USING PICTURE SERIES TO IMPROVE THE ELEVENTH GRADE STUDENTS’ ABILITY TO WRITE RECOUNT TEXTS AT SMK ABDI NEGARA MUNTILAN

A Thesis

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

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MUNTILAN

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

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

Yogyakarta, Juni 2013

Penulis,

Anisatul Karimah
Mottos

“If you cannot fly, then run.
If you cannot run, then walk.
If you cannot walk, then crawl
But whatever you do, just keep moving forward.”

(Martin Luther King)

Even the darkest night will end and the sun will rise.

(Victor Hugo)

Man often becomes what he believes himself to be. If I keep on saying to myself that I cannot do a certain thing, it is possible that I may end by really becoming incapable of doing it. On the contrary, if I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning.

(Mahatma Gandhi)
Dedication Sheet

The writer dedicated this thesis to:

- The writer herself for doing so hard in finishing the thesis and working at the same time,

- Beloved parents and family for the support and the patience of waiting the writer to finish the study,

- Beloved friends for the amazing moment and support,

- The amazing partners in work for making days extraordinary,

  and

  - All people around the writer for their kindness.
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Alhamdulillah hirobbil alamin, all praises and gratitude are sent to Allah SWT for always giving the ability, competency, and opportunity for the writer to finish the undergraduate study. With much hard work and support from beloved people around the writer, finally the writer can finish this thesis. Here, the writer is really grateful to:

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The writer completely realizes that this thesis is far from being perfect so that there is always open space for positive criticism and suggestions. Over all, the writer expects that this thesis will give many advantages for those who are going
writer expects that this thesis will give many advantages for those who are going to conduct a research in the similar topic and those who need references dealing with the topic in this thesis. Hopefully, this thesis gives a meaningful contribution in terms of academic field as well.

Yogyakarta, Juni 2013

[Signature]

Anisatul Karimah
# LIST OF CONTENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL SHEET</td>
<td>ii</td>
</tr>
<tr>
<td>RATIFICATION</td>
<td>iii</td>
</tr>
<tr>
<td>PERNYATAAN</td>
<td>iv</td>
</tr>
<tr>
<td>MOTTOS</td>
<td>v</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>vii</td>
</tr>
<tr>
<td>LIST OF CONTENTS</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF FIGURE</td>
<td>xiii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>xiv</td>
</tr>
</tbody>
</table>

## CHAPTER I INTRODUCTION

A. Background of the Study ........................................ 1  
B. Identification of the Problems ................................ 4  
C. Limitation of the Problem ...................................... 6  
D. Formulation of the Problem .................................... 7  
E. Objective of the Research ..................................... 7  
F. Significance of the Research ................................. 7  

## CHAPTER II LITERATURE REVIEW

A. Theoretical Description ....................................... 9  
   1. Teaching Writing in English as a Foreign Language ... 9  
      a. Teaching English as a Foreign Language ............ 9  
      b. Teaching Writing ..................................... 13  
      c. Teaching Writing in SMK ............................. 19  
      d. Writing Abilities .................................... 21  
      e. Characteristics of Written Language .............. 23  
      f. Writing Recount Texts ............................... 26  
   2. Picture Series as Media in Teaching Writing Recount Texts in English as a Foreign Language ............ 29  
      a. The Role of Media .................................... 29  
      b. Picture Series ...................................... 30
B. Review of Relevant Studies .................................................. 33
C. Conceptual Framework ....................................................... 35

CHAPTER III RESEARCH METHODS
A. Research Design ............................................................... 38
B. Setting of the Research ..................................................... 39
C. Subjects of the Research .................................................... 40
D. Data Collection Techniques ................................................ 41
E. Instruments of the Research ................................................ 41
F. Procedure of the Research .................................................. 42
   1. Reconnaissance .............................................................. 42
   2. Planning ........................................................................ 43
   3. Action ........................................................................... 43
   4. Observation .................................................................... 43
   5. Reflection ....................................................................... 44
G. Data Analysis Technique ..................................................... 44

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION
A. Identification of Field Problems .......................................... 48
B. Determining the Actions to Solve the Problems ..................... 53
C. Research Processes ............................................................ 55
   1. Report of Cycle 1 ............................................................ 55
      a. Planning ..................................................................... 55
      b. Actions and Observations ........................................... 57
      c. Reflection of Cycle 1 ................................................. 66
      d. Summary of Cycle 1 ................................................. 78
   2. Report of Cycle 2 ............................................................ 80
      a. Planning ..................................................................... 80
      b. Actions and Observations ........................................... 81
      c. Reflection of Cycle 2 ................................................. 85
      d. Summary of Cycle 2 ................................................. 93
D. Research Findings ............................................................... 93
# CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

**A. Conclusions** ................................................................. 97  
**B. Implications** ................................................................. 100  
**C. Suggestions** ................................................................. 102  

**REFERENCES** ........................................................................... 105  

**APPENDICES**  
**A. Appendix 1 (Field Notes)** .................................................. 107  
**B. Appendix 2 (Interview Transcripts)** ................................. 117  
**C. Appendix 3 (Course Grid)** ................................................ 123  
**D. Appendix 4 (Lesson Plans)** ............................................... 129  
**E. Appendix 5 (Tests)** .......................................................... 172  
**F. Appendix 6 (Permission Letters)** ........................................ 176  
**G. Appendix 7 (Attendance List)** .......................................... 181  
**H. Appendix 8 (Writing Rubric)** ........................................... 183  
**I. Appendix 9 (Scores Comparison)** ...................................... 184  
**J. Appendix 10 (Photographs)** ............................................ 185
LIST OF TABLES

A. Table 1: The Field Problems in Class XI of Administration Program, SMK Abdi Negara Muntilan ................................................................. 50
B. Table 2: Writing Problems of XI Office Administration Program of SMK Abdi Negara Muntilan ................................................................. 51
C. Table 3: Main Problems and Indicators of the Field Writing Problems of Class XI Office Administration of SMK Abdi Negara Muntilan ......................................................... 53
D. Table 4: Problems and Actions of Writing Instructional Process of Class XI Office Administration of SMK Abdi Negara Muntilan ... 54
E. Table 5: Weaknesses and Suggested Solutions of Meeting 1 Cycle 1 71
F. Table 6: Weaknesses and Suggested Solutions of Meeting 2 Cycle 1 74
G. Table 7: Weaknesses and Suggested Solutions of Meeting 3 Cycle 1 77
H. Table 8: Weaknesses and Suggested Solutions of Vocabulary. ....... 78
I. Table 9: The Description of Students’ Improvement ....................... 94
LIST OF FIGURE

A. Figure 1: An Example of a Student’s Pre-test Result

............................... 61
ABSTRACT

This study was aimed at improving students’ ability and the teaching learning process of writing recount texts by the use of picture series for students of Class XI Office Administration Program of SMK Abdi Negara Muntilan.

This research is an action research design. The subjects of the study were 29 students of Class XI Office Administration Program of SMK Abdi Negara Muntilan in the academic year 2012/2013. The data were collected by observing the teaching and learning process during the implementation of the action, giving questionnaires to the students and teachers, interviewing the students and the English teacher, giving worksheets to the students, taking pictures of the teaching and learning process, and conducting discussions with the English teacher, collaborators, and the students. The instruments used in this research were questionnaires, interview guide, observation sheet, and tests. The use of picture series aimed to improve the students’ writing. However, the use of picture series was limited to improve some of the writing micro skills. They were the graphemes and orthographic patterns of English, acceptable core of words and use appropriate word order patterns, acceptable grammatical systems, patterns, and rules, and cohesive devices in written discourse.

The result of the two cycles showed that the use of picture series was effective to improve the teaching learning process and the students’ ability in writing recount texts. Picture series were really useful in terms of directing students to write in the correct organisation, generate students’ ideas, use the correct grammar in writing recount texts, and enrich students’ vocabulary. At the end of cycle 2, students understood well the correct organisation in writing recount texts. Students’ ability to gain ideas through pictures improved. Students were also able to write in the correct grammar. Students’ vocabulary in writing recount texts improved as well. In short, the use of picture series could improve the students’ ability to write recount texts in terms of the four focuses above.
CHAPTER I
INTRODUCTION

A. Background of the Problem

In learning a language, the learners should master four macroskills. Those macroskills are divided into two; receptive skills which consist of listening and reading, and productive skills which consist of speaking and writing. At the first step of learning a language, learners are usually exposed to plenty of listening and reading sources first. By doing so, the learners will get used to listening to and reading in the target language. Speaking and writing come after those receptive skills since productive skills require higher and more complex language use.

The productive skills which include speaking and writing happen when the learners have already had enough language competence to perform with. Writing is similar to speaking in some ways. These two skills aim at communicating someone’s ideas to others. These skills also need active involvement from the learners. However, writing seems to be more difficult since writing is learned consciously (Harmer: 2004). It is different from speaking in which speaking can be acquired unconsciously. A writer has to consider many things such as word arrangement, diction, grammar, and many more to create a good writing.

Writing has been an important issue for students, especially for those who study in vocational schools. A vocational school is an education institution which provides students skills for specific jobs. In relation to English, the aim of giving
English in vocational schools is enabling students to communicate in both spoken and written English in the future professional field which suits their vocations (BSNP, 2006). It cannot be denied that most occupations need their employees to be able to communicate in good written language. Beside, before the students graduate from an education institution, they attend a test including English test which is mostly done through writing. Thus, writing plays important role both for students’ future professional field and students’ academic test. Those materials for vocational education, including writing materials, have been stated in the Standard of Competence and Basic Competence.

Language learners in schools learn some language skills stated in the SK and KD (Standard of Competence and Basic Competence). At the end of each year, the students are expected to have the abilities as those stated in the SK and KD. One of the basic competencies of the eleventh grade students (that is 2.4) states “menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang” (telling past work and future plans). The basic competency above states that students should be capable of writing past work. In the genre-based curriculum, there is a kind of text which is called as a recount text. A recount text is a text where the writer tells past experience. The researcher here interpreted the word ‘past work’ in the basic competency point 2.4 as past experience since the students haven’t experienced any work before. The English teacher also recommended that it was better to teach them writing past experience which really happened in students’ daily lives. In order to write a recount text well, there are some language features about which the students must know to write recount texts.
such as using the simple past tense, arranging sequenced events, and using the correct conjunctions. The SK and KD of SMK state the details about what the learners of a certain grade should learn.

To know how the students achieved the SK KD, the researcher did an observation and an interview. The researcher had already observed the English teaching learning process and interviewed the English teachers in SMK Abdi Negara. The four skills stated in the SK KD for SMK have been taught. However, writing which becomes one of the four macroskills was considered to be difficult enough for SMK Abdi Negara students. Based on the researcher’s observation, SMK Abdi Negara students’ writing ability is relatively low. The students lacked vocabulary, did not have good comprehension about grammar, and had some difficulties in arranging words. The result of the writing was not very satisfactory. Another problem was that the students rarely write texts in English so that they might find many obstacles in writing. The other problem found by the researcher through a short interview with the teacher was that she has never used some interactive media to raise the students’ interest to write. Therefore, the students do not have enough interest to write.

The researcher had already observed the writing ability of the students in SMK Abdi Negara. It is still very limited so that efforts at improving the students’ writing ability is necessary. In facing this problem, the researcher used picture series as media for improving students’ ability in writing recount text. Picture series are a kind of media which are cheap, attractive, contain clear details, and are used as new media in the class. By considering the advantegous aspect of
picture series, it was expected that the use of picture series could improve the students’ ability in writing recount texts. Therefore, the use of picture series is important to improve the students’ skills in writing a recount text.

B. Identification of the Problem

To identify the problems found in Class XI of Science in SMK Abdi Negara Muntilan, the researcher observed the classroom during the English teaching learning process. Interviewing the related parties, such as teachers and students, was also held to gain deeper information.

The main problem came from the media. The teacher will gain many advantages by using media in the process of teaching since media can motivate action or interest, present information, and give instruction. In fact, media were rarely used by the teacher in teaching. The teacher often explained the materials by herself and gave plenty of examples in the blackboard. Besides, the school did not provide adequate media for teaching. When the teacher intended to use media in the teaching process, she should make the media by herself.

Another problem appeared from the students. One of the school staff said that some students were those who were not accepted in other schools. In other words, the researcher could say that some had low academic competency because these students had not fulfilled the standard in other schools and this school accommodated these kinds of students every year. Often, the teacher needed to work hard to make the students participate actively in the class. Some students
were active enough in the class, but some others were still very passive and did not give attention to the teacher.

The teaching method used by the teacher became another problem. The method was not communicative. The teacher dominated the class and the students were very passive. The students did not have enough chance to interact by using the target language with other students both in discussing materials and doing exercises since they are too passive to do this. The real language use and contexts were also rarely given. Most exercises focused on the artificial language use.

The last problem was related to the school facilities. Having adequate facilities was one of the factors to realize conducive and effective teaching and learning process. The available teaching facilities in each class were tables, chairs, a blackboard, and chalks. These facilities were all standard facilities. There were no additional facilities which could encourage the teaching and learning process such as whiteboards, OHPs or LCDs, language laboratories, realia, posters, and other media.

Dealing with those problems in Class XI of SMK Abdi Negara Muntilan, the researcher and other research members tried to find the solutions especially in the teaching teaching process to improve the students’ writing ability. The efforts would be based on the selected problems to be solved in reaching the aim of this research.
C. Limitation of the Problem

The limitation of the problem was reached after the researcher had conducted an interview with the English teacher. The teacher asked the researcher to conduct a research dealing with the students’ productive skills, either speaking or writing. Since there was only limited time provided by the school for the researcher, the researcher would only focus on one skill. Then the researcher looked up the SMK SK KD and decided which skill should be improved. Supported by the result of the observation, the SK KD, and interview with the teacher, the researcher finally decided to conduct the research related to writing.

This thesis focuses on improving the students’ writing skill especially in writing recount texts. The researcher proposed the media which were going to be used and the English teacher agreed with the media. The researcher uses picture series to improve the students’ recount writing for some reasons. First, pictures are attractive visual media. Most people like looking at pictures so that the researcher thought that it can raise their interest and be a prompter for the students in writing. Second, picture series give clear detail elements and events about which students will talk about. Picture series provide many things to describe for the students to convert the visual to real words. Third, the teacher in the related school has never used pictures as one of media in teaching writing. This will be the first experience for the students to work with picture series. The last one is that pictures are cheap and ubiquitous media. As pictures give these advantages for the teaching learning process, the researcher uses these media to improve the students’ ability to write recount texts.
By considering the researcher’s limitation above related to the time, funds, and energy, this research is focused on the efforts to improve the eleventh-grade students’ writing past experience ability of SMK Abdi Negara. This research is also limited on the use of picture series in reaching the aim of this research.

D. Formulation of the Problem

This research is based on the following question of:

How can the recount writing ability of eleventh-grade students of SMK Abdi Negara be improved through the use of picture series?

E. Objective of the Research

Generally, this research is aimed at improving the teaching learning process, especially in teaching writing recount texts. Specifically, related to the formulation of the problem, the objective of this research is to make some efforts to improve the eleventh-grade students’ writing past experience ability of SMK Abdi Negara Muntilan.

F. Significance of the Research

The results of this research are expected to be useful inputs for some parties:
1. For the English teachers of SMK Abdi Negara Muntilan.

   This research can be used to improve the process of teaching writing past experience so that the teaching learning process is successful and gives a great positive impact to the eleventh-grade students’ writing ability.

2. For other English teachers.

   This research can be a reference or model to improve the teaching writing recount texts.

3. For the students of SMK Abdi Negara

   Students of SMK Abdi Negara can use picture series as the supporting media to help them in writing, especially in writing recount texts. Since picture series is easy to find, they can look for the picture series by their own if it is not provided by their school.
CHAPTER II
LITERATURE REVIEW

A. Theoretical Description

1. Teaching Writing in English as a Foreign Language

a. Teaching English as a Foreign Language

English is now widely used in all over the world as it has been determined to function as an international language. In Indonesia, English functions as a foreign language. Brown (2001: 116) and Broughton et al (2003:6) state that English as a foreign language context is a situation in which the students cannot easily find any English resources outside the classroom. The English input such as English texts, English conversation, and English stories can only be found in the classroom. An EFL context does not provide plenty exposures to English. English is not normally used in everyday life so that opportunities to be exposed to English source should be made such as in an English club.

Since there is not enough exposure to English, Indonesian should learn it consciously. The government has already had a high concern about this so that English has been started to be taught at the very low level. By learning English at the very beginning, the learners are expected to have a good ability in English.

The good ability in English could be reached if it was supported by many aspects. One of them was that the process of teaching and learning should be conducted in an effective way. Thus, the sense of teaching and learning should be
understood first, especially by teachers. In *Cambridge Dictionary*, it is stated that teaching is ‘the job of giving someone knowledge or to train someone’. However, as the process of teaching and learning should give improvements especially for the students, a teacher’s job is not only simply giving knowledge but also giving more opportunities for their students to develop themselves through everyday teaching and learning activities. According to the *Cambridge Dictionary*, learning means ‘the activity of obtaining knowledge’. Brown (2000: 7) adds that the concept of learning can be broken down into some components. The components are stated as the following.

1) Learning is a process of getting or acquiring.

2) Learning means the retention of information or skills.

3) Retention here deals with the memory, the storage system, and the cognitive organisation.

4) Learning involves the activeness, the consciousness, and the action both inside and outside the organism.

5) Learning is relatively permanent. Forgetfullness is a subject matter.

6) Learning is all about practice.

7) Learning is the process on behaviour change.

By referring to the components above, it can be concluded that learning is not only a matter of getting knowledge or information but it also demands the capacity of the learners’ cognitive aspect and expects the changing in behaviour. When the learners learn something, the teacher’s task are not only giving the
theories of the related subjects but also paying attention to the learners’ behaviours toward the process of a teaching learning activity.

The teaching and learning process is successful if it fulfills some requirements. Smaldino et al (2004: 7) describe some aspects by which an instructional process can be considered as successful or not. Those aspects are described below.

1) Learners’ active participation. When the learners participate in the teaching learning process, the learners really know what they are dealing with. Engaging in meaningful tasks and interacting with the context will give them the description of real language use in everyday life.

2) Learners’ frequent practice. Practicing the language repeatedly in terms of the knowledge, skills, and attitude grows habit to the learners so that the language itself will stay longer in the learners’ memories.

3) Effective methods for the learners’ progress. Each learner has his own characteristics including the age, the individual learning strategy, different learning styles, different aptitude, various levels of the knowledge of the subjects, and many more factors. A successful instructional process should cover these matters so that each learner obtains the same opportunity to progress, to develop himself/ herself, and to participate at every instructional activity.

4) Motivative feedback related to the learners’ work. Learning might happen when a learner do a mistake and he knows why it is wrong and then he finds the correct one. This process can be supported by the feedback from both peers and
teachers. Those learners who can take advantages from feedback will get many things from the feedback given.

5) Using the language in real contexts. Real contexts give the real condition in everyday life about how the language is used. The success of an instructional process also depends on the language implementation in real contexts.

6) Social interaction during the instructional process. Social interaction gives the opportunity for communication to occur so that any difficulty in learning can be minimized. Social interaction happens not only between learners and learners but also between learners and teachers.

These aspects which support a successful instructional process to happen should be applied in every instructional process including an English teaching learning activity. Standard of Contents in the curriculum (2006:11) states that learning a language aims at developing the four language skills. Those skills are divided into two; receptive skills which consist of listening and reading, and productive skills which consist of speaking and writing. Since English is considered to be a foreign language for Indonesian learners, many factors should be carefully decided. The teachers must be able to choose the appropriate teaching method, have good class management skill, have good consideration about students’ characteristics, create good atmosphere in learning, possess qualified ability in teaching, use various technology, and use the effective supporting media. The latter one has been an important issue in teaching a foreign language recently. As Smaldino et al (2004: 9) states that media functioned to facilitate communication and learning. The message of the teaching and learning activities can be easily
delivered by the use of appropriate media. Therefore, in this research the researcher tried to implement a kind of media, in this case is picture series, to improve the teaching learning process and the students’ abilities, especially in writing a recount text.

b. Teaching Writing

Writing is more complex to some extent than speaking. According to Brown (2001: 335), writing is the result of thinking, drafting, and revising procedures and it needs specialized skills that not every speaker develops naturally. However, in teaching writing in a foreign language, the language teachers still can adopt the practices of writing in the first language to some aspects. However, writing in a foreign language is different from writing in the first language as Silva states in Brown (2001:339). Silva did a survey and the results are described below:

1) Learners of a foreign language who write in a foreign language did less planning. Writing in a foreign language tends to be more complex than writing in one own language. Therefore, the writers should prepare everything such as the structure, the dictions, and the writing organization. When there is lack of preparation, more errors might be made in foreign language writing compared to native language writing. As a result, the work became less accurate. Since there are many aspects to consider carefully in foreign language writing, the writers should do more preparation.
2) The writing goals were stated in a less effective way. To reach this purpose, the writers are demanded to have a good ability in crafting the words so that the goals can be clearly stated.

3) The material organization was not effective. There must be differences in the writing organization between writing in a foreign language and writing in the native language. Therefore, the writers should understand this before starting to write.

4) Many mistakes were found in terms of grammar use, lexical variety, and rhetorical conventions. This would happen when there is no good ability in the related aspects.

By considering the result of the survey above, the teachers of a foreign language have to be able to prepare their students well. Writing is a complex process. It is not an easy thing to have the students write well in their own language. The teachers must work harder to give good knowledge related to the target language. When the comprehension about the target language is good, the writing work will be better. To reach this good result, Silva (1993) proposes some ideas for the writing teachers when dealing with the differences in foreign language writing and native language writing. These ideas are presented as the following.

1) The teachers decide the appropriate writing instruction approaches in the foreign language.

2) The teachers have qualified ability to deal with different sociocultural and linguistic situation between native language and foreign language.
3) The assessment of writing in a foreign language needs to consider the differences between the native language and the foreign language.

Teaching writing might be easier when the teachers apply the ideas above. However, being able to write well surely comes into some steps. Since there are several text types, the teachers and learners should focus on the text type they are going to write. Each text type has its own rhetorical convention and writing organisation. Language features also become an aspect to be well-prepared. Thus, the writers should pay attention to each of these aspects.

The teachers usually need approaches in supporting the teaching learning process. Related to teaching writing, there have been two famous approaches. These two approaches are presented below.

1) Product approach

For the past decades, the teachers have taught writing and focused on the product. Some kinds of writing products are journals, stories, and reports. Product approach required the result of the writing to meet these characteristics:

a) The work fits English rhetorical style

b) The writing uses accurate grammar

c) The writing is well organized and is conventional.

Thus, the final product of writing is measured by considering the content, grammatical use, vocabulary use, organisation, and mechanical matters such as spelling and punctuation.
This kind of approach is now rarely used. The teachers are now focusing on the process of writing to reach the final product. This approach is called process approach to writing.

2) Process approach

This approach suits its name, the process approach that this approach focuses on the process. Process approach carefully considers the learners as the main creators of the language. This approach gives a bigger opportunity for the learners to decide the content and the message and to put the intrinsic motivation in the center of learning.

The process approach does these matters in the writing process:

a) Focusing on the process to come to the final product.

b) Enabling the students to understand the writing process.

c) Helping the students related to strategies in writing such as prewriting, drafting, and rewriting.

d) Giving time to write and rewrite.

e) Considering the revision process as an important process.

f) Giving an opportunity for the students to write what they want to say.

g) Feedback is given during the process of writing, not only toward the final product.

h) Feedback comes from the teacher and peers.

i) Students-teacher interaction happens during the writing process.

Process product approach enables the writers to understand the process to write. Every single mistake that they might do in the middle of the writing can be
avoided. This approach gives a clear description for the writers about what they actually and should do in writing. When the learners have understood all the steps and processes, their interests might improve since they have experienced how becoming a good writer.

Coming to a good ability to write needs a process. To come to this point, various writing performances may help the writers. The writing exercises and performances are usually in a graded order. The exercises come from the easy to the complex ones. At first, the writers do guided writing and then they have to write independently. These kinds of writing performances should happen. Brown (2001: 343) writes some kinds of writing exercises. They are:

1) Immitative Writing

This kind of writing is usually applied for beginning levels. The learners simply write down words or sentences. It aims at getting the writers to be used to the English orthographics. A writer who is learning a foreign language should know the orthography of the target language. This is done continuously until the learners really know it. One of the very early steps is by immitating the orthography of the target language.

2) Controlled Writing

Controlled writing does not allow the writers to freely write what they want to say. Sometimes the teacher has a special purpose of giving controlled writing. Controlled or guided writing here means that the teacher gives some clues or prompts for the students to write. For example, when the teacher aims at checking the grammar competence, the learners might be asked to complete the
blanks provided by using the grammatical items provided. Matching sentences with some pictures to make a good story is also included to controlled writing.

3) Self Writing

Self writing means that the writer writes down something by himself and the audience is limited to related people. Sometimes, the audience is the writer himself. This kind of writing happens when the learner takes notes of a lecture or when he writes a journal. Other kinds of self writing may happen in many forms.

4) Display Writing

Display writing includes all educational writing works which happen in schools. Some examples are an essay examination and an observation report.

5) Real Writing

Real writing is similar to display writing to some extent. Real writing happens when the purpose of the writing is the genuine communication. Real writing is divided into three subcategories:

a) Academic: functions mainly to exchange information. An example of academic real writing is a problem-solving task report.

b) Vocational: deals with technical matters. An example of this is writing letters which is usually done by office administration students.

c) Personal: is related to individual needs. Writing diaries which is done in the classroom is an example of personal real writing.

These various kinds of writing performance can be applied. The teacher should be able to decide which kinds of writing performance suit the learners. The teacher has to take into account the level of the learners’ abilities. When the
learners are good at one of the levels, the teacher can continue the writing performance to the more complex one. However, before the writers come to the final result, they go through some steps. Storch (2005: 164) describes the steps in writing below.

1) Planning phase. In this phase, the writers generate ideas of the writing about the theme the writers want to write about.

2) Drafting phase. The writers make a draft or outline of the main ideas of the writing. Later, this draft will be the guidance in writing the whole text.

3) Editing phase. After the writers finished writing, there will be editing phase. This editing covers the writing organisation, the accuracy, the mechanic aspects of writing, and other writing aspects.

4) Rewriting phase. Editing shows the parts of which the writers should rewrite. Rewriting is the last step to come to the final writing product.

By doing gradual steps like this, from the simple to the more complex one, from the very beginning to the last step, the learners likely find that writing is not difficult and even interesting.

c. Teaching Writing in SMK

Vocational schools are education institutions which focus on giving specific skills related to students’ vocations. These skills prepared students for the professional world in the future. English is given in vocational schools to complete the students’ skill in terms of communication. People communicate mostly through language and recently, English has been widely used as means of communication including in professional field.
By learning English in vocational schools, students are expected to have good ability at English. Here are the aims of English instructional activities in vocational schools:

1) Mastering English basic skills and knowledge to support the vocations competencies achievement.

2) Implementing English skills and competencies mastery to communicate both orally and written in intermediate level.

