

**IMPROVING THE STUDENTS' WRITING ABILITY OF  
RECOUNT TEXTS USING PICTURE SERIES FOR THE  
EIGHT GRADE STUDENTS OF SMP NEGERI 3 SEWON IN  
THE ACADEMIC YEAR OF 2015/2016**

**A Thesis**

Presented as Partial Fulfillment of the Requirement for the Attainment of *Sarjana*

*Pendidikan* Degree in English Language Education



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2016**

**APPROVAL SHEET**

**IMPROVING THE STUDENTS' WRITING ABILITY OF  
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EIGHT GRADE STUDENTS OF SMP NEGERI 3 SEWON IN  
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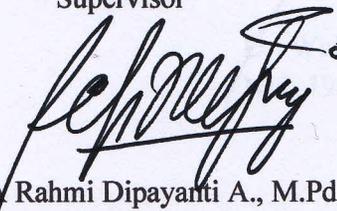
**A THESIS**

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**IMPROVING THE STUDENTS' WRITING ABILITY OF RECOUNT  
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OF SMP NEGERI 3 SEWON IN THE ACADEMIC YEAR OF 2015/2016**

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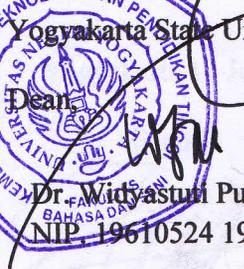
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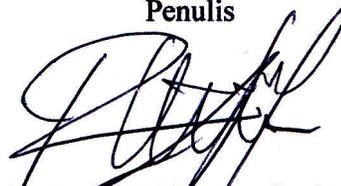
Judul Skripsi : *Improving The Students' Writing Ability Of Recount Texts  
Using Picture Series For The Eight Grade Students Of Smp  
Negeri 3 Sewon In The Academic Year Of 2015/2016*

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

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

Yogyakarta 14 Juli 2016

Penulis



Raden Rama Widya Kartika Yudha

## **DEDICATIONS**

This thesis is dedicated to :

**MYSELFE  
MY BELOVED FATHER AND MOTHER  
ALL OF THE OLD SEMESTER STUDENT  
MY FUTURE WIFE**

## MOTTOS

*Trust God, with Him anything is possible (Rama  
Widya)*

*The teachers' wealth would not be visible to see, because it is  
saved inside their soul (K. H. Imam Buchori Muslim)*

*Well done is better than well said (Benjamin Franklin)*

*The first step is that you have to say that you can (Will  
Smith)*

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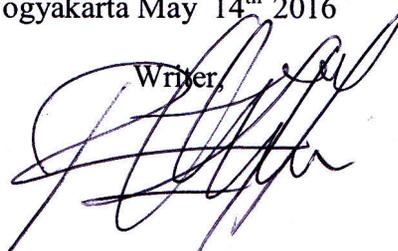
My sincerest gratitude goes to my beloved mother and father, who always say a prayer and stay there in my good and bad times. I thank them for teaching me about patience and optimism and for always reminding me to worship God

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I realize that this writing is still far for being perfect. Therefore, all criticisms and suggestions will be appreciated. However, I hope this writing will give contributions to the field of study, especially to the English teaching and learning.

Yogyakarta May 14<sup>th</sup> 2016

Writer,



Raden Rama Widya Kartika Yudha

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TEXTS BY USING PICTURE SERIES FOR THE EIGHT GRADE  
STUDENTS OF SMP NEGERI 3 SEWON IN THE ACADEMIC  
YEAR OF 2015/2016**

**Raden RamaWidya Kartika Yudha**

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**ABSTRACT**

The objective of this study is to improve the English writing ability to the eighth grade students of SMP Negeri 3 Sewon in the academic year of 2015/2016 by the use of picture series.

The type of the research was action research. This research consisted of two cycles. Each cycle had two and three meetings. The subjects of the research were the students of VIII B class, the English teacher and the researcher. The main data of this research were qualitative data that were supported by quantitative data. The quantitative data were the student writing scores. The data collected were qualitative and quantitative. The qualitative data were collected through observation and interviews. The data were in the form of field notes, interview transcripts, and photos. The quantitative data were gained from the students' scores in writing tests.

The result of the first cycle showed that the implementation of picture series improved the students' writing skills. However, errors of vocabulary, language use, and mechanics in the students' writings were still found in the result of cycle 1 of the research. The second cycle result indicated that errors of vocabulary, language use, and mechanics found in the students' writings reduced.

Key words : writing, recount text, pictures series, student.

## **CHAPTER I**

### **Introduction**

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

#### **A. Background of the Problem**

The importance of mastering language is undeniable as a human being who needs to socialize in civilization. English is known as a global or international language that is used to communicate to each other. English is implemented as the first or foreign language around the world. It cannot be separated from the statement that English is a vital communication language. English can be implemented in many sectors such as business, education science and technology. It can help people coming from many countries who have different background cultures and languages around the world to solve problems in communicating to each other. Therefore, learning English helps people to be ready to face new global era.

Indonesia as a developing country implemented English as a subject lesson. English has been learned as a foreign language. Harmer (2007:19) states “EFL described situations where students were learning English in order to use it with any other English speaker in the world”. It can be known that students learn about sentence patterns and dictions, and

those are supposed to be executed in four skills of language they are; listening, reading, speaking, and writing.

As the statement above, EFL students should acquire four skills of language. Writing is considered as one of the productive skills in learning English. The importance of writing skill to face global era is undeniable. Sometimes writing is used as alternative way of communicating to each other by people as major language because people find that written language is very useful when the situation is not supportive for them to have spoken language. Written language is imperative as a method for communication. It is used to exchange thoughts, messages, and data in writing. For example, descriptive texts, application letters, curriculum vitae, reports, notices, and notes of meeting. However, people are expected to have a good writing ability.

Teaching writing focuses on the details. The complexity of the rules is the most important thing. Students have to pay more attention to grammar, spelling, dictions, punctuation, purposes of their writing, and of course the ideas of what they are going to write. The first thing that they have to obtain is generating ideas to write. That is a very important aspect since it contains messages that should be received by the reader properly. Meanwhile, writing is very essential, even more in this global and high technology era. Writing skill must be taught to and acquired by the students earlier in case of the competition among people in this global era.

Writing is a process of revision and rewriting. It is not an easy thing to do. Brown (2001: 335) states that some problems may occur in writing class, writing needs singular and special skills on generating ideas, organizing ideas coherently, using discourse markers and rhetorical conventions cohesively, revising text meaning, editing and producing a final product. Those are the factors which cause problems to the students in writing class. Dealing with written language, writing is the skill that is used to generate ideas and other communication activities. It is a productive skill. It involves producing language rather than receiving it. In writing, people will produce written language. As a part of productive skills, teaching writing activity needs media and materials. Those should be well prepared by the teacher. Media that should be prepared by the teacher are very important.

As the facilitator, teachers must be well-prepared in conducting teaching learning activity. They should provide interesting things to support students' learning activities, especially when teachers teach writing. In learning English, the materials used highly affect the students' motivation and enthusiasm. Whether they are motivated or even the opposite, it is all depending very much on the materials provided by the teacher. If the students find the materials are interesting for them, they will be glad and highly motivated. They will participate actively in the process of teaching and learning English.

Learning media have been used in some schools around the world. They are used to help the teaching learning process to be more effective as it is expected. In the teaching learning activity, learning media give a very great impact to explore students' ability. Furthermore, learning media have to be suitable with the lesson plan that the teacher creates.

The teacher will perform in front of the class that is why the teacher should be ready psychologically and materially. Teacher should serve interesting materials to attract students' attention in order to make the goal of teaching learning can be reached as it is expected. In teaching writing, the interesting materials will help students to be more focused on the lesson. For example is picture. Pictures can help students completing the task given to them easier. Picture also plays role as an inspiration generator in the students' writing process.

Good ideas, grammatical accuracy, correct organization of contents, and vocabulary, are some aspects of writing. The use of media and other learning materials are helpful for the students to reach those aspects appropriately. In addition, the appropriate rules and principles created by the teacher to teach students in writing class are needed to help the students producing good writing.

Based on the classroom observation that the researcher did on 27<sup>th</sup> April 2016 in the eight grade students of SMP N 3 Sewon Bantul, the researcher found some problems related to the English teaching and learning process. There are several problems found related to the material

used by the teacher to teach writing in the class. The teacher used mostly course books and “LKS”. She used pictures as media rarely. The researcher believes that this is the reason why the students gave less attention to the teaching learning activity. The materials used by the teacher were not interesting enough for them to catch their attention to the teaching learning activity conducted in the class. Moreover, it made the students motivation in joining the teaching learning activity decreased.

The teaching learning process was disproportionately formal, and then the students’ vocabulary mastery also needed to be improved. The students were not able to generate and develop ideas to write. They seemed lost and had no inspiration to write. They also did not use the correct tense in writing recount texts. Furthermore, their motivation in learning English also needed to be increased.

Based on those problems, the solution offered by the researcher was to use picture series as media to improve the students’ writing ability. By using picture series, the students could get inspiration in writing. Picture series helps them to generate ideas easier. Picture series contain pictures telling or illustrating someone, something, or somewhere in sequence events. By using picture series the students would consider that it is easier to get ideas in writing a text. They would not be confused of what they would write any longer.

## **B. Identification of the Problem**

According to the observations at the school, interviews, and the students' writings analyzed, the researcher has found some problems related to the students' writing ability. The researcher concluded that there were some problems cannot be separated with the teaching and learning process in the class. The students' writing problems are about the process of developing ideas and constructing coherent and cohesive paragraphs, grammatical errors, choosing suitable words in writing, and insufficient teaching media. Below is the explanation of the problems which the researcher found in observation that the researcher did on 27<sup>th</sup> April 2016 in the eight grade students of SMP N 3 Sewon Bantul.

First, the students were not able to generate and develop ideas to write well. It could be seen from the way they looked confused when the teacher asked them to write a text or even a short paragraph. They asked the teacher of what they would write. Even some of the students put their head on the table as the researcher found that the students were not highly motivated to learn in the class. They seemed forced to be in the class because of the ideas they were supposed to generate did not come out. They were confused of what they were supposed to do in the writing class. And they did not give their best in writing class.

Second, the students' grammatical errors were appearing along with the students' writings. The students did not understand about the

tense they were supposed to use in retelling past events. The researcher found the fact that they still missed the verb in writing sentences in a recount text. They did not put the verb in writing the sentence. For example, they wrote “She late” whereas the correct one should be “she was late”. And they also did not apply the correct form of verb II in writing a recount text. They made their own verb II form in fact that there are the correct form of verb II in English that has been used ever since English is known in the world. For example, they wrote “runned” and by “runned” they meant to write the verb II of “run” whereas it should be “ran”.

Third, the paragraphs they wrote were not coherence and cohesive. The students did not write a text correctly with the generic structure of a recount text. They did not understand that there are rules which have to be followed when they write a recount text. They wrote the conclusion part at the middle of the paragraph and then they jumped back into the main topic of the text.

Fourth, the media used by the teacher were not sufficient. The researcher found the media provided by the teacher in teaching learning activity in class especially in writing did not attract the students’ attention. The students’ were not highly motivated because of the media used by the teacher were not interesting. Remembering media are one of the solutions encouraging students to learn. It is used to help the students to achieve better results in teaching learning process.

The researcher draws the main problems. First, the process of generating and developing idea of the students could not be done by the students well. Second, the students' grammatical errors were appearing along with the students' works. Third, texts they wrote were not coherence and cohesive. Last, the media used by the teacher were not sufficient. Since there had not been any effort to improve the writing ability to the eighth grade students of SMP N 3 Sewon Bantul, the researcher took the problems as the research study. The teacher should do an effort to improve the students' writing ability.

### **C. Limitation of the Problem**

The researcher limited the study. The researcher focuses on the material used in writing teaching learning activity that is picture series. By implementing picture series as media, the researcher believes that it helps the researcher to improve students' writing skills of recount texts of the eight grade students of SMP N 3 Sewon Bantul in the academic year of 2015/2016.

### **D. Formulation of the Problem**

How can writing ability of a recount text for the eighth grade students of SMP N 3 Sewon Bantul in the academic year of 2015/2016 be improved using picture series?

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

The objective of the research was to improve the writing ability for

the eighth grade students of SMP N 3 Sewon Bantul in the academic year of 2015/ 2016 using picture series.

#### **F. Significance of the Study**

The results of the study are expected to give contributions to the teaching and learning process of writing.

a. For the Teacher :

The researcher highly expects that this research is helpful to the English teacher to be capable of increasing students' motivation in teaching English, especially in writing class. In addition, the teacher is expected to use more interesting media in the aim of supporting teaching learning process.

b. For the Students :

The students' writing ability is improved, especially in writing a recount text.

c. For other Researchers :

The researcher expects this study to inspire and help the other researchers who will conduct research in the future.

## **CHAPTER II**

### **REVIEW OF RELATED THEORIES**

This chapter consists of three parts. They are the theoretical review, the relevant research, and the conceptual framework. These three sub chapters will be discussed below.

#### **A. Theoretical Review**

##### **1. Writing**

###### **a. The Nature of Writing**

Writing is not an easy activity to do. Writing is a complex process of generating idea. It has steps to conduct writing activity. Brown (2001: 335) explains that

“Writing is a written product of thinking, drafting and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into written text, how to revise text for clearer meaning, how to edit text for appropriate grammar and how to produce a final product”.

Based on the statement above, we know that writing is one of the very important skills in English. Writing should be acquired by the students well. Writing cannot be separated from academic context, business context, and of course as a bride of communication, writing is very crucial within the international relationship. Students need to develop writing skill because academically writing is very important. Writing belongs to productive skill that makes students to produce texts. It is more than just receiving information or finding facts like what students do in listening and reading. Oshima and Hogue

(1997: 2) states that writing is a new initiative, in which right now you first write something down, something that has been thinking about, what, and how you are going to explain it, read over it, then make differences and correction of what you have written.

Hyland (2004: 09) states that writing is an approach to share someone's thought. People develop their own particular perspectives on a specific subject. They will share their perspectives on the specific theme to write. Someone's perspectives might be unique compared to each other. It relies upon their opinion. Subsequently, while developing their viewpoints, people need to make it reasonable and adequate.

Therefore, in writing process students need to be open minded and feeling free to express ideas also generating contents of their writings.

Bell and Burnaby (Nunan, 1989: 36) states that writing is an extreme complex cognitive action in which the writer needs to demonstrate control of a number of variables simultaneously.

Some variables are needed in the process of writing. At the sentence level, the writer cannot forget to be more concerned about punctuation, format, letter formation, sentence structure, vocabulary, control of content, and spelling. The writer also has to be focused on Structuring and integrating information into cohesive and coherent paragraphs well. Those statements explain that as a writer, focusing at the sentence level criteria is not the only thing the writer should be. Keeping the paragraph and text that they write cohesive and coherent is not less important.

Based on the explanation above, it can be known that before writing a paragraph or a text, students need to generate a certain process. Process of thinking is needed because before writing a text, the students need to gather ideas to write good stories or texts. As the name suggests, the composition of a written text is not only a collection of symbols, letters or sentences. It has meaning and context. It has to fulfill the criteria of good writings. It must be cohesive, coherent, and meaningful written texts. For that reason writing is dealing with stages of writing.

Spratt et al. (2005: 27) explains that conceptualizing, making notes, arranging, composing a draft, altering, creating another draft, and editing or altering once more are the stages of writing. To make a good writing, the writer should conduct a sequence of actions in a row. The first is prewriting. In prewriting, the thing that is should be done well is planning a strategy to write, such as gathering information and brainstorming. Second, the writer should make an outline of the information gathered in the first step. In this step the writer should generate the ideas into their own words and style of writing. Third, the writer should check the content and revise the outline into a good and meaningful paragraph or even text. Editing the content such as adding words or sentence and even doing the opposite is also needed to be done in this step in order to make the text better. The final step is to correct the text. In this step the writer should correct the capitalization, punctuation, sentences structures, spelling, words functions, tenses, and so onward. This step is not less important because it is

dealing with the sentence level of the text that will be written. The help from other persons who are trusted as experts is needed in this step.

In the purpose of making good writings, there are two skills that the writers should have. They are micro-skills and macro-skills of writing. Brown (2004: 221) pointed out those skills below.

The micro-skills are :

- 1) creating graphemes and orthographic pattern of English in writing,
- 2) creating writing at an efficient rate of speed to suit the purpose,
- 3) creating an adequate core of words and use proper word order patterns,
- 4) using conventional grammatical systems (e.g., tense, agreement, pluralization), pattern, and rules,
- 5) making sure a specific meaning in various grammatical forms, and
- 6) outlaying cohesive devices in written discourse.

The macro-skills are :

- 1) using the rhetorical forms and conventions of written discourse,
- 2) undertaking the communicative functions of written texts according to form and purpose, properly,
- 3) conveying links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification,
- 4) distinguishing between literal and implied meanings when writing,
- 5) conveying culturally specific references in the context of the written text correctly, and
- 6) developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

### **b. The Stages of Writing**

The stages of writing discuss the stages of how to write applied by the writer. Brown (2001: 348) explains that writing process focuses more on three stages of writing. Those are prewriting drafting and revising. In prewriting

gathering ideas which can be done in many ways such as brainstorming, listing, reading, surfing, talking about the topics to others, clustering, free-writing, skimming, scanning, researching, and instructor initiated question are must to be done. Then in drafting and revising steps, the core processes of writing in traditional approaches also have to be done.

Hyland (2002: 91) states that the stages of writing are prewriting, writing, editing, rewriting, and publication and appreciation. In prewriting, gathering ideas such as brainstorming free writing, clustering, topic analysis, organizing, and planning are the things should be done. In writing stage, the writer should make drafts. Then, the writer should edit the writing that the writer has made before, for example making the sentence more sufficient or giving improvements to the paragraph or text. After finishing previous stage, the writer should identify the structure of the writing. Then he revises the text, and also employs peer feedback at the end of this process. Proofreading and buffing, assessing the final text or paragraph, and also publication will be done in the last stage.

Furthermore, Harmer (2004: 11) also explains precise stages of the writing process. Those are :

### 1. Planning

This first step lets students to gather ideas of what to write. It can be done by making a list of ideas that lead them to write a paragraph or text. This stage cannot be separated from three main concerns. The students should be concerned

about the aim of the writing they are going to write, the target of their writing, and the last one is content of the structure to sequence the facts, ideas or arguments.

## 2. Drafting

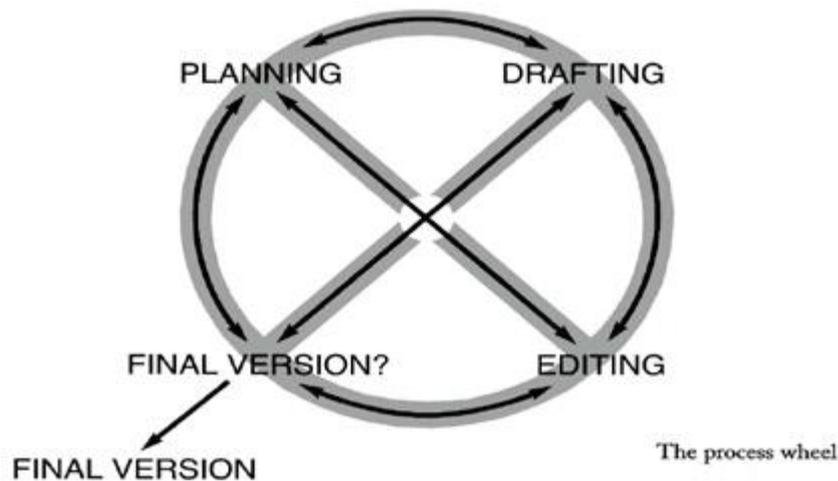
In this stage the students start to write the paragraph or text based on the list they have been made before in the previous stage. They can write any ideas related to the topic chosen before without feeling scared of making mistakes whether it is the content or the grammar.

## 3. Editing

After finishing the first draft, the students re-write it. The goal of this action is to make sure the content of the writings to work. This process can be done orally or even by taking notes and feedback from the teacher. This is helpful for the students to make revision of their writings. From the revision, it can be seen the text that has been written. This step helps the researcher to check the coherence of the text and to produce further ideas, also to encourage the students' finding and correcting their mistakes in writing.

## 4. Final Version

Final Version is the last stage when students re-write the draft after revising with peers and teachers. After passing the previous steps the students will make good final writing products.



**Figure 1. Writing process stages called the process wheel**

## **2. Characteristic of Junior high school Students**

As it is commonly known, teaching teenagers needs special ways. Teenagers are in the middle of an age range. They are not children but we cannot categorize them as adults. It is more complicated to teach students in this stage of age. Junior high school students are included. They have singular characteristics.

It is undeniable for a teacher to understand the characteristic of the students at this level. The teacher is expected to have a teaching method that is appropriate to the students at junior high school. Brown has stated (2001: 92) there are five characteristics of teenagers. First, teens are able to solve problems with a commonsensical thinking since that a good intellectual processing is increasing in this stage. The reason is that abstract optional thought are included in their capacity of cerebral in this stage. Second, teens focus on an object longer time than the children. The reason is that they are in maturation process of thinking, and the teenagers' attention spans expand.

Third, even though there is a need of a variety of sensory input, the increasing of abstraction overrides the five senses. Fourth, the teens are becoming ultrasensitive emotionally such as ego, self-image, and self-esteem in this stage, because the physical and emotional features are changing. Last, it is undeniable that teenagers are more mature and ready to be concerned on grammar point and vocabulary mastering, the teachers are not suggested to insult them with stilted language or giving an over correcting to their works to bore them.

Those five aspects cannot be forgotten, remembering they are not children anymore even though they have not stepped into the adult stage. Their characteristics are singular therefore the teacher should be treating them properly.

### **3. Teaching Writing**

Teaching English formally at school cannot be separated from teaching the four skills to the students. The importance of teaching the four skills is undeniable especially in teaching English as a foreign language (TEFL). As stated by BSNP in 2006, the goal of teaching and learning English academically in school is that the students achieve the functional level such as reading a newspaper and comprehending a book. The students are expected to be able to communicate in the aim of solving their problems that happen in their daily life, whether it is in the spoken form or even in the written form.

Harmer (1998:79) explains that reinforcement, language development, learning style, and writing as a skill are the reason why writing skill has to be taught by the teacher. Furthermore, the several reasons will be explained below.

a. Reinforcement

The visual demonstration of language development is significant and it is used as a guide to commit the new language to memory. Students find that the visual demonstration is helpful to write sentences often. It is valuable to write sentences utilizing new language not long after they have contemplated it shortly after they have studied it.

b. Language development

It appears that the genuine procedure of writing helps the students to learn. The mental action to develop appropriate writings is all part in the ongoing learning background.

c. Learning style

Writing is suitable for such learners. It is a reflective activity rather than the surge and trouble of face-to-face communication. Since the students believes that constructing language in a slower way is more significant.

d. Writing as a skill

Writing a basic language skill is the main reason for teaching writing to the students. It is as important as speaking, listening, and reading. In this case, students require to know of how to write letter, how to set written reports together, and how to respond to an advertisement.

Harmer (1998:79) says that there are a few ways for the teacher to contemplate (1) the best approach to get the students to arrange. (2) The best approach to urge the students to draft, reflect and revise. (3) The best approach to react to the students' written work.

There are other factors which impact the success in teaching a writing skill. Hyland (2002: 78) states that fundamentally writing is obtained, rather than taught and the teacher's greatest strategies are being flexible and supportive. This means imply the respond to the particular instructional contexts. The age, first language and students' experience, the purpose of their writings, and their target writing; and giving broad encouragement as meaningful contexts, peer participation, earlier texts, valuable feedback and direction in the process of writing.

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

Based on the statement of *Depdiknas*, school-Based Curriculum (2006) teaching English in junior high school has some goals to reach. Those are stated below.

- a. Building up the communication ability as oral and written texts to accomplish the functional proficiency level.
- b. Having senses about the significance of English to build the country competitive ability in the goal society.

- c. Building up the students' understanding about the relationship between language and society.

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

- a. Discourse proficiency, it is the capability to comprehend or make oral or written text based on the fundamental language skills.
- b. The capacity to make and comprehend different short functional texts, monolog, and essays, in the form of procedure, descriptive, recount and report.
- c. Supporting ability which is semantic capability, socio social skill and discourse framing ability.

Following the rules that has been stated above, teaching writing of a recount text related to standard of competence and basic competence based on the Ministry of Education for grade VIII students is the scope that was chosen by the researcher as the rule on this study

**Table 1. Standard of competence and basic competence**

<b>Standard of Competence</b>	<b>Basic Competence</b>
<p><i>Menulis</i></p> <p>6. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>6.1 Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis</p>

	<p><i>secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</i></p> <p><i>6.2 Mengungkapkan langkah retorika dalam teks tulis fungsional pendek yang sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</i></p>
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## 5. The role of Media

In order to reach a good quality and effective also sufficient teaching learning process, media are categorized as one of the most important things of this process. As the name suggests, media help the students to get more involved to the lesson. It increases motivation of the students and also helps to make the atmosphere and condition of teaching learning process to be more conditional and interesting for the students. Delivering material by using media is more effective since that the advantages mentioned above influences to the result of the teaching learning process.

Media vary in many categories. In teaching learning process, several media can be used as the facilitator and bridge of material transferring process in order to improve and develop the students' ability.

There are types of media which are used in teaching and learning process to improve the students' ability. According to Ministry of National Education

(2009:6) there are seven media which are used by teachers in the classroom.

Below are the kinds of medium :

a. Pictures

Teacher can use pictures to empower and motivate students in making writings. The photos can be as photos of people, places and things which are in magazines, newspaper, and calendar or the accessible printed pictures.

b. Relia or real objects

The authentic items are used as a part of the teaching and learning procedure of communicating by making the teaching learning activity clear, significant, and noteworthy.

c. Chart, Poster, and cartoons

Chart demonstrates the data in the form of diagrams or maps. Poster is a large printed picture or notice. Poster is utilized to give some data or publicize something. Cartoon is an amusing imaginative drawing.

d. Blackboard or whiteboard

A blackboard and white board are utilized to present or draw the materials to the students. Teacher can convey materials to the students by creating it on the board.

e. Audio Media

The recording device and speakers as the sound media gives the real material to listening activity.

f. Over Head Projector (OHP)

It is utilized to exhibit the materials more effortlessly than using a blackboard or whiteboard. Moreover, educators have to give careful consideration to the learners and ensure that the learners give more regard for the presentation on the OHP.

g. LCD projector

It is used to associate the perception of the materials from the PC to the display case.

To help teachers in conveying the material, media are very valuable. Other than that, those can be valuable for the students since they can react to the lesson from the educator and help them in writing. Pictures as visual media have a potential as teaching aids develop students recount text writing ability. It motivates the students in generating ideas.

Harmer (2007: 178) states that the teacher must always use pictures in teaching learning process. As the picture is applicable to be used in the teaching learning process, there are several rules to be followed as criteria in using pictures as a medium of teaching learning activity. Wright (1992:3) states that the criteria in using pictures are:

- a. They should be easy to establish
- b. They should be easy to distinguish in the classroom,
- c. They should be attractive,
- d. The activity have to be significant and authentic, and
- e. The activity should propose rise to an adequate amount of language.

As the encouragement, picture works very well to create inspiration to write a paragraph or text. Pictures help to give imagination of what to write. As stated by Harmer (2007) there are some ways to use picture as media. Those ways would be explained below.

- a. Describing pictures

One method for motivating students to expound on pictures is asking them to write a description of something. Describing something by using a photo is effective, in light of the fact that the students don't have any idea to write.

