

**USING PICTURE SERIES AS AN EFFORT TO IMPROVE THE  
WRITING SKILL OF THE EIGHTH GRADE STUDENTS OF SMP N 6  
YOGYAKARTA IN THE ACADEMIC YEAR OF 2014/2015**

**A THESIS**

Presented as partial fulfillment to the requirements for the attainment of the  
*Sarjana Pendidikan* Degree in the English Language Education



By

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2015**

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Grade Students of SMP N 6 Yogyakarta in the Academic Year of 2014/2015**

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## PERNYATAAN

Yang bertanda tangan di bawah ini, saya

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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, hal tersebut sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, April 2015

Penulis,



Ahmad Ibnu Fahrizal

## DEDICATIONS

I proudly dedicate this thesis to my beloved parents,

*Nurmaruf(alm) and Marliyah,*

My sisters and brothers.

and

My friends.

Without them none of my success would be possible.

Thanks for your love, supports and prayers.

## MOTTOS

**“Man Jadda Wa Jadda”**

*With God bless, anyone who focuses and has strong willingness to reach his/  
her dreams then it will come true*

**"If there is one thing that can make you give up, think about a million things  
that can make you stand up"**

**“Knowing there's one thing I still haven't told you: I now believe, by the way,  
that miracles can happen.”**

-Nicholas Sparks-

**“Just be Hopeful because God never sleeps”**



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**ABSTRACT**

This research is about improving the students' writing skill by using picture series. The objective of this research is to improve the writing skill of the eighth grade students of SMPN 6 Yogyakarta.

The nature of this research is classroom action research. The subjects of this research were 33 students of the eighth grade of SMP N 6 Yogyakarta. The data were collected in two forms, qualitative and quantitative data. The qualitative data were collected by observing the teaching learning process and interviewing the students while the quantitative data were obtained by conducting pretest and posttest for the students. The data were analyzed in five steps. They were assembling data, coding the data, comparing the data, building interpretations and reporting the outcomes. Meanwhile, the quantitative data were analyzed by comparing the mean score of the students' writing. The validity of the data was achieved by applying the five criteria of validity proposed by Anderson. They were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The results of the research indicated that the use of picture series was able to improve the students' writing skill. Completing with a learning handout containing vocabulary lists and worksheets, the use of picture series has helped the students' writing learning improve significantly, particularly in the aspect of (1) stimulating and organizing ideas, (2) using correct grammatical sentences, (3) selecting appropriate words and (4) improving their writing mechanics. Implementing picture series was also improved the students' motivation in the writing process. Based on the quantitative data, the students made high improvement in the mechanic aspect. Then, the mean score of the students' writing from pre-test to post-test I and II also improved. In the pretest the students' mean scores was 59.32. In the Posttest I, the mean score was 69.63. Then, in the post II was 81.42.

*Keywords: Picture Series, writing teaching*



## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

In this global era, all countries need to interact with other countries in many aspects such as in economics, politics and education. They can, for example, do export and import and share educational system with another country. To bridge the interaction between those countries, English is used as a communication tool. They use english to communicate with other countries which have different languages with their mother tongue in trading, sharing knowledge and making political cooperation. Therefore, English is an important language to be mastered by non-English speakers including Indonesians so that they can compete with others.

In response to this, Indonesian students are prepared to learn English since they are in junior high schools and take it as one of the compulsory subjects. They learn it as a foreign language. The lesson is aimed at improving students' skill of English language that are listening, speaking, reading and writing. So, the students are expected to be able to communicate in English in both oral and written forms.

Among the four skills, writing skill is considered important for the students to be learned in order to be able to communicate in the written form well. It is because most of the academic achievement was through writing aspects. Harmer (2004) states that in the context of education, most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing

proficiency in order to measure their knowledge. Besides, having sufficient writing ability enables them to communicate with other people around the world so that they can keep up with the global era.

It is clear that writing skill is important for students, but writing commonly is considered the most difficult skill to be learned and mastered. It is because it involves some language components (spelling, language use, vocabulary, and punctuation). Writing has several subskills. Some of those are related to accuracy i.e. using correct forms of language. Writing accurately means that it involves the correct use of verbs and pronouns, as well as commas and other marks of punctuation and it also involves many aspects such as paragraph development, organization of content and it demands standard form of grammar, syntax, and vocabulary. In writing, it is not just about accuracy. It is also about communicating messages successfully to other people. Hence, having enough ideas, organize them well and express them in appropriate style is a must (Spratt, 2005: 26). Therefore, writing is also considered as the skill that needs much attention because it is not an easy skill to be mastered. As Richard and Renandya (2002: 303) state, writing is the most difficult skill for second language learners to be mastered. The learners should not only master the skill in generating ideas and organizing the ideas, but also in expressing those ideas into a readable text. So, the messages can be communicated successfully.

Based on the information obtained in the observation on the English teaching and learning process conducted in SMP N 6 YOGYAKARTA, the researcher identified some problems related to it. As for example, many students were lack of

motivation, tended to be passive and got bored easily. Beside those problems, the teacher tended to use lecturing technique with the whiteboard and text books without any modification that seems to be monotonous and boring. As a result they had difficulties in expressing their ideas during the writing process. They also had difficulties in writing good sentences and in using appropriate grammar. In addition, they also had difficulties in expressing and arranging their ideas.

It has been explained above that writing is considered as a difficult language skill to be mastered. Hence, there must be some efforts done in order to improve the writing teaching and learning process. As have been identified in the observation mentioned above that one of the reason causing the writing skill difficult for the students is because the students were lack of motivation and interaction with the teacher which is caused by lack of variety of media. Therefore, having variety of teaching and learning media is needed to solve the problems faced by the students. One of the alternative media that can be used is picture series. Picture series can be used as one effort to deal with the students' difficulties in the teaching and learning process of writing.

## **B. Identification of the Problems**

In the background of the problems above, it has already been stated that the researcher found that the students' ability in writing was still low. Based on the previous observation of the teaching and learning process in Class VIII D of SMP N 6 Yogyakarta, the researcher gained information about the problem's sources related to

the teaching and learning process of writing in the classroom. There are three categories of sources. They are the teaching and learning process, the students and media.

The teaching and learning process was the first factor contributing to the students' writing skill. The first problem was that the teaching process tended to be teacher-centered. As a result, the teacher did not pay much attention to the students so that their difficulties were not identified. Besides, the focus of the teaching and learning process was on the result of the students' works not in the process of learners' learning. Whereas, in producing a good writing, the process is an important thing that should be considered. Then, there was lack of interaction between the teacher and the students so that the students were not comfortable to ask the teacher questions when they found difficulties.

The second problem was the students. Many of the students still found difficulties in sentence structures, word forms and word choices. So they were not able to write sentences in an appropriate way such as in using correct tenses. Then, they were lack of vocabularies which made them hard in expressing their ideas. Besides, they also found difficulties in organizing those ideas. The students' sentences sometimes were not organized coherently. Such above problems made them think that write in English well and considered writing an English text was a difficult lesson and was an uninteresting lesson.

The third problem was the media. Media is important in teaching and learning process to draw students' attention and interest in learning. However, the



media used by the teacher was not sufficient yet. As a result, the students were not interested in the learning process. It also made the students' motivation in writing English texts low. It could be seen from the students attitude toward English lesson, i.e. they often did not bring a dictionary, they were late in submitting the assignments, and they also did not pay much attention to the teacher in the teaching and learning process. Hence, media is one of important factors that influence the success of writing learning.

In conclusion, there were some factors that made the students' writing ability was not satisfactory. Those were related to the teaching and learning process, the students and the media. Therefore, solving those problems was prominent so that the students can develop their writing ability.

### **C. The Limitation of the Problems**

Based on the background and the identification of the problem above, it was impossible for the researcher to cover all factors influencing the teaching and learning process of writing. Concerning the limitation that the researcher had, he conducted the research focusing only on the efforts to improve writing skill of VIII grade students of SMP N 6 YOGYAKARTA by using picture series.

The researcher chose picture series because it has many advantages in the teaching and learning process of writing. The first advantage of using picture series is that it can make the students interested and stimulated in the teaching and learning process of writing (Smaldino:1995). Another advantage is that picture series can

stimulate the students to develop and expand their ideas. It will also help the students express those ideas that they have in mind into readable writing texts. Moreover, Raimes (1983: 36) says that a picture sequence such as comic strips, provides the subject matter for writing narrative and for speculating about the story beyond the pictures in the strip. A set of parallel pictures (pictures that show a similar scene or tell a similar story) provides materials that offer guidance on vocabulary, sentence structure, and organization and lets the students write about new subject matter. On the other hand, picture sequences in which there is ambiguity and the opportunity for widely divergent interpretations are an excellent basis for stimulating individual response and a variety of written outcomes. Besides, the students usually have other perceptions and interpretations to the provided pictures.

#### **D. The Formulation of the Problems**

From the limitation of the problems above, the problems can be formulated into the following question, (1) how can picture series be used to improve the students' writing skill of VIII grade students of SMP N 6 Yogyakarta in the academic year of 2014/2015? (2) To what extent can picture series improve the students writing skills?

#### **E. The Objective of the Research**

Responding to the formulation of the problems, the objective of this research is to improve the writing skill of VIII grade students of SMP N 6 YOGYAKARTA through the use of picture series.

**F. The Significance of the Research**

1. This research can give the English teachers from SMP N 6 YOGYAKARTA and from other schools a valuable source of information to improve the teaching and learning process.
2. The research is expected to be used as one of useful references used to improve students' learning achievement, particularly in writing skills.
3. This research can increase the students' motivation and interest toward English lesson.
4. The research finding can be used as an input for other researchers who are interested in the similar field and will enrich and enlarge the knowledge of the teaching English, especially in improving writing skill.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter contains theoretical review in which the researcher discusses some relevant studies, theories, and literatures to the topic of his study. Then, it also contains conceptual framework which shows how the research relates to those theories.

#### **A. Review of relevant theories**

##### **1. The Nature of Writing**

###### **a. Definition of Writing**

Learning language is important since language is a means of communication. One way to create communication with language is by writing. Writing is categorized as one of productive skills along with speaking since they involve productive language rather than receiving it (Spratt, 2005: 26). In addition, Harmer (2007: 265) also defines writing as a language skill which involves the activity of producing the language.

Writing is seen as a means of communication which is commonly used to express and impress physical and mental activity (Nunan: 2003). It means that when writers compose writing work, they commonly have two main purposes. Firstly, they intent or desire to express the ideas or feeling they have in minds. Secondly, they do an act in forming words. In other word, the written text is used to communicate the

ideas to the readers or audience. In line with Nunan, White and Arndt (1997:1) state that in writing the writers are able to express ideas and feelings to persuade and convince other people.

Many people think that writing is simply the graphic representation of spoken language. Yet, writing is much more than the production of graphic symbols. The symbols have to be arranged to form words, and words to be arranged to form sentences (Byrne: 1998: 1). Writing is also different from speaking in many ways. It can be seen from the characteristics of language itself. Brown in Weigle (2002: 15-16) mentions a list of the characteristics of written language to differentiate from spoken language as follows:

- Permanence: oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one likes.
- Production time: writers generally have more time to plan, review, and revise their words before they are finalized, while speakers must plan, formulate and deliver their utterances within a few moments if they are to maintain a conversation.
- Distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between speaker and listener in ordinary face-to-face contact thus necessitates greater explicitness on the part of the writer.
- Orthography, which carries limited amount of information compared to the richness of devices available to speakers to enhance a message (e.g. stress, intonation, pitch, volume, pausing, etc).
- Complexity, written tends to have characteristics by longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (e.g. repetition of nouns and verbs).
- Formality: because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking.
- Vocabulary: written texts tend to contain a wider variety of words, and more lower-frequency words, than oral texts.

In other word, writing is a productive language that turns ideas into readable text as a means of communication. As writing is a product, there must be some processes to make it. In line with this statement, Sokolik in Nunan (2005) describes writing as a combination of process and product. The process refers to the act of gathering ideas and working with them. Then, the product refers to the product itself that is polished and comprehensible to readers.

White and Arndt (1997: 3) express their assumption about writing. Writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands conscious intellectual effort, which usually has to be sustained over a considerable period of time. They also say that writing is a form of problem solving which covers such processes as generating ideas, planning, goal setting, monitoring, and evaluating that is going to be written as well as what has been written, and finding the suitable expression with which to express exact meaning. In other words, writing is a thinking process which involves some processes and considerable period of time to express the writers' exact meaning. Langan (2001: 12) stated that writing is a process of continuing discovery that involves series of steps, not an automatic process.

#### **b. Writing Process**

In writing a readable text, there are some processes that need to be considered. There are many conceptions dealing with the writing process. Zemach (2005: 3) says that in producing a good written text, there are several steps that should

be taken in the writing process. It is not just a matter of putting words together but it needs to follow appropriate steps to make sure that the words are grammatically well and are connected meaningfully.

Brown (2001: 348) mentions three stages of writing process. The stages include pre-writing, drafting, and revising. Yet, Langan (2001: 17) points out that the writing process includes four stages: prewriting, writing the first draft, revising, editing. All the opinions above contain similar ideas that when students produce a piece of writing, they will go through between the stages in which they make revision for the improvement of their writing draft. Other experts, Richards and Renadya (202: 315), claim that the writing process consists of four major stages: planning, drafting, revising and editing, and three other stages namely responding (sharing), evaluating and post writing. The explanation of every stage is shown as follows:

#### 1) Planning (pre-writing)

In this stage, the students are encouraged to write. Activities that can be employed are brainstorming, mind mapping, clustering, questioning, fast writing, etc. Those activities are used to stimulate thought and generate the ideas so that they can gather all information that will be useful for writing.

#### 2) Drafting

Drafting focuses more on fluency rather than accuracy. It means that during the process of writing, the students do not pay much attention to the grammatical rules. However, students should focus on the content and the meaning of the writing to give

direction to their writing.

### 3) Responding

Responding to students work can be done by students or teachers. This stage is useful because they can get the feedback from the teachers or their friends so that they can make a better writing.

### 4) Revising

Based on the feedback given in responding stage, students can review and re-examine their works. They not only have to check the language errors but also have to improve the global content and organization of ideas so that the writer's message can be clearer to the reader.

### 5) Editing

Editing emphasize on tidying up students' works to prepare the final draft for evaluation. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotation, examples and the like.

### 6) Evaluating

In this stage, the teacher can use the analytical scoring (i.e., based on specific aspects of writing ability) or holistic scoring (i.e., based on a global interpretation of the effectiveness of that piece of writing).

### 7) Post-writing

In the last stage, both the teacher and the students has something to do with the



completed students' writings. They can be published, shared, read aloud, transformed for the purpose of stage performance, or displayed on the notice-boards in order to give appreciation to their works. They will be useful to increase students' motivation.

### **c. Micro and Macro Skills of Writing**

In order to be able to write well, learners need to acquire microskill and macro-skill of writing. Ur (1996: 162) states that writing should maintain between micro aspect and macro aspect. In micro aspect, the students practice specific written forms at the level of word or sentence (handwriting or typing, spelling, punctuation). On the other hand, in macro aspect, the students emphasize on content and organization. In this case, they express themselves using their own words, state a purpose for writing, and specify an audience.

Brown (2004: 142) states the micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

He also lists the micro- and macro skills of writing as follows:

#### **Micro skills:**

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purposes.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical patterns (e.g., tense, agreement, pluralization), pattern and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

### Macro skills

- 7) Use the rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplish the communicative function of written text according to form and purposes.
- 9) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- 10) Distinguish between literal and implied meaning when writing.
- 11) Correctly convey culturally specific references in the context of the written text.
- 12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

According to Tribble (1996: 43), in order to understand a specific task in writing, a writer requires the range of knowledge which can be summarized as follows:

- |    |                           |  |
|----|---------------------------|--|
| 1) | Content Knowledge         | : knowledge of the concept involved<br>subject area  |
| 2) | Context Knowledge         | : knowledge of the context in which<br>the text will be read                                       |
| 3) | Language system knowledge | : knowledge of those aspects of the<br>language system necessary for the<br>completion of the task |
| 4) | Writing process knowledge | : knowledge of the most appropriately<br>way of preparing for a specific<br>writing task           |

Therefore, in order to be able to produce a good written text, a writer shall require the range of knowledge. Besides, the writer also focuses on the macro and

micro skills of writing. In addition, Nunan (1998: 37) states successful writing involves:

- 1) Mastering the mechanics of letter formation;
- 2) Mastering and obeying conventions of spelling and punctuation;
- 3) Using the grammatical system to convey one's intended meaning;
- 4) Organizing content at the level of the paragraph and the complete text to reflect given/ new information and topic/ comment structures;
- 5) Polishing and revising one's initial efforts; and
- 6) Selecting an appropriate style for one's audience.

## **2. Teaching Writing**

### **a. Approaches to Teaching Writing**

In doing the teaching learning process, teachers need to choose the suitest approach to their teaching and learning. It is because approach refers to theories about the nature of language and language learning which are the source of the way things are done in the classroom and which provide the reasons for doing them (Harmer, 2007: 62). Then, it also helps the teachers to reach their learning goals.

As stated before, writing is both process and product. It means that in teaching writing, teachers need to focus on both product of the students' writing and also the process of their writing. Hence, the teachers need to apply the approaches that can cover both product and process of writing

#### **1) Product-oriented approach**

Many English teachers have applied Product oriented approach many years ago in the process of teaching writing. This process focuses on the correctness of final

products of writing. Picas in Badgar and White (2000) states that the product-oriented approach to the teaching of writing focuses more on the linguistic knowledge, such as the appropriate use of vocabulary, grammar and language devices.

According to Brown (2004: 335), there are three main requirements that the students must obey in composing their works. Every composition must 1) meet certain standards of English rhetorical style, 2) use accurate grammar and 3) be organized based on the convention to make the audience find it easy to understand the text.

This approach use some criteria in measuring the students' works. The criteria involve content, organization, grammar, vocabulary and writing mechanics such as spelling and punctuation.

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

In conclusion, the product-oriented approach concerns mostly on students' final product of writing. Therefore, the activities of writing are controlled by the teachers. They need to do particular efforts to avoid errors in the text composition, for example by focusing more on the grammar correctness.

## 2) **Process-oriented approach**

Process-oriented approach is different from the product-oriented approach that focuses on the students' final product. The process-oriented approach concerns more on the process of how the students develop ideas and formulate them into effective writing works. Since the students are given chances to experience the process of writing, try to organize and express their ideas clearly, they are seen as the language creators.

To become the language creators, the students should be facilitated by intentionally designed activities. Brown (2004: 335) mentions a list of typical writing activities done in the process approach.

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

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

As conclusion, teaching writing must focus on both approaches. The English teachers must be able to keep balance between the process and the product of writing. They cannot focus only on the product of writing or vice versa.

## **b. Teaching Method**

Teachers need a method in doing their teaching and learning. According to Harmer (2007) a method is the practical realisation of an approach. It tends to be concerned primarily with teacher and students' roles and behaviors and secondarily with features such as linguistic and subject-matter objectives and sequencing and materials (Brown: 2001). In this following section, the researcher will discuss a method that fit in the teaching and learning process of writing.

### **• Text-Based Instruction**

As stated in the previous section that teaching writing must focus on both process and product. Text-based instruction which is also known as a *genre-based approach* can be applied in the teaching and learning process of writing because it does not only focus on the product but also the process of writing. It has stages that can help in the process of writing. Feez and Joyce in Richard (2006) mention some stages in implementing text-based instruction.

The first stage in text-based instruction is building the context. In this stage, students are introduced to the social context of an authentic model text being studied. They explore features of the general cultural context in which the text type is used and the social purposes the text types achieves.

The next stage is modelling of the text. Students in this stage investigate the structural pattern and language features of the model in this stage. They also compare the model with other example of the same text type.

The third stage is joint construction of the text. The Students, in this stage, begin to contribute to the construction of the given text model. Meanwhile, the teacher reduces his/her contribution to the text so that the students are able to move closer constructing text independently.

Next, there is independent construction of the text. In this stage, students work independently in constructing a text. The productive text are usually used as achievement assessment. The last stage of the text-based instruction is linking to related text. In this stage, students investigate what they have learned.

### **c. Roles of Teachers in Writing**

Kimble and Garmezy in Brown (2000: 7) state that learning is permanent process of the change in behavioral tendency and a result of reinforced practices. We can assume, from the previous statement, that teaching is not only transferring knowledge but also is aimed at the behavioral change. Therefore, teachers have to make sure that their students learn something beneficial to their future.

Teachers are expected to be aware of their importance roles in developing students in learning, particularly in writing. Therefore, they are required to have various strategies and great interest in teaching writing. Moreover, their performance in helping the students' writing learning determine the students' success in learning

writing. It means that the teachers have to guide the students in each steps of the writing process.

Harmer (2004: 41) also proposed some tasks that the teacher must perform before, during, and after the process of writing. They are 1) demonstrating, 2) motivating and provoking, 3) supporting, 4) responding and 5) evaluating.

To support his previous ideas on the task that the teacher must perform, Harmer (2007: 330-331) also mentions some additional information about teacher's roles in the teaching and learning process of writing. The first teacher's role is motivator. When the students work on the writing tasks, the teacher must motivate them by creating the nice learning atmosphere, persuading them of usefulness of the activity, and encouraging them to create as much as efforts to achieve the optimal result.

The next is resource. When the students are doing more extended writing task, the teacher must be ready to supply information and language needed by the students. Besides, the teacher must also ensure the students that he/she will be there to give them advice and suggestion in a constructive and tactful way. For example, in the process approach, the teacher facilitate the students' writing by providing input or stimulus.

Then, a teacher should be a feedback provider for the students. He/she should respond positively to the content of what the students have written. The feedback given to the students must be based on what the students need at their level



of studies.

In sum, it can be said that in the process of learning writing, teachers hold importance roles. They have responsibility in guiding and facilitating the students in learning writing by being a good motivators, resources and feedback providers.

#### **d. Teaching Writing in Junior High School**

##### **1) The Characteristics of Junior High School Students**

Each level of school has also different level of students' age. In Junior High School level, the ages of students are among 12 to 15 years old. Cameroon (2001: 15) categorizes children in the ages between 12 and 14 year as older children or teenager or adolescence. Thus, students of junior high school, based on their level of ages, are still called as young learners.

In line with Cameroon, Brown (2001: 91) states that junior high school students are in age of transition, confusion, self-consciousness, growing, and changing bodies and minds. He also adds that teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them, that is as follows:

- 1) Teens' intellectual capacity has had abstract operational thought. Therefore, it is possible that some sophisticated intellectual processing increases.
- 2) Teens have more attention spans as a result of intellectual maturation, but it can easily be shortened with many diversions present in their lives.
- 3) Teens still need varieties of sensory input, but the essential nature of appealing

to all five senses can be reduced by increasing capacities of abstraction.

- 4) Teens are ultra sensitive to how others perceive their changing physical and emotional selves along with their mental capabilities because their ego, self-image, and self-esteem are at their pinnacle. One of the most important concerns of the secondary school teacher is to keep self-esteem high by 1) avoiding embarrassment of students at all costs, 2) affirming each person's talents and strengths, 3) allowing mistakes and other errors to be accepted, 4) de-emphasizing competition between classmates, and 5) encouraging small-group work where risks can be taken more easily by a teen.
- 5) In teaching teens, care must be taken not to insult them with stilted language or to bore them with over analysis

Many experts agree that the central problem that occurs in adolescence is the search for personal identity. This becomes a problem that actually deserves more attention in this stage. Teenage students are often disruptive in the classroom. They more often feel bored quickly (Harmer, 2007: 39). What have to be believed by the teacher is how to overcome the problem that arise depending on their individual differences and to arise their motivation.

## **2) Teaching writing Skill to Eighth Grade Students of Junior High School**

A curriculum is a general idea for the teaching and learning process as Feez and Joyce (1998:9) propose that curriculum is general statement of educational management of educational institution. It can be inferred that curriculum is a basic or

foundation to manage the teaching and learning process to reach the educational objectives. According to Brown (2000:171), a curriculum is a program to carry out an educational plan. It means that to implement the program, the school should design or employ a certain curriculum.

The newest curriculum in Indonesia is called Curriculum 2013. Started from this coming academic year (2013/2014), the changes made will be on the process of learning, the number of lessons, and also the learning time will be longer than before. Curriculum 2013 fulfills three main components of education: knowledge, skill, and attitude. Knowledge is proved by the lesson in general. Skill is from their practical lesson like sports and attitude is reflected by implementing the additional time for religion subject. Moreover, according to the regulation of ministry of national education, the core of competence and basic competence for junior high school students grade VIII is that they have to perform several writing competencies as shown in the Table 1.

**Table 1: Core Competency and Basic Competency of English Lesson for Junior High School Grade VIII**

<b>Core Competency</b>	<b>Basic Competency</b>
4. Processing, reasoning, and presenting in the both concrete and abstract	4.14. Create a simple oral and <b>written recount text</b> about activities or events

domains related to the development of what had been learned at school independently, and able to use a method based on the norm.	by paying attention on the social function, the structure of the text, and correct linguistic elements which are adjusted to the context.
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### **3. Writing Assessment**

#### **a. The Definition of Assessment**

Assessment plays an important role in the instructional program of the school. It provides information that can be used in a variety of educational decisions. The main emphasis in classroom assessment, however, is on decision concerning student learning and development. According to Linn and Gronlund (2000: 31), assessment is a general term that includes the full range of procedures used to gain information about student learning and the information of value judgements concerning learning progress. In addition, assessment answers the question about how well the individual performs. It is also essential to ensure that students meet their needs. Moreover, the process of assessment is likely to be most effective when guided by a set of general principles. Those principles emphasize the importance of clearly specifying what is to be assessed, selecting assessment procedures in terms of their

relevance, using a variety of assessment procedures, being aware of their limitations, and regarding assessment as a means to an end, and not an end in itself.

The main purpose of classroom instruction is to help students achieve a set of intended learning goals. Linn and Gronlund (2000: 35) state that the interrelated nature of teaching, learning, and assessment can be seen in the following sequential steps in the instructional process. They are as follows a) identifying instructional goals, b) preassessing the learner's need, c) providing relevant instruction (monitoring learning progress and diagnosing difficulties), d) assessing the intended learning outcomes, and e) using the assessment result to improve learning and instruction.