Language competencies here cover four skills. They are listening, reading, speaking, and writing. These skills are used for giving response or creating communication in daily life. For the latter skill, that is writing, it becomes an important skill in the occupation field. Workers or employees are usually needed to communicate in written language. To some extent, writing is a quite complex skill. There are many things should be considered started from the spelling, punctuation, grammar, vocabulary, organisation, word arrangement, up to cohesion and coherence. Thus, students should be trained to produce well-writing, especially those who are in vocational schools in which they are prepared for the future professional fields.

The materials used in vocational schools are chosen based on their needs on their vocations. English materials are too. The materials which cover the four skills must suit the vocations and the SK and KD. In relation to SK and KD, the SK and KD of vocational schools are divided into three levels. These levels are novice, elementary, and intermediate level. As the participants in this thesis were
the students of eleventh grade, the researcher are going to discuss the writing
basic competencies of this grade. These competencies are stated below.

1) In basic competence 2.2. writing simple messages both in direct and indirect
interactions.
2) In basic competence 2.3 stating job duties and education background both
orally and written.
3) In basic competence 2.4 telling past experience and future plans.
4) In basic competence 2.5 expressing various intentions.
5) In basic competence 2.6 creating short messages, instructions, and schedules
in the correct organisation, spelling, and diction. (BSNP: 2006).

All of these writing skills are taught in vocational schools grade eleven. In
this research, the researcher focused on basic competence point 2.4 in which the
students should be able to tell their past experience and future plans. The
researcher limited this research at writing past experience. This topic is expected
to be useful for the students. In the future, the students are able to tell their past
experience, including working experience, in the correct and appropriate writing.

d. Writing Abilities

Writing is one of macro and productive skills in learning a language. Writing
consists of some aspects by which a writing product is judged good. These aspects are:

1) Writing macro skills

Brown (2001:343) suggests some writing macro skills about which the
learners should know to create a good English writing. These macro skills are:

a) Use the rhetorical forms and conventions of written discourse.
b) Appropriately accomplish the communicative functions of written texts
according to form and purpose.
c) Convey links and connections between events, and communicative such
relations as main idea, supporting idea, new information, given information,
generalization, and exemplification.
d) Distinguish between literal and implied meanings of writing.
e) Correctly convey culturally specific references in the context of the written text.
f) Develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

2) Writing micro skills

Brown also suggests some micro skills in writing (2001: 343). These micro skills are dealing with mechanical aspects in producing a good writing. These micro skills are:

a) Produce graphemes and orthographic patterns of English.
b) Produce writing at an efficient rate of speed to suit the purpose.
c) Produce an acceptable core of words and use appropriate word order patterns.
d) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
e) Express a particular meaning in different grammatical forms.
f) Use cohesive devices in written discourse.

3) Writing sub skills

Actually the macro skills and micro skills have already covered every writing aspects which should be considered when people write. However, Spratt et al (2005:16) adds another aspect for writing named sub skill. According to Spratt, the sub skills for writing are spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing right vocabulary, using correct grammar correctly, and using paragraph correctly.

a) Mechanical components

Harmer (2004: 323) suggests additional aspect of writing which is called as mechanical components. This aspect surely discuss the mechanic in writing. These mechanical components are handwriting, spelling, punctuation, and construction of well-performed sentences, paragraphs, and texts.
b) Cohesion and Coherence

A good text should occupy cohesion and coherence. Gerot and Wignell (1995:170) state that cohesion is the relation between the sentences in a text. Cohesion refers to the continuity in a text. The continuity means that there is a relation between words and sentences. Cohesion is mostly determined by the lexical aspect. This continuity or cohesion can be reached by the use of conjunctions, punctuations, dictions, and textual meanings. Meanwhile, coherence means the correlation between the text and the surrounding of the text. It implies that the sentences and paragraphs are meaningful and make sense to read. Coherence is related to the semantic relationship between sentences and paragraphs. Coherence is affected by grammar, generic structure, and linguistic features.

Those five aspects above are factors which should be taken into account to create a good writing. A good text fulfills the macro skills, micro skills, sub skills, mechanical components, cohesion, and coherence. Since a good writing does not only mechanically correct, but also meaningful, all of the aspects should be reached so that the writer’s ideas can be understood by the readers.

e. Characteristics of Written Language

Written language is under the same ‘umbrella’ with spoken language which are called productive skills. It means that those two skills need active involvement from the students in producing the target language either written or spoken. However, writing has higher complexity to learn to some extent. This consideration arises because the characteristics of written language seem more
difficult to learn. The characteristics of written language stated by Brown, 1994 (in Weigle: 2002) are:

1) Written language is permanent. It can be read and reread every time the readers want to.

2) In producing written language, writers need more time to do writing process, such as planning, reviewing, and revising the writing result.

3) When a writer tells the ideas, they are in a distance with the readers. Therefore, the writers are demanded to use correct and appropriate language since when there is a misunderstanding or a mistake, the writers cannot revise it at time.

4) Writing contains fewer devices in transferring the information compared to speaking. Writing does not have devices like stress, intonation, pitch, volume, gestures, and pausing owned by speaking.

5) Writing is more complex. It uses larger clauses and more subordinates compared to speaking.

6) Written language is demanded to be more formal. The writers do not know exactly who the readers of their work are. The work can be in every one’s hand. Thus, the language used should obey the social and cultural values.

7) Written language tends to need a wider variety of words. In describing something, the writer can use various words. So, a wide range of word choice is really important in delivering the message.

Beside the characteristics of writing above, written language also ranges widely according to its function. These kinds of writing texts are called genre.
Nowadays, genre is important in learning a language since the curriculum which is applied is genre-based curriculum. According to Harmer (2004: 31) genre shows the layout and organization of written language such as poems, letters, and advertisements which will be easily recognised by the people who use the related language. Hyland (2002:17) prefers to see genre as a staged, goal oriented process rather than the description of the written text itself. Each genre provides different purposes which actually can be seen through its layout.

Genre gives many advantages for writers, especially for those who learn a language. Some of these advantages are:

1) Genre makes a written text easily recognised by looking at its layout and organisation.

2) The readers know the purpose of a specific written text through its genre.

3) Genre gives a clear example of a special written text. Thus, it enables the writers to write such a text more easily since the learners have known the layout, organisation, and language features of such a text.

4) Language learners will be aware of writing a special text since there has been the genre norms in writing each kind of a written text. For example, when the learners are asked to write an invitation, the learners must be aware of the genre norms used by their discourse community in writing an invitation letter.

Creating a good writing work is not easy. The writers must consider many aspects. However, a good writing can be obtained through the writing habit. The writing habit can be formed if the learners are interested in writing. Therefore, the
teacher should also determine the appropriate and effective way in teaching writing.

**f. Writing Recount Texts**

In learning a language, there are at least four macro skills should be mastered. Those skills are listening, reading, speaking, and reading. The details of these macro skills have been stated in the SK and KD. In the English SK and KD for vocational high schools, the English ability levels are divided into three; novice, elementary, and advanced level. A novice level is for those who are in the tenth grade, the elementary level is for the eleventh grade, and the advanced level is for the twelfth grade.

In this research, the researcher focused on writing past experience or recount text for the eleventh grade. This skill is stated in the SK KD for the vocational high school in the elementary level at point 2.4. It is stated that the eleventh grade students of vocational high schools should be able to tell past experience and plan for the future (2.4 Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang). By referring to the English text types, a text which tells the past event is called a recount text.

Andersen and Andersen (1997) describes a recount text as follows ‘recount is a piece of writing that tells past events usually in order in which they happened’ . Knapp and Watkins (2005: 223) states that a recount text is more than just arranging a sequence of events in order. There are other writing considerations which must be counted such as the function of the text, the structure of the text, and the language features of a recount text. Widiati (2008:
29) and Wadiman (2008: 116) write some characteristics of a recount text. The characteristics are:

1) A recount text has a social function either for entertaining or informing.

2) The text structure of a recount text can be described as follows.
   a) Orientation: Orientation tells the readers about the participants of the story and the setting of the story. This part answers the questions of who was involved, what happened, when it happened, and where it happened.
   b) Events: This part describes the events which happened in the story in a sequence.
   c) Re-orientation: This part is optional. It usually tells the optional closure of the events.

3) A recount text has some special language features. These language features are presented below.
   a) proper nouns to tell who was involved in the story
   b) past tense to tell the past events
   c) conjunctions which show a sequence such as first, second, then, next, and finally.

A recount text is a kind of text which can cover a wide range of occurrences. Anderson and Anderson (1997) divides the recount text into five types. These types are:

1) Eyewitness Accounts

   Being an eyewitness means that the person has seen an occurrence about which they can describe. The occurrences can be an accident, a crime, or a disaster.
What an eyewitness tells or writes is a kind of recount text. The recount texts are usually in the form of articles, television reports, or stories. The audience of the eyewitness can be policemen, newspapers readers, television viewers, and listeners. The purpose of an eyewitness recount is to inform the details of the event has been seen.

2) Letters

Some letters can be considered as a recount text if it tells the events someone had experienced. If someone writes about her last holiday in Bali for example, the letter belongs to a type of recount text.

3) Conversations

Conversations have various purposes. A conversation belongs to a recount text if the speaker informs past events. Some examples of recounting conversations are:

a) A person who tells his/ her holiday.

b) A friend who describes a football match to another person who missed it.

c) People who describe their childhood.

4) Newspaper reports

An article about a ‘last-night’ concert is a recount. It tells an event which happened in the past.

5) Television Interviews

One example of a recount television interview is a talk show. The guests invited in the show are often asked to tell about their past life.
It can be seen from the information above that recount texts are often found in the daily life. People in everyday life sometimes have to retell events they had seen. By learning how to write a recount text, the students are expected to have good ability in retelling events.

2. Pictures Series as Media in Teaching Writing Recount Texts in English as a Foreign Language

a. The Role of Media

A teacher needs many supported factors in conducting a successful teaching process. Some of these factors are well-prepared lesson plans, appropriate teaching methods, conducive situations for learning, good classroom management, good time management, and supporting media. The latter has been an important consideration for years to realize a successful teaching process since media give many advantages in encouraging the students to really learn the materials.

The word ‘medium’ comes from a Latin word which means ‘between’. It means that a medium brings something to deliver from the resource to its receiver. There is information carrying by a medium so that the receivers get something in their minds. Furthermore, media do not only merely function as transferring information but also as a means of communication. Media can give any information that might be needed. Media can also be a means to communicate between or among those who use the media. Media can help people to communicate their ideas. In the case of teaching and learning process, media can be used as a means of communication between the teacher and the students (Smaldino et al, 2004:9).
The modern education has started to consider media as an important aspect in teaching. Media give many advantages both for the students and the teachers. These are some benefits of using media in a foreign language teaching and learning process.

1) Media help to complete and simplify the teaching process. For example, when the students have difficulties in understanding the teacher’s explanation, the teacher may use a picture to simplify it.

2) Media help the teacher to show the teaching object and illustration. Media, especially audio visuals would provide the clear object and illustration of a process.

3) Media force the students to minimize the use of their mother tongue and to improve the use of the target language. For example when the teacher uses cards for exchanging information between students where there have been clues on the cards, it will really help the students to speak in the target language.

The appropriate and effective media give a big advantage for the teaching learning process including in a writing instructional process. Media help the learners to understand the materials and give opportunity to practice the target language. The use of media is important. Thus, the teacher should have various and appropriate media to teach a certain language skill.

b. Picture Series

Various media have been used for years to support the teaching learning process. Many theories and researches have been written as an evidence that the
use of media cannot be ignored in an instructional process. Media support the instructional process in many ways as it was stated above. Media are also available in various forms so that the teacher has a wide range of choice from the simple ones to the complex ones and from the cheap ones to the expensive ones.

One of media that are commonly used by teachers are visuals. Visuals can be in many forms such as pictures, slides, video, etc. Smaldino et al (2004: 82-83) state that the role of visuals in instructional process is really important. The roles in which visuals do in an instructional process are presented as the following.

1) Providing concrete referent for ideas. When words do not really tell the thing a person wants to describe, a visual can really represent what thing it is. Visuals are also easily remembered by the viewers. Beside, visuals motivate learners by getting the learners’ attention, holding their attention, and generating their emotional response.

2) Simplifying information which is difficult to understand. Sometimes some information is not really understood when they are presented by words. Thus, the use of visualisation gives a clearer description to some cases about what a person wants to talk about, for example the use of diagram instead of description in words.

3) Functioning as a redundant channel. When spoken or written verbal language is supported with a visual, the visual itself gives a different representation. The visual may gives advantage in case that the listeners or readers miss the information verbally.
Pictures are the visuals which are chosen by the researcher as the media in writing recount texts. Wright (1990: 2) states that pictures are motivating and able to draw the learners’ attention. Learners tend to pay more attention if there are pictures. This might be caused by the visual look, the color, or the size. Because of these advantages, the researcher chose pictures.

Pictures as media in learning can be taken from many sources such as magazines, newspapers, photographs, books, and posters. Pictures can also be in many forms such as flash cards (small pictures hold by the students to see), cue cards (small cards used in pair or group work), large wall pictures (big pictures can be seen clearly by all the students), photographs and illustrations (usually in books), or picture slides (pictures showed by an overhead projector). The choice of pictures are totally the decision of the teacher. However, whatever pictures are used, there must be at least three qualities owned by the pictures used (Harmer: 2007: 179). These qualities are presented below.

1) The pictures should be appropriate not only by considering the needs of the students but also by considering the background of the users. For example, the teacher should not use too childish pictures or pictures which are not appropriate with the culture where the process of teaching and learning happens.

2) The pictures should be visible, especially for those which will be showed and used by the whole class. The teacher has to make sure that the learners can see every detail of the pictures by considering the position of the students; whether the students stand up or sit down.
3) It is much better to choose and use pictures which are durable. It means that the pictures are not broken when it is used for the first time. Good pictures can be used for many times. Thus, the pictures can be stuck into cards or be laminated.

In this research, the researcher focuses on the use of picture series. According to Yunus (1981: 49), “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.” The use of picture series enables the learners in writing recount texts by providing these supporting factors:

1) The sequential pictures support the students to generate ideas about what will be written.
2) Pictures may attract the learners’ intentions to write in the target language.
3) Picture series give clear description about what happened.
4) Picture series provide the details of the events.

By considering the function of picture series, it can be concluded that using picture series will be really helpful and useful in writing a story, especially in writing a recount text.

B. Review of Relevant Studies

The researcher found some relevant research studies related to the use of picture series to improve students’ ability to write recount texts. The reviews of the relevant studies are presented below.
1. A thesis written by Siti Nurjanah entitled “Improving Writing Skills of Tenth Grade Students of SMA N 1 Prambanan by Using Picture Series in the Academic Year of 2011/2012”. The writer was a student of English Education Program in Yogyakarta State University. This thesis was written in 2012. The thesis proved that the use of picture series could improve the students’ ability to write recount texts. The improvements were divided in four aspects; content, vocabulary, language use and organization. This study also stated that the use of picture series not only improved the students’ ability to write but also increased students’ motivation in learning English.

2. An action research study written by Halimatus Sa’diyah entitled “Improving Students’ Ability in Writing Descriptive Texts Through A Picture Series Aided Learning Strategy”. This research was not dealing with recount texts but was related to picture series. Therefore, the researcher used this research as one of the relevant studies. This research divided the advantages of using picture series in two ways. First, picture series was useful to improve students’ ability in writing descriptive texts. Their improvements were in terms of being able to write more ideas and using more vocabulary. Second, picture series gave positive impacts to the teaching learning process. This study wrote that students’ interest, enthusiasm, participation, and interaction with the teacher increased through the use of picture series.

3. Eni Yusnita, Clarry Sada and Dewi Novita wrote an action research study entitled “Improving Students’ Recount Text Writing by Using Picture Series”. This research was written in 2012. The focus of this study was
improving students’ ability to write recount texts in terms of the ideas. This research proved that by using picture series, students were able to write more ideas. The amount of the ideas written by the students improved by the use of picture series.

These relevant studies were used by the researcher as references in conducting her research. They helped formulating hypothesis and gave descriptions of how to implement picture series to improve students’ writing.

C. Conceptual Framework

Writing is one of the macroskills in learning a language. Many media can be used in supporting the teaching of writing. One of them is visual. Visual media tend to attract people because they are attractive and they can raise the interest. Therefore, the researcher used picture series, one of visual media, as a medium to improve the writing ability, especially in writing recount text.

Writing belongs to one of the two productive skills which comes after the receptive skills. Writing is often taught after the other three macroskills; listening, reading, and speaking. This is based on consideration that writing is a more rather complex skill. It is a productive skill and therefore demands the learners to actively do something. Some students find it difficult to write in a foreign language. The students of SMK Abdi Negara still find many difficulties in creating a good writing. The students need a long time to start writing. This is because they do not have an idea to start with. There is nothing which can help the students to generate ideas in their writing. The vocabulary mastery is still low as well. Forming a sentence becomes something which is not easy. The realisation of
the idea in words cannot flow as there is not enough vocabulary to use. Less
accuracy becomes another problem for the students in writing. The students do
not have clear concepts about grammar needed in writing a certain text. The ideas
are not delivered successfully when the accuracy is still low. Another problem is
the media. Media are still rarely used in teaching. In fact, the use of media will be
really helpful. As it has been stated before that media can give an illustration and
simplify the teaching learning process, the use of media should be taken into
account. Media are not only used as a tool to facilitate the instructional process
but also to rise the learners’ motivation in learning. These problems can be
prevented and handled through many ways. One of them is by using media to
facilitate the instructional process.

The researcher here used picture series as the media for the students in
learning writing, especially writing recount texts. By referring to some theories by
Smaldino, Wright, and Harner, the researcher concludes that pictures give many
advantages. Pictures attract the learners’ interest and attention. Pictures are
ubiquitous. Contexts can be provided by pictures. Pictures encourage the students,
in writing especially, to generate ideas and describe the details of events.
Students’ imagination and interpretation emerge by looking at pictures. In short,
pictures are really helpful in an instructional process.

Picture series were used as media to improve the students’ writing recount
ability. The SMK Abdi Negara students’ abilities in writing is still low. The
researcher implemented pictures as media to facilitate the instructional process,
especially in writing recount texts. Since media are rarely used, the researcher
chose pictures because pictures have their own beneficial aspects. It is expected that it affects positively for the students; not only in terms of the ability but also in terms of their attitudes towards writing in English. The use of picture series here is important to improve the SMK Abdi Negara students’ writing abilities, especially in writing recount texts.
CHAPTER III
RESEARCH METHODS

A. Research Design

This research applied action research design. This design emphasized on the improvement of the teaching learning process through some actions arranged and done by the researcher and other research members. To reach the purpose of this research, that is improving the writing ability especially writing past experience for grade eleven students of SMK Abdi Negara students, the researcher planned some actions to be applied in the teaching and learning process of the related subjects.

The researcher did the four steps proposed by Kemmis and Mc Taggart (Burns, 1999: 32). These steps were planning, action, observation, and reflection. The latter one, that is the reflection stage, was used as the information source about the actions which had been implemented. If there are some weaknesses in the first cycle, the reflection stage functions as a consideration of planning and doing the next cycle. By doing so, the researcher expected that the actions which were done to fulfill the purpose of the research can be gained.
B. Setting of the Research

This research was conducted in grade XI of Office Administration Program SMK Abdi Negara Muntilan with thirty-nine students in the academic year 2012/2013. The researcher had already found the problem related to the students’ ability to write since the researcher did KKN PPL in this school. During the program, the researcher taught these students. She found that the students’ ability to write was very low. Most students did not make sentences in the correct pattern. They even did not know what a sentence was. Based on this situation, the researcher was motivated to do some actions to improve students’ ability in writing. In this case, the researcher used picture series as the media to improve the students’ writing ability.

The researcher chose the recount texts to be the focus in this research after the researcher did a discussion with the English teacher. The researcher stated her intention to conduct a research dealing with students’ writing and the teacher suggested to improve students’ ability in writing recount text. This was also supported by the basic competence point 2.4 which tells “menceritakan pekerjaan di masa lalu dan rencana yang akan datang”. The English teacher said that this topic would be a good start for the students to write in good English. Thus, the researcher conducted this research which aimed to improve students’ ability to write recount texts through the use of picture series.
C. Subjects of the Research

The subjects of this research were the eleventh grade students of SMK Abdi Negara. The researcher chose these subjects after conducting a discussion with the English teacher. The English teacher recommended to chose these subjects since the writing ability was still low. Beside, after the researcher had done the observation, she also found that the students really had the low writing ability. The researcher also suggested that the topic would be better if it was about writing past experience. The reason was that this kind of writing came from the students’ everyday lives so that it might be a good first step for students to write. The SK and KD of this skill, writing about past experience, was stated in the eleventh grade. Then the researcher took the eleventh grade students as the participants of the research. However, the researcher did not take all the three classes. The researcher chose the eleventh grade of Office Administration program with thirty-nine students because this class was considered to have the lowest ability of writing in English. The other consideration was that the students of this program would use this skill more than other programs in the future. So, the researcher decided to conduct the research in grade eleven of Office Administration program.

The researcher also worked with two collaborators. One is the eleventh-grade English teacher and the other is the researcher’s partner coming from English Education Program of Yogyakarta State University. The involvement of the two collaborators was aimed at gaining the validity and trustworthiness.
D. Data Collection Techniques

In order to collect the data, the researcher implemented two types of data collection techniques. These techniques are in the forms of:

1. Test. The researcher conducted tests to the students to know their improvement before and after the implementation. The tests were done four times. They were conducted in the pre-test, at the end of Cycle 1 and Cycle 2, and in the post-test.

2. Non-test. The non-test techniques covered observations and semi-structured interviews. For the observations, the researcher directly observed the English teaching learning process from the daily classroom activities both for identifying the problems and collecting the data. In semi-structured interviews, the researcher collected the detailed data through interviewing the students and other research members.

E. Instruments of the Research

The main instrument of the research was the researcher completed with the supporting instruments for collecting the data. The researcher used observation sheets and interview guidelines. The result of the observations were directly written down on the observation sheets. The interview guidelines were used as the guides when the researcher did the interviews. The researcher could add or reduce the questions as it needed during the interviews as it was a kind of semi-structured interviews. These instruments were used to gather the students’ improvement
before and after the research was done. The data were collected by the researcher together with other research members.

F. Procedure of the Research

1. Reconnaissance

   Before conducting the research, the researcher observed the English teaching and learning process in the related class on Monday, October 23, 2012.

   The first impression when the researcher entered the classroom was that the students did not actively participate in the teaching learning process. The English teaching and learning process in the eleventh grade of SMK Abdi Negara was still conducted by the limited use of media. The teacher mostly taught the materials by using a book in which there were the explanation and also exercises of the related materials for the students. In explaining the materials, the teacher explained it orally and wrote most of the examples in the blackboard. Since the students were passive, the teacher worked hard to get the students to answer her questions. She repeated the questions several times. Sometimes, the teacher wrote questions and the answers on the blackboard too. In a meeting when the researcher observed the class, the researcher found that the students’ productive skills were still low. Without the help of media, the materials seemed to be difficult to understand. In learning writing, even some students did not know what a sentence was. Thus, the researcher estimated that the use of media might be helpful for the students to comprehend the materials, especially in producing something in target language. The activities and the media did not give enough
opportunities for students to get involved and practice their ability. Furthermore, the way the teacher teaches was still traditional since there were many explanations of grammatical rules, drilling, and translation without any interactive activities. The researcher kept doing observation and also interviewing students and the English teacher during the observation. The detailed information of problems related to the teacher, students, facilities, resources, and media are enclosed.

2. Planning

The researcher arranged some plans of actions related to the topic of the research together with the teacher. The plan of actions focused on the use of picture series in writing recount texts or telling past experience. The data obtained from the implemented actions were collected and analyzed to know whether the treatment really worked or not. The researcher was ready with the B plan to overcome the weaknesses which might happen in the first plan.

3. Action

The actions were focused on steps taken to apply the use of pictures in writing past experience. These steps were taken by considering the possible language features which are needed in writing past experience. The researcher made this sequence of actions so that the students are able to write past experience correctly. The details of the actions were stated in the next chapter.

4. Observation

The researcher and the teacher observed the teaching learning process during the implementation of the research. This observation aimed at maintaining
and looking for the weaknesses when the picture series were implemented in writing past experience. When there were some weaknesses which did not support the success of the research, the observation was useful as a reference for arranging the next cycle. The next cycle is needed if there is something to be improved from those actions in Cycle I. Furthermore, the improvement both in the teaching learning process and in the students’ writing ability could be drawn through the observation.

5. Reflection

Reflection was used as a consideration whether the researcher needed to plan for the next cycle or not. The researcher did the reflection together with the teacher. The reflection was done by analysing the result of the observation. The researcher analysed the observation result together with the English teacher. This step told the writer whether there should be other actions to do or not. If there were mistakes, weaknesses, or unsuccessful actions in the previous cycle, the researcher would have been ready with Cycle 2.

G. Data Analysis Technique

The analysis of the data was conducted by using the techniques proposed by Burns (1999: 157-160). Those techniques include:

1. Assembling the data

The researcher collected all the data obtained during the implementation of the actions. In this case, the researcher collected the result of the observation, the transcript of the interview, the questionnaires, and the students’ writing. When all
the data have been provided, the researcher scanned for the important information to be analyzed. By doing this, the researcher might get important information dealing with the effect of the actions.

2. Coding the data

The purpose of coding is to reduce the data and break them into manageable categories of concepts, themes, or types. The researcher divided the data into some categories to simplify the analysis of the data.

3. Comparing the data

This step is used to see whether there are repetitions and development among the data which are collected through various techniques. The comparison aims mainly to describe and display the data rather than explain or interpret them.

4. Building interpretation

The researcher built the interpretation together with other research members. This interpretation was based on the data description, data categorization, data coding, and data comparison. In doing this step, the researcher should look up to the concepts and theories to be able to explain why such changes happened.

5. Reporting the outcomes

The researcher presented the research to the audience. The most important thing is that the presentation clearly describes the process of the research implementation and that the finding and outcomes are well supported by the collected data. The researcher described the original issue of the research, the
context, the method, the data, the findings, and the interpretation of the process to come to the finding itself.

Data analysis techniques in this research also cover the validity and triangulation. The researcher uses some validity kinds offered by Andersen in Burns (1999: 161-163). These kinds of validity are:

1. Democratic validity: related to the extent to which the research is truly collaborative. This kind of validity was gained by involving some research collaborators. In this research, the researcher cooperated with the English teacher and a student from English Education Program of UNY as the collaborators.

2. Outcome validity: related to the notion of actions leading outcomes that are ‘successful’. This kind of validity was presented by the data which had been gained after the implementation of the planned actions.

3. Process validity: focuses on the process of conducting the research. This research aimed mainly at improving the teaching learning process not only in how to produce good outcomes but also how to make the students understand and take part in all the teaching learning activities. This validity was reached by preparing and providing supporting teaching method, media, and also classroom management.