- b. Suspects and objects

A variation of picture description gives students an assortment of pictures and gets some information about stand out of them. After compose the depictions, the photos are set up on the board. The students then give their description to another student who needs to distinguish which picture is being described.

c. Write the postcard

In this action, teacher gives the students postcard scenes and requests them to write the postcard which they would hope to write. Any holiday picture can be utilized for this action.

d. Portraits

This media can be used for a number stimulating writing tasks. Students can write a letter of a portrait, getting some information about his or her life and clarifying why they are writing for them.

e. Story tasks

In writing stories, there are various diverse errands which students can be requested that embrace. These undertakings are (1) for sensational pictures, (2) students can be given a series of picture of arbitrary object and asked to pick four of them, and write a story, (3) students can be given a series of picture in sequence and write a story, (4) students can be given a photo and feature or subtitle and asked them to write a story which is suitable the photo and the clue words

## **6. Picture series**

In the global era, teaching learning process is no longer traditionally done. In the nowadays teaching learning process, visual media are highly suggested to use. Improving students' writing ability will be more effective if the teacher uses visual media as facility. Those help the teacher to attract students to focus on the lesson. It also helps teacher to deliver the materials to the students easier. There are variations of media that the teacher can use. They are picture, photo, video,

bar, and illustration. The researcher decided to choose picture as the media of English teaching learning process in this study.

Wright (1989:17) states that sense of the context of the language in pictures can be stimulus and specific reference points to the students. He also stated that students' motivation and interest can be improved within the use of picture in teaching learning process. Picture can be easily found in many sources. It can be found in printed form such as magazine, newspaper, photo, etc. It also can be found in a non-printed form such as picture downloaded from internet.

Joklova (2009:19) states "*The picture is used in a more meaningful and 'real -life-communicative' way than being just displayed for students to say what they can actually see*". Picture is very beneficial in attracting students to be focused on the teaching learning process. In addition, picture also gives students inspiration to write. There are some kinds of picture that can be found such as photo, picture cued, posters, picture series, etc. The pictures, however, have their own functions in every side. There are roles of each picture. Wright (1989:17) explains that pictures can motivate the students to take part in the teaching and learning process. They contribute to the context in which the language is being used. The pictures can be described in an objective way. Then, pictures can cue responses to questions or cue substitutions through controlled practice. They can stimulate and provide information in the conversation, discussion and storytelling.

The researcher decided to use picture series in this study. Picture series define a serial of picture that has sequence of each picture. Wright (1989:201) explains that describing a process and the context of the text can be found by

keeping picture series sequences. Yunus (1981) stated “*A picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events.*” The researcher modified the picture series to teach writing a recount text for eighth grade students of junior high school.

## **7. Recount text**

Recount text is a text that is used to retell past events. It could be someone’s experience or events that happened in the past. Anderson (2002: 29) describes the generic structure of a recount text. The explanation is presented below:

### **a. Constructing a recount text.**

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

**b. Grammatical features of a recount.** A recount usually includes the following grammatical features:

- 1) Proper nouns to identify those involved in the text.
- 2) Descriptive words to give details about who, what, when, where, and how.
- 3) The use of the past tense to retell the events.
- 4) Words that show the order of the events.

## **B. Relevant studies.**

A study conducted by Puji Astuti (2011) entitled *“Improving Students’ Ability in Writing Recount Text Through Picture Sequences at X Grade Darul Ma’arif Cipete”*. The result of the research shows that picture series helped the students to be more active and enthusiastic during the lesson. They seemed motivated by the use of picture series. The picture series were also accepted well by the teacher.

A study written by Yusnita, Sada, and Novita (2011) entitled *” Improving Students’ Recount Text Writing by Using Picture Series to the Tenth Grade Students of SMK Panca Bakti Kubu Raya in the academic year2011/2012”*. The writers explain that picture series help students to improve their writing ability. It shows by the gaining scores through the implementation of picture series in the teaching learning activity. The students also felt more enthusiastic to learn English. They seemed to be more active during the class.

A study conducted by Munawarah (2012) entitled *“The Use Of Picture Series To Improve Students’ Ability In Writing Recount Text At SMPN 3 Banda Aceh”* The result of the research shows that picture series improved students’ writing ability in writing recount text as well as it improves students’ vocabulary mastery. It is proved by the gaining scores of each aspects dealing with writing a recount text. The teacher also felt glad to use picture series as a media to conduct English teaching learning activity.

A study conducted by Ariningsih (2010) entitled *“The Effectiveness of Using Picture Series to Improve the Students’ Writing Skill Viewed from Their*

*Learning Motivation*". The writer explains the result of the study is successful. The students' writing ability improved through picture series using. The students had higher score after the use of picture series in English teaching learning activity. It shows by the gaining scores of the final test. The students were also more motivated to learn writing using picture series. It can be seen from students' behaviors and interests during the teaching learning activity.

### **C. Conceptual framework**

Students' writing ability in SMPN 3 Sewon needed to be improved. The lack of motivation and enthusiasm are the reason of this problem. They are not interested in the teaching learning activity because of the media used by the teacher are less motivating. The students also showed bad habit during the teaching learning activity. They may need media that help them to be attracted and motivated in the teaching learning activity. By reaching those aspects, students might feel comfortable and be more focused on the lesson. It increases the students' enthusiasm in following the lesson. Then at the final, the students will produce a good writing too.

The researcher decided to implement treatment using picture series dealing with English teaching learning activity. The researcher used picture series as media to teach recount writing. It helps students to generate ideas of writing a recount text. The picture series helps them to develop the paragraph into cohesive and coherent recount text. It also helps them to improve their creativity to make a good story of a recount text. In addition, the students' motivation also shows a development. The teaching and learning activity is more enjoyable for the

students, and the students are enthusiastic to follow the teaching learning activity. Furthermore the students are also enthusiastic and serious when they are enjoying the activity using of picture series in the teaching and learning activity.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter the researcher discusses the method used to conduct this research. The chapter consists of six sub chapters. They are research type, research setting, data collection, validity and reliability of data, validity and reliability of the writing tests, and procedure of the research. Every sub chapter which has been mentioned above is discussed below.

#### **A. Research Type**

This research was type of action research. According to Burns (1999) action research is the way to find problem solving in order to improve the quality of actions in social situation. It involves the collaboration and corporation of the researcher, collaborator, and commoners. In this case, the researcher helped by the teacher as the collaborator, and students as the commoners. In addition she adds that the characteristics of action research are contextual, small-scale, and localized.

In her book *Action Research for Improving Practice*, Valsa Koshy (2005:3) states her opinion similar to the previous theory. She states that action research is the action to find a new knowledge based on enquiries conducted within specific and practical context. According to her, the purpose of action research is learning through action toward to personal or professional development.

Based on the definition and purpose of action research above, the researcher found that this type of research best suited with the problem found in the class. Because of that, the researcher decided to use action research as the research type for this research. This study included in a type of action research because the purpose of this research was to improve the writing ability of VIII grade students of SMP N 3 Sewon using picture series in the academic year of 2015/2016 since the researcher found problems dealing with students' writing ability.

### **B. Research Setting**

This subchapter consisted of two parts. They are the place of the research and schedule of the research. These parts are presented below.

#### **1. Place of the Research**

This research held in SMP N 3 Sewon. The school has twelve classrooms, several laboratories including science lab, computer lab, multimedia lab, art lab, several restrooms, a teacher room, a canteen, a cooperative store, a mosque, and a student clinic. At school, there are several extracurricular programs for instance: Basketball, Traditional dance and Scout, Music, Band, and so on.

#### **2. Schedule of the Research**

The research began in April 1<sup>st</sup>, 2016 and finished in May 31<sup>st</sup>, 2016. There were 2 months in total which divided into three phases. The first phase was planning. This phase held at April 20<sup>th</sup>, 2016 to April 30<sup>th</sup>, 2016. The second phase was observing and acting. This phase held at May

1<sup>st</sup>, 2016 to May 31<sup>th</sup>, 2016. The third phase is reflecting. This phase will be held at June 1<sup>st</sup>, 2016 to June 10<sup>th</sup>, 2016.

### **C. Data Collection**

The researcher examined three things in this subchapter. The first was observation checklist, the second was interview guidelines. The third was tests. Those are explained below.

#### **a. Data**

The main data of this research were qualitative data that were supported by quantitative data. The qualitative data were interview transcripts and field notes. The quantitative data were the students' writing scores.

#### **b. The data collection techniques**

The data collection techniques will be:

##### **1. Pre-test and Post-test**

In the pre-test, the students were asked to write a recount text. After the treatment given to the students, they did post-test with the same content as before. The result of pretest and post-test reflected the students' writing ability improvement. It was used as quantitative data.

##### **2. Review Evaluation**

The review evaluated regularly by correcting the recount text. The result showed the improvement of the students' writing ability. It was used as quantitative data.

## **D. Data Analysis Techniques**

As Miles and Huberman stated (1994:10-12) in Sugiyono (2007: 337-345) in order to analyze the qualitative data the researcher did three steps they were the process of data reduction, data display and verification.

### **a. Data Reduction**

Data reduction was the same definition with headlining information required by concerning on the vital information, focusing on the theme and its pattern and also removing unused and unimportant information. In this research, the researcher selected, focused and simplified the data. It could not be left for the reason that enormous quantities and multifaceted data were still needed from the data composed from the field. Data reduction gave a clear pattern and map of the data, and it was very helpful to conduct the next data collecting process to complete the data.

### **b. Data Display**

Organizing data based on the relation among categories in order to be easily understood was the aim of displaying data. Therefore, the things what had been known, what phenomenon was, and what should be done next easily were known well by the researcher to help the researcher make it easier in doing the research. As it was commonly happened, almost all of the qualitative data is obtainable and can be found as the form of narrative texts. The researcher served the data in the form of qualitative data. The researcher did that in the aim to construct termination and settle on the act that is should be done after this step in this research.

### **c. Verification**

In this research, the researcher got the advancement of the realization and made termination based on the data display. Verification is the step where the researcher already concluded the data and the data were confirmed at this process. A temporary termination was obtained and it can revolutionized if a new data was found from the field, this was what happened after making the conclusion and verifying the data. On the other hand, it was a convincing conclusion if the data collected in the next process was not the opposite of the preceding conclusion. Calculating the mean of the students' translation scores of the writing tests in every cycle has been done in the case of analyzing the quantitative data by the researcher and collaborator. After that, the researcher did the process of evaluating the data.

In the purpose of validating the analysis result, the researcher considered to do the next process of analyzing the data. There were five steps that were categorized as data analysis technique. Those will be explained below.

#### **1. Assembling the Data**

The result of several data collection activity classified and gathered. The qualitative data was summed with the qualitative one whereas the quantitative data was summed with the quantitative one. The conclusion was drawn from both qualitative data and quantitative data. The data was

scanned to show broad pattern. The board pattern used to see what really occurred in the field.

## 2. Coding the Data

This technique began after scanning the data. In this step, the researcher reduced the data into manageable categories of concept, themes or types.

## 3. Comparing the Data

In this technique, the researcher was doing an observation in order to find repeated patterns in different data collection techniques. In this step, the researcher also identified the relationship different sources of data and frequencies of occurrences, behaviors, or responses.

## 4. Building Interpretation

In this technique, the researcher dealt with creative thinking in doing previous techniques in order to make sense of them. The researcher will discuss with the teacher to make a new discoveries or interpretations of the action.

## 5. Reporting the Outcomes

In this technique, the researcher presented the research's result in the form of a report. The report covered the process of the research and other findings as well as the outcomes from this research.

The report included the questions from underlying the research, research context, finding supported with the sample data, suggestion for the other research

## **E. Validity**

According to Burn (1999: 161-162), there are five criteria for research validity. They are: democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In this research, the researcher will use five of them in this research.

### **1. Democratic Validity**

This validity included the teacher and the students to give their ideas, suggestions and comments about the recount text reviewing activity implemented by the researcher whether the program is success or not based on the teacher and students' opinion.

### **2. Process Validity**

The validity related to the competency of the research. In include the students' writing ability and background knowledge, materials used by the researcher, classroom atmosphere, the learning media, and so on. Besides, the researcher will use interview to the students.

### **3. Outcome Validity**

This validity related to the result of the test. In this research, the validity will be measure by pre-test and post-test. Besides, the result of regular review will also be used to decide this validity.

### **4. Catalytic Validity**

This validity related to the extent in which the researcher allowed the participant to deepen their understanding of the social

contexts and make changes based on their understanding. In this validity, the researcher applied a condition in the class where the students looked at picture series and make a recount text based on it. It can be a short review that shows their writing competence inside the class.

#### 5. Dialogic Validity

This validity related to the use of discussion using dialog or conversation to determine the success and the weakness on the action. The research conducted several interviews with the teacher and the students in order to improve to the text actions.

According to Burns (1999: 164) there are four triangulations those are time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. These triangulations were implanted in order to reach credibility and to avoid partisanship in doing analysis process of the data. The researcher implemented a triangulation in the aim of gathering various perspectives on this research. The researcher used two of them which enlightened below.

##### **a. Time Triangulation**

Time triangulation reached as a result of collecting data loads of times. In this research the actions carried out in the two cycles. It was planned that each cycle consisted of two and three meetings.

### **b. Investigator Triangulation**

In this research, the collaborator or the English teacher and the researcher played role as observer. Investigator triangulation kept away from the observer predisposition and affords checks on the consistency of the observation. This triangulation could be completed by using more than one observer in the same research setting.

### **F. Research Procedure**

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

#### 1. Reconnaissance

In this step, the researcher made step to find the school facts and analyzing them. The researcher interviewed the teacher to recognize the problems occurred in the field.

#### 2. Planning

The researcher prepared instruments such as lesson plan, technique and the instrument to observe and evaluate the process of teaching and learning in the class.

#### 3. Action

This step was an action stage of the researcher. In this action, the students were supported and developed in their changed-behavior and responses.

#### 4. Reflection

At the end of action the researcher made an evaluation, the researcher made a reflection dealing with the problems occurring during the implementation action.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter presents information about the process of the research conducted in Cycle 1 and Cycle 2 as well as the result of the research. They are presented below.

#### **A. Reconnaissance**

The researcher conducted reconnaissance in order to find the problems occurring on the field. The researcher observed the classroom of class VIII B which was done in a one day. The observation was aimed to collect some inputs and valuable information from the teaching learning process in the process of English teaching learning activity in class especially in writing. Then the researcher conducted interview sections with the teacher and some of the students. The interview section was purposed to get some information related to the teacher's and the students' point of view and also their feelings dealing with English writing teaching learning process in the class. Based on the observation and the interviews conducted by the researcher, the result shows that the students' writing skill was still low and needed to be improved.

The students' writing ability did not reach the points that were expected by the teacher yet. Their problems were commonly happens for the students at this level. Such as organizing ideas, they were still confused of what they were going to write and also the students' motivation in joining writing class was still low. They made noises and they did their own activity which was not related to the writing class conducted by the teacher.

Those problems occurred in the field were obtained from the interviews both with students and teacher. Below are some of the interview transcripts with the students.

- 
- R: “*Membuat recount text ada kesulitan nggak dek?*” (**Do you find any difficulties in making recount texts?**)  
 S: “*Susah banget*” (**It is very difficult**)  
 R: “*Susah nya dimana? (what is the difficulties?)*  
 S: “*susah mencari inspirasinya*” (**It is hard to find inspiration to write**)  
 R: “*oh jadi nggak ada gambaran mau nulis apa gitu kan dek?*” (**Oh it is because there is no inspiration of what to write. isn't it?**)  
 S: “*Iya*” (**yes it is**)

Students-interview 7, May 4<sup>th</sup> 2016

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From the interview transcript above, it can be concluded that the students had difficulties in finding inspiration to write recount texts. They were confused. They also had problem with developing ideas of what to write.

- 
- R : *Halo dik selamat pagi apa kabar?* (**Hello, good morning, how are you?**)  
 S : *Iya alhamdulillah baik.*(**Alhamdulillah I'm good**)  
 R : *Boleh nanya nggak? Pelajaran tadi gimana?*(**Can I ask you a question? How was the lesson?**)  
 S : *Bingung mas gatau mau nulis apa gitu* (**I was confused of what to write**)  
 R : *Oh jadi ga ada inspirasi gitu ya?*(**So there was no inspiration was not it?**)  
 S : *Iya mas.*(**yes sir**)

Students-interview 5, May 4<sup>th</sup> 2016

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From the interview transcript above it can be concluded that the students also found difficulties in constructing sentence in recount texts. It showed that the

explanation given by the teacher was not understood by the students well. The materials given by the teacher during teaching learning process conducted in class were not attracting students' attention. They were confused in developing words to be sentences.

R: *Selamat pagi bu Parni gimana kabarnya?*(**Good morning Mrs. Parni. How are you today?**)

T: *oh baik ,sendirinya?* (**I'm fine , you?**)

R: *“Saya baik juga bu. Bu, kalo boleh Tanya, kesulitannya apa bu mengajar bahasa Inggris khususnya writing?”* (**I'm fine too thank you. Okay Mrs. Parni, if I am allowed to ask, what is the diffulties of teaching English especially in writing?**)

T: *“Susah mas, soalnya siswa kurang minat bahasa inggris. Apalagi mereka nggak fokus pas diterangin sama gurunya. Dan kalo pas nulis kayaknya bingung,mungkin nggak ada inspirasi, trus grammar sama kalimatnya juga belum bagus*(**It is quite hard because the students have a low motivation to learn English. Even more they do not focus on the explanation given from the teacher. And in writing they seem confused of what to write, it might be because they do not have inspiration. They also make mistakes in grammar and constructing a good sentence).**)

R: *“O begitu ya bu”* (**oh I see**)

T: *“ Iya “* (**yes**)

Teacher-interview 4, May 2<sup>nd</sup> 2016

From the interview transcript above it can be concluded that the students had low motivation in learning English. They had difficulties in generating idea of what to write and they also had difficulties in developing ideas in writing.

The test was administered in order to find the identification of how good students' ability in writing recount texts was before conducting the treatment commonly called pre-test. The pre-test was held on May 2<sup>nd</sup> 2016. It was purposed

to discover the students' recount writing ability in class VIII B of SMP Negeri 3 Sewon. A pre-test conducted in 90 minutes. The researcher asked the students to write a recount text in the paper that was given by him, and gave them a theme. The theme for the pre-test was about amazing experience. Therefore it was about writing recount text. During the pre-test was held, students had lack of motivation in doing their works. Some of them looked tired and wrote the text reluctantly and the other students seemed confused of what they were going to write.

After the students finished the tasks, the results of the tasks were analyzed. The researcher found that the students still met difficulties in writing recount texts. The ideas generated were less appropriate. The student only wrote some sentences in one paragraph of a recount text. They made mistakes dealing with the language feature of the recount texts they have written. They used incorrect form of verb two that indicated the lack of vocabulary mastery. Below are some of the students' works in pre- test.

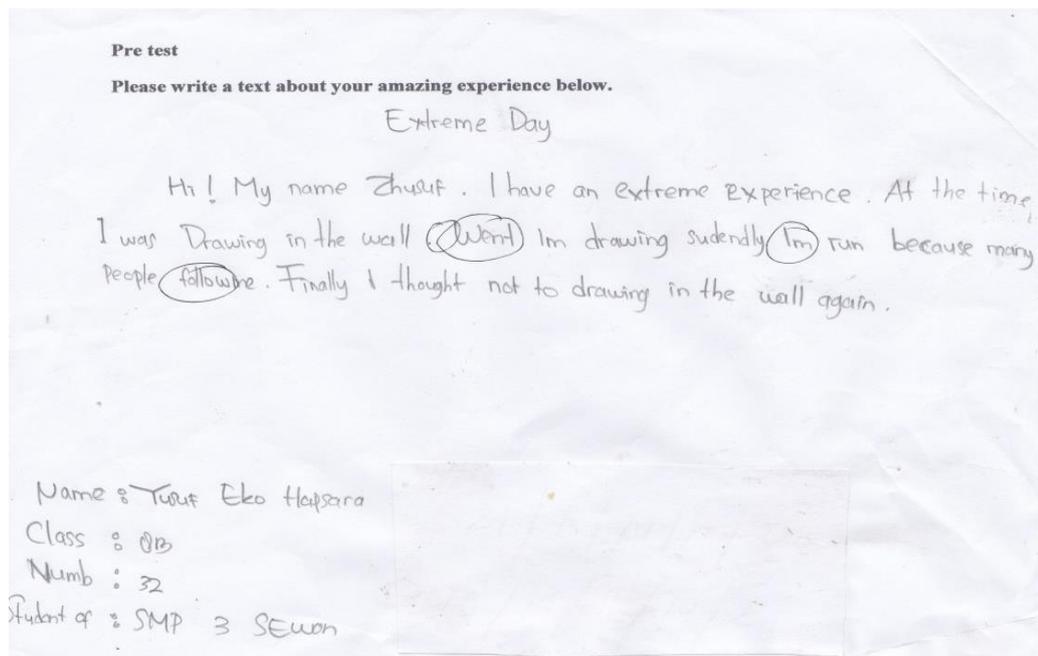


Figure 2. The example of students' work in the pre-test

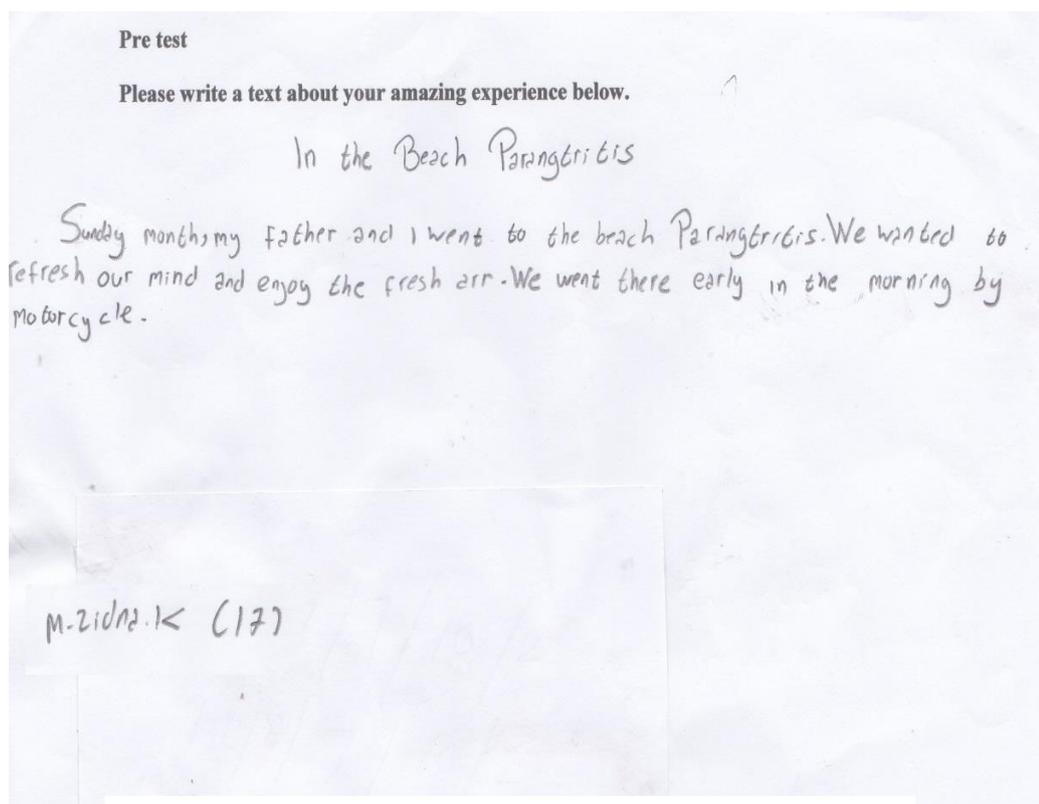


Figure 3. The example of students' work in the pre-test

Based on the figure 3 and figure 2 dealing with the students' works above, the researcher concluded that the students needed to develop the ideas of their writing wider. They were confused of what to write. It could be seen that the students' works were not on point. The process of developing ideas was not optimal. The students works above also proved that they did not understand about the language feature that should be used in writing a recount text. Recount text should be written in past tense form, because it was telling about the past events. As seen on the students' works above, they did not use the past tense correctly.

After conducting the pre-test the researcher found that the students had various scores for pre-test. The mean score of the pre-test was 56.75. The details of the students' score in pre-test are presented below.

**Table 2 .Students' mean score in pre-test**

Rater	Content	Organization	Vocabularies	Language Use	Mechanic	Total score
Rater 1	18.78	12.02	11.16	10.08	3.22	56.35
Rater 2	18.87	12.55	11.52	10.91	3.30	57.15
Mean Score	18.83	12.28	11.34	10.49	3.26	56.75

To perform the democratic validity, the researcher interviewed both students and teacher to share their beliefs that were used to build the action plans. The field of the problem was presented on the table below.

**Table 3 . Field problems of writing of recount text in VIII B of SMP Negeri 3 Sewon.**

NO	Field Problems
1	The students felt it was hard to Find and develop the ideas to write.
2	The students found it was difficult to construct the sentences.
3	The students had difficulty in writing mechanic.
4	The students were not accurate in using correct punctuation and spelling
5	Grammatical errors occurred in writing.
6	The media was not sufficient.
7	The teacher did not provide interesting media to the students.
8	The students participation to the teaching learning activity was low.
9	The students looked not enthusiastic to write a text

## **B. Report Cycle 1**

### **a. Planning**

After the researcher obtained problems occurring in the teaching learning process in writing class, he planned to have three meetings in cycle 1 in order to solve the problems. These meetings purposed to implement materials dealing with recount texts for VIII grade students in Junior High school. In this cycle the students were expected to get clear explanation about what recount text is and the generic structure of a recount text also the correct construction of recount texts so

that they could understand about how to retell the past events correctly is. In this research, the researcher acted as an observer and the teacher acted as a collaborator.

The lesson plans were made based on the syllabus. After that, the media were organized. Giving example of recount texts related to the picture series was also considered. The researcher designed steps for the teacher to give the students clearer explanation about the generic structure of the recount text. Then he planned various class activities of each meeting to be implemented in this cycle. He also designed activity for the students to make sentences based on the pictures that would be stuck on the board. In this cycle the researcher began to use picture series to help the students develop ideas of writing. The students should create a recount text based on the picture series given. Furthermore, the researcher designed for the teacher to discuss the results of the text in the class.

#### **b. Action and Observation**

The researcher administered action and observation with him as an observer and the teacher as a collaborator who helped him implemented the action designed by the researcher in the teaching learning process and gave solution to problems occurring in the class. In addition the collaborator took a role as an observer in the teaching learning process by filling observation checklist and taking pictures. This cycle was focused on recount texts. The researcher designed the materials based on the students' needs and the curriculum applied in the school.

He presented the materials related to recount texts, then he designed activities for the students to work together in pairs or groups, finally he designed activity for the students to write a recount text individually. The researcher believed this technique will be suitable with junior high school students' character. The specific information of the cycle 1 will be presented below.

### **1. The First Meeting**

The first meeting conducted on May 4<sup>th</sup>, 2016. The class started at 08.15 a.m. The teacher entered the class and greeted the students. After opening the lesson, she checked the attendance of the students by asking them who absence was. Then she had a little talk with one of the students. The teacher then walked to one of the students to get attention and gave him a question about recount text. The student kept silent. Then she showed a slide show prepared by the researcher about recount text. The students shared handouts given by the researcher related to the materials. The teacher explained the objective of the teaching learning activity. Then the teacher read the title of the recount text example loud. The title was "My Amazing Monday".

The students were asked about what kind of text presented was. One students responded by saying that it was a recount text. Then she said that it was right. Then the teacher asked the students about the relation between the picture and the text. The students said that it was the action-picture of the text. Next, the teacher explained about the generic structure to the students. The students were noisy then the teacher asked them to be quite. One of the students asked the

teacher about what tense a person use in writing a recount text was. Then the teacher explained the language feature to the students. Next, the students were asked to do the tasks. The first task was matching pictures to the jumbled sentences. They were looking tired and lazy to do this task. However they finished doing the task and then the teacher and the students discussed the task together. After finishing the discussion the teacher directly asked the students to do task 2 and task 3. They were arranging the jumbled sentences based on the actual pictures and making sentences which are matching with the pictures presented in the past tense form. They were very quite in case of tiredness.

