telp / HP : 08574797988
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
IMPROVING WRITING SKILLS OF EIGHTH GRADE STUDENTS OF SMP N 3 PAKEM BY USING PICTURE SERIES IN THE ACADEMIC YEAR OF 2013/2014
Lokasi : SMP N 3 Pakem
Waktu : Selama 3 bulan mulai tanggal: 06 September 2013 s/d 06 Desember 2013

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 : 9 September 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi



Dra. NUCI IRIANI SINURAYA, M.Si, M.M
Pejabat, IV/a
NIP 19630112 198903 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Pakem
6. Kepala SMP N 3 Pakem
7. Dekan Fak. Bahasa dan Seni UNY
8. Yang Bersangkutan