4. Catalitic validity: related to how the stakeholders responded to the changes occurring to themselves. This validity was presented by the result of the interview with the related stakeholders such as the students, the English teachers and the headmaster.
5. Dialogic validity: reflective dialogue with ‘critical friends’ or other practitioners. This kind of validity was met by doing regular discussions with the two collaborators about the result of the treatment.

Triangulation takes place as a means to reach the trustworthiness. Burns (1999: 163) recommended four kinds of triangulation:

1. Time triangulation: the data are collected in one point in time or over period of time to achieve the changes.
2. Space triangulation: data come across different subgroups.
3. Investigator triangulation: the research involves more than one observer to avoid bias.
4. Theoretical triangulation: involves more than one perspective.

In this research, the researcher reached the trustworthiness through time triangulation and investigator triangulation. The time triangulation was obtained by finding the changes through the implementation of the planned actions in one point in time. The research was done in a period of time instead of finishing it over period of time to obtain the changes happened. The actions were done once in a certain time. The investigator triangulation was fulfilled by involving the English teacher and a partner as observers. The researcher conducted discussions with the research members and compared the obtained data. This is done to get trustworthy data from some points of view of the collaborators.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Identification of Field Problems

This study was conducted by implementing action research method. The researcher implemented actions to improve the teaching learning process. In this case, the aim of this research was improving the teaching learning process of writing past experiences through the use of picture series. The participants were the students of Class XI Administration Office Program in the academic year 2012/2013.

Before the researcher started the research, the researcher observed the English teaching learning process in the related class. Through the observation, the researcher derived some problems, especially which were dealing with writing recount texts. The description of the observation could be seen from the following vignette.

<table>
<thead>
<tr>
<th>Vignette</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Observation</td>
</tr>
<tr>
<td>Date : Monday, October 23, 2012</td>
</tr>
<tr>
<td>Place : Class XI of Office Administration</td>
</tr>
<tr>
<td>ET : English Teacher</td>
</tr>
<tr>
<td>R : Researcher</td>
</tr>
<tr>
<td>Ss : Students</td>
</tr>
</tbody>
</table>

R did the class observation on Monday, October 23, 2012. The English instructional process started at eleven o’clock. The ET was going to teach writing. That was dealing with the research topic; writing past experience.
There were 29 students and there were 16 desks and 32 chairs in the classroom. A whiteboard and a teacher’s desk were the other facilities. The supporting facilities like markers and an eraser were not in good condition. There were some lockers and the lockers were used to save the students’ phones when they were learning in the classroom. It was so hot and it was the last session. There was no air conditioner or fan in the room. When the weather was hot enough, almost all windows were opened.

First, the ET greeted the Ss. Before the ET started the lesson, she introduced the R to the Ss and explained that R would conduct research in the classroom. Then the ET stated the learning objective that Ss were going to study writing past experience. ET did the warming up by asking the Ss whether the Ss had an interesting experience or not. The Ss just kept silent so that the ET gave some examples by herself.

Second, the ET explained the generic structure of a recount text. The ET wrote it down on the whiteboard. Some details about each part were explained. ET gave an example of each generic structure by writing it down on the white board. The marker was not good enough so that the writing was not clear enough. When the ET explained the material in front of the classroom, some Ss did not pay attention to the Et, some were sleepy, some combed their hair, and some were busy talking to their friends silently.

Third, the ET re-explained all the generic structure and read the examples. ET used Bahasa Indonesia most of the time. When ET used English, she translated it into Bahasa Indonesia. ET asked the Ss to give other examples, but the Ss just kept silent. Then Et made the questions simpler. ET did not ask to give an example of each generic structure. ET asked the students’ past experiences instead. No Ss answered at the first or second questions, but after many times questioning, some Ss gave the examples.

Fourth, the ET had Ss remember one of their past experiences. Ss had to write a recount text based on their experience. Some students went out to the library to borrow a dictionary. The ET went around the classroom to check whether the Ss did well on the exercise. Ss were very noisy in doing the exercise. Ss were lack of vocabulary. Almost all the time when Ss made a sentence, Ss asked something. The noisy was getting worse since Ss talked and asked each other although Ss were in a long distance. Some Ss even threw the correction pen to other student. It made the classroom noisier.

Fifth, Ss could not finish the task in 30 minutes. Most of Ss could not find the words that they wanted to use. Finally ET asked them to submit the work after the break time. The break time bell rang. ET said goodbye to Ss and went out of the classroom. R followed the ET.

In identifying the problems, the researcher not only observed the teaching learning process but also gave questionnaires to the students and the teacher, and interviewed the teacher. After all of these steps had been done, the researcher obtained thirty identified problems. These problems were presented as the following.
Table 1. The Field Problems in Class XI of Administration Program, SMK Abdi Negara Muntilan.

<table>
<thead>
<tr>
<th>No</th>
<th>Problems</th>
<th>Codes</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students frequently make noise in the classroom.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>2</td>
<td>Some students did not pay attention to the teacher.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>3</td>
<td>The students were not responsive enough to respond the teacher’s questions.</td>
<td>S</td>
<td>O, Q</td>
</tr>
<tr>
<td>4</td>
<td>Some students used cosmetics during the teaching learning activity.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>5</td>
<td>Some students were sleepy since the lessons were carried out in the last lesson hours.</td>
<td>S</td>
<td>O, I</td>
</tr>
<tr>
<td>6</td>
<td>Some students did not bring dictionaries.</td>
<td>S</td>
<td>O, I</td>
</tr>
<tr>
<td>7</td>
<td>The students had low vocabulary mastery.</td>
<td>S</td>
<td>O, I</td>
</tr>
<tr>
<td>8</td>
<td>The students paid less appreciation to the teacher.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>9</td>
<td>Some students did not know how to spell some words.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>10</td>
<td>Students needed too much time to finish the task.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>11</td>
<td>The students’ pronunciation was bad.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>12</td>
<td>Students found difficulties in generating ideas.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>13</td>
<td>Students had difficulties in arranging words into sentences (word organisation).</td>
<td>S</td>
<td>O, Q</td>
</tr>
<tr>
<td>14</td>
<td>Students did not have enough competence about English grammar.</td>
<td>S</td>
<td>O, I</td>
</tr>
<tr>
<td>15</td>
<td>Students had difficulties in comprehending a text.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>16</td>
<td>Students did not know most of past verb forms.</td>
<td>S</td>
<td>O, Q, I</td>
</tr>
<tr>
<td>17</td>
<td>Students found difficulties in understanding spoken English.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>18</td>
<td>Students did little effort in doing a task.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>19</td>
<td>Students found difficulties in understanding the material.</td>
<td>S</td>
<td>O, Q</td>
</tr>
<tr>
<td>20</td>
<td>Students rarely produced something in the target language.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>21</td>
<td>The teacher used Bahasa Indonesia more than English.</td>
<td>T</td>
<td>O, I</td>
</tr>
<tr>
<td>22</td>
<td>The teacher spent most time to write on the whiteboard.</td>
<td>T</td>
<td>O</td>
</tr>
<tr>
<td>23</td>
<td>The teacher did not use any media such as realia, visuals, cards, and other media.</td>
<td>M</td>
<td>O, Q, I</td>
</tr>
<tr>
<td>24</td>
<td>The teaching learning process was monotonous.</td>
<td>TM</td>
<td>O, Q</td>
</tr>
<tr>
<td>25</td>
<td>The teacher did not teach pronunciation.</td>
<td>TM</td>
<td>O</td>
</tr>
<tr>
<td>26</td>
<td>The teaching learning process was teacher-centred.</td>
<td>TM</td>
<td>O, I</td>
</tr>
<tr>
<td>27</td>
<td>The clock in the classroom did not work.</td>
<td>F</td>
<td>O</td>
</tr>
<tr>
<td>28</td>
<td>Sometimes there was a noise coming from outside.</td>
<td>EF</td>
<td>O</td>
</tr>
</tbody>
</table>

By considering the problems found above, there were some problems dealing with the teaching learning process of writing. Those problems came from the students (S), teacher (T), Media (M), Teaching Method (TM), and EF
This research focused on improving the students’ writing ability so that the researcher aimed at solving the problems related to the teaching and learning process of writing. These problems could be seen in the following table.

**Table 2. Writing Problems of XI Office Administration Program of SMK Abdi Negara Muntilan.**

<table>
<thead>
<tr>
<th>No</th>
<th>Problems</th>
<th>Codes</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students frequently make noise in the classroom.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>2</td>
<td>Some students did not pay attention to the teacher.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>3</td>
<td>The students were not responsive enough to respond to the teacher’s questions.</td>
<td>S</td>
<td>O, Q</td>
</tr>
<tr>
<td>4</td>
<td>Some students used cosmetics during the teaching learning activity.</td>
<td>S</td>
<td>O</td>
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<td>5</td>
<td>Some students were sleepy since the lessons were carried out in the last lesson hours.</td>
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<tr>
<td>6</td>
<td>Some students did not bring dictionaries.</td>
<td>S</td>
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<td>7</td>
<td>The students had low vocabulary mastery.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>8</td>
<td>Some students did not know how to spell some words.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>9</td>
<td>Students needed too much time to finish the task.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>10</td>
<td>Students found difficulties in generating ideas.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>11</td>
<td>Students had difficulties in arranging words into sentences (word organisation).</td>
<td>S</td>
<td>O, Q</td>
</tr>
<tr>
<td>12</td>
<td>Students did not have enough competence about English grammar.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>13</td>
<td>Students had difficulties in writing with the correct organisation.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>14</td>
<td>Students did not know verb forms which should be used in writing certain texts.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>15</td>
<td>Students did little effort in doing a task.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>16</td>
<td>Students rarely produce something in the target language.</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>17</td>
<td>The teacher spent most time to write on the whiteboard.</td>
<td>T</td>
<td>O</td>
</tr>
<tr>
<td>18</td>
<td>The teacher did not use any media like visuals, LCD, cards, and other media to support the teaching learning process of writing.</td>
<td>M</td>
<td>O, Q</td>
</tr>
<tr>
<td>19</td>
<td>The teaching learning process was monotonous.</td>
<td>TM</td>
<td>O, Q</td>
</tr>
<tr>
<td>20</td>
<td>The teaching learning process was teacher-centred.</td>
<td>TM</td>
<td>O</td>
</tr>
</tbody>
</table>
These problems were considered the problems related to the instructional process of writing. To solve the problems, the researcher together with her partners, in this case the English teacher and the researcher’s friend, worked collaboratively. In order to make the problems simpler, the researcher and her partners drew the main problems related to the writing teaching and learning process. The main problems are:

1. The students had low ability in English, such as the grammar, vocabulary, spelling, generating ideas, and word arrangement (concluded from problems number 7, 8, 10, 11, 12, 13, and 14).

2. Media were rarely used in supporting the teaching learning process (concluded from problems number 17 and 18).

3. The students had low motivation in learning English (concluded from problems number 1, 2, 3, 4, 5, 6, 9, 15, and 16).

4. The teaching method did not give enough opportunity for the students to produce something in the target language (concluded from problems number 19 and 20).

These main problems became the basis for planning the actions to improve the ability to write past experience for students of Class XI Administration Office Program. The researcher together with the teacher and her partner discussed the actions.
B. Determining the Actions to Solve the Problems

The problems found above became the consideration to plan the actions that would be implemented. The researcher concluded that the problem generally came from the low English competence and the lack of media used by the teacher. The indicators of the problems are drawn below.

Table 3. Main Problems and Indicators of the Field Writing Problems of Class XI Office Administration of SMK Abdi Negara Muntilan.

<table>
<thead>
<tr>
<th>No.</th>
<th>Main problems</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students had low English competence</td>
<td>a. The students did not know much vocabulary when they made sentences.</td>
</tr>
<tr>
<td></td>
<td>a. Students lacked of vocabulary mastery.</td>
<td>b. Some students made mistakes in writing some English words.</td>
</tr>
<tr>
<td></td>
<td>b. Students did not know the spelling of words.</td>
<td>c. Students used present verbs when they told about past events.</td>
</tr>
<tr>
<td></td>
<td>c. Students did not have good ability about English grammar.</td>
<td>d. Students cannot translate sentences from Indonesian into English correctly.</td>
</tr>
<tr>
<td></td>
<td>d. Students found difficulties in arranging words.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The lack of media used by the teacher.</td>
<td>a. Some students were sleepy and not active in the teaching learning process.</td>
</tr>
<tr>
<td></td>
<td>a. The teaching learning process was monotonous.</td>
<td>b. The teacher used only modul or wrote down something on the whiteboard.</td>
</tr>
<tr>
<td></td>
<td>b. The teacher applied conventional teaching method.</td>
<td></td>
</tr>
</tbody>
</table>

The problems above were then discussed by the researcher and her partners. To solve the problems, some actions were planned. The actions would be taken are described as the following:

1. Conducting an integrated English teaching and learning activities.

2. Using picture series to improve the students’ ability in writing past experience.
The researcher presented the relation between the problems and the actions taken to solve the problems. This following table presents the problems and the actions which were planned to solve each problem.

**Table 4. Problems and Actions of Writing Instructional Process of Class XI Office Administration of SMK Abdi Negara Muntilan.**

<table>
<thead>
<tr>
<th>Problems</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students lacked vocabulary.</td>
<td>1. Conducting an integrated and conducive English teaching and learning activities.</td>
</tr>
<tr>
<td>b. Students did not know the spelling of words.</td>
<td></td>
</tr>
<tr>
<td>c. Students did not have good ability about English grammar.</td>
<td></td>
</tr>
<tr>
<td>d. Some sentences were not correctly arranged.</td>
<td></td>
</tr>
<tr>
<td>e. The teaching learning process was teacher-centred.</td>
<td></td>
</tr>
<tr>
<td>f. English were rarely used in the classroom.</td>
<td></td>
</tr>
<tr>
<td>a. The teaching learning process was monotonous.</td>
<td>2. Using picture series to improve their motivation and ability in writing past experience especially.</td>
</tr>
<tr>
<td>b. The teacher applied conventional teaching method which did not include interactive activities.</td>
<td></td>
</tr>
<tr>
<td>a. Some students did not pay attention to the teacher’s explanation.</td>
<td></td>
</tr>
<tr>
<td>b. Students spend too much time in doing a task.</td>
<td></td>
</tr>
</tbody>
</table>

Picture series are used to enhance an enjoyable, effective, interesting, and comprehensive teaching and learning process. The visual aids enable the students to comprehend the materials with more fun than the students have to read and do all the exercises by reading. The implementation of picture series also can raise the students’ motivation in writing past experience especially since the visuals will attract the students’ interest first.

The picture series not only attract the students’ interest but they also help the students in writing recount texts. The visuals do not encounter words but they
tell us more details than words themselves so that picture series give ideas for students to write. Some students may not have an idea to start writing. However, when they look at picture series, ideas can come to their mind through the details in the pictures since pictures can be a referent of ideas. Furthermore, visuals are motivating and able to draw students’ attention. This advantage keeps students enjoying the process of writing.

For the teacher, the picture series make the teacher’s job easier. The stories can be shown by pictures so that the students get understood easily. The simple past tense can also be explained through pictures. More various activities can also be provided in the teaching learning process.

The implementation of picture series is beneficial for the students since they are provided details in visuals and attract the interest so that the students do not consider the writing past experience to be difficult. For the teacher, picture series support the interactive teaching learning process as many teaching learning activities can be created.

C. Research Processes

1. Report of Cycle 1

a. Planning

Having discussed the solution to the field problems with the research members, the researcher started to plan the actions in Cycle 1. The researcher became the teacher who implemented the picture series in the teaching writing
past experience process. The researcher’s partner and the English teacher were the observers of the instructional process.

The research was aimed at improving the teaching learning process and the students’ ability in writing recount texts. The media were picture series. Cycle 1 was done in three meetings which meant it took 6x 45 minutes. The three meetings were conducted on Monday, November 5, Saturday, November 10, and Monday, November 12, 2012. Those actions could be presented below:

1. Implementing picture series to direct the students to write in the correct organisation.
2. Implementing picture series to generate ideas.
3. Implementing picture series to improve the students’ grammar.
4. Implementing picture series to improve the students’ vocabulary.

The use of picture series was firstly expected to make the students understood the materials easier. In the first meeting, the researcher introduced the generic structure of a recount text about past experience so that the students had an idea to compose a recount text in the correct organisation. The picture series were used to make the parts of a recount text more obvious through visuals. Orientation, events, and re-orientation could be clearly described by visuals which were completed with the story.

In the second meeting, the researcher focused on improving the students’ ability in getting ideas to write past experience. The ideas were able to be drawn from the visuals given to the students. The students might write any details on the picture series to support and gain more ideas in their writing.
In the last meeting of Cycle 1, the correct grammar became the focus. The researcher drilled the students on the use of simple past tense by using pictures. At this step, the students were expected not to be bored in learning grammar since the students learned it through pictures. The pictures were pictures of someone doing an action. There were also clues on the pictures. The clues were the verbs with which the students had to make a sentence for each picture.

There was also the focus on vocabulary. By using pictures, students could find the details on the pictures. Thus, students might find many unfamiliar words from the pictures which meant it would increase their vocabulary list. Vocabulary exercises have been a part in each meeting so that it was expected that the students developed their vocabulary mastery faster.

To support the teaching learning activities during the research, the researcher had arranged lesson plans, course grid, attractive materials, and picture series. The process of making the lesson plans was based on the curriculum and syllabus for the eleventh grade of vocational high school. The observers had also been given an observation sheet during the teaching learning process to observe the instructional process and gave comments and/ or suggestions related to this. The researcher did not forget to ask for the presence list in the administration division of the school to check the students’ attendance of every meeting.

b. Action and Observation

During the research, the researcher worked collaboratively with the researcher’s partner coming from the English Education Department of Yogyakarta State University and with one of the English teachers of SMK Abdi
Negara Muntilan. The researcher’s collaborators would be the observers who would fill in the observation sheet and took notes of everything which happened in the classroom. The researcher also discussed everything with the collaborators; about the lesson plans, classroom activities, classroom management, classroom problems and the solutions, and the next actions that would be taken. The result of the discussion of every meeting was used as the consideration for the next teaching plan.

Cycle 1 was done on November 5, 10, and 12. In the first meeting, the researcher focused on introducing the generic structure or the organisation of a recount text. The researcher used some pictures in the vocabulary activity and a set of colorful picture series in the production step.

In the second meeting, the researcher paid attention to the process of gaining ideas and she used three picture series. In the presentation step, the researcher gave a picture series and a story of the picture to the students. However, the story was given after the students had guessed what happened in the picture. This activity was aimed at gaining the students ideas through the pictures. Vocabulary exercises and comprehension questions were also given in this stage. In the practice and production stage, the researcher applied one picture series for each.

In the last meeting of Cycle 1, the researcher gave attention to the simple past tense. The researcher used some pictures and the students needed to do some exercises with the use of pictures related to the simple past tense. Verbs in the present form were given as prompters. Another picture series was given in the
production step. These were picture series about which the students should make a recount text in the correct simple past tense.

In short, the picture series used in the first cycle were aimed at improving the students’ ability in writing past experience particularly in terms of organisation, ideas gaining, accuracy, and vocabulary. The details of these processes were described below:

1) Implementing Picture Series to Direct the Students to Write in the Correct Organisations

The implementation of picture series to direct the students in writing a correct recount text was done in the first meeting. First meeting was conducted on Monday, November 5, 2012 at 11.00 pm up to 01.00 pm with 30 minutes break from 11.45 up to 12.15. The researcher used colorful picture series taken from the internet. Picture series were expected to give clearer details to the students about the generic structure of a recount text. There are three generic structure of the text; orientation, events, and re-orientation. Picture provides some information about the orientation part as it might give the setting such as the characters, the place, and the time. The second generic structure is event. Events will be clearly depicted by the visuals. The last part is re-orientation. This part can be shown through the facial expressions or details of the picture. Then, the students are expected to understand the generic structure of a recount text more easily by using pictures.

In this first meeting, the researcher used a set of colorful picture series from the Internet. At first, the researcher explained about the generic structure of a
recount text. The students were told to arrange the jumbled paragraphs into a good story based on the pictures. Then the jumbled paragraphs were given. The students were asked to identify the generic structure of the picture series. The teacher gave prompters by asking some questions such as ‘How many people are there in the picture?’ and ‘When and where did it happen?’. The students then identified the answers of the questions whether the answers belonged to orientation, events, or re-orientation. Some more questions were asked to the students like ‘What did the people do there?’, ‘What did they do after that?’, ‘What do you think the writer felt about their travel?’ etc. Then the students identified the answers just like before. At the end, the students found the orientation, events, and re-orientation of the story.

The researcher then gave the jumbled paragraphs to the students. The students were asked to arrange the jumbled paragraphs into a good story based on the picture series. After the students had finished arranging the paragraphs, the teacher asked the students the generic structure of the story; the orientation, the events, and the re-orientation. The students could do the task well. There was no serious problem to deal with the students’ comprehension.

2) Implementing Picture Series to Generate Ideas

The students of Class XI Office Administration Program of SMK Abdi Negara Muntilan seemed to have low ability in writing, especially in writing past experience. Based on the questionnaires given by the researcher, the students stated that they rarely wrote in English. Therefore, when the students were asked to write something in English, they found difficulties especially in generating the
ideas. This could be seen in the pre-test conducting by the researcher. Below is an example of the student’s writing which showed lack of ideas.

![Figure 1. An Example of A Student’s Pre-test Result](image.png)

The result of this pre-test showed that the student did not have enough ideas to write. The student only wrote some sentences although there were actually many details could be added to the story. Here, the researcher concluded that the students had difficulties in gaining ideas for their writing.

Picture series could be used as media to generate the students’ ideas. Pictures showed the objects clearly and provided the illustrations about which the students could write down. Pictures contained events and details which could be transformed into words. Therefore, the use of picture series might give ideas to the students and the students were able to write down more sentences based on the pictures.
The researcher used picture series to gain the students’ ideas in the second meeting, Saturday, November 10, 2012. Three picture series were applied in this second meeting. The first picture series were used in the presentation stage. A set of picture series was shown and the teacher had the students guess the story. The teacher asked every detail of the pictures so that the students could gain as much information as they could find on the pictures. The story of the pictures was then given. The researcher let the students read the story aloud. She focused at both students’ pronunciation and students’ abilities in gaining ideas. Then some questions related to the story were given. This activity helped the students to notice the details of the story which could also be seen on the pictures.

In the practice stage, one more picture series was given. Just like what the researcher did in the first stage, the researcher asked the students to guess the story of the pictures and then gave the real story of the pictures. To check the students’ comprehension and make the students aware of the details on the pictures and the story, the researcher wrote down some statements on which the students should decide whether each statement was true or false based on the story.

The last picture series were used in the production stage. The researcher used colorful picture series. The students needed to arrange some paragraphs into a good story based on the pictures. First, the teacher let the students discuss with their friends to guess the story and tell every detail on the pictures. The teacher and the students then discussed this in the classroom. The students told their story orally and the teacher tried to reveal the details they might miss about the pictures.
Actually, the students did well in telling the details of pictures in making a story. Finally, the paragraphs were given and the students arranged the paragraphs into a good story based on the pictures easily. The students understood the materials well.

3) Implementing Picture Series to Improve the Students’ Grammar in Writing a Recount Text

When the researcher took a look at the students pre-test, the first thing which seemed bad was the grammar. Most of the students did not know the past form of the verbs. In the third meeting in this research, the instructional process of writing recount text focused on the grammar.

Since the first time the researcher observed the class, she realized that the students’ competence in grammar was not good. In this third meeting, the researcher explained simple past tense briefly in front of the classroom. The researcher invited the students to participate by asking them to make some sentences in simple past tense. All details about simple past tense were explained including the negative and interrogative sentences and the regular irregular verbs. Pictures were given after the explanation.

Here the researcher taught grammar, the simple past tense in this case, through pictures. Some pictures were provided. Each picture described what someone did and there was the verb 1 as the clue on each picture. The students had to make two sentences for each picture and wrote down the adverb of time for the sentences. The first sentence used simple present tense and the second one
used simple past tense. This aimed at differentiating the simple present and the simple past tense.

It is expected that the students did not get bored and could understand the topic easily. Since the topic was presented through pictures, the students got enthusiastic. Furthermore, the researcher gave rewards to the students who initiated to become the active participants in the instructional process. The pictures were so colorful that it encouraged the students to study the simple past tense. The students’ enthusiasm could be described through the following field note.

R : The Researcher
Ss : Students
R explained the simple past tense and Ss listened to R. Then R gave a task with some pictures for the Ss to do. Ss seemed happy to receive colorful pictures. R gave the instruction to Ss about what Ss should do. Ss had to make two sentences for each picture; one sentence in simple present and one sentence in simple past tense. A student said “Kalo pakek gambar mudah, Miss” (“It’s easy enough if we use pictures”). After Ss had finished the work, R asked R to read the sentences. At first, no one was willing to read their sentences. The researcher waited for enough long time. Then after some time, a student raised her hand and read her sentence. As an appreciation for her initiative action, R gave her a reward which was a cute pen. Then for the next numbers, many Ss started to be active. Almost all the answers were true.

(FIELD NOTE 1)

The researcher did not only use the colorful pictures in teaching the simple past tense. To check whether the students could apply it in writing past experience or not, the researcher gave a picture series. This was done in the production stage. The students should write a recount text based on the picture series. The results of their work this time were better than before. The students had already used past form of the verbs in their story.
4) Implementing Picture Series to Improve the Students’ Vocabulary

Actually the researcher inserted the vocabulary in each meeting. When the researcher focused on the writing organisation, she inserted the vocabulary task there. The researcher did the same in each meeting when the researcher gave focus at improving the students’ ability in gaining ideas and students’ grammar.

Most students of Class XI Administration Program of SMK Abdi Negara had low vocabulary mastery. This could be shown by the field note below:

R : The Researcher
Ss : The Students
Et : The English Teacher
S1 : Student 1
S2 : Student 2

R was observing the ET teaching in the class. ET gave an assignment to Ss. The task was writing a recount text; writing one of Ss’ experiences. ET had explained the generic structure of a recount text before. ET went around the class to direct and maintain Ss. However, during doing the task, it was noisy. Many Ss did not know the English of words Ss wanted to use. Many Ss did not bring dictionaries so that some Ss asked the English to other Ss. Some Ss also asked the English words to ET and R.

Here is an example.

S1 : Miss, Bahasa Inggrisnya tiba apa?
    (Miss, what is the English for ‘tiba’?)
R : Bahasa Inggrisnya arrive.
    (It is ‘arrive’.)
S1 : Apa Miss? Tulisannya gimana, Miss?
    (Pardon? How do we write it?)
R : A- R- R- I- V- E. Pakai verb berapa hayo kalau nulis pengalaman masa lalu?
    (A- R- R- I- V- E. What verbs do you use if you talk about past events?)
S1 &2 : Oh, iya. Verb 2, Miss. Lha verb 2 nya apa, Miss?
    (Oh, verb 2, Miss. What is the verb 2, Miss?)
R : Belum tau ya? Belakangnya tinggal ditambah –d.
    (Haven’t you known it? You just need to add –d at the end of the word.)