After 15 minutes doing the task, the teacher pointed out some students to answer the questions. Some of the students were shocked and seemed afraid. The teacher was a little bit disappointed with the students. They answered the question quite well even though some of they did not give the correct answer because of the lack of understanding the meaning of words in the tasks, but that was the process of learning. When time was 5 minutes to go for the lesson to be over, the teacher concluded and summarized the materials given that day. She checked their understanding about the materials by repeating some important points about the materials presented. Then she closed the meeting and ended the lesson.

In the first meeting, the researcher as an observer conducted an interview section with the student. Below is the transcript of the students' thought of the lesson.

---

R: *“Hallo dik, gimana tadi belajarnya? Seneng nggak? Ada kesulitan kah?”* (**Hello , how was the lesson ? Are you happy with that? Any difficulties?**)

S: *“Iya mas seneng kok ,cuman pas nulis text nya itu aku agak susah nerjemahin kata-kata nya di bahasainggris.”* (**Yes Brother, but I have problem in writing the text it was to translate words to English**)

R: *“Oh jadi susah di translatingnya ya ,jadi vocabnya kurang gitu kan?”* (**Oh so it is hard to translate, so it is because of low vocabulary mastery isn't it?**)

S: *“Iya mas ,tapi tadi jadi ada ide lho mas nggak bingung mau nulisnya soalnya gambarnya tadimembantubuatberimajinasi gitu.”* (**Yes brother, but I was easy to get ideas to write I wasn't confused, the pictures series are very helpful for me to imagining**)

R: *“Oh ya jadi gambarnya membantu ya dik,?”* (**oh so the picture was helpful right?**)

S: *“ya mas”* (**yes**)

Students-interview 6, May, 4<sup>th</sup> 2016

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From the transcript above it could be concluded that the students' still had problems with vocabulary mastery and translating the meaning. However the statement from the student interview showed that picture series were very helpful for them in developing ideas in writing recount texts.

## 2. Second Meeting

The second meeting was conducted on May 16<sup>th</sup>, 2016. The teaching learning process began at 08.15 a.m. The teacher opened the meeting by greeting the students. She started to call the students' name to check the attendance list. The teacher reviewed the materials about recount texts that were presented in the last meeting. Next the teacher asked one student to come front and asked him to share the handouts which were designed by the researcher to other students. The

teacher asked the students to read the recount texts entitled “My Grandmother’s Birthday”. The teacher assigned the students to discuss the generic structure and language features of the recount text. Next, the teacher discussed it together with the students.

In the next session of teaching learning process, the teacher asked the students to do a task. The task was about filling the blank space with appropriate verb form. However the students finished the task quite fast because almost all of them brought word bank book. The teacher discussed the answers together with the students. The situation was under control because there was the researcher who seemed to give different atmosphere to the class. The researcher helped to control the class by walking around and calming down the students who were busy with their own business. Next, the teacher gave another task that was matching words with the correct meaning on the box. The students seemed very enthusiastic dealing with the task. They did the task cheerfully with a high curiosity. The students asked the teacher and sometimes the researcher about the task that might was not clear enough for some of them.

The teacher saw some students on the back who were joking around and disturbing their friends. Therefore, the teacher came to them and warned them to do the task. However they finished the task then the teacher directly asked them to do the next task that was making sentences based on the picture series on the handout shared. The students were asked to make paragraph based on the picture series in a group of 4. They were allowed to open dictionary to do this task. The students did the task fast and happily. They asked the teacher whether the

sentences they make were correct or not. The teacher walked around the class to check their works.

The students completed the task and the teacher discussed the task together with the students. After finishing the task, students submitted their works to the teacher and the teacher asked them to do the next task that was making a recount text based on the picture series individually. They did the task quietly. The class was so silent. They looked serious to do this task. They finished the task for about approximately 15 minutes. Next the students submitted their writings to the teacher.

The class was about 5 minutes to end. The teacher informed the students to bring dictionary for the next meetings. Before closing the class, she reminded the students of what they have learned that day. The students responded well by answering the teacher's questions. Then one of them asked to the teacher if they were allowed to break directly after the lesson ended. The teacher was smiling and ended the lesson.

In this meeting, the researcher as an observer conducted an interview section with the student to find out the students' attitude dealing with the lesson conducted. Below is the transcript of the students' thought of the lesson.

---

R: "*Apa masih ada kesulitan dik?*" **(do you still have difficulties?)**

S: "*Iya mas ,akubingung verb duanya kok ada yang "ed" ada yang berubah bentuk*" **(Yes brother, I'm confusing about the verb 2 which was added with "ed" and changing the form"**

R: "*Itu namanya regular dan irregular verb , sering baca kamus ya dik*" **(those**

**are called regular and irregular verb, open your dictionary more often”**  
S: “*Oke mas*”(okay brother)

Students-interview 9, May 4<sup>th</sup> 2016

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From the interview transcript above it could be concluded that some of the students still had difficulties in using the correct verb form. The teacher and the researcher suggested the students to read dictionary more often.

### **3. Third Meeting**

The third meeting was conducted on May 18<sup>th</sup>, 2016. The teaching learning process began at 08.15 a.m. Since that this meeting was the end of the first cycle of the research, the researcher focused on the recount text writing activity. He designed two activities that would be taught by the teacher to the students in class. The teacher started the teaching learning activity in the class by greeting the students and saying a prayer. She checked the attendance list whether there was a student did not come to the class or not. Firstly the teacher showed an example of a recount text. The students seemed familiar with the recount text. They directly guessed that the text was kind of recount texts. Next, the teacher conducted a group discussion with the students to find the generic structure of the recount text. The students were so enthusiastic to follow the discussion. They actively answered the teacher questions about the generic structure of a recount text in the class.

One student was asked to come to the front to share handouts for a whole student. The first task was a pair assignment. The students were asked to fill in the

blank space with the correct form of the verb in the text. The students did the task easily since that they brought dictionaries to the class as the teacher asked in the previous meeting. The teacher walked around the class to make sure that the students worked the task seriously. The teacher asked the students whether they had finished the task or not. The students answered by saying that they have finished the task view minutes ago.

The answers of the task was discussed by pointing some students to answer the question started from the student who was talking with his friend on the right back corner of the class. Then he was surprised to know. He seemed not ready to answer the question. Then he tried to answer but the answer was wrong. The teacher asked to the whole class to check whether the answer was right or wrong. However, almost all of the students in the class answered the question correctly.

The next task was to write a recount text based on the picture series printed in the handout. The teacher explained the systematical of the task. She also discussed the pictures with the students before she asked them to write. The students were excited to guess what the picture was about. It indicated that the students were attracted to join the teaching learning activity conducted in the class. The teacher asked the students to write a recount text by themselves. She gave 40 minutes for them to do the task. In the first 15 minutes, the class was quite since the students were serious to do the task. The next 25 minutes the students started to talk around to their friends asking them about their works. The teacher and the observer walked around the class and helped the students if they

needed helps. The bells were ringing it was the sign of the class should be ended. The students submitted their works to the teacher. As usual the teacher summed up the activities and the materials given in the class. She closed the class and said goodbye to the students.

In this meeting, the researcher as an observer conducted an interview section with the student to find out the students' attitude dealing with the lesson conducted. Below is the transcript of the students' thought of the lesson.

---

R: "*Selamat siang dik ,tadi soalnya susah nggak?*" (**good afternoon, how was the task? Was it hard?**)

S: "*Iya mas susah, bingung membentuk kalimat sesuai grammar yang bener itu mas*" (**Yes it was, it was confusing of how to construct grammatically correct sentences was**).

R: "*Oh susahya, tapi membentuk ceritanya masih bingung nggak, habis ini mau nulis apa gitu*" (**Oh I see, but are you still confused of creating the story's ideas ? like "what should I write after this"**)

S: "*Nggak kok mas, jelas banget kan ada gambar ilustrasinya jadi tinggal lihat gambar*" (**No. it was so clear because of the existence of the illustration pictures. So we just look at the pictures**).

R: "*Oh iya , jadi lebih mudah yadik?*" (**I see, so it is easier right?**)

S: "*Iya bener*" (**yes that is true**)

Students-interview 10, May 16<sup>th</sup> 2016

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The interview transcript above showed that the students still found difficulties in constructing grammatically correct sentences. The students were confused to make a good complete sentence in the recount text. The past tense using was still a problem for the students. In fact the students felt that the picture series helped them to generate ideas and make a story of a recount text. It

indicated that picture series helped the students to improve their ability in making a recount text.

### c. Reflection

The actions to the students' writing ability were conducted as well. The researcher and the teacher made a small discussion between two of them. It evaluated the observation and the teaching learning process designed by the researcher in the first cycle. The result of the discussion would be used as basics for the researcher to conduct the second cycle.

In the first cycle discussion the researcher and the teacher conclude that the students still made mistakes in writing recount texts. They still wrote the text grammatically incorrect. The language features needed to be more concerned. The students still found difficulties in writing correct complete sentences. However the researcher required to conduct the second cycle. Below is the interview transcript of the discussion between the researcher and the teacher after cycle 1.

---

R : *“Selamat siang bunda , gimana bunda menurut njenengan siklus pertamanya? Siswa ada peningkatan nggak bunda dari sebelum sama sesudahnya?”* **(Good afternoon ma'am, how was the first cycle? Is there any improvement before and after the actions?)**

T: *“ Siang juga mas, iya syukur siklus pertamanya lancarya mas, saya senang sekali siswa jadi lebih mudah dalam menulis teksnya mas karena mungkin ada gambar yang membantunya mas, peningkatan nya cukup signifikan di segi itunya mas”* **( Good afternoon, yes we should be thankful that this cycle has been done as well, I am glad that the students are now capable of writing the text easier it might be because of the pictures helped them. The development is quite significant in that portion)**

R : *“Tapi grammar nya masih perlu diperbaiki ya bunda, mereka jugamasih agak*

*kesulitan menulis kalmiat dengan past tense jadi saya akan melakukan cycle kedua bunda” ( But their grammar is still needed to develop ma’am, they also still feel hard to write past tense form sentences so I would like to conduct the second cycle)*

T : *“Iya ma situ perlu “(yes you should)*

Teacher-interview 17 May 18<sup>th</sup> 2016

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From the interview transcript above, the researcher and the teacher concluded that they needed to conduct the second cycle because the students still found difficulties in constructing grammatically correct sentences. They made mistake in writing complete sentences in the text. The language features used also needed to be improved. However, after concluding by the discussion of the first cycle, the second cycle would be conducted to improve students’ ability in writing recount texts through picture series.

## **C. Report of Cycle 2**

### **a. Planning**

The second cycle was conducted based on the result of the first cycle. The teacher and the researcher decided to conduct the second cycle in order to solve problems which are occurred after the first cycle and to improve also to optimize students’ writing ability. The problem was the students still found difficulties in constructing grammatically correct sentences. In this case the researcher and the teacher decided to improve the materials based on the problem occurred. In the second cycle the researcher still used picture series to improve students’ writing ability. The teacher took a role as a collaborator and the researcher took a role as the teacher in the cycle 2. The second cycle consisted of two meetings. Each

meeting has its own role. In the meetings, the researcher also created some activities which are expected to improve students' ability in writing.

Activities related to writing a recount text in the class was planned to be made by the researcher as the teacher. He planned to explain the generic structure of a recount text and also the language features used in writing a recount text. The teacher planned to ask students to do tasks. In order to avoid students' boredom, the researcher planned to give them a task which should be done in a group of 5 or 6. The students were asked to discuss the picture stuck on the board by the teacher and developed ideas to make good sentences then constructing a recount text. To solve the problems occurred in the result of the first cycle, the researcher planned to focus on the constructing grammatically correct sentences and producing recount texts. He designed tasks which were designed to improve the students' writing ability. The students were asked to identify the generic structure of the recount texts, to write drafts based on the picture then developing ideas as the final task.

#### **b. Action and Observation**

Action and observation were administered with the researcher as a teacher and the teacher as an observer who helped him to observe the action designed and implemented by the researcher in the teaching learning process and gave solution to problems occurred in the class. The second cycle consisted of two meetings. The detail explanation of each meeting will be presented below.

## 1. First Meeting

The first meeting was conducted on May 23<sup>th</sup>, 2016. The teaching learning process began at 08.15 a.m. The teacher opened the meeting by greeting the students. He started to call the students' name to check the attendance list. The teacher reviewed the materials about recount texts that were presented in the last meeting. Next the teacher asked one student to come front and asked him to share the handouts which were designed by the researcher to other students.

The teacher called another student and asked her to help him preparing the LCD monitor to the electricity and connected the teacher's laptop to show students about recount text and the generic structure while he stuck pictures series on the board and the other students preparing the stationary. He started to conduct the discussion by saying "*Siapa yang tahu ini teks jenisa apa?*" The students were very excited to participate in the discussion between the teacher and them. They answered and responded the teacher's questions and explanations as well. Next the teacher asked the students about the language feature of the text. One of them answered the question correctly. The teacher explained about regular and irregular verb which are different. The students looked focus on the teacher's explanation. They said "*Oh gitu to* " almost together in a one time after the teacher finished his explanation.

When the pictures were ready to be used, the students were asked to make groups consisted of 5 or 6 students. After that the students discussed the pictures series stuck on the board by the teacher and developed ideas to make good

sentences, they constructed a recount text in the paper provided by the teacher to be submitted after they finish the task. The teacher gave them 40 minutes to finish the task. The discussion between students was productive. Every student in the group took a part in the discussion as well. They looked very enthusiastic in the class dealing with the materials and task given by the teacher. They gave their opinion about what the pictures were about.

The researcher who played role as a teacher in the class walked around in the class to make sure the students find no difficulties in doing the task. The students asked the teacher what words meaning were, the way to construct complete sentence correctly, and also the correct way to put punctuation in the text was. The teacher helped them as well. The teacher also gave them some vocabularies written by him on the board which are often be used in writing a recount text.

10 minutes before the time was over, the researcher reminded the students about the time. They worked faster to finish the task. The time was over in the first meeting of the second cycle. All of he students' works submitted to the teacher before the bell rings. Before close the meeting the researcher reminded the students to read dictionary more often to increase their vocabulary mastery. Then he closed the meeting by saying a prayer.

In this first meeting, the researcher as a teacher conducted an interview section with the student to find out the students' attitude dealing with the lesson conducted. Below is the transcript of the students' thought of the lesson.

- 
- R: “ *Menurut adek gimana tadi belajarnya enak nggak?*”(what do you think about the last lesson we conducted ?)
- S: “ *Asyik banget mas , gayeng, gambarnya bikin semangat jadi berasa nonton kartun*”( it was so fun, cheerful, the pictures made us feel like we were watching cartoon movie)
- R: “ *Aadi bingung nggak tadi nulisnya? Bisa mengubah bentuk verb 1 jadi verb duanya?*( did you get confused in writing the text? Were you be able to change the verb 1 into verb 2?)
- S : “ *Nggak bingung mask an ada urutan gambarnya, kalo ngubah verbnya udah agak bisa mas kan udah diajarin sama masnya tapi ya masih salah salah dikitlah haha kan belum tau semuanya*”( I was not confused because there were the sequence of the pictures , about changing the verb form I am better now because you have told me to do that but somehow I made mistake I guess , I haven't master all of the common used vocabularies.)

Students-interview 18, May 23<sup>rd</sup> 2016

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From the transcript above it could be concluded that the students' problems with vocabulary and past tense were a little bit decreased by the treatment. The students started to be able to change the form of verb 1 into verb 2. On the other hand the statement from the student interview shows that picture series were very helpful for them in developing ideas in writing recount texts.

## 2. The Second Meeting

The second meeting was conducted on May 25<sup>th</sup>, 2016. The teaching learning process began at 08.15 a.m. Since that this meeting was the end of the second cycle of the research, the researcher focused on the recount text writing activity. He designed some activities that would be taught by the researcher who played role as a teacher to the students in class. The teacher started the teaching

learning activity in the class by greeting the students and saying a prayer. He checked the attendance list whether there was a student who did not come to the class or not. Firstly the teacher showed an example of a recount text.

The teacher began to ask the students the generic structure of the recount text. He asked the students who would be the volunteers to point out the generic structure of the text. Then 6 students raised their hands. It indicates they were started to be active in the class which means they liked the teaching learning process. The teacher pointed two students to come in the front of the class to point the generic structure of the text. Next, the teacher asked a whole class whether the answers were correct or not. A whole class answered together by saying “Yes that is true”. Then the teacher moved to the other point by giving them a question about the language features of the text to the other students. There were 8 students raising their hands to answer the question. The student who was chosen by the teacher answered the question correctly. Then the teacher shared handouts to the students. He started to discuss it with them when all of the students got the handout.

The researcher focused on discussing the use of past tense in writing a recount text. He explained further to the students the understanding of writing recount text. Generic structure, choosing appropriate word, and writing a complete sentence were also covered in the discussion. Next, the teacher moved to the picture series given to the students. The students were asked to guess what actually happened in the picture series. The teacher gave the students 15 minutes to discuss it with their partner and make short sentences for each picture

individually. The teacher checked their works one by one to make sure they find no meaningful difficulties in doing their works. The students were quite noisy since they discuss it with their partner but the teacher reminded them not to be over talking with their partner and forgetting their works. After that the teacher asked them to develop the short sentence of each pictures to be one recount text. He gave 30 minutes for the students to do this activity.

After the students finished the activity they submitted their works to the teacher. Then before the teacher closed the teaching learning process, he recapitulated the materials and task presented in the class generally. The teacher asked the students to learn and read dictionary more often to improve their English. Before leaving the class the teacher said goodbye and thanked the students for the cooperation. Then the teacher walked out from the class with compassion.

In this last meeting of cycle 2, the researcher as a teacher observed the student to find out the students' attitude dealing with the lesson conducted. Below is the transcript of the students' thought of the lesson.

---

R: "*Selamat siang dik ,gimana sekarang udah lebih gampang nulis recount teksnya??*"(**good afternoon, so is it easier for you now to write a recount text?**)

S: "*Iya mas gampang bingit kok, udah ngerti caranya*" (**Yes it is so easy, now I know how to write it correctly**).

R: "*Kira kira tadi masih ada yang salah nggak?*" (**do you think ypu still made mistake?**)

S: "*Ada kayaknya haha, tapi beda banget pas sebelum mas ngajarin*" (**I think**

**there are some mistakes I made haha, but it is so different compared to the condition before you taught us).**

R: “*Oh iya , jadi lebih mudah ya dik, enak pake gambar apa enggak?*” **(I see, so it is easier right?)**

S: “*Iya bener, enak pake mas kita jadi gampang banget mau nulis apa apanya gitu*” **(yes that is true, I guess picture helps much, it makes us easier to write)**

R: “*Oke makasih ya dek , belajar terus , banyak baca terlebih kamusya*” **(okay thank you, keep learning , read a lot especially dictionary)**

S: “*Iya mas, sukses buat masnya juga, sampai ketemu lagi ya mas kita bakal kangen, sering main kesini ya*” **( yes sir, success for you too, see you, we are going to miss you, be easy to come here)**

R: “*Ya dek pasti hehe*” **(yes for sure hehe**

Students-interview 19, May 23<sup>rd</sup> 2016

Based on the interview transcript above it could be concluded that the students did not have difficulties in writing a recount text. The fact was that picture series helped the students to improve their writing ability. The picture series made the students more passionate to learn and helped them to develop ideas in writing a recount text.

### **c. Reflection**

The second cycle of the research was ended. This cycle resulted improvement of students' writing ability. It could be shown by the scores of the students dealing with the post test the researcher was given. The scores were increased in the post test. It indicated the students' recount writing ability was improved through pictures series writing activity. The scores showed the improvements of some aspects in students' writing ability and their attitude to the classroom activity. Firstly the students found no difficulties in finding and

developing ideas in writing. Secondly they were enthusiastic and focused on the materials given in the class. Thirdly they made complete sentences and delivered the meaning of the text easy and understandable by the reader. Fourthly they cooperated better while doing a group discussion. Finally their vocabularies mastery was improved. Those could be seen in the result of the test. Those aspects showed that the implementation conducted well and resulted improvements to the students' writing ability.

From the result of the test in cycle two the researcher discussed it with the teacher about the techniques the researcher used in the teaching learning activity in class. How he conducted the classroom activity was so that the students' can be focused on the lesson. How he used the pictures series so that the students attracted to follow the teaching learning activity. How he was preparing the materials to make the teaching learning process flowed with the timing is. The results of the small discussion between the researcher and the teacher indicated the teacher should implement picture series often in the teaching learning activity.

Summarizing the conditions it could be concluded that pictures series helps to improve students writing ability especially in writing recount texts. The following transcript discussed the result of the second cycle.

---

R : *“Selamat siang bunda, bunda kira-kira ada peningkatan tidak terhadap kemampuan siswa dalam menulis sebelum dan sesudah treatment?”* **(Good morning ma’am, is there any improvements to the students’ writing ability before and after treatment?)**

T : *“Iya mas pagi juga, ada sekali mas, siswa jadi sedikit tanya mengenai a pa*

*yang akan mereka tulis. Jadi lebih jelas begitu mas, dari skor juga ada peningkatan yang cukup*” (**Good morning, there obviously is, students were less asking about what the should write is , it was clearer. The scores also showed enough improvement**)

R: *“Syukurlah ya bunda. Berarti treatmentnya berhasil. Lalu perlukah diadakan cycle berikutnya bunda?”* (**I’m so thankful ma’amm it means that the treatment was successful. Then is it necessary for me to conduct another cycle? )**

T: *“Iya mas berhasil. Saya rasa tidak perlu itu nanti tinggal tugas saya yang mengajar mas”* (**yes it was. I guess it is not necessary, that is my job to teach**)

R: *“Oya bunda terimakasih sebelumnya”* (**okay ma’am, thank you so much**)

T: *“Sama-sama mas, sukses selalu ya”* (**you’re welcome. Success for you**)

R: *“Amin. Njeningen juga njih bunda”* (**amen. Success for you to**)

Teacher-interview 21, May 25<sup>th</sup> 2016

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From the interview transcript above, it could be concluded that the treatment worked well in improving students’ writing ability through picture series. The discussion about the result of the treatment above signified that the cycle 2 was the end of the treatment from the researcher remembering that the second cycle resulted the improvements of students’ writing ability.

#### **D. Students’ Score**

The researcher analyzed the students score during the research conducted. The scores showed the result of the implementation by the researcher that the treatment improved the students’ writing ability especially in writing a recount text. On the other hand, the students’ responses and behavior during the treatment also showed some improvements. They were motivated and enthusiastic to join the teaching learning activity.

The researcher had three meetings in cycle 1 in order to solve the problems identified. In this cycle the students would get clear explanation about what recount text is and the generic structure of a recount text also the correct construction of recount texts so that they could understand about how to retell the past events correctly. As the result of the first cycle, the students' writing ability was improved. They looked more serious in following the teaching learning activity and on the material presented. They started to discuss about the topic of the lesson conducted. It indicates they had curious in the teaching learning process. Furthermore the students' also improved in developing ideas dealing with writing a recount text. The students seemed understood of how to write recount text. Below is the students' works related to the improvement was achieved.

rite a story based on the pictures below.

Muhammad Febriansyah

**My Terrible Experience**



One day, Toni and friends play Touch. before play it they did hampim  
 sub. Well Toni targeted. Toni run  
 friend who hit Toni

After Toni ~~run~~ friends when run  
 Toni fell on grassed. Then friends  
 Toni help Toni because fell knee  
 sick.

Then friend Toni give a medicine  
 Toni

Figure 4. The example of students' work in the cycle 1

Students' works above showed the students still had lack of retelling past events. They did not use past tense correctly. The students' vocabulary also needed to be improved. They were not concerned of the punctuation of the text. However the students needed more practice to improve their ability in writing a recount text. Below is the interview between the researcher and the student which was supporting the statement above.

---

R : *"Susah nggak dik ngerjainnya? Masih bingung maunulis apa?"*

**"(How was the task? Were you still confused of what to write?)**

S : *"Susah mas, tapi udah mending ding soalnya ada gambarnya"*

R : *"Susahnya dimana memang?"* **(What difficulty did you find? )**

S : *"Pas tense nya masih kacau mas hehe"* **( the past tense I used was still not correct)**

R : *"Kalo nulis kalimat lengkapnya masih bingung?"* **( were you still confused to write a complete sentence?)**

S : *"Nah itu juga agak bingung soalnya tadi salahsalah gitu"* **( I was, I made some mistakes)**

R : *"Okay thank you for the time"*

S : *"Sama –sama mas"* **( you're welcome)**

Students-interview 22, May 25<sup>th</sup> 2016

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The transcript showed the improvement of the students dealing with developing ideas. They found that the pictures series helped them to generate ideas then develop them. In addition the still found some complicatedness in doing their tasks. The interview transcript above gave the researcher a finding that after cycle 1 the students still misunderstood about the use of past tense and they also still confused to make a complete sentence in a text. Since there were

improvements of the students writing ability, the researcher presented a table of students' score below to show increasing of the students' score.

**Table 4 : Result of students' score in pre-test.**

Rater	Content	Organization	Vocabularies	Language Use	Mechanic	Total score
Rater 1	18.78	12.02	11.16	10.08	3.22	56.35
Rater 2	18.87	12.55	11.52	10.91	3.30	57.15
Mean Score	18.83	12.28	11.34	10.49	3.26	56.75

**Table 5 : Result of students' score in cycle 1.**

Rater	Content	Organization	Vocabularies	Language Use	Mechanic	Total score
Rater 1	19.75	12.17	11.26	10.95	3.27	58.50
Rater 2	19.55	12.47	11.55	11.23	3.31	58.11
Mean Score	19.65	12.32	11.41	11.09	3.29	58.31

Table 4 and table 5, those tables above indicated the comparison between students' score in pre-test and cycle 1. From there it could be known that the increased score of the students' writing score is quite significant. Below is the comparison table of the students' mean score in pre-test and cycle 1

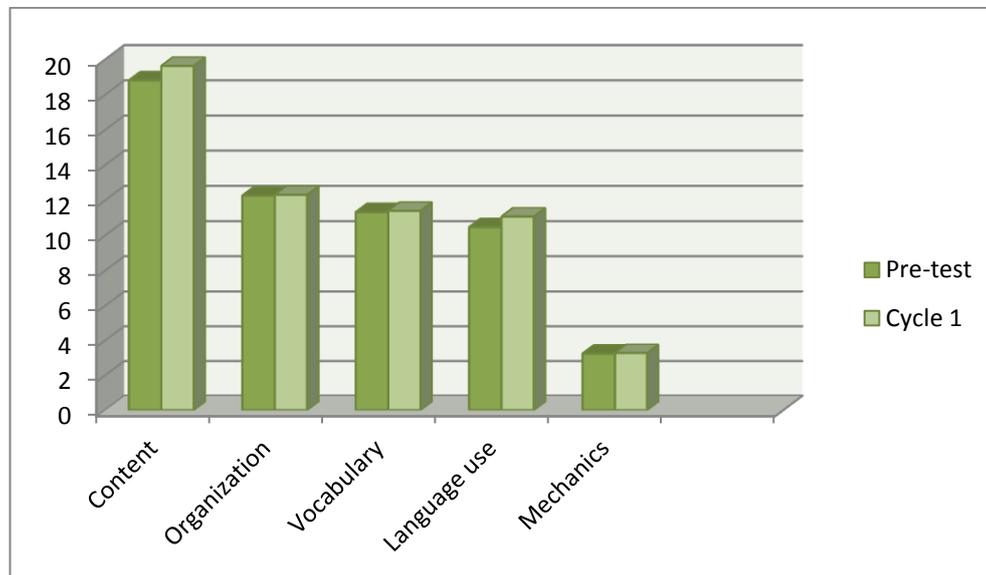
**Table 6 : comparison of students' mean score in pre-test and cycle 1.**

Test	Content	Organi zation	Vocabula ries	Language Use	Mechanic	Total score
Pre-test	18.83	12.28	11.34	10.49	3.26	56.75
Cycle 1	19.65	12.32	11.41	11.09	3.29	58.31
Gained score	0.82	0.04	0.06	0.60	0.03	1.55

As the table presented above, the students' score in cycle 1 after treatment increased compared to students' score in pre-test. The scores in five aspects show the improvement of the students' writing skill. The mean score of the students' score that covered the five aspects of the students' score are presented as follows.