In relation to teaching writing, according to Madsen (1983: 101), there are many kinds of writing tests. The reason for this is fairly simple: a wide variety of writing tests is needed to test the many kinds of writing tasks that we engage in. There are usually distinct stages instruction in writing such as pre-writing, guided writing, and free writing. Linn and Gronlund (2000: 164) state that there are specific rules for writing test items and assessment tasks. There are as follows:

- a) Use the test and assessment specifications as a guide.
- b) Write more items and tasks than needed.
- c) Write the items and tasks well in advance of the testing date.
- d) Write each test item and assessment task so that the task to be performed is clearly defined and it calls forth the performance described in the intended learning outcome.
- e) Write each item or task at an appropriate reading level.
- f) Write each item or task so that it does not provide help in responding to other items or tasks.
- g) Write each item so that the answer is one that would be agreed by expert.
- h) Whenever a test item or assessment task is revised, recheck its relevance.

Writing assessment is not as easy task. When assessing students' writing

ability, the objectives and criteria must be clear. Linn and Gronlund (2000: 47) state that an objective test is one on which equally competent examinees will obtain the same score. It means that the teacher gives a writing task after considering the objectives and the criteria to achieve the writing process.

### **b. Types of Scoring**

According to Madsen (1983: 120), there are basically two ways to give a formal grade to a piece of writing. They are holistic scoring and analytical scoring. The explanation of each type of scoring will be described as follows:

#### **a) Holistic scoring**

Holistic scoring uses a variety of criteria to produce a single score. The rationale for using a holistic scoring system is that the total quality of written text is more than the sum of its components. According to Genesee and Upshur (1997: 206) state that holistic scores represent teachers' overall impression and judgements. This is basically what teachers do when they assign number of letter grades to students' test such as composition. In addition, Madsen (1983: 121) states that holistic scoring focuses on the "How well does this paper communicate?" Minor mechanical errors that interfere very little require very little penalty. In fact, it is not counted but it must be reduced a grade from A to A on the basis of scattering of these errors. The same principle applies to other areas.

Furthermore, the holistic approach doesn't make feel secure when in grading a spelling quiz or grammar exam. Nevertheless, it is one of the best ways to evaluate

the complex communication act of writing.

#### b) Analytic scoring

The analytical method attempts to evaluate separately the various components of piece of writing; it can be illustrated with several approaches (Madsen: 1983: 120). Analytic scoring focuses on the principle function of texts and offers some potential feedback, but no wash back for any written production that enhance the ultimate accomplishment of the purpose. According to Genesee and Upshur (1997: 206), in analytic scoring, the different components or features of the students' responses are given separate scores (on an essay, spelling, grammar, organization, and punctuation). Classroom evaluation of learning is best served through analytic scoring, in which as many as five major elements of writing are scored, thus enabling learner to home in on weaknesses and to capitalize on strength. The point value for each element of writing is not the same. The differences are based on the emphasis of the goal and students' need.

In analytic scoring, the researcher score the data by considering the categories of writing. The grade of writing ability is taken from criteria of writing test. According to Brown and Bailey in Brown (2004) there are five general categories, which are often used for the evaluation of students writing, namely content, organization, language use or grammar, vocabulary, and mechanics. They also propose numerical scores for each of the above categories as follows:

Table 2: **Scoring Scheme of Writing in Five Components Adapted from Brown and Bailey (1984, 39-41) in Brown (2004)**

Aspect of Writing	Level	Score	Criteria
<b>Content (Logical development)</b>	Excellent to very good	24-30	<ul style="list-style-type: none"> <li>• Relevant to assigned topic and give detail information</li> <li>• Matches the social purposes of the text.</li> </ul>
	Good to average	16-23	<ul style="list-style-type: none"> <li>• Mostly relevant to topic but lacks of detail information</li> <li>• Matches the social purposes of the text but lacks of detail.</li> </ul>
	Fair to poor	8-15	<ul style="list-style-type: none"> <li>• Inadequate development of topic</li> <li>• Almost matches the social purpose of the text</li> </ul>
	Very poor	1-7	<ul style="list-style-type: none"> <li>• Not related to the topic</li> <li>• Does not match the social purpose of the text</li> </ul>
<b>Organization (Introduction, body, conclusion)</b>	Excellent to very good	16-20	<ul style="list-style-type: none"> <li>• Well organized (the text's structure)</li> </ul>
	Good to average	11-15	<ul style="list-style-type: none"> <li>• Loosely organized of the text but main ideas stand out</li> </ul>
	Fair to poor	6-10	<ul style="list-style-type: none"> <li>• Confusing ideas or disconnected</li> </ul>
	Very poor	1-5	<ul style="list-style-type: none"> <li>• No organization</li> </ul>
<b>Vocabulary</b>	Excellent to very good	16-20	<ul style="list-style-type: none"> <li>• Uses effective words</li> <li>• Word form mastery</li> </ul>
	Good to average	11-15	<ul style="list-style-type: none"> <li>• Occasional errors of word form, choice, or usage but meaning not obscured</li> </ul>
	Fair to poor	6-10	<ul style="list-style-type: none"> <li>• Frequent errors of word form, choice, or usage</li> <li>• Meaning obscured</li> </ul>
	Very poor	1-5	<ul style="list-style-type: none"> <li>• Little knowledge of English vocabulary and word form, choice, or usage</li> </ul>
<b>Language use</b>	Excellent to very good	19-25	<ul style="list-style-type: none"> <li>• Few errors of agreement, tense, word order, articles, pronoun, preposition</li> </ul>
	Good to average	13-18	<ul style="list-style-type: none"> <li>• Several errors of agreement, tense, word order, articles, pronoun,</li> </ul>



			preposition • Meaning seldom obscured
	Fair to poor	7-12	• Frequent errors of agreement, tense, word order, articles, pronoun, preposition • Meaning obscured
	Very poor	1-6	• Dominated by errors • Does not communicate or not enough to evaluate
<b>Mechanics</b>	Excellent to very good	5	• Demonstrates mastery of convention • Few errors of spelling, punctuation, capitalization, and paragraphing
	Good to average	4	• Occasional errors of spelling, punctuation, capitalization, and paragraphing
	Fair to poor	3	• Quite many errors of spelling, punctuation, capitalization, and paragraphing • Poor handwriting
	Very poor	2	• No mastery of convention • Dominated by errors of spelling, punctuation, capitalization, and paragraphing • Illegible handwriting

#### 4. Media in Language Teaching and Learning

It has been realized for long period of time that media has a great role in the teaching and learning process. According to Bambang (2010) media are a means of achieving the learning objectives. Taken physically, the use of media must serve the achievement of learning objective. It does not only help in achieving the learning objective but also make the teaching and learning process very effective (Patel and Jain, 2008: 57). In another word, media is an important thing in teaching and learning process to reach the achievement of learning objective and to make it runs effectively.

Smaldino, Russell, Henich and Molenda (2005: 9) mention six media used in learning and instruction. They will be explained as follows:

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

As mentioned before, the teaching and learning process will be more effective when the teacher uses media in her/his class. To support the idea of the benefits of using media in the classroom, Smaldino, Russell, Henich and Molenda (2005: 12,13) also mention several other reasons why teachers have to use media.

They are 1) media can be used for supplemental support of the instructor given by the teacher and 2) media can be used in formal education situations where a teacher is not available or is working with other students. As a result, those of media in the classroom will enhance learning and support teachers in their teaching.

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

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

In conclusion, media are one of the important matters in the teaching and learning process. There are various media that can make the instruction more realistic and engaging. In choosing the media, this study takes into account several considerations that the teachers must take namely: (1) the curriculum, (2) the media, (3) the language, and (4) the participants.

## **5. Picture Series as Visual Media in Teaching Writing**

### **a. The Meaning of Picture Series**

The aids that help in teaching and learning process that can be seen are

called 'visual aids or media'. According to Allen (1983) visual aids are a situation where the learners can see what is named by the word to be learned. Picture is one of the visual media of communication that can show people, places, things and events. Hill in Anto (2013) said that visual media have the advantages of being inexpensive; of being available in most situation; of being personal, that is they are selected by the teachers; and of bringing images into the unnatural world of the language classroom.

Besides, Bowen also states about the use of visual aids in language teaching:

- 1) They vary the pace of lesson.
- 2) They encourage the learners to lift their eyes from their books which make it easier and more natural for one to speak to another.
- 3) They allow the teacher to talk less, by the diminishing the importance of the verbal stimuli provided by the teacher's voice and allow the students to talk more. This visual rather than verbal approach results in less teacher talking time and more student participation.
- 4) They enrich the classroom by bringing the topics from the outside world, which are made real and immediate by the pictures.
- 5) They spotlight issues, providing a new dimension of dramatic realism and clarifying facts that might pass unnoticed or be quickly forgotten.
- 6) A student with a creative imagination will often find he learns a new language easily and enjoyable through the use of pictures while he finds it difficult to learn just from a textbook or dictionary.
- 7) They make a communicative approach to language learning easier and natural.
- 8) They help to teach listening, speaking, reading, and writing and allow the teacher to integrate these skills constructively.
- 9) They inspire imaginativeness in teacher and students comments, guesses, interpretations and argument newly practiced phrases into a lively give and take.
- 10) They provide variety at all levels of proficiency. A collection of visual in the various media enters for all ages of learners and all types of groups from beginners to the most advanced and most highly specialized.

As visual aids have many advantages in language teaching, this study uses picture series as a visual aids in teaching writing. Picture series is a number of a related composite picture linked to form a series of sequences aimed to tell a story or

sequence of events (Yunus, 1981: 41). In line with him, Wright (1997) also states that picture series are pictures which show some actions or events in chronological order. Since it is aimed to tell a story or events, it is a good media for teaching writing which also has a goal to help the students to be able to communicate in written form. Bryne (1988) says that visual aids especially in the form of picture sequence offer an attractive and stimulating framework for writing practice.

White and Arndt (1997: 35) state that using picture sequences as an idea and vocabulary-generating device are enormously fruitful. A sequence of pictures, the content must be related to the interest, sophistication and linguistic level of the students. Supporting those ideas, Harmer (2002: 69) states that there are various number of writing tasks that students can be asked to undertake and one of them is students can be given a series of pictures which tell story and they have to write story based on the pictures. Then, he adds that giving the students sequence picture as the writing task will incite them to be creative writers.

Furthermore, Wright (1997) suggests the use of picture series. According to him, pictures series usually tell some short of stories, but they may also be used to depict a process how to make something. In addition, Wright (1997: 72-74) states that picture sequence can highlight certain language features and it can illustrate a story or a process.

Since the media used in a foreign language was not enough, the process of writing a recount text for beginning students may cause a problem. This can be

anticipated by providing them with picture series or sequences, so that they concentrate more on the orderly arrangement of the story, by paying attention to the series of pictures and the language they use.

Picture series is recommended for it has many benefits in the writing learning process. The first benefit of using picture series is that it will make the students interested in writing English because picture series is one of the visual teaching media (Smaldino 2005: 9). Another benefit is picture series will stimulate the students to develop and use their imagination so that they will be able to write well. Then, it will also help students in expressing the ideas they have in mind become more readable. The last benefit is that picture series will improve the students' motivation in writing. Therefore, picture series are one of alternative media that can give some contribution in improving the students' skill in writing

#### **b. The Role of Pictures in Teaching Writing**

Pictures have been suggested as teaching aids in the classroom also used to help students understand various aspects of foreign language. There are some roles for pictures in writing (Wright, 1997:17):

- 1) Pictures can motivate student and make him/her want to pay attention and to take part
- 2) Pictures contribute to the context in which the language is being used. They bring the world into the classroom
- 3) Pictures can be described in an objective way or interpreted or responded to

subjectively

4) Pictures can cue responses to questions or cue substitutions through controlled practice

5) Pictures can stimulate and provide information to be referred to in conversation, discussion and story telling.

Pictures may also be used to test the students' knowledge. But, before pictures are applied in the classroom the teacher must consider some criteria of how they are used in teaching and learning process. There are five criteria as selected by Wright (1997:3) as follows:

- 1) Easy to prepare. The pictures should be easy to prepare to be used by the teacher in teaching and learning process.
- 2) Easy to organise. The teacher has to decide whether the efforts of organizing the pictures are complicated or not.
- 3) Interesting. The pictures as the material given should be interesting to the students and the teacher.
- 4) Meaningful and authentic. The pictures should be meaningful and authentic when it is used for learning the new language.
- 5) Sufficient amount of language. The activity gives rise to a sufficient amount of language in the language lesson.

From the explanation above, it can be assumed that the role of pictures is really essential in teaching English. It can be said then, the role of using pictures is

quite appropriate in teaching writing.

### **c. The Source of Picture**

There are many pictures which can be used as the material and it's easy to find out at least in some free or cheap picture materials. The choice of pictures really depends on the subject and the necessities. There are some sources of pictures as mentioned by Wright (1997: 182-187):

#### **1) Newspaper**

Pictures in newspapers are not reproduced very well. However, old newspapers are available everywhere and in some countries are the main sources of free pictures material. The pictures in newspaper are usually small and too indistinct for use with the whole class, but they are usually topical and linked with the text, which can lead to particular activities

#### **2) Magazine**

These are the major source of useful picture material of a high quality, though they are rarely free. Full page pictures are big enough for class use, while others are more appropriate for individual work.

#### **3) Advertisements and publicity**

These include direct mail leaflets and advertisements in magazines and newspapers. Sizes vary, there are two features which make advertisement pictures special: the pictures are meant to persuade us to buy the product and advertisement pictures are nearly always accompanied which provide authentic material for reading.



#### 4) Catalogues

Catalogues are an amazingly rich source of picture material. There are also specialist catalogues, for example, of toys, cars or gifts, and charity catalogues might be a source of pictures.

#### 5) Calendars

Calendars are usually illustrated and, furthermore, the pictures are usually big enough for class use. Sometimes it may be an advantage to keep the calendar dates.

#### 6) Greeting cards

Most greeting cards are illustrated. It is often worth keeping the text and the picture together.

#### 7) Postcards

Every possible subject is illustrated on postcards. Postcards are associated with writing and thus postcards not just pictures. Two great advantages of postcards are that they are made of card and all postcards are about the same size.

#### 8) Reproductions of arts

Paintings, drawings, and art photographs are reproduced on postcards, greeting cards, calendars, in books and as separate reproduction available in shops and galleries.

#### 9) Posters

Posters are designed to be big enough to be seen a distance and they are thus

ideal for class use. Posters can be advertisements or just intended for decoration. A huge poster may show one object or it may illustrate a lot of information.

#### 10) Wall charts

Wall charts are produced by some institution to explain what is done in or by the institutions. These wall charts are very often free or relative inexpensive.

#### 11) Instructions

Instructions for carrying out a process such as cooking or putting on a life jacket are often illustrated. They can be used in sequencing activities.

#### 12) Old books

Old children's books are particularly good source of illustrations which can often charm older students. Old school books are often too decrepit or dated to keep but they may contain unique illustration.

#### 13) Comics and cartoon strips

These are heavily illustrated. They are sequences of pictures which are closely related to a narrative text.

#### 14) Stamps

Most stamps have picture on them. The most obvious way of using stamps is to talk about them as stamps: where they come from, why the design was chosen, how much they are worth, etc.

#### 15) Playing cards

Many playing cards have illustration. The cards can be used for their original

purpose and the students asked to play the game in the target language. However, the cards can also be used for the pictures that are on them.

#### 16) Wrapping paper

Wrapping paper is often decorated with pictures. The repetitions of the design means that pairs of pictures are available.

#### 17) Course book

There are usually illustrations in the course book. These illustrations can often be used in ways which the author does not suggest.

#### 18) The teacher's and the students' own drawing

Pictures can be drawn on the board, the overhead projector, large paper, flash cards, group playing cards, handout sheets, or college sheets.

#### 19) Photocopying

Pictures can be photocopied but, if they are in copyright, only by permission.

Based on the opinion above, it can be said that the choice of pictures depends on subject, necessities, and the goals of teaching and learning process. Consequently, in this study in conducting the technique of using pictures the writer uses pictures from many sources as the teaching aids to make the students easier in understanding the writing lesson.

### **B. Review of Relevant Studies**

Ira wijayanti (2011) had a study on the effect of picture series on the writing ability of grade eight students of SMP N 1 Kalasan, Sleman in academic year

2011/2012. Based on the finding, it can be concluded that pictures series can improve the students' writing skill.

Then, Metiawati (2012) in her study on the influence of using picture series on students' writing ability in narrative text (an experimental study at the tenth grade of SMA Negeri 8 Tasikmalaya) conclude that writing narrative text using picture series can help students to build concepts in making a composition. Moreover, using picture series can motivate and improve students' interest in learning writing.

In addition, Muntafiah (2011) also conduct a study on improving the speaking skill using picture series for the tenth grade students of MA AL-IANAH Playen, Gunung Kidul in academic year of 2011/2012. Based on the finding, it can be concluded that picture series can give positive effects to the improvements of students' performance and achievement in the teaching and learning process. Then, picture series can make students enthusiastic in learning English.

In sum, using picture series as media in teaching and learning process can give positive effects to the students' performance and achievement particularly in writing. It can motivate and improve the students' interest in learning writing. It also can help the students to build concepts in writing.

### **C. Conceptual Framework**

Writing is one of four language skills that should be mastered by the students in learning English. It is also important for students of junior high school to communicate in their daily life in the form of written communication, such as to write

letters, short messages, or stories. However, writing is not taught intensively to junior high school students. Many students are not able to write in English well. Therefore, the objective of English teaching and learning process must be emphasized at helping students to be able to develop their writing competence.

Based on the information obtained in the observation on the English teaching and learning process conducted in SMP N 6 YOGYAKARTA, the researcher had identified some problems related to it. For example, many students lack in motivation tended to be passive and got bored easily. Then, the teacher tends to use lecturing technique with the whiteboard and text books as the conventional media. As a result they had difficulties in expressing their ideas during the writing process. They also had difficulties in writing good sentences and in using appropriate grammar. Besides, they often made mistakes in spelling, using punctuation and arranging sentences in their writing.

From the problems above, the researcher and the English teacher in SMP N 6 Yogyakarta decide to use picture series as one of the best solutions to those problems. Picture series was chosen as one of the effective efforts used to deal with the students' writing problems because it has many benefits in the teaching and learning process of writing. The first advantage of using picture series is that it will help the students to improve their writing skills in the aspect of content. To be able to write, the students firstly need to have ideas on what they want to write so that they will be able to write the ideas into readable sentences. In this case, picture series will enable

the students to do it since picture series can stimulate the students to develop and use their imagination. By looking at the picture series given by the teacher, they will be stimulated to write the story based on the sequence of pictures. As the result, they will be able to write well.

Then, using picture series in the teaching and learning process of writing will also improve the students' writing skill in the aspect of organization. Although the students have ideas on what they want to write, it is still difficult for the students to write the ideas into united sentences and paragraphs. In this case, picture series can be used as the stimulant. It can be done by the discussion. The teacher and the students discuss the activities and the story sequences based on the picture series. Then, the teacher can help the students in improving their organization skill by giving them feedback.

Another benefit of using picture series in writing is that it can be used to improve students' language use and vocabulary because it can be designed into several activities i.e. vocabulary and grammar exercises. The activities will encourage the students to improve their vocabulary and language use.

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

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

### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter provides information about how the researcher conducted his research study. It comprises sections on the research design, research setting, subjects of the research, time of the research, instruments, data collection techniques, data analysis, validity and reliability used in the study and procedures used in action research.

##### **A. Research Design**

This research is action research aimed at improving writing skill of the students using picture series at grade VIII SMP N 6 Yogyakarta. This research is categorized as an action research which is collaborative in nature. It was conducted collaboratively among the researcher, the principal, the English teacher, and the students. It focuses on improving the real condition of the English teaching learning process to reach the improvement of the students' writing skill.

Burns (2010:2) states the main goal of action research is to identify a problematic situation and improve the condition in a deliberate way. In line with him, Carr and Kemmis (1986: 220) argue that action research is self-reflective enquiry done by participants in order to improve the rationality and justice of their own social or educational practices, their understanding of these practices and the situations in which these practices are carried out. The similar opinion also stated by Burns in



Burns (2010) that action research is a self-reflective, systematic and critical technique to enquiry by participants who are at the same time members of the research community. The purpose is to solve some problems and make better changes in real practice.

According to Nunan in McKay (2008), action research has three major characteristics. It is carried out by practitioners, it is collaborative and it is aimed at changing things.

The action research was conducted in some cycles, depending on the aim of the research study. The process was conducted by following the cycle(s) below:

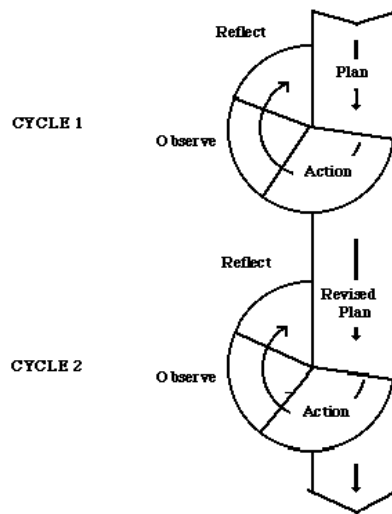


Figure 1: Action research model developed by Kemmis and Taggart in Burn  
(2005)

## **B. Research Setting**

This research was conducted at SMP N 6 Yogyakarta in the 2014/2015 academic year. The school is situated in Jl. RW Mongonsidi No.1, Jetis, Yogyakarta. It has twenty one classrooms, seven learner groups for each grade, a library, a computer laboratory, a counseling room, a headmasters' office, a teachers' office, an administrative office, a meeting room, a health centre, a school shop, a canteen, a mosque, a kitchen, a basket and football field, some toilets and a parking area.

There are 3 English teachers, all graduated from English Education Department. They seem to have adequate knowledge of teaching English to the students. Their experiences also support their teaching English skill.

## **C. The subject of the Research**

The subjects of the research were the eighth grade students of Class D of SMPN 6 Yogyakarta in the academic year of 2014/2015 which consisted of 33 students. There were 18 females and 15 males to take part in this research. They were chosen as the subjects of the research based on the English teacher suggestion and also because of a consideration that they had lower score in English lesson. Based on result of the observation during teaching practice, the students had problems dealing with their writing skills.

#### **D. Time of the Research**

This research was conducted in the first semester of the academic year of 2013/2014. The action was carried out by following the schedule on Tuesday, 07.10-08.30 and Wednesday, 12.10-13.30.

#### **E. The Research Data Collection**

##### **1. Types of Data Collection**

The researcher used some types of instruments in collecting the data. They were obtained both qualitatively and quantitatively. For the qualitative data, the researcher collected the data in the form of field notes, interview transcripts as well as photographs. On the other hand, for the quantitative data, the researcher collected the data from the result of the tests including pre-test and post test.

##### **2. Data Collection Techniques**

###### **a. Observation**

Observation was done by the researcher. With the help of the collaborator, he observed every meeting to collect or document any valuable information during the research process. Beside using the observation checklists, the researcher also collected the data in the form of field notes and photographs.

###### **b. Interview**

In this research study, the subjects of the interview were the teacher and the students. The interview was done to get the data about the students' feeling before, during and after the teaching learning process, their reflection on the learning, their

success and difficulties in learning. In addition, it got the data about the teacher comments and suggestion about the teaching and learning process. The responses both from the students and the teacher provided valuable information because it gave the researcher knowledge on the students' and the teacher's perception regarding what happened in the classroom.

c. Testing

A test is needed to measure the students' understanding about the lesson. The test used was in the form of written tasks which are applied in the pre- and post test. The researcher also used writing tasks to see the students improvement in writing.

### **3. Instruments of Data Collection**

In this research study, there were five instruments used by the researcher in collecting data. The instruments for collecting the data were in forms of:

a. Observation

Observation was used by the researcher in conducting his research. It will focus on the teacher's roles during the teaching and learning process, the students' behavior and the classroom situation, and the activities in the teaching and learning process. The data were in the form of Vignette.

b. Interview guidelines

In doing his research, the researcher also used interview guidelines as the instruments. Those interviews were done to collect any information about the English

teaching and learning process, the response and feeling of the teacher and the students toward the action research that was done by the researcher. The data were in the form of interview transcripts.

c. Camera

Camera was also used by the researcher as his instrument for supporting the data collection. The camera was used to take a picture about the class situation, students' activities and the teaching and learning process during the implementation of using picture series.

d. Scoring rubric of writing

The scoring rubric was used by the researcher to assess the students' writing skills in the test given by the researcher. It focused on four aspects of writing i.e. content; language use; vocabulary; and organization.

## **F. Data Analysis Techniques**

The data of this research consisted of both qualitative and quantitative. The quantitative data is used to support the research finding in the form of qualitative data. The data in the form of vignette and interview transcripts were analyzed through analyzing steps proposed by Burns (1999). Meanwhile, the quantitative data was analyzed statistically to measure the improvement. The scores of the students' pretest and posttest will be analyzed by comparing the mean scores of the students' writing.

## **G. Research Validity and Reliability**

To assess the validity of the data, then the researcher employed five criteria proposed by Anderson as cited in Burns (1999) namely democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. The ways to fulfill those validities will be explained as follows:

### **1. Democratic validity**

Democratic validity related to stakeholders' chance to give their personal opinions, ideas, and comments about the implication of the action research. In this study, the democratic validity was fulfilled by interviewing the students and the English teacher. They were given the opportunity to give their ideas, comments, and suggestions toward the research. The discussion result then became the consideration in evaluating cycles.

### **2. Outcome validity**

Outcome validity of action research leads to outcomes achieved within the research context. The outcome validity was gained by analyzing the results of the action by interviewing the member of the research. They were not only those related to writing skills but also the students' motivation in writing.

### **3. Process validity**

Process validity relates to the criterion to make the actions done in action research valid. This validity was fulfilled by the researcher through several activities. First, the researcher collected the data by observing and making some notes during

his research. Then, all events happened during the action were noted in in the form of vignette.

#### 4. Catalytic validity

Catalytic validity refers to how stakeholders respond to their own internal changes. This validity was gained by observing changes on the teacher and the learners for each cycle by interviewing and observing them.