(Field note 2)

The researcher used some different ways to improve the students’ vocabulary. In the first meeting, the researcher gave two tasks related to the vocabulary. The first task was matching the words with their descriptions and the
second one was matching words with colorful pictures which described them. The words which were used in the tasks were considered to be difficult for students.

In the second meeting, the students should match the words with their synonyms. There were seven words there. The aim of this task was to enrich students’ vocabulary. However, it spent long time enough actually as students did not know the meaning of each word.

In the last meeting of Cycle I, the researcher provided pictures with clues in each. In this case, students learned vocabulary in terms of verb 2. The task was presented in pictures where there was a clue in each. Clues were in the form of verb 1. Students needed to make a sentence by using the verb 2.

The vocabulary tasks in each meeting here were actually aimed at helping students to comprehend the text. Words which were used in the tasks were chosen with the consideration that the words were the difficult ones for students.

c. Reflection of Cycle 1

Having done the planned actions, the researcher together with the collaborators, in this case the English teacher and the researcher’s partner, discussed the result of the implementation of picture series in writing past experience. Overall, the use of picture series gave positive effects to the students’ ability in writing recount texts. However there were still some problems appeared during teaching learning process.

The researcher analysed the data gained from the interviews, field notes, observation sheets, and students’ work. Some weaknesses were found in each meeting. The researcher discussed the result of Cycle 1 with the collaborators to
analize the strengths and the weaknesses and to find out some ways to solve the problems.

1) Implementing Picture Series to Direct the Students to Write in the Correct Organisation

In this first meeting, the researcher focused on the generic structure of a recount text. Some exercises were given related to the generic structure and most of the tasks included picture series in it. The students do the tasks pleasantly. They also understood the generic structure of the text easily. This was proved by the interview between the researcher and one of the students as written in the following interview transcript:

R : Researcher
S: Student
R : Gimana tadi dek pelajarannya? Mengerti dengan materinya tidak?
(How was the lesson? Can you understand the material?)
S : Iya Miss. Jadi gampang.
(Yes, I can. It seems to be easy, Miss)
R : Masih ingat generic structure nya recount text tidak?
(Do you still remember the generic structure of a recount text?)
S : Masih dong, Miss.
(Of course, I do, Miss)
R : Wah, hebat. Kok bisa lancar?
(Good. How can you remember that?)
S : Inget, Miss. Tadi itu latihannya gampang juga soalnya. Paket gambar juga, jadi gampang, Miss.
(Of course I still remember. The exercise was easy. The use of pictures made it easier, miss.)

1st interview, November 5, 2012

The success of the use of picture series to direct the students to write a recount text in the correct organisation was also admitted by the English teacher. This fact was proven by the interview between the researcher and the teacher as follows:
R: Researcher

R: Gimana tadi menurut Ibu proses belajarnya Bu?
(How was the teaching learning process, Madam?)

ET: English Teacher

(It was good. The students understood the material.)

R: Lalu itu penggunaan gambarnya bagaimana Bu?
(And how about the use of the picture series?)

ET: Sepertinya gambarnya membantu anak-anak untuk mengerti
dengan lebih mudah. Kan ada gambar-gambar aktivitas yang
dilakukan di ceritanya, jadi tahu.
(I think the pictures help the students to understand the
materials easier. There are the pictures of the activities so the
students know what happened.)

R: Oh, iya Bu. Kurangnya apa ya Bu tadi?
(Oh, OK Madam. And what are the weaknesses of the
instructional process?)

ET: emmm... ndak ada sih.... tadi anak-anak sudah mulai aktif kan?
(Emmm...I think everything was OK. The students started to be
active in the classroom, didn’t they?)

R: Iya Bu, walaupun sebelumnya harus saya dorong-dorong dulu
supaya aktif.
(Yes, Madam, they did. Although I had to support them first.)

2nd interview, November 5, 2012

The use of picture series in this case was proven to be able to direct the
students in writing a recount text in the correct organisation. Most of the students
did not find difficulties in arranging the jumbled paragraphs and identifying the
generic structure of the story. The success was also supported by the result of the
interview between the researcher and the students, and between the researcher and
the English teacher.

The evidence was said to be valid since it fulfilled the democratic, process,
catalitic, and dialogic validity. The democratic validity was reached by the existence of the two collaborators. The researcher always discussed the plan, the
result of the meeting, and the next plan with the collaborators.
The process validity was proven by the students’ active participation during the teaching learning activities. The students of class XI of Administration in SMK Abdi Negara Muntilan attended the teaching learning process. The active participation was proved by the observation and the result of the interview between the researcher and the English teacher.

The researcher conducted interviews regularly with the English teacher and the students to collect the information related to the teaching and learning process. The main aim is to reveal the result of the implementation of picture series to the students’ writing ability. This was done to establish the catalitic validity.

The last validity, dialogic validity was met by discussing the reflection of each meeting with the collaborators. The discussion covered everything related to the implementation of picture series in the teaching writing past experience process. The reflection was then used as the basis for planning the next meeting.

The result that the implementation of picture series was successful in directing the students to write a recount text was valid as the result fulfilled the characteristics of the validity criteria proposed in this particular action research.

The use of picture series to direct the students to write a recount text with the correct organisation worked well as we can see based on some evidence above. Here the researcher did not find any serious problem related to the materials and students’ comprehension. In this chance, the problems were dealing with the students’ attitude in the classroom.
The problems which were more related to the student’ behaviors in the classroom were identified after the researcher had had a discussion with the researcher’s partner. The result of the interview can be presented as follows:

R : The Researcher         C : Collaborator
R : *Adi, gimana tadi mengajarnya?*  
(Adi, how was the teaching learning process?)
C : *Kamu terlalu fokus pada kertas Nis. Kurang menyapu pandangan ke seluruh kelas nis.*  
(You did pay much attention to your paper, Nis. I think you need to see the whole class more)
R : *Oh, ya ya. Terus apa lagi?*  
(Oh, oke. I get it. And what else?)
C : *Kamu kurang tegas nis. Tadi ada yang tidak memperhatikan. Lebih di kontrol aja ya . . .*  
(You are less firm, Nis. Some students did not pay attention to you. You just need to control them more...)
R : *Iya, he.em . . . Tapi mereka mengerti materinya kan ya?*  
(Oke, I will. However, they understood the materials. Didn’t they?)
C : *Iya, mereka mengerti kok. Tapi tadi juga ada beberapa anak yang bingung antara orientation dan events nya. Yang seharusnya sudah masuk events mereka masih menganggap itu bagian orientation.*  
(Yes, they did. However, there were some students who were confused about the orientation and events. The sentences which belong to events actually, they consider them to be the orientation.)
(Oke, thank you. I’ll make it clearer next time.)

*3rd interview, November 5, 2012*

The problems coming from some evidences and the decision in providing solutions for the problems happened in the first meeting were discussed by the researcher with the collaborators; the English teacher and the researcher’s partners. A simplified table of the problems and solutions in the first meeting can be presented as follows.
Table 5. Weaknesses and Suggested Solutions of Meeting 1 Cycle 1

<table>
<thead>
<tr>
<th>Problems</th>
<th>Suggested solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems coming from the teacher</td>
<td>Suggested solutions</td>
</tr>
<tr>
<td>a. The researcher focused on the paper.</td>
<td>a. Making bigger media to be put in front of the class.</td>
</tr>
<tr>
<td>b. The researcher was less firm.</td>
<td>b. Giving a meaningful punishment for those who disturb the instructional process.</td>
</tr>
<tr>
<td></td>
<td>(would be done in meeting 2 cycle 1)</td>
</tr>
<tr>
<td>Problems coming from the students</td>
<td></td>
</tr>
<tr>
<td>a. The students were passive.</td>
<td>a. Making an interactive tasks and giving rewards for those</td>
</tr>
<tr>
<td>b. There was noise made by students.</td>
<td>who initiated active participation. (would be done in meeting 2 cycle 1)</td>
</tr>
<tr>
<td>c. Some students were confused at differentiating</td>
<td>b. Giving warning and punishment for those who make noise.</td>
</tr>
<tr>
<td>orientation and events.</td>
<td>(would be done in meeting 2 cycle 1)</td>
</tr>
<tr>
<td></td>
<td>c. Giving clearer explanation and more exercises.</td>
</tr>
<tr>
<td></td>
<td>(would be done in meeting 1 cycle 2).</td>
</tr>
</tbody>
</table>

These proposed solutions related to the students’ behaviors would be implemented in the next meeting. However, the problem related to the students’ comprehension would be solved in meeting 1 cycle 2 where the researcher would focus on the generic structure of a recount text and the vocabulary.

2) Implementing picture series to generate ideas

The action and observation of the activities in meeting 2 showed that the students’ ability in generating ideas was better. The students could tell the details of the pictures clearly. The task given was related to the story and this helped students to be aware of more ideas on the picture series. This was proven by the interview conducted by the researcher and two students. The script of the interview could be seen below:

\[
\begin{align*}
R : & \text{The Researcher} \\
S : & \text{Student} \\
R : & \text{Gimana tadi belajar pakai gambarnya?} \\
& \text{(How was the teaching learning activity?)}
\end{align*}
\]
S: Gampang Miss.
(It was easy, Miss)

R: Kalau misalnya kamu disuruh nulis recount kayak tadi dengan dua cara, yang satu pakai gambar dan yang satunya ga pakai gambar, lebih mudah yang mana?
(If you are asked to write a recount text in two ways; using pictures and not using pictures, which one is easier to you?)

S: Lebih mudah yang pakai gambar Miss.
(Using pictures will be easier, Miss)

R: Kenapa kok lebih mudah yang pakai gambar?
(Why do you think that is easier?)

S: Yaaah...karena tau Miss, yang ini (gambar) lagi apa, yang itu (gambar) lagi apa.....
(Yaaah...because I know the story, I know what people are doing in each picture).

4th interview, November 10, 2012

The students’ ability in gaining ideas seemed to be increasing. Activities and details on the pictures or illustrations stimulated the students’ ideas in writing a recount text. At this stage, the students might write down anything they saw on the pictures. The details gave the students more ideas to support the story so that the students could produce and write more ideas.

There was another evidence of the success of the picture series use to gain the students’ ideas. The student who wrote the story above made an improvement in terms of gaining more ideas. More ideas were obtained from the picture series and the clues given. The following was the work of the previous student when writing a recount text based on pictures.

More sentences were produced by the student here. To support the evidence that the students were able to produce more ideas through pictures, the researcher presented a field note related to this matter.

R: The Researcher
Ss: Students
R went around the class when Ss were doing the task. Guessing the story of the picture series was the task. The task was done in pairs. On a table, R found two Ss were guessing the story. However, the two Ss only told
the point of the story without adding more information from the pictures. Then R approached them and asked some questions to make Ss aware of the details on the pictures. R’s questions covered how many people were there in the pictures, what were they wearing, where were the place, what other objects were there in the pictures, and other details. After doing that, students could write more ideas in their stories.

(Field note 3)

Ideas for writing could be done through the use of pictures. The evidence had been shown above. The students were able to transfer the illustration from the pictures to words which formed a story. The evidence in the form of interview transcripts, student’s work, and field notes showed that the success of using picture series to gain the students’ ideas was valid. Referring to these evidences, the researcher had fulfilled the outcome validity, process validity, and catalitic validity.

The outcome validity was gained by presenting the student’s work. The student’s work here indicated an improvement at gaining ideas in writing a recount text. Students were able to write more ideas than the first time they wrote a recount text without using picture series.

The process validity was shown by the field note. It was proven that the students followed the teaching learning process well. Students participated actively in the instructional process although the researcher needed to give them some clues and help.

The last one, the catalitic validity was proven by the interview between the researcher and the students. The student showed positive attitude and improved their ability especially in gaining ideas through picture series in writing past experience.
Students had positive changes not only in terms of their ability in gaining ideas but also in terms of their behaviour. In the first meeting, the students were passive. Questions needed to be asked many times and long time was wasted in waiting the students to answer questions. In this second meeting, students started to be active. The researcher did not need to wait too long for their active participation. The noise was also decreasing. The problems related to the teacher which happened in meeting 1 could also be solved. The teacher had students read aloud and take an active participation. This helped the researcher to focus on the students rather than on the paper. The researcher also applied a firmer regulation to punish those who did not cooperate well in the classroom.

Students showed positive changes in gaining ideas in writing a recount text by using picture series. The weaknesses in meeting 1 which were related to teacher’s and students’ attitude could also be prevented in the second meeting. However, there were still some problems happened. The problems were presented as follow.

Table 6. Weaknesses and Suggested Solutions of Meeting 2 Cycle 1

<table>
<thead>
<tr>
<th>Weaknesses</th>
<th>Suggested solutions</th>
</tr>
</thead>
</table>
| Problems coming from students:  
  a. Students should be guided by being questioned to find details on the pictures.  
  b. Students wasted time at consulting dictionaries since there were too many unfamiliar words. | a. Reminding students about details on the pictures and giving demonstration in front of the class about the details. (would be done in meeting 2 cycle 2)  
  b. Giving time for students to find the meanings by discussing with other students and asking the researcher. (would be done in next meeting and meeting 3 cycle.) |
Other problems except generating ideas would be directly improved in the next meeting. The weaknesses dealing with generating ideas on that day would be solved in meeting 2 cycle 2.

3) Implementing Picture Series to Improve the Students’ Grammar in Writing a Recount Text

Students’ grammar especially about the use of the simple past tense in writing a recount text was bad at first as it was shown in the pre-test. Students were not aware of verb 2. Positive changes were shown by students when the researcher used pictures in learning the simple past tense. The idea that the use of picture series worked well at students’ grammar, the researcher conducted an interview with the English teacher. The script of the interview could be seen in the following.

R : The Researcher  ET : The English Teacher
R : Bagaimana tadi, Bu pelaajarannya?
   (How was the lesson, Madam?)
ET : Ya, sudah bagus. Mereka sudah mengerti topik yang diajarkan.
   (Yes, that’s good. They understood the topic you teach.)
R : Kalau masalah penggunaan gambarnya gimana ya, Bu?
   (How about the use of the pictures, Madam?)
ET : Ya...saya lihat tadi anak-anak lebih seneng pakek gambar. Jadi
ga bosen pas mengerjakan tugasnya. Itu tadi anak-anak juga
   sudah mulai aktif. Sudah bagus
   (I saw that the students studied pleasantly by using pictures. It
   prevented them from getting bored of doing the task. They also
   started to be active. It’s good)
R : Iya, Bu. Tapi mungkin sebelumnya memang harus dikasih
   pendukung dulu, seperti reward tadi ya, Bu?
   (I think so. However we should give support like rewards to
   make them active, shouldn’t we?)
ET : Iya...saya belum pernah ngasih juga soalnya ya, hahaa. Anak
   anak biar jadi lebih semangat juga.
   (Yes... I have never given any, hahaa. It also makes them more
   interested in learning as well.)

5th interview, November 12, 2012
The English teacher supported the researcher’s idea of giving rewards for those students who deserve. The teacher hasn’t done this and she saw a positive effect. For the next meetings, the researcher then gave rewards for the students especially who initiated an active participation.

After the implementation of pictures in teaching the simple past tense, the students showed an improvement in terms of the grammar used in writing recount texts. The idea that the use of pictures was successful at improving the students’ grammar was proven by the field note and the interview above. This success could also be seen from the students’ work. Thus, the idea was said to be valid. The researcher achieved democratic, outcome, process, and dialogic validity.

The field note proved the process validity. The students took an active participation in the instructional process although it took more times for them to do so. The democratic and dialogic validity were included by conducting an interview with the English teacher. The researcher discussed the result and the reflection of the instructional process with the collaborator. The outcome process here was presented by showing the student’s work. It indicated an improvement on the use of simple past tense.

However, beside the positive changes mentioned above, there were still some weaknesses of the implementation picture series to improve students’ grammar in writing a recount text. The problems and the suggested solutions were presented below.
Table 7. Weaknesses and Suggested Solutions of Meeting 3 Cycle 3

<table>
<thead>
<tr>
<th>Weaknesses coming from the media</th>
<th>Suggested solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The pictures used in simple present exercise were too small.</td>
<td>a. The researcher used bigger pictures. (would be done in next meeting.)</td>
</tr>
<tr>
<td>Weaknesses coming from the students</td>
<td></td>
</tr>
<tr>
<td>a. Students were less aware of using verb 2 in writing a recount text.</td>
<td>a. The researcher always reminded students to use verb 2. (would be done in next meeting and meeting 3 cycle 2.)</td>
</tr>
<tr>
<td>b. Students lacked of vocabulary related to verb 2</td>
<td>b. The researcher gave list of regular and irregular verbs. (would be done next meeting)</td>
</tr>
</tbody>
</table>

4) Implementing Picture Series to Improve the Students’ Vocabulary

It had been stated before that the researcher focused on vocabulary in each meeting. There were some tasks which needed students to focus on vocabulary in every meeting. The tasks were inserted during each focus on each meeting. In each meeting, there were always problems related to students’ vocabulary.

In the first meeting, the students did the task well. However, the students needed enough long time to look up almost every word in the dictionary. Even the students had to open each word in the descriptions in the first task so that it took enough time. In the second task, matching the words with the pictures, the students do it faster.

In the second meeting where the students matched words with the synonyms, it also needed some time. The students wasted time at opening a dictionary for almost every word.

In the third meeting, the students were dealing with verbs. It was just still the same as the previous meetings. Students still needed much time in searching for the past verbs.
To help the students to deal with vocabulary in writing a recount text, the researcher gave clues in the worksheet. It helped the students enough, but there were still some mistakes related to the verbs. Furthermore, the researcher found that the students still spent some long time at consulting the dictionary. The researcher thought that there must be other ways used to improve the students’ vocabulary.

Students’ writing on the worksheet still showed some mistakes and indicated the low vocabulary mastery. This problem would like to be improved in Cycle 2. sThe weaknesses and suggested solutions of vocabulary were presented on a table below.

Table 8. Weaknesses and Suggested Solutions of Vocabulary.

<table>
<thead>
<tr>
<th>Weaknesses</th>
<th>Suggested solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students wasted too long time to consult dictionaries.</td>
<td>a. Giving time for them to ask difficult words to the researcher.</td>
</tr>
<tr>
<td>b. Students often forget using verb 2.</td>
<td>b. Always reminding them for using verb 2.</td>
</tr>
<tr>
<td>c. Pictures which were used in meeting 2 were too small.</td>
<td>c. Making larger pictures for the next meeting.</td>
</tr>
</tbody>
</table>

**d. Summary of Cycle 1**

Based on the reflection derived by the researcher, the summary of cycle 1 could be reported as follows.

1) The Successful Actions

a) The use of picture series was successful in making students understood the generic structure of a recount text. Details showed by visuals made it easier for students to differentiate orientation, events, and re-orientation.
b) Picture series helped students to gain more ideas to write. Ideas could be obtained from details of visuals given by the researcher.

c) Awareness of using verbs 2 in writing a recount text could be increased by the implementation of pictures. The concept of past verbs was explained by the use of pictures.

d) Picture series improved students’ enthusiasm and attracted students to take an active participation in every teaching learning activity. This was also supported by the interactive tasks and interesting media.

2) Weaknesses of Cycle 1

a) Some students were still confused at differentiating orientation and events. There was an overlap between them. The researcher needed to make it clear in the next meeting.

b) Some students made noise and a student sitting on the corner did not pay any attention to the researcher’s explanation. The noise disturbed other students to focus on the teaching learning activities.

c) Some pictures used for the instructional process were too small. Researcher should prevent this for the next meetings.

d) Students still spent too long time at consulting dictionaries every time students do a task. This wasted much time here. Time for other activities was decreased.

e) Students were less aware at using verb 2. Often students forgot to use verb 2 in writing a recount text.
2. Report of Cycle 2

a. Planning

Having discussed the result of cycle 1 with the collaborators, the researcher started to plan cycle 2. Cycle 2 aimed at giving solutions for the weaknesses found in cycle 1. Based on the reflection of cycle 1, the weaknesses were 1) students’ confusion of the recount text generic structure 2) students’ noise during the lesson 3) inappropriate picture size 4) too much time used in consulting dictionaries and 5) lack awareness of using Verb 2.

In cycle 2, the researcher planned the actions on the same focuses as in cycle 1. The actions would be divided in four focuses as stated below:

1) Implementing picture series to direct the students to write in the correct organisation.

2) Implementing picture series to generate ideas.

3) Implementing picture series to improve the students’ grammar.

4) Implementing picture series to improve the students’ vocabulary.

As it had been stated in the reflection of cycle 1, the solutions to the weaknesses of cycle 1 could be reported as following:

1) Giving clearer explanation about orientation and events, and more exercises related to the generic structure of a recount text.

2) Giving meaningful punishment for those who make noise during the lesson.

3) Using bigger pictures in the teaching learning process.

4) More exercises related to the vocabulary were given so that time for consulting dictionaries were lessened.
5) Always reminding students to use verb 2 and giving clues on the worksheet dealing with using past verbs.

b. Actions and Observations

Cycle 2 was done in three meetings; Saturday, November 17, Monday, November 19, and Saturday, November 24, 2012. Cycle 2 was aimed at preventing weaknesses which happened in cycle 1. The focuses were still the same. The focuses were improving students’ understanding about recount text generic structure, gaining ideas, using simple past tense, and vocabulary in writing a recount text. The actions and observations of cycle 2 could be reported as the following:

1) Implementing Picture Series to Direct the Students to Write in the Correct Organisation

This was the first meeting in cycle 2. The researcher entered the class at 11.00 p.m. Students were more interested at studying English. Students’ motivation in learning English seemed to be increasing. It could be seen from the field note below.

R : The Researcher  Ss : Students
R entered the classroom. The R’s partner would be late so that R was alone. When R entered the class, some Ss whistled at R. R and Ss were so intimate that students teased R. R then greeted Ss. Ss answered R’ greeting enthusiastically. Below was part of the beginning of the meeting.

R : Today we will study about the generic structure of a recount text again.
Ss : Miss, tapi pakai gambar ya Miss. Biar gampang, ga pusing.
(You will use pictures, won’t you? It will make easier and we are not confused about the lesson.)
R : Iya nanti pasti ada gambar nya. Tapi harus mudeng materinya.
(Yes, of course I’ll give you some. But you have to comprehend the material.)

(Field note 4)
The researcher started the lesson by reminding students about the generic structure of a recount text. Most of students still remembered the generic structure of a recount text and could explain the description of orientation, events, and reorientation.

Then the researcher gave an example of a recount text with its generic structure. For the practice, the researcher provided a recount text in which students should identify the generic structure. Students could do the task well.

Picture series were used in the production stage. There were some pictures telling a story. The story was given in random paragraphs. Students were asked to arrange the paragraphs into a good recount text based on the pictures. After doing the task, they should identify the generic structure of the story. To save time, the researcher had already asked the meanings of some words that students might not know. The researcher would let students answer the questions. When no one had the answers, the researcher gave the meanings. This was proven to be effective to save time.

Meeting 1 in cycle 2 ran well. Students were enthusiastic and understood the material. The researcher explained the difference between orientation and events for several times and gave some practices in identifying the orientation and events. Students seemed not confused anymore about the two parts.

2) Implementing Picture Series to Generate Ideas

In meeting 2 cycle 2, the researcher started the lesson by giving a story with a picture in it. Like what the researcher did in meeting 2 cycle 1, students read the story aloud so that the researcher could also pay attention to the students’
pronunciation. Then students translated the story and were helped by the researcher. This aimed at making students to understand the story. After that, some questions were asked orally to ensure that students understood the story.

For the practice stage, the researcher gave a story with some comprehension questions. Before coming to the questions, students read the text aloud and translated it together to save the time. The translation aimed at saving time to do the vocabulary task. Since the story had been translated, it was expected that students could save more time for the vocabulary task.

Picture series were used at the production stage. The picture series were given for students and they guessed the story of the pictures. Pictures were completed with clues and students had to find the meanings first to make it easier for students in understanding the story. The researcher did not forget to ask the details of the pictures when students guessed the story from pictures. The researcher often did this to make students aware of details on the pictures.

Students got a better ability at gaining ideas through the use of pictures. The researcher did not forget for always reminding students to include as many as details on the pictures.

3) Implementing Picture Series to Improve the Students’ Grammar

In meeting 2 cycle 1, students were getting more interested in learning the simple past tense since students learnt it through pictures. However the pictures were too small. Thus, the researcher used bigger pictures.
Students’ competence dealing with the simple past tense was improving. The only problem was that students often forgot to use verb 2 in writing a recount text. Then in this meeting, the researcher always reminded students to use verb 2.

In the beginning of the lesson, students were provided a recount text in which they should find the verb 2 used in the story. After finding the verb 2, students were asked the verb 1 form. This activity was aimed at improving students’ memory of verb 1 and verb 2. Students did very well in this activity. Students also got more active at answering the researcher’s questions.

An incomplete story was given in the practice stage. Students had to change the verb 1 (present verb form) into verb 2 (past verb form). Students could save time as the researcher had given a list of regular and irregular verbs. Students could consult the list when they found difficulties. After the students had finished completing the story, they read the story aloud and the researcher checked the pronunciation.

A picture series with some clues were received by students in the production step. The researcher asked students to find the meanings of the clues first. In doing this activity, students might ask other friends in order not to waste time. Then the researcher reminded students about the generic structure of a recount text, asked details of the pictures, and reminded the use of verb 2 in writing a recount text. Students then started to write a story based on the pictures given. The researcher went around the class to maintain the students. At this time, students did the task silently and well. Most results of the writing were in the correct generic structure, contained more sentences and ideas, and used verb 2.
4) Implementing Picture Series to Improve the Students’ Vocabulary

As the researcher stated before, vocabulary exercises were put in each meeting. In meeting 1 cycle 2, the researcher gave a vocabulary exercise in the practice stage. Students read the recount text and discussed the difficult words together. This also helped the researcher to save time. Students did well in this meeting.

In meeting 2, some words were taken from a recount text. Students had to look up their meanings in a dictionary. To save time, the researcher gave limited time for students to do this. Students could also discuss with their friends. The researcher reminded students to guess meanings from the context as well. However, the last strategy did not work well as students did not know the meaning of the sentence where the word was.

In meeting 3 cycle 2, the vocabulary was more dealing with verb 2. In the presentation stage, students had to identify the verb 2 in a text. Then students found the verb 1 and also their meanings. This would like give them a drill in terms of past verbs. This kind of activity was also done in the practice stage.

The vocabulary drill about verb 2 gave a positive effect on students. Students did not forget using past verbs in writing a recount text. The students’ improvement in writing a recount text in terms of the vocabulary could be seen in the attachment of students’ writing started from the pre-test up to the post test.

c. Reflection of Cycle 2

After conducting the actions in cycle 2, the researcher discussed the result with the collaborators. All data coming from the interview scripts, observation
sheets, and field notes were analysed to evaluate the actions done in cycle 2. The researcher and the collaborators were free to give their opinion. The reflection of cycle 2 was reported below.

1) **Implementing Picture Series to Direct the Students to Write in the Correct Organisation**

As the researcher had stated in the action and observation of the first meeting in cycle 2, students’ motivation in learning English improved. The increasing motivation was also supported by the use of picture series.