Based on the table above, there are five aspects of writing scoring criteria. Those are content, organization, vocabulary, language use, and mechanics. The researcher found the improvement of students' score of each aspect. Firstly the content aspect gained 0.82 points. The mean score in pre-test is 18.83 while in the cycle 1 is 19.65. Then in the second aspect, the mean score of organization aspect in pre-test is 12.28 while in the cycle one is 12.32 it indicated the score increased 0.04 point. Third, the mean score in vocabulary aspect in pre-test is 11.34 while in the cycle 1 is 11.40 it means that the score gained 0.06 point. Next is language use aspect. The mean score in pre-test of this aspect is 10.49 and in the cycle 1 is 11.09. Thus the gained score is 0.6 points. Finally in the mechanics aspect the gained score is 0.33. It based on the comparison between the mean score of students' score in pre-test that is 3.26 and in the cycle 1 is 2.93.

The chart below envisioned the increasing of students' writing score in each aspect.



**Figure 5: The Students' Mean Score in the Pre-test and the Cycle 1.**

The chart shows that in the first cycle, the students' writing ability improved through the implementation of picture series. Furthermore, the researcher found students still made mistakes in writing recount texts. They still wrote the text grammatically incorrect. The language features needed to be improved. The students still found difficulties in writing correct complete sentences. However the researcher required to conduct the second cycle.

The second cycle was conducted based on the result of the first cycle. The teacher and the researcher decided to conduct the second cycle in order to solve problems occurred after the first cycle, and to improve also to optimize students' writing ability. The problem was the students still found difficulties in constructing grammatically correct sentences. In this case the researcher and the

teacher decided to improve the materials based on the problem occurred. In the second cycle the researcher still used picture series to improve students' writing ability. The teacher took a role as a collaborator and the researcher took a role as the teacher in the cycle 2. The second cycle consisted of two meetings. Each meeting has its own role. In the meetings, the researcher also created some activities which were expected to improve students' ability in writing. The researcher as the teacher planned to make activities related to writing a recount text in the class. He planned to explain the generic structure of a recount text and also the language features used in writing a recount text.

The teacher planned to ask students to do some tasks. The students were planned to discuss the picture stuck on the board by the teacher and to develop ideas to make good sentences then they were planned to construct a recount text at the end. To solve the problems occurred in the result of the first cycle, the researcher planned to focus on the constructing grammatically correct sentences and producing recount texts. He designed tasks which were made to improve the students' writing ability.

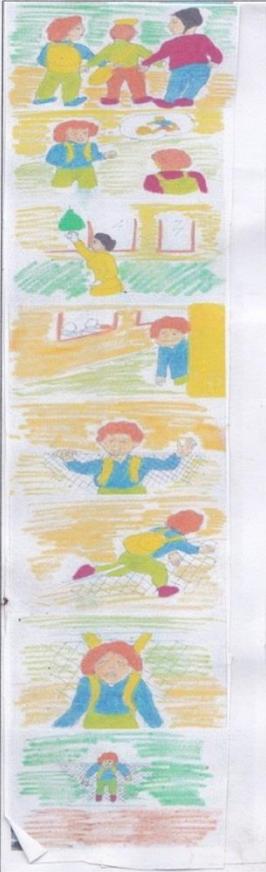
The purposes of the researcher conducted the second cycle were achieved. The phases which were expected to be improved after the cycle 2 were achieved. The students made better writings. They developed ideas to write easier. And the grammatical feature of the text seemed to be improved. The students' works shows the improvement of their ability dealing with writing recount text after the treatment given by the researcher in cycle 2. In addition, the second cycle indicated that the students were more enthusiastic in following teaching learning

activity conducted in the class. They were active and asked question confidently when it was necessary.

The students' writing ability was improved after the treatment in cycle 2. It showed with the gained scores the students achieved, and also from some interview transcripts between the researcher as a teacher and the students. Those improvements could be seen in the students' works examples below.

Revo (257)

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



Skipping the class  
 Iqbal and friend's have a plan's to played soccer in break time.

Break time its come. Iqbal sneaked in behind class room and walk to gates. Iqbal constructed few block's beside the gate's. He walked up the block's and jumped the gate's. few friend's was succes, but when Iqbal jumped the gate's the bag was stucked in the gate's. Iqbal called for a help but no one hear it.

Iqbal was crying. He ~~was~~ feel sorry from what's he done. He promised he will never skipping the class room again.

Figure 6. The example of students' work in cycle 2

LILIN

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



My embarrassing experience  
I want to playing football with  
my friends.

I bought they to skip gains class.

I and my friends was sneaking.

O-oww, There was a teacher in my  
front of table

My friends brought me to climbed  
a gates.

Oh my god, i and my friends was  
stuck. This is so shamefull.

My friends was ~~eye~~ cried.  
Ohhh, this is so annoying.

Figure 7. The example of students' work in cycle 2

Alifia Shafa (04)

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



Skipping The Class

Rama and friend's have a plan's to played soccer in break time.

Break time its come. Rama sneaked in behind classroom and walk to gater. Rama constructed few blocks beside the gater. He walked up the blocks and jumped the gater. Few friend's was succes, but when Rama jumped the gater the bag was stucked in the gater. Rama called for a help but no one hear it.

Rama was crying. He feel<sup>ke</sup> sorry from what's he done. He promised he will never skipping the classroom again.

Figure 8. The example of students' work in cycle 2

The students' works above could prove the improvement of students' writing ability. Even though they still made some mistakes, it has been decreased compared to their works at the first cycle. It could be seen in the picture above that the ideas in the text made by the students were developed. The paragraphs were more coherent and the content was developed. In addition the researcher conducted interview to strengthen the statement that the students' writing ability was improved in the second cycle. Below is the transcript of the interview conducted by the researcher between him and the student.

- 
- R: "*Helo dik ada perubahan nggak sebelum dan setelah saya ajar?*" **Masih berasa sulit?( hello, is there any changes before and after I teach you? Is it still difficult for you?)**
- S: "*Iya berubah banget mas, jadi dong cuman aku masih suka lupa buat ngganti verb nya*" **(Yes there is, now I understand but sometimes I still forget to change the verb form)**
- R: "*Wah ya jangan lupa dong dik haha ,tapi udah tau urut urutan recount text tu gimana, pake verb apa?*" **( wow don't forget it haha, but have you understood the order to make recount text, and the verb form?)**
- S: "*Udah mas dong kok cumin sok bingung verb 2 nyagabisa*" **( yes I have, but sometimes I cannot change the verb form)**
- R: "*Buka kamus dong*" **( then open your dictionary)**
- S: "*Iya mas hehe*" **(okay sir hehe)**

Students-interview 23, May 25<sup>th</sup> 2016

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- R: "*Tadi kesulitan nggak mbak?*" **( did you find difficulties?)**
- S: "*Agak mas, tapi tadi nulisnya banyak jadi capek hehe*" **( a little bit, but I wrote long that's why I'm tired now)**
- R: "*Sulitnya di bagian apa dik?*" **( what part is the difficulties you found?)**
- S: "*Pas bikin kalimat itu mas, tadi bu parni juga bilang salah kurang lengkap gitu trus tapi dibantu juga sih*" **(at making the sentences buparni said that**

**it was incomplete sentence but however she helped me )**

R: “*Oh iya jadi harus dilengkapi*”(o yes you must complete it )

S: “*Iya mas (yes sir)*

Students-interview 24, May 25<sup>th</sup> 2016

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R: “ *Gimana tadi nggarapnya ?*”( **how was the task?**)

S: “ *Enak mas , banyak nulis tadi asyik kalo di kasih gambar jadi cetho mau nulis apa*” (**it was fun, I wrote long, it’s good there were pictures to help it made it clearer**)

R: “*Banyak salah nggak tadi?*”( **did you make many mistakes?**)

S: “ *Haha kalo itu tetep banyak deh kayaknya haha kadang lupa verb-verb nya soalnya* ”( **haha I might made some haha because sometimes I forgot the verbs** )

Students-interview 25, May 25<sup>th</sup> 2016

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From the example of students’ works and interview transcripts presented above the researcher found that the students’ ability in writing recount text improved. It could be seen in the interview transcript and the students’ works that the students did not find writing recount text as difficult as it was used to be. They said the picture series helped them a lot in developing ideas in writing. From there, it showed the students’ problems in grammar and writing a complete sentence were decreased. There was improvement after the researcher applied the treatment in cycle 2.

The researcher also found the students’ improvement from their writing scores in cycle 2. The students’ writing score improved in cycle 2 compared to their scores in the first cycle. Below is the comparison between students’ score in cycle 2 and cycle 1.

**Table 7: The Result of Writing Score in Cycle 1 in Each Aspect**

Rater	Content	Organization	Vocabularies	Language Use	Mechanic	Total score
Rater 1	19.75	12.17	11.26	10.95	3.27	58.50
Rater 2	19.55	12.47	11.55	11.23	3.31	58.11
Mean Score	19.65	12.32	11.41	11.09	3.29	58.31

**Table 8: The Result of Writing Score in Cycle 2 in Each Aspect**

Rater	Content	Organization	Vocabularies	Language Use	Mechanic	Total score
Rater 1	22.27	14.85	12.45	13.02	3.26	65.85
Rater 2	21.12	15.08	12.53	13.20	3.42	66.87
Mean Score	21.70	14.97	12.49	13.11	3.34	66.36

In order to see the gained scores of the student the researcher compared the students' scores in cycle 1 and their scores in the second cycle. The following table below is the comparison of the students' mean score of cycle 1 and cycle 2 in 5 aspects.

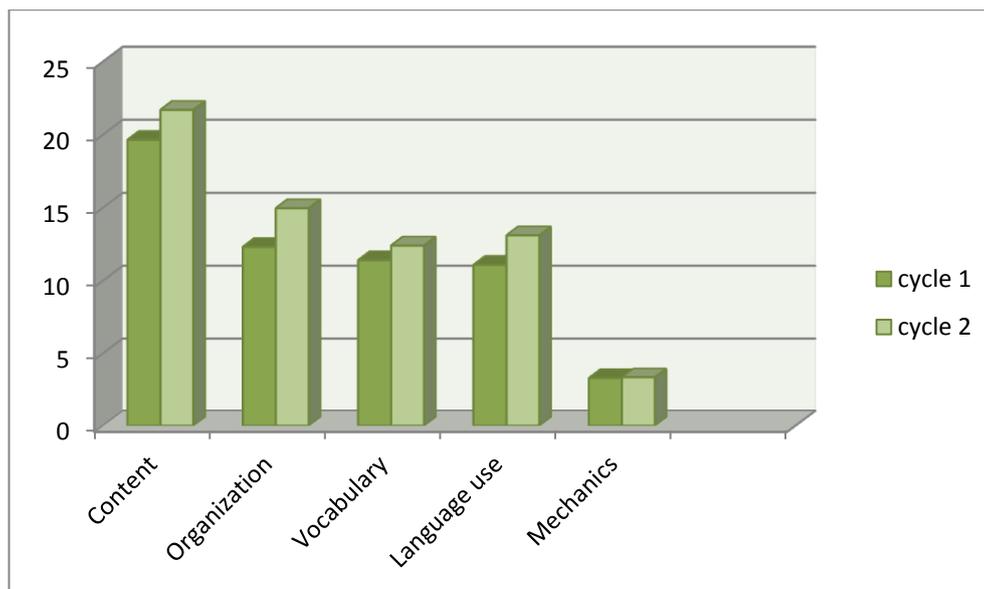
**Table 9: The Comparison of Students' Mean Score in Five Aspects of Writing in Cycle 1 and Cycle 2**

Test	Content	Organi zation	Vocabula ries	Language Use	Mechanic	Total score
Cycle 1	19.65	12.32	11.41	11.09	3.29	58.31
Cycle 2	21.70	14.97	12.49	13.11	3.34	66.36
Gained score	2.05	2.65	1.08	2.02	0.05	8.05

Based on table above, the students' score in cycle 2 after treatment increased compared to students' score in cycle 1. The scores in five aspects showed the improvement of the students' writing skill. The mean score of the students' score covered the five aspects of the students' score will be presented below.

Based on the table above, there are five aspects of the writing scoring criteria. Those are content, organization, vocabulary, language use, and mechanics. The researcher found the improvement of students' score of each aspect. At the first aspect, mean score of content in cycle 1 is 19.65 while in the cycle 2 is 21.70. It could be concluded that the content aspect gained 2.05 points. Then in the second aspect the mean score of organization aspect in cycle 1 is 12.32 while in the cycle two is 14.97. It indicates the score increased 2.65 points. Third the mean score in vocabulary aspect in cycle 1 is 11.41 while in the cycle 2 is 12.49 it means that the score gained 1.08 points. Next is language use aspect. The mean score in cycle 1 of this aspect is 11.09 and in the cycle 2 is 13.11. Thus

the gained score is 2.02 points. The fifth aspect is the mechanics aspect, the gained score is 0.05. It based on the comparison between the mean score of students' score in cycle 1 that is 3.29 and in the cycle 2 is 3.34. Below is the visualization chart of the students' mean score in cycle 1 and cycle 2.



**Figure 9: The Students' Mean Score in Cycle 1 and cycle 2**

The chart shows that in the second cycle the students' writing ability improved through the use of picture series. In order to prove the students' writing ability improved through the implementation of picture series, the researcher believed the post-test helped him to prove the improvements. The result of post-test could prove that the student's writing ability had improved through picture series using. Below are some examples of students' works in post-test.

Revo Hikari  
03/25.

Post Test

Study tour in Jakarta

A few months ago, I and my class mates left ~~the~~ Yogyakarta for study tour in Jakarta. We went to Jakarta by a bus. We arrived Jakarta at 4.00 Am.

Soon after arrival at Jakarta, we got a breakfast and ~~had~~ a few time to ~~prepared~~ our self for ~~went~~ to T.M.I.I., Lubang Buaya, T.S.B., and many more.

Soon after 3 days in Jakarta, ~~had~~ so much fun, we ~~were~~ so tired in the trip to the home. We ~~was~~ so happy we hoped we can ~~doing~~ this again.

Figure 10. The example of students' work in the post-test

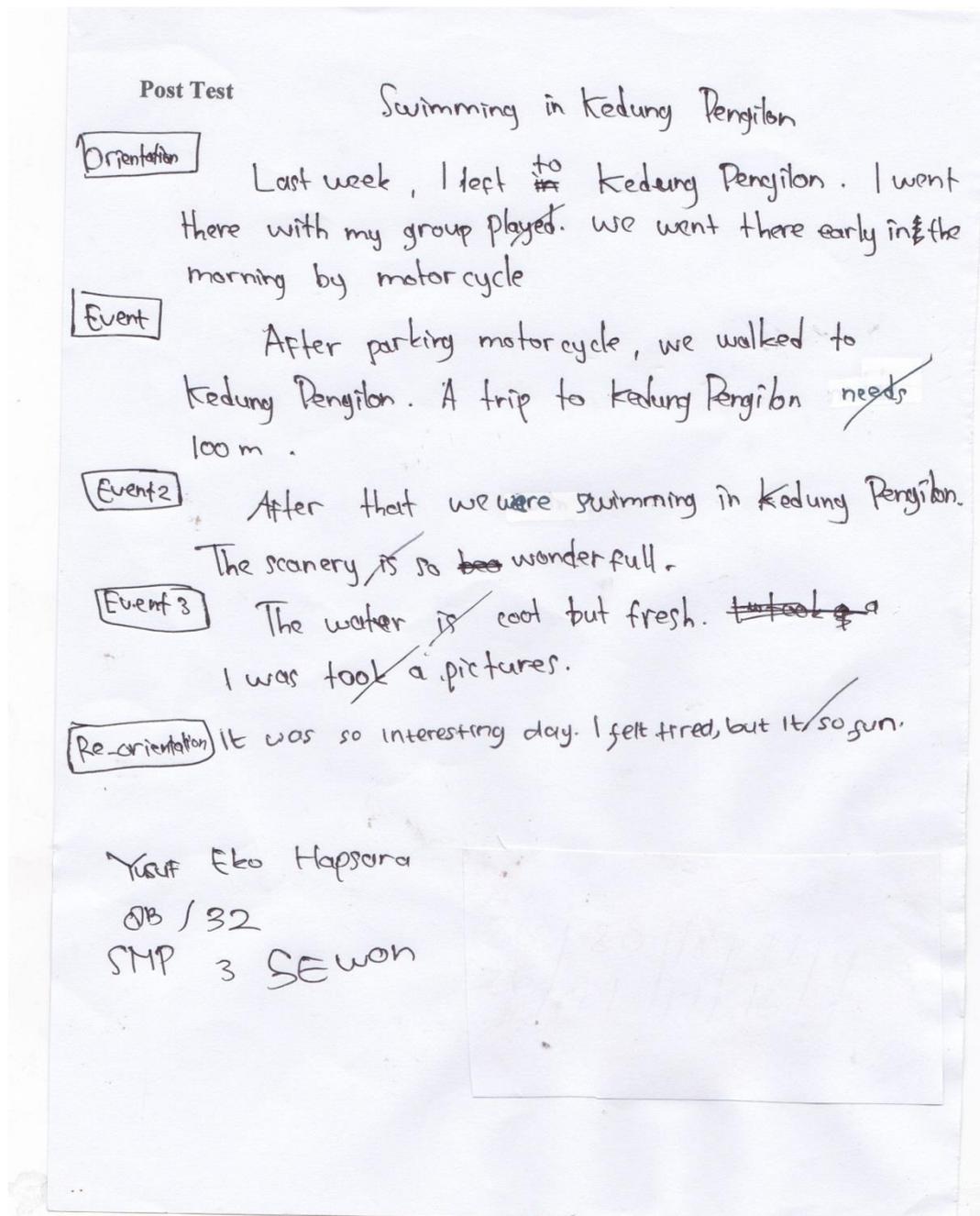


Figure 11. The example of students' work in the post-test

From the figures above it could be seen that the students' ability had improved by the decrease of the mistakes they made in the post-test. Even though

the mistakes were still made by the students' however the students' writing ability was improved.

In addition, the students' score in post-test was also the consideration of the researcher's findings that the students' writing ability improved through the use of picture series. The comparison table between students' writing score in cycle 2 and post-test shows every point that improved of each aspects of writing through the use of picture series. Those are presented below.

**Table 10: The Result of Writing Score in Cycle 2 in Each Aspect**

Rater	Content	Organization	Vocabularies	Language Use	Mechanic	Total score
Rater 1	22.27	14.85	12.45	13.02	3.26	65.85
Rater 2	21.12	15.08	12.53	13.20	3.42	66.87
Mean Score	21.70	14.97	12.49	13.11	3.34	66.36

**Table 11: The Result of Writing Score in Post-test in Each Aspect**

Rater	Content	Organization	Vocabularies	Language Use	Mechanic	Total score
Rater 1	22.61	15.32	13.37	14.52	3.48	69.31
Rater 2	22.98	18.85	13.55	14.98	3.52	69.56
Mean Score	22.80	17.09	13.46	14.75	3.50	69.44

The students' score in cycle 2 and post-test shows improvements. To prove the improvements of students' writing ability, the researcher compared the students' score in cycle 2 and post-test which contained of the students' gained scores of each aspect.

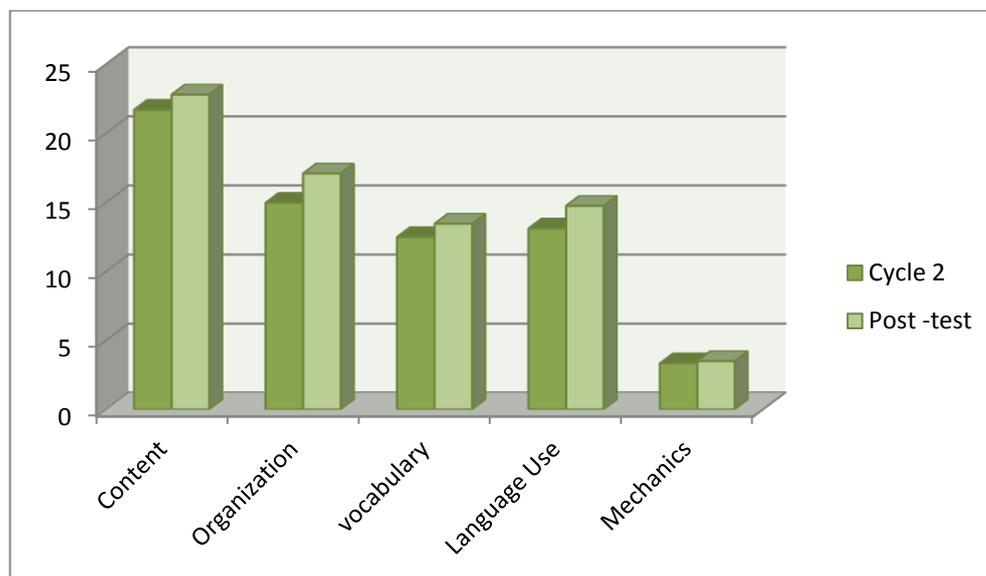
**Table 12: The Comparison of Students' Mean Score in Five Aspects of Writing in the Cycle 2 and Post-test**

Test	Content	Organization	Vocabularies	Language Use	Mechanic	Total score
Cycle 2	21.70	14.97	12.49	13.11	3.34	66.36
Post Test	22.80	17.09	13.46	14.75	3.50	69.44
Gained score	1.1	2.12	0.97	1.64	0.16	3.08

The table 12 above proves the improvements of students writing ability. The students' score in cycle post-test after treatment increased compared to students' score in cycle 2. The scores in five aspects show the improvement of the students' writing skill. The mean score of the students' score covered the five aspects of the students' score are discussed below.

As seen on the table above, there are five aspects of the writing scoring criteria. Those are content, organization, vocabulary, language use, and mechanics. As the aim of this research has achieved, the researcher found the

improvement of students' score of each aspect. First, the content aspect gained 1.1 points. The mean score in cycle 2 is 21.70 while in the post-test is 22.80. Second, the mean score of organization aspect in cycle 2 is 14.97 while in post-test is 17.09 it indicates the score increased 2.12 points. Next, the mean score in vocabulary aspect in cycle 2 is 12.49 while in the post-test is 13.46 it means that the score gained 0.97 point. Next is language use aspect. The mean score in cycle 2 of this aspect is 13.14 and in the post-test is 14.75. Thus the gained score is 1.64 points. Fifth, in the mechanics aspect the gained score is 0.16. It based on the comparison between the mean score of students' score in cycle 2 that is 3.34 and in the post-test 3.50. The chart below envisions the increasing of students' writing score in each aspect.



**Figure 12: The Students' Mean Score in Cycle 2 and the Post-test**

The chart above was explaining the increasing of students' writing ability through the use of picture series. The researcher compared the score of students'

test in pre-test and post-test in order to get the result of the research. Below is the comparison between students' score in pre-test and post-test.

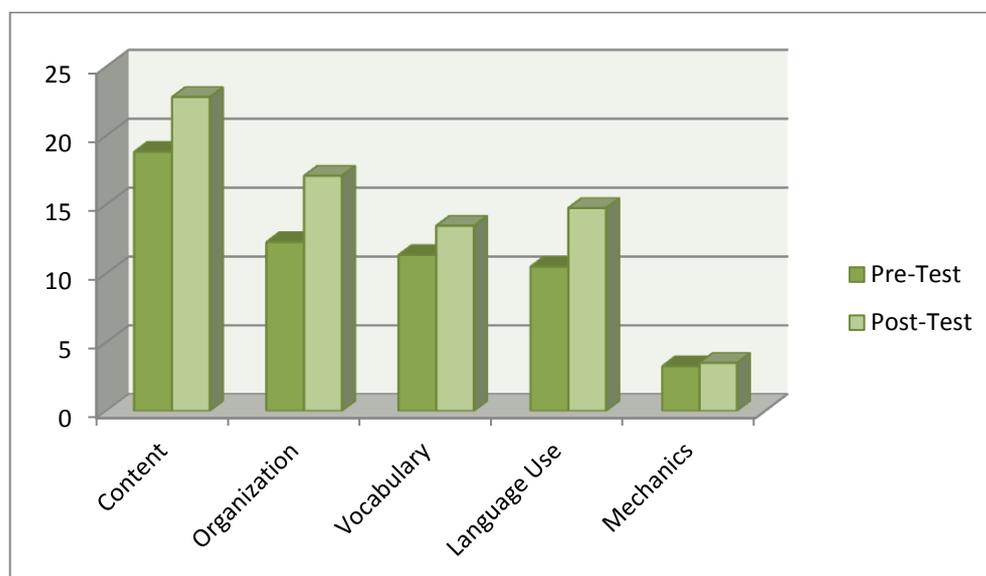
**Table 13: The Comparison of Students' Mean Score in Five Aspects of Writing in the Pre-test and Post-test**

Test	Content	Organi zation	Vocabula ries	Language Use	Mechanic	Total score
Pre test	18.83	12.28	11.34	10.49	3.26	56.75
Post Test	22.80	17.09	13.46	14.75	3.50	69.44
Gained score	3.97	4.81	2.12	4.26	0.24	12.69

Based on table above, the students' score in post-test after treatment was increased compared to students' score in pre-test. The scores in five aspects showed the improvement of the students' writing skill. The mean score of the students' score covered the five aspects of the students' score will be presented below.

Based on the table above, there are five aspects of the writing scoring criteria. Those are content, organization, vocabulary, language use, and mechanics. The researcher found the improvement of students' score of each aspect. At the first aspect, mean score of content in pre-test is 18.83 while in the post-test is 22.80 it could be concluded that the content aspect gained 3.97 points. Meanwhile in the second aspect, the mean score of organization aspect in pre-test

is 12.28 while in the post-test is 17.09. It indicates the score increased 4.81 points. Third the mean score in vocabulary aspect in pre- test is 11.34 while in the post test is 13.46 it means that the score gained 2.12 points. Next is language use aspect. The mean score in pre-test of this aspect is 10.49 and in post-test is 14.75. Thus the gained score is 4.26 points. The last aspect is the mechanics aspect, the gained score is 0.24. It based on the comparison between the mean score of students' score in pre-test that is 3.26 and in post-test is 3.50. Below is the visualization chart of the students' increasing scores.



**Figure 13: The Students' Mean Score in Pre-test and the Post-test**

Based on the chart shown above, it could be concluded that the students' writing ability especially in writing a recount text improved by the use of picture series applied for the eight grade students of smp negeri 3 sewon in the academic year of 2015/2016.

From the result of the research it could be concluded that the treatment worked well in improving students' writing ability through the use of picture series. The researcher statement above signified that the cycle 2 was the end of the treatment from the researcher remembering that the second cycle's result shows the improvements of students' writing ability.

Picture series using in English teaching learning activity especially in writing is quite worth considering improves students' writing skill. Based on the result of this research, picture series as a medium in teaching learning activity was proven to increase students' writing skill. Moreover there are so many other media can be used by the teacher to support teaching learning activity.