#### 5. Dialogic validity

Dialogic validity means that each stakeholder can participate in the process of the research. This validity was gained by the researcher by having dialogue with the English teacher about what he had done during the teaching and learning process and giving feedback about it.

Besides, the researcher used methods of triangulation to improve the trustworthiness of the data and to reduce the subjectivity in analysing the data proposed by Burns (2010). They are as follow;

##### 1. Time triangulation

Data were collected at different points in time to identify the factors involved in the action. The researcher got the data on the students' improvement in writing by conducting pre-test and post-test. He also collected the data by observing the teaching and learning process and interviewing the teacher and the students at the beginning, middle and end of the research.

## 2. Space triangulation

Data were collected with different subgroups of people. The researcher collected data in more than one group so that he can compare across two different groups.

## 3. Investigator triangulation.

Data were collected by more than one researcher. The researcher asked the teacher and the students to collect data to compare with his own.

Moreover, in order to ensure the reliability, the researcher used the score of the students' writing, interview transcripts, field notes to get the same results. To obtain the data about the teaching learning process, the researcher observed the teaching learning process and interviewed the teachers and also the students.

## **H. Steps of The Research**

The research used the procedure of action research proposed by Kemmis and McTaggart with some modification. The procedures include several steps: determining reconnaissance, planning, implementing the action, observing and reflecting the action. The procedures will be explained as follows.

### **1. Determining the Thematic Concern-Reconnaissance**

The first step in conducting this research was determining the thematic concern. The researcher observed the teaching learning process at grade VIII. Then, the researcher discussed it with the English teacher about the existing problems.



Based on the observation and the discussion, the researcher and the English teacher classified the existing problems.

## **2. Planning**

To improve the writing learning process, the researcher worked together with the collaborator, and the English teacher to find solutions that were feasible to be implemented to overcome the problem. The plan was to improve the writing learning process through picture series.

## **3. Action and Observation**

Some action plans were implemented in the classroom in two cycles. Each cycle was done in meetings. Besides implementing some action plans, the researcher and the collaborator observed the teaching and learning process, and did the interview with some students of grade VIII after the action had done. The results of the discussion were important to serve as an evaluation for the implementation of the action plans to improve the next actions.

## **4. Reflection**

Reflection is the phase after acting and observing. This is the time to reflect or review everything that had been done in implementing the action. It evaluated the data obtained in the observation. The reflection was conducted by interviewing the students and the collaborators about their responses to the actions. The reflection showed whether the action was successful or not in improving the students' writing

skill. The unsuccessful actions will be changed into ones that are more suitable but those, which are successful, will be applied again in the next actions.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the writer would like to present research findings as the answer for the initial problem which has been stated in the first chapter. It involves research process, then continue with the results of the research and the last is discussion. This chapter will describe the activities developed in the implementation of picture series to improve the students' writing skill. The detail descriptions are as follows:

#### **A. Research Findings**

The research is action research aimed at improving the writing skill of class VIII D. It started with discovering the problems in the field. First, the researcher did an observation on the English teaching and learning process. Second, the researcher interviewed to the students and the English teacher to get more information. Once all problems were identified, the researcher and the teacher determined the feasible problems. After that, they discussed the problems. Then, the researcher came up with picture series to cope with the problems. After the action was done, the data found were evaluated to know if the implementation of picture series was able to improve the students' writing skill. In the reflection step, the unsuccessful actions were identified so that the plan would be better in the next action.

### a. The Reconnaissance

This step was meant to obtain the field problems of the writing learning process. It consisted of two ways. First, it was done by interviewing the English teacher of Grade VIII and the students of Class VIII D to get some input about the weaknesses and suggestions related to the English teaching and learning process. The second way was by doing some observations of the teaching learning process to get the whole figures of the English teaching and learning process. Then, to measure the students' writing skill, a pre-test was conducted.

#### 1) Identification of the Problems

Before conducting the research, the researcher asked the English teacher suggestions about which class he should take. Then, the teacher came up with class VIII D with some reasons. The finding of the field problems was based on the observations, the result of the interviews and the result of the pre-test. Below is one of the interviews done by the researcher.

- 
- P : *Bagaimana pendapat ibu mengenai kelas VIII D terkait dengan 4 skills dalam bahasa Inggris?* (What do you think of the students of VIII D Class about their 4 skills in English?)
- T : *mm, kelas VIII D itu termasuknya lemah mas bahasa Inggrisnya. Ya walaupun ada beberapa yang lumayan bagus tapi kebanyakan masih kurang mas*(Class VIII D students are lack of ability in English, although some are good enough but most of them are still low.)
- P : *mm kalau dalam menulis gimana Bu?* (How about their writing?)
- T : *writingnya juga lemah mas. Mereka masih belum bisa menulis dalam banyak kata mas. Kayaknya masih kesulitan dalam vocabularies. Dan tenses nya juga masih berantakan mas.* (Their writing is also low. They still cannot write with many words. It seems they have difficulties with the vocabularies. And their use of tenses is also bad.)
- P : *Kalau masalah yang timbul dalam pembelajaran menulis?* (How about the problems that comes in writing learning process?)
- T : *emm itu mas siswa malas kalau disuruh menulis. Alhasil kalau disuruh*
-

---

*menulis memakan waktu lama dan tulisannya sedikit* (the student are lazy when they are asked to write. As a result, they takes long time and with little piece of writing when they are asked to write)

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IT 1

From the interview transcript above it could be seen that the students of class D were low in English and lacked of motivation in it. For writing skill, they still could not write in English well. Since, they found difficulties in vocabularies, structure and generating ideas.

After conducting the interview, an observation was conducted. There were 33 students of the class, 18 students were female and 15 students were male. The observation was meant to observe and analyze the teaching and learning process in the class. The condition of the English teaching and learning process in VIII D can be seen on the following vignette.

**Vignette, August 13<sup>rd</sup>, 2014**

**Setting: The VIII D Class**

The English teacher and the researcher entered the class. The teacher greeted the students and asked their condition “Good Morning, students. How are you today?” Then the students answered “Good Morning. I am fine and you?” “I am fine too, thank you” said the teacher answering the students’ question. The students were very noisy. Then, the teacher introduced the researcher. The teacher explained that the aims of him in the class that day were to observe them and to do some research. She then asked the researcher to sit in the back of the class and begin to check the attendance list.

The teacher then opened her netbook and showed power point slides to the class. Then she explained that now they were going to learn descriptive text. She asked the student to open their book on page 20 and to read it. Instead of reading it, some students were busy talking each other. Then, the teacher said “*jangan berisik sendiri, jika mau ngobrol silahkan diluar!*”. The student then began to be quitter. “*Have you finished?*” asked the teacher. “*belum bu*” said some students together. “*Two minutes more everyone*” said the teacher. then, she explained about the characteristic of the text. After that the teacher asked the students to answer some questions about

the text. There were 5 questions on the task. While the students were doing the task, the teacher walked around to monitor the students.

After they finished, the teacher asked the students to change their works with the students behind them. Then, the teacher began to read the answers for the class.

After that, she asked the students to do the practice on page 20. Some students were doing the task seriously but the other seemed busy on their own business. They talked each other. It makes the class very noisy. *“itu yang rame sendiri, sudah selesai belum”* said the teacher. The students said not yet then they began to busy themselves with the task.

The time was over. *“have you finished?”* asked the teacher. But the students did not finish yet. So, the teacher decided to make it their homework. Before leave the class the teacher asked the students *“do you have any question?”*. “No” shouted the students. The teacher leave the class with the researcher.

Based on the vignette above, it can be stated that the students’ problems in writing were on grammar, punctuation, spelling, and development of ideas. Their vocabulary mastery also tended to be low. Therefore, in accomplishing tasks, they took a long time. Some interviews done with students also strengthened the current situation. The interviews that were done were used to explore more the existing problems. It can be seen from the following interviews.

- 
- R : Pagi. Mm..menurut Dinda dan Nisa kemampuan bahasa Inggris kalian gimana? Terutama kalau menulis dalam bahasa Inggris?  
(Good morning, Dinda and Nisa. What do you think about your ability in English, especially in writing?)
- S1 : Wah, ga bisa mas, susah.  
(I cannot write well. It’s difficult.)
- S2 : Sama, saya juga mas.  
(So do I.)
- R : Kenapa? Memang kesulitan saat menulis apa saja?  
(Why? what are your difficulties in writing?)
- S1 : Banyak mas hehe,,misalnya kosa katanya mas, banyak yang ga tahu dan nulisnya kadang salah.  
(I have many difficulties in writing, such as the vocabulary and I sometimes make mistakes in spelling)
- R : Owh Vocabularynya. Terus apa lagi?
-

- 
- (owh the vocabulary. Then, what else?)
- S1 : mm..nyusun kalimatnya juga susah mas beda sama bahasa Indonesia dan ada tensis-tensis nya bikin pusing  
(mm..arranging the sentences is also difficult because it is different from Indonesian language and its tenses are confusing.)
- R : owh gitu ya,.kalau Nisa gimana?  
(How about you Nisa?)
- S2 : sama mas kaya Dinda. Satu lagi mas suka bingung mau nulis apa.  
(Yes, I agree with Dinda. One more, I sometimes confused what I was going to write.)
- R : Oh, ngembangin idenya ya. (Oh, you mean in developing the ideas)
- S2 : iya mas (yes)

---

IT 2

Based on the interviews above, it can be concluded that they had difficulties in writing. One was their lack of vocabulary. Then, they found hard to write with correct grammar and sentence structures. In addition, they had difficulty in developing ideas. Hence, they cannot produce an English text well.

- 
- R : owh ya, selama ini kegiatan menulisnya kayak apa?  
(How is the writing activity before?)
- S : Ya biasa saja mas,.suruh nulis gitu.  
(like in general, we are asked to write)
- R :biasanya ibu gurunya pake media apa kalau lagi mengajari menulis?  
(what media that the teacher uses when teaching writing?)
- S Power point paling mas.  
(power point)
- R : owh,.sama ibu Erna sering diberi tugas menulis ga?  
(Have you often been given tasks to write?)
- S : jarang mas,dan jarang dikoreksi  
(it's seldom and she rarely gave feedback)

---

IT 3

It can be concluded that there are problems besides those which are mentioned before. First, minimum feedback was given by the teacher, whereas the

students did not know yet whether their works were right or wrong. Second, the media that was used was not attractive, so the students got bored easily.

From the finding of the problems based on the interviews, the observation, and the pre-test, the researcher identified and selected the problems to overcome. The field problems which occurred during the teaching and learning process can be seen in Table 3.

**Table 3: Field Problems in the English Teaching and Learning Process of Class VIII D SMP N 6 Yogyakarta**

<b>No</b>	<b>Field Problems</b>	<b>Code</b>
1.	The students found it difficult to respond to the teacher's commands.	S
2.	The students gave less attention	S
3.	The students got bored easily	S
4.	The students, most of them, did not bring dictionary	S
5.	The students were reluctant to open the dictionary	S
6.	The teacher's way of teaching was teacher-centered	T
7.	The teacher focused on the activities based on course book	T
8.	The students had low interest in answering the questions	S
9.	The media used was not sufficient	M
10.	The media could not draw the students' motivation and give the students enjoyment.	M
11.	The students had low motivation	S
12.	The students had limited vocabulary mastery	S
13.	The students considered writing was difficult	S
14.	The students lacked in ideas	S
15.	The students found it difficult in organizing sentences	S
16.	The students found it difficult to write with correct grammar	S
17.	The teacher did not give the effective feedback.	T

S: Students    T: Teacher    M: Media

From the identified problems above, the English teacher and the researcher then discussed the crucial problems to solve.



## 2) The Problems Related to Teaching and Learning Process of writing

As stated in the beginning of Chapter I, the researcher only focused on improving the students' writing skills. Therefore, he decided to overcome the field problems based on the problems that related to the teaching and learning process of writing. In deciding the problems to solve, he also applied the democratic validity by having discussions with the English teacher and the collaborators to overcome the problems and to find the solutions that would be applied in her class. The field problems to solve are presented in Table 4.

Table 4: The Field Problems to Overcome

No	Field Problems	Code
1.	The students got bored easily	S
2.	The students had low interest in answering the questions	S
3.	The media used was not sufficient	M
4.	The media could not draw the students' motivation and give the students enjoyment.	M
5.	The students had low motivation	S
6.	The students had limited vocabulary mastery	S
7.	The students lacked in ideas	S
8.	The Students' comprehension about the organization of the text, language use and mechanic was still low.	S
9.	The teacher did not give effective feedback	T

## 3) Determining the Action to Overcome the Selected Problems

Based on the problems mentioned previously, the plans of the action were expected to improve the situation in order that:

1. Students' motivation in writing improved.
2. The teaching and learning process run effectively.
3. Students' writing skill improved.

Hence, the researcher and the English teacher agreed to do the following actions:

1. Giving a handout of today's material as a brief guideline.
2. Providing students with picture series-based activities
3. Giving effective feedback to the students.

**Table 5: Determined Actions to Solve the Problems of the English Writing Teaching and Learning Process in Grade VIII at SMPN 6 Yogyakarta**

No	Field Problems	Actions	Expected results
1.	The students got bored easily	Using picture series as media to draw students' attention, interest, and motivation.	<ul style="list-style-type: none"> <li>The students would have more attention, interest, and motivation towards writing</li> <li>The students would be more active in joining the activity</li> </ul>
2.	The students had low interest in answering the questions		
3.	The media used was not sufficient		
4.	The media could not draw the students' motivation and give the students enjoyment.		
5.	The students had low motivation		
6.	The students had limited vocabulary mastery	<ul style="list-style-type: none"> <li>Giving more vocabulary exposures</li> <li>Giving the students vocabulary practice</li> </ul>	The students would improve their vocabularies mastery
7.	The students lacked in ideas	Using picture series as media to help the students stimulating ideas	The students would be able to stimulate and generate their ideas easily.
8.	The Students' comprehension about the organization of the text, language use and mechanic was still low.	Giving more exposures related to the organization of the text and minimum requirement mistakes.	<ul style="list-style-type: none"> <li>The students would comprehend the organization of the text and apply it in the text.</li> <li>The students would minimize the minimum requirement mistakes.</li> </ul>

9.	The teacher did not give effective feedback	Giving effective feedback to the students works	The students would be more aware of their minimum requirement mistakes and minimize it.
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#### **b. The Implementation of the Action**

Dealing with the implementation of picture series, it was conducted in two cycles. Each cycle consisted of planning, acting, observing, and reflecting. The determining of the second cycle was based on the reflection of the previous cycle result.

##### **1) Report of Cycle I**

Based on the preliminary observation, it could be concluded that the students faced problem in writing recount text. Therefore, the researcher implemented picture series to solve the problem in the classroom action research. There were four steps in CAR including planning, acting, observing, and reflecting in each cycle.

##### **a) Planning**

After having discussion with the English teacher and the collaborator, the researcher planned to use picture series as the main media in the writing teaching and learning process in improving the students' writing skill. In order to make the teaching and learning run effectively, some additional actions were added. The action plans of Cycle 1 can be seen below:

### **1. Using picture series in the writing teaching and learning process**

As mentioned at the beginning, the researcher would have picture series as the main media in the writing teaching and learning process. Its implementation was expected to help the students in improving their writing skill and also to draw the students' attention, interest and motivation in learning.

In implementing picture series, the researcher applied text-based instruction in the teaching and learning process. It was expected to help the writing teaching and learning process run effectively.

### **2. Giving a handout related to the material as a brief guideline.**

At the beginning of the lesson the researcher would give the students handouts of what would be learned. They consisted of explanation and tasks related to the subject. It was expected to help the students in learning the materials.

### **3. Giving effective feedback to the students' works**

The researcher would give the students feedback for each activity. The feedback given was in the form of written and oral feedback. Its aim was to make the students realize what mistakes they have made so that they could revise them and would not do the same mistakes in the time after.

#### **b) Action and Observation**

Cycle 1 was conducted on August 27<sup>th</sup>, September 02<sup>nd</sup> – 03<sup>rd</sup>, 2014. The text focused on recount texts. During the implementation of the actions, the researcher as the teacher was helped by the collaborator who took notes and pictures on the teaching and learning process. After the class over, he discussed

with the collaborator about the action. Moreover, he also interviewed some students about the actions. The detail action of Cycle 1 can be seen in the following explanation.

### **1. Implementing picture series as the media in the writing teaching and learning process.**

As stated before, the researcher implemented picture series as the main media in the teaching and learning process. He expected that the picture series could help the students in improving their writing.

At the first stage of the teaching and learning process, the researcher used pictures and asked question to the students to build the students' knowledge of the field of what they were going to learn before continued to the next activity as preparation for their readiness. The pictures were about events that had been done in the past. The students seemed enthusiastic in responding the question offered by the teacher. The complete situation of this activity can be seen in the following vignette.

**Vignette, August 27<sup>th</sup>, 2014**

**Setting: Class VIII D**

.....

Then, the researcher explained that today they were going to learn to write past experience (recount text). He opened the lesson by showing pictures about camping, beach, and birthday party. Then, he continued asking to the students *"Did you ever have experience like this"* while pointing to the picture of beach. The students were silent because they did not know what the researcher meant. Therefore the researcher asked the students again but this time using Indonesian language *"Pernahkah kalian mengalami pengalaman seperti gambar ini?"* The students replied *yes* all at once. *"How about this"* the researcher continued by pointing to the picture of birthday party. Most of the students said *yes*. Then, he asked again *"to whom do you usually tell your experiences?"*. The students had various answers *my parents, best friend, brother and sisters*.

The researcher then explained what they were going to learn “*Today we are going to learn how to write past experience, jadi hari ini kita akan belajar menulis pengalaman dalam Bahasa Inggris.*” After that he continued “*anyone knows contoh tulisan pengalaman atau kejadian masa lalu itu apa?*” one of the student replied “*buku diari*”. “*yes, good. Ada yang lain?*” said the researcher. The students were silent. Then, he explained to the students the other form of recount text i.e. diary, bibliography, accidents report, etc.

.....

After the students seemed to be ready and got a picture about what they were going to learn. Then, the students continued to the next stage of learning process, modelling of the text. In this stage, the students were given an example of recount text and learned about its features. There were also activities related to its language features for the students for practicing before they wrote their own text. The activities can be seen from the following vignette.

**Vignette, August 27<sup>th</sup>, 2014**  
**Setting: Class VIII D**

.....

The researcher then explained what they were going to learn “*Today we are going to learn how to write past experience, jadi hari ini kita akan belajar menulis pengalaman dalam Bahasa Inggris.*” After that he continued “*anyone knows contoh tulisan pengalaman atau kejadian masa lalu itu apa?*” one of the student replied “*buku diari*”. “*yes, good. Ada yang lain?*” said the researcher. The students were silent. Then, he explained to the students the other form of recount text i.e. diary, bibliography, accidents report, etc.

Next, the researcher gave an example of short recount text entitled *My Holiday* to the students. Then, he asked them to read it. There were few male students were making noise at that time. He approached them and asked them to be quite and to continue their reading.

After the students finished reading, the researcher asked a few things about the text. “*What is the text about*”. One of the students replied “*liburan di Mount Bromo*”. “*Good, when? Kapan?*” asked the researcher. The students replied all at once “*last week*”. Then, the researcher continued “*ada yang tahu kegiatan apa saja yang dilakukan penulis?*”. There were some students who were answering together. So the researcher asked them to raise their hands before answering the questions.

There were three students who raised their hands, so the researcher chose one of them. He asked her to answer loudly and clearly so everyone in the class can hear it. After she finished, he discussed it with the class *“is it right?”*. The class agreed.

The researcher showed the generic structures of the text in PowerPoint, so the students could see them clearly. He explained that there were 3 parts of recount text. They are the orientation, a sequence of events and re-orientation.

Next, he asked *“for writing past events atau kejadian masa lalu verb yang digunakan dalam bentuk kata kerja berapa?”* Some students answered *“Verb 2”*. He then asked them to identify the verb in the past form from the text.

After all the word in the past form had been identified, the researcher then explained the rule for changing the verb I into the verb II and gave some examples. *“Is it clear everyone?”* asked the researcher. The students replied that they had understood.

Then, the researcher asked the students to continue doing the next Task. *“Sir ini disuruh ngisi yang titik-titik?”* asked one of the students. *“Yes, fill the blanks with the words in the boxes and jangan lupa rubah kata kerja tersebut dalam bentuk past tense jika diperlukan,”* explained the researcher *“is it clear.”* He allowed the students to open their dictionary and asked *“do you have dictionary with you?”* some students brought but many of them did not. So he asked them who did not bring dictionary to bring it next time.

There were many students who asked about vocabulary *“Sir, buy Verb 2 nya apa?”* The researcher answered the question and sometimes he thrown back the question to the class hoping there were students could answer.

After long time the researcher asked *“have you finished?”* Some had finished and the others had not finished yet. He told them that there were 5 minutes left and asked them who had finished their work to recheck their answers. After they had finished, he asked some students to answer. Then he always confirmed the answers with the class. Then he gave feedback and asked about the text. *“Do you have any question?”*

Then, the researcher continued asking the students to work on the next task that is rearranging jumbled sentences into a good paragraph based on the given picture series. In the middle of time there was a students asked *“sir, chase itu artinya apa?”* The researcher asked the question back to the class *“ada yang tahu arti dari chase?”* there were a student said *menangkap*. *“Good”* said the researcher. After the students had finished, the researcher and the students discussed the story together. Then, he asked the students if there were anything unclear.

Next, the researcher continued explaining how to write simple past tense sentences and also gave some examples. He asked the students whether they had understood. Then, he pointed three students randomly to make a simple past tense sentence spontaneously to check their understanding. After

that, the researcher asked the students to do the next task that is writing sentences based on the given pictures. *“Okay now you have twelve pictures on your handout. What you have to do is to write simple past tense sentences based on the pictures. Is it clear everyone?”*. explained the researcher *“ada pertanyaan?”*. *“No”* said the students.

The researcher were walking around the class to monitor the students while they were doing their task. When he was monitoring, there were some students asked him about vocabulary. For example, One of the students asked *“sir, bentuk kedua dari drive apa?”*. After they finished the task, they were asked to write their sentences on white board. *“Who wants to be volunteer to write a sentence for picture 1?”* offered the researcher to the students. Many students wanted to do it but there were only 12 pictures available so only 12 students write the sentences. After that, the students and the teacher corrected the sentences written on white board together. Then, he gave a chance for them to ask *“any question, class?”* There was no question. Before closing the class the researcher asked the leader to lead a pray and then he closed the class by saying *“ Thank you very much for today see you next week and have a great day”*.



Figure 2: A student was writing sentences based on the given picture series



Then, in the phase of Join Construction of the Text, the students were also asked to write a recount text based on the given picture series in pairs. Picture series here was meant to help the students in stimulating the ideas.

**Vignette, September 2<sup>nd</sup>, 2014**

**Setting: Class VIII D**

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In Join Construction of the Text, the researcher gave the students task to write a recount text based on the given picture series in pairs. Before the students began to write, the researcher discussed the picture series together *“okay for picture 1, who are they”* asked the researcher. *“they are nina and her friend”* replied the students. Then, the researcher continued *“where are they and when?”*

*“In the schoolyard, waktu istirahat”* answer the students.

*“what are they doing?”*asked the researcher.

*“ngobrol”* replied the students

*“then, what happen?”*

*“roti Nina diambil kucing.”*

*“good”* said the researcher *“now we know garis besar of the story. The next is your turn to write the story, owh ya one more,pada lembar jawab sudah ada beberapa kalimat untuk membantu kalian dalam menulis teksnya. Do you have any questions?”*. *“ No sir”* jawab siswa.

Then, he asked them to get working on the task. He monitored them while they were working by walking around the class. Many students used this chance to ask him about vocabulary and to consult their works when he was near them.

.....

While the students were working on their task, the reseacher walk around monitoring the class. The situation was captured in the following figure.



**Figure 3: The students were asking the teacher while he was monitoring the class**

Then, in the phase of Independent Construction of the Text, the researcher asked the students to do the next task which is writing a recount text based on their own experience. The researcher used this task as the post test of the Cycle 1.

## **2. Giving a handout related to the material as a brief guidelines.**

The handout was divided into two. The first one was the material which contains the modeling of the text, detail information about the text. The modeling of the text was also equipped with its generic structures. It helped the students learn the materials after the class.

The second one is the tasks. The task and its instruction were given before the activity began. The students listened to the instructions and some additional information of the task before they received the written instruction and the task. These handouts were submitted after they finished doing the task and discussed it.

### 3. Giving effective feedback to the students' works

The researcher gave the feedback in some forms. They were written feedback to the class, oral feedback to the whole class, individual feedback using scale. The written feedback and individual feedback using scale were done in the pre-test and the post test. The researcher gave some notes or revisions of the text using different color pen so that the students knew their mistakes or errors clearly.

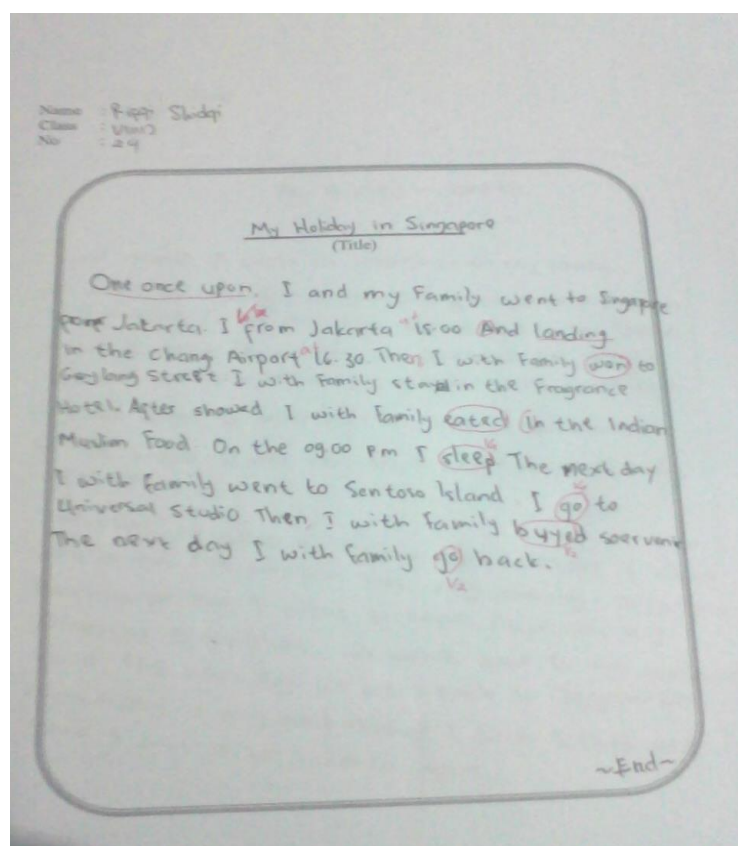


Figure 4: A written feedback on student's writing

#### c) Reflection

After implementing the actions, the researcher and the collaborator did some reflections to fulfill democratic validity and dialogic validity. It was done by analyzing the field notes, interview transcripts and students' works taken from the

teaching and learning process. The result of the reflections showed that there were improvements and weakness of Cycle 1.