The focus in this first meeting of cycle 2 was the same as this in meeting 1 cycle 1. It was directing students to write recount texts in the correct organisation. Actually there were some weaknesses in meeting 1 cycle 1. However, the weaknesses which were related to students’ and teacher’s behavior were directly solved in meeting 2 cycle 1. Here, the researcher solved the weaknesses which were dealing with directing students to write recount texts in the correct organisation. Students actually still met difficulties in differentiating the orientation and events in the first meeting of cycle 1. So, here in cycle 2, the researcher solved this problem by giving more exercises related to identifying the generic structure of recount texts.

There were three exercises about the generic structure of recount texts. Students did the exercises well. The researcher made sure that none was confused about differentiating the orientation and events by confirming students’ comprehension many times. This evidence could be seen from the field note below.
Students were doing the practice stage in which they should identify the generic structure of the text. Researcher asked the students who were still confused about this.

R: Mitha, which one is the orientation?
S1: Paragraf pertama Miss. (The first paragraph, Miss.)
R: OK, right. Orientation itu berisi apa sebenarnya? (OK, right. What does orientation contain of?)
S1: Perkenalan Miss. Ada orangnya, waktunya, dan tempatnya. (Orientation, Miss. There were the characters, time, and place.)
R: Yes, good. Next. Fitriana... Which one are the events? And what is event actually?
S2: Paragraph two up to paragraph six, Miss. Kegiatan-kegiatan yang berlangsung atau dilakukan dalam cerita itu, Miss. (The activities which happened in the story, Miss.)
R: Yes, good. The last one. Ika, which one is the re-orientation? And what is re-orientation?
S3: Paragraph seven, Miss. Itu isinya kesan, Miss. Yang orang rasakan. (It is the impression, Miss. What the writer feels.)
R: Masih bingung ga tentang orientation, events, sama re-orientation? (Are you still confused about the orientation, events, and re-orientation?)
Ss: No, Miss.

(Field note 5)

By referring to the field note above, the researcher together with the research collaborators agreed that students understood the generic structure of recount texts well. The next step was reminding students to write based on the generic structure of a recount text every time they would write a recount text.

However, there was actually a problem in this meeting. The weakness of this meeting was found after the researcher conducted an interview with the researcher’s partner. Below is the transcript of the interview.

R: Researcher C: Collaborator
R: Hari ini gimana Di? (How was today, Di?)
C: Bagus, yang kemarin kayak ngantuk itu sudah tidak terlihat ngantuk lagi. Mungkin kamu harus mengatur posisi duduk mereka. Yang memperhatikan taruh di belakang gapapa. Tapi
yang susah memperhatikan itu taruh di depan aja.
(That was good. The student who was sleepy yesterday isn’t sleepy anymore. You might have to arrange their seats. Those who pay attention to the lesson might be put behind. And those who do not focus, put them in the front.)

C : Oh ya, tadi waktu untuk menulis itu menurut saya terlalu lama. Toh, mereka hanya menyusun terus rewrite kan? Jumlahnya dikurangi aja.
(Oh, the time given for writing was too long. Students only arranged paragraphs and rewrote them, didn’t they? I think you need to reduce time for rewriting texts.)

(OK. I’ll think about that. Thank you.)

6th interview, November 17, 2012

Referring to the evidence above, the use of picture series worked well at directing students to write a recount text in the correct organisation. From the field note, it could be seen that students had already understood the generic structure of a recount text. Students did well in every stage. From the interview script, it could be seen that students behaved better. Students started to pay attention to the lesson completely. The only problem found by the collaborator was that the time for copying the story was too long. The researcher would consider this for the next meetings.

The evidence above was said to be valid. It fulfilled the democratic validity by involving collaborators. Process validity was shown by the cooperation showed by students during the lesson. The discussion between the researcher and the collaborator showed the dialogic validity. Therefore, the evidence could be said to be valid.

2) Implementing Picture Series to Generate Ideas

Students showed an improvement related to gaining ideas. Starting from the first picture, students made a lot of sentences in guessing the story. Students
began to be aware about details on pictures. At first, the researcher kept on asking students questions related to details on pictures. As this activity went by, students were able to identify the details by themselves. The students’ improving ability at gaining ideas through pictures could be seen from the results of practice 1 (meeting 2 cycle 1) and practice 2 (meeting 2 cycle 2) in the appendix.

As it had been stated in the reflection of meeting 2 cycle 1, there were too many unfamiliar words there. At this time, the researcher decreased unfamiliar words to save time. The texts were shorter so that students did not need much time to deal with the texts.

Students’ ability in gaining ideas through picture series worked well. Students were able to write more sentences as their ability to identify details on pictures was also increasing. To ensure the result of the teaching learning process in this meeting, the researcher conducted an interview with the collaborator. The script of the interview could be seen below.

\[
\begin{align*}
R & \quad : \text{Researcher} \\
C & \quad : \text{Collaborator} \\
R & \quad : \text{Gimana tadi Di, apa yang kurang?} \\
& \quad (\text{How was the lesson, Di?}) \\
C & \quad : \text{Itu tadi sudah terkontrol sih... Mereka sepertinya juga sudah paham bagaimana caranya menulis recount text, apalagi dengan menggunakan gambar seri. Sepertinya itu mempermudah mereka.} \\
& \quad (\text{You had controlled the class well. They seemed understood how to write a recount text. Furthermore, you use the picture series, it makes easier.}) \\
R & \quad : \text{Iya, mereka juga beberapa kali saya wawancara, ternyata mereka bilang kalau pakai gambar dalam menulis recount itu membantu.} \\
& \quad (\text{Yes, I have interviewed some students and they said that the picture series helped them in writing a recount text.}) \\
C & \quad : \text{Ya, setidaknya sudah ada kemajuan dalam menulis recount teks itu.} \\
& \quad (\text{Yes, at least they made improvement in writing recount texts.})
\end{align*}
\]

7th interview, November 19, 2012
The evidences here were said to be valid since it fulfilled the outcome validity. The outcome validity was gained through the result of students’ work after the implementation of picture series in generating ideas (could be seen in the appendix). Democratic validity was obtained by the presence of the collaborator. The researcher also gained the dialogic validity by conducting a regular discussion with the collaborators.

3) Implementing Picture Series to Improve the Students’ Grammar

The weaknesses appeared in meeting 3 cycle 1 were dealing with media and students. Media were too small so that the researcher had already made bigger pictures started rightly from the meeting after meeting 3 cycle 1. Problems coming from students were less awareness of the use past verbs and too much time for finding the past verbs. For the latter, the researcher had given a list of regular and irregular verbs in the next meeting right after that. The problem which was related to students’ awareness was solved in every meeting. Since then, students still made some mistakes in writing a recount text by applying present form verbs instead of past form verbs.

Here in meeting 3 cycle 2, the researcher focused on the use of simple past tense in writing a recount text. To increase students’ awareness of the use of past verbs, the exercises were completed with clues. The clues were in the form of present verbs. Students were needed to change those verbs into the past ones. Beside, the researcher always reminded students to use past verbs by telling them directly.
Students were getting more aware in using past verbs. This could be seen from the following field note.

R : The Researcher  Ss : Students
S : Student
R directed students to come to the production stage. Before giving students the exercise, R made sure that students did not forget to use past verbs.
R : Right after this, I will give you a picture series which tell a story with clues in it. You could use the clues given. Here are the examples of the clues: thief, parrot, upstairs, drop, etc. What verbs should you use in writing a recount text?
Ss : Verb 2, Miss.
R : Yes, good. So, you have to change the verbs into verb 2 if the verbs are in the form of verb 1. OK?
Ss : OK, Miss.
Then R gave the exercise sheet. R went around the class. R arrived in a table and checked the student’s work.
R : Hayo, ini masih ada yang salah. Dicari cob. Yang teliti ya?
   (There is a mistake here. Try to check this. You should be more aware.)
S : (silent for some moment). Oh, iya, Miss. Ini pakek verb 2 harusnya.
   (Yes, I know, Miss. This should use verb 2.)

(Field note 6)

Students did well in this meeting. The result of their work showed that the students were more aware in using past verbs.

The use of picture series in directing students to write a recount text in the correct grammar worked well. This was supported by the field note and the student’s work above. These evidences were said to be valid since they fulfilled process validity and outcome validity. The process validity was shown by students’ participation in the teaching learning activities as it was shown by the field note. The outcome validity came from the student’s work (could be seen in the appendix).

Most students were more aware of the use of past verbs. However, some students still used present verbs. After conducting an interview with some
students, they said that they forgot to use past verbs. Mostly, students forgot to change the clues in verb 1 into verb 2.

4) Implementing Picture Series to Improve the Students’ Vocabulary

The serious problem coming from students dealing with vocabulary was that they wasted too much time at consulting dictionary. In preventing this, the researcher gave time to discuss the meanings of unfamiliar words with their friends. When no one knew the answers, students might ask the teacher. In fact, this strategy worked well. Much time was not spent at consulting dictionaries for every word students did not know.

Students made improvement in terms of the vocabulary in writing a recount text. Students wrote more words. This could be seen from students’ work in the appendix.

To support this success, the researcher conducted an interview with the collaborator. In this case, it was the English teacher.

R : Researcher
ET : English teacher
R : Bagaimana Bu perkembangan anak-anak?
(How were the students, Madam?)
ET : Sudah lebih bagus. Ini tadi waktunya juga ga banyak tersita untuk buka kamus.
(It is better. Time was not spent too much on consulting dictionaries.)
R : Jadi lebih efektif kalau mereka diskusi dengan temannya ya Bu?
( So, discussing with friends was more effective, isn’t it?)
ET : Iya. Mereka juga sudah mengerti lebih banyak kata.
(Yes, they also know more words.)

8th interview, November 24, 2012
The success of the use picture series in improving students’ vocabulary was said to be valid since the evidence above has fulfilled the dialogic validity. The researcher discussed the result in each meeting with the collaborators.

d. Summary of Cycle 2

1) The Successful Actions
   a) The use of picture series gave clear differences on the generic structure of a recount text. The use of picture series made it easier for the researcher to explain the generic structure of a recount text.
   b) Students were able to gain more ideas through the use of picture series. Students were accustomed at identifying details on pictures so that they were able to write more sentences.
   c) Students’ awareness of using past verbs was increasing. This was supported by the use of pictures and clues given in each exercise.
   d) Pictures and discussion saved time for students for not wasting too much time at consulting dictionaries.

2) Unsuccessful actions
   a) Some students often forgot to use past verbs in writing a recount text. If they were not told many times, they would like to forget in using past verbs.

D. Research Findings

Based on the actions done in two cycles, the results of the actions could be reported as follow.
1. Picture series was effective to be used in directing students to write a recount text in the correct organisation. The pictures gave explanation about what was happening so that students could differentiate each part clearly. This helped students in writing a recount text in the correct organisation.

2. The use of picture series could stimulate students’ ideas in writing a recount text. Details on the pictures gave them many ideas to write more sentences. Furthermore, students were able to identify details on pictures.

3. Picture series was effective to be used as media in learning simple past. Students got clear description about what did the picture do and were not bored in learning the topic since there were visuals.

4. Picture series was able to improve students’ vocabulary. Through pictures, students tried to look for the details and found the English words. This would contribute to their vocabulary.

5. Picture series motivated students to learn English. Students were not bored in learning and students became more interested in learning English since the visuals attracted them to learn English pleasantly.

Here was the comparative description of students’ improvement before and after the implementation of the actions.

Table 9. The Description of Students’ Improvement

<table>
<thead>
<tr>
<th>No</th>
<th>Before actions were implemented</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students did not know the generic structure of a recount text.</td>
<td>Most students understood each part or generic structure of a recount text. Some were still confused about orientation and events.</td>
<td>All students understood the generic structure of a recount text.</td>
</tr>
</tbody>
</table>

(continued)
Beside of class observation, the researcher also got the data from the students’ writing from the pre-test, cycle 1, cycle 2, and post-test. The results of the students’ work indicated better ability in writing recount texts. On the pre-test, the students get the average of 5.6 (the score ranges from 1-10). Some sentences were not in the correct pattern. Students only wrote few ideas. There were lots of mistakes in grammar. In cycle 2, the mean was 6.5. In this cycle, the students started to write in the correct organisation, but they were not aware of the simple past tense use. They lacked of ideas as well. In cycle 2, they got an average mark of 7.2. The students became more aware of the use of the simple past tense, but there will still some sentences used verb 1. Students have begun writing more ideas in this cycle. In the post-test, the mean was 8.2. Most students have written a recount text with the correct organisation, in the correct verbs, and many ideas. The students have been aware of using past verbs and identifying details on pictures.

To gain the validity of the research findings, the researcher derived the conclusions on students’ improvements based on the discussions with related
parties, observation, field notes and students’ work. The discussion involved some parties. Those parties were the researcher’s partner, the English teacher, and the students. The observation was obtained through the observation sheet. Field notes were made during the instructional process. Students’ work was collected every time they wrote recount texts. This evidence had fulfilled the democratic, outcome, process, catalytic, and dialogic validity. The evidence was also said to be reliable since the data applied triangulation. The triangulations covered time triangulation and investigator triangulation. Time triangulation was met by collecting the data in a period of time to know the changes. The investigator triangulation was reached by involving more than one collaborator in this research. The collaborators were researcher’s partner and the English teacher in the school. The researcher also applied the statistical formula to find the mean of the scores started from the pre-test up to the post-text. This would like to support the validity of the data as statistical operation was used here.

The use of picture series actually helped students to improve their ability in writing recount texts. Picture series gave description about the generic structure of recount texts, details and ideas, pleasure in learning grammar, and enrichment on their vocabulary. Students’ motivation and interest were also increased by the use of pictures. More chances to produce something in the target language became bigger. Students’ active participation could be gained through interactive and interesting teaching activities. In short, picture series were effective to be used as media especially in teaching writing. Picture series enabled improving the quality of the instructional process and students’ abilities in writing recount texts.
CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This research was action research aimed at improving students’ recount writing ability through the use of picture series. The actions were conducted from November to December 2012. Two cycles were done in six meetings. Each meeting ran for 90 minutes. The focuses on each cycle were presented below:

1. Implementing picture series to direct the students to write in the correct organisation.
2. Implementing picture series to generate ideas.
3. Implementing picture series to improve the students’ grammar.
4. Implementing picture series to improve the students’ vocabulary.

Students ability in writing recount texts showed an improvement after the researcher implemented picture series to improve students’ ability in the related topic. Picture series simplified the description of the generic structure of a recount text. Pictures showed clearly the differences between orientation, events, and re-orientation. Beside, students were getting more motivated by learning through picture series.

Students were also improved in terms of their ability in gaining ideas through picture series. At first, students might not pay attention to the details on
the pictures. Then the researcher started to ask some question about details on pictures. As time goes by, students were accustomed to gain ideas in writing a recount text by using every details on the pictures as they can as possible. Pictures could also help students to understand the plot of the story easily. Sequence of events were also described obviously so that students did not find any meaningful difficulties in writing a recount text.

In terms of the use of simple past tense, students became much better than the first meeting. Students knew what simple past tense was, when and how to use simple past tense, up to memorized some past form verb. Students became aware that the tense they should use in writing a recount text was simple past tense. The researcher got some advantages by using pictures in teaching simple past tense. Students understood easily the topic since pictures made it clearer. Students also did not get bored when they had to learn simple past tense.

The implementation of the actions resulted in some improvement related to the teaching learning writing recount texts process. This improvement was divided into two. The first one was dealing with the teaching learning writing recount texts process and the second one was related to the students. The improvement was presented as follows:

1. Improvement in the process of teaching and learning and in the ability in writing recount text.

At the first time the researcher knew the class, it has been recognized that students did not know much about writing in English. Even some students did not comprehend what a sentence was, what subject was, how sentences were created,
etc. Through the use of picture series in writing a recount text, the researcher introduced how to write well step by step.

Picture series helped students to write in the correct generic structure, with more ideas, in the appropriate grammar, and with rich vocabulary. Students made sequential improvement in writing recount texts. The organisation was correct. Students were able to identify details on pictures so that more ideas could be written down. Students were able to write a recount text in the correct grammar and use more vocabulary they knew.

The improvement was not only in terms of students’ ability, but also in terms of the teaching learning process. The process was not centred on the teacher anymore. Most chances were given to students to practice and produce something in the target language. The instructional process was also getting more interactive and interesting. Interaction often happened both between students and the researcher and also between the students themselves. The instructional process was not boring as well since there were interactive activities and attractive media.

2. Improvement of the students

The most obvious thing when the researcher observed the class for the first time was that the students were too passive. Students just kept silent and listened to the teacher’s explanation. Students rarely answered questions asked by the teacher.

After the implementation of the actions, students made some significant improvement. Students were forced to be active by being provided interactive activities and being motivated to do so. Some time after the actions
implementation, students got active in the instructional process. The researcher did not need to ask a student to answer her questions. Students willingly answered the questions. Students were also getting more active at producing something in the target language. Then it could be said that students’ English competence increased as they were given more opportunities to take a part in the teaching learning process.

Students ability in writing recount texts improved. Students were able to write a recount text in the correct organisation, write more ideas, use the appropriate grammar, and use more vocabulary. Students’ ability in writing recount texts surely increased.

It was not only students’ ability, but also students’ motivation in learning English increased. It could be seen from the students’ enthusiasm after some meetings. The increasing motivation was of course supported by the use of interesting media and the implementation of interactive teaching method.

B. Implications

Based on the results of the actions, it could be concluded that students’ ability and the teaching learning process of writing recount texts were improved through the use of picture series. Thus, this research resulted in some implications. These implications were presented below:

1. Students’ English competence especially in writing was getting better by implementing picture series. Picture series give clear description, stimulate students’ ideas, and provide more details. Thus, the teacher should consider
the use of picture series to enhance students’ ability in writing as the teacher said that she has not ever used pictures as media in writing.

2. Pictures increased students’ motivation and interest in learning English. The questionnaires gave information that the teacher rarely used media in teaching. Some students stated that the media were only books. The result of this research showed an improvement in terms of students’ motivation and interest. Students did not avoid English lesson but they waited for the lesson willingly. It implies that media become an important factor in teaching activities. The teacher is better to use media as often as possible to attract students’ interest in learning.

3. Students’ active participation is a main indicator that the teaching learning activities are successful. Here in this research, students’ active participation could be gained by providing interactive and interesting activities. The activities during the instructional process enable students to practice and produce something in the target language. Therefore, the activities in an instructional process should be made as interactive as possible.

4. Students’ English competence increased through integrative teaching. The researcher focused in writing skill in this research. However the researcher always included other skills which covered speaking, reading, and pronunciation. At the end of the research, students’ ability at writing, speaking including pronunciation, and comprehending texts increased. Especially for pronunciation, students obtained a very good improvement.
Therefore, the teacher should apply integrative teaching in which students can learn some skills at the same time.

C. Suggestions

The conclusion and implications above are of course beneficial for some parties. Therefore, there are some suggestions derived from the results of this research. The suggestions for some parties are presented below.

1. To the English teacher
   a. The teacher should not only depend on the use of books in teaching. Students are actually getting more motivated and interested in learning when there are media to support the instructional process. Media are also beneficial in terms of making students understood the material easily. Media simplify and deliver the materials that might not be clearly stated in the book or explained by the teacher. Here the researcher suggests the English teacher to use media as often as possible in the instructional process. One of media which can support the teaching learning activities well is picture series. Picture series help to simplify information, give details, attract the students’ interest, and interesting.
   b. Students lacked of English competence when the researcher observed them for the first time. Students rarely produced and listened something in the target language. The pronunciation was not good as well. After the researcher applied integrative teaching, their competence improved. Thus, an integrative teaching method should be taken into account well since it
plays a significant role in students’ improvement. When the teacher focused on one skill, the activities should also included other skills.

c. Students’ passiveness could be prevented by providing interactive and interesting activities. Thus the researcher suggests that the teaching method to be students-centred to prevent their passive participation.

2. To other researchers

a. Writing is a complex skill as there are many things should be considered to create a good writing. If you are going to make a research on writing, media would be an important thing to reach a successful instructional process.

b. Picture series is a kind of interesting medium. The media can be used to teach writing, speaking, vocabulary, and other skills. Therefore, it is better for considering to use picture series as media in teaching. However, other things should also be taken into account, such as the clarity, the size, the function, and the color of the pictures.

3. To the students

a. A successful teaching learning process should be supported by the students’ active participation. Thus, students are suggested to be active in every activity so that they can completely get involved in the lesson.

b. Students can search for inspirations and ideas through pictures. In learning writing, speaking, vocabulary, and other skills, students are able to find the source in pictures. All which is needed is exploring every detail of pictures.
c. Students’ English competence will not get improved if there is no effort to practice and produce something in the target language. Thus, students are required to look for chances to practice and produce something in the target language.
REFERENCES


Field Notes

Field Note I

Date : Saturday, September 22, 2012
Place : SMK Abdi Negara Muntilan
Subject : Confirming the permission given by ET and discussing the schedule
R : the researcher
ET : the English teacher
Re : the receptionist

R had made an appointment with ET some days before she went to the school. On the day R came to the school at 11.00 am. Re welcomed R and asked R to write down on the guest book. Since ET was teaching, R had to wait for ET in the waiting room.

After some minutes, ET came. R shook hands with ET. R stated her intention to gather some data in the school for R’s thesis. ET and R discussed the data gathering. The research would be conducted related to the competency standard and basic competency of vocational high school. Basic competency 2.4 would be the topic for the research. Schedule for the topic was determined so that R might prepare well for the research.

R asked for ET’s consideration. The class, the schedule, the material, the reference books, and all about the teaching learning activity were discussed. ET was going to teach recount text so that the eleventh grade students are chosen as the participants of the research. By considering spare time of R, the classes which were available were found. Since R has to work from Tuesday up to Friday, the available days were Monday and Saturday. R and ET found some classes. After that, R looked for the class which obtained the low competence and needed improvement in writing. All the considerations were drawn and Class XI of Office Administration Program was chosen.

R then asked for the English schedule of the related class. The schedule was determined for Monday at 11.00 am- 12.15 am and Saturday at 11.00 pm- 13.45 pm. ET gave 6 x 45 minutes which meant that R only had 6 meetings to complete data gathering. Since the mid test was going on in a short time, there was not much time for the research. ET said that she still had many topics to be learned by the students. R then confirmed the reference books used by ET that might be useful for the research. Later on, R would show the lesson plan.

After finishing the discussion, R went home since ET was going to teach again. ET said that she would let R know if there were changes. R then told ET that she would come back to the school to give the lesson plan. She thanked ET and Re before going home at about 11.50 pm.
Field Note 2
Date: Monday, September 25, 2012
Place: SMK Abdi Negara Muntilan
Subject: Asking for permission to gather data to the H
R : the researcher
ET : the English teacher
H : the headmaster
Rc : the receptionist

R arrived at the school at 08.00 am. R filled in the guest book and told Rc that R intended to meet H.
R entered the waiting room to wait for H. After a while, H came. Then R told R’s intention that she would like to conduct a research in one of the classes at the school. She stated that she had already cooperated with ET in the related school. H gave his approval. He said that actually R could gather the data here by following the procedure. The procedure covered the related letters needed for getting the permission.
R confirmed that she would give the permission letters later on after she had finished getting them. At about 08.40 am, R left the school and said thank you to H.

Field Note 3
Date: Saturday, October 13, 2012
Place: SMK Abdi Negara Muntilan
Subject: Consulting the setting for the research
R : the researcher
ET : the English teacher

R had received a message from ET that there might be some changes. So, ET had R come to the school. On Saturday, October 13, R arrived at the school at about 11.50 pm. Like usual, R filled in the guest book. Fortunately, it was break time so that R could directly meet ET.
First, R asked for more meetings from ET. ET gave 6 x 45 minutes before which meant that R could only use 3 meetings. After the discussion with R’s thesis supervisor, R should have at least 6 meeting or 12 x 45 minutes for two cycles. After thinking about some considerations, ET approved R. However, there would be some changes in the schedule.
ET explained that she had to come to some other topics so that she decided to take one hour lesson on Saturday. R had 3 x 45 minutes on Saturday before and if ET took one hour lesson on that day, R was going to have 2 x 45 minutes on Saturday. R agreed with ET since ET still had some materials to be taught.
In this chance, R confirmed the teaching method used by ET. She said that she taught English by implementing traditional method. She preferred to use an exercise book and write down everything on the whiteboard. Then R described the teaching method she would use. Presentation, Practice, and Production method was used and picture series would serve as the media. Writing past experience or
recount text was the target of the research. R would try to improve the students’ recount writing ability by using picture series. R got agreement from ET and she said that she would start make the lesson plan and showed it immediately. At about 12.15, R prepared to leave the school as ET would teach again. R said, later she would come to show the lesson plan.

Field Note 4
Date: Monday, October 15, 2012
Place: SMK Abdi Negara Muntilan
Subject: Submitting the permission letters
R: the researcher
H: the headmaster
AS: Administration staff
Re: the receptionist

R arrived at the school at 08.00 am. R filled in the guest book. R asked Rc whether H were in the school or not. Unfortunately, H was going out just then. So, R met the AS.
R met the AS in the waiting room. She gave the permission letters to the AS. She stated that she had already asked for permission to H and that day she intended to give the permission letters coming from some departments.
R left a message for H that she had already submitted the letters. R left the school at about 08.40 am.

Field Note 5
Date: Saturday, October 20, 2012
Place: SMK Abdi Negara Muntilan
Subject: Submitting the lesson plan
R: the researcher
ET: the English teacher

R arrived at SMK Abdi Negara at about 11.45 am. Rc gave the guest book and R filled it out. It was the second break time so that ET was free.
R intended to give the lesson plan she had made. R gave three lesson plan for three meetings. The lesson plan for cycle two would be written down later during the implementation of the cycle one lesson plan. R handed the lesson plan to ET and asked for the correction if there was any mistakes. On that day, ET spent some time to give some circumstances might happen in the class. ET said that the class was communicative enough so it might help R. However, the problem was that the English teaching learning activity was on the last lesson hours. R might find the students tired, sleepy, and less energetic. Thus, R should prepare for this kind of situation. The instructional activity should be so interactive and interesting enough that the students were not bored and sleepy.
ET asked R when she would take the lesson plan. R planned to take it on Monday, October 23. R thanked ET and went home at about 12.15 pm.
Field Note 6
Date : Monday, October 23, 2012
Place : SMK Abdi Negara
Subject : Taking the lesson plan
R : the researcher
ET : the English teacher

R came to school at about 10.00 am. R filled the guest book and meet ET in the waiting room.
R asked about the lesson plan whether it needed revision or not. ET only showed the wrong name spelling of ET. There was nothing more to revise. The exercises were good. The picture series were attractive and supportive too. Then R questioned when she could start teaching. Basic competency 2.3 were taught in that semester so that R would be teaching around November. Saturday, November 3 would be available.
R asked for confirmation from ET about the schedule later on. Then R thanked ET and went home at 10.30 am.