The Researcher believed that picture series could help student increase their ability in writing especially in writing a recount text. The result of the research support the fact that the students' score of each aspect increased through the use of picture series in the English teaching learning activity especially in writing skill. The students developed ideas of their writing better. In addition, the other aspect such as organization, vocabulary, language use, and mechanics also increased by the use of picture series. It means students' the students' grammar also got better through the use of this medium. Furthermore the students took more parts in the teaching learning process. They worked the tasks enthusiastically and they responded to the teacher actively. Based on the result of the research conducted in classroom activity, the researcher decided to stop the treatment for the reason that the purpose of the research has achieved.

## **E. Discussion**

The use of picture series to improve students' writing skill especially in writing a recount text was proven by the result of the research. The result shows that there were improvements in students' writing ability through the use picture series in English teaching learning process. The researcher did an observation as a pre-step related to the research. After conducted the observation the researcher found that students' English writing ability needed to improve.

The students' writing ability did not reach the points that were expected by the teacher yet. Their problems were commonly happens for the students at this level. Such as organizing ideas, they were still confused of what they were going to write and also the students' motivation in joining writing class was still low. They made noises and they did their own activity which was not related to the writing class conducted by the teacher.

The students had problem related to developing idea in writing a text. They had difficulties in finding inspiration to write recount texts. They were confused and they also had problem dealing with developing ideas of what to write. The students had low motivation in learning English. In order to solve the problems occurring observed in the field the researcher administered treatments which consisted of two cycles.

In the first cycle the researcher administered 3 meetings. The result showed that the students still had problems with vocabulary mastery and translating the meaning. Some of the students still had difficulties in using the

correct verb form. The students were confused to make a good complete sentence in the recount text. The past tense using was still a problem for the students. However the students felt that the picture series helped them to generate ideas and to make a recount text. It indicates that picture series helped the students to improve their ability in making a recount text. The students behaved better and more enthusiastic in the class. They were attracted to the materials presented.

In the second cycle the researcher conducted 2 meetings. The result of this cycle showed increasing of students' improvement of writing a recount text compared to improvement in the first cycle. The five aspects of writing criteria improved. It showed the students could generate and develop ideas better. The lack of vocabulary mastery and creating complete sentences also decreased. In the cycle 2 the students enthusiastic increased. They gave more attention to the teacher and followed the lesson actively.

The explanation above gives the result of this research stated that picture series improved students' writing ability. It helped students generate and develop ideas in writing. In addition some aspects of writing also indicated improvements. The use of picture series also gave students motivation to learn and made students more attracted to the lesson of the teaching learning process.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This chapter consisted of the conclusions, implications, and suggestions of the research. The detail explanation will be discussed below.

#### **A. Conclusion**

In reference to chapter IV, students' writing ability in VIII grade of SMP N 3 Sewon improved through the use of picture series. Below are some point improvements of students' writing score that proved their improved writing ability. There was improvement of students' writing score started from pre-test score moving to the post-test score. The increasing of students' score concluded as prove of the students' writing ability improvement. The mean score at pre-test is 52.5 then the score in the cycle 1 is 56.8 meanwhile the score in cycle 2 is 63.7 and the pre-test score is 67.1. The gained score showed that the students' writing ability increased through the implementation of picture series.

The use of picture series is not only improving the students' writing ability but the improvement also shown at the students' behavior and attitude throughout the process of the teaching learning process. They seemed enthusiastic and active in the class during lesson. The students looked serious and attracted to the materials given dealing with the teaching learning process conducted by the researcher which was known before by the observation that they were not attracted to the teaching learning process and busy with their own business such as randomly talking to their friends even they played games during the lesson. It

shows that the students' attitude towards English teaching learning process increased and gets better.

### **B. Implication**

Based on the result of the research, the implication of the research is that the use of picture series to improve students writing ability is effective. The further explanation of the implication will be explained below.

1. The implementation of picture series to students' teaching learning activity could improve their writing ability. It improved students' ability in developing ideas in writing. Furthermore it also improved the other aspects of students' writing competence such as the organization, vocabulary mastery, language use, and the mechanics of the text. It means that this media is considerable to use by the teacher in English teaching learning activity especially in writing class.
2. It can be seen from the students' writing that pictures series helped them to process and generate and also develop ideas in writing a text. The students' grammar also got better after the second cycle treatment. Students' participation and enthusiastic also increased dealing with the use of picture series in English teaching learning activity especially in writing class. It implies that the teacher should provide them picture series to attract students' attention to follow the teaching learning activity especially in writing class.

In conclusion, Picture series could help the students to improve their writing ability. It helped the students to generate ideas. In addition it also improved the aspect of language feature of the text they wrote. Picture series using was also gave students more spirit to learn. The enthusiasm of the students dealing with the teaching learning activity also increased.

### **C. Suggestions**

After carrying out this research, there would be some suggestions directed to the English teacher, the students, the students of English Education Department, and the other researchers.

#### **1. To the teacher**

The result of the study showed that picture series could help to improve students' writing ability. This media is considerable to implement in English teaching learning activity. In addition it also motivated students to write. They were enthusiastic in the class. They were attracted to the materials given and actively participated in the class. The teacher should be more creative in choosing materials dealing with English teaching learning activity. The teacher is suggested to use picture series as media because it is proven to help students improve their writing ability and to increase the students' attention to the teaching learning activity.

## 2. To the students

Picture series helped the students in writing a text. It helped them generating and developing ideas. The students were also more enthusiastic to follow teaching learning activity with picture series. Therefore, the researcher suggested the students to continue using picture series as media to help them writing a text. It could be useful in the future. The picture series is suggested to be used by the teacher as media in teaching learning activity

## 3. To the students of English Education Department

As the teachers in making, students of English Department need to teach the students with models. This media can be used as one of the models of teaching. The researcher believed pictures series could improve students' writing ability

## 4. To the other researchers

The result of this study showed that the use of picture series could help students to improve their writing ability in SMP N 3 Sewon. However it is hard to cover all of problem solving in writing skill because there are so many problems occurring dealing with students' writing skill. Other researcher can conduct other studies in areas defined. Thus, this research could be a consideration for them to conduct other studies as a reference.

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## Field notes 1

### Classroom Observation

Wednesday, 27 April, 2016

R : Researcher

T : English Teacher

S : Students

The S came into the class after hearing the bells rang. The T started the class by saying a prayer. Then the T asked the S to open their writing book related to the material that was recount text. The T then explained to the S about the generic structure of recount text. The S were super noisy. Even some of them were yelling to their friends out loud. They did not even pay attention to the T. The T warned them to be silent and listen to her. But they still make a noise. Some of them chatted by themselves. The T kept on explaining points. After the T explaining the generic structure of a recount text, the T asked the S to restate the points. They kept silent. No one answer the question.

The T asked them to open their LKS. Then she asked with *bahasa* rather than using English “*Sekarang dibaca yang recount text ya anak-anak, terus kerjakan task 1 dan 2*”. Then T gave 15 minutes to do that. Some S worked on it but some others did not. They walked around the class to disturb their friends. When the S checked their works some S did not do the task and seemed do not care and less motivated to do the task. The S and the T then checked the answers together. The S just looked at the Ts’ explanation dealing with the tasks. They just kept silent and gave no response. When the T asked “do you understand” they said “yes” in case it must be known well that the S seemed did not understand about the materials.

Then the T asked the S to do the next task by giving them 15 minutes to do it. They were asked to arrange the sentence in LKS. The S seemed so bored. Some of them just looked at the LKS and played with their pencils then chatted with their friends. They looked exhausted and tired during the lesson. The S did the task randomly and they just cheated and copied the other S who worked on it. When the T asked the S to check the answer together they were noisy and did not pay attention to T. The T seemed so patient to face the S’ attitude in the teaching learning activity. She called S’ name to answer the question. Then he answered the question incorrectly. All of the S were laughing and mocked him. The T asked them to be quite. Then they finished checking and moved to another task in LKS. Some of them asked for permission to go to the restroom. But they did not come back until the end of the class.

**Field notes 2****Pre test****Monday, 2 May , 2016****R : Researcher****T : English Teacher****S : Students**

The T came to the class and told the S that there would be a research in the class so the S should participate in the teaching learning process appropriately. Then the T introduced the researcher to the S. The S responded nice.

The T entered the class and greeted the S. After opening the lesson, the T checked the attendance of the SS by asking them who absence was. The T then walk to one of the S to get attention and gave him a question about recount text. The student kept silent. Then the T gave pieces of paper to the S and asked the S to make a recount text. They were so noisy and did not do anything until the T warned them. They were so confused of what to write. Some of them decided to leave the class to go to the toilet for several minutes.

When time was 5 minutes to go for the lesson to be over The S submitted their works. Then the T said Goodbye to close the lesson.

**Field notes 3****First meeting of cycle 1****Wednesday, 4 May , 2016****R : Researcher****T : English Teacher****S : Students**

The T came to the class and told the S that there would be a research in the class so the S should participate in the teaching learning process appropriately. Then the T introduced the researcher to the S. The S responded nice and welcoming. The researcher sat on the back of the class and well prepared to observe the first meeting of cycle 1.

The T entered the class and greeted the S. After opening the lesson, the T checked the attendance of the S by asking them who absence was. Then she had a little talk with one of the S. The T then walk to one of the S to get attention and gave him a question about recount text. The student kept silent. Then she showed a slide show prepared by the researcher about recount text. The S shared handouts given by the researcher related to the materials. Then the T read the title of the recount text example loud. The title was “My Amazing Monday”.

The T asked the S what kind of text presented was. One S responded by saying that it was a recount text. Then she said that it was right. Then the T asked the S about the relation between the picture and the text. The S said that it was the act-picture of the text. Next the T explained about the generic structure to the S. The S were noisy then the T asked them to be quite. One of the S asked the T about what tense a person use in writing a recount text was. Then the T explained the language feature to the S. Next the S were asked to do the tasks. The first task was matching pictures to the jumbled sentences. The S seemed tired and lazy to do this task. However they finished doing the task and then the T and the S discussed the task together. After finishing the discussion the T directly asked the S to do task 2 and task 3.

The S were arranging the jumbled sentences based on the actual pictures and making sentences which are matching with the pictures presented in the past tense form. They were very quite in case of tiredness. After 15 minutes doing the task the T pointed out some S to answer the questions. Some of the S were shocked and seemed afraid. The T was a little bit disappointed with the S.

The S answered the question quite well even though some of them did not give the correct answer because of the lack of understanding the meaning of words in the tasks but that is the process of learning. When time was 5 minutes to go for the lesson to be over, the T concluded and summarized the materials given that day. The T checked their understanding about the materials by repeating some important points about the materials presented. Then the T said Goodbye to close the lesson.

#### **Field notes 4**

##### **Second meeting of cycle 1**

**Monday, 16<sup>th</sup> May 2016**

**R : Researcher**

**T : English Teacher**

**S : Students**

The T opened the meeting by greeting the S. The T started to call the S' name to check the attendance list. The T reviewed the materials about recount texts that were presented in the last meeting. Next the T asked one student to come front and asked him to share the handouts which were designed by the researcher to other S. The T asked the S to read the recount texts entitled "My Grandmother's Birthday". The T assigned the S to discuss the generic structure and language features on the recount text. Next the T discusses it together with the S.

In the next session of teaching learning process, the T asked the S to do a task. The task was about filling the blank space with appropriate verb form. However the S finished the task quite fast because almost all of them brought word bank book. The T discussed the answers together with the S. The situation was under control because there was the researcher who seemed to give different atmosphere to the class. The researcher helped to control the class by walking around and calming down the S who were busy by their own business. Next the T gave another task that was matching words with the correct meaning on the box. The S seemed very enthusiastic dealing with the task.

The S did the task cheerfully with a high curiosity. The S asked the T and sometimes the researcher about the task that might was not clear enough for some of them. The T saw some S on the back who were joking around and

-disturbing their friends. Therefore the T came to them and warned them to do the task. However the S finished the task then the T directly asked them to do the next task that was making sentences based on the picture series on the handout shared. The S were allowed to open dictionary to do this task. The S did the task fast and happily. The S asked the T whether the sentences the S make were correct or not. The T walked around the class to check their works. The S completed the task and the T discussed the task together with the S.

The class was about 5 minutes to end. The T informed the S to bring dictionary for the next meetings. Before close the class, she reminded the S of what the S have learned. The S responded well by answering the T's questions. Then one of them asked to the T if the S were allowed to break directly after the lesson ended. The T was smiling and ended the lesson.

## **Field notes 5**

**Third meeting of cycle 1**  
**Wednesday, 18<sup>th</sup> May 2016**  
**R : Researcher**  
**T : English Teacher**  
**S : Students**

The T started the teaching learning activity in the class by greeting the S and saying a prayer. T checked the attendance list whether there was a student did not come to the class or not. Firstly the T showed an example of a recount text. The S seemed familiar with the recount text. S directly guessed that the text was kind of recount texts. Next, the T conducted a discussion with the S to find the generic structure of the recount text. The S were so enthusiastic to follow the discussion. S actively answered the T questions about the generic structure of a recount text showed in the class.

The T asked one student to come to the front. T asked the student to share handouts for a whole student. The first task was a pair assignment. The S were asked to fill the blank space with the correct form of the verb in the text. The S did the task easily since that S brought dictionaries to the class as the T asked in the previous meeting. The T walked around the class to make sure that the S work the task focus. The T asked the S whether S had finished the task or had not. The S answered by saying that S have been done the task

view minutes ago. The T discussed the answer of the task by pointing some S to answer the question started from the student who was talking with his friend on the right back corner of the class. Then he seemed surprised to know. He seemed not ready to answer the question then he tried to answer but the answer was wrong. The T asked to the whole class whether the answer was right or wrong. However, almost all of the S in the class answered the question correctly.

The next task was to write a recount text based on the picture series shown in the handout. The T explained the systematical of the task. T also discussed the pictures with the S before T asked them to write. The S were excited to guess what the picture was about. It indicates that the S were attracted to join the teaching learning activity conducted in the class. The T asked the S to write a recount text by themselves. T gave 40 minutes for them to do the task. In the first 15 minutes, the class was quite since the S were serious to do the task. The next 25 minutes the S started to talk around to their friends asking them about their works. The T and the observer walked around the class and helped the S if S needed helps. The bells were ringing it was the sign of the class should be ended. The S submitted their works to the T. As usual the T summed up the activities and the materials given in the class. T closed the class and said goodbye to the S.

## **Field notes 6**

### **First meeting of cycle 2**

**Monday, 23<sup>rd</sup> May 2016**

**R : Researcher**

**T : English Teacher**

**S : Students**

The T opened the meeting by greeting the S. The T started to call the S' name to check the attendance list. The T reviewed the materials about recount texts that were presented in the last meeting. Next the T asked one student to come front and asked him to share the handouts which were designed by the researcher to other S.

The T called another one student and asked her to help him to prepare the LCD monitor to series and connect the T's laptop to show S about recount text and the generic structure while he stuck pictures series on the board and the

other S preparing the stationary. He started to conduct the discussion by saying “*Siapa yang tahu ini teks jenis apa?*” The S were very excited to participate the discussion between the T and them. The S answered and responded the T’s questions and explanations as well. Next the T asked the S about the language feature of the text. One of them answered the question correctly. The T explained about regular and irregular verb which are different. The S looked focus on the T’s explanation. The S said “*Oh gitu to*” almost together in a one time after the T finished Td his explanation.

When the pictures were ready to be used, the S were asked to make groups consisted of 4 or 5 S. After that the S should discuss the picture stuck on the board by the T and develop ideas to make good sentences then constructing a recount text in the paper provided by the T to be submitted after the S finish the task. The T gave them 40 minutes to finish the task. The discussion between S was productive. Every student in the group took a part in the discussion as well. The S looked very enthusiastic in the class dealing with the materials and task given by the T. The S gave their opinion about what the pictures were about. The researcher who played role as a T in the class walked around in the class to make sure the S find no difficulties in doing the task. The S asked the T what words meaning are, the way to construct complete sentence correctly, and also the correct way to put punctuation in the text is and the T helped them as well. The T also gave them some vocabularies written by him on the board which are often be used in writing a recount text.

10 minutes before the time was over, the researcher reminded the S about the time. The S worked faster to finish the task. The time was over in the first meeting of the second cycle. All of he S’ works submitted to the T before the bell rings. Before close the meeting the researcher reminded the S to read dictionary more often to increase their vocabulary mastery. Then he closed the meeting by saying a prayer.

**Field notes 7****Second meeting of cycle 2****Wednesday, 25<sup>th</sup> May 2016****R : Researcher****T : English Teacher****S : Students**

The T started the teaching learning activity in the class by greeting the S and saying a prayer. The T checked the attendance list whether there was a student who did not come to the class or not. Firstly the T showed an example of a recount text.

The T began to ask the S the generic structure of the recount text. He asked the S who would be the volunteers to point out the generic structure of the text. Then 6 S raised their hands. It indicates the S were started to be active in the class which means the S liked the teaching learning process. The T picked two S to come to the front to point the generic structure of the text out. Next the T asked a whole class whether the answers were correct or not. A whole class answered unified "Yes that is true". Then the T moved to the other point by giving them a question about the language features of the text to the other S. There were 8 S raising their hands to answer the question. The student who was chosen by the T answered the question correctly. Then the T shared handouts to the S. He started to discuss it with them when all of the S got the handout.

The researcher focused on discussing the use of past tense in writing a recount text. He explained further to the S the understanding of writing recount text. Generic structure, choosing appropriate word, and writing a complete sentence were also covered in the discussion. Next the T moved to the picture series given to the S. The S were asked to guess what actually happened in the picture series. The T gave the S 15 minutes to discuss it with their partner and make short sentences for each picture individually. The T checked their works one by one to make sure the S find no meaningful difficulties in doing their works. The S were quite noisy since the S discuss it with their partner but the T reminded them not to be over talking with their partner and forgetting their works. After that the T asked them to develop the short sentence of each pictures to be one recount text. He gave 30 minutes for the S to do this activity.

After the S finished the activity the S submitted their works to the T. Then before the T closed the teaching learning process, he recapitulated

the materials and task presented in the class generally. The T asked the S to learn and read dictionary more often to improve their English. Before leaving the class the T said goodbye and thanked the S for the cooperation. Then the T walked out from the class with compassion.

### **Field notes 8**

#### **Post Test**

**Wednesday, 25<sup>th</sup> May 2016**

**R : Researcher**

**T : English Teacher**

**S : Students**

The T came to the class and told the S that there would be a research in the class so the S should participate in the teaching learning process appropriately. Then the T introduced the researcher to the S. The S responded nice.

The T entered the class and greeted the S. After opening the lesson, the T checked the attendance of the S by asking them who absence was. Then the T gave pieces of paper to the S and asked the S to make a recount text. They were so quiet and did the task seriously. They looked enthusiastic, their facial expression showed it all. Unpredictably they did the post test fast. Some of them submitted their works earlier.

When time was 5 minutes to go for the lesson to be over, the S submitted their works. Then the T said Goodbye to close the lesson.

**INTERVIEW GUIDELINES**  
**BEFORE THE IMPLEMENTATION OF THE ACTIONS**

**A.FOR TEACHER**

1. Selamat pagi bunda?
2. Apa ada masalah saat mengajar di kelas?
4. Apakah ibu sering mengajar writing?
5. Biasanya mengajar writing dengan teknik dan media apa?
6. Apakah sering terdapat hambatan dalam mengajar?
7. Bagaimana upaya ibu untuk mengatasi hambatan tersebut?
8. Kalau mengajar writing biasanya bunda pakai media apa?
9. Bagaimana menangani siswa yang bermasalah ?

**B.FOR STUDENTS**

1. Halo, selamat pagi apa kabar? namanya siapa?
2. Bagaimana pendapatmu tentang pelajaran bahasa Inggris? Apakah kamu suka belajar bahasa Inggris? Kenapa?
3. Bagaimana cara guru mengajar?
4. Apakah guru pernah mengajar dengan media?
5. Menurut kamu belajar bahasa inggris yang menyenangkan itu bagaimana?
6. Apakah kamu suka menulis dalam bahasa Inggris ?
7. Pernahkah belajar writing dengan bantuan gambar?

## **INTERVIEW GUIDELINES**

### **AFTER THE IMPLEMENTATION OF THE ACTIONS**

#### **A. AFTER THE TEACHING AND LEARNING PROCESS FOR THE STUDENTS**

1. Apa pendapat kamu tentang pembelajaran hari ini?
2. Bagaimana perasaan kamu belajar bahasa Inggris seperti tadi senang tidak?
3. Suka dengan cara belajar seperti tadi?
4. Adakah kesulitan yang kamu temukan?
5. Apakah kamu lebih suka belajar menulis menggunakan media seperti tadi atau tidak?
6. Bagaimana tadi task-nya?
7. Apakah ada kesulitan? Bagian yang mana yang sulit?

#### **FOR THE COLLABORATOR**

1. Apa pendapat anda tentang penerapan picture series sebagai media?
2. Apakah ada saran?

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

1. Apa pendapatmu setelah menggunakan gambar?
2. Apakah tadi bisa tidak menulis recount-nya?
3. Adakah kesulitan?

#### **C. AFTER DOING THE POST TEST FOR THE STUDENTS**

1. Apakah masih kesulitan dalam menulis teks recount?

2. Jika dibandingkan dengan yang dulu, apakah sekarang lebih mudah dalam menulis?

## Interview transcript 1

**Hari/Tgl : Rabu, 27 April 2016**

**Narasumber : Suparni S.pd. (Guru bahasa Inggris)**

**P :Peneliti**

**G : Guru Bahasa Inggris**

P : Selamat pagi Bunda , bagaimana kabarnya?

G : Baik mas , tambah ganteng aja ini.

P : Haha duh ibu menghina ini ya hehe njenengan lho bu awet muda .

G : Ah mas rama ini lho bisa saja. Gimana mas ada yang bisa dibantu?

P : Begini bunda, sesuai dengan percakapan kita semasa saya PPL disini juga, saya ingin melakukan riset bunda di sini. Nah hari ini saya membawa surat ijin observasi bunda

G : O iya saya ingat mas, ya sudah kalau begitu langsung saja, saya kebetulan ada kelas ini.

P : O ya bunda , terimakasih. Bu apa ada masalah saat mengajar di kelas?

G : Kebetulan anak-anak ini writingnya kurang bagus mas, iya jadi kalau disuruh menulis itu ogah-ogahan, kayak nggak semangat gitu lho, trus menulis teks. gitu juga bahasanya masih kurang. Kalau disuruh menulis paragraph gitu nulisnya hanya 3 sampai 4 kalimat saja rata-rata sedikit tulisanya

P : O begitu ya bunda, hmm kalau mengajar writing biasanya bunda pakai media apa?

G : Ya kami disini memakai LKS mas siswa banyak berlatih memakai LKS.

P : O begitu ya bu jadi jarang menggunakan media selain LKS ya, kalau LCD/ proyektor bunda?

G : O ada mas tapi ya kadang-kadang saja saya memakai LCD karena sudah memakai LKS tadi.

P : Lalu siswa yang tadi bermasalah penanganannya gimana bunda?

G: Saya nganu kok mas, mereka kan sudah dewasa ya sudah bisa berpikir lagian siswa kalau digalaki takutnya malah terkekang stress gitu, paling saya tegur saja supaya memperhatikan

P: O begitu ya bunda. Ya ya ya.

G: Mari mas masuk kelas tadi katanya mau observas.

P : O injih bunda terimakasih ya

### **Interview transcript 2**

**Hari/Tgl : Rabu, 27 April 2016**

**Narasumber : Respondent 1 ( Siswa )**

**P :Peneliti**

**S : Siswa**

P : Halo dik selamat pagi apa kabar?

S : Iya mas Rama selamat pagi juga alhamdulillah baik.

P : Boleh nanya nggak? Kamu kalau pelajaran Bahasa Inggris gimana?

S : Seneng mas , tapi agak membosankan.

P : Membosankan nya gimana dek?

S : Ya begitu-begitu aja mas, nggarap LKS terus seringnya.

P : Kalau bu Parni enak nggak ngajarnya?

S : Enak banget mas, nggak ngrungsung gitu lho kalem.

P : Menurut kamu bahasa Inggris susah nggak?

S : Susah- susah gampang mas, lha kalau yang pas gampang ya gampang

P : Yang paling susah ngapain dik?

S : Nganu pas nulis paragraph yang banyak gitu mas

P : Susahnya kenapa?

S : Males hehe, kayak bebel gitu lho mas nggak ada inspirasi.

P : Kalau bu Parni sering pake media nggak?

S : Media cetak atau media botak? Hehe

P : Haha kamu ni, media kayak video atau gambar gitu?

S : Pernah mas dulu tapi jarang banget, tapi nek gambar kayaknya belum ding mas.

P : Oya terimakasih ya dik waktunya.

S : Iya mas sama-sama.

### **Interview transcript 3**

**Hari/Tgl : Senin, 2 Mei 2016**

**Narasumber : Suparni S.pd. (Guru bahasa Inggris)**

**P :Peneliti**

**G : Guru Bahasa Inggris**

P : Selamat Pagi bunda.

G: Selamat pagi juga, gimana mas?

P : ini bunda saya mau mengkonsultasikan RPP untuk cycle 1 bunda

G : O ya mas sini duduk dulu.

P : O injih bunda , terimakasih.

G : O iya mas ini jadi RPP buat penelitian ini.

- P : Iya bunda jadi nanti di cycle 1 saya akan mengadakan 3 pertemuan bunda.  
 G : o yaya mas, jadi satu pertemuan satu RPP?  
 P : Iya bunda nanti tiap pertemuan ada 1 RPP.  
 G: Iya mas ini sudah bagus kok hanya saja nanti pelaksanaannya tolong disiapkan semua ya  
 P : Oya bunda, nanti saya siapkan semua dari lembar jawab siswa dan juga handoutnya  
 G : Sip mas. Gitu dulu ya saya mau ngajar kelas VII ini.  
 P : Oya bunda terimakasih waktunya.  
 G : Sama-sama mas Rama.  
 P : Permisi...  
 G : Iya ...

#### **Interview transcript 4**

**Hari/Tgl : Senin, 2 Mei 2016**

**Narasumber : Suparni S.pd. (Guru Bahasa Inggris)**

**P :Peneliti**

**G : Guru Bahasa Inggris**

- P : Permisi Bunda mau nanya  
 G : O iya mas silahkan  
 R: Selamat pagi bu Parni gimana kabarnya?  
 T: oh baik ,sendirinya?  
 R: Saya baik juga bu. Bu, kalo boleh Tanya, kesulitannya apa bu mengajar bahasa Inggris khususnya writing?  
 T: Susah mas, soalnya siswa kurang minat bahasa inggris. Apalagi mereka nggak fokus pas diterangin sama gurunya. Dan kalo pas nulis kayaknya bingung,mungkin nggak ada inspirasi trus grammar sama kalimatnya juga belum bagus.  
 R: O begitu ya bu  
 T: Iya

#### **Interview transcript 5**

**Hari/Tgl : Rabu, 4 Mei 2016**

**Narasumber : Respondent 2 ( Siswa )**

**P :Peneliti**

**S : Siswa**

- P : Halo dik selamat pagi apa kabar?  
 S : Iya alhamdulillah baik.

P : boleh nanya nggak? Pelajaran tadi gimana?  
 S : Bingung mas gatau mau nulis apa gitu  
 P : Oh jadi ga ada inspirasi gitu ya?  
 S : Iya mas.

### **Interview transcript 6**

**Hari/Tgl : Rabu, 4 Mei 2016**

**Narasumber : Respondent 3 ( Siswa )**

**P :Peneliti**

**S : Siswa**

P: Hallo dik, gimana tadi belajarnya? Seneng nggak?Ada kesulitan kah?  
 S: Iya mas seneng kok ,cuman pas nulis text nya itu aku agak susah nerjemahin kata- kata nya di bahasa inggris.  
 P: Oh jadi susah di translatingnya ya ,jadi vocabnya kurang gitu kan?  
 S: Iya mas ,tapi tadi jadi ada ide lho mas nggak bingung mau nulisnya soalnya gambarnya tadi membantu buat berimajinasi gitu.  
 P: Oh ya jadi gambarnya membantu ya dik,?  
 S: ya mas.