### 1. Implementing picture series as the media in writing teaching and learning process

Implementing picture series as the media in writing teaching and learning process was able to stimulate the students' ideas. It helped them to generate what they had in mind into a written form. On the other word, it was enable students to write their ideas into readable texts. As a result, the students could have more sentences in their writing. The following figure was one of the examples of the student's writing.

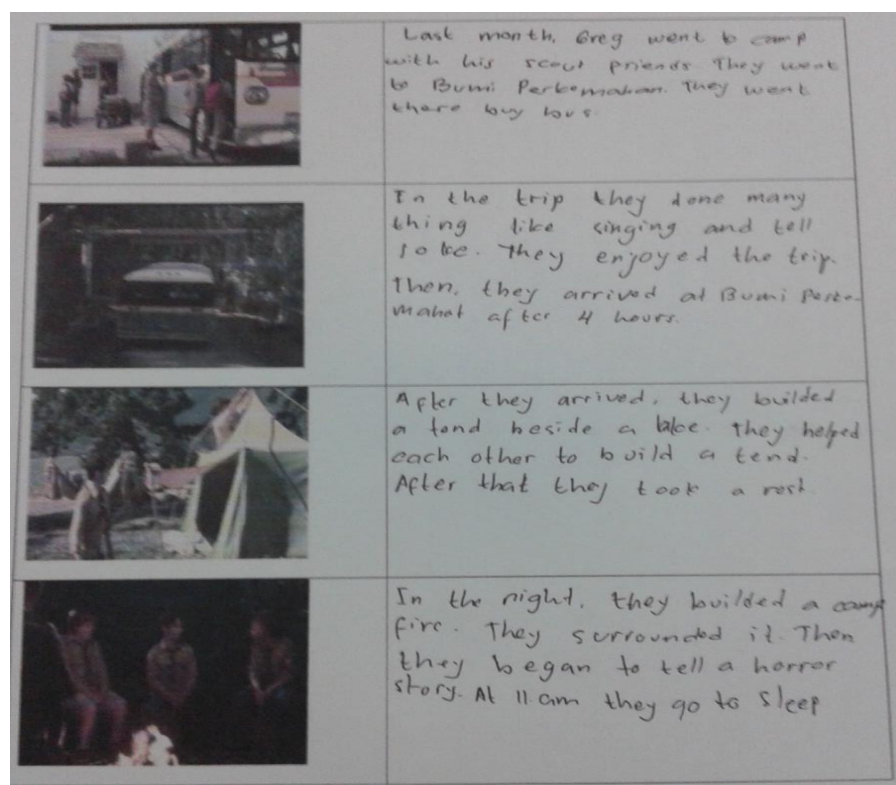


Figure 5: One of students' writing based on the given picture series

It also can be seen from the students' feeling toward the activity using picture series. The situation can be seen from the following interview transcript.

- 
- R : Cyndi, bagaimana kegiatan menulis hari ini?  
(Cyndi, how is today's writing activity?)
- S : Asyik Mas!  
(It was fun)
- R : mmm asik ya. Asiknya karena apa?  
(so it was fun. What made it fun?)
- S : ya karena ada gambarnya mas, jadi tahu apa yang mau ditulis.  
(it was because there were pictures so I knew what I had to write.)
- R : owh gitu ya. Jadi punya ide untuk nulis y?  
(mm so it helped you to get an idea to write?)
- S : Ya mas.  
(yes)
- 

IT6

Another student also felt the same way as the other students it can be seen from the interview transcript below.

- 
- R : Kalau menurut Luna, kegiatan yang menarik apa?  
( how about you Luna, what activity that is interesting?)
- S : mm..yang suruh nulis, terus nulisnya berdasarkan gambar.  
(mm..the one that rearrange pictures then we had to write based on the pictures.)
- R : owh yang ada pictures seriesnya ya, Kenapa?  
(the ones with picture series, why?)
- S : iya mas. Ya karena ada gambarnya jadi tahu mau apa yang mau ditulis.  
Tapi kosa katanya masih sulit mas.  
(yes, because of the pictures I know what I am going to write. But, the vocabulary is still difficult)
- R : Terus apa lagi yang masih sulit?  
( then, what else?)
- S :Sama penggunaan past tense kadang masih lupa.  
( and the use of past tense, sometimes I forget)
- R :Okay thank you Luna  
(Okay, thank you Luna)
- S : iya sama-sama mas  
(you're welcome)
- 

IT 7

From the interview transcripts above, pictures series was success in helping the students to write. It helped the students in getting the ideas of what they had to write. As a result, the students felt easier in writing without trapped in looking for the idea because there were picture to guide them.

It can be concluded that the implementation of the picture series to stimulate the students' ideas was success and valid. It is because it meets the principle at process and dialogic validity.

From the data obtained, the students had been able to stimulate their ideas into written form. Meanwhile in term of vocabulary they still found difficulties. They yet could not use words in English appropriately. Then, they also asked for the vocabulary to the teacher frequently.

**Vignette, August 27<sup>th</sup>, 2014**

**Setting: Class VIII D**

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There were many students who asked about vocabulary “*Sir, buy Verb 2 nya apa?*” The researcher answered the question and sometimes he thrown back the question to the class hoping there were students could answer.

After long time the researcher asked “*have you finished?*” Some had finished and the others had not finished yet. He told them that there were 5 minutes left and asked them who had finished their work to recheck their answers. After they had finished, he asked some students to answer. Then he always confirmed the answers with the class. Then he gave feedback and asked about the text. “*Do you have any question?*”

Then, the researcher continued asking the students to work on the next task that is rearranging jumbled sentences into a good paragraph based on the given picture series. In the middle of time there was a students asked “*sir, chase itu artinya apa?*” The researcher asked the question back to the class “*ada yang tahu arti dari chase?*” there were a student said *menangkap*. “*Good*” said the researcher. After the students had finished, the researcher and the students discussed the story together. Then, he asked the students if there were anything unclear.

.....

It was also supported by the statement of one of the students who said that he was still confused with the vocabulary through the following interview transcript.

- 
- R : Kalau menurut Luna, kegiatan yang menarik apa?  
( how about you Luna, what activity that is interesting?)
- S : mm..yang suruh nulis, terus nulisnya berdasarkan gambar.  
(mm..the one that rearrange pictures then we had to write based on the pictures.)
- R : owh yang ada pictures seriesnya ya, Kenapa?  
(the ones with picture series, why?)
- S : iya mas. Ya karena ada gambarnya jadi tahu mau apa yang mau ditulis.  
Tapi kosa katanya masih sulit mas.  
(yes, because of the pictures I know what I am going to write. But, the vocabulary is still difficult)
- R : Terus apa lagi yang masih sulit?  
( then, what else?)
- S :Sama penggunaan past tense kadang masih lupa.  
( and the use of past tense, sometimes I forget)
- R :Okay thank you Luna  
(Okay, thank you Luna)
- S : iya sama-sama mas  
(you're welcome)
- 

IT 7

In addition, from the interview transcript above, their language use was not improved yet. Although they had known that in writing past events or recount texts they had to use past tense, they still had difficulties in applying it. It can be seen from their works which still used present tense on it. The teacher also agreed that the students' language use was not improved. It can be seen from the interview transcript below.

- 
- R : *"Bagaimana menurut Ibu kemampuan menulis siswa setelah Cycle I?"*  
(How the students' writing skill after Cycle I?)
- T : *"Setelah saya lihat pekerjaan siswa yang kemarin mas. Lumayan sudah ada kemajuan dalam hal pengembangan idenya terlihat dari tulisan mereka yang lebih banyak kalimatnya. Tapi untuk yang lainnya belum mas. Misal vocabulary sama grammarnya mas masih banyak yang salah. Masih banyak yang pakai verb I. Dan satu lagi mas tata tulisnya juga masih*
-

---

*banyak yang ngawur mas.”*

(after I looked at the students' works yesterday it was good enough. There was an improvement in developing ideas. It was seen from their writing consisted more sentences. But, for the other aspects was not improved yet for example, their vocabulary and language use. Many students still used verb I. Once more, they also made many mistakes on punctuation and spelling.)

R : *“ya, saya pikir juga begitu Bu. Apa ibu ada saran untuk pertemuan selanjutnya”*

(yes I think so. Do you have any suggestion for the next Cycle mam?)

T : *“mungkin untuk Cycle II di perbanyak latihan vocabulary, grammar sama tata tulisnya di tekankan yang benar mas.”*

(“maybe for Cycle II it was better to add more practice on grammar and vocabulary and also punctuation.)

R : *“Iya Bu, ada masukan lagi bu?”*

(yes mam, is there anything else?)

T : *“mm tidak ada mas.”*

(No)

R : *“Terimakasih Bu”*

(Thank you mam)

T : *“Sama-sama “*

(You're welcome)

---

IT 9

Then, the students seemed to have more comprehension about the characteristic of the recount text. They knew what should they wrote first in writing recount text and what the next is. But, most of the students' texts were not well connected yet. They had not been able to use time conjunction and connection properly.

One of the main purpose of using picture series as the media in writing is drawing their attention and improving their motivation toward writing. In Cycle 1 it was success in drawing students' attention and motivation. It can be seen from the students' attitude in doing the activities. First, when the teacher offering brain-storming questions the students was enthusiastic in answering them. Then, the



students also did the activities actively. It was different from the writing teaching and learning process before the action. They were seen to have no interest in writing and pay less attention to the teacher.



Figure 6: **The students were listening to the teacher explanation**

## **2. Giving a handout related materials as a brief guidelines**

The teaching and learning process became more efficient because of the handout. Most of the teacher's explanation was in the handout so the students could focus on the teacher's explanation. The handout also helped the students who could not see clearly or sat behind the class to see the materials in Power Point presentation clearer.

## **3. Giving effective feedback to the students' works**

During Cycle I, the researcher gave the students written feedback to the class, oral feedback to the whole class, individual feedback using scale, and peer evaluation with focus.

The researcher mostly used oral feedback to the whole class in this cycle. The results of individual feedback using scale and written feedback to the class were also given in oral feedback generally. In the next cycle, he planned to emphasize in individual consultation and oral feedback to the individual student so each student would know which aspect should be improved.

**d) Finding**

After doing reflections of the Action, there were some points that could be concluded as follows:

1. The Improvements of Cycle 1
  - a) Using picture series was successful in helping the students to stimulate and gain the ideas to write. It was because picture series was two dimensional media which made the students easy in imagining the events. It was proved by the students' writing works which had more sentences on it
  - b) The students' motivation in writing was also improved since it was using picture series as the media. Picture series made the students easy in learning and it was also attractive to the students' attention.
  - c) The teaching and learning of writing runs well. Since the students were motivated in learning, they gave more attention to the lesson and the teacher's explanation. It made the teaching and learning process run effectively.
  - d) The students also became more active in participating the lesson. They actively answered the teacher's question. Then, they also did the tasks given actively.

## 2. The weaknesses of Cycle 1

- a) The students still found difficulties in organizing the ideas into readable text. Their writing also was not coherent and united yet.
- b) Their grammar in past tense was also not improved yet. They still confused in using the tense correctly. Therefore, they still had present tense in their recount texts.
- c) The students' vocabulary had not improved yet especially in irregular verbs.
- d) Some students did not aware of their writing mechanics.

## 2) Report of Cycle 2

From the reflection in cycle 1, the students still encountered some problems. The problems were (1) the students still confused in using past verb form especially related to irregular verb; (2) the students still had difficulties in vocabulary (3) some students could not compose a coherent and unity paragraph; and (4) the students still got difficulties in using correct word spelling or mechanic. Based on the problems encountered above, the researcher made revised plan for the second cycle. The activity was explaining the past tense to the students briefly. The activity was also related to the students' activity in creating a recount text individually through writing process. The following is the description of those activities:

### a) Planning

Based on the reflection in the previous section, it was found that the students had improved their writing skill in some aspects. On the other hand, they

also still had difficulties in other aspect. Therefore, the researcher in this Cycle would give focus on the aspects which are not improved yet.

Considering the problem during the implementation of the actions in Cycle 1, the researcher, the collaborator and the teacher had some discussions to plan the next actions. The action plans of the Cycle II presents below:

**1. Providing students with picture series in the teaching and learning process**

As mentioned at the beginning the researcher would have picture-series as the main media in the writing teaching and learning process. So, the main activities in writing were based on the picture series.

**2. Giving a handout of today's materials as a brief guideline.**

As found in Cycle I, the handout was helpful for the students to learn. The researcher planned to give a handout in this cycle too.

**3. Providing the students with the vocabularies which are related to the topic and list of irregular verbs.**

Since many students did not have complete or sufficient dictionaries and the school also did not provide the dictionaries to the students, the researcher planned to provide the students some vocabularies related to the topic which were attached in their handout.

**4. Giving effective feedback to the students' works.**

The researcher planned to do the same feedbacks with the previous cycle. They are written feedback to the class, oral feedback to the whole class, individual feedback using scale, and peer evaluation with focus. He also planned one

additional feedback. It is oral feedback to the individual student. It was done to give the clearer explanation about the individual weaknesses in creating the recount text so that the students would know which aspect should be revised.

#### **b) Action and Observation**

The actions of the Cycle II were carried out in three meetings on September 9<sup>th</sup>, 10<sup>th</sup>, 16<sup>th</sup>, 2014.

As it was done in Cycle I, the researcher became the teacher while the English teacher, as a collaborator, and one or two other collaborators become the observers. The collaborators sat in the back of the class and wrote the field note. The research friends as the collaborators also took documentations during the actions. The field note and the documentations described the implementation of the actions. After the class, she interviewed and discussed with the collaborators about the actions. The researcher also interviewed some students after the class. The detail of the actions can be seen in below.

#### **1. Providing the students with picture series-based activities in the teaching and learning process.**

Realizing that this action successfully helped the students' writing skill in some aspects as in Cycle I, the researcher also used this action to improve the students' writing skill in some aspects that had not improved yet.

In this Cycle the researcher introduce another form of recount text that is biography. In the phase of Building Knowledge of the field, he asked the students about what they have learned from previous meetings. Then, he continued showing pictures of famous people and asked the students about the pictures.

In the phase of Modeling of the text, the researcher asked the students to do some tasks which is meant to help them improved their writing aspects that had not improved yet such as vocabulary, tenses, organization and writing mechanics. The whole situation can be seen from the following vignette.

**Vignette, September 9<sup>th</sup>, 2014**

**Setting: Class VIII D**

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Then, the researcher asked the students to read the biography of Jackie Chan. After that, they discussed the text together. Next, he reminded the students about the generic structure of recount texts. Then, the students are asked to do task 1.

In doing Task 1 which is identifying the structures of the text, there were no difficulties faced by the students. Then, the students moved to task 2. In this task the students were asked find the meaning of the words. They didn't find difficulties in doing it. After that, they discussed the answer with the researcher.

Next task is to read the text about Thomas Alva Edison and to change the verbs in parenthesis into the correct forms. The students did the task in pairs. After they had finished, they discussed it with the researcher.

Next the students were asked to do the next task. In this task, the students rearranged the jumbled pictures series about Thomas Alva Edison based on the previous text. They could finish it easily.

Then, the students continued doing the task 5. In this task, the students edited the existing text entitled *A tour to the Botanic Garden*. “*okay everyone, now what you have to do is editing the text, jadi kalian membetulkan tata tulis yang salah dalam teks tersebut. Is it clear everyone?*” After the students had finished their works, the teacher with the class revised the wrong text into the correct one. The students seemed satisfied because they could finish the challenging task and got many right answers.

In task 6, the students had pictures in their handout. They had to write simple past sentences based on the pictures. Because the time was almost over and they had not finished the researcher asked them to continue it at home. He then asked whether the students had any questions but they said that they did not have any. Then he closed the class by greeting.

.....

In the next meeting, the researcher gave feedback on the students' previous works that is writing past sentences based on the pictures. The students were happy because most of their sentences were correct. To remind the students about past tense, he conducted a game about writing sentences based on the pictures on white board spontaneously. The students seemed enthusiastic joining the game. The situation was captured in the following figure.

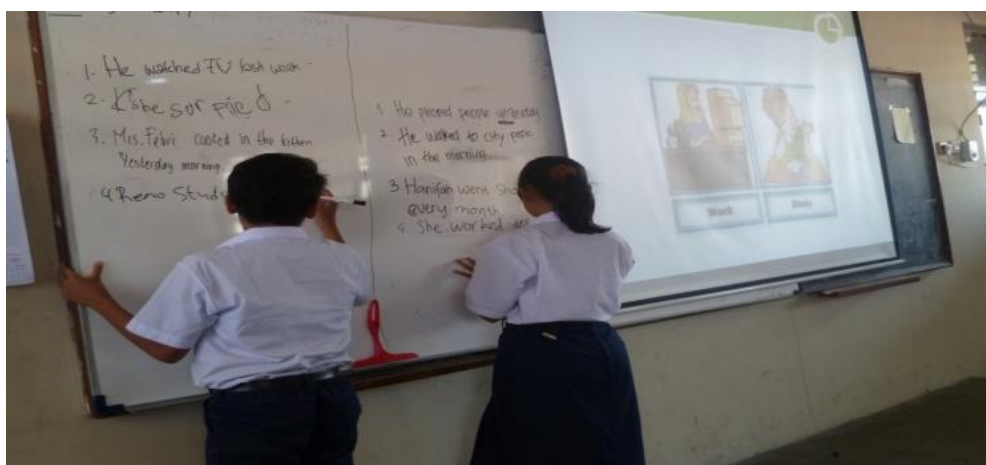


Figure 7: **The students are writing sentences on the whiteboard**

Then, the researcher asked the students to do the next task that is to write a recount text using correct signal words based on the given picture series. The students had no difficulties in doing the task. So, the researcher continued to the next phase.



**Figure 8: The Students were writing a recount text in pairs**

In the Phase of Join Construction of the Text, the students were asked to write a recount text based on the picture series. To make the students easy in organize the text, the researcher provide worksheets that help them.



MR LOU WAS SICK  
(Title)

**Orientation (who, where, and when)**  
Last Monday evening, Mr. Lou read and watched TV in the living room. He read and watched TV until 3 a.m.

**Series of events (events in order they happened)**  
The next day, He feel sick. So, he didn't go to work. Then he went to a clinic. Then after that a sister came to help him. And she told him to wait the doctor. After 20 minute, the came. He checked Mr. Lou's body. He asked Mr. Lou open his shirt and mouth. Then, He asked him what Mr. Lou doing last night. After that he asked Mr. Lou to sleep early and took more rest and not read and watched TV late night again. Then, he gave Mr. Lou medicines.

**What happened in the end**  
Then, Mr. Lou took the medicine at home but, it tasted bitter. And then, Mr. Lou promise not to sleep late again.

Figure 9: The students' writing worksheet

## 2. Giving a handout of today's materials as a brief guideline.

Same with the previous cycle, besides receiving lists of useful vocabularies, the students also received a handout of the materials and tasks. A material handout aimed to give the students clearer sight about materials which were showed in PowerPoint Slide provided by the researcher.

In the handout, the students might write the additional information they needed. In the second cycle materials, the researcher had a different theme from the previous cycle. In cycle I, he discussed about the recount text related to the past experience while in Cycle II, he discussed about the recount text related to someone's biography. The material handout was distributed at the beginning of the Cycle II. The tasks were not included in the materials handout.

### **3. Providing the students with the vocabularies and list of irregular verbs to develop their mastery of vocabulary.**

The existence of vocabulary list could not be separated from the students when they were doing the task. It helped the students finding the vocabularies. The vocabularies were given to the students at the beginning of the cycle together with the handout.

The researcher also provided E-dictionaries which presented in LCD in front of the class. It was done to anticipate the vocabularies which were not included in the vocabulary lists. When he was walking around the class and monitoring the team, he found that the students asked many same vocabularies. Then he provided the E-dictionaries to solve the problem. He did not need to walk around related to the vocabulary consultation. The researcher only needs to type the word then he asked the students to see the spelling of the vocabulary, so that there would be no repeated vocabularies to be asked.

### **4. Giving effective feedback to the students' works**

Since it was useful for the students in realizing their mistakes, the combination of the written feedback and oral feedback was also done in this cycle. It aimed to revise the low achievers' works.

### **c) Reflection**

The situation of the class during Cycle II was much better. The teaching and learning process run effectively. The students' writing skills were also improved, especially in the organization of the text, language use and vocabulary.

It proved with the supporting data obtained. The details of the situation of Cycle II are explained below.

### **1. Providing the students with picture based activities in the teaching and learning process.**

Implementing picture series successfully helped the students' writing skill in not only Cycle I but also Cycle II. The aspects of students' writing skill that improved were vocabulary, language use and organization. The detail can be seen below.

The students' vocabulary mastery in Cycle 2 had improved. It was different with the students' vocabulary mastery before. In Cycle 1, the students were unfamiliar with the English words so they had difficulties in translating the English words into Indonesian or vice versa. Then, their word choice in writing was sometimes inappropriate. It makes them hard in producing an English text. Therefore, many students are frequently asked the teacher and the other friend about the meaning of some vocabulary and how to write it in English.

In Cycle 2, the students had been able to decrease their difficulties in vocabulary. The students started to be familiar with the English vocabulary. Their word choice was also improved. Hence, they had decreased to ask the teacher and the other students. It was also supported by the student's statement that can be seen below.

- 
- |   |  |
|---|--|
| R | <i>Gimana nih Sarah udah ada peningkatan belum bahasa Inggrisnya khususnya dalam hal menulis?</i><br>(Sarah, How is your English especially in writing? Is there any improvement?) |
| S | <i>Lumayan mas udah banyak peningkatan.</i><br>(yes, there are many improvement)   |

- R *Dalam hal apa misalnya?*  
(In what aspect have you improved for instance?)
- S Ya vocabularynya mas nambah banyak. Trus past tensenya juga udah bisa mas cara gunainnya.  
(in vocabulary, I know more English vocabulary than before. Then, I can use past tense correctly.)
- R *Alhadulillah kalau banyak peningkatannya. Terimakasih ya Sarah.*  
(It's good to hear that you have many improvements. Thank you Sarah)
- S *Iya mas. Sama-sama*  
(You're welcome)

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From the interview transcript above, it was not only the students' writing skill in the aspect of vocabulary that improved but in the aspect of language use also improved. Different with The students' language use in Cycle 1, it much improved in Cycle 2. They had been able to use tense appropriately. Then it did not bother them when they wrote their stories. They had been able to use past tense correctly.

Then, the students' writing skill in the aspect of organization was also improved. In Cycle 1 they still had difficulties in making a coherent and unity paragraph. In Cycle 2, the difficulty that they faced in Cycle 1 was decreased. They had been able to compose sentences into a unity and coherent paragraph. In addition, the students were more aware of the writing mechanic so they could minimize their mistakes on punctuation and spelling.

## **2. Giving a handout of today's materials as a brief guideline.**

As found in Cycle I, the handout was helpful for the students to learn. In Cycle II, the handout was still helpful in focusing the students on the materials. They did not need to take some notes when the researcher explained the materials. The students only wrote some additional information in the handout.

**3. Providing the students with the vocabularies which are related to the topic and list of irregular verbs to develop their mastery of vocabulary.**

Although the students had brought their dictionaries, it was not effective enough. Since, the dictionaries were not complete enough. Therefore, the researcher kept providing the vocabularies.

He only provided some common vocabularies related to the topic. So, it helped the students when they did the task. An E-dictionary which presented in LCD in front of the class was also used to anticipate the vocabularies which were not included in the vocabulary lists. It also provided the students opportunity to see a correct spelling of the vocabulary.

**4. Giving effective feedback by analyzing most errors made by the students and training the students to give feedback.**

The additional feedback, oral feedback to the individual student successfully improved the students' writing. The students received the clearer explanation about the individual weaknesses in creating the text since the students knew which aspect should be revised. The feedback was also helped the students to be aware of minimum requirement mistakes.

**d) Finding**

After doing reflections to the actions done, there were some point found that can be seen below

- a. The students' writing skill in the aspect of vocabulary and language use was improved. The students in doing their writing tasks were no bothered much with the vocabulary and the use of past tense. They

had been able to the past tense correctly and the vocabulary appropriately.

- b. The students' writing skill in the aspect of organization was also improved. They had no more difficulty in organizing their ideas. They can produce recount texts which were coherent and unity.

## B. The Result of the Research

As had been stated before, the implementation of picture series were successful in improving the students' writing skills during two cycles. The finding could be inferred from the observations of the teaching and learning process, the interviews with the students and the collaborators.

The tests were done in three times; pre-test, post-test I and post-test II. The pre-test was done before the researcher conducted Cycle I. It was on Tuesday, August 26<sup>th</sup>, 2014. He took the individual task in the phase of Independent Construction of Cycle I as the result of post-test I. Post-test I was done on Wednesday, September 3<sup>th</sup>, 2014. Post-test II were conducted on Wednesday, September 16<sup>th</sup>, 2014.