Field Note 7
Date : Saturday, November 3, 2012
Place : SMK Abdi Negara
Subject : Confirming the first meeting
R : the researcher
ET : the English teacher
C : researcher’s collaborator

The lesson was going to start at 11.00. R came to the school at 10.30. Later on, C came after her.
R waited for ET but it seemed that ET was not in. Then R asked Rc to look for ET. Rc said that ET were going out. Then, R waited for her in the lobby.
It was 11.30, but ET hadn’t come. R did not attend the class by herself since ET hadn’t introduced her to the class. So, R telephoned ET. In fact, ET was having diarrhea. She went home and forgot to let R know. ET apologized to R for not letting her know. R then decided to begin the first meeting next week on Monday. Then R went home at about 11.30.

Field Note 8
Date : Monday, November 5, 2012
Place : XI Office Administration Classroom
Subject : Students’ low vocabulary (meeting 1 cycle 1)
R : the researcher
ET : the English teacher
Ss : the students
S : the student
R was observing the ET teaching in the class. ET gave an assignment to Ss. The task was writing a recount text; writing one of Ss’ experiences. ET had explained the generic structure of a recount text before. ET went around the class to direct and maintain Ss. However, during doing the task, it was noisy. Many Ss did not know the English of words Ss wanted to use. Many Ss did not bring dictionaries so that some Ss asked the English to other Ss. Some Ss also asked the English words to ET and R. Here is an example.

S1 : Miss, Bahasa Inggrisnya tiba apa?
(Miss, what is the English for ‘tiba’?)
R : Ga bawa kamus ya?
(Do you bring a dictionary?)
S1 : Enggak Miss. Lupa, hehee.
(No, I don’t. I forget to bring it, hehee.)
R : Tapi besok lagi bawa ya? Bahasa Inggrisnya arrive.
(But tomorrow you have to bring it, oke? It is arrive.)
S1 : Apa Miss? Tulisannya gimana, Miss?
(Pardon? How do we write it?)
R : A- R- R- I- V- E. Pakai verb berapa hayo kalau nulis pengalaman masa lalu?
(A- R- R- I- V- E. What verbs do you use if you talk about past events?)
S1 : Oh, iya. Verb 2, Miss.
(Oh, verb 2, Miss.)
S2 : Lha verb 2 nya apa, Miss?
(What is the verb 2, Miss?)
R : Belum tau ya? Belakangnya tinggal ditambah –d.
(You don’t know, do you? You just need to add –d at the end of the word.)
S2 : Kalau bahasa inggrisnya pemandangan apa, Miss?
(What is the English of ‘pemandangan’, Miss?)
R : Apa hayo? Masa belum pernah diajari?
(You must have ever heard that in English, mustn’t you?)
S1&2 : Lupa, Miss.
(I forget it, Miss.)
R : Scenery.
(It is scenery.)
S2 : Tulisannya, Miss?
(How do we write it, miss?)
R : S- C- E- N- E- R- Y. Atau view juga boleh. V- I- E- W.
(S- C- E- N- E- R- Y. You can also use view. V- I- E- W.)
S1&2 : Oke, Miss. Terima kasih.
(Oke, Miss. Thank you.)
Field Note 9

Date: Saturday, November 10, 2012
Place: XI Office Administration Classroom
Subject: Stimulating students’ ideas through picture series (meeting 2 cycle 1)

R: the researcher
Ss: the students
S: the student

R went around the class when Ss were doing the task. Guessing the story of the picture series was the task. The task was done with a partner. On a table, R found two Ss telling the story and gained ideas through the pictures. However, the two Ss only told the point of the story without adding more information from the pictures. Then R approached them and asked some questions to make Ss aware of the details on the pictures.

R: Ini ceritanya tentang apa, Dek?
(What is the story about?)

S1: Orang yang lagi berkemah. Terus ada monster di sungai. Takut dong, Miss. Terus manggil- manggil orang-orang.
(There was someone doing camping. And then there were monsters in the river. He was afraid. And then he called people to the river.)

R: Cuma itu?
(Only that?)

S1&S2: Iya, Miss. Apalagi to Miss?
(Yes, Miss. So is there anything else, Miss?)

R: Coba dicari lagi. Itu orangnya ada berapa?
(Let us try find more. How many people were there?)

S1: Dua, Miss.
(We have two, Miss.)

R: Kira-kira mereka sedang apa? Dimana?
(What were they doing,? Where were they)?

S1: Di dekat sungai, Miss. Lagi berkemah.
(Near the river. They were camping.)

R: Coba di baca judulnya. Itu ada kata lake. Apa artinya lake?
(Read the title. There is the word ‘lake’? What is it mean to you?)

S1&S2: (berpandangan)
S2: Danau bukan, Miss?
(Is that danau, Miss?)

R: Nah, iya. Jadi bukan dekat sungai, tapi didekat danau ya?
(Yes, you are right. So, the place was not near the river, but it was near the lake, right?)

S1&S2: Oh, iya, Miss.
(Yes, Miss)

R: Emmm...Apa yang mereka kerjakan selama camping itu?
(What were they doing during the camping?)
S1 : Ya banyak, Miss. Bangun tenda, masak, melakukan banyak kegiatan.  
: (There were many activities like building the tent, cooking, and many more activities.)

S2 : Bikin api unggun, Miss.  
: (making a campfire)

R : Yaa... Nah itu banyak yang bisa dijelaskan. Tulis semua itu biar nanti pemakaian kata-katanya lebih banyak ya?  
: (Yes, there are many things we can write. Write down all of that information so that you use many words, will you?)

S1&S2: Iya, miss.  
: (Yes, Miss.)

R : Coba cari detail-detailnya sampai gambar yang terakhir ya?  
: (Try to look at the details too up to the last picture, oke?)

S1&S2: Ya, miss.  
: (Oke, Miss.)

R : Terima kasih  
: (Thank you)

Field Note 10
Date : Monday, November 12, 2012
Place : XI Office Administration Classroom
Subject : Students’ increasing enthusiasm (meeting 3 cycle 1)
R : the researcher
Ss : the students

R explained the simple past tense and Ss listened to R. Then R gave a task with some pictures for the Ss to do. Ss seemed happy to receive colorful pictures. R gave the instruction to Ss about what Ss should do. Ss had to make two sentences for each picture; one sentence in simple present and one sentence in simple past tense. A student said “Kalo pakek gambar mudah, Miss” (“It’s easy enough if we use pictures”). After Ss had finished the work, R asked R to read the sentences. At first, no one was willing to read the their sentences. R waited for enough long time. Then after some time, a student raised her hand and read her sentence. As an appreciation for her initiative action, R gave her a reward which was a cute pen. Then for the next numbers, many Ss started to be active. Almost all the answers were true.

Field Note 11
Date : Saturday, November 17, 2013
Place : X Office Administration Classroom
Subject : Students’ increasing motivation in learning English (meeting 1 cycle 2)
R : R
Ss : Students
R entered the classroom. The R’s partner would be late so that R was alone. When R entered the class, some Ss whistled at R. R and Ss were so intimidated that students teased R. R then greeted Ss.

R : Good afternoon.
Ss : Good afternoon, Miss.
R : How are you today?
Ss : I’m fine thank you. And you?
R : I am fine, too. Thank you. *Gimana sudah kangen sama saya?* (then smile)

(Have you missed me?)
Ss : *(laugh)* *Iya Miss. Tau aja Miss nya.*

(You know it, Miss)
R : Hahaha. Oke then. Today we will study about the generic structure of a recount text again.
Ss : *Miss, tapi pakai gambar ya Miss. Biar gampang, ga pusing.*

(You will use pictures, won’t you? It will make easier and we are not confused about the lesson.)
R : *Iya nanti pasti ada gambarnya. Tapi harus mudeng materinya juga ya?* (Yes, of course I’ll give you some. But you have to comprehend the material, Ok?)
Ss : *Iyaaa Misss...*

(All rght, Miss)

**Field Note 12**

Date : Saturday, November 17, 2012
Place : XI Office Administration Classroom
Subject : Meeting 1 cycle 2: confirming students’ comprehension
R : the Researcher
Ss : the students
S : the student

Ss were doing the practice stage in which they should identify the generic structure of the text. Researcher asked the students who were still confused about this.

R : Mitha, which one is the orientation?
S1 : *Paragraf pertama Miss.*

(The first paragraph, Miss.)
R : Try to say it in English please?
S1 : Paragraph one, Miss. Yesterday up to costumes.
R : *OK, right. Orientation itu berisi apa sebenarnya?* (OK, right. What does orientation contain of?)
S1 : *Perkendalan Miss. Ada orangnya, waktunya, dan tempatnya.*

(Orientation, Miss. There were the characters, time, and place.)
R : Yes, good. Next. Fitriana... Which one are the events?
S2 : Paragraph two up to paragraph six, Miss.
R : Yes, good. What is event actually?
S2 : *Apa itu artinya, Miss?*  
(What does it mean, Miss?)

R : *Sebenarnya event itu apa?*  
(What is event actually?)

S2 : *Kegiatan-kegiatan yang berlangsung atau dilakukan dalam cerita itu, Miss.*  
(The activities which happened in the story, Miss.)

R : Yes, good. The last one. Ika, which one is the re-orientation?

S3 : *Paragraph seven, Miss.*

R : Yes, right. What is re-orientation?

S3 : *Itu isinya kesan, Miss. Yang orang rasakan.*  
(It is the impression, Miss. What the writer feels.)

R : OK, very good. Are you still confused about the orientation, events, and re-orientation?

Ss : *(diam) (silent)*

R : *Oooh, no, Miss.*

Ss : *(diam) (silent)*

R : *Yakin sudah mengerti?*  
(Are you sure?)

Ss : *Iya, Miss. Yakin, Miss.*  
(Yes, Miss. We are sure, Miss).

Field Note 13

**Date** : Saturday, November 24, 2012  
**Place** : XI Office Administration Classroom  
**Subject** : Students’ awareness in using past verbs (meeting 3 cycle 2)  
**R** : R  
**Ss** : Students  
**S** : Student

R directed students to come to the production stage. Before giving students the exercise, R made sure that students did not forget to use past verbs.

R : Right after this, I will give you a picture series which tell a story with clues in it. You could use the clues given. Here are the examples of the clues: thief, parrot, upstairs, drop, etc. What verbs should you use in writing a recount text?

Ss : *Verb 2, Miss.*

R : Yes, good. So, you have to change the verbs into verb 2 if the verbs are in the form of verb 1. OK?

Ss : *OK, Miss.*

Then R gave the exercise sheet. R went around the class. R arrived in a table and checked the student’s work.

R : *Hayo, ini masih ada yang salah. Dicari coba.*  
(There is still something wrong. Try to check this.)
S : (silent for some moment). *Oh, iya, Miss. Ini pakek verb 2 harusnya.*
(Yes, I know, Miss. This should use verb 2.)

R : *Iya, betul. Lebih teliti lagi ya?*
(Yes, right. You should be more careful, OK?)

S : *Iya, Miss.*
(OK, Miss.)
INTERVIEW TRANSCRIPTS

Interview 1
Monday, November 5, 2013
R : Researcher
S : Student
R : Gimana tadi dek pelajarannya? Mengerti dengan materinya tidak?
( How was the lesson? Can you understand the material?)
S : Iya Miss. Jadi gampang.
(Yes, I can. It seems to be easy, Miss)
R : Masih ingat generic structure nya recount text tidak?
(Do you still remember the generic structure of a recount text?)
S : Masih, Miss. Orientation itu perkenalan orang, waktu, dan tempat.
Event itu kegiatan-kegiatan yang terjadi atau dilakukan sama orangnya. Kalau re-orientation itu kesan orangnya, Miss.
(I still remember it, miss. Orientation is the introduction of the characters, time, and place. Events are the activities which happened or did by the characters. Re-orientation is the impression of the characters, Miss.)
R : Wah, hebat. Kok bisa lancar?
(Good. How can you remember that?)
S : Inget, Miss. Tadi itu latihannya gampang juga soalnya. Pakek gambar juga, jadi gampang, Miss.
(Of course I still remember. The exercise was easy. The use of pictures made it easier, miss. )
(Oh, Oke. Good. Keep on studying. Thank you.)

Interview 2
Monday, November 5, 2013
R : Researcher
ET : English Teacher
R : Gimana tadi menurut Ibu proses belajarnya Bu?
(How was the teaching learning process, Madam?)
( It was good. The students understood the material.)
R : Lalu itu penggunaan gambarinya bagaimana Bu?
(And how about the use of the picture series?)
ET : SePERTinya gambarinya membantu anak-anak untuk mengerti dengan lebih mudah. Kan ada gambar-gambar aktivitas yang dilakukan di ceritanya, jadi tahu.
(I think the pictures help the students to understand the materials easier. There are the pictures of the activities so the students know what happened.)
R: Oh, iya Bu. Kurangnya apa ya Bu tadi?
(Oh, OK Madam. And what are the weaknesses of the instructional process?)

ET: emmm... ndak ada sih.... tadi anak-anak sudah mulai aktif kan?
(Emmm....I think everything was OK. The students started to be active in the classroom, didn’t they?)

R: Iya Bu, walaupun sebelumnya harus saya dorong-dorong dulu supaya aktif, heee.....
(Yes, Madam, they did. Although I had to support them first, heee...)

ET: Iya, memang harus begitu.
(Yes, it should be like that)

R: Iya Bu. Ibu mau ngajar nggeh?
(Yes, Madam. Are you going to teach?)

ET: Iya int.
(Yes, I am.)

R: Oh, kalau begitu saya pamit pulang sekalian ya Bu. Saya akan SMS ibu kalau mau kesini lagi.
(I’d like to ask permission to go home, Madam. I will send you a message if I come here)

(Oke. Take care.)

R: Iya Bu. Terima kasih.
(I will, Madam. Thank you)

Interview 3
Monday, November 5, 2013
R: The Researcher
C: Collaborator

R: Adi, gimana tadi mengajarnya?
(Adi, how was the teaching learning process?)

C: Kamu terlalu fokus pada kertas Nis.
(You did pay much attention to your paper, Nis)

R: Oh, iya ya. Lha ini kerjaan nya di kertas tu...
(Oh, oke. But the task was on the paper.)

C: Maksudnya kamu kurang menyapu pandangan ke seluruh kelas nis.
(I think you need to see the whole class more.)

R: Oh, ya ya. Terus apa lagi?
(Oh, oke. I get it. And what else?)

C: Kamu kurang tegas nis. Tadi ada yang tidak memperhatikan.
(You are less firm, Nis. Some students did not pay attention to you.)

R: Oh, yang paling belakang itu ya?
(Oh, the students who sat in the back, right?)

C: Iya. Itu anaknya ngantuk pa ya?
Interview 4
Saturday, November 10, 2013

R : The Researcher
S : Student

R : Siapa namanya dek?
S : Eni
R : Gimana tadi belajar pakai gambarnya?
S : Gampang Miss.
R : Kalau misalnya kamu disuruh nulis recount kayak tadi dengan dua cara, yang satu pakai gambar dan yang satunya ga pakai gambar, lebih mudah yang mana?
S : Lebih mudah yang pakai gambar Miss.
R : Kenapa kok lebih mudah yang pakai gambar?
S : Yaaah...karena tau Miss, yang ini (gambar) lagi apa, yang itu (gambar) lagi apa.....
(Yaaah...because I know the story, I know what people are doing in each picture)
R : Oh, jadi tau apa yang mau diceritakan gitu ya?
(Oh, so you know what to write, don’t you?)
S : Iya Miss.
(Yes, Miss. I do)
R : Oh yaudah dek. Makasih ya.
(Oke then. Thank you)

Interview 5
Monday, November 12, 2013
R : The Researcher
ET : The English Teacher

R : Bagaimana tadi, Bu pelajarannya?
(How was the lesson, Madam?)
ET : Ya, sudah bagus. Mereka sudah mengerti topik yang diajarkan.
(Yes, that’s good. They understood the topic you teach.)
R : Kalau masalah penggunaan gambarnya gimana ya, Bu?
(How about the use of the pictures, Madam?)
ET : Ya...saya lihat tadi anak-anak lebih seneng pakek gambar. Jadi ga bosen pas mengerjakan tugasnnya.
(I saw that the students studied pleasantly by using pictures. It prevented them from getting bored of doing the task.)
R : Oh, iya Bu. Jadi agak lebih cepat juga mengerjakannya.
(Oh, yes, Madam. I think they did the task faster than usual too.)
(Yes, they did. They also started to be active. It’s good.)
R : Iya, Bu. Tapi mungkin sebelumnya memang harus dikasih pendukung dulu, seperti reward tadi ya, Bu?
(I think so. However we should give support like rewards to make them active, shouldn’t we?)

ET : Iya...saya belum pernah ngasih juga soalnya ya, hahaa. Anak-anak biar jadi lebih semangat juga.
(Yes.. I have never given any, hahaa. It also makes them more interested in learning as well.)
R : Iya, Bu. Terima kasih Bu.
(Yes, Madam, that’s right. Thank you, Madam.)
Interview 6  
Saturday, November 17, 2013  
R : Researcher  
C : Collaborator  
R : Hari ini gimana Di?  
(How was today, Di?)  
C : Bagus, yang kemarin kayak ngantuk itu sudah tidak terlihat ngantuk lagi. Mungkin kamu harus mengatur posisi duduk mereka. Yang memperhatikan taruh di belakang gapapa. Tapi yang susah memperhatikan itu taruh di depan aja.  
(That was good. The student who was sleepy yesterday isn’t sleepy anymore. You might have to arrange their seats. Those who pay attention to the lesson might be put behind. And those who do not focus, put them in the front.)  
R : Oh, ya ya.  
(OK)  
(But your pronunciation is good. It really supports your teaching. Oh, the time given for writing was too long. Students only arranged paragraphs and rewrote them, didn’t they?)  

R : Sebenarnya tujuanku sih untuk membiasakan mereka menulis kata-kata dalam Bahasa Inggris. Tapi itu tadi kebanyakan ya?  
(My aim of doing such kind of activity is getting students used to writing in English. Is that too much?)  
(I think so. I think it’s better for you to give them questions in which they have to write and the answers are long. If the time is only used for copying, I think it’s not worthy.)  
(OK. I’ll think about that. Thank you.)
Interview 7  
Monday, November 19, 2013  
R : Researcher  
C : Collaborator  
R : Gimana tadi Di, apa yang kurang?  
(How was the lesson, Di?)  
C : Itu tadi sudah terkontrol sih... Mereka sepertinya juga sudah paham bagaimana caranya menulis recount text, apalagi dengan menggunakan gambar seri. Sepertinya itu mempermudah mereka.  
(You had controlled to class well. They seemed to be understood how to write a recount text. Furthermore, you use the picture series, it makes easier.)  
R : Iya, mereka juga beberapa kali saya wawancara, ternyata mereka bilang kalau pakai gambar dalam menulis recount itu membantu.  
(Yes, I have interviewed some students and they said that the picture series helped them in writing a recount text.)  
C : Ya, setidaknya sudah ada kemajuan dalam menulis recount teks itu.  
(Yes, at least they made improvement in writing recount texts.)  
R : Alhamdulilah. Thank you ya.  
(Alhamdulilah. Thank you.)  

Interview 8  
Saturday, November 24, 2013  
R : Researcher  
ET : English teacher  
R : Bagaimana Bu perkembangan anak-anak?  
(How were the students, Madam?)  
ET : Sudah lebih bagus. Ini tadi waktunya juga ga banyak tersita untuk buka kamus.  
(It is better. Time was not spent too much on consulting dictionaries.)  
R : Jadi lebih efektif kalau mereka diskusi dengan temannya ya Bu?  
( so, discussing with friends was more effective, isn’t it?)  
ET : Iya. Mereka juga sudah mengerti lebih banyak kata.  
(Yes, they also know more words. )  
R : Iya Bu. Terima kasih ya, Bu.  
(Yes, madam. Thank you. )  
ET : OK, sama-sama.  
(OK, you’re welcome. )
## COURSE GRID

**School**: SMK Abdi Negara Muntilan  
**Class**: XI Office Administration Program  
**Subject**: Bahasa Inggris  
**Researcher**: Anisatul Karimah

<table>
<thead>
<tr>
<th>Cycle &amp; meeting</th>
<th>Standard of competence</th>
<th>Basic Competence</th>
<th>Language Focus</th>
<th>Materials and Sources</th>
<th>Learning Activities</th>
<th>Indicators</th>
<th>Time</th>
</tr>
</thead>
</table>
| 1 and 1         | 2. Being able to communicate in English at Elementary level | 2.4 Telling past experience and future plan. | Chronological conjunctions Pronouns | - A brief explanation of recount text.  
- A recount text entitled “My Holiday” adapted from [www.andrewseaton.com](http://www.andrewseaton.com)  
- A recount text entitled “My Adolescence” taken from “English in Fokus” by Artono.  
- A recount text entitled “My Horrible Experience”.  
- A picture series taken from the internet. | 1. The teacher greets the students, leads prayer, checks the attendance, and states the learning objective.  
2. The teacher gets the students to be ready for the explanation.  
3. The teacher gives a recount text entitled “My Holiday” then the teacher explains what recount text is and what the generic structure of a recount text is.  
4. The teacher checks the students’ comprehension.  
5. The teacher gives two recount texts entitled “My Adolescence” and “My Horrible Experience” to the students and asks them to identify the generic structure of each text.  
6. The teacher gives instruction to the students to match each word with its meaning.  
7. The teacher asks the students to match the words with the pictures which describe each word.  
8. The teacher asks the students to arrange the jumbled paragraph into a good story based on the pictures given.  
9. The teacher asks whether the students have difficulties or not. If they do, the teacher helps them.  
10. The teacher gives compliment to the students’ work.  
11. The teacher asks whether the students have any questions related to the material or not.  
12. The teacher checks the students’ comprehension.  
13. The teacher asks the students not to forget to reread the material at home.  
14. The teacher closes the lesson. | a. Students are able to identify the generic structure of a recount text.  
b. Students are able to find the meanings of some words.  
c. Students are able to match the words with the pictures which describe the words.  
d. Students are able to arrange and rewrite jumbled paragraphs into a good recount text. | 2X 45 minutes |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>I and II</td>
<td>2. Being able to communicate in English at Elementary level</td>
<td>2.4 Telling past experience and future plan</td>
<td>Chronological conjunctions Pronouns</td>
<td>A text entitled “The Birthday Present” adapted from “All New Easy True Stories” A text entitled “Hawaiian Vacation” adapted from “All New Easy True Stories” A picture series entitled “The Monster of The Lake” taken from “Pictures for Writing Book 2: Longman”</td>
<td>1. The teacher greets the students, leads prayer, checks the attendance, and states the learning objective. 2. The teacher shows a picture series entitled “The Birthday Present” and asks the students to guess what the story is. 3. The teacher gives the story of the pictures. 4. The teacher asks the students to read the text silently. 5. Some questions related to the text are given orally by the teacher. 6. The teacher checks the students’ comprehension. 7. The teacher gives a recount text entitled “Hawaiian Vacation”. The teacher asks the students to read the text silently. 8. The teacher asks the students to do the vocabulary exercise. 9. The teacher has provided some comprehension questions of the story. The teacher asks the students to answer the questions. 10. The teacher gives a picture series entitled “The Monster of The Lake”. The teacher asks the students to match a paragraph which describe each picture so that they form a good story. 11. The teacher asks whether the students have difficulties or not. If they do, the teacher helps them. 12. The teacher gives compliment to the students’ work. 13. The teacher asks whether the students have any questions related to the material or not 14. The teacher checks the students’ comprehension. 15. The teacher asks the students not to forget to reread the material at home. 16. The teacher closes the lesson.</td>
<td>a. The students are able to answer some comprehension questions based on the text given. b. The students are able to find the synonyms of some words taken from the text. c. The students are able to match each picture with the paragraph which describes it to form a good recount text.</td>
<td>2X 45 minutes</td>
</tr>
<tr>
<td>Cycle &amp; meeting</td>
<td>Standard of competence</td>
<td>Basic Competence</td>
<td>Language Focus</td>
<td>Materials and Sources</td>
<td>Learning Activities</td>
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<td>Time</td>
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</tbody>
</table>
| I and III      | 2. Being able to communicate in English at Elementary level | 2.4 Telling past experience and future plan. | • Chronological conjunctions  
• Pronouns  
• Simple Past Tense | • A recount text taken from “Contextual Teaching and Learning”.  
• Brief explanation of simple past tense.  
• Pictures as an exercise on simple past tense taken from “Contextual Teaching and Learning”.  
• A picture series entitled “Tina’s Holiday” taken from “Contextual Teaching and Learning”. | 1. The teacher greets the students, leads prayer, checks the attendance, and states the learning objective.  
2. The teacher gives a recount text taken from “Contextual Teaching and Learning”. The students read the text aloud.  
3. The students are asked to underline the past verbs used in the story.  
4. The teacher explains the Simple Past Tense briefly.  
5. The teacher drills Simple Past Tense by asking students to make sentences in Simple Past Tense.  
6. Each student is given a handout. Students make two sentences; one in simple present and one in simple past based on pictures and clues given.  
7. The exercise is discussed together.  
8. The teacher gives a picture series entitled “Tina’s Holiday” taken from “Contextual Teaching and Learning”.  
9. Students make a story based on pictures using correct verb.  
10. The teacher reminds students all the time to use past verbs.  
11. The teacher goes around the class to check the students’ work.  
12. The teacher gives compliment to the students’ work.  
13. Students submit their work.  
14. The teacher tells the summary of The Simple Past Tense to the students.  
15. The teacher asks whether the students have any questions related to the material or not  
16. The teacher asks the students not to forget to reread the material at home.  
17. The teacher closes the lesson. | a. The students are able to identify the past verbs of the recount text given.  
 b. The students are able to make sentences in simple present and simple past and identify the differences between the two.  
 c. The students are able to write a recount text based on pictures using correct verbs. | 2 x 45 minutes |
<table>
<thead>
<tr>
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<th>Materials and Sources</th>
<th>Learning Activities</th>
<th>Indicators</th>
<th>Time</th>
</tr>
</thead>
</table>
| 2 and 4         | 2. Being able to communicate in English at Elementary level | .4 Telling past experience and future plan. | • Chronological conjunctions  
• Pronouns  
• Simple Past Tense | • A recount text entitled “My Holiday in Batam” taken from “English in Focus”.  
• A recount text taken from “Contextual Teaching and Learning”.  
• A picture series entitled “A Super Soaker and A Super Kid” taken from “All New Easy True Stories”.  
• A story entitled “S Super Soaker and A Super Kid” adapted from “All New Easy True Stories” | 1. The teacher greets the students, leads prayer, checks the attendance, and states the learning objective.  
2. The teacher reminds the students about the generic structure of a recount text.  
3. The teacher gives a clear difference between orientation and events.  
4. The teacher asks the students whether they have understood clearly the generic structure of a the text.  
5. Students receive a recount text entitled “My Holiday in Batam”.  
6. The teacher shows the generic structure of the text and explain it.  
7. The teacher shows the chronological conjunctions.  
8. Students receive one more recount text.  
9. Students read the recount text aloud.  
10. Some comprehension questions are provided and students answer them based on the text.  
11. Students are given a picture series and jumbled paragraphs of a story entitled “A Super Soaker and A Super Kid”.  
12. The teacher has students guess the story of the pictures.  
13. Students arrange the paragraphs into a good story based on the picture series.  
14. Students identify the generic structure of the story which have been arranged.  
15. The teacher gives compliment to the students’ work.  
16. The teacher asks whether the students have any questions related to the material or not.  
17. The teacher checks the students’ comprehension about the generic structure of a recount text.  
18. The teacher asks the students not to forget to reread the material at home.  
19. The teacher closes the lesson. | a. Students are able to identify the generic structure of a recount text and explain it briefly.  
 b. Students are able to answer questions based on the text.  
 c. Students are able to arrange jumbled paragraphs into a good story based on the picture series. | 2 x 45 minutes |
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>2 and 5</td>
<td>2. Being able to communicate in English at Elementary level</td>
<td>2.4 Telling past experience and future plan.</td>
<td>Chronological conjunctions, Pronouns, Simple Past Tense</td>
<td>A recount text entitled “My Grandpa’s Birthday”, A recount text taken from “Contextual Teaching and Learning”, A picture series entitled “Caught in the Act” taken from “Preston Primary Composition 5”, A story adapted from “Preston Primary Composition 5 “ entitled “Caught in the Act”.</td>
<td>1. The teacher greets the students, leads prayer, checks the attendance, and states the learning objective. 2. The teacher gives a recount text entitled “My Grandpa’s Birthday”. 3. Students read the text loudly and translate the story to comprehend it. 4. Some questions are asked orally based on the text. Students answer them orally as well. 5. Students receive a recount text taken from “Contextualized Teaching and Learning”. 6. Students read the text loudly. 7. Students and the teacher discuss the text together. 8. Students are provided some statements and they have to decide whether each statement is true or false based on the text. 9. Students are given some unfamiliar words. They look up the meanings on the dictionary. 10. Students and the teacher discuss the exercise together. 11. Students are given a picture series entitled “Caught in the Act”. There are some clues on the pictures. 12. Students together with the teacher guess the story of the pictures. 13. Students have to arrange some jumbled sentences which describe the pictures. 14. The teacher goes around the class to check the students’ work. 15. The exercise is discussed together. 16. The teacher asks some questions related to the story. 17. The teacher confirms the students’ comprehension. 18. The teacher asks the students not to forget to reread the material at home. 19. The teacher closes the lesson.</td>
<td>a. The students are able to answer some questions based on the story. b. The students are able to decide whether statements are true or false based on the text given. c. The students are able to find the meanings of some unfamiliar words. d. The students are able to match the pictures with their descriptions.</td>
<td>2X 45 minutes</td>
</tr>
<tr>
<td>Cycle &amp; meeting</td>
<td>Standard of competence</td>
<td>Basic Competence</td>
<td>Language Focus</td>
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</tbody>
</table>
| 2 and 6        | 2. Being able to communicate in English at Elementary level | 2.4 Telling past experience and future plan | • Chronological conjunctions  
• Pronouns  
• Simple Past Tense | • A recount text entitled “The Surprising Gift” taken from “English in Fokus” by Artono.  
• A brief explanation of Simple Past Tense.  
• A picture series entitled “The Burglars” taken from the internet. | 1. The teacher greets the students, leads prayer, checks the attendance, and states the learning objective.  
2. The teacher gives a recount text entitled “The Surprising Gift” to the students.  
3. The teacher asks the students to read the text silently.  
4. The teacher asks the students to find the verbs used in the story.  
5. The teacher gets the students to be ready to listen to the explanation.  
6. The teacher explains Simple Past Tense.  
7. The teacher checks the students’ comprehension.  
8. The teacher asks the students to find the past verbs used in the previous story.  
9. The teacher gives an incomplete recount text entitled “Jadjit Bustomi”.  
10. The teacher has the students complete the recount text by changing the verbs into the past form.  
11. The teacher gives a picture series with some clues in it.  
12. The teacher asks the students to make a story based on the picture series entitled “Burglars”.  
13. The teacher reminds the students to use the correct verbs.  
14. The teacher asks whether the students have difficulties or not. If they do, the teacher helps them.  
15. The teacher gives compliment to the students’ work.  
16. The teacher asks whether the students have any questions related to the material or not.  
17. The teacher checks the students’ comprehension.  
18. The teacher asks the students not to forget to reread the material at home.  
19. The teacher closes the lesson. | a. The students are able to identify the past verbs used in a recount text.  
b. The students are able to complete a recount text by using the correct verbs.  
c. Creating a recount text based on pictures by using the correct verbs. | 2X 45 minutes |
LESSON PLAN