### **Interview transcript 7**

**Hari/Tgl : Rabu, 4 Mei 2016**

**Narasumber : Respondent 3 ( Siswa )**

**P :Peneliti**

**S : Siswa**

P: Membuat recount text ada kesulitan nggak dek?  
 S: Susah banget  
 P: Susah nya dimana?  
 S: Susah mencari inspirasinya  
 P: Oh jadi nggak ada gambaran mau nulis apa gitu kan dek  
 S: Iya

### **Interview transcript 8**

**Hari/Tgl : Rabu, 4 Mei 2016**

**Narasumber : Respondent 4 Nuswantari ( Siswa )**

**P :Peneliti**

**S : Siswa**

P: Hallo dik, gimana tadi belajarnya? Seneng nggak?Ada kesulitan kah?

S: iya mas seneng kok ,cuman pas nulis text nya itu aku agak susah nerjemahin kata-kata nya di bahasainggris.

P : Oh jadi susah di translatingnya ya ,jadi vocabnya kurang gitu kan?

S : Iya mas ,tapi tadi jadi ada ide lho mas nggak bingung mau nulisnya soalnya gambarnya tadi membantu buat berimajinasi gitu imagining.

P : Oh ya jadi gambarnya membantu ya dik,?

S : ya mas.

### **Interview transcript 9**

**Hari/Tgl : Rabu, 4 Mei 2016**

**Narasumber : Respondent 5 ( Siswa )**

**P :Peneliti**

**S : Siswa**

P: Hallo dik, gimana tadi belajarnya? Seneng nggak?Ada kesulitan kah?

S: Iya mas,aku bingung verb duanya kok ada yang “ed” ada yang berubah bentuk

P: Itu namanya regular dan irregular verb, sering baca kamus ya dik

S: Oke mas

### **Interview transcript 10**

**Hari/Tgl : Senin, 16 Mei 2016**

**Narasumber : Respondent 6 ( Siswa )**

**P :Peneliti**

**S : Siswa**

P: Selamat siang dik , hallo dik, gimana tadi belajarnya? Seneng nggak?Ada kesulitan kah?

S: Iya mas susah, bingung membentuk kalimat sesuai grammar yang bener itu mas

P: Oh susah ya, tapi membentuk ceritanya masih bingung nggak, habis ini mau nulis apa gitu

S: ngakkok mas, jelas banget kan ada gambar ilustrasinya jadi tinggal lihat gambar

P: Oh iya , jadi lebih mudah ya dik?

S: Oya bener.

### **Interview transcript 11**

**Hari/Tgl : Senin, 16 Mei 2016**

**Narasumber : Suparni S.pd. (Guru bahasa Inggris)**

**P :Peneliti**

**G : Guru Bahasa Inggris**

P : Bagaimana menurut bunda tadi mengajarnya?

G : Iya siswa menurut saya jadi lebih antusias mas

P : Tadi banyak yang terlihat lebih ceria ya bunda?

G : Iya jadi pada nggak “angop” lagi haha

P : Tentunya masih ada yang perlu di tingkatkan ya bu dari kompetensi siswa?

G : Iya mas, Penggunaan Past tense nya masih belum baik fitur kebahasaan juga.

P : Menurut ibu bagaimana materi yang saya susun?

G : Bagus kok mas siswa juga tadi terlihat senang dengan penggunaan gambar nya

P : Jadi bisa diterapkan ya bu ?

G : Iya mas Applicable kok.

P : Baiklah bunda.

G : Nanti saya di kopi kan ya mas saya suka materinya bagus e.

P : O ya bunda siap.

### **Interview transcript 12**

**Hari/Tgl : Senin, 9 Mei 2016**

**Narasumber : Respondent 7 ( Siswa )**

**P :Peneliti**

**S : Siswa**

P : Selamat siang dik , hallo dik, gimana tadi belajarnya? Seneng nggak?Ada kesulitan kah?

S : Masih lah mas, tadi ada yang nggak bisa ngerubah bentuknya verb itu lho

P : Oh maksudnya verb formnya?

S : Ya itu lah mas.

P : tapi tadi seru nggak?

S : Iya mas jadi semangat berkobar , halah lebay haha

P : Wah bagus dong jadi semangat belajarnya?

S : Iya mas.

P : Tadi nulis cerita nya gimana masih bingung nggak?

S : Udah enggak , wong ada gambar tinggal nebak aja kejadian di gambarnya.

P : Wo iya jadi lebih seneng ada gambar apa enggak?  
 S : Ya lebih seneng lah mas, kan jadi lebih gampang mencari inspirasi.  
 P : O jadi membantu ya dik gambarnya?  
 S : Sangat mas.

### **Interview transcript 13**

**Hari/Tgl : Senin, 16 Mei 2016**

**Narasumber : Respondent 8 ( Siswa )**

**P :Peneliti**

**S : Siswa**

P : Halo dik.  
 S : Iya mas.  
 P : Tadi pelajarannya enak nggak?  
 S : Enak mas seru, jadi hidup gitu lho.  
 P : Seneng nggak pake gambar?  
 S : Seneng mas, gambare “wangun” e haha.  
 P : Haha tapi tadi nulis recount text nya lancar?  
 S : Alhamdulillah mas.  
 P : Kira- kira ada yang salah nggak?  
 S : Ada banyak haha , lha nulis kalimat lengkapnya agak mbingungi e mas.  
 P : O jadi grammarnya kayaknya itu dek.  
 S : Ho’o paling mas. Tapi beda lho sekarang nek nulis gitu jadi lebih cepet nggak nggak bingung soalnya mau nulis apa.  
 P : Wah hebat dong dik haha.  
 S : Iya dong.

### **Interview transcript 14**

**Hari/Tgl : Senin, 16 Mei 2016**

**Narasumber : Respondent 9( Siswa )**

**P :Peneliti**

**S : Siswa**

P : Selamat siang dik , hallo dik, gimana tadi belajarnya? Seneng nggak?Ada kesulitan kah?  
 S : tadi ada yang nggak bisa tense nya.  
 P : Oh maksudnya verb formnya?  
 S : Ya bentuk lampainya mas.  
 P : tapi tadi seru nggak?  
 S : Seru lah lumayan

P : Wah bagus dong jadi semangat belajarnya?  
 S : Ya ada lah peningkatan sedikit.  
 P : Tadi nulis cerita nya gimana masih bingung nggak?  
 S : Aku dah nggak bingung kok.  
 P : Wo iya jadi lebih seneng ada gambar apa enggak?  
 S : Pake gambar aja.  
 P : O jadi membantu ya dik gambarnya?  
 S : Yoi.

### **Interview transcript 15**

**Hari/Tgl : Senin, 16 Mei 2016**

**Narasumber : Respondent 10 ( Siswa )**

**P :Peneliti**

**S : Siswa**

P : Selamat siang dik , hallo dik, gimana tadi belajarnya? Seneng nggak?Ada kesulitan kah?  
 S : Sudah lebih baik mas. Ya jadi lebih “mudeng”, suman pas bentuk lama nya itu kadang nggak bisa e mas.  
 P : Oh maksudnya verb formnya, past tense?  
 S : Wo verb form to iya itunya.  
 P : tapi tadi gimana ngerjainnya lebih semangat nggak?  
 S : Lebih kok mas, gayeng.  
 P : Jadi semangat belajarnya?  
 S : Yoi mas.  
 P : Tadi nulis cerita nya gimana?  
 S : Tadi lebih cepet soalnya udah ada tuntunan gambarnya mas.  
 P : Milih ada gambar apa enggak?  
 S : Milih pakai gambar aja lebih mudah hehe.  
 P : O jadi membantu ya dik gambarnya?  
 S : Iya mas.

### **Interview transcript 16**

**Hari/Tgl : Rabu, 18 Mei 2016**

**Narasumber : Respondent 11 ( Siswa )**

**P :Peneliti**

**S : Siswa**

P : Selamat siang dik , hallo dik,  
 S : Siang juga mas Rama.

- P : Gimana tadi belajarnya? Seneng nggak?  
 S : Berkembang sih mas aku tadi jadi lebih dong urut-urutannya. Terus ide-ide juga mengalir dengan otomatis pas liat gambar seri nya.  
 P : Ada kesulitan dalam menulis recount text?  
 S : Hmm tetep sih haha, past tense nya nggak hafal e mas, harus liat kamus gitu. trus yang akhiran “ed” itu juga agak bingung.  
 P : Berarti adek kudu sering buka kamus dek.  
 S : Siap mas hehe.  
 P : Menurut adek gambarnya membantu nggak?  
 S : iya mas membantu, idenya terus ad gitu lho mau nulis apanya. Terus juga seneng aja pake gambar jadi nggak tegang gitu nggak bosen.  
 P: Berarti seneng ya pakai gambar?  
 S : Iya mas Rama

### **Interview transcript 17**

**Hari/Tgl : Rabu, 18 Mei 2016**

**Narasumber : Suparni S.pd. (Guru bahasa Inggris)**

**P :Peneliti**

**G : Guru Bahasa Inggris**

- P : Selamat siang bunda , gimana bunda menurut njenengan siklus pertamanya? Siswa ada peningkatan nggak bunda dari sebelum sama sesudahnya?  
 G: Siang juga mas, iya syukur siklus pertamanya lancarnya mas, saya senang sekali siswa jadi lebih mudah dalam menulis teksnya mas karena mungkin ada gambar yang membantunya mas, peningkatan nya cukup signifikan di segi itunya mas.  
 P : Tapi grammar nya masih perlu diperbaiki ya bunda, mereka jugamasih agak. kesulitan menulis kalmiat dengan *past tense* jadi saya akan melakukan cycle kedua bunda  
 G : Iya ma situ perlu mas.

### **Interview transcript 18**

**Hari/Tgl : Senin, 23 Mei 2016**

**Narasumber : Respondent 12 ( Siswa )**

**P :Peneliti**

**S : Siswa**

- P: Menurut adek gimana tadi belajarnya enak nggak?  
 S: Asyik banget mas, gayeng, gambarnya bikin semangat jadi berasa nonton kartun.

P: Jadi bingung nggak tadi nulisnya? Bisa mengubah bentuk verb 1 jadi verb duanya?

S : Nggak bingung mask an ada urutan gambarnya, kalo ngubah verbnya udah agak bisa mas kan udah diajarin sama masnya tapi ya masih salah salah dikitlah haha kan belum tau semuanya.

### **Interview transcript 19**

**Hari/Tgl : Senin, 23 Mei 2016**

**Narasumber : Respondent 13 ( Siswa )**

**P :Peneliti**

**S : Siswa**

P: Selamat siang dik, gimana sekarang udah lebih gampang nulis recount teksnya??

S: Iya mas gampang bingit kok, udah ngerti caranya.

P: Kira kira tadi masih ada yang salah nggak?

S: Ada kayaknya haha, tapi beda banget pas sebelum mas ngajarin.

P: Oh iya , jadi lebih mudah ya dik, enak pake gambar apa enggak?

S: Iya bener, enak pake mas kita jadi gampang banget mau nulis apa apanya gitu.

P: Oke makasih ya dek , belajar terus , banyak baca terlebih kamusya.

S: Iya mas, sukses buat masnya juga, sampai ketemu lagi ya mas kita bakal kangen, sering main kesin iya.

P: Ya dek pasti hehe.

### **Interview transcript 20**

**Hari/Tgl : Rabu, 25 Mei 2016**

**Narasumber : Respondent 14 ( Siswa )**

**P :Peneliti**

**S : Siswa**

P : Halo dik.

S : Halo juga mas.

P : Tadi pelajarannya enak nggak?

S : Enak mas jadi ngerti cara nulis recount text yang bener.

P : Seneng nggak pake gambar?

S : Seneng mas.

P : Nulis recount text nya lancar?

S : Alhamdulillah mas.

P : Kira- kira ada yang salah nggak?

S : Ada lumayan , tapi ga sebanyak dulu.

P : Jadi masih ada gitu.

S : Ho'o paling mas. Tapi beda lho sekarang nek nulis lebih jelas arahnya.

### **Interview transcript 21**

**Hari/Tgl : Rabu 25 Mei 2016**

**Narasumber : Suparni S.pd. (Guru bahasa Inggris)**

**P :Peneliti**

**G : Guru Bahasa Inggris**

P : Selamat siang bunda, bunda kira-kira ada peningkatan tidak terhadap kemampuan siswa dalam menulis sebelum dan sesudah treatment?

G : Iya mas pagi juga, ada sekali mas, siswa jadi sedikit tanya mengenai apa yang akan mereka tulis. Jadi lebih jelas begitu mas, dari skor juga ada peningkatan yang cukup.

P: Syukurlah ya bunda. Berarti treatmentnya berhasil.Lalu perlukah diadakan cycle berikutnya bunda?

G: Iya mas berhasil. Saya rasa tidak perlu itu nanti tinggal tugas saya yang mengajar mas.

P : Oya bunda terimakasih sebelumnya.

G : Sama-sama mas, sukses selalu ya.

P : Amin. Njenengan juga njih bunda.

### **Interview transcript 22**

**Hari/Tgl : Rabu, 25 Mei 2016**

**Narasumber : Respondent 15 ( Siswa )**

**P :Peneliti**

**S : Siswa**

P : Susah nggak dik ngerjainnya? Masih bingung mau nulis apa?

S : Susah mas, tapi udah mending ding soalnya ada gambarnya.

P: Susahnya dimana memang?

S : Past tense nya masih kacau mas hehe.

P : Kalo nulis kalimat lengkapnya masih bingung?

S : Nah itu juga agak bingung soalnya tadi salahsalah gitu.

P : Okay thank you for the time.

S : Sama –sama mas.

### **Interview transcript 23**

**Hari/Tgl : Rabu 25 Mei 2016**

**Narasumber : Respondent 16 ( Siswa )**

**P :Peneliti**

**S : Siswa**

P: Hello dik ada perubahan nggak sebelum dan setelah saya ajar? Masih berasa sulit?

S: Iya berubah banget mas, jadi dong cuman aku masih suka lupa buat ngganti verb nya.

P: Wah ya jangan lupa dong dik haha ,tapi udah tau urutan recount text tu gimana, pake verb apa?

S: Udah mas dong kok cumin sok bingung verb 2 nya ga bisa.

P: Buka kamus dong.

S: Iya mas hehe.

P : Enak pake gambar?

S : Iya mas.

### **Interview transcript 24**

**Hari/Tgl : Rabu 25 Mei 2016**

**Narasumber : Respondent 17 ( Siswa )**

**P :Peneliti**

**S : Siswa**

P: Tadi kesulitan nggak mbak?

S: Agak mas, tapi tadi nulisnya banyak jadi capek hehe

P: Sulitnya di bagian apa dik?

S: Pas bikin kalimat itu mas, tadi bu Parni juga bilang salah kurang lengkap gitu trus tapi dibantu juga sih

P: Oh iya jadi harus dilengkapi

S: Iya mas

P : Lebih enak pake gambar apa enggak?

S : Enakan pake gambar mas.

P : Seneng nggak pake gambar?

S : Seneng mas.

**Interview transcript 25****Hari/Tgl : Rabu 25 Mei 2016****Narasumber : Respondent 18 ( Siswa )****P :Peneliti****S : Siswa**

P: Gimana tadi nggarap nya ?

S: Enak mas , banyak nulis tadi asyik kalo di kasih gambar jadi cetho mau nulis apa.

P: Banyak salah nggak tadi?

S: Haha kalo itu tetep banyak deh kayaknya haha kadang lupa verb-verb nya soalnya.

P : Seneng nggak pake gambar?

S : Seneng mas.

P : Lebih enak pake gambar apa enggak?

S : Enakan pake gambar mas.

### Observation Sheet

Date : Wednesday, 4<sup>th</sup> Monday 2016

Meeting : First meeting of cycle 1

Observer : Raden Rama Widya Kartika Yudha

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

NO	Observation Item	Yes	No	Comment
<b>A.</b>	<b>Pre teaching</b>			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher's greeting and tell about their condition.	√		
	3. The teacher leads a prayer		√	
	4. The teacher reviews the previous materials.		√	
	5. The teacher introduces the new topic to the students.		√	
	6. The teacher tells the objective of the teaching and learning process.		√	
<b>B.</b>	<b>Whilst-teaching</b>			
	1. The students are ready to learn the materials	√		
	2. The teacher distributes handout/worksheet	√		
	3. The teacher and the students discuss the language features and generic structure of a recount text.	√		
	4. The teacher gives the model of past tense	√		
	5. The teacher checks the students' understanding.	√		
	6. Student asks to match the pictures with the jumbled sentences.	√		
	7. The teacher gives chances to the students to ask questions.	√		
	8. The students deliver the questions to the teacher.	√		
	9. Students were asked to write down a recount text based on picture series	√		

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

### Observation Sheet

Date : Monday, 16<sup>th</sup> May 2016

Meeting : Second meeting of cycle 1

Observer : Raden Rama Widya Kartika Yudha

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

NO	Observation Item	Yes	No	Comment
<b>A.</b>	<b>Pre teaching</b>			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher's greeting and tell about their condition.	√		
	3. The teacher leads a prayer	√		
	4. The teacher reviews the previous materials.		√	
	5. The teacher introduces the new topic to the students.		√	
	6. The teacher tells the objective of the teaching and learning process.		√	
<b>B.</b>	<b>Whilst-teaching</b>			
	1. The students are ready to learn the materials	√		
	2. The teacher distributes handout/worksheet	√		
	3. The teacher and the students discuss the language features and generic structure of a recount text.	√		
	4. Students ask to fill the correct verb form in the blank..	√		
	5. The teacher checks the students' Understanding	√		
	6. Student asks to match a word to the correct meaning	√		
	7. The teacher gives chances to the students to ask questions.	√		
	8. The students deliver the questions to the teacher.	√		
	9. Students were asked to write down a recount text based on picture series	√		
	10. The teacher guides the students	√		

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

### Observation Sheet

Date : Wednesday, 18<sup>th</sup> May 2016  
 Meeting : Third meeting of cycle 1  
 Observer : Raden Rama Widya Kartika Yudha

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

NO	Observation Item	Yes	No	Comment
<b>A.</b>	<b>Pre teaching</b>			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher's greeting and tell about their condition.	√		
	3. The teacher leads a prayer	√		
	4. The teacher reviews the previous materials.	√		
	5. The teacher introduces the new topic to the students.	√		
	6. The teacher tells the objective of the teaching and learning process.	√		
<b>B.</b>	<b>Whilst-teaching</b>			
	1. The students are ready to learn the materials	√		
	2. The teacher distributes handout/worksheet	√		
	3. The teacher and the students discuss the language features and generic structure of a recount text.	√		
	4. Students ask to fill the correct verb form in the blank.	√		
	5. The students ask to make a story based on the outlining.	√		
	6. Student asks to match a word to the correct meaning.	√		
	7. Students ask to write down a recount text after checking by teacher.	√		
	8. The teacher gives chances to the students to ask questions.	√		
	9. The students deliver the questions to the teacher.	√		
	10. The teacher guides the students	√		

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

### Observation Sheet

Date : **Monday, 23 May , 2016**

Meeting : **First meeting of cycle 2**

Observer : **Suparni, S.pd.**

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

NO	Observation Item	Yes	No	Comment
<b>A.</b>	<b>Pre teaching</b>			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher's greeting and tell about their condition.	√		
	3. The teacher leads a prayer	√		
	4. The teacher reviews the previous materials.	√		
	5. The teacher introduces the new topic to the students.	√		
	6. The teacher tells the objective of the teaching and learning process.		√	It has been told in the last meeting since that it was sequence lesson.
<b>B.</b>	<b>Whilst-teaching</b>			
	1. The students are ready to learn the materials	√		
	2. The teacher distributes handout/worksheet	√		
	3. The teacher and the students discuss the language features and generic structure of a recount text.	√		
	4. Students ask to make groups of five or six.	√		
	5. The teacher checks the students' understanding	√		
	6. Student asked to make a story based on the pictures.	√		
	7. Students ask to write down a recount text after checking by teacher in group discussion.	√		

	8. The teacher gives chances to the students to ask questions.	√		
	9. The students deliver the questions to the teacher.	√		
	10. The teacher guides the students in every stage to write the sentence based on the picture.	√		
	11. The lesson is smooth, sequenced, and logical.	√		
<b>C.</b>	<b>Post-teaching</b>			
	1. The teacher summarizes and reflects the lesson.	√		
	2. The teacher previews on the upcoming materials	√		
	3. The teacher closes the teaching and learning process.	√		
	<b>Class Situation</b>			
	1. The students are active during the teaching-learning process	√		
	2. The students have willingness to use their dictionaries.	√		
	3. The students show enthusiasm during the teaching-learning process	√		
	4. The students like the media: picture series.	√		
	5. Teacher has good time management.	√		
	6. The teacher manages the class well.	√		
	7. The teacher's instructions are clear	√		

### Observation Sheet

Date : Wednesday, 25 May , 2016

Meeting : Second meeting of cycle 2

Observer : Suparni, S.pd.

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

NO	Observation Item	Yes	No	Comment
<b>A.</b>	<b>Pre teaching</b>			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher's greeting and tell about their condition.	√		
	3. The teacher leads a prayer	√		
	4. The teacher reviews the previous materials.	√		
	5. The teacher introduces the new topic to the students.	√		
	6. The teacher tells the objective of the teaching and learning process.	√		
<b>B.</b>	<b>Whilst-teaching</b>			
	1. The students are ready to learn the materials	√		
	2. The teacher distributes handout/worksheet	√		
	3. The teacher and the students discuss the language features and generic structure of a recount text.	√		
	4. Students ask to outlining based on the picture series..	√		
	5. The students ask to make a story based on the outlining.	√		
	6. Student gives feedback on the students' work.	√		
	7. Students ask to write down a recount text after checking by teacher.	√		
	8. The teacher gives chances to the students to ask questions.	√		
	9. The students deliver the questions to the teacher.	√		
	10. The teacher guides the students	√		

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

**Pre-test**

**Please write a text about your amazing experience below.**

**Post-test**

**Please write a text about your amazing experience below.**

## ATTENDANCE LIST

Class : VIII B  
 Total : 32  
 Semester : 2

NO	NAMA SISWA	Mei					
		2	4	16	18	23	25
1	AFANDIKA RYANTINO	√	√	√	√	√	√
2	ALDI FIRDIYANTO	√	√	√	√	√	√
3	ALFITA DYAH KUSUMAWATI	√	√	√	√	√	√
4	ALIFA SHAFa ARNIKARINI	√	√	√	√	√	√
5	ANGGRAITA PUTRI K. D	√	√	√	√	√	√
6	ASHARZYA PUTRI	√	√	√	√	√	√
7	AURELIA GIFSA GEBY GULTAMA	√	√	√	√	√	√
8	DELA DEWI ANGGRAINi	√	√	√	√	√	√
9	DIANA FATONAH	√	√	√	√	√	√
10	DWI YULIANI PUTRI ASIH	√	√	√	S	S	S
11	FANADA ORDHIGOSA	I	√	√	√	√	√
12	FATINAZZAH KURNIA DWINANDA	√	√	√	√	√	√
13	FEISYA ULIN NUSWANTARI	√	√	√	√	√	√
14	GHALIBAN NARAFID KUMARA	√	√	√	√	√	√
15	HAPPY NORINDAH INSANI	√	√	√	√	√	√
16	INTAN LESTARI	√	√	√	√	√	√
17	M. ZIDNA KHOIRON	√	√	√	√	√	√
18	MARLINDA LUCKY ANGGITASARI	√	√	√	√	√	√
19	MUH FEBRIANSYAH	√	√	√	√	√	√
20	MUH SOLIKHIN AL HUDA	√	√	√	√	√	√
21	MUHAMMAD DANY SYARIF	S	√	√	√	√	√
22	MUHAMMAD IQBAL	√	√	√	√	√	√
23	NOVITA BRILIAN TI	√	√	√	√	√	√
24	RARAS NURAINI	√	√	√	√	√	√
25	REVO HIKARI	√	√	√	√	√	√
26	RIVA TRI RAHMAWATI	√	√	√	√	√	√
27	RIZKI RUSDIYANTO	√	√	√	√	√	√
28	SIGIT CAHYONO	√	√	√	√	√	√
29	TIARA NURUL HANIFAH	√	√	√	√	√	√
30	WAHDAN HADI PRASETYA	√	√	√	√	√	√
31	WIBOWO RAMADHANU	√	√	√	√	√	√
32	YUSUF EKO HAPSARA	√	√	√	√	√	√

### Rater 1 Students' Writing Score In Pre -Test

No	Nama	C	O	V	L	M	T
1	Respondent 1	13	8.5	12	10	2.5	46
2	Respondent 2	19	14	8	11	3	55
3	Respondent 3	21	13.5	11	8	4	57.5
4	Respondent 4	17.5	14	10	8	2.5	52
5	Respondent 5	22	16	8	13	3	62
6	Respondent 6	15.5	12.5	15.5	10.5	2.5	56.5
7	Respondent 7	22.5	17	16	21	3	79.5
8	Respondent 8	21	14	10.5	9.5	3.5	58.5
9	Respondent 9	22.5	12	10.5	10	3.5	58.5
10	Respondent 10	12.5	6	11.5	10	2.5	42.5
11	Respondent 11	0	0	0	0	0	0
12	Respondent 12	16.5	10	11.5	11.5	3	52.5
13	Respondent 13	23	14	13	11	4	65
14	Respondent 14	22	13	13	13	3	64
15	Respondent 15	19	11	12.5	9.5	3	55
16	Respondent 16	20	12.5	9.5	10	3	55
17	Respondent 17	13	7.5	7	10	2	39.5
18	Respondent 18	21.5	14	11	10	4	60.5
19	Respondent 19	22.5	15.5	12.5	11	3.5	65
20	Respondent 20	13	7	8	8	2	38
21	Respondent 21	0	0	0	0	0	0
22	Respondent 22	13	8.5	7	7	2	37.5
23	Respondent 23	21.5	14	13.5	11	4	64
24	Respondent 24	21	14.5	9.5	12	4.5	61.5
25	Respondent 25	23	14.5	14	11	4.5	67
26	Respondent 26	22.5	14	15	12	5	68.5
27	Respondent 27	15.5	9.5	10	11	3	49
28	Respondent 28	20	14	12	8	3	57
29	Respondent 29	22	17	14	16	4	73
30	Respondent 30	13	8	7	6	2	36
31	Respondent 31	15	13	12.5	9.5	3.5	53.5
32	Respondent 32	20	13.5	10	14	3.5	61
	RATA-RATA	18.78	12.02	11.16	10.08	3.22	56.35

### Rater 1 Students' Writing Score In cycle 1

No	Nama	C	O	V	L	M	T
1	Respondent 1	15	11	11	14	3	54
2	Respondent 2	14	11.5	7	7	2	41.5
3	Respondent 3	21	14	12	10	3.5	60.5
4	Respondent 4	25	12.5	14	12	2.5	66
5	Respondent 5	22	11	13	15	3	64
6	Respondent 6	22	14.5	15.5	14	3	69
7	Respondent 7	16	12	13	12	3.5	56.5
8	Respondent 8	23	14	12	12.5	4	65.5
9	Respondent 9	19	13	13	10	3.5	58.5
10	Respondent 10	25	14	10	12.5	4	65.5
11	Respondent 11	23	12	14	13.5	3	65.5
12	Respondent 12	18	12	12.5	8.5	3.5	54.5
13	Respondent 13	25.5	11	12	9	4	61.5
14	Respondent 14	24	12	11	10	3.5	60.5
15	Respondent 15	13	11	10	7	3	44
16	Respondent 16	21.5	13	16	14	3	67.5
17	Respondent 17	14	13	11.5	14	2.5	55
18	Respondent 18	13.5	12	7	8	3	43.5
19	Respondent 19	26	13	15	13	3.5	70.5
20	Respondent 20	15	12	10	10	3	50
21	Respondent 21	16	13	10	8	3.5	50.5
22	Respondent 22	16	9.5	8.5	10	3	47
23	Respondent 23	21.5	13	11.5	12	3	61
24	Respondent 24	23.5	10	7.8	11	3	55.3
25	Respondent 25	26	14.5	11.5	15	4	71
26	Respondent 26	17	12	11.5	15	3	58.5
27	Respondent 27	20	12	10	8	4	54
28	Respondent 28	15	12	8	7	3	45
29	Respondent 29	25.5	12	11.5	10	3.5	62.5
30	Respondent 30	17	10	12	10	4	53
31	Respondent 31	14	11	7	7	3	42
32	Respondent 32	25	12	11.5	11.5	3.5	63.5
	RATA-RATA	19.75	12.17	11.26	10.95	3.27	58.50