Table 6: The students' Writing Score in the pre-test

No	Nama	Aspects being assessed					Tot. (0-100)
		C (0-30)	O (0-20)	V (0-20)	L (0-25)	M (1-5)	
1.	S1	24	12	13	12	2	63
2.	S2	17	14	8	12	2	53
3.	S3	25	13	14	15	4	71
4.	S4	19	13	8	11	2	53
5.	S5	20	11	10	13	3	57

6.	S6	17	13	6	10	2	48
7.	S7	20	10	14	13	3	60
8.	S8	24	15	15	16	3	73
9.	S9	17	11	8	9	2	47
10.	S10	20	10	13	11	3	57
11.	S11	19	14	12	13	2	60
12.	S12	20	12	11	9	3	55
13.	S13	22	10	14	12	2	60
14.	S14	24	15	13	15	3	70
15.	S15	27	17	13	16	5	78
16.	S16	21	11	8	9	2	51
17.	S17	23	11	10	13	3	60
18.	S18	20	9	8	9	2	48
19.	S19	22	14	8	10	3	57
20.	S20	16	12	8	7	2	45
21.	S21	18	12	11	14	2	47
22.	S22	25	16	14	16	4	75
23.	S23	18	12	7	10	3	50
24.	S24	20	12	10	13	2	57
25.	S25	23	14	10	13	3	63
26.	S26	18	10	8	7	2	45
27.	S27	23	13	15	13	3	67
28.	S28	25	13	11	10	2	61
29.	S29	24	13	13	12	2	64
30.	S30	22	12	8	12	3	57
31.	S31	23	17	13	18	4	75
32.	S32	20	15	17	15	3	70
33.	S33	20	12	13	13	2	60
<b>Mean</b>		21.08	12.65	11.02	12.14	2.65	59.32

Before the implementation of the actions, from the pre-test, the researcher found many errors done by the students almost in all aspects. Moreover, there were some students who wrote some text in Indonesian while some others write the unknown word using Indonesia. After conducting the action of Cycle I, the researcher found some improvement.

Table 7: The students' Writing Score in the post-test 1

No	Nama	Aspects being assessed					Tot. (0-100)
		C (0-30)	O (0-20)	V (0-20)	L (0-25)	M (1-5)	
1.	S1	27	14	13	15	3	72
2.	S2	24	14	10	16	4	68
3.	S3	27	13	14	15	4	73
4.	S4	25	13	12	15	3	68
5.	S5	27	15	12	13	3	70
6.	S6	25	13	10	11	3	62
7.	S7	24	10	14	16	3	67
8.	S8	27	15	15	16	4	77
9.	S9	26	12	10	14	3	65
10.	S10	25	10	13	16	4	68
11.	S11	25	14	12	13	4	68
12.	S12	27	12	11	15	3	68
13.	S13	29	10	14	12	5	70
14.	S14	29	15	16	15	5	80
15.	S15	30	17	13	17	5	82
16.	S16	28	11	14	12	3	68
17.	S17	29	11	15	13	4	72
18.	S18	25	9	10	14	4	62
19.	S19	27	14	8	12	4	65
20.	S20	27	12	10	8	2	59
21.	S21	23	12	13	14	3	65
22.	S22	30	16	14	17	5	82
23.	S23	27	12	10	14	4	67
24.	S24	25	12	10	13	2	62
25.	S25	27	14	11	14	4	70
26.	S26	24	13	12	10	3	62
27.	S27	27	13	15	13	4	72
28.	S28	30	13	11	13	3	70
29.	S29	29	15	13	12	3	72
30.	S30	27	12	8	12	3	62
31.	S31	28	17	13	18	4	80
32.	S32	29	15	17	15	4	80
33.	S33	27	12	13	15	3	70
Mean		26.84	13.03	12.30	13.87	3.57	69.63



From the post-test I, there were improvements on the students' writing. The organization of the text of the most students was good. There was also improvement in the vocabulary use. Most of the students used right vocabularies. Unfortunately, there were still many things to be improved. Although the students' errors in mechanics were decreased, it had to be improved more. Minimum requirement mistakes were still found in some students.

After conducting Cycle II, the researcher found there were more improvements in many aspects than Cycle I. The minimum requirement mistakes were rarely found. Most of the students were good at vocabulary, organization of the text and language use. It means that they have been able to write English texts well.

**Table 8: The students' Writing Score in the post-test II**

No	Nama	Aspects of writing					Tot. (0-100)
		C (0-30)	O (0-20)	V (0-20)	L (0-25)	M (1-5)	
1.	S1	27	15	15	17	4	78
2.	S2	29	18	19	19	5	90
3.	S3	30	22	18	20	5	95
4.	S4	25	13	15	16	4	73
5.	S5	27	15	12	16	3	73
6.	S6	25	13	15	17	3	73
7.	S7	28	13	17	16	4	78
8.	S8	26	20	19	20	5	90
9.	S9	26	14	13	14	3	70
10.	S10	25	17	15	16	5	78
11.	S11	25	14	12	13	4	68
12.	S12	28	14	15	19	5	81
13.	S13	29	20	16	20	5	90
14.	S14	30	21	18	24	5	98
15.	S15	30	17	15	20	5	87
16.	S16	28	12	14	19	3	76

17.	S17	29	17	15	16	4	81
18.	S18	25	17	11	16	4	73
19.	S19	27	18	15	15	5	80
20.	S20	27	12	16	11	4	70
21.	S21	27	16	15	15	3	76
22.	S22	30	18	21	22	5	96
23.	S23	27	19	12	16	4	78
24.	S24	28	19	15	20	4	86
25.	S25	27	18	21	15	5	86
26.	S26	24	17	15	15	3	74
27.	S27	27	15	15	21	5	83
28.	S28	30	13	12	18	3	76
29.	S29	29	15	13	20	4	81
30.	S30	27	14	16	17	4	78
31.	S31	28	23	15	19	5	90
32.	S32	30	16	20	20	5	91
<b>Mean</b>		27.48	16.42	15.57	17.6	4.24	81.42

Table 9: **The Comparison among the Pre-test, Post-test I and Post Test II Scores**

Test	Writing Aspects					Tot. Score
	C (0-30)	O (0-20)	V (0-20)	L (0-25)	M (1-5)	
<b>Pre-test</b>	21.08	12.65	11.02	12.14	2.65	59.32
<b>Post-test I</b>	<b>26.84</b>	<b>13.03</b>	<b>12.30</b>	<b>13.87</b>	<b>3.57</b>	<b>69.63</b>
<b>Post-test II</b>	27.48	16.42	15.57	17.69	4.24	<b>81.42</b>
<b>Gain score</b>	6.40	3.77	4.55	5.55	1.59	<b>22.10</b>
<b>The improvement percentage</b>	<b>21.33%</b>	<b>18.85%</b>	<b>22.75%</b>	<b>22.2%</b>	<b>31.8%</b>	<b>22.1%</b>

**Nb.**

**C** : Content

**O** : Organization

**V** : Vocabulary

**L** : Language Use

**M** : Mechanics

**Tot** : Total Score

According to the table above there were improvements on the students' writing skill during the action. The students had improved their writing skill in all aspects generally. Most of the students were more aware with the mechanical

techniques in writing. Although they had improved their writing skill, it did not mean they had no mistake in their writing. So it will be the English teachers who are responsible to improve the students' writing skill better in the next teaching and learning process.

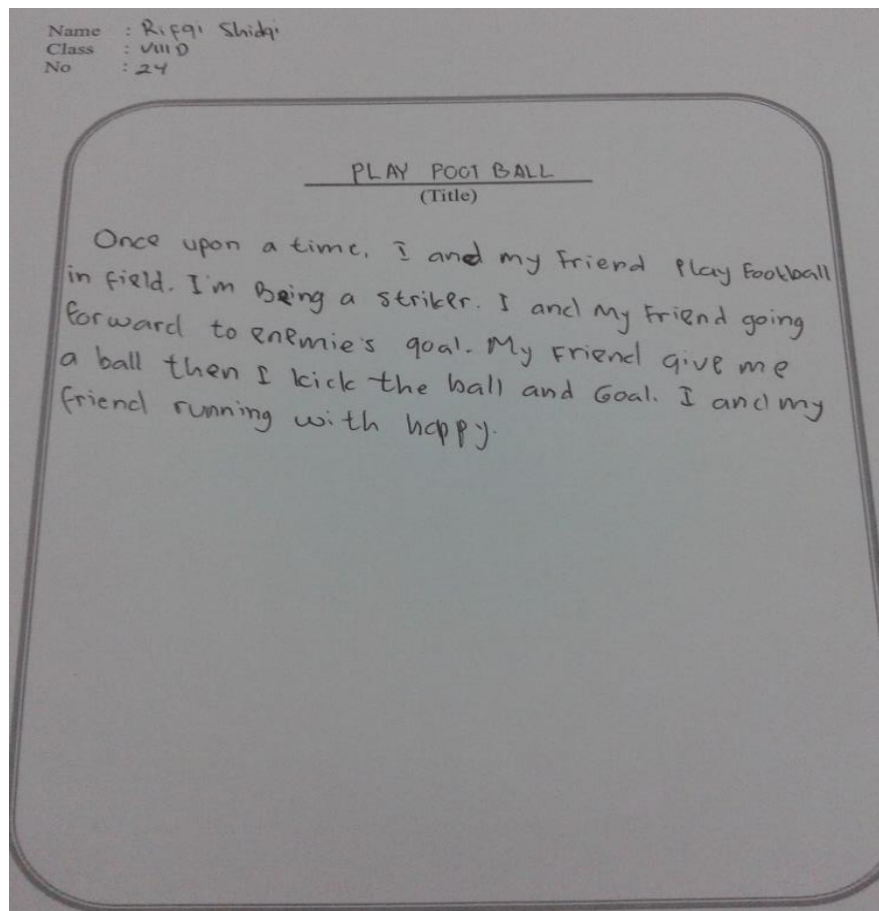


Figure 10: One of students' writing on the Pre-test

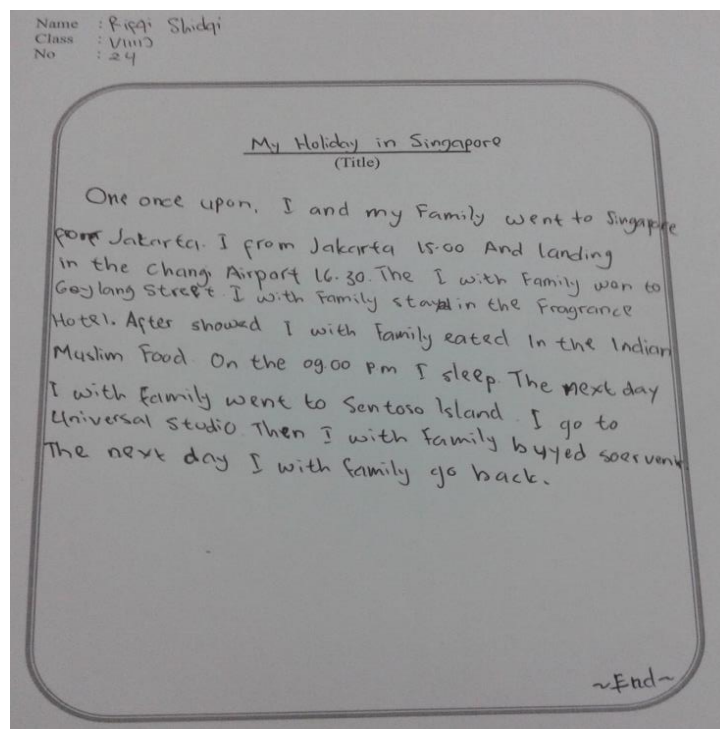


Figure 11: One of the students' writing on the Post-test I

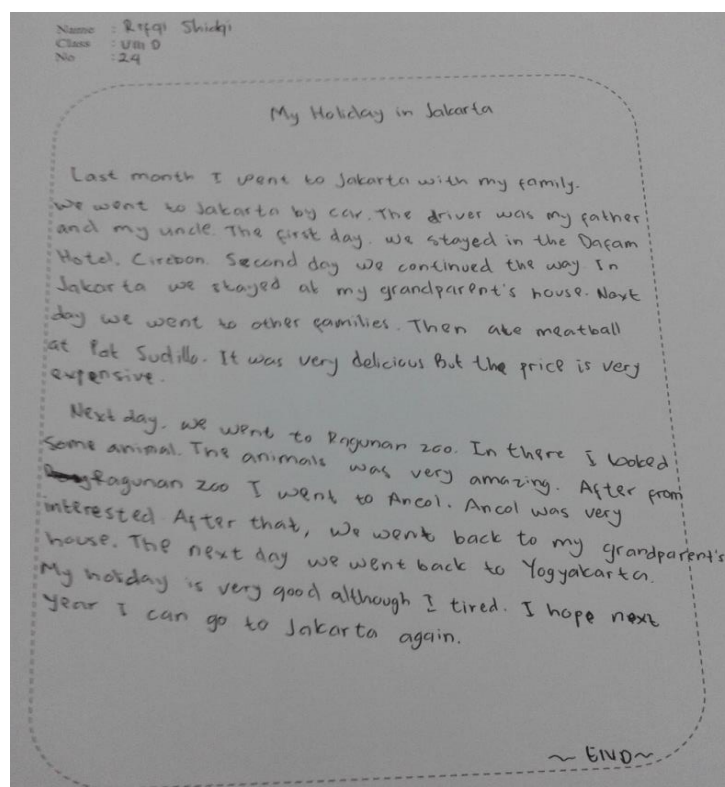


Figure 12: One of the students' writing on the post-test II

### **C. Discussion**

This section discusses the findings of the research in the form of qualitative and quantitative data. The data show the findings obtained during Cycle I and Cycle II, how the changes were made, and the results of the change after each cycle.

The main problem of the English teaching and learning process in the class before the implementation of the actions were the lack of feedback and the lack of writing practice that resulted in the low writing skills of the students. The lack of students' vocabulary was also the other problems in the class. Then, the media used in the class was not interesting enough to draw the students' attention. Therefore, the actions to overcome the problems were needed to be applied to improve the situation.

Using picture series as the media then was chosen as an effort to improve the students' writing skills. The application of picture series was expected to help the students improve their writing by providing them with interesting media i.e. picture series, and opportunities to have more practice in writing.

Giving feedback to the students' works in writing process is very important for the students need to know how to spell check and grammar check in editing phrase. In this stage, the writers have to correct their grammar, spelling and punctuation errors. Writing experiences become even more powerful by having students read their work out in small group, to another classmate, or in a large group (Graves, 1983 in Johnson, 2008).

Vocabulary exposure was done to improve the students' vocabulary. The students were presented with vocabulary list based on the context and a list of irregular verbs. It is important to be certain that the students fully understand what is asked of them in the context rather than focusing only on the words to be learned (Hiebert, 2005). The students were also given some activities in groups for improving their vocabularies. The use of both actions successfully helped the students improve their vocabulary mastery.

The benefits of using picture series as learning media were not only in the improvement of students' writing skill, but also in the improvement of teaching and learning process. Before the actions, the students paid less attention to the lesson. They were reluctant to ask and answer questions. They frequently make noise in the middle of the lesson. After the action the students were motivated in participating the lesson. They were active in doing the tasks given. Wright (1997: 10) says that picture can play a key role in motivating students, conceptualizing the language they want to use, giving them a reference, and in helping the discipline the activity. Then, picture series can help the students improved their writing skill. It will make the students interested in writing English because picture series is one of the visual teaching media (Smaldino 2005: 9).

Other data that were acquired in this research were quantitative data. They were in the form of the students' scores of the pre-test, post-test I and post-test II. The researcher used same score scheme adapted from Brown and Brailey (1984, 39-41) in Brown (2004) in pre-test, post-test I and post-test II. According

to the comparison between the students mean in pre-test, post-test I and post-test II, there was an improvement in every aspects on the students' writing skill.

The data of the tests supported the observation results as well as the interview transcripts that indicate the success of the implementation of the cooperative learning strategy in improving the students' writing skills. Therefore, the researcher concluded that the cooperative learning strategy successfully improved the students' writing skills.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND SUGGESTION**

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

#### **A. Conclusion**

The research was conducted at the VIII D students of SMP N 6 Yogyakarta. It was carried out from August to September 2014. The objective of this research study was to improve the writing skills of the VIII D students through the use of picture series.

Based on the research findings and discussion in implementing picture series in teaching of writing, the researcher concludes some points viewed from some dimensions; students' writing ability, teaching learning process, and students' responses toward the implementation of picture series. The brief conclusions are as follows.

First, the picture series can improve the students' ability in writing. The students' improvement includes the mastery of stimulating and organizing ideas in written form, using correct grammatical sentences, selecting appropriate words and expressions, and mastering and obeying conventions of spelling, punctuation, and mechanics. Those elements of writing can be achieved through the practice of writing especially using picture series. From the research it could be seen that the students could improve their ability in writing recount text from cycle to cycle.

Second, picture series could make the students more engaged and interested in the teaching and learning process of writing. As the result, the students can improve their motivation in the teaching and learning process of writing.

Third, picture series could make students' interest and motivation in learning writing improved. It affects the teaching and learning process. When the students have motivation in



learning, the teaching and learning process will also run well. It can be said that an interesting media like picture series will help the teaching and learning process run effectively.

## **B. Implication**

Based on the research findings of this study it implies that the use of picture series is very useful in the teaching writing to improve the students' writing ability. It is based on the fact that the implementation of picture series can effectively improve:

### 1) the students' writing ability

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

### 2) the teaching learning situation

The use of picture series could maximize the teaching and learning process of writing. It implies that teachers need to apply picture series in order to make their teaching and learning process of writing run well.

### 3) students' personal competence.

The use of picture series could also improve the students' motivation in the teaching and learning process of writing. It implies that it would be better for teachers to use picture series in their teaching and learning process of writing to make the students' motivation in writing improve.

## **C. Suggestion**

Based on the conclusions and implications that have been previously explained, some suggestions can be directed toward the English teachers in SMPN 6 Yogyakarta, the students and other researchers. The suggestions are as follows:

1. To the English teachers in SMPN 6 Yogyakarta

It is advisable for the English teachers particularly the English teachers in SMP N 6 Yogyakarta to improve students' writing competences. The role of the teacher is very important to provide a good teaching learning situation. The teacher can be a facilitator, motivator, and evaluator in the teaching learning process. Therefore, they need to use appropriate technique and media that suit with the students' needs in teaching writing. One of them is using picture series in the teaching and learning process of writing since it is effective to improve the students' writing skills.

2. To the students

The students are expected to have more practice in writing. They are expected to follow the stages on the writing process including prewriting, writing, revising, and editing. They are also recommended practicing writing not only after getting task from the teacher at school but also from their own initiative to practice writing at home. By having more practicing in writing they will get benefits in the future.

3. To other researchers

This study is mainly intended to improve the students' writing skills using picture series. There are still many relevant problems that are not yet solved. The results of this study may be used as one of the reading references before the researchers conduct further studies in similar topic related to the improvement of students' writing skill. The further studies that are going to be conducted should be based on the difficulties faced by the learners which can be from any language skills and elements.

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# APPENDICES

# **APPENDIX A:**

## **VIGNETTES**

## VIGNETTES

### **Field Note of Observation: August 13<sup>rd</sup>, 2014**

The English teacher and the researcher entered the class. The teacher greeted the students and asked their condition “*Good Morning, students. How are you today?*” Then the students answered “*Good Morning. I am fine and you?*” “*I am fine too, thank you*” said the teacher answered the students’ question. The students were very noisy so the teacher asked them to be quite. Then, the teacher introduced the researcher. She explained that the aims of him in the class that day were to observe them and to do some research. She then asked the researcher to sit in the back of the class and begin to check the attendance list.

The teacher then opened her netbook and showed power point slides to the class. Then she explained that now they were going to learn descriptive text. She asked the student to open their book on page 20 and to read it. Instead of reading it, some students were busy talking each other. Then, the teacher said “*jangan berisik sendiri, jika mau ngobrol silahkan diluar!*”. The student then began to be quitter. “*Have you finished reading?*” asked the teacher. “*belum bu*” said some students together. “*Two minutes more everyone*” said the teacher. Then, she explained about the characteristic of the text. After that the teacher asked the students to answer some questions about the text. There were 5 questions on the task. While the students were doing the task, the teacher walked around to monitor the students.

After they finished, the teacher asked the students to change their works with the students behind them. Then, the teacher began to read the answers for the class.

After that, she asked the students to do the practice on page 20. Some students were doing the task seriously but the other seemed busy on their own business. They talked each other. It makes the class very noisy. “*itu yang rame sendiri, sudah selesai belum*” said the teacher. The students said not yet then they began to busy themselves with the task.



The time was over. “*Have you finished?*” asked the teacher. But the students did not finish yet. So, the teacher decided to make it their homework. Before leave the class the teacher asked the students “*do you have any question?*”. “No” shouted the students. The teacher leaved the class with the researcher.

### **Vignette Meeting 1: August 27<sup>th</sup> 2014**

The Researcher came to school at 11.40 and met the English teacher directly in the teachers' room. He then gave the lesson plan for today to her. At 12.10 they with the collaborator came in to the class. Then, the researcher introduced himself again. He told the students that he will be the English teacher for the next meetings.

The researcher opened the class by saying greeting "*Assalamu'alaikum wr wb*". The students replied "*Wa'alaikumsalam wr wb*". Then, he continued "*Good Afternoon, How are you today?*" Some students answered but the others were silent. So, he repeated "*How are you today everyone?*" Now all the students shouted "*Fine and You?*". "*I am fine too. Thank you.*" said the researcher. Then, he checked the students' attendance. There were two students who were absent, *Ariq and Cindy*. After that, he asked the leader of the class to lead a pray.

Then, the researcher explained that today they were going to learn to write past experience (recount text). He opened the lesson by showing pictures about camping, beach, and birthday party. Then, he continued asking to the students "*Did you ever have experience like this*" while pointing to the picture of beach. The students were silent because they did not know what the researcher meant. Therefore the researcher asked the students again but this time using Indonesian language "*Pernahkan kalian mengalami pengalaman seperti gambar ini?*" The students replied *yes* all at once. "*How about this*" the researcher continued by pointing to the picture of birthday party. Most of the students said *yes*. Then, he asked again "*to whom do you usually tell your experiences?*". The students had various answers *my parents, best friend, brother and sisters*.

The researcher then explained what they were going to learn "*Today we are going to learn how to write past experience, jadi hari ini kita akan belajar menulis pengalaman dalam Bahasa Inggris.*" After that he continued "*anyone knows contoh tulisan pengalaman atau kejadian masa lalu itu apa?*" one of the student replied "*buku diari*". "*yes, good. Ada yang lain?*" said the researcher.

The students were silent. Then, he explained to the students the other form of recount text i.e. diary, bibliography, accidents report, etc.

Next, the researcher gave an example of short recount text entitled *My Holiday* to the students. Then, he asked them to read it. There were few male students were making noise at that time. He approached them and asked them to be quite and to continue their reading.

After the students finished reading, the researcher asked a few things about the text. “*What is the text about*”. One of the students replied “*liburan di Mount Bromo*”. “*Good, when? Kapan?*” asked the researcher. The students replied all at once “*last week*”. Then, the researcher continued “*ada yang tahu kegiatan apa saja yang dilakukan penulis?*”. There were some students who were answering together. So the researcher asked them to raise their hands before answering the questions.

There were three students who raised their hands, so the researcher chose one of them. He asked her to answer loudly and clearly so everyone in the class can hear it. After she finished, he discussed it with the class “*is it right?*”. The class agreed.

The researcher showed the generic structures of the text in PowerPoint, so the students could see them clearly. He explained that there were 3 parts of recount text. They are the orientation, a sequence of events and re-orientation.

Next, he asked “*for writing past events atau kejadian masa lalu verb yang digunakan dalam bentuk kata kerja berapa?*” Some students answered “*Verb 2*”. He then asked them to identify the verb in the past form from the text.

After all the word in the past form had been identified, the researcher then explained the rule for changing the verb I into the verb II and gave some examples. “*Is it clear everyone?*” asked the researcher. The students replied that they had understood.

Then, the researcher asked the students to continue doing the next Task. “*Sir ini disuruh ngisi yang titik-titik?*” asked one of the students. “*Yes, fill the blanks with the words in the boxes and jangan lupa rubah kata kerja tersebut dalam bentuk past tense jika diperlukan,*” explained the researcher “*is it clear.*”

He allowed the students to open their dictionary and asked “*do you have dictionary with you?*” some students brought but many of them did not. So he asked them who did not bring dictionary to bring it next time.

There were many students who asked about vocabulary “*Sir, buy Verb 2 nya apa?*” The researcher answered the question and sometimes he thrown back the question to the class hoping there were students could answer.

After long time the researcher asked “*have you finished?*” Some had finished and the others had not finished yet. He told them that there were 5 minutes left and asked them who had finished their work to recheck their answers. After they had finished, he asked some students to answer. Then he always confirmed the answers with the class. Then he gave feedback and asked about the text. “*Do you have any question?*”

Then, the researcher continued asking the students to work on the next task that is rearranging jumbled sentences into a good paragraph based on the given picture series. In the middle of time there was a students asked “*sir, chase itu artinya apa?*” The researcher asked the question back to the class “*ada yang tahu arti dari chase?*” there were a student said *menangkap*. “*Good*” said the researcher. After the students had finished, the researcher and the students discussed the story together. Then, he asked the students if there were anything unclear.

Next, the researcher continued explaining how to write simple past tense sentences and also gave some examples. He asked the students whether they had understood. Then, he pointed three students randomly to make a simple past tense sentence spontaneously to check their understanding. After that, the researcher asked the students to do the next task that is writing sentences based on the given pictures. “*Okay now you have twelve pictures on your handout. What you have to do is to write simple past tense sentences based on the pictures. Is it clear everyone?*”. explained the researcher “*ada pertanyaan?*”. “*No*” said the students.

The researcher were walking around the class to monitor the students while they were doing their task. When he was monitoring, there were some students asked him about vocabulary. For example, One of the students asked “

*sir, bentuk kedua dari drive apa? ”. After they finished the task, they were asked to write their sentences on white board. “Who wants to be volunteer to write a sentence for picture 1?” offered the researcher to the students. Many students wanted to do it but there were only 12 pictures available so only 12 students write the sentences. After that, the students and the teacher corrected the sentences written on white board together. Then, he gave a chance for them to ask “any question, class?” There was no question. Before closing the class the researcher asked the leader to lead a pray and then he closed the class by saying “ Thank you very much for today see you next week and have a great day”.*

### **Vignette Meeting 2: September 2<sup>nd</sup> 2014**

The researcher came to school at 6.50. Then, he met the English teacher to ask permission for entering the class. At 7.00 he came to the class for monitoring the students in *Kajian Pagi Rutin*.