School : SMK Abdi Negara
Semester : XI
Standard Competency : Communicating in English at Elementary Level
Basic competency : 2.4 Telling about past events and future plans
Theme : Generic structure and vocabulary used in recount texts
Skill : Writing
General Purpose : At the end of the lesson the students are able to write a recount text in the correct generic structure.
Indicators :
1. Identifying the generic structure of a recount text.
2. Doing an exercise related to vocabulary used in the recount text.
3. Arranging and rewriting a recount text in the correct generic structure.

Cycle and meeting : I and I
Time allocation : 2x45 minutes
Learning teaching procedure : PPP

A. Opening

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Teacher’s talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting the students</td>
<td>“Good morning, class. How are you?”</td>
</tr>
<tr>
<td>2</td>
<td>Leading prayers</td>
<td>“Before starting our lesson today, let’s pray together. One of you leads the prayer, please. Thank you.”</td>
</tr>
<tr>
<td>3</td>
<td>Checking attendance</td>
<td>“I’d like to check whether everybody is here. Is anyone absent today?”</td>
</tr>
</tbody>
</table>
| 4  | Lead-in                         | “Sato, where did you go last holiday?”
|    |                                 | “Anisa, what about you?”
|    |                                 | “What did you do there?”                                                      |
| 5  | Mentioning the learning objective | “Today we are going to learn about the generic structure of a recount text so that you can write a recount text correctly.” |
### B. Main activities

#### i. Presentation

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Teacher's talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting the students to be ready to the explanation.</td>
<td>“Class, please have a look here and listen to my explanation. If you have any question in the middle of my explanation, you can raise your hand and ask me. Are you ready?”</td>
</tr>
<tr>
<td>2</td>
<td>Checking students’ comprehension.</td>
<td>“Do you get the point?”</td>
</tr>
</tbody>
</table>

#### ii. Practice

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Teacher’s talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Asking the students to pay attention to the recount texts given. They are asked to identify the generic structure of the texts.</td>
<td>“Class, I have some recount texts here. The first one is entitled ‘My Adolescence’ and the other is ‘My Horrible Experience’. What you have to do is you have to identify the generic structure of the texts.”</td>
</tr>
<tr>
<td>2</td>
<td>Asking the students to do the exercises on the vocabulary used in the text.</td>
<td>“OK, now you have three other exercises to do. These exercises are related to the two texts above. On the first exercise, you are asked to match the words with their meanings. Second, you are going to match the words with the pictures which describes them. The last one, some words should be found the meanings. You can look up at your dictionary.”</td>
</tr>
</tbody>
</table>
### iii. Production

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Teacher’s talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Asking the students to arrange and rewrite jumbled paragraphs into a good recount text.</td>
<td>“Please have a look at the text on your paper. The paragraphs are not in order yet. You have to arrange and rewrite the jumbled paragraph into a good recount text. Then you should know the generic structure of the text.”</td>
</tr>
<tr>
<td>2</td>
<td>Directing the students in doing the task.</td>
<td>“Do you have any difficulties?”</td>
</tr>
<tr>
<td>3</td>
<td>Giving comment on how the students are doing.</td>
<td>“You are doing good, class.”</td>
</tr>
</tbody>
</table>

### C. Closing

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Teacher's talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Checking students' comprehension</td>
<td>“Is there any question so far?”</td>
</tr>
<tr>
<td>2</td>
<td>Confirming students' comprehension</td>
<td>“Ok, class. Now. Tell me what we have learned today. How many parts are there in a recount text? What are they?”</td>
</tr>
<tr>
<td>3</td>
<td>Telling that the class is over</td>
<td>“It's over for today, class.”</td>
</tr>
<tr>
<td>4</td>
<td>Reminding the students to study at home and read any book about the related topic</td>
<td>“Don’t forget to review the material at home. Read any book related to the topic today. If you have any difficulty, you may come to me. I’ll help you.”</td>
</tr>
<tr>
<td>5</td>
<td>Saying good bye</td>
<td>“Thank you for today. Good bye, class. See you tomorrow.”</td>
</tr>
</tbody>
</table>
1.1 The students are given a story. The teacher then explains what a recount text is and what the generic structure of a recount text is.

**Recount Text**

Recount is a piece of writing that tells past events usually in order in which they happened.

The characteristics are:

1. A recount text has a social function either for entertaining or informing.
2. The text structure of a recount text can be described as follows:
   a. Orientation: Orientation tells the readers about the participants of the story and the setting of the story. This part answers the questions of who was involved, what happened, when it happenend, and where it happened.
   b. Events: This part describes the events which happened in the story in a sequence.
   c. Re-orientation: This part is optional. It usually tells the optional closure of the events.
3. A recount text has some special language features. These language features are:
   a. proper nouns to tell who was involved in the story
   b. past tense to tell the past ecents
   c. conjunctions which show sequence such as first, second, then, next, finally, etc).

**My Holiday**

Orientation

Last week, I went to Mount Bromo. I stayed at my friend’s house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.
In the morning my friends and I saw Mount Batok. The scenery was so beautiful. We rode on horseback. It was scary, but it was beautiful. Then we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

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

Adapted from: www.andrewseaton.com

1.2 The teacher checks the students’ comprehension by asking some questions.

“What is a recount text?”

“How many parts are there in a recount text?”

“What are they? What does each part talk about?”

Practice

1.1 Two kinds of recount texts are given to each student. The students have to identify the generic structure of the text.

My Adolescence

I had my adolescence when I was thirteen.

It started with acne that showed up on my face.

It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, my Mum gave me a good medicine.

In three weeks, the acnes started to vanish although those showed some black spots in my face.

That was my bad experience with adolescence, though there were still lots of good experience too.

Taken from: English in Fokus Book for 8th grade
My Horrible Experience

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali.

Suddenly my car lurched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

1.2 Students are provided with some exercises related to the vocabulary used in the recount texts given.

Vocabulary Exercise I (taken from text I)

Match the words in Column A with the meanings in Column B

<table>
<thead>
<tr>
<th>Words</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adolescence</td>
<td>a. Feeling shy</td>
</tr>
<tr>
<td>2. Acne</td>
<td>b. Disappear suddenly</td>
</tr>
<tr>
<td>3. Annoying</td>
<td>c. Process of being an adult</td>
</tr>
<tr>
<td>4. Self-esteem</td>
<td>d. Kind of spots usually in your face</td>
</tr>
<tr>
<td>5. Embarrassed</td>
<td>e. How you feel about yourself</td>
</tr>
<tr>
<td>6. Vanish</td>
<td>f. Make us feel fairly angry and impatient</td>
</tr>
</tbody>
</table>

Vocabulary Exercise II (Taken from Text II)

Match each word with the picture which describes it.

| flat tire | electricity poles | matchsticks | damage | injured |
Try to find the meaning of these words. You may look up at your dictionary.

1. Earthquake
2. Suddenly
3. Lunched
4. Tumbling
5. Trapped

Production

A picture series is provided. There are also jumbled paragraph which tell the story in the picture. The students arrange and rewrite the paragraphs into a good story. Then the students have to identify the generic structure of the story.

1. After looking for the lion’s cage around, they found it. There were two lions there. However, many people in the zoo were afraid of the lion. When the tiger roared, people went away from the cage.
2. It was already 4 pm when Handi, Kenzo, and Lina watched the lion for some time. The zoo would be closed. They decided to go home. Handi, Kenzo, and Lina really enjoyed going to the zoo. They will visit it again next time.
3. Last week, Lina invited her brothers, Handi and Kenzo, to go to the zoo. Handi and Kenzo were really excited. They brought a map so that they could see certain animals in the zoo easily. They saw many animals there. However, Handi and Kenzo wanted to see a lion. So, they tried to find the lion’s cage.

4. Other people went away but Handi and Kenzo got closer to the lion’s cage. They really wanted to see the lions. They thought it was safe to see a little closer because the lions were in the iron cage. Lina, Handi, and Kenzo were happy to see the lions.

Muntilan, November 2012

The English Teacher

The Researcher

Fr. Lianita Damayanti, S.Pd

Anisatul Karimah
LESSON PLAN

School : SMK Abdi Negara
Semester : XI
Standard Competency : Communicating in English at Elementary Level
Basic competency : 2.4 Telling about past events and future plans
Theme : The content and the vocabulary used in a recount text
Skill : Writing
General Purpose : At the end of the lesson the students are able to write a meaningful recount text.
Indicators :
1. Answering some comprehension questions based on the recount text given.
2. Doing an exercise related to the vocabulary used in the recount text.
3. Matching sentences with the correct pictures to form a good story.
Cycle and Meeting : I and 2
Time allocation : 2X 45 minutes
Learning teaching procedure : PPP

A. Opening

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<td>“Before starting our lesson today, let’s pray together. One of you leads the prayer, please. Thank you.”</td>
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<td>“I’d like to check whether everybody is here. Is anyone absent today?”</td>
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<td>4.</td>
<td>Lead-in</td>
<td>“Sato, what did you do yesterday?” “Anisa, what about you?” “Kiki, what did you do last Saturday?” “Did you still remember the last vacation? What did you do?”</td>
</tr>
<tr>
<td>5.</td>
<td>Mentioning the learning objective</td>
<td>“Today we are going to learn about the content of a recount text and the vocabulary used in the text.”</td>
</tr>
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</table>
# B. Main activities

## i. Presentation

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<td>Discussing the story</td>
<td>“Please look at the pictures. Can you guess what the story is about?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“OK, now, you can read the story.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I have some questions related to the story you have read.”</td>
</tr>
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<td>3</td>
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<td>“Do you get the point?”</td>
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## ii. Practice

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<td>1</td>
<td>Asking the students to pay attention to the recount texts given. They are asked to read the text silently.</td>
<td>“Class, I have a recount text here. Read the text first silently. Try to understand the story.”</td>
</tr>
<tr>
<td>2</td>
<td>Asking the students to do the exercise on the vocabulary used in the text.</td>
<td>“To really understand the story, I have provided an exercise related to the vocabulary used in the story. You just need to find the synonyms of each word. You can do this now.”</td>
</tr>
<tr>
<td>3</td>
<td>Asking the students to do the comprehension questions of the story.</td>
<td>“OK, look at the paper, Class. There are several statements related to the story above. You have to decide whether the statements are true or false.”</td>
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</table>

## iii. Production

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<tr>
<td>1</td>
<td>Asking the students to match the pictures with the words which describe them.</td>
<td>“Please have a look at the text and pictures on your paper. You have to match each picture with the paragraph which describe each picture correctly.”</td>
</tr>
</tbody>
</table>
2. Directing the students in doing the task.
   “Do you have any difficulties?”

3. Giving comment on how the students are doing.
   “You are doing good, class.”

C. Closing

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<td>4</td>
<td>Reminding the students to study at home and read any book about the related topic</td>
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<td>5</td>
<td>Saying good bye</td>
<td>“Thank you for today. Good bye, class. See you tomorrow”</td>
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Attachment:

**Presentation**

1.3 The teacher shows a picture series which tells a story. The students read the story silently.
The Birthday Present

Last Wednesday was Joe's wife birthday. Joe still wanted to give his wife something special. So, he went shopping.

Joe came to the city. He saw a coat and it was very beautiful. It was also a warm coat. However, the coat costed $1,000. Joe was not a rich man, but he loved the coat and he loved his wife. So, Joe bought the coat.
Joe did not want his wife to see the coat. He put the coat into a black plastic bag. Joe took the coat to his brother’s house.

The day after that, Joe visited her brother’s house. He saw his sister in law was shovelling snow. Then Joe helped his sister in law. He put the black on the snow. A few minutes later, a rubbish truck came and saw a plastic bag. The truck brought the plastic bag.

When Joe finished shovelling snow, he looked for the plastic bag. It lost! Then he remembered the truck. Joe drove the dump to search the black plastic bag. There were so many plastic bags there. Joe opened the plastic bags one by one. He found old clothes, shoes, potatoes, onions, and many things. Finally, he found the coat.

Joe gave the coat to his wife on her birthday. His wife was so happy. However, she said that the coat smelled like onions.

Joe’s wife was happy and so was Joe. They were happy although the coat smelled like onions.

*Adapted from: All New Easy True Stories*

1.4 The teacher gives a chance for the students to ask and find the meaning of unfamiliar words.

1.5 The teacher together with the students discusses what the story is about.

1.6 The teacher gives some questions orally about the story which have been read. The students are supposed to answer them orally as well.

“Who is the main character of the story?”

“What did Joe buy for his wife?”

“How much did it cost?”

“Why did the coat lose?”

“Where did Joe look for the coat?”

“Did he find it?”

“What did his wife say when she received the present?”
Practice

1.3 The teacher gives another story with picture series in it. The students read the text silently.
Hawaiian Vacation

Gwynn went to Hawaii a year ago. He had a holiday there with his friends. He had a really wonderful time.

One afternoon, Gwynn stood on a high rock on the beach. Suddenly he saw a boy who was in trouble. He was far from the beach and couldn’t swim. Gwynn took off his shoes and bag then he jumped into the ocean.

The boy did not breathe. Gwynn pressed his stomach and then the boy breathed. Gwynn called for an ambulance. The paramedics told him that the boy was fine.

Gwynn came back to the high rock. He found his shoes but he did not find his bag. There were a camera, credit cards, and money in the bag. Gwynn thought it was the end of his vacation.

Newspaper wrote about Gwynn’s story. People read Gwynn’s story. Then the hotel gave him free stay. The restaurant provided free meals. People gave him money for buying things and camera.

So, it was not the end of his vacation in Hawaii. He stayed there for an extra week. He really had a wonderful time there.

Adapted from: All New Easy True Stories

1.4 Students are provided with some exercises related to the vocabulary used in the recount texts given.

Match the words with their synonyms.

<table>
<thead>
<tr>
<th>Words</th>
<th>Synonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wonderful</td>
<td>a. Guessed</td>
</tr>
<tr>
<td>2. Trouble</td>
<td>b. Take in air</td>
</tr>
<tr>
<td>3. Took off</td>
<td>c. Put off</td>
</tr>
<tr>
<td>4. Breathe</td>
<td>d. Pleasant</td>
</tr>
<tr>
<td>5. Press</td>
<td>e. Picnic</td>
</tr>
<tr>
<td>6. Vacation</td>
<td>f. Problem</td>
</tr>
<tr>
<td>7. Thought</td>
<td>g. Push</td>
</tr>
</tbody>
</table>
1.5 The students are asked to decide whether the sentences are true or false.

1. Gwynn went to Hawaii alone.
2. Gwynn sat down on a high rock on the beach.
3. The boy was in trouble because he was in the sea but he couldn’t swim.
4. The boy was just alright.
5. Gwynn came back and found his shoes and bag.
6. There were camera, credit cards, and laptop in the bag.
7. The people in Hawaii were not kind to Gwynn.
8. Gwynn received free place to stay and free meals.

Production
There are some pictures and some sentences related to the pictures. The students have to match each picture with the correct sentences which describes it.

Match the pictures with the sentences which describe them.
1. Ron ran for calling for help. He called the police and people around the lake.

2. When Ron and Liza enjoyed the night, suddenly a strange big creature emerged from the lake. It was big, black, and had many legs like octopus. They were frightened by the big creature.

3. Ron and Liza were on a vacation to a beautiful lake last month. They built a tent there and would like to stay there for three days. The night was beautiful. They sat beside the lake.

4. Some minutes then, many people came. Some reporters also came to the lake. They asked Ron and Liza about what happened. They said that they were surprised and afraid. They came home from the vacation with a very interesting experience. It was really an unforgettable story.

Muntilan, November 2012

The English Teacher

The Researcher

Fr. Lianita Damayanti, S.Pd

Anisatul Karimah
LESSON PLAN

School: SMK Abdi Negara
Semester: XI
Standard Competency: Communicating in English at Elementary Level
Basic competency: 2.4 Telling about past events and future plans
Theme: Simple past tense
Skill: Writing
General Purpose: At the end of the lesson the students are able to write a recount text by using correct simple past tense.

Indicators:
1. Identifying the past verbs used in a recount text.
2. Completing a recount text by using the right verbs.
3. Creating a recount text based on pictures by using the correct simple past tense.

Cycle and Meeting: I and 3
Time allocation: 2X45 minutes
Learning teaching procedure: PPP

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<td>“I’d like to check whether everybody is here. Is anyone absent today?”</td>
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<td>Lead-in</td>
<td>“Mitha, what did you do yesterday?”</td>
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<td></td>
<td></td>
<td>“How do you say it in English?”</td>
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<td>5.</td>
<td>Mentioning the learning objective</td>
<td>“Today we are going to learn about simple past tense. A recount text is a text which tells the events in the past so that we have to use the past verb.”</td>
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B. Main activities

i. Presentation

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<tbody>
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<td>1</td>
<td>The teacher gives a recount text. The students are asked to read the story and find the verbs used in the text.</td>
<td>“Class, I will give a recount text here. Please read the story. Then, find the verbs which are used in the text.”</td>
</tr>
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<td>2</td>
<td>Getting the students to be ready to the explanation.</td>
<td>“Class, please have a look here and listen to my explanation. If you have any question in the middle of my explanation, you can raise your hand and ask me. Are you ready?”</td>
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<td>1</td>
<td>Directing the students to identify the past form used in the recount text together with the teacher.</td>
<td>“Class, I have some pictures here and each picture is given a verb. You are asked to make a sentence in the past by using the verbs given.”</td>
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iii. Production

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<td>1</td>
<td>A picture series is provided. The students make a story based on the pictures given. The story should be in the correct tenses.</td>
<td>“Please pay attention to the pictures on your paper. Each of you should make a story based on these pictures. Pay attention to the verbs.”</td>
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<td>2</td>
<td>Directing the students in doing the task.</td>
<td>“Do you have any difficulties?”</td>
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“You are doing good, class.”

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Attachment:

**Presentation**

1.1 The teacher gives a story. The students read the story.

Last night I went to my neighbour’s wedding party with my family. You know, it was the wedding party of my dad’s boss’ son. Well, in the party I had rawon and sate madura. It’s really nice to have them in a traditional wedding like this one. Then I had, you know what, some dawet ayu. After that, I sang for the happy couple. At about 09.15 we went home. We arrived home rather late. I felt really very happy.

*Taken from: Contextual Teaching and Learning*

a. The students are asked to find and underline the past verbs or be which are used in the story above.

b. The teacher explains Simple Past Tense.
Simple Past Tense

Simple Past Tense is used for the activities which happened in the past. The pattern of sentences which use simple past tense can be presented as below:

➤ Without Verb (Tanpa kata kerja)

(+) Subject + to be (was/ were) + Noun/ Adjective/ Adverb of place.
(-) Subject + to be (was/ were) + NOT + Noun/ Adjective/ Adverb of place.
(?) To be (was/ were) + Subject + Noun/ Adjective/ Adverb of place?

*Note: She, He, It: use WAS
They, We, I, You: use WERE

Adverb of time:
- Yesterday
- Two weeks ago
- Last month

Examples:

a. (+) You were lazy.
   (-) You were not lazy.
   (?) Were you lazy?

b. (+) He was in Palembang yesterday.
   (-) He was not in Palembang yesterday.
   (?) Was he in Palembang yesterday?

c. (+) Your parents were civil servants.
   (-) Your parents were not civil servants.
   (?) Were your parents civil servants?

➤ With Verb (Dengan kata kerja)

(+) Subject + V2
(-) Subject + did not + V2
(?) Did + Subject + V1?
Examples:

a. (+) Her uncle visited Jogjakarta last week.
   (-) Her uncle did not visit Jogjakarta last week.
   (?) Did her uncle visit Jogjakarta last week?

b. (+) They ate their lunch an hour ago.
   (-) They did not eat their lunch an hour ago?
   (?) Did they eat their lunch an hour ago?

There are two types of verbs:

a. Regular verbs: We just need to add ‘-d’ or ‘-ed’ to form V2 and V3
   Examples: Walk- walked- walked
             Play- played- played
             Breathed- breathed- breathed

b. Irregular verbs: there is no pattern to form V2 and V3
   Examples: Put- put- put
             Drink- drank- drunk
             Bring- brought- brought
             Go- went- gone
             Sew- sewed- sewn

Practice

1.1 The students are given some pictures. They have to make a sentence in the past tense form by using the verbs provided.
Production
Tina didn’t go anywhere last Sunday. She just stayed at home. Now, you have to write what Tina did last Sunday. You may use the clues given.

Tina’s Holiday

Sunday, free, get up at 7.00

cook, have breakfast
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>wash the dishes, dry plates</td>
<td></td>
</tr>
<tr>
<td>wash her clothes, sweep the floor, mop</td>
<td></td>
</tr>
<tr>
<td>watch TV, listen to the radio, do homework</td>
<td></td>
</tr>
<tr>
<td>stay at home, feel happy, can do anything.</td>
<td></td>
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*Taken from: Contextual Teaching and Learning*

Muntilan, November 2012

The English Teacher

Fr. Lianita Damayanti, S.Pd

The Researcher

Anisatul Karimah
LEsson Plan

School : SMK Abdi Negara
Semester : XI
Standard Competency : Communicating in English at Elementary Level
Basic competency : 2.4 Telling about past events and future plans
Theme : Generic structure and comprehension of the text
Skill : Writing
General Purpose : At the end of the lesson the students are able to write a recount text in the correct generic structure.
Indicators :
   e. Identifying the generic structure of a recount text.
   f. Answering some questions based on the text.
   g. Arranging and rewriting a recount text in the correct generic structure.
Cycle and Meeting : 2 and 4
Time allocation : 2x45 minutes
Learning teaching procedure : PPP

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<td>“I’d like to check whether everybody is here. Is anyone absent today?”</td>
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<td>4.</td>
<td>Lead-in</td>
<td>“Do you still remember the generic structure of recount text? We are going to review it again”.</td>
</tr>
<tr>
<td>5.</td>
<td>Mentioning the learning objective</td>
<td>“Remember again the generic structure of the recount text. We will do more exercises on the generic structure”.</td>
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<td>Getting the students to be ready for the explanation and reminding them about the generic structure of a recount text.</td>
<td>“Class, please have a look here and listen to my explanation. If you have any question in the middle of my explanation, you can raise your hand and ask me. Are you ready?” “Tell me what the generic structure of a recount text is and describe it.”</td>
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<td>1</td>
<td>Asking the students to pay attention to the recount text given. They are asked to identify the generic structure of the texts.</td>
<td>“Class, I have a recount text in the form of a letter. Please look for the generic structure of the text.”</td>
</tr>
<tr>
<td>2</td>
<td>Asking the students to answer the questions based on the text.</td>
<td>“OK, now you have some questions here to answer. Try to find the answers on the text.”</td>
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**iii. Production**

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<td>Asking the students to arrange and rewrite jumbled paragraphs into a good recount text.</td>
<td>“Please have a look at the text on your paper. The paragraphs are not in order yet. You have to arrange and rewrite the jumbled paragraph into a good recount text. Then you should know the generic structure of the text.”</td>
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<td>“Do you have any difficulties?”</td>
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Attachment:

**Presentation**

1.7 The teacher reminds the students about the generic structure of recount text.

1.8 The teacher gives a recount text entitled “My Holiday in Batam” and shows the generic structure of the research.

**My Holiday in Batam**

*I went to my uncle’s house in Batam last month on the long holiday. I stayed with Uncle Antasena and Aunt Firda and their son which is my cousin Seno. They live in a small house in the centre of the city called Nagoya. I liked the house but I didn’t like the area much because it was very noisy.*
Unfortunately, Seno and I disagreed on most things. He played loud music when I wanted to sleep. When his best friend came to stay, I had to sleep on the floor. My uncle and my aunt were very nice. We visited Batam Centre, Waterfront City and Nongsa Beach. The weather was hot all day long.