### Rater 1 Students' Writing Score In cycle 2

No	Nama	C	O	V	L	M	T
1	Respondent 1	24	12	11.5	17.5	4	69
2	Respondent 2	20.5	12	13.5	12	4	62
3	Respondent 3	17.5	16	10	12	3	58.5
4	Respondent 4	22	14.5	14	11.5	3	65
5	Respondent 5	25.5	15	13.5	17	3	74
6	Respondent 6	22	15	11	15	3	66
7	Respondent 7	25.5	15	12	15.5	3	71
8	Respondent 8	19	15	13.5	10.5	4	62
9	Respondent 9	23.5	14	11.5	16	3	68
10	Respondent 10	0	0	0	0	0	0
11	Respondent 11	24.5	14.5	12	13.5	2	66.5
12	Respondent 12	16	15.5	9.5	10	2.5	53.5
13	Respondent 13	23.5	17	13	11	3	67.5
14	Respondent 14	24	16	15	15.5	4	74.5
15	Respondent 15	26	15.5	12.5	15	4	73
16	Respondent 16	20	13	13.5	11	4	61.5
17	Respondent 17	23.5	16.5	15	18	4	77
18	Respondent 18	16	15	7.5	7	2	47.5
19	Respondent 19	25	13.5	15.5	16.5	4	74.5
20	Respondent 20	23.5	14.4	11	10	3.5	62.4
21	Respondent 21	24.5	16	10.5	13.5	3.5	68
22	Respondent 22	23.5	16	15	14	3.5	72
23	Respondent 23	25	16	11	15.5	2.5	70
24	Respondent 24	22.5	14.5	13	12	4	66
25	Respondent 25	25	17	16	13	4	75
26	Respondent 26	14.5	10	7	7.5	2	41
27	Respondent 27	20	14	13.5	12	3.5	63
28	Respondent 28	22	16.5	14	15	4	71.5
29	Respondent 29	23	17	12.5	12	2	66.5
30	Respondent 30	22	13.5	14	4	2	55.5
31	Respondent 31	22.5	15	14.5	16.5	3	71.5
32	Respondent 32	25	15.5	10	14	4	68.5
	RATA-RATA	22.29	14.85	12.45	13.02	3.26	65.87

### Rater 1 Students' Writing Score Post-Test

No	Nama	C	O	V	L	M	T
1	Respondent 1	24	14.5	13.5	15	3.5	70.5
2	Respondent 2	25.5	13.5	12	16	4	71
3	Respondent 3	17.5	15	13	16	3.5	65
4	Respondent 4	25.5	17	11.5	14	4.5	72.5
5	Respondent 5	24.5	19.5	14.5	11	3	72.5
6	Respondent 6	23.5	14.5	13	16	4.5	71.5
7	Respondent 7	15	16	13.5	13	2	59.5
8	Respondent 8	19	13	11	13.5	2.5	59
9	Respondent 9	25	15	13	15.5	3	71.5
10	Respondent 10	0	0	0	0	0	0
11	Respondent 11	21	15	10	14	3	63
12	Respondent 12	25	13.5	15	14.5	4.5	72.5
13	Respondent 13	26	16	15.5	14	4.5	76
14	Respondent 14	25.5	18	15.5	14.5	3	76.5
15	Respondent 15	16.5	15	14	13	3.5	62
16	Respondent 16	25.5	14.5	13.5	15.5	3.5	72.5
17	Respondent 17	23.5	16	13	17	3.5	73
18	Respondent 18	22	14	14.5	16	3	69.5
19	Respondent 19	19	15	11.5	15	2.5	63
20	Respondent 20	23.5	15	13.5	15	3	70
21	Respondent 21	21.5	13	10.5	10.5	3	58.5
22	Respondent 22	24.5	14	12	16	3.5	70
23	Respondent 23	14.5	13.5	14.5	16.5	3.5	62.5
24	Respondent 24	22.5	14.5	13	14.5	3	67.5
25	Respondent 25	26	15	14.5	16.5	4.5	76.5
26	Respondent 26	24	15	13	12	3	67
27	Respondent 27	25	16	14.5	13	5	73.5
28	Respondent 28	23.5	16.5	15	12.5	4	71.5
29	Respondent 29	26.5	16.5	13	14.5	4	74.5
30	Respondent 30	25	13.5	15	16.5	2.5	72.5
31	Respondent 31	15	16.5	13.5	15.5	3.5	64
32	Respondent 32	26	21	15	13.5	4	79.5
	RATA-RATA	22.61	15.32	13.37	14.52	3.48	69.31

### Rater 2 Students' Writing Score In Pre –Test

No	Nama	C	O	V	L	M	T
1	Respondent 1	12	8.5	12.5	10	2.5	45.5
2	Respondent 2	18	13.5	8	11	2.5	53
3	Respondent 3	20	14	12	9.5	3.5	59
4	Respondent 4	17	14	10.5	8.5	3	53
5	Respondent 5	22.5	15.5	9.5	13.5	3	64
6	Respondent 6	16	13	16	11	3	59
7	Respondent 7	23	16.5	15.5	21.5	2.5	79
8	Respondent 8	21.5	14	11	9	3	58.5
9	Respondent 9	23	12	11	10.5	4	60.5
10	Respondent 10	13	6.5	12	10.5	3	45
11	Respondent 11	0	0	0	0	0	0
12	Respondent 12	16.5	9.5	11.5	11.5	3	52
13	Respondent 13	22.5	14.5	13.5	11	4	65.5
14	Respondent 14	22.5	13.5	13.5	13.5	3.5	66.5
15	Respondent 15	19.5	11.5	13	10	3	57
16	Respondent 16	20	13	10	10.5	3.5	57
17	Respondent 17	13	7.5	7	10	2	39.5
18	Respondent 18	21.5	13.5	11	10	4	60
19	Respondent 19	23	16	13	12	4	68
20	Respondent 20	13	7	8	7.5	2.5	38
21	Respondent 21	0	0	0	0	0	0
22	Respondent 22	13	8.5	7	6	2	36.5
23	Respondent 23	22	14.5	14	11	4	65.5
24	Respondent 24	21	15	10	12	4.5	62.5
25	Respondent 25	23	15	14.5	11.5	4.5	68.5
26	Respondent 26	23	14	15.5	11.5	5	69
27	Respondent 27	15.5	9.5	10	11	3	49
28	Respondent 28	21	15	12	7	3	58
29	Respondent 29	22	17	14.5	15	4	72.5
30	Respondent 30	13	7.5	8	5.5	2	36
31	Respondent 31	15	13	12.5	10	3.5	54
32	Respondent 32	20	14	10	15	4	63
	RATA-RATA	18.87	12.55	11.52	10.91	3.30	57.15

### Rater 2 Students' Writing Score In cycle 1

No	Nama	C	O	V	L	M	T
1	Respondent 1	13	11	11	13	2	50
2	Respondent 2	14.5	12	7	7.5	2	43
3	Respondent 3	22	14	12	9.5	3	60.5
4	Respondent 4	25	13	14	11	3.5	66.5
5	Respondent 5	21	11	13	12	3	60
6	Respondent 6	22	15	16	15	4	72
7	Respondent 7	16.5	12	13.5	13	3	58
8	Respondent 8	23.5	14.5	11.5	13	4	66.5
9	Respondent 9	16	13.5	13	11.5	4	58
10	Respondent 10	25	14	11	13.5	3.5	67
11	Respondent 11	23	12.5	14	13.5	3	66
12	Respondent 12	18	12	12	9	3.5	54.5
13	Respondent 13	26	12	12	10	4	64
14	Respondent 14	24	13	11	11	3.5	62.5
15	Respondent 15	14	11.5	11.5	7.5	3	47.5
16	Respondent 16	22	14	16	14	3.5	69.5
17	Respondent 17	15	13.5	12	15	2.5	58
18	Respondent 18	15	12.5	8	9.5	3	48
19	Respondent 19	26	13.5	15.5	11	3.5	69.5
20	Respondent 20	16	11.5	10	10.5	3	51
21	Respondent 21	17	13	9.5	9.5	4	53
22	Respondent 22	16	10	9	11.5	3	49.5
23	Respondent 23	22	12.5	12	12.5	3.5	62.5
24	Respondent 24	14	10.5	7.5	10	3	45
25	Respondent 25	25	15	11.5	15	4	70.5
26	Respondent 26	18	12.5	12	16	3	61.5
27	Respondent 27	20	12.5	11.5	8.5	3.5	56
28	Respondent 28	13	11.5	8.5	7.5	3	43.5
29	Respondent 29	26	12.5	12	11	4	65.5
30	Respondent 30	17	10.5	12.5	10.5	4	54.5
31	Respondent 31	14	11.5	7.5	7	3	43
32	Respondent 32	26	11	12	10.5	3.5	63
	RATA-RATA	19.55	12.47	11.55	11.23	3.31	58.11

### Rater 2 Students' Writing Score In cycle 2

No	Nama	C	O	V	L	M	T
1	Respondent 1	24.5	11.5	12	18	4	70
2	Respondent 2	22	13	14	12	4	65
3	Respondent 3	18	16.5	9.5	12.5	3.5	60
4	Respondent 4	22	14.5	15	12	3	66.5
5	Respondent 5	26	15.5	14	17	4	76.5
6	Respondent 6	21.5	15	11.5	15	3	66
7	Respondent 7	25	14.5	13	16	3.5	72
8	Respondent 8	21.5	15	14	11	4	65.5
9	Respondent 9	24	14	13	16	3	70
10	Respondent 10	0	0	0	0	0	0
11	Respondent 11	25.5	15	12	14	2.5	69
12	Respondent 12	16	16	10	10	3	55
13	Respondent 13	25	17.5	13.5	11	3	70
14	Respondent 14	25	16.5	14.5	16	4	76
15	Respondent 15	27.5	16	13	15	4	75.5
16	Respondent 16	20.5	13	14	11.5	4	63
17	Respondent 17	24	17	16	19	4	80
18	Respondent 18	17	15	7.5	7	2.5	49
19	Respondent 19	26	14	16	17	4	77
20	Respondent 20	14	15	11	10	4	54
21	Respondent 21	25	16	11	14	3.5	69.5
22	Respondent 22	15.5	16	15	14	4	64.5
23	Respondent 23	25	16	11.5	16	2.5	71
24	Respondent 24	24	15	13.5	12	4	68.5
25	Respondent 25	27	17	16	13	4	77
26	Respondent 26	15	10	8	8	2	43
27	Respondent 27	22	14	4	13.5	3.5	57
28	Respondent 28	23	17	14	15.5	4	73.5
29	Respondent 29	24	17	13	13	2	69
30	Respondent 30	22.5	14	14	4	2.5	57
31	Respondent 31	23	15	15	17	3	73
32	Respondent 32	26	16	10	14	4	70
	RATA-RATA	21.12	15.08	12.53	13.20	3.42	66.87

### Rater 2 Students' Writing Score Post-Test

No	Nama	C	O	V	L	M	T
1	Respondent 1	24.5	15	14	16	4	73.5
2	Respondent 2	26	14	12	17	4	73
3	Respondent 3	18	15	13	16	4	66
4	Respondent 4	26	17	12	14.5	4.5	74
5	Respondent 5	25	20	15	11	3.5	74.5
6	Respondent 6	24	15	13	16.5	4.5	73
7	Respondent 7	15.5	16	14	13	3.5	62
8	Respondent 8	18	13	11	15	3	60
9	Respondent 9	26	15	13.5	16	3.5	74
10	Respondent 10	0	0	0	0	0	0
11	Respondent 11	22.5	15	10.5	13.5	3	64.5
12	Respondent 12	24.5	14	15	15	5	73.5
13	Respondent 13	25	16	15	14	5	75
14	Respondent 14	26	19	16	15	3.5	79.5
15	Respondent 15	17	15	14	13	4	63
16	Respondent 16	26	14.5	14	16	4	74.5
17	Respondent 17	24	16.5	13	17	3.5	74
18	Respondent 18	22.5	14	11	16	3	66.5
19	Respondent 19	19.5	15	12	16	3	65.5
20	Respondent 20	24	15.5	14	15.5	3	72
21	Respondent 21	22	13.5	11	11	3	60.5
22	Respondent 22	25	14	12.5	16	3	70.5
23	Respondent 23	15	14	15	17	3.5	64.5
24	Respondent 24	23	11.5	13	15	3	65.5
25	Respondent 25	26	15	15	17	5	78
26	Respondent 26	24.5	16	13	12.5	3	69
27	Respondent 27	25	16.5	15	13.5	5	75
28	Respondent 28	24	17	16	13	4	74
29	Respondent 29	27	16	13.5	15	4	75.5
30	Respondent 30	25	14	15	17	3	74
31	Respondent 31	15.5	17	14	15.5	4	66
32	Respondent 32	26.5	22	15	14	4	81.5
	RATA-RATA	22.98	18.85	13.55	14.98	3.52	69.56

**Pre test**

Please write a text about your amazing experience below.

### Extreme Day

Hi! My name Yusuf. I have an extreme experience. At the time I was drawing in the wall (went) I'm drawing suddenly (I'm) run because many people (followed). Finally I thought not to drawing in the wall again.

Name : Yusuf Eko Hapsara  
Class : 013  
Numb : 32  
Student of : SMP 3 SEWON

**Student's work in pre-test**

Write a story based on the pictures below.

Ghaliban Narafid

### My Terrible Experience



One day, Budi, Budi, Redi, Debi play  
Touch and run, before, play it they  
did Hompimpa, after Hompimpa Budi  
Touch Redi in the playground.

When Budi ran to Redi, Budi fell  
down, his friend help Budi, Budi  
got sick and friend brought her betadine.

I then Budi went home by friend.

After all Budi was naughty but  
his friend love him.

Student's work in Cycle 1

Revo (25)

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



Skipping the class  
 Iqbal and friend's have a plan to play soccer in break time.

Break time its come. Iqbal sneaked in behind class room and walk to gates. Iqbal constructed few block's beside the gate's. He walked up the block's and jumped the gate's. few friend's was succes, but when Iqbal jumped the gate's the bag was stucked in the gate's. Iqbal called for a help but no one hear it.

Iqbal was crying. He ~~was~~ feel sorry from what's he done. He promised he will never skipping the class room again.

Student's work in Cycle 2

Reno Hikari  
03125.

**Post Test**

Study tour in Jakarta

A few months ago, I and my class mates left ~~the~~ Yogyakarta for study tour in Jakarta. We went to Jakarta by a bus. We arrived Jakarta at 4.00 Am.

Soon after arrival at Jakarta, we got a breakfast and ~~had~~ a few time to ~~prepared~~ our self for ~~went~~ to T.M.I.I., Lubang Buaya, T.S.B., and many more.

Soon after 3 days in Jakarta, ~~had~~ so much fun, we ~~were~~ so tired in the trip to the home. We ~~was~~ so happy we hoped we can ~~doing~~ this again.

**Student's work in Post-test**

**COURSE GRID CYCLE 1**

Nama Sekolah : SMP Negeri 3 Sewon  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/2  
Alokasi Waktu : 6 x 40 menit (Cycle I, 3pertemuan)  
Skill : Writing  
Jenis Teks : Recount

*Standard Kompetensi :*

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

*Basic Competence :*

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

Tujuan Pembelajaran	Indikator	Kegiatan Belajar-Mengajar	Materi Pembelajaran	Picture Series	Penilaian			Alokasi Waktu	Sumber
					Teknik	Instrumen	Contoh Instrumen		
<ul style="list-style-type: none"> <li>Pada akhir Pembelajaran, siswa diharapkan mampu menulis teks <i>recount</i> berdasarkan <i>picture series</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi <i>social function</i> daei teks <i>recount</i>.</li> <li>Mengide ni Fikasi <i>generic structure</i> dan <i>language feature</i> dari teks <i>recount</i>.</li> <li>Menulis <i>recount</i> text</li> </ul>	<p><b>1.Perteuan Pertama</b></p> <p>Presentation</p> <ul style="list-style-type: none"> <li>Guru memberikan Pertanyaan sebagai <i>leadin</i> kepada siswa.</li> <li>Guru mengenalkan contoh teks <i>recount</i> kepada siswa dengan judul “MyMonday”</li> </ul>	<ul style="list-style-type: none"> <li><b>Recount Text</b> Hello my name is Andi .I have something to tell you about my Monday this week. It was quite annoying. I woke up at 5 a.m.  Then I prepared myself to go to</li> </ul>	<p>1.Picture series berjudul “My Holiday ”</p> <p>2.Picture Series berjudul “My Bad Memory ”</p>	Test tertulis	Menulis teks <i>recount</i> berdasarkan <i>picture series</i> yang diberika n .	Terlampir	6x40 menit	<p>1.http//:acartoonis.com</p> <p>2.Wadiman, Artono, et al. 2008. English in Focus 2: Grade VIII for Junior High</p>

	berdasarkan picture series	<ul style="list-style-type: none"> <li>•Siswa dengan arahan dari guru mengidentifikasi <i>generic structure</i> dan <i>language feature</i> dari teks tersebut.</li> </ul> <p>Practice</p> <ul style="list-style-type: none"> <li>• Siswa diminta untuk menjodohkan gambar dengan kalimat yang telah di susun acak.</li> <li>• Siswa secara berpasangan diminta untuk mengidentifikasi</li> </ul>	<p>school. I got flu. My head was dizzy. But I had to go to school. I went to school after I wore my uniform.</p> <p>I walked out my house after saying goodbye to my parents. I went to school by walking. It was a very hot and cheerful morning. The sun shined very bright.</p>						School.Depdiknas. Jakarta. 3.Scaffolding English for Junior High School Students Grade VIII
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		<p>kasi <i>language feature</i> dari teks yang diberikan.</p> <p>Production</p> <ul style="list-style-type: none"> <li>• Siswa diminta untuk menyusun kalimat acak sesuai dengan gambar secara mandiri.</li> <li>• Siswa membuat sebuah kalimat berdasarkan gambar yang diberikan.</li> </ul> <p><b>2.Pertemuan</b></p>	<p>Everything was okay until I slipped on the road because I did not see there was a puddle in front of me.</p> <p>My uniform got wet and my face was covered with mud.</p> <p>I arrived school late and my teacher was mad at me because of I came to the class full of mud.</p> <p>It was a</p>						
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		<p><b>Kedua</b></p> <p>Presentation</p> <ul style="list-style-type: none"> <li>• Siswa mempelajari contoh teks <i>recount</i> yang berjudul “My Grandmother Birthday”</li> <li>• Siswa diminta untuk membaca dan mengidentifikasi <i>generic structure</i> dan <i>language feature</i> dari teks tersebut.</li> </ul> <p>Practice</p> <ul style="list-style-type: none"> <li>• Siswa</li> </ul>	<p>very annoying Monday.</p> <p>• <b>Function of recount text</b>  Recount text is a text that retells past events.  The purpose is to provide the audience with a description of what occurred and when it occurred.</p> <p>• <b>Generic Structures of recount text</b></p>						
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		<p>diminta mengubah <i>verb</i> dengan benar dalam sebuah teks <i>recount</i>.</p> <ul style="list-style-type: none"> <li>• Siswa diminta untuk menjodohkan kata dengan arti kata dengan benar.</li> </ul> <p>Production</p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk menulis sebuah teks <i>recount</i> berdasarkan gambar yang telah diberikan</li> </ul>	<p><b>a. Orientation</b>  Pada tahap ini penulis menceritakan siapa, apa, kapan dan dimana kejadian itu terjadi.</p> <p><b>b. Events</b>  Pada tahap ini penulis menceritakan runtutan peristiwa yang telah dialami.</p> <p><b>c. Reorientation</b>  Paragraph ini adalah akhir dari cerita,</p>						
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		<p>secara mandiri.</p> <p><b>3.Pertemuan Ketiga</b></p> <p>Presentation</p> <ul style="list-style-type: none"> <li>• Guru memberikan contoh teks <i>recount</i> berjudul "I cannot forget it"</li> <li>• Siswa bersama guru mengidentifikasi <i>generic structure, language feature, dan social function</i> dari teks tersebut. Practice</li> </ul>	<p>terkadang juga mengandung pendapat dari penulis.</p> <p>• <b>Language features of recount text</b></p> <p>a. Menggunakan <i>simple past tense</i> untuk menceritakan kejadian yang telah dialami:</p> <p><b>Formula:</b> <b>S+V2</b></p> <p>b. Adverbs of time dalam bentuk the simple past tense.</p> <p>c. Words</p>						
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		<ul style="list-style-type: none"> <li>• Siswa diminta untuk melengkapi sebuah cerita dengan <i>verb form</i> yang benar.</li> <li>• Guru bersama siswa membahas latihan yang telah siswa kerjakan.</li> </ul> <p>Production</p> <ul style="list-style-type: none"> <li>• Siswa menulis sebuah teks <i>recount</i> menggunakan <i>picture series</i>.</li> </ul>	<p>showing order</p> <p>first, next, then, after that, afterwards, meanwhile.</p>						
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**COURSE GRID CYCLE 2**

Nama Sekolah : SMP Negeri 3 Sewon

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

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

Skill : Writing

Jenis Teks : Recount

*Standard Kompetensi :*

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

*Basic Competence :*

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

Tujuan Pembelajaran	Indikator	Kegiatan Belajar-Mengajar	Materi Pembelajaran	Picture Series	Penilaian			Alokasi Waktu	Sumber
					Teknik	Instrumen	Contoh Instrumen		
<ul style="list-style-type: none"> <li>Pada akhir pembelajaran, siswa diharapkan mampu menulis teks <i>recount</i> berdasarkan <i>picture series</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi fikasi <i>social function</i> daei teks <i>recount</i>.</li> <li>Mengidentifikasi fikasi <i>generic structure</i> dan <i>language feature</i></li> </ul>	<p><b>4. Pertemuan Pertama</b></p> <p>Presentation</p> <ul style="list-style-type: none"> <li>Guru memberikan pertanyaan sebagai <i>leadin</i> kepada siswa.</li> <li>Guru mengenalkan contoh teks <i>recount</i> kepada siswa dengan judul</li> </ul>	<ul style="list-style-type: none"> <li><b>Recount Text</b></li> </ul> <p>“ My Memorable Times in Singapore”</p> <p>I want to tell you about my memorable time in Singapore. It was one of the best holiday I ever had.</p> <p>I shall never forget the spectacular soght of the city I saw</p>	<ul style="list-style-type: none"> <li>Picture series berjudul “ Helping Turtle”</li> <li>Picture series berjudul “Skipping class”</li> </ul>	Test tertulis	Menulis teks <i>recount</i> berdasarkan <i>picture series</i> yang diberikan	Terlampir	4x40 menit	<p>1.https://1.bp.blogspot.com/</p> <p>2.http//hilobrow.com/20130930/robinsonade</p>

	<p>dari teks <i>recount</i>.</p> <p>• Menulis teks <i>recount</i> berdasarkan <i>picture series</i>.</p>	<p>“My Memorable times in Singapore”</p> <p>• Siswa dengan arahan dari guru mengidentifikasi <i>generic structure</i> dan <i>language feature</i> dari teks tersebut. Practice</p> <p>• Guru meminta siswa untuk membentuk kelompok, terdiri dari 5 -6 siswa.</p> <p>• Guru menempelkan gambar berurutan di</p>	<p>from mount Fable that night. The roller coaster ride, the stunts performance by dolphins and the killer whale at the sea world were also exciting. I shall remember the thrill of having been on one of the longest rides in the monorail in Sentosa island for many years to come.</p> <p>Ialso enjoyed various varieties of seafood at China town night market. I also enjoyed the shopping trips. My family and friends agreed to</p>						
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		<p>papan tulis dengan judul “Midnight Snack”.</p> <ul style="list-style-type: none"> <li>• Guru menjelaskan peraturan permainan.</li> <li>• Siswa secara berkelompok berdiskusi untuk</li> </ul> <p>membuat cerita sesuai gambar yang didapatkan pada masingmasing kelompok, kemudian menuliskan cerita tersebut. Production</p>	<p>buy souvenirs for our relatives.</p> <p>It was the best holiday in my life I wish I can visit there again someday.</p> <ul style="list-style-type: none"> <li>• <b>Generic Structures of recount text</b></li> </ul> <p><b>d. Orientation</b></p> <p>Pada tahap ini penulis menceritakan siapa, apa, kapan dan dimana kejadian itu terjadi.</p> <p><b>e. Events</b></p> <p>Pada tahap ini penulis</p>						
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		<ul style="list-style-type: none"> <li>• Siswa membuat sebuah kalimat berdasarkan gambar yang diberikan.</li> </ul> <p><b>5. Pertemuan kedua</b></p> <p>Presentation</p> <ul style="list-style-type: none"> <li>• Siswa mempelajari contoh teks <i>recount</i> yang berjudul “My Holiday”</li> <li>• Siswa diminta untuk membaca, melengkapi dan mengidentifikasi kasi <i>generic</i></li> </ul>	<p>menceritakan runtutan peristiwa yang telah dialami.</p> <p><b>f.Reorientation</b> Paragraph ini adalah akhir dari cerita, terkadang juga mengandung pendapat dari penulis.</p> <ul style="list-style-type: none"> <li>• <b>Language features of recount text</b></li> </ul> <p>d.Menggunakan <i>simple past tense</i> untuk menceritakan kejadian yang telah dialami:</p> <p><b>Formula: S+V2</b></p> <p>e. Adverbs of</p>						
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		<p><i>structure dan language features</i> dari teks tersebut.</p> <p>Practice</p> <ul style="list-style-type: none"> <li>• Siswa diminta untuk outlining gagasan cerita berdasarkan runtutan gambar yang diberikan.</li> <li>• Siswa diminta untuk menuliskan cerita berdasarkan hasil Diskusi.</li> </ul> <p>Production</p>	<p>time dalam bentuk the simple past tense: <i>Yesterday...</i></p> <p>f. Words showing order first, next, then, after that, afterwards, meanwhile.</p>						
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		<ul style="list-style-type: none"><li>• Guru memberikan <i>feedback</i> pada cerita yang telah dibuat oleh siswa.</li><li>• Siswa menuliskan kembali cerita berdasarkan <i>feedback</i> yang telah diberikan oleh guru.</li></ul>							
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## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Nama Sekolah	: SMP Negeri 3 Sewon
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/ 1
Alokasi Waktu	: 2 x 40 menit (1 x pertemuan)

#### A. Standar Kompetensi

1. Membaca : 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.
2. Menulis : 6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

#### B. Kompetensi Dasar

1. Membaca : 5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.
2. Menulis : 6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.  
6.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa secara akurat, lancar dan berterima untuk berinteraksi dengan

lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

### C. Indikator

1. Menjelaskan social function dari teks recount
2. Mengidentifikasi generic sturucture dari teks recount
3. Mengidentifikasi language features dari teks recount
4. Mengidentifikasi informasi dari suatu teks recount.
5. Merespon makna isi teks *recount* sederhana yang telah dibaca dengan menjawab pertanyaan yang diberikan oleh guru berkaitan dengan teks tersebut.
6. Menyusun beberapa kalimat secara acak menjadi sebuah teks berbentuk *recount*.