After *Kajian Pagi Rutin*, the English teacher came to the class. Then the researcher opened the lesson by greeting the students “*Good morning everyone, how are you today?*” the students replied “*I am fine and you?*” Next, he asked the leader of the class to lead a pray. Then, he continued checking the attendance list. All of the students were present.

The researcher reviewed the previous material by asking questions to the students “*what did we learn yesterday, masih ingat?*” Some students answered “*past experience*” and “*recount*”. Then he continued asking about the generic structure of *recount text*.

After that he told the students that there were still many mistakes in their works. “*Masih terdapat banyak kesalahan dalam pekerjaan kalian dalam vocabulary dan past tense. Apa masih ada yang belum dimengerti?*” Then he explained again about *simple past tense*. He asked them to revise it and paid attention to the mistakes.

In Join Construction of the Text, the researcher gave the students task to write a recount text based on the given picture series in pairs. Before the students began to write, the researcher discussed the picture series together “*okay for picture 1, who are they*” asked the researcher. “*they are nina and her friend*” replied the students. Then, the researcher continued “*where are they and when?*”

“*In the schoolyard, waktu istirahat*” answer the students.

“*what are they doing?*”asked the researcher.

“*ngobrol*” replied the students

“*then, what happen?*”

“*roti Nina diambil kucing.*”

“*good*” said the researcher “*now we know garis besar of the story. The next is your turn to write the story, owh ya one more,pada lembar jawab sudah*

*ada beberapa kalimat untuk membantu kalian dalam menulis teksnya. Do you have any questions?''*. “*No sir*” jawab siswa.

Then, he asked them to get working on the task. He monitored them while they were working by walking around the class. Many students used this chance to ask him about vocabulary and to consult their works when he was near them.

The researcher once asked them not to be shy to ask him and also warning them who were making noise. The time for doing the task was 5 minutes left so he asked the students to hurry in doing the task. After they had finished, he then asked the students to submit their works. He took one of the students' works randomly and corrected it with the class.

After that the researcher asked the students to continue doing the next task that was writing a recount text based on the given picture series individually. The time was almost over but the students had not finished their works. Therefore he asked them to finish it as at their home as their homework.

Then, the researcher ended the class by reviewing the material and offering the students if they had questions in mind. “Before I end the class do you have any question?” asked the researcher. The students replied that they had no question. So the researcher ended the class.

**Vignette Meeting 3: September 3<sup>rd</sup> 2014**

At 12.10 the researcher came to the class. There were many students who were still outside. “*Where are the others? Dimana yang lain*”asked the researcher. They replied that some of the students were taking a pray. Then, he asked them to get ready for the lesson while waiting for their friends. After all the students were in the class, the researcher opened the class by saying greeting and then checked the students’ list and the attendance list.

Then, the researcher recalled the previous materials by asking what they had learnt yesterday. He asked about their homework “*tugasnya sudah selesai?*”. The students had finished their homework. Then, he asked one of them to voluntarily read his homework.

After that the rest of time was used to make an individual recount text based on their personal experience. Each student had to write their own recount text. When the time was twenty past one, the researcher asked them to submit their works. The result of their works would be submitted as the post-test of Cycle I. Then, the class was closed by summarizing the materials during Cycle I and giving the students a chance to ask unclear explanation. Then, he asked the leader to lead the pray.



#### **Vignette Meeting 4: September 9<sup>th</sup> 2014**

The Researcher came to school at 6.50 and met the English teacher directly in the teachers' room. He then gave the lesson plan for today to her. At 07.00 he with the collaborator came in to the class for monitoring the students in joining the *Kajian pagi rutin* for 10 minutes.

The researcher opened the class by saying greeting “*Assalamu'alaikum wr wb*”. The students replied “*Wa'alaikumsalam wr wb*”. Then, he continued “*Good morning, How are you today?*” All the students shouted “*Fine and You?*”. “*I am fine too. Thank you.*” said the researcher. Then, he checked the students' attendance. There were two students who were absent, *Ivan* and *Shafia*, because of sick. After that, he asked one of the students to lead a pray.

The researcher then reviewed the previous material. He asked “*ada yang masih ingat pertemuan sebelumnya kita belajar apa?*” Some students answered that they have learnt to write their own experience or recount text. Then, he distributed the students' works to them. Then, he asked what difficulties that they faced because he found there were mistakes in their works. After that he explained the objective of today lesson and asked the students to be more focus.

He started by showing the students pictures about famous. “*Okay everyone look at the pictures here. Pasti semua yang disini sudah pada tahu ya siapa mereka?*” The students agreed. “*But do you know their biography? Tapi tahu engga biografi mereka, perjalanan hidup mereka?*” Then, he explained that someone's biography is also a kind of recount texts.

Then, the researcher asked the students to read the biography of Jackie Chan. After that, they discussed the text together. Next, he reminded the students about the generic structure of recount texts. Then, the students are asked to do task 1.

In doing Task 1 which is identifying the structures of the text, there were no difficulties faced by the students. Then, the students moved to task 2. In this

task the students were asked find the meaning of the words. They didn't find difficulties in doing it. After that, they discussed the answer with the researcher.

Next task is to read the text about Thomas Alva Edison and to change the verbs in parenthesis into the correct forms. The students did the task in pairs. After they had finished, they discussed it with the researcher.

Next the students were asked to do the next task. In this task, the students rearranged the jumbled pictures series about Thomas Alva Edison based on the previous text. They could finish it easily.

Then, the students continued doing the task 5. In this task, the students edited the existing text entitled *A tour to the Botanic Garden*. “okay everyone, now what you have to do is editing the text, jadi kalian membetulkan tata tulis yang salah dalam teks tersebut. Is it clear everyone?” After the students had finished their works, the teacher with the class revised the wrong text into the correct one. The students seemed satisfied because they could finish the challenging task and got many right answers.

In task 6, the students had pictures in their handout. They had to write simple past sentences based on the pictures. Because the time was almost over and they had not finished the researcher asked them to continue it at home. He then asked whether the students had any questions but they said that they did not have any. Then he closed the class by greeting.

### **Vignette Meeting 5: September 10<sup>th</sup> 2014**

As soon as the bell rang, the researcher began the class. As usual, the researcher greeted the students, led the prayer and then checked the students' situation and attendance. All the students were presents.

After that, the researcher reminded the students about the previous materials. Most of the students still remembered the generic structure of the text. "What we have learnt yesterday?" asked the researcher. "writing past experience, past tense" answer the students together. Then the researcher asked about the generic structure of the text. "*Masih ingat* generic structure of the text-nya? (Do you still remember the generic structure of the text?)" The students answered loudly "The title, orientation, a sequence of events and re orientation". "Good" praised the researcher.

After that, he asked the students about their homework "have you finished your homework class? *PRnya udah selesai?*". The students had finished their homework. The researcher asked them to write their homework on the whiteboard. The students were enthusiastic. They were willing to write their sentences but there were only nine pictures so there were only nine students who wrote their sentences. Then, when they had finished writing, the researcher and the students corrected them together. Then, the researcher conducted a game about writing past sentences based on the given pictures spontaneously on the white board. The students seemed enthusiastic in joining the game.

In Task 7, the students tried to re arranged the jumbled pictures entitled *A Cat in the tree* into the correct order then made a short paragraph about it using correct signal words in pairs. While the students were doing their task, the researcher monitored them. The students did the task seriously. Although there some students who made noise, the researcher could handle it and asked them to do the task. After the students had finished the task, he asked one of them to read their works. Then, he discussed it with the class. Then, in Task 4, the students had to change the verbs in the blankets if necessary. The students did the task seriously and the vocabulary list seemed help them a lot.

Then, the students continued to the next task that was writing a recount text based on the given jumbled picture series entitled *A Sick Man* individually. They wrote the text in the given worksheets. They finished the task before the time was over. Hence, the researcher used the remaining time to discuss the story. He asked a student to read her/his works voluntarily. There were two students who raised their hands so the students chose one of them. Then, the bell rang and the researcher asked the students to submit their works. He then greeted the students and dismissed the class.

**Vignette Meeting 6: September 16<sup>th</sup> 2014**

The researcher came to school at 6.50. Then, he met the English teacher to ask permission for entering the class. At 7.00 he came to the class for monitoring the students in *Kajian Pagi Rutin*. After that, the class started by saying a prayer and checking the students' condition and attendance.

The researcher gave back the students writing from the previous meeting which had been analyzed and gave them some advance to revise it. There were no many errors were done by the students. Most of the errors were related to the mechanism for example the spelling or wrong word choice.

After that the rest of time was used to make an individual recount text based on their personal experience. Each student had to write their own recount text. While they were writing, the researcher monitored them by walking around the class. When they had finished their writings, the researcher asked them to submit it. The result of their works would be submitted as the post-test of Cycle II. Then, the class was dismissed.

**APPENDIX B:**  
**INTERVIEW TRANSCRIPTS**

## INTERVIEW TRANSCRIPTS

### Interview Transcript 1

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- P : Bagaimana pendapat ibu mengenai kelas VIII D terkait dengan 4 skills dalam bahasa Inggris? (What do you think of the students of VIII D Class about their 4 skills in English?)
- T : mm, kelas VIII D itu termasuknya lemah mas bahasa Inggrisnya. Ya walaupun ada beberapa yang lumayan bagus tapi kebanyakan masih kurang mas( VIII D students are lack of ability in English, although some are good enough but most of them are still low.)
- P : mm kalau dalam menulis gimana Bu? (How about their writing?)
- T : writingnya juga lemah mas. Mereka masih belum bisa menulis dalam banyak kata mas. Kayaknya masih kesulitan dalam vocabularies. Dan tenses nya juga masih berantakan mas. (Their writing is also low. They still cannot write with many words. It seems they have difficulties with the vocabularies. And their use of tenses is also bad.)
- P : Kalau masalah yang timbul dalam pembelajaran menulis? (How about the problems that comes in writing learning process?)
- T : emm itu mas siswa malas kalau disuruh menulis. Jadinya kalau disuruh menuli memakan waktu lama dan tulisannya sedikit (the student are lazy when they were asked to write. As a result, they took a long time and when they were asked to write, they only came up with little piece of writing)
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## **Interview Transcript 2**

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R : Pagi. Mm..menurut Dinda dan Nisa kemampuan bahasa Inggris kalian gimana? Terutama kalau menulis dalam bahasa Inggris?

(Good morning, Dinda and Nisa. What do you think about your ability in English, especially in writing?)

S1 : Wah, ga bisa mas, susah.

(I cannot write well. It's difficult.)

S2 : Sama, saya juga mas.

(So do I.)

R : Kenapa? Memang kesulitan saat menulis apa saja?

(Why? what are your difficulties in writing?)

S1 : Banyak mas hehe,,misalnya kosa katanya mas, banyak yang ga tahu dan nulisnya kadang salah.

(I have many difficulties in writing, such as the vocabulary and I sometimes make mistakes in spelling)

R : Owh Vocabularynya. Terus apa lagi?

(owh the vocabulary. Then, what else?)

S1 : mm..nyusun kalimatnya juga susah mas beda sama bahasa Indonesia dan ada tensis-tensis nya bikin pusing

(mm..arranging the sentences is also difficult because it is different from Indonesian language and its tenses are confusing.)

R : owh gitu ya,.kalau Nisa gimana?

(How about you Nisa?)

S2 : sama mas kaya Dinda. Satu lagi mas suka bingung mau nulis apa.

(Yes, I agree with Dinda. One more, I sometimes confused what I was going to write.)

R : Oh, ngembangin idenya ya. (Oh, you mean in developing the ideas)

S2 : iya mas (yes)

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### **Interview Transcript 3**

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- R : owh ya, selama ini kegiatan menulisnya kayak apa?  
(How is the writing activity before?)
- S : Ya biasa saja mas,,suruh nulis gitu.  
(like in general, we are asked to write)
- R :biasanya ibu gurunya pake media apa kalau lagi mengajari menulis?  
(what media that the teacher uses when teaching writing?)
- S Power point paling mas.  
(power point)
- R : owh,,sama ibu Erna sering diberi tugas menulis ga?  
(Have you often been given tasks to write?)
- S : jarang mas,dan jarang dikoreksi  
(it's seldom and she rarely gave feedback)
- 

### **Interview Transcript 4**

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- R : Cyndi, bagaimana kegiatan menulis hari ini?  
(Cyndi, how is today's writing activity?)
- S : Asyik Mas!  
(It was fun)
- R : mmm asik ya. Asiknya karena apa?  
(so it was fun. What made it fun?)
- S : Masnya ngajarnya enak.  
(The way you teach is comfortable.)
- R : owh gitu ya. Masih ada kesulitan ga tadi?  
(do you still have difficulties?)
- S : Ya mas. Kadang masih bingung past tensenya
-

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(yes, sometimes I still confuse with the past tense)

R : masih bingung di *past tense*-nya ya?  
(so you still find difficulties in past tense?)

S : iya mas.  
(Yes)

R : Okay Terimakasih dek  
(okay, thank you)

S : sama-sama mas  
(you're welcome)

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### **Interview Transcript 5**

---

R : Hallo Nurul, bagaimana pelajarannya hari ini?  
(Hallo Nurul, how is the lesson today?)

S : Asyik sih mas tapi masih belum belum dong tadi.  
(It's fun but I am still confused)

R : Bagian mana yang masih sulit dek?  
(Which part is still difficult?)

S : kosa katanya mas sama *past tense* nya juga  
(the vocabulary and also the past tenses.)

R : owh, terus asyiknya kenapa, kegiatan mana yang menarik?  
(owh, then, why was it fun? Which activities were fun)

S : yang ada gambarnya mas. Jadi menarik belajarnya.  
( the ones with pictures. It makes interesting)

R : owh begitu ya, terimakasih ya dek Nurul.  
(owh Okay, thank you)

S : Ya mas.  
(you're welcome)

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### **Interview Transcript 6**

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- R : Cyndi, bagaimana kegiatan menulis hari ini?  
(Cyndi, how is today's writing activity?)
- S : Asyik Mas!  
(It was fun)
- R : mmm asik ya. Asiknya karena apa?  
(so it was fun. What made it fun?)
- S : ya karena ada gambarnya mas, jadi tahu apa yang mau ditulis.  
(it was because there were pictures so I knew what I had to write.)
- R : owh gitu ya. Jadi punya ide untuk nulis y?  
(mm so it helped you to get an idea to write?)
- S : Ya mas.  
(yes)
- 

### **Interview Transcript 7**

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- R : Kalau menurut Luna, kegiatan yang menarik apa?  
( how about you Luna, what activity that is interesting?)
- S : mm..yang suruh nulis, terus nulisnya berdasarkan gambar.  
(mm..the one that rearrange pictures then we had to write based on the pictures.)
- R : owh yang ada pictures seriesnya ya, Kenapa?  
(the ones with picture series, why?)
- S : iya mas. Ya karena ada gambarnya jadi tahu mau apa yang mau ditulis.  
Tapi kosa katanya masih sulit mas.  
(yes, because of the pictures I know what I am going to write. But, the vocabulary is still difficult)
- R : Terus apa lagi yang masih sulit?
-

---

	( then, what else?)
S	:Sama penggunaan past tense kadang masih lupa. ( and the use of past tense, sometimes I forget)
R	:Okay thank you Luna (Okay, thank you Luna)
S	: iya sama-sama mas (you're welcome)

---

### **Interview Transcript 8**

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R	: Hallo Martini, Sarah. Gimana menulis pengalaman pribadinya? Masih ada kesulitan? (How is your writing personal experience? Did you still find difficulties?)
S1	:kosa katanya mas banyak yang belum tahu. (I still had difficulty in English vocabulary.)
R	: Trus apa lagi yang masih sulit, kalau kamu gimana Sarah? (Then what else? How about you Sarah?)
S2	: iya vocabularynya mas masih sedikit terus sama past tensenya mas susah. Itu loh mas kadang masih bingung verb duanya sama kata kerja yang ga beraturan. (I still have limited vocabulary and also still had difficulty in past tense. Sometimes I was still confused with the past form and the irregular verbs).
R	:owh jadi masih sulit di past tense juga ya? (so you still had difficulty in past tense)
S1&2	: iya (yes)
R	: Okay, terimakasih ya dek Sarah dan Martini (Okay, Thank you Sarah and Martini)

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### **Interview Transcript 9**

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R :”Bagaimana menurut Ibu kemampuan menulis siswa setelah Cycle I?”

(How the students’ writing skill after Cycle I?)

T :”Setelah saya lihat pekerjaan siswa yang kemarin mas. Lumayan sudah ada kemajuan dalam hal pengembangan idenya terlihat dari tulisan mereka yang lebih banyak kalimatnya. Tapi untuk yang lainnya belum mas. Misal vocabulary sama grammarnya mas masih banyak yang salah. Masih banyak yang pakai verb I. Dan satu lagi mas tata tulisnya juga masih banyak yang ngawur mas.”

(after I looked at the students’ works yesterday it was good enough. There was an improvement in developing ideas. It was seen from their writing consisted more sentences. But, for the other aspects was not improved yet for example, their vocabulary and language use. Many students still used verb I. Once more, they also made many mistakes on punctuation and spelling.)

R : “ya, saya pikir juga begitu Bu. Apa ibu ada saran untuk pertemuan selanjutnya”

(yes I think so. Do you have any suggestion for the next Cycle mam?)

T : “mungkin untuk Cycle II di perbanyak latihan vocabulary, grammar sama tata tulisnya di tekankan yang benar mas.”

(“maybe for Cycle II it was better to add more practice on grammar and vocabulary and also punctuation.”)

R :”Iya Bu, ada masukan lagi bu?”

(yes mam, is there anything else?)

T :” mm tidak ada mas.”

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- (No)
- R :”Terimakasih Bu”  
(Thank you mam)
- T “:Sama-sama “  
(You’re welcome)
- 

### **Interview Transcript 10**

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- R : Gimana nih Din, pembelajarannya hari ini?  
(How is the lesson today Din?)
- S : Asyik mas  
( it’s fun, sir)
- R : mm kalau tentang penjelasan sama daftar kosa katanya gimana?  
Apakah sudah membantu dinda dalam menulis?  
(How about the explanation and the vocabulary list, does it help you in writing?)
- S : Ya membantu mas  
(It helps, sir)
- 

### **Interview Transcript 11**

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- R : Tadi gimana pelajarannya? (What do you think about teaching learning process taught by me?)
- S : Seneng mas. (It was fun.)
- R : Senengnya kenapa? (What made it fun?)
- S : Karena masnya ngajarnya enak dan jelas. Terus, sering dikoreksi bareng jadi tahu kalau ada yang salah.
-

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(It is because you explained the materials clearly and then you often check our works together so we know if there is anything wrong)

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### **Interview Transcript 12**

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- R : Gimana nih Ren menulis dalam bahasa Inggrisnya, sudah meningkat belum?  
( How is your English writing Ren? Does it improve?)
- S : ya lumayan mas ada kemajuan  
( it's getting better, sir)
- R : good, kalau dengan kosa kata dan past tensenya gimana?  
(good, how about your vocabulary and the past tense?)
- S : udah mendingan lah mas dari pada dulu dan udah mulai bisa juga tentang past tensenya.  
(it's better than before and I also begin to be able to use past tense appropriately)
- 

### **Interview Transcript 13**

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- R : Gimana nih Sarah udah ada peningkatan belum bahasa Inggrisnya khususnya dalam hal menulis?  
(Sarah, How is your English especially in writing? Is there any improvement?)
- S : Lumayan mas udah banyak peningkatan.  
(yes, there are many improvement)
- R : Dalam hal apa misalnya?  
(In what aspect have you improved for instance?)
-

- 
- S Ya vocabularynya mas nambah banyak. Trus past tensenya juga udah bisa mas cara gunainnya.  
(in vocabulary, I know more English vocabulary than before. Then, I can use past tense correctly.)
- R Alhamdulillah kalau banyak peningkatannya. Terimakasih ya Sarah.  
(It's good to hear that you have many improvements. Thank you Sarah)
- S Iya mas. Sama-sama  
(You're welcome)
- 

#### **Interview Transcript 14**

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- R : Gimana tadi nulis pengalaman pribadinya, bisa engga? (Can you write your experience?)
- S : Ya lumayan mas (yes, I can.)
- R : Apakah masih ada kesulitan? Tensesnya atau vocabulary misalnya( Did you still find difficulties in the tenses or vocabulary for example?)
- S : Engga mas sudah lumayan bisa kok mas (no, I can manage it)
- R : gitu ya, jadi sekarang dek Seno udah bisa nulis pengalam pribadi dalam Bahasa Inggris ya (Okay, so now you can write your experience in English?)
- S : Iya mas (yes, I do)
- R : Okay thank you Seno
- S : you're welcome
-



### **Interview Transcript 15**

---

- R : Gimana van tadi nulisnya?(How was the writing activity, van?)
- S : Udah bisa mas (I can write.)
- R : Owh jadi udah bisa nulis recount text ya? (So you can write a recount text now)
- S : Iya (Yes, I can.)
- R : Alhamdulillah, ok terimakasih ya ivan (good to hear that, ok then thankyou ivan).
- S : Sama-sama mas (you are welcome)
- 

### **Interview Transcript 16**

---

- R : Selamat Pagi bu (Good morning mam).
- T : Pagi mas Ical (Good morning).
- R : Menurut pengamatan Ibu selama ini, action saya dalam mengajar bagaimana?(What is your opinion about my action?)
- T : Menurut saya sih udah lumayan bagus mas dan siswa juga sudah banyak peningkatan dalam hal menulisnya.( In my opinion, it's good enough and the students also have improved their writing.)
- R : jadi menurut ibu action saya dalam cycle I dan II sudah berhasil? ( so, my action in Cycle I and II is success)
- T : iya mas, dilihat dari hasil pekerjaan siswa udah banyak peningkatan mereka dalam menulis (yes, based on the result of the students tasks, they have improved in writing)
- R : Terimakasih bu (Thankyou mam)
- T : Sama-sama mas (you are welcome).
-

# **APPENDIX C:**

# **COURSE GRID**

**THE COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF THE EIGHTH GRADE STUDENTS  
OF SMPN 6 YOGYAKARTA IN THE ACADEMIC YEAR OF 2014/ 2015**

School : SMPN 6 Yogyakarta  
Grade : VIII  
Subject : English  
Semester : 1

Core Competency :

4. Processing, reasoning, and presenting in the both concrete and abstract domains related to the development of what had been learned at school independently, and able to use a method based on the norm.

Basic Competencies:

- 4.14. Create a simple oral and **written recount text** about activities or events by paying attention on the social function, the structure of the text, and correct linguistic elements which are adjusted to the context.