When we went to a place called Barelang, Seno didn’t want to go to the ex Vietnam camp, he wanted to go fishing on the Melur beach. So I went to the ex Vietnam camp on my own, but I didn’t enjoy it.

I can’t say I would like to go back to my uncle house. It wasn’t a very good holiday.

Taken from: English in Fokus by Artono

Italic : Orientation
Underlined : sequence of events
Bold : reorientation

1.9 The teacher shows the chronological conjunctions of the text above.

Practice

1.2 The teacher gives a recount text. The students identify the generic structure of the text.

Dear Grandpa and Grandma,

Yesterday at my school we had an International day. We had performances, food stalls, displays, raffle ticket draw, and some of us were dressed in costumes.

We started our day off with performances but the one I liked best was the one from fourth grade. We played games. The performance I was in was Labamba.

Straight after our performances we had our lunch. There were food stalls. They came from Australia, Asia, Arab, and Greece.

Everyone had a job. These people were from sixth grade. I did my job after I had lunch. My job was to sell International Day Books.

We had displays in the hall. These displays were good but I didn’t get to see them. The displays came from a lot of countries.

There was also a Trash and Treasure stall where they sold toys. The school got these things by asking the children to bring them in.

Although I didn’t win anything, International Day was still fun.

Love
from Sue

Taken from: Contextual Teaching and Learning
1.2 The students answer the questions below based on the text above.

1. Who sent the letter?
2. What occasion was there yesterday?
3. What could we see there?
4. What did the writer do?
5. Where did the food stalls come from?
6. What did the writer do after he had lunch?
7. What did Trash and Treasure sell?
8. According to you, how did the writer feel?

Production

1.1 Arrange these paragraphs into a good story based on the pictures given. Then identify the generic structure of the story.

A Super Soaker and A Super Kid

1. Daniel tried to open the car doors, but they were locked. Daniel looked around. There were no people on the street. Nobody could help him.

2. The car windows were open a little. Daniel squirted water at the puppies. He squirted water on their faces and into their mouths. For one hour, Daniel stood next to the car. Every five minutes, he squirted water at the puppies.

3. Daniel Ayala, ten years old, was walking down the street on a hot summer day. It was 92 degrees. Daniel passed a parked car. He heard dogs barking, and he looked inside the car. Two puppies were in the car. The puppies looked hot and thirsty. Daniel was worried about the puppies. He thought that the puppies might die.

4. Finally, help came. A police officer broke a car window and opened a door. Daniel picked up the puppies. They were OK.

5. Daniel ran home and got his squirt gun. It was a big squirt gun- a “super soaker”. It held a lot of water. Daniel filled his squirt gun with cool water. Then he ran back to the car.

Adapted from: All New Easy True Stories.
Look at the pictures. Listen to your teacher tell the story.
LESSON PLAN

School : SMK Abdi Negara
Semester : XI
Standard Competency : Communicating in English at Elementary Level
Basic competency : 2.4 Telling about past events and future plans
Theme : The content and the vocabulary used in a recount text
Skill : Writing
General Purpose : At the end of the lesson the students are able to write a meaningful recount text.
Indicators :
1. Answering some comprehension questions based on the recount text given.
2. Doing an exercise related to the vocabulary used in the recount text.
3. Matching sentences with the correct pictures to form a good story.

Cycle and Meeting : 2 and 5
Time allocation : 2X 45 minutes
Learning teaching procedure : PPP

A. Opening

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Teacher’s talk</th>
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</thead>
<tbody>
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<td>Checking attendance</td>
<td>“I’d like to check whether everybody is here. Is anyone absent today?”</td>
</tr>
</tbody>
</table>
### B. Main activities

**i. Presentation**

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Teacher's talk</th>
</tr>
</thead>
</table>
| 1  | Discussing the story    | “Please look at the text I have given to you.”  
|    |                          | “OK, now, you can read the story.”  
|    |                          | “I have some questions related to the story you have read.”                     |
| 3  | Checking students’ comprehension | “Do you get the point?”                                                        |

**ii. Practice**

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Teacher’s talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Asking the students to pay attention to the recount</td>
<td>“Class, I have a recount text here. Read the text first silently. Try to understand the story.”</td>
</tr>
<tr>
<td></td>
<td>texts given. They are asked to read the text silently.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Asking the students to do the comprehension questions.</td>
<td>“Class, I have written some statements here. What you need to do is to decide whether each statement is true or false according to the previous text.”</td>
</tr>
<tr>
<td>3</td>
<td>Asking the students to do the exercise on the vocabulary used in the text.</td>
<td>“To really understand the story, I have provided an exercise related to the vocabulary used in the story. You just need to find the meanings of each word in the dictionary.”</td>
</tr>
</tbody>
</table>

**iii. Production**

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Teacher’s talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Asking the students to match the pictures with the words which describe them.</td>
<td>“Please have a look at the text and pictures on your paper. You have to match each picture with the paragraph which describe each picture correctly.”</td>
</tr>
<tr>
<td>No</td>
<td>Activities</td>
<td>Teacher's talk</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Directing the students in doing the task.</td>
<td>“Do you have any difficulties?”</td>
</tr>
<tr>
<td>3</td>
<td>Giving comment on how the students are doing.</td>
<td>“You are doing good, class.”</td>
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</table>

**C. Closing**

<table>
<thead>
<tr>
<th>No</th>
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<tbody>
<tr>
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<td>Telling that the class is over</td>
<td>“It's over for today, class.”</td>
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<tr>
<td>4</td>
<td>Reminding the students to study at home and read any book about the related topic</td>
<td>“Don’t forget to review the material at home. Read any book related to the topic today. If you have any difficulty, you may come to me. I’ll help you.”</td>
</tr>
<tr>
<td>5</td>
<td>Saying good bye</td>
<td>“Thank you for today. Good bye, class. See you tomorrow”</td>
</tr>
</tbody>
</table>

Attachment:

**Presentation**

1.10 The teacher gives a recount text entitled “My Grandpa’s Birthday”. The students read the text loudly. Then the students translate the story.
My Grandpa’s Birthday

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

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

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

1.2 The teacher asks some questions orally based on the text. The students answer the questions orally as well.

Answer the questions orally.

1. What did the writer give to his grandfather as the birthday present?
2. What did the writer’s sister and the writer do with the shirt?
3. Did they make a birthday cake or buy it?
4. When was the birthday party held?
5. Who came to the writer’s house?
6. What did they bring?
7. What did the family do in the living room?
8. How did grandpa feel?

**Practice**

1.3 The teacher gives another recount text. The students read it loudly.

The workmen who were building the new hospital in my town caught a snake last month. It was in the drain near the building construction site. Early in the morning, a workman was just going to sit under the tree when suddenly he saw a long creature lying in the drain. It did not move when he was approaching it. Then he shouted to the other workmen who were going to start to work. Then, they caught the 8 – metre long python and brought it to the authority of the zoo in this town.

The diameter of its body was about 25 centimeters. They believed that the snake might belong to someone living in the area. The police were trying to find the owner.

*Taken from: Contextual Teaching and Learning*

1.2 The students are given some statements related to the text above. They have to decide whether the statements are true or false.

1. ….. The workman found the snake at the site of the building construction.
2. ….. The construction was going to be a new hospital.
3. ….. The workman was sitting under the tree when he saw a snake.
4. ….. The snake was approaching the workman.
5. ….. It was a python.
6. ….. It belonged to the zoo.

1.3 The students look up the meanings of some words in their dictionary.

a. Workman
b. Construction
c. Site
d. Creature
e. Drain
f. Approach
g. Authority
h. Belong to
Production
There is a set of picture series and some sentences related to the pictures. The students have to match each picture with the correct sentences which describes it.

Caught in the Act
Last Sunday, Rino and Toni went to a market. They wanted to take a walk there.
1. After that, they could not wait to eat the rambutans. They felt very hungry. They ate it along the way home. The skins were thrown on the street.
2. After a while, the police walked faster and stopped the two children. He questioned the boys why they threw the skins along the way. The boys were frightened.
3. Finally the police asked the two boys to pick the skins. They threw the skins to the rubbish bin. The police warned them to behave good next time.
4. Rino and Toni arrived at the market at 08.00 a.m. It was very crowded there. First, they went to a fruit stall. They bought rambutans. It cost Rp. 5.000,00 a bunch.
5. A policeman followed Rino and Toni without they realized it. The police walked behind them. He felt very angry with Rino and Toni.
6. The children walked along the way happily. They kept eating rambutans. Rino and Toni walked toward the playground.

Rino and Toni regretted their behaviours. They will not repeat it again next time.
CAUGHT IN THE ACT

Below is a series of pictures. Study them carefully.

1. Fruit stall — bought bananas — a bunch each — $2.00
2. Could not wait — are the bananas — throw the skins —
3. Walked happily — towards — children's playground
4. Did not realize — policeman — behind them — followed
5. Stooped — questioned — the boys — very frightened
6. Asked to pick — throw into — trashbin — stern warning

Now write out the story as told in the pictures. You may use the words and phrases given to help you. Your composition should contain about 150 words.

Adapted from: Preston Primary Composition 5

Muntilan, November 2012

The English Teacher

The Researcher

Fr. Lianita Damayanti, S.Pd

Anisatul Karimah
LESSON PLAN

School : SMK Abdi Negara
Semester : XI
Standard Competency : Communicating in English at Elementary Level
Basic competency : 2.4 Telling about past events and future plans
Theme : Simple past tense
Skill : Writing
General Purpose : At the end of the lesson the students are able to write a recount text by using correct simple past tense.
Indicators :
1. Identifying the past verbs used in a recount text.
2. Completing a recount text by using the right verbs.
3. Creating a recount text based on pictures by using the correct simple past tense.
Cycle and Meeting : 2 and 6
Time allocation : 2X45 minutes
Learning teaching procedure : PPP

A. Opening

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<td>3.</td>
<td>Checking attendance</td>
<td>“I’d like to check whether everybody is here. Is anyone absent today?”</td>
</tr>
</tbody>
</table>
| 4. | Lead-in                      | “Sato, what did you do yesterday?”
“Anisa, what about you?”
“Kiki, what did you do last Saturday?”
“Did you still remember the last vacation? What did you do?” |
5. Mentioning the learning objective
   “Today we are going to learn about simple past tense. A recount text is a text which tells the events in the past so that we have to use the past verb.”

B. Main activities
   i. Presentation

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<tbody>
<tr>
<td>1</td>
<td>The teacher gives a recount text. The students are asked to read the story and find the verbs used in the text.</td>
<td>“Class, I will give a recount text here. Please read the story. Then, find the verbs which are used in the text.”</td>
</tr>
<tr>
<td>2</td>
<td>Reminding the students about the simple past tense.</td>
<td>“Class, do you still remember what verbs we use in writing a recount text?”</td>
</tr>
<tr>
<td>3</td>
<td>Checking students’ comprehension.</td>
<td>“Do you get the point?”</td>
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ii. Practice

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<tbody>
<tr>
<td>1</td>
<td>Directing the students to identify the past form used in the recount text together with the teacher.</td>
<td>“Class, I have a recount text here entitled “The surprising gift”. We will try to identify the past forms used in this text.”</td>
</tr>
<tr>
<td>2</td>
<td>Asking the students to pay attention to the recount texts given. They are asked to complete the story by using the correct form of verbs.</td>
<td>“Class, I have a recount text here. The text is not complete yet. You are going to complete the story by changing the verbs in the brackets into the correct forms. You can discuss this with your partner.”</td>
</tr>
</tbody>
</table>
### Production

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<tbody>
<tr>
<td>1</td>
<td>A picture series is provided. The students make a story based on the pictures given. The story should be in the correct tenses.</td>
<td>“Please pay attention to the pictures in front of the class. Each of you should make a story based on these pictures. Pay attention to the verbs.”</td>
</tr>
<tr>
<td>2</td>
<td>Directing the students in doing the task.</td>
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<td>Confirming students' comprehension</td>
<td>“Ok, class. Now. Tell me what we have learned today. Can you understand the story in the text?”</td>
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<td>Saying good bye</td>
<td>“Thank you for today. Good bye, class. See you tomorrow”</td>
</tr>
</tbody>
</table>
1.1 The teacher gives a story. The students should read the story and find the verbs used in the story.

The Surprising Gift

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

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

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

Practice

1.2 The students are given a story. The story is not complete yet. The students have to complete the story by using the correct verbs.

JADJIT BUSTOMI

Jadjit Bustomi ________ (win) the Kalpataru Award on June 5, 2008 because of his concern on environment. He ________ (make) a barren hill in Sucolor become a lavish green. When he first ________ (set) foot in Sucolor as a teacher, he ________ (see) the entire area of the hill ________ (be) dried out. At that time, he _________________ (be/think) about how
he ________ (can) change the situation. Jadjit Bustomi then ________
(come) up with the idea of encouraging his students to plant trees along
the route to the village. He just _______________ (not/want) his students
to suffer from scorching heat while they ________________ (be/walk) home from school. The trees then ________ (grow) and
________ (serve) as umbrellas along the road toward the school. He
then came up with more ideas. He ____________ (find) out vegetables
and other secondary crops planted arround the rice and farms. He
_____________ (choose) three plant varieties, namely pete, mangoes,
and durians. In the beginning, no one ____________ (welcome) his
ideas. Finally, the villagers ____________ (realize) that pete, mangoes,
and durians are more profitable to grow. The villagers _____ (be) soon
__________ (ask) him to teach them how to plant pete. Pete then
______________ (become) the new farming treasure of Sucolor.

Taken from: The Jakarta Pos. Vol.26. No.065

Production

1.3 There is a picture series. The students make a story based on the pictures. The
story should use the correct tense. There are some clues can be used.
Attachment: Burglars: A picture story. (on the next page)

Muntilan, November 2012

The English Teacher The Researcher

Fr. Lianita Damayanti, S.Pd Anisatul Karimah
Burglars – A picture story

Write a title and the story:
TESTS

Examples of Students’ Pre-test

A TRIP TO THE MAGELANG

Last week, I went to the Magelang with my friend. I went there by motorcycle.

Then, I went to join karate practice. We finished at 12:00 p.m. Then, I went to turn around to Magelang.

After I was done, I went back. This is experience that vary pleasant.

Name: Husi Ferawati
Class: XI AP 1

Orientation:
Last Labor Day, I went to Ambaran with my family. I went there by public transportation.

Event:
We left for home at 02:00 a.m. We arrived there for 3 hours. We started our way to my grandmother's home. After we arrived there we were tired with our big family. Next we ate together. At 02:00 p.m. We went to graveyard. There I could gathered with my sister's and my brother's.

Reflection:
I was very happy to go to Ambaran because the unforget-able experience.
An Example of Students’ Writing in Cycle 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Tina's Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 AM</td>
<td>Get up</td>
<td>Tina got up at 7:00 a.m. Look around.</td>
</tr>
<tr>
<td>Sunday</td>
<td>Free</td>
<td>She just stayed at home. She can do anything because she did not go anywhere.</td>
</tr>
<tr>
<td>Breakfast</td>
<td>Cook, have</td>
<td>From then, she cooked in the kitchen for her breakfast. She cooked the food in the dining room.</td>
</tr>
<tr>
<td></td>
<td>Wash the dishes</td>
<td>Then she washed the dishes and dried plates in the sink.</td>
</tr>
<tr>
<td></td>
<td>Dry plates</td>
<td>As always, she washed the clothes, swept the floor, and mopped.</td>
</tr>
<tr>
<td></td>
<td>Wash her clothes, sweep the floor, mop</td>
<td>Then she watched TV, listened to the radio, then did homework.</td>
</tr>
<tr>
<td></td>
<td>Watch TV, listen to the radio, do homework</td>
<td>She felt happy staying at home because she did anything.</td>
</tr>
<tr>
<td></td>
<td>Stay at home, feel happy, can do anything</td>
<td></td>
</tr>
</tbody>
</table>

Taken from: Contextual Teaching and Learning.
An Example of Students' Writing in Cycle 2

**Burglars - A picture story**

Write a title and the story:

Last night, Rio was reading a story book in bed. When he was reading, he heard a noise suddenly.

Two thieves got into the house by climbing into the window.

They heard a parrot's voice: "Good night." Then they ran away in a hurry and dropped torch Rio.

Two thieves walked with torch in their hands.

He got happy because that two thieves did not take anything.

---
An Example of Students’ Post-test

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Last Monday I went to America. I went there by bus with my family.

We left home at 6:00 am. Our travel was about 2 hours. We arrived at my grandparents’ house at about 8:00 am. I shook hands with all my family there. Then we ate together in the dining room.

We had some food there like boiled eggs, chicken, salad, etc. After that, we talked about many things. I talked about my school, my friends, my lessons, etc. We watched television together too. Then in the afternoon, my family and I went home. We went home at about 5:00 pm.

I was very happy that day because I met my big family there. I will go there again next weeken.
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Nama: ANISATUL KARIMAH
NIM: 07202241046
Jurusan/Program Studi: Pendidikan Bahasa Inggris
Waktu Pelaksanaan: Oktober – Desember 2012
Lokasi Penelitian: SMK Abdi Negara Muntillan

Untuk dapat terlaksananya maksud tercihat, kami mohon izin dan bantuan seputihnya.

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

Terbukti:
Kepala SMK Abdi Negara Muntillan
PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Demanglan, Telepon (0274) 562911 - 5025414 (Hunting)
YOGYAKARTA 55213

Yogyakarta, 02 Oktober 2012

Nomor : 07/08028/WM/0/2012

Perhai : jil Penelitian

Kepada Yth.
Gubernur Prov. Jawa Tengah
Cg. Baktiargopul dan Linaus

Tempat

Menurut Surat :
Dari : Dekan Fak. Bahasa & Sosiologi Universitas Negeri Yogyakarta
Nomor : 1174/JUN.34.1.21/FAK/2012
Tanggal : 25 September 2012

Perhai : Permohonan jil Penelitian

Setelah mempelajari proyektiid prescriptions metode penelitian yang diajukan, maka diperoleh surat kerangka untuk melaksanakan penelitian kepada

Nama : ANDI SATUL KARNIKAH
NIM / NIP : 07202241046
Asal : Karangnagel, Yogyakarta
Judul : USING PICTURES SERIES TO IMPROVE ELEVEN GRADE STUDENTS RECOUNT WRITING ABILITY IN SMK ARDI JECERAN MUNTILAN
Lokasi : Kec. MUNTILAN, Kec. MAELANG, Prov. JAWA TENGAH
Waktu : Mulai Tanggal 02 Oktober 2012 hingga 22 Januari 2013

Pencapaian berikut ini mengharapkan dan menerapkan penelitian dan tindakannya yang bermakna wewang penelitian.

Kesudah harap menjil isian

A/n Sekretaris Daerah
Asisten Pendidikan dan Pembangunan
Uc.

Nasabah Dinamika Pendidikan Pembangunan

Tentusian:
1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai aporn)
2. Dekan Fak. Bahasa & Sosiologi UNY
3. Yang Bercengkrama

Sdt.
PEMERINTAH PROVINSI JAWA TENGAH
BADAN KESATUAN BANGSA, POLITIK DAN PERLINDUNGAN MASYARAKAT
JL. A. YANI NO. 150 TLLF. (024) 8454690 FAX. (024) 8414205. 131322
SEMARANG - 50136

SURAT REKOMENDASI SURVEY / RISET
Nomor : 070 / 22/14 / 2012

I. DASAR

II. MEMBACA
Surat dari Gubernur DIY Nomor 070 / 6472 / V / 120 / 2012, Tanggal 22 Oktober 2012.


IV. Yang dikecamakan oleh:
1. Nama : ANISATUL KARINAH.
5. Penanggung Jawab : Dr. Agus Widyantoro, M.Pd.
7. Lokasi : Kabupaten Magelang.

V. KETENTUAN SEBAGAI BERikut:
1. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat Sekretaris / Lembaga Swasta yang akan diadakan obyek lokasi untuk memahami petunjuk sepeda dengan menunjukan Surat Penerimaan ini.
2. Pelaksanaan survey / riset tidak disanggalkan untuk tujuan keterlaluan yang dapat mengganggu kestabilan pemerintahan. Untuk penelitian yang mendapat dukungan dari donor baik dari dalam negeri maupun luar negeri, agar ditolak pada saat mengajukan perijinan. Tidak membebaskan masalah politik dan/ atau agama yang dapat menimbulkan tegasnya stabilitas keamanan dari keterlaluan.


VI. Surat Rekomendasi Penelitian / Riset ini berlaku dari:

   Oktober 08 - Desember 2012

VII. Domikian harap merajutkan perhatian dan maklum.

Semarang, 08 Oktober 2012

an. GUBERNUR JAWA TENGAH
KEPALA BAKESBANGPOL DAN LINMAS
PROVINSI JAWA TENGAH

Drs. Achmad Rofai, Msi
Peneliti Utama Medan Muja
NIP. 196812021982031005
PEMERINTAH KABUPATEN MAGELANG
KANTOR KESATUAN BANGSA DAN POLITIK
Jl. Soekarno-Hatta No. 7  ||  (0293) 768616
KOTA MUNGKID 56511

Kota Mungkid, 16 Oktober 2012

Kepada Yth. Kepala Badan Penanaman Modal dan Pelayanan Perijinan Terpadu
Kabupaten Magelang.

Diantas Dari

   Nomor : 0702214/2012
   Tanggal : 8 Oktober 2012
   Tentang : Surat Rekomendasi Survey/Riset.

2. Dengan hormat dibertukah bahwa kami tidak keberatan atas pelaksanaan
   Penelitian / Riset / Survey / PKL di Kabupaten Magelang yang dicantumkan oleh :

   a. Nama : ANISATUL KARIMAH
   b. Pekerjaan : Mahasiswa.
   d. Penanggung Jawab : Dr. Agus Winananto, M.Pd
   e. Lokasi : Kabupaten Magelang
   f. Waktu : Oktober s/d Desember 2012
   g. Tujuan : Mengadakan Penelitian dengan judul :

   " USING PICTURE SERIES TO IMPROVE ELEVENTH GRADE STUDENTS
   RECOUNT WRITING ABILITY IN SMK ABADI NEGARA MUNTILAN "

3. Sebelum melakukan kegiatan, terlebih dahulu melaporkan kepada Pejabat
   Pemerintah setempat untuk mendapat petunjuk sepekitnya.

4. Walaih menjaga tata tertib dan mematuhi ketentuan-ketentuan yang berlaku.

5. Sebelum pelaksanaan boleh di konsultasikan kepada Kepala
   Kesatuan Bangsa dan Politik Kabupaten Magelang.

6. Surat Rekomendasi ini dapat dicabut dan dinyatakan tidak berlaku apabila
   pemegang surat ini tidak mentaati / mengindahkan peraturan yang berlaku.

Demikian untuk menjadikan periksa dan guna sepekianya.

                        a.n. KEPALA KANTOR KESBANGPOL
                        KABUPATEN MAGELANG
                        Kepala Dinas Pendidikan dan Wasbang

SUGENG SUGIYANTO, S.Sos

Tempahan ;
1. Bp. Bupati Magelang ( setiap kepala )
   ( Tanpa Lampiran )

                [Tanda Tangan]
## Attendance List of Class XI Office Administration Program

**SMK ABDI NEGARA Muntilan**

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**Note:**
- **P**: Present
- **WP**: With Permission
- **A**: Absent
**WRITING RUBRIC**

Aspects evaluated in writing (Weigle, 2002: 116)

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<th>STUDENT</th>
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<td>CONTENT</td>
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<td>EXCELLENT TO VERY GOOD: knowledgeable ● substantive ● thorough development thesis ● relevant to assigned topic</td>
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<td>GOOD TO AVERAGE: some knowledge of subject ● adequate range ● limited development of thesis ● mostly relevant to topic, but lacks detail</td>
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<td>FAIR TO POOR: limited knowledge of subject ● little substance ● inadequate development of topic</td>
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<td>VERY POOR: does not show knowledge of subject ● non-substantive ● OR not enough to evaluate</td>
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<td>ORGANIZATION</td>
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<td>EXCELLENT TO VERY GOOD: fluent expression● ideas clearly stated/supported ● succinct ● well-organized ● logical sequencing ● cohesive</td>
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<td>GOOD TO AVERAGE: somewhat choppy ● loosely ● organized but main idea stand out ● limited support ● logical but incomplete sequencing</td>
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<td>FAIR TO POOR: not fluent● ideas confused or disconnected ● lacks of logical sequencing and development</td>
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<td>VERY POOR: does not communicate ● not organization ● OR not enough to evaluate</td>
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<td>EXCELLENT TO VERY GOOD: sophisticated range ● Effective word/idiom choice and usage ● word form mastery ● appropriate register</td>
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<td>GOOD TO AVERAGE: adequate range ● occasional errors of word/idiom form, choice, usage but meaning not obscured</td>
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<td>GOOD TO AVERAGE: effective but simple construction● minor problems in complex constructions ● several errors of agreement, tense, number, word order/function, articles, pronoun, prepositions but meaning seldom obscured</td>
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<td>FAIR TO POOR: major problems in simple/complex constructions ● frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, ● meaning confused or obscured</td>
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<td>VERY POOR: virtually no mastery of sentence construction rules ● dominated by errors● does not communicate ● OR not enough to evaluate</td>
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<td>GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</td>
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<td>FAIR TO POOR: frequent error of spelling, punctuation, capitalization, paragraphing ● poor handwriting ● meaning confused or obscured</td>
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<td>VERY POOR: no mastery of conventions ● dominated by errors of spelling, punctuation, capitalization, paragraphing● handwriting illegible ● OR not enough to evaluate</td>
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### SCORES COMPARISON

**The Scores Comparison**

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PHOTOGRAPHS

Picture 1. Students were listening to the explanation.

Picture 2. The students took a part in the teaching learning process.
Picture 3. Students were working in pairs.

Picture 4. The student did the exercise seriously.
Picture 5. The teacher went around the classroom and interacted with students.

Picture 6. The teacher gave guidance.