## CYCLE 1

Learning Objectives	Indicators	Learning Materials and Tasks	Teaching Learning Activities	Media	Input Text	Evaluation	Allocated time
<p>At the end of the lesson, the students are able to :</p> <ol style="list-style-type: none"> <li>1. Analyze the social function, generic structure or parts of a recount text.</li> <li>2. Identify verbs (past tense form) used in the recount text.</li> <li>3. Complete the text using the provided words.</li> <li>4. Rearrange jumbled sentences into a good paragraph</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyzing the social function, generic structure or parts of a recount text.</li> <li>2. Identifying verbs (past tense form) used in the recount text.</li> <li>3. Filling the blanks using the appropriate words that have been provided to complete the text.</li> <li>4. Rearranging</li> </ol>	<ul style="list-style-type: none"> <li>• Pictures for brainstorming activities</li> <li>• Recount text entitled <i>My Holiday</i></li> <li>• An explanation of the social function and generic structure of recount text.</li> <li>• An explanation of tenses related to the recount text</li> <li>• Task on identifying the words in the past form in the given recount text.</li> <li>• Task on filling in the blanks with the correct past words.</li> </ul>	<p><b>BKOF</b></p> <ul style="list-style-type: none"> <li>• Students see some pictures of events.</li> <li>• The teacher asks the students experiences about a memorable moment.</li> <li>• The teacher gives examples of recount text in real life</li> </ul> <p><b>MOT</b></p> <ul style="list-style-type: none"> <li>• The teacher gives an example of recount text.</li> <li>• The teacher explains the generic structure, language feature and social function</li> </ul>	<ul style="list-style-type: none"> <li>• A white board</li> <li>• Power point</li> <li>• Pictures series</li> </ul>	Written recount texts	<p><b>Techniques</b></p> <ul style="list-style-type: none"> <li>• Written test</li> </ul> <p><b>Instruments</b></p> <ul style="list-style-type: none"> <li>• Attached</li> </ul> <p><b>The Examples of Instruments</b></p> <ul style="list-style-type: none"> <li>• Attached</li> </ul>	6x40 minutes

<p>based on the give picture series.</p> <p>5. Write sentences based on the given picture series.</p> <p>6. Complete a story based on the given picture series.</p> <p>7. Write a recount text based on the given picture series</p> <p>8. Produce a recount text based on students' own experiences</p> <p>9. understand the purpose, generic structure and the language feature used in a recount text.</p>	<p>jumbled sentences into a good paragraph based on the give picture series.</p> <p>5. Writing sentences based on the given picture series.</p> <p>6. Completing a story based on the given picture series.</p> <p>7. Writing a recount text based on the given picture series</p> <p>8. Producing a recount text based on students' own experiences.</p>	<ul style="list-style-type: none"> <li>• Task on rearranging jumbled sentences into a good paragraph based on the given picture series.</li> <li>• Task on making sentences based on the given pictures.</li> <li>• Task on writing a recount text based on the given picture series.</li> <li>• Task on writing a recount text based on the given picture series.</li> <li>• Task on writing a recount text based on the students' experience</li> </ul>	<p>of given recount text.</p> <ul style="list-style-type: none"> <li>• The students are asked to identify the words in past form in a postcard.</li> <li>• The students are asked to fill in the blanks with the provided words to complete the given recount text.</li> <li>• The students are asked to rearrange the jumbled sentences into a good paragraph based on the given picture series.</li> <li>• The students are asked to write sentences based on the given picture.</li> </ul> <p><b>JCOT</b></p> <ul style="list-style-type: none"> <li>• The students are asked to write a recount text based on the given picture series.</li> <li>• The students are asked to write a recount text based</li> </ul>				
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			<p>on the given picture series.</p> <p><b>ICOT</b></p> <ul style="list-style-type: none"><li>• The students are asked to write a recount text based on their own experience.</li></ul>				
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## CYCLE 2

Learning Objectives	Indicators	Learning Materials and Tasks	Teaching Learning Activities	Media	Input Text	Evaluation	Allocated time
<p>At the end of the lesson, the students are able to :</p> <ol style="list-style-type: none"> <li>1. Analyze the social function, generic structure or parts of a recount text.</li> <li>2. Identify verbs (past tense form) used in the recount text.</li> <li>3. Change the words on the given text into the correct form.</li> <li>4. Rearrange jumbled picture series in order they</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyzing the social function, generic structure or parts of a recount text.</li> <li>2. Identifying verbs (past tense form) used in the recount text.</li> <li>3. Changing the words on the given text into the correct form.</li> <li>4. Rearranging jumbled picture series in order they happened.</li> </ol>	<ul style="list-style-type: none"> <li>• A recount text in the form biography</li> <li>• An explanation of the social function and generic structure of recount text.</li> <li>• An explanation of tenses related to the recount text</li> <li>• An explanation of time signal.</li> <li>• A list of irregular verb and related vocabulary</li> <li>• Task on identifying the generic structure of the recount text in the form of letter</li> </ul>	<p><b>BKOF</b></p> <ul style="list-style-type: none"> <li>• Students see some pictures of events.</li> <li>• The teacher asks the students experiences about a memorable moment.</li> <li>• The teacher gives examples of recount text in real life</li> </ul> <p><b>MOT</b></p> <ul style="list-style-type: none"> <li>• The teacher gives an example of recount text.</li> <li>• The teacher explains the generic structure, language feature and social function of given recount text.</li> </ul>	<ul style="list-style-type: none"> <li>• A white board</li> <li>• Power point</li> <li>• Pictures series</li> </ul>	Written recount texts	<p><b>Techniques</b></p> <ul style="list-style-type: none"> <li>• Written test</li> </ul> <p><b>Instruments</b></p> <ul style="list-style-type: none"> <li>• Attached</li> </ul> <p><b>The Examples of Instruments</b></p> <ul style="list-style-type: none"> <li>• Attached</li> </ul>	6x40 minutes

<p>happened.</p> <p>5. Rewrite the text into the correct one.</p> <p>6. Write sentences based on the given pictures.</p> <p>7. Write a recount text based on the given picture series using correct signal words</p> <p>8. Produce a recount text based on students' own experiences</p> <p>9. understand the purpose, generic structure and the language feature used in a recount text.</p>	<p>5. Rewriting the text into the correct one.</p> <p>6. Writing sentences based on the given pictures.</p> <p>7. Writing a recount text based on the given picture series using correct signal words</p> <p>8. Producing a recount text based on students' own experiences</p>	<ul style="list-style-type: none"> <li>• Task on finding the meaning of words</li> <li>• Task on changing the verbs into the correct forms</li> <li>• Task on rearranging the jumbled pictures based on the given text.</li> <li>• Task on identifying the mistakes on the given text and rewrite it.</li> <li>• Task on writing sentences based on the given pictures.</li> <li>• Task on rearranging a jumbled pictures series.</li> <li>• Task on writing a recount text using correct signal words</li> <li>• Task on writing a recount text based on the given picture series.</li> <li>• Task on writing a recount</li> </ul>	<ul style="list-style-type: none"> <li>• The students are asked to identify the generic structure of the given recount text.</li> <li>• The students are asked to identify the mistakes in a text and rewrite it.</li> <li>• The students are asked to rearrange a jumbled pictures series and combine them with time signals.</li> <li>• The students are asked to fill in the blanks with the provided words to complete the given recount text.</li> <li>• The students are asked to write sentences based on the given picture.</li> </ul> <p><b>JCOT</b></p> <ul style="list-style-type: none"> <li>• The students are asked to write a recount text based</li> </ul>				
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		text based on the students' experience	<p>on the given picture series.</p> <p><b>ICOT</b></p> <ul style="list-style-type: none"><li>• The students are asked to write a recount text based on their own experience.</li></ul>				
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**APPENDIX D:**  
**LESSON PLAN**

## LESSON PLAN

### CYCLE I

School	: SMP N 6 Yogyakarta
Subject	: English
Grade/Semester	: VIII/1
Text	: Recount
Skill	: Writing
Time allocation	: 6x40 menit

### Core Competence

4. Processing, reasoning, and presenting in the both concrete and abstract domains related to the development of what had been learned at school independently, and able to use a method based on the norm.

### Basic Competence

- 4.14. Create a simple oral and **written recount text** about activities or events by paying attention on the social function, the structure of the text, and correct linguistic elements which are adjusted to the context.

### Indicators

1. Analyzing the social function, generic structure or parts of a recount text.
2. Identifying verbs (past tense form) used in the recount text.

3. Filling the blanks using the appropriate words that have been provided to complete the text.
4. Rearranging jumbled sentences into a good paragraph based on the give picture series.
5. Writing sentences based on the given picture series.
6. Completing a story based on the given picture series.
7. Writing a recount text based on the given picture series
8. Producing a recount text based on students' own experiences.

### **Learning Objectives**

By the end of the lesson, the students are expected to be able to :

1. Analyze the social function, generic structure or parts of a recount text.
2. Identify verbs (past tense form) used in the recount text.
3. Complete the text using the provided words.
4. Rearrange jumbled sentences into a good paragraph based on the give picture series.
5. Write sentences based on the given picture series.
6. Complete a story based on the given picture series.
7. Write a recount text based on the given picture series
8. Produce a recount text based on students' own experiences.
9. Understand the purpose, generic structure and the language feature used in a recount text.

### Key Vocabularies

Visited	Beach	Ate
Went	Played	Bought
Campsite	Saw	Watched

### Learning Materials

#### Picture for Brainstorming



### Recount text 1

#### My Holiday

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 colourful flowers and a small pool.



In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. 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](http://www.andrewseaton.com))

A **recount text** is a piece of text that retells past events, usually in order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred.

Structure of recount texts:

**Orientation** : Introductory paragraph that tells who, what, where, and when

**Series of events** : A series of events in the order in which they occurred

**Re-orientation** : A conclusion (optional)

### My Holiday

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 colourful flowers and a small pool.

Orientation



In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. 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.

Series of Events

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.

Reorientation

(Adapted from: [www.andrewseaton.com](http://www.andrewseaton.com))

### Simple Past Tense

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

**S + Verb 2+O**

Example:

- I** went to Gembira Loka Zoo yesterday.

**S Verb2**

- Harry** visited his uncle last week.

**S Verb2**

- Usually you use the following adverbs of time in simple past tense:
  - Yesterday
  - Last week
  - Last .....
  - Two days ago
  - .....ago

- We form the past simple of regular verbs by adding –ed to the basic verb

Present	Past
Work	Worked
Start	Started
Decide	Decided

- In irregular verbs, we cannot add –ed to the basic verbs

Present	Past
See	Saw
Sleep	Slept
Come	Came
Find	Found

## Tasks

**Task 1.** Read the postcard below and underline the words in the past form.

Dear Sylvia,

How's everything? We just came back from our vacation in Peru.

It was fantastic.

Machu Picchu is an Inca city in the Andes Mountains.

We took a bus in Aguas Calientes and arrived in Machu Picchu in the morning.

We spent the day there and went to Cuzco in the evening. In Cuzco we hired a Peruvian guide, and we learned a lot about The Inca culture.

Talk to you soon,  
Peter and Julie.

*Adapted from: "Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama"*

**Task 2.** Complete the following text about Shirley's Day Off with the correct forms of the verbs in the box.

buy eat get go make see sit take

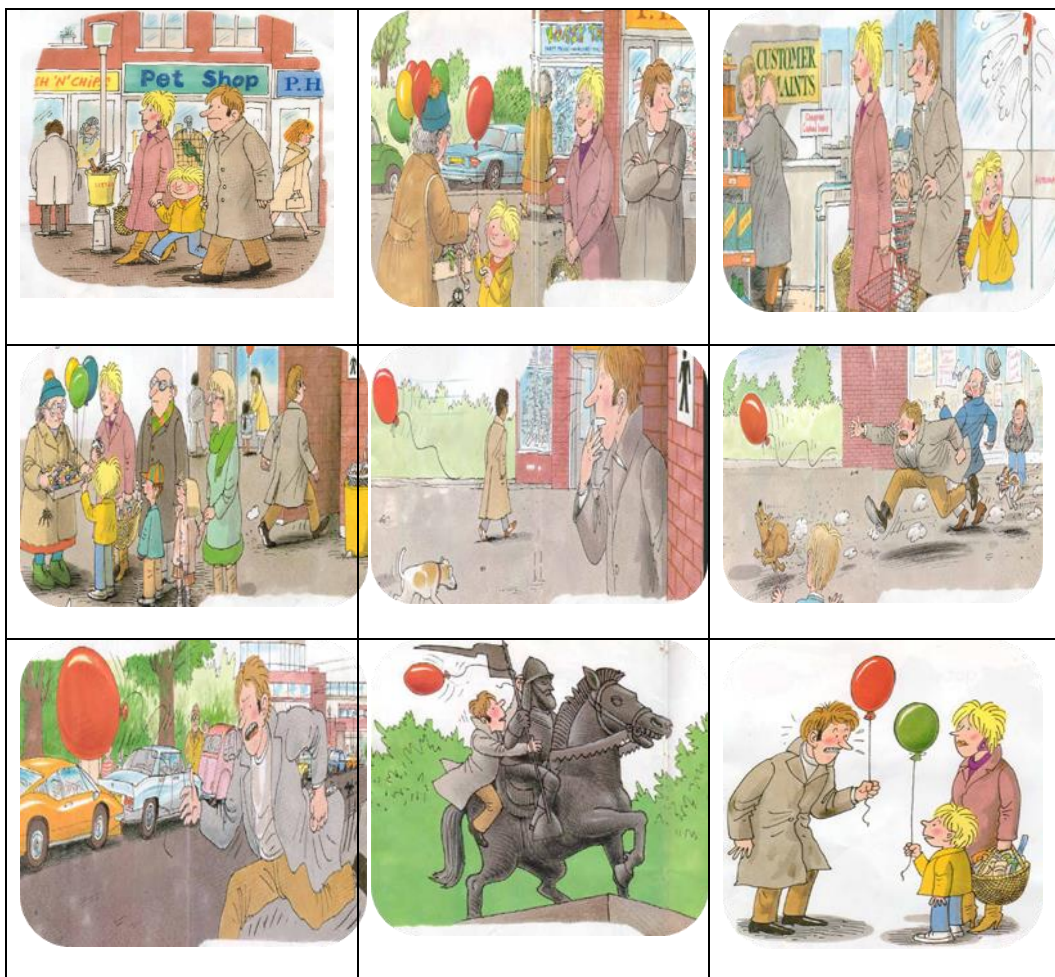
### Shirley's Day Off

Shirley enjoyed her day off yesterday. She .....(1)..... up late, .....(2)..... jogging in the park, .....(3)..... a long shower, and .....(4)..... a big breakfast. In the afternoon, she .....(5)..... a movie with her sister. Then, she went to the



supermarket to.....(6)..... groceries. After that she.....(7)..... a big dinner for her parents. After dinner, Shirley and her parents .....(8)..... in the living room and talked. Shirley had a very nice day off yesterday.

**Task 3 A. Look at the Pictures below about Kipper's Balloon carefully.**



**B. The sentences below have been made jumbled. However, originally they make up a story about Kipper's Balloon. Rearrange these sentences into a paragraph to reconstruct the story.**

So he ran after it.

In the end, Kipper's dad brought the balloon to Kipper but he got the wrong balloon.

Then, they went to the Supermarket. In the Supermarket Kipper's balloon went bang.

He tried to chase it but it blew away.

Yesterday, Kipper and his parents went shopping.

After from the Supermarket Kipper bought a new balloon while his dad went to the toilet.

Next, the balloon was stuck on a statue. Kipper's dad got it

On the road, Kipper bought a red balloon.

When his dad came out from the toilet he saw a red balloon blew away. He thought that it's Kipper's balloon.

### **Kipper's Balloon**

Yesterday, Kipper and his parents went shopping. \_\_\_\_\_

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---

**Task 4.** Look at the pictures below. It is what Mr. Andy did yesterday.

Please, write a sentence for each picture.

woke	wrote	bought	cooked
took a bath	had breakfast	drove	slept
read	exercised	had lunch	watched



- |         |          |
|---------|----------|
| 1. .... | 7. ....  |
| 2. .... | 8. ....  |
| 3. .... | 9. ....  |
| 4. .... | 10. .... |
| 5. .... | 11. .... |
| 6. .... | 12. .... |

**Task 5.** Complete the story of *Nina's bad day* based on the following pictures in pairs.



- Who were the characters?
- Where were they?
- What did they do?
- When did they do that?



- What did the cat do?
- What did the girl do?



- What did they do?
- How did they feel?

### **Nina's Bad Day**

Yesterday, Nina and her friend were at school yard in the break time.

---



---



---

Then, the cat ran away.

---



---




---

Finally, they went to canteen.

---

**Task 6.** Write a story about *Greg's first time at campsite* based on the given picture series below.

**Task 7. Write your own experience individually.**

Name :

Class :

No :

A large dashed purple rounded rectangle, intended for a student to write their personal experience within its boundaries.

## Learning Method

*Text Based Learning*

## Teaching Learning Activities

Phase	Activities	
	Teacher	Students
Opening Activities		
	1. Greeting the students. 2. Checking the students' attendance. 3. Leading Praying.	1. Greeting the teacher. 2. Praying. 3. Preparing themselves for the lesson.
Main Activities		
Building Knowledge of the Field	1. Showing some pictures about some events. 2. Asking students some questions about their experience 3. Mentioning the learning objective	1. Discussing their personal experience. 2. Listening to the teacher
Modeling of the Text	1. Showing the students an example of recount text entitled <i>My Holiday</i> . 2. Asking the students to read the text. 3. Discussing the text 4. Guiding the students to identify the social function, generic structure and the language features of the text. 5. Giving the students chances to ask if there	1. Paying attention to the teacher 2. Reading the text 3. Discussing the text with the teacher 4. Identifying the social function, generic structure and language features of the text. 5. Asking 6. Doing the task 1 in pairs 7. Checking their works 8. Asking 9. Doing task 2 in pairs. 10. Checking their works

	<p>is anything unclear</p> <p>6. Asking the students to work in pairs to identify the verb in the past form from the given text.</p> <p>7. Checking the students' works together with the students.</p> <p>8. Giving the students chances to ask if there is anything unclear</p> <p>9. Asking the students to work in pairs to do task 2 (filling the missing words)</p> <p>10. Checking the students' works with the students</p> <p>11. Giving the students chances to ask if there is anything unclear</p> <p>12. Explaining the use of past tense</p> <p>13. Giving the students chances to ask if there is anything unclear.</p> <p>14. Asking the students to do task 3 (rearrange jumbled sentences into a good paragraph based on the given picture series)</p> <p>15. Checking the students' works together with the students.</p> <p>16. Giving the students</p>	<p>11. Asking</p> <p>12. Listening to the teacher explanation</p> <p>13. Asking</p> <p>14. Doing task 3 in pairs</p> <p>15. Checking their works</p> <p>16. asking</p>
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	<p>chances to ask if there is anything unclear.</p> <p>17. Asking the students to do task 4 (writing sentences based on the given picture series)</p> <p>18. Checking the students' works together with the students.</p> <p>19. Giving the students chances to ask if there is anything unclear.</p>	
Join Construction of the Text	<p>1. Asking the students to work in pairs to do Task 5 (Complete the skeleton text based on the given picture series).</p> <p>2. Checking the students' works together with the students.</p> <p>3. Giving the students chances to ask if there is anything unclear.</p> <p>4. Asking the students to work in in pairs to do Task 6 (write a recount text based on the given picture series)</p> <p>5. Checking the students' works together with the students.</p> <p>6. Giving the students chances to ask if there is anything unclear.</p>	<p>1. Doing Task 5 in pairs.</p> <p>2. Checking their works</p> <p>3. Asking</p> <p>4. Doing task 6 in pairs</p> <p>5. Checking their works</p> <p>6. Asking.</p>
Production	<p>1. Asking the students to work individually to do Task 7 (write their</p>	<p>1. Doing Task 7.</p> <p>2. Submitting their works</p>

	personal experience) and monitoring. 2. Collecting the students' writing.	
Closing Activities		
	1. Reviewing the lesson. 2. Explaining the activities in the next meeting. 3. Leading praying. 4. Saying thank you and ending the lesson.	1. Reviewing the lesson. 2. Listening the teacher.  3. Praying. 4. Ending the lesson.

### Learning Media

- A white board
- Pictures series
- LCD
- Students' worksheet

### Sources

1. Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama kelas VIII Edisi 4
2. Scaffolding English for Junior High School Students Grade VIII
3. A movie entitled "Diary of a Wimpy Kids"
4. Kipper's Balloon

### Assessment

- Form : Writing a procedure text.
- Rubric : Scoring Scheme of Writing in Five Components Adapted from Brown and Bailey in Brown (2004).
- Scoring :

$$\frac{\text{Score}}{\text{Total score}} \times \text{Ideal score (100)}$$

## LESSON PLAN

### CYCLE II

School	: SMP N 6 Yogyakarta
Subject	: English
Grade/Semester	: VIII/1
Text	: Recount
Skill	: Writing
Time allocation	: 6x40 menit

### Core Competence

4. Processing, reasoning, and presenting in the both concrete and abstract domains related to the development of what had been learned at school independently, and able to use a method based on the norm.

### Basic Competence

- 4.14. Create a simple oral and **written recount text** about activities or events by paying attention on the social function, the structure of the text, and correct linguistic elements which are adjusted to the context.

### Indicators

1. Analyzing the social function, generic structure or parts of a recount text.
2. Identifying verbs (past tense form) used in the recount text.
3. Changing the words on the given text into the correct form.

4. Rearranging jumbled picture series in order they happened.
5. Rewriting the text into the correct one.
6. Writing sentences based on the given pictures.
7. Writing a recount text based on the given picture series using correct signal words
8. Producing a recount text based on students' own experiences.

### **Learning Objectives**

By the end of the lesson, the students are expected to be able to :

1. Analyze the social function, generic structure or parts of a recount text.
2. Identify verbs (past tense form) used in the recount text.
3. Change the words on the given text into the correct form.
4. Rearrange jumbled picture series in order they happened.
5. Rewrite the text into the correct one.
6. Write sentences based on the given pictures.
7. Write a recount text based on the given picture series using correct signal words
8. Produce a recount text based on students' own experiences.
9. understand the purpose, generic structure and the language feature used in a recount text.

**Learning Materials****Picture for Brainstroming**

**Thomas Alva Edison**  
(1847-1931)

**Recount text 2**

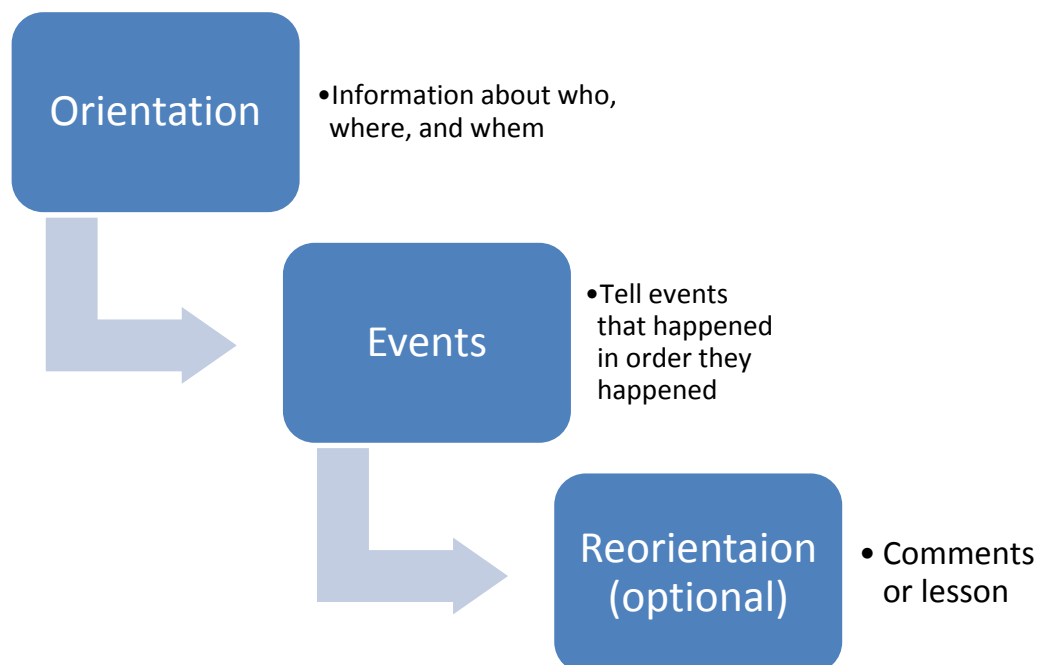
Jackie Chan was born on April 7, 1954, in Hong Kong, China. When his parents moved to Australia to find new jobs, the seven-year-old Chan was left behind to study at the Chinese Opera Research Institute, a Hong Kong boarding school. For the next 10 years, Chan studied martial arts, drama, acrobatics, and

singing, and was subjected to stringent discipline, including corporal punishment for poor performance. He appeared in his first film, the Cantonese feature *Big and Little Wong Tin Bar* (1962), when he was only eight, and went on to appear in a number of musical films.

Upon his graduation in 1971, Chan found work as an acrobat and a movie stuntman, most notably in *Fist of Fury* (1972), starring Hong Kong's resident big-screen superstar, Bruce Lee. For that film, he reportedly completed the highest fall in the history of the Chinese film industry, earning the respectful notice of the formidable Lee, among others.

Adapted from <http://www.biography.com/people/jackie-chan-9542080#early-life>

### Generic Structure of Recount texts



Vocabulary List		
English Words	Part of spech	Indonesian Words
Move	verb	Pindah, bergerak
Find	verb	Menemukan
Leave	verb	Meninggalkan
Appear	verb	Muncul
Take	verb	Mengambil
Create	verb	Membuat, menciptakan
Invent	verb	Menciptakan
sold	verb	Terjual
Climb	verb	Memanjat
Ladder	Noun	Tangga
Put	verb	Meletakan
Feed	verb	Memberi makan
Check	verb	Mengecek
Ask	verb	Bertanya, menyuruh
First	Time signals	Awalnya, pertama
Second	Time signals	Kedua
Next	Time signals	Selanjutnya
Then	Time signals	Kemudian
Finally	Time signals	Pada akhirnya
In the end	Time signals	Pada akhirnya
After that	Time signals	Setelah itu

Irregular Verbs			
Base form (v1)	Past tense (v2)	Past participle ( v3)	Meaning (Artinya)
be	was/were	been	ada
begin	began	begun	mulai
break	broke	broken	memecahkan
bring	brought	brought	membawa
buy	bought	bought	membeli
build	built	built	membangun
choose	chose	chosen	memilih
come	came	come	datang
cost	cost	cost	berharga
cut	cut	cut	memotong
do	did	done	mengerjakan

draw	drew	drawn	menggambar
drive	drove	driven	mengendarai
eat	ate	eaten	makan
feel	felt	felt	merasa
find	found	found	menemukan
get	got	got	mendapat
give	gave	given	memberi
go	went	gone	pergi
have	had	had	mempunyai
hear	heard	heard	mendengarkan
hold	held	held	memegang
keep	kept	kept	menjaga
know	knew	known	mengetahui
leave	left	left	meninggalkan
lead	led	led	memimpin
let	let	let	membiarkan
lie	lay	lain	berbohong
lose	lost	lost	hilang
make	made	made	membuat
mean	meant	meant	berarti
meet	met	met	bertemu
pay	paid	paid	membayar
put	put	put	meletakkan
run	ran	run	berlari
say	said	said	mengatakan
see	saw	seen	melihat
sell	sold	sold	menjual
send	sent	sent	mengirim
set	set	set	menetapkan
sit	sat	sat	duduk
speak	spoke	spoken	berbicara
spend	spent	spent	membelanjakan
stand	stood	stood	berdiri
take	took	taken	mengambil
teach	taught	taught	mengajar
tell	told	told	menceritakan
think	thought	thought	berpikir
understand	understood	understood	mengerti
wear	wore	worn	memakai
win	won	won	menang
write	wrote	written	menulis



## Tasks

**Task 1.** Read the text about Jackie Chan' biography below carefully and identify its generic structure.



Jackie Chan was born on April 7, 1954, in Hong Kong, China. When his parents moved to Australia to find new jobs, the seven-year-old Chan was left behind to study at the Chinese Opera Research Institute, a Hong Kong boarding school. For the next 10 years, Chan studied martial arts, drama, acrobatics, and singing, and was subjected to stringent discipline, including corporal punishment for poor performance. He appeared in his first film, the Cantonese feature *Big and Little Wong Tin Bar* (1962), when he was only eight, and went on to appear in a number of musical films.

Upon his graduation in 1971, Chan found work as an acrobat and a movie stuntman, most notably in *Fist of Fury* (1972), starring Hong Kong's resident big-screen superstar, Bruce Lee. For that film, he reportedly completed the highest fall in the history of the Chinese film industry, earning the respectful notice of the formidable Lee, among others.

Adapted from <http://www.biography.com/people/jackie-chan-9542080#early-life>

<b>Orientation</b>	.....
<b>Events</b>	.....
	.....
	.....
	.....
	.....
<b>Re-Orientation</b>	.....

**Task 2.** Open up your dictionary and find the meaning of the words below.

1	Found		6	Kept	
2	Punishment		7	Create	
3	Appeared		8	Moved	
4	Earned		9	Spent	
5	Invented		10	Sold	

**Task 3.** Read the following biography and change the words in parenthesis if necessary.



Thomas Alva Edison  
(1847-1931)

Thomas Alva Edison was born on February 11, 1847, in Milan, Ohio. He was smart and curious and he loved to read. Around age 12, he (start) to work to help earn money for his family. He (take) a job at a railroad. He (sold) candy and newspaper to train passengers. He (keep) teaching himself new things. He read when he wasn't working. He set up a laboratory in a train car. There, Thomas did science experiments. Then, in 1863, He worked as a telegrapher. He (decode) the messages and passed them along.

In 1868, Thomas moved to Boston Massachusetts. He (spend) a lot of time working on inventions. He (hope) to sell them. His first invention was an electric vote recorder. But it did not sell. The next few years, he (created) a new kind of telegraph. He was able to sell it. He used the money to (build) laboratories. Next, he (invent) the phonograph or record player in 1877. Then in 1879, he created the first electric lightbulb for everyday use.

(source: <https://www.farfaria.com/beginner-biographies-thomas-edison>)

**Task 4.** These jumbled pictures are about a biography of Thomas Alva Edison. Re-arranged these jumbled pictures into the correct order.



**Task 5.** Rewrite the following text. Put in capital letters to begin each sentence and full stops to show where the sentence ends.

### **A Tour to the Botanic Gardens**

**by Nida**

on thursday 24 april we went to the botanic gardens We walked down and boarded the bus. after we arived at the gardens we walked down to the Education Centre we went to have a look around. first we went to the orchid farm and mrs rita readed us some of the information Then we looked at all the lovely plants after that we went down to a little spot in the botanic gardens and had morning tea

### **A Tour to the Botanic Gardens**

**by Nida**

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**Task 6.** Look at the following pictures. Write sentences telling what the people did last night.

<b>Read</b>	<b>Take a shower</b>	<b>Cook</b>
<b>Feed</b>	<b>Eat</b>	<b>Watch</b>
<b>Buy</b>	<b>Study</b>	<b>clean</b>



1. David



2. Mr. and Mrs. Park



3. Helen



4. you and your brother



5. you



6. Larry



7. Alice



8. your parents



9. your cousin Sam

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



**Task 7.**

**A.** There is a set of jumbled pictures about *A cat in the tree*. Please put numbers on the pictures based on the correct order.

<p>A cat in the tree</p> <p>Roderick Hunt</p>  <p>1</p>	 <p>A</p> <p>Floppy barked at a cat. The cat ran up a tree.</p>	<p>Wilma couldn't get down.</p>  <p>R</p> <p>Wilma's dad was cross.</p>
<p>Wilma's dad was stuck.</p>  <p>C</p> <p>The cat jumped down.</p>		<p>Biff was cross with Floppy.</p>  <p>D</p> <p>Wilma climbed on the wall.</p>
<p>Wilma climbed up the tree.</p>  <p>E</p> <p>She couldn't get the cat.</p>		<p>He put the ladder up.</p>  <p>F</p> <p>Wilma climbed down.</p>
<p>The fireman put a ladder up.</p>  <p>G</p> <p>Wilma's dad climbed down.</p>		<p>Wilma's dad climbed the tree.</p>  <p>H</p> <p>He couldn't get the cat.</p>

- B. Write a story about *A cat in the tree* based on the previous pictures using correct signal words.**

A Cat in the tree

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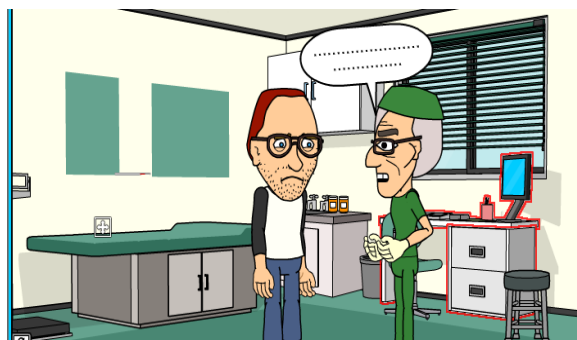
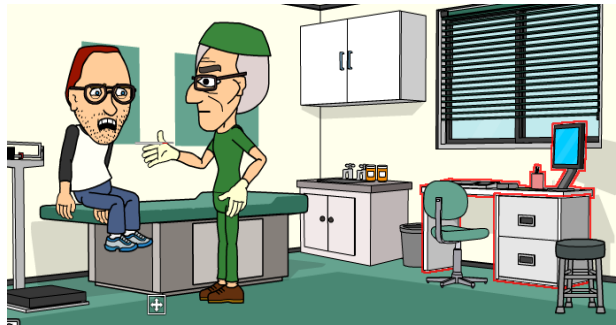
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**Task 8.** Last week, Mr Lo was sick. Write a story about Mr. Lo based on the pictures series below.





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**(Title)**

**Orientation (who, where, and when)**

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**Series of events (events in order they happened)**

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**What happened in the end**

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**Task 9. Write your own personal experience.**

Name :

Class :

No :



## Learning Method

*Text Based Learning*

## Teaching Learning Activities

Phase	Activities	
	Teacher	Students
Opening Activities		
	1. Greeting the students. 2. Checking the students' attendance. 3. Leading Praying.	1. Greeting the teacher. 2. Praying. 3. Preparing for the lesson.
Main Activities		
Building Knowledge of the Field	1. Showing some pictures about some events. 2. Asking students some questions about their experience 3. Mentioning the learning objective	1. Discussing their personal experience. 2. Listening to the teacher
Modeling of the Text	1. Showing the students an example of recount text in the form of biography 2. Asking the students to read the text 3. Asking the students to identify the social function, generic structure and the language features of the text. 4. Giving the students chances to ask if there is anything unclear 5. Asking the students to work in pairs to find the meaning of the words in the box. 6. Checking the students' works together with the students 7. Giving the students	1. Paying attention to the teacher 2. Reading the text 3. Identifying the social function, generic structure and language features of the text. 4. Asking 5. Doing the task 2 in pairs 6. Checking their works 7. Asking 8. Doing task 3 in pairs. 9. Checking their works 10. Asking 11. Doing task 4 in pairs 12. Checking their works 13. Asking 14. Doing task 5 in pairs 15. Checking their works 16. asking 17. listening to the teacher's explanation 18. Doing task 6 19. Checking their works

	<p>chances to ask if there anything unclear</p> <p>8. Asking the students to do task 3(Change the verbs in the brackets into the past forms in the given text)</p> <p>9. Checking the students' works together with the students.</p> <p>10. Giving the students chances to ask if there is anything unclear.</p> <p>11. Asking the students to do task 4 in pairs (rearrange the jumbled picture series in order they happened)</p> <p>12. Checking the students' works together with the students.</p> <p>13. Giving the students chances to ask if there anything unclear.</p> <p>14. Asking the students to work in pairs to rewrite the write the given text that has mechanical mistakes.</p> <p>15. Checking the students' works together with the students.</p> <p>16. Giving the students chances to ask if there is anything unclear</p> <p>17. Explaining the use of past tense</p> <p>18. Asking the students to do task 6( write a past sentences based on the given pictures</p>	20.Asking
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	19. Checking the students' works 20. Giving the students chances to ask if there is anything unclear	
Join Construction of the Text	1. Asking the students to work in pairs to do task 7A (arranging the jumbled pictures) and task 7B (write a recount text with correct signal words based on the given picture series) 2. Checking the students' works with the students 3. Giving the students chances to ask if there is anything unclear. 4. Asking the students to work in pairs to do Task 8 (Write a recount text based on the given picture series). 5. Checking the students' works together with the students. 6. Giving the students chances to ask if there is anything unclear.	1. Doing Task 7A and 7B. 2. Checking their works 3. Asking 4. Doing task 8 5. Checking their works 6. Asking
Production	1. Asking the students to work individually to do Task 9 (write their personal experience) and monitoring. 2. Collecting the students' writing.	1. Doing Task 9. 2. Submitting their works
Closing Activities		
	1. Reviewing the lesson. 2. Explaining the activities in the next meeting. 3. Leading praying. 4. Saying thank you and ending the lesson.	1. Reviewing the lesson. 2. Listening the teacher. 3. Praying. 4. Ending the lesson.

### Learning Media

- A white board
- Pictures series
- LCD
- Students' worksheet

### Sources

1. Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama kelas VIII Edisi 4
2. Scaffolding English for Junior High School Students Grade VIII
3. <http://www.biography.com/people/jackie-chan-9542080#early-life>
4. <https://www.farfaria.com/beginner-biographies-thomas-edison>
5. A Cat in the Tree
6. [www.bitstrips.com](http://www.bitstrips.com)

### Assessment

- Form : Writing a procedure text.
- Rubric : Scoring Scheme of Writing in Five Components Adapted from Brown and Bailey in Brown (2004).
- Scoring :

$$\frac{\text{Score}}{\text{Total score}} \times \text{Ideal score (100)}$$

**APPENDIX E:**  
**SCORING RUBRICS**

**Scoring Scheme of Writing in Five Components Adapted  
from Brown and Bailey (1984, 39-41) in Brown (2004)**

<b>Aspect of Writing</b>	<b>Level</b>	<b>Score</b>	<b>Criteria</b>
<b>Content (Logical development)</b>	Excellent to very good	24-30	<ul style="list-style-type: none"> <li>• Relevant to assigned topic and give detail information</li> <li>• Matches the social purposes of the text.</li> </ul>
	Good to average	16-23	<ul style="list-style-type: none"> <li>• Mostly relevant to topic but lacks of detail information</li> <li>• Matches the social purposes of the text but lacks of detail.</li> </ul>
	Fair to poor	8-15	<ul style="list-style-type: none"> <li>• Inadequate development of topic</li> <li>• Almost matches the social purpose of the text</li> </ul>
	Very poor	1-7	<ul style="list-style-type: none"> <li>• Not related to the topic</li> <li>• Does not match the social purpose of the text</li> </ul>
<b>Organization (Introduction, body, conclusion)</b>	Excellent to very good	16-20	<ul style="list-style-type: none"> <li>• Well organized (the text's structure)</li> </ul>
	Good to average	11-15	<ul style="list-style-type: none"> <li>• Loosely organized of the text but main ideas stand out</li> </ul>
	Fair to poor	6-10	<ul style="list-style-type: none"> <li>• Confusing ideas or disconnected</li> </ul>
	Very poor	1-5	<ul style="list-style-type: none"> <li>• No organization</li> </ul>
<b>Vocabulary</b>	Excellent to very good	16-20	<ul style="list-style-type: none"> <li>• Uses effective words</li> <li>• Word form mastery</li> </ul>
	Good to average	11-15	<ul style="list-style-type: none"> <li>• Occasional errors or word form, choice, or usage but meaning not obscured</li> </ul>
	Fair to poor	6-10	<ul style="list-style-type: none"> <li>• Frequent errors of word form, choice, or usage</li> <li>• Meaning obscured</li> </ul>
	Very poor	1-5	<ul style="list-style-type: none"> <li>• Little knowledge of English vocabulary and word form, choice, or usage</li> </ul>
<b>Language use</b>	Excellent to very good	19-25	<ul style="list-style-type: none"> <li>• Few errors of agreement, tense, word order, articles, pronoun, preposition</li> </ul>
	Good to average	13-18	<ul style="list-style-type: none"> <li>• Several errors of agreement, tense, word order, articles, pronoun, preposition</li> <li>• Meaning seldom obscured</li> </ul>



	Fair to poor	7-12	<ul style="list-style-type: none"> <li>• Frequent errors of agreement, tense, word order, articles, pronoun, preposition</li> <li>• Meaning obscured</li> </ul>
	Very poor	1-6	<ul style="list-style-type: none"> <li>• Dominated by errors</li> <li>• Does not communicate or not enough to evaluate</li> </ul>
<b>Mechanics</b>	Excellent to very good	5	<ul style="list-style-type: none"> <li>• Demonstrates mastery of convention</li> <li>• Few errors of spelling, punctuation, capitalization, and paragraphing</li> </ul>
	Good to average	4	<ul style="list-style-type: none"> <li>• Occasional errors of spelling, punctuation, capitalization, and paragraphing</li> </ul>
	Fair to poor	3	<ul style="list-style-type: none"> <li>• Quite many errors of spelling, punctuation, capitalization, and paragraphing</li> <li>• Poor handwriting</li> </ul>
	Very poor	2	<ul style="list-style-type: none"> <li>• No mastery of convention</li> <li>• Dominated by errors of spelling, punctuation, capitalization, and paragraphing</li> <li>• Illegible handwriting</li> </ul>

**APPENDIX F:**  
**STUDENTS' WRITING SCORES**

**PRE-TEST SCORE**

No	Nama	Aspects being assessed					Tot. (0-100)
		C (0-30)	O (0-20)	V (0-20)	L (0-25)	M (1-5)	
1.	S1	24	12	13	12	2	64
2.	S2	17	14	8	12	2	53
3.	S3	25	13	14	15	4	71
4.	S4	19	13	8	11	2	53
5.	S5	20	11	10	13	3	57
6.	S6	17	13	6	10	2	48
7.	S7	20	10	14	13	3	60
8.	S8	24	15	15	16	3	73
9.	S9	17	11	8	9	2	47
10.	S10	20	10	13	11	3	57
11.	S11	19	14	12	13	2	60
12.	S12	20	12	11	9	3	55
13.	S13	22	10	14	12	2	60
14.	S14	24	15	13	15	3	70
15.	S15	27	17	13	16	5	78
16.	S16	21	11	8	9	2	51
17.	S17	23	11	10	13	3	60
18.	S18	20	9	8	9	2	48
19.	S19	22	14	8	10	3	57
20.	S20	16	12	8	7	2	45
21.	S21	18	12	11	14	2	47
22.	S22	25	16	14	16	4	75
23.	S23	18	12	7	10	3	50
24.	S24	20	12	10	13	2	57
25.	S25	23	14	10	13	3	63
26.	S26	18	10	8	7	2	45
27.	S27	23	13	15	13	3	67
28.	S28	25	13	11	10	2	61
29.	S29	24	13	13	12	2	64
30.	S30	22	12	8	12	3	57
31.	S31	23	17	13	18	4	75
32.	S32	20	15	17	15	3	70
33.	S33	20	12	13	13	2	60
<b>Mean</b>		21.08	12.65	11.02	12.14	2.65	59.32

**POST-TEST SCORE (CYCLE I)**

No	Nama	Aspects being assessed					Tot. (0-100)
		C (0-30)	O (0-20)	V (0-20)	L (0-25)	M (1-5)	
1.	S1	27	14	13	15	3	72
2.	S2	24	14	10	16	4	68
3.	S3	27	13	14	15	4	73
4.	S4	25	13	12	15	3	68
5.	S5	27	15	12	13	3	70
6.	S6	25	13	10	11	3	62
7.	S7	24	10	14	16	3	67
8.	S8	27	15	15	16	4	77
9.	S9	26	12	10	14	3	65
10.	S10	25	10	13	16	4	68
11.	S11	25	14	12	13	4	68
12.	S12	27	12	11	15	3	68
13.	S13	29	10	14	12	5	70
14.	S14	29	15	16	15	5	80
15.	S15	30	17	13	17	5	82
16.	S16	28	11	14	12	3	68
17.	S17	29	11	15	13	4	72
18.	S18	25	9	10	14	4	62
19.	S19	27	14	8	12	4	65
20.	S20	27	12	10	8	2	59
21.	S21	23	12	13	14	3	65
22.	S22	30	16	14	17	5	82
23.	S23	27	12	10	14	4	67
24.	S24	25	12	10	13	2	62
25.	S25	27	14	11	14	4	70
26.	S26	24	13	12	10	3	62
27.	S27	27	13	15	13	4	72
28.	S28	30	13	11	13	3	70
29.	S29	29	15	13	12	3	72
30.	S30	27	12	8	12	3	62
31.	S31	28	17	13	18	4	80
32.	S32	29	15	17	15	4	80
33.	S33	27	12	13	15	3	70
<b>Mean</b>		<b>26.84</b>	<b>13.03</b>	<b>12.30</b>	<b>13.87</b>	<b>3.57</b>	<b>69.63</b>

**POST-TEST SCORE CYCLE II**

No	Nama	Aspects of writing					Tot. (0-100)
		C (0-30)	O (0-20)	V (0-20)	L (0-25)	M (1-5)	
1.	S1	27	15	15	17	4	78
2.	S2	29	18	19	19	5	90
3.	S3	30	22	18	20	5	95
4.	S4	25	13	15	16	4	73
5.	S5	27	15	12	16	3	73
6.	S6	25	13	15	17	3	73
7.	S7	28	13	17	16	4	78
8.	S8	26	20	19	20	5	90
9.	S9	26	14	13	14	3	70
10.	S10	25	17	15	16	5	78
11.	S11	25	14	12	13	4	68
12.	S12	28	14	15	19	5	81
13.	S13	29	20	16	20	5	90
14.	S14	30	21	18	24	5	98
15.	S15	30	17	15	20	5	87
16.	S16	28	12	14	19	3	76
17.	S17	29	17	15	16	4	81
18.	S18	25	17	11	16	4	73
19.	S19	27	18	15	15	5	80
20.	S20	27	12	16	11	4	70
21.	S21	27	16	15	15	3	76
22.	S22	30	18	21	22	5	96
23.	S23	27	19	12	16	4	78
24.	S24	28	19	15	20	4	86
25.	S25	27	18	21	15	5	86
26.	S26	24	17	15	15	3	74
27.	S27	27	15	15	21	5	83
28.	S28	30	13	12	18	3	76
29.	S29	29	15	13	20	4	81
30.	S30	27	14	16	17	4	78
31.	S31	28	23	15	19	5	90
32.	S32	30	16	20	20	5	91
33.	S33	27	17	19	22	5	90
<b>Mean</b>		27.48	16.42	15.57	17.6	4.24	81.42

**THE COMPARISON AMONG  
THE PRE-TEST, POST TEST I AND POST TEST II SCORES**

<b>No</b>	<b>Name</b>	<b>Pre-test Score</b>	<b>Post-test I Score</b>	<b>Post-test II Score</b>
1.	S1	64	72	78
2.	S2	53	68	90
3.	S3	71	73	95
4.	S4	53	68	73
5.	S5	57	70	73
6.	S6	48	62	73
7.	S7	60	67	78
8	S8	73	77	90
9.	S9	47	65	70
10.	S10	57	68	78
11.	S11	60	68	68
12.	S12	55	68	81
13.	S13	60	70	90
14.	S14	70	80	98
15.	S15	78	82	87
16.	S16	51	68	76
17.	S17	60	72	81
18.	S18	48	62	73
19.	S19	57	65	80
20.	S20	45	59	70
21.	S21	47	65	76
22.	S22	75	82	96
23.	S23	50	67	78
24.	S24	57	62	86
25.	S25	63	70	86
26.	S26	45	62	74
27.	S27	67	72	83
28.	S28	61	70	76
29.	S29	64	72	81
30	S30	57	62	78
31.	S31	75	80	90
32	S32	70	80	91
33	S33	60	70	90
<b>Min. Score</b>		<b>45</b>	<b>59</b>	<b>70</b>
<b>Max. Score</b>		<b>78</b>	<b>82</b>	<b>98</b>
<b>Average</b>		<b>59.32</b>	<b>69.63</b>	<b>81.42</b>

**APPENDIX G:**  
**ATTENDANCE LIST**

## ATTENDANCE LIST

No	Nama	Meeting						
		Pretest	I	II	III	IV	V	VI
1.	Adella Putri Saraswati	√	√	√	√	√	√	√
2.	Adinda Fajar Septyani	√	√	√	√	√	√	√
3.	Adna Jovita Vania Rahma	√	√	√	√	√	√	√
4.	Anisa Triana Yustiandani	√	√	√	√	√	√	√
5.	Annisa Nur Wijayanti	√	√	√	√	√	√	√
6.	Ariq Rama Wicaksono	√	A	√	√	√	√	√
7.	Auliawati "Cindy" Hartuti	√	A	√	√	√	√	√
8.	Azhar Asyari	√	√	√	√	√	√	√
9.	Dzaky Muhammad Haydar P	√	√	√	√	√	√	√
10.	Fathya Ilfatara Faizzah	√	√	√	√	√	√	√
11.	Hanifah Hanum	√	√	√	√	√	√	√
12.	Hanifah Rahmadhani	√	√	√	√	√	√	√
13.	Hendryan Raka Naufal	√	√	√	√	√	√	√
14.	Luna Aprilia Wardhana	√	√	√	√	√	√	√
15.	Mahatma Ivan Pamungkas	√	√	√	√	√	S	√
16.	Martini Merdila	√	√	√	√	√	√	√
17.	Muhammad Farhan Harjuna	√	√	√	√	√	√	√
18.	Muhammad Febrianto P	√	√	√	√	√	√	√
29.	Muhammad Hanif Sulistyo	√	√	√	√	√	√	√
20.	Muhammad Putera Pratama	√	√	√	√	√	√	√
21.	Nurul Chasanah	√	√	√	√	√	√	√
22.	Rachma Athaya Silver	√	√	√	√	√	√	√
23.	Rain Hady Riezky Putra N	√	√	√	√	√	√	√
24.	Rifqi Shidqi	√	√	√	√	√	√	√
25.	Riska Kusuma Ningrum	√	√	√	√	√	√	√
26.	Rizky Febri Yoga Pratama	√	√	√	√	√	√	√
27.	Rr. Cintya Anindita	√	√	√	√	√	√	√
28.	Salsabila Giska Indraswari	√	√	√	√	√	√	√
29.	Sarah Wardhana Putri	√	√	√	√	√	√	√
30.	Seto Aji Hamengku Rizky	√	√	√	√	√	√	√
31.	Shafia Ranya Dininami	√	√	√	√	√	S	√
32.	Tarissa Zahira Hidayansyah	√	√	√	√	√	√	√
33.	Nazzer Adhira Girinata	√	√	√	√	√	√	√
TOTAL		33	31	33	33	33	31	33



# **APPENDIX H:**

# **PHOTOGRAPHS**

## PHOTOGRAPHS



Figure 1: A Student was writing sentences based on the given picture series



Figure 2: The students were writing on the white board based on the given pictures



**Figure 3: The students were asking to the researcher while he was monitoring**



**Figure 4: The students were listening to the teacher explanation**

# **APPENDIX I:**

# **LETTERS**



PEMERINTAH KOTA YOGYAKARTA  
DINAS PENDIDIKAN  
SMP NEGERI 6  
Jl. RW Monginsidi No 1 Yogyakarta Kode Pos 55233, Telp. (0274) (0274) 512268 Fax (0274) 512268  
EMAIL : [smnpn6yk@yahoo.com](mailto:smnpn6yk@yahoo.com)  
HOT LINE SMS 08122780001 HOT LINE E MAIL : [upik@jogjakota.go.id](mailto:upik@jogjakota.go.id)  
WEBSITE : [www.jogjakota.go.id](http://www.jogjakota.go.id)  
YOGYAKARTA 55233

## SURAT KETERANGAN

Nomor : 070/

Yang bertanda tangan di bawah ini :

Nama : RETNA WURYANINGSIH, SPd  
NIP : 19690726 199512 2 003  
Pangkat/Gol : Pembina IV/a  
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : AHMAD IBNU FAHRIZAL  
NIM : 10202241025  
Program Studi : Pendidikan Bahasa dan Seni  
Universitas : UNY

Benar-benar telah melakukan Penelitian di SMP Negeri 6 Yogyakarta untuk kelengkapan penyusunan proposal skripsi dengan judul **"USING PICTURE SERIES AS AN EFFORT TO IMPROVE THE WRITING SKILL OF THE EIGHT GRADE STUDENTS OF SMP NEGERI 6 YOGYAKARTA IN THE ACADEMIC YEAR OF 2014/2015"** pada tanggal 26 Agustus s.d.17 September 2014.

Demikian keterangan ini dibuat untuk dapat digunakan seperlunya.



Yogyakarta, 23 September 2014  
Kepala sekolah

RETNA WURYANINGSIH, SPd  
NIP. 19690726 199512 2 003



SEGORO AMARTO  
SEMANGAT GOTONG ROYONG AGAWE MAJUNE NGAYOGYAKARTA  
KEMANDIRIAN – KEDISIPLINAN – KEPEDULIAN - KEBERSAMAAN





PEMERINTAH KOTA YOGYAKARTA

**DINAS PERIZINAN**

Jl. Kenari No. 56 Yogyakarta Kode Pos : 55165 Telp. (0274) 555241,515865,515866,562682

Fax (0274) 555241

EMAIL : perizinan@jogjakota.go.id

HOT LINE SMS : 081227625000 HOT LINE EMAIL : [upik@jogjakota.go.id](mailto:upik@jogjakota.go.id)

WEBSITE : [www.perizinan.jogjakota.go.id](http://www.perizinan.jogjakota.go.id)

**SURAT IZIN**

NOMOR : 070/2677  
5151/34

Membaca Surat : Dari Dekan Fak. Bahasa dan Seni - UNY  
Nomor : 958b/UN34.12/DT/VIII/2014 Tanggal : 19/08/2014

Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah  
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;  
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;  
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;  
5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijijinkan Kepada : Nama : AHMAD IBNU FAHRIZAL NO MHS / NIM : 10202241025  
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY  
Alamat : Kampus Karangmalang, Yogyakarta  
Penanggungjawab : Dra. Jamilah, M.Pd.  
Keperluan : Melakukan Penelitian dengan judul Proposal : USING PICTURE SERIES AS AN EFFORT TO IMPROVE THE WRITING SKILL OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 6 YOGYAKARTA IN THE ACADEMIC YEAR OF 2014/2015

Lokasi/Responden : Kota Yogyakarta  
Waktu : 21/08/2014 Sampai 21/11/2014  
Lampiran : Proposal dan Daftar Pertanyaan  
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)  
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat  
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah  
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas  
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan  
Pemegang Izin

AHMAD IBNU FAHRIZAL



Dikeluarkan di : Yogyakarta  
pada Tanggal : 22-8-2014

Kepala Dinas Perizinan

Drs. HERI KARYAWAN

NIP. 19591114 198903 1 004

Tembusan Kepada :

- Y.th. 1. Walikota Yogyakarta(sebagai laporan)
2. Ka. Dinas Pendidikan Kota Yogyakarta
3. Kepala SMP Negeri 6 Yogyakarta
4. Dekan Fak. Bahasa dan Seni - UNY
5. Ybs.