### D. Tujuan Pembelajaran

Setelah pembelajaran siswa dapat:

1. Mengidentifikasi generic structure dari teks recount dengan benar.
2. Mengidentifikasi informasi dari suatu teks recount.
3. Merespon makna isi teks *recount* sederhana yang telah dibaca dengan menjawab pertanyaan yang diberikan oleh guru berkaitan dengan teks tersebut.
4. Menyusun beberapa kalimat secara acak menjadi sebuah teks berbentuk recount.

- ❖ **Karakter siswa yang diharapkan** : Dapat dipercaya (Trustworthines)  
 Rasa hormat dan perhatian (*respect*)  
 Tekun (*diligence*)

### E. Materi Pembelajaran

Recount

1. Social function

Retell events for the purpose of informing or entertaining. The specific purpose is to tell about someone's experience or someone's past events.

## 2. Generic function

TEXT ELEMENTS	CONTENT
Orientation	Information about an event and its setting. It provides details of who, what, when, where, or why.
Events	A sequence of events which happened in a chronological order. What happened? First..., Next..., Soon..., During..., After..., Later..., Eventually..., Finally...
Closing (reorientation)	Conclusion/ summary of the events What you think, feel or decide about the occurred events.

## 3. Language features

- a. Verb of material process
- b. Adverb of time and place, such as right here, in my house, yesterday afternoon, slowly, often, etc.
- c. Tenses, Past tense

### 1) Simple past tense

Function: to express an event or activity that has completed in the past.

Form :

- a) Verbal sentence has the following patterns:

(+) Subject + Verb 2 ...
(-) Subject + did not Verb 1 ...
(?) Did + Subject + Verb 1 ...? (for yes no question)
(?) Who/what + Verb 2 + ...? (Wh. Question for asking a subject)
(?) Q.W. + did + subject + V1 + ...? (Wh. question for asking others)

- b) Non verbal sentence has the following patterns:

(+) Subject + was/were + ...
(-) Subject + was/were + not + ...

(?) Was/were + Subject + ... ? (for yes no question)
(?)Who/what + was/were + ...? (Wh. Question for asking a subject)
(?)Q.W. + was/were + subject + ...? (Wh. question for asking others)

d. Focus on specific participant

## F. Metode Pembelajaran

1. PPP
2. Tanya Jawab
3. Diskusi
4. Ceramah

## G. Langkah-langkah Kegiatan Pembelajaran

### 1. Kegiatan Pendahuluan

- a. Menyiapkan kondisi kelas : guru menyampaikan tujuan pembelajaran.
- b. Apersepsi : guru bertanya kepada siswa tentang kegiatan yang telah mereka lakukan kemarin.
- c. Motivasi : memberikan motivasi sebelum melakukan pembelajaran.

### 2. Kegiatan Inti

#### *Presentation*

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

#### *Practice*

- 1) Siswa diminta untuk melakukan Matching activity antara gambar dengan kalimat yang telah disusun acak secara berpasangan.(Lampiran 2)

- 2) Siswa diminta untuk mengidentifikasi language feature dari teks yang diberikan secara berpasangan.

*Production*

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

## 2. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- a. Membuat ringkasan/kesimpulan tentang simple past tense.
- b. Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- c. Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- d. Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan atau memberikan tugas baik secara individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- e. Merencanakan rencana pembelajaran pada pertemuan berikutnya.

## I. Rubrik Penilaian

Aspects	Level	Scores	Criteria
Content	Excellent – Very good	30- 27	Relevant to the topic, give the detail information, and match the purpose of recount text
	Good - Average	26- 22	Mostly relevant to the topic, lacks of detail
	Fair - Poor	21- 17	Inadequate development of the topic, almost match to the purpose of recount text

	Very poor	16-13	Does not relate to the topic, does not match the purpose
<b>Organization</b>	Excellent – Very good	20-18	Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.
	Good - Average	17-14	Loosely organized, limited support, logical but incomplete sequencing.
	Fair - Poor	13-10	Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.
	Excellent – Very good	9-7	Does not communicate, no organization, not enough to evaluate
<b>Vocabulary</b>	Excellent – Very good	20-18	Use effective word/ word choice/word usage, word form mastery.
	Good - Average	17-14	Occasional errors of word form, choice, usage but meaning not obscured
	Fair - Poor	13-10	Frequent errors of word form, choice, usage and meaning obscured/ confused
	Very poor	9-7	Essentially translation, little knowledge of English, not enough to evaluate.
<b>Language Use</b>	Excellent – Very good	25-22	Few errors of agreement, tense, and word order
	Good - Average	21-18	Several errors of agreement, tense, and word order
	Fair - Poor	17-11	Frequent errors and meaning obscured.
	Very poor	10-	Dominated by error, does not

		5	communicate, not enough to evaluate
<b>Mechanics</b>	Excellent – Very good	5	Exemplary mechanism, may have minor errors in punctuation, capitalization, and spelling, need little or no editing.
	Good - Average	4	Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability
	Fair - Poor	3	Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impedes readability.
	Very poor	2	Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication.

Adapted from Jacob, 1981

#### H. Sumber materi

1. <http://acartoonis.com>
2. Wadiman, Artono, et al. 2008. English in Focus 2: Grade VIII for Junior High School. Depdiknas. Jakarta.
3. Scaffolding English for Junior High School Students Grade VIII

Guru Mata Pelajaran

Suparni, S.Pd.  
NIP 19610920 198111 2 002

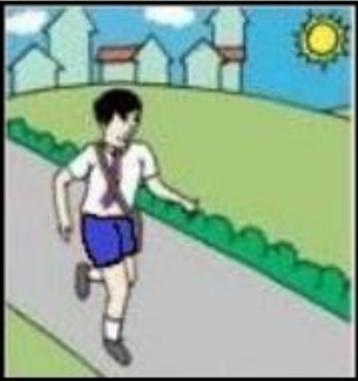
Researcher,

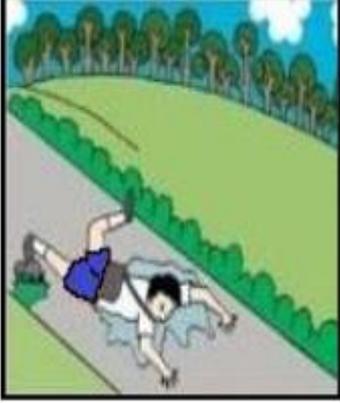
R. Rama .W.K.Y  
NIM 12201241020

## Lampiran 1

Read the recount text below.

### My Monday

	<p>Hello my name is Andi .I have something to tell you about my Monday this week. It was quite annoying. I woke up at 5 a.m.</p>	<p>Orientation</p>
	<p>Then I prepared myself to go to school. I got flu. My head was dizzy. But I had to go to school. I went to school after I wore my uniform.</p>	<p>Event 1</p>
	<p>I walked out my house after saying goodbye to my parents. I went to school by walking. It was a very hot and cheerful morning. The sun shined very bright.</p>	<p>Event 2</p>

	<p>Everything was okay until I slipped on the road because I did not see there was a puddle in front of me. My uniform got wet and my face was covered with mud.</p>	<p>Event 3</p>
	<p>I arrived school late and my teacher was mad at me because of I came to the class full of mud. It was a very annoying Monday.</p>	<p>Reorientation</p>

## Lampiran 2

Match the following pictures with the appropriate sentences. Then rewrite it.



I wore my uniform and glasses.



Yesterday I woke up at 6 a.m. in the morning



After that, I brushed my teeth fast and the toothpaste was overflowing to my face.



After I finished combing my hair, I wore shocks and shoes before I said goodbye to my parents and went to school.



Then i took a bath hurry because it was already late for me to arrive at school on time



I combed my hair and looked at myself in the mirror. I was so handsome.

Rewrite the correct construction of the story bellow.

A light blue scroll-shaped writing area with rounded corners and a shadow effect. The scroll is partially unrolled, showing a series of horizontal dotted lines for writing. The top and bottom edges of the scroll are curved, and there are small circular tabs on the left side, one at the top and one at the bottom, suggesting the scroll is being unrolled.

**B. Find the verbs of the text above and change the form into verb 1 and find the meaning of the words.**

Verb 2	Verb 1	Meaning

### Lampiran 3

Arrange the sentences into correct order by looking at the pictures presented below.



### Sentences

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

**B. Make sentences based on the pictures below in past tense form.**



## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Nama Sekolah : SMP Negeri 3 Sewon  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/ 1  
Alokasi Waktu : 2 x 40 menit (1 x pertemuan)

#### A. Standar Kompetensi

3. Membaca : 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.
4. Menulis : 6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

#### B. Kompetensi Dasar

1. Membaca : 5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.
2. Menulis : 6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.
- 6.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa secara

akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

### C. Indikator

7. Menjelaskan social function dari teks recount
8. Mengidentifikasi generic structure dari teks recount
9. Mengidentifikasi language features dari teks recount
10. Mengidentifikasi informasi dari suatu teks recount.
11. Merespon makna isi teks *recount* sederhana yang telah dibaca dengan menjawab pertanyaan yang diberikan oleh guru berkaitan dengan teks tersebut.
12. Menyusun beberapa kalimat secara acak menjadi sebuah teks berbentuk *recount*.

### D. Tujuan Pembelajaran

Setelah pembelajaran siswa dapat:

5. Mengidentifikasi generic structure dari teks recount dengan benar.
6. Mengidentifikasi informasi dari suatu teks recount.
7. Merespon makna isi teks *recount* sederhana yang telah dibaca dengan menjawab pertanyaan yang diberikan oleh guru berkaitan dengan teks tersebut.
8. Menyusun beberapa kalimat secara acak menjadi sebuah teks berbentuk recount.

- ❖ **Karakter siswa yang diharapkan** : Dapat dipercaya (*Trustworthines*)  
 Rasa hormat dan perhatian (*respect*)  
 Tekun (*diligence*)

### E. Materi Pembelajaran

Recount

## 4. Social function

Retell events for the purpose of informing or entertaining. The specific purpose is to tell about someone's experience or someone's past events.

## 5. Generic function

TEXT ELEMENTS	CONTENT
Orientation	Information about an event and its setting. It provides details of who, what, when, where, or why.
Events	A sequence of events which happened in a chronological order. What happened? First..., Next..., Soon..., During..., After..., Later..., Eventually..., Finally...
Closing (reorientation)	Conclusion/ summary of the events What you think, feel or decide about the occurred events.

## 6. Language features

e. Verb of material process

f. Adverb of time and place, such as right here, in my house, yesterday afternoon, slowly, often, etc.

g. Tenses, Past tense

## 2) Simple past tense

Function: to express an event or activity that has completed in the past.

Form :

c) Verbal sentence has the following patterns:

(+) Subject + Verb 2 ...
(-) Subject + did not Verb 1 ...
(?) Did + Subject + Verb 1 ...? (for yes no question)
(?) Who/what + Verb 2 + ...? (Wh. Question for asking a subject)
(?) Q.W. + did + subject + V1 + ...? (Wh. question for asking others)

d) Non verbal sentence has the following patterns:

(+) Subject + was/were + ...
------------------------------

(-) Subject + was/were + not + ...
(?) Was/were + Subject + ... ? (for yes no question)
(?)Who/what + was/were + ...? (Wh. Question for asking a subject)
(?)Q.W. + was/were + subject + ...? (Wh. question for asking others)

h. Focus on specific participant

## F. Metode Pembelajaran

5. PPP
6. Tanya Jawab
7. Diskusi
8. Ceramah

## G. Langkah-langkah Kegiatan Pembelajaran

### 3. Kegiatan Pendahuluan

- d. Menyiapkan kondisi kelas : guru menyampaikan tujuan pembelajaran.
- e. Apersepsi : guru bertanya kepada siswa tentang kegiatan yang telah mereka lakukan kemarin.
- f. Motivasi : memberikan motivasi sebelum melakukan pembelajaran.

### 2. Kegiatan Inti

#### *Presentation*

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

#### *Practice*

- 1) Siswa diminta mengubah Verb yang sesuai dalam teks recount yang diberikan oleh guru. (Lampiran2)
- 2) Siswa diminta untuk menjodohkan kata dengan arti kata dengan benar.

- 3) Siswa secara berpasangan menulis sebuah paragraph berdasarkan runtutan gambar. (Lampiran 3)

*Production*

- 1) Siswa diminta untuk menulis teks Recount berdasarkan gambar yang telah diberikan oleh guru secara mandiri. (Lampiran 4)

#### 4. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- f. Membuat ringkasan/kesimpulan tentang simple past tense.
- g. Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- h. Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- i. Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan atau memberikan tugas baik secara individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- j. Merencanakan rencana pembelajaran pada pertemuan berikutnya.

#### H. Rubrik Penilaian

Aspects	Level	Scores	Criteria
<b>Content</b>	Excellent – Very good	30- 27	Relevant to the topic, give the detail information, and match the purpose of recount text
	Good - Average	26- 22	Mostly relevant to the topic, lacks of detail
	Fair - Poor	21- 17	Inadequate development of the topic, almost match to the purpose of recount text
	Very poor	16- 13	Does not relate to the topic, does not match the purpose
<b>Organization</b>	Excellent – Very good	20- 18	Fluent expression, ideas clearly stated, well organized, logical sequencing,

			cohesive.
	Good - Average	17- 14	Loosely organized, limited support, logical but incomplete sequencing.
	Fair - Poor	13 - 10	Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.
	Excellent – Very good	9- 7	Does not communicate, no organization, not enough to evaluate
<b>Vocabulary</b>	Excellent – Very good	20- 18	Use effective word/ word choice/word usage, word form mastery.
	Good - Average	17- 14	Occasional errors of word form, choice, usage but meaning not obscured
	Fair - Poor	13- 10	Frequent errors of word form, choice, usage and meaning obscured/ confused
	Very poor	9- 7	Essentially translation, little knowledge of English, not enough to evaluate.
<b>Language Use</b>	Excellent – Very good	25- 22	Few errors of agreement, tense, and word order
	Good - Average	21- 18	Several errors of agreement, tense, and word order
	Fair - Poor	17- 11	Frequent errors and meaning obscured.
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<b>Mechanics</b>	Excellent – Very good	5	Exemplary mechanism, may have minor errors in punctuation, capitalization, and spelling, need little or no editing.

	Good - Average	4	Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability
	Fair - Poor	3	Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impedes readability.
	Very poor	2	Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication.

Adapted from Jacob, 1981

### I. Sumber materi

1. <http://:englishexercise.org>
2. Priyana, Joko, et al. 2008. Scaffolding English for Junior High School. Depdiknas. Jakarta.
3. Wadiman, Artono, et al. 2008. English in Focus 2: Grade VIII for Junior High School..Depdiknas. Jakarta.

Guru Mata Pelajaran

Suparni, S.Pd.  
NIP 19610920 198111 2 002

Researcher,

R. Rama .W.K.Y  
NIM 12201241020

## Lampiran 1

### MY GRANDMOTHER'S BIRTHDAY



Me and my family were preparing to go to my grandma's house. It was her birthday. Then i prepared my bags and stuffs i had to bring. We left home at 2 o'clock in the evening. It took 2 hours to be there. We arrived at my grandma's house at 5pm.

We congratulated her and gave her prizes. She looked very happy in that day. Then we finally started the birthday celebration. There were our family accompanied

Then grandma blew the candles on the cake. We were so happy to celebrate grandma's birthday.

## Lampiran 2

### The Guys First Day in Bali

Last week was a very great experience for Rama and his friends. That 1. (be).....the first time for him to go to Bali for holiday. Rama 2.(go)..... there with his friends, there were Rian, Brian, Danu, and Rizky. They went there by Aeroplane. They were very excited.

They 3.(arrive)..... in Bali island at 8 a.m. they 4.(feel)..... very hungry then they 5.(decide)..... to have breakfast at the food court around the airport. After they 6.(finish)..... eating, they directly 7.(visit)..... the first destination for their holiday, that 8.(be)..... Kuta beach. They went there with taxi. They had a lot of fun there. They 9.(take)..... picture, swam, and talked to some tourists came from America.

After that they went to Sanur beach. They 10. (ride)..... banana boat, and flying fox. They were so happy.They laughed a lot there. They 11. (eat)..... lawar there. Then they went to the hotel to take a rest to save energy for the next day.

However the first day was unforgettable for Rama and friends. It was the first time for them to visit Bali.

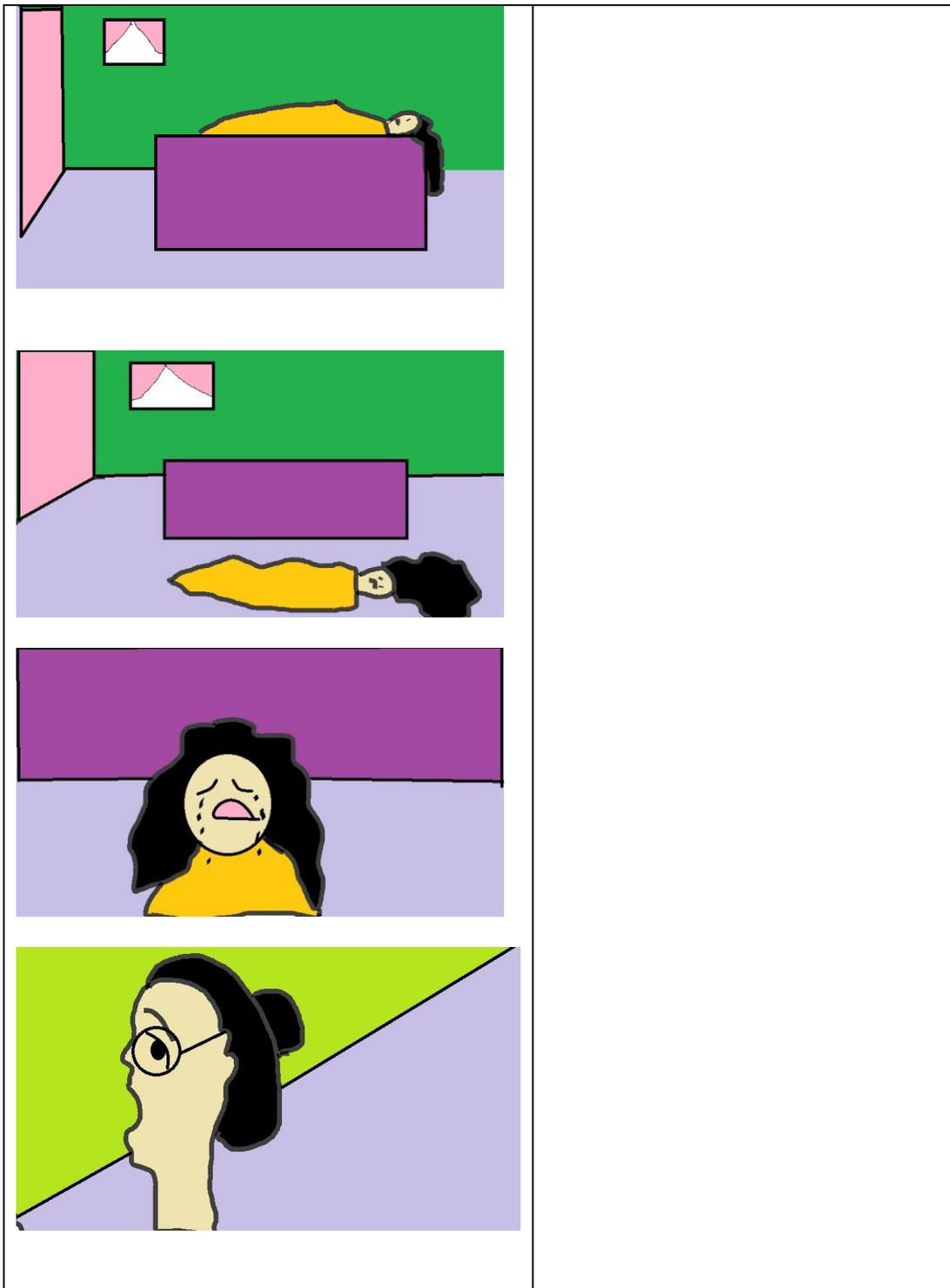
**B. Match the following words with their meanings based on the story above. Number one is the example.**

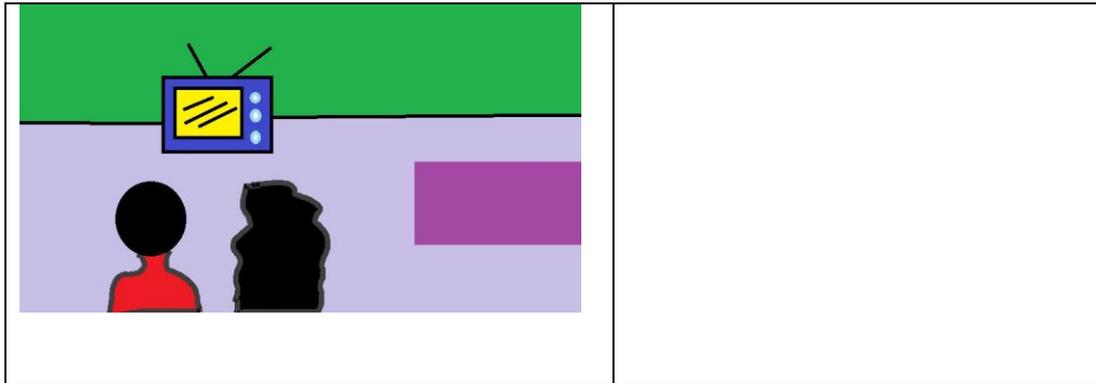
1. Experience
2. Great
3. Food court
4. Destination
5. Aeroplane
6. Airport
7. Unforgettable
8. Tourist
9. Directly
10. Hotel

1. Tak terlupakan
2. Wisatawan
3. Penginapan
4. Tempat makan
5. Pengalaman
6. Bandara
7. Tempat tujuan
8. Secara langsung
9. Menyenangkan
10. Pesawat terbang

**Lampiran 3**

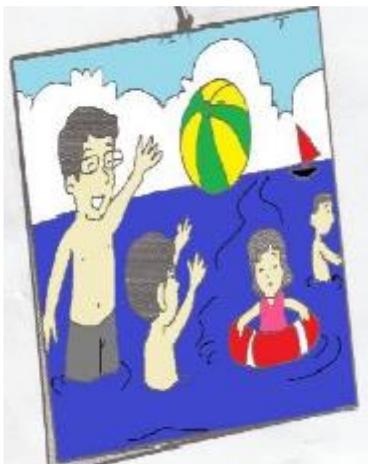
In pairs, make a paragraph of recount text based on the pictures below.

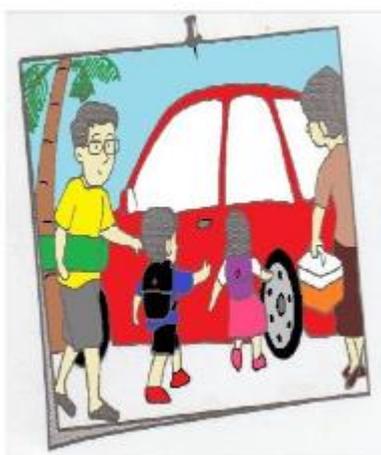




**Lampiran 4**

**Make a paragraph of recount text based on the pictures below individually.**





## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

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Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/ 1  
Alokasi Waktu : 2 x 40 menit (1 x pertemuan)

#### A. Standar Kompetensi

5. Membaca : 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.
6. Menulis : 6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

#### B. Kompetensi Dasar

1. Membaca : 5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.
2. Menulis : 6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.
- 6.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa secara akurat, lancar dan berterima untuk berinteraksi dengan

lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

### C. Indikator

13. Menjelaskan social function dari teks recount
14. Mengidentifikasi generic structure dari teks recount
15. Mengidentifikasi language features dari teks recount
16. Mengidentifikasi informasi dari suatu teks recount.
17. Merespon makna isi teks *recount* sederhana yang telah dibaca dengan menjawab pertanyaan yang diberikan oleh guru berkaitan dengan teks tersebut.
18. Menyusun beberapa kalimat secara acak menjadi sebuah teks berbentuk *recount*.

### D. Tujuan Pembelajaran

Setelah pembelajaran siswa dapat:

9. Mengidentifikasi generic structure dari teks recount dengan benar.
10. Mengidentifikasi informasi dari suatu teks recount.
11. Merespon makna isi teks *recount* sederhana yang telah dibaca dengan menjawab pertanyaan yang diberikan oleh guru berkaitan dengan teks tersebut.
12. Menyusun beberapa kalimat secara acak menjadi sebuah teks berbentuk recount.

- ❖ **Karakter siswa yang diharapkan** : Dapat dipercaya (Trustworthines)  
 Rasa hormat dan perhatian (*respect*)  
 Tekun (*diligence*)

### E. Materi Pembelajaran

Recount

7. Social function

Retell events for the purpose of informing or entertaining. The specific purpose is to tell about someone's experience or someone's past events.

#### 8. Generic function

TEXT ELEMENTS	CONTENT
Orientation	Information about an event and its setting. It provides details of who, what, when, where, or why.
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#### 9. Language features

- i. Verb of material process
- j. Adverb of time and place, such as right here, in my house, yesterday afternoon, slowly, often, etc.
- k. Tenses, Past tense

##### 3) Simple past tense

Function: to express an event or activity that has completed in the past.

Form :

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f) Non verbal sentence has the following patterns:

(+) Subject + was/were + ...
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1. Focus on specific participant

## **F. Metode Pembelajaran**

9. PPP
10. Tanya Jawab
11. Diskusi
12. Ceramah

## **G. Langkah-langkah Kegiatan Pembelajaran**

### **5. Kegiatan Pendahuluan**

- g. Menyiapkan kondisi kelas : guru menyampaikan tujuan pembelajaran.
- h. Apersepsi : guru bertanya kepada siswa tentang kegiatan yang telah mereka lakukan kemarin.
- i. Motivasi : memberikan motivasi sebelum melakukan pembelajaran.

### **2. Kegiatan Inti**

#### *Presentation*

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

#### *Practice*

- 1) Siswa diminta untuk melengkapi sebuah cerita dengan verb form yang benar. (Lampiran 9)
- 2) Guru bersama siswa membahas latihan yang telah siswa kerjakan.

### *Production*

- 1) Siswa diminta untuk menulis sebuah teks Recount berdasarkan urutan gambar yang telah diberikan. (Lampiran 10)

## **6. Kegiatan Penutup**

Dalam kegiatan penutup, guru:

- k. Membuat ringkasan/kesimpulan tentang simple past tense.
- l. Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- m. Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- n. Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan atau memberikan tugas baik secara individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- o. Merencanakan rencana pembelajaran pada pertemuan berikutnya.

## **H. Rubrik Penilaian**

<b>Aspects</b>	<b>Level</b>	<b>Scores</b>	<b>Criteria</b>
<b>Content</b>	Excellent – Very good	30- 27	Relevant to the topic, give the detail information, and match the purpose of recount text
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Adapted from Jacob, 1981

## I. Sumber materi

### 1. Researcher's materials

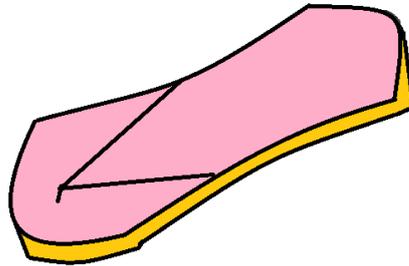
Guru Mata Pelajaran

Suparni, S.Pd.  
NIP 19610920 198111 2 002

Researcher,

R. Rama .W.K.Y  
NIM 12201241020

## Lampiran 1



### I Cannot Forget It

When I was 5 years old, on Sunday morning, i went to Beringharjo market with my mother. She asked me to wear shoes because we will ride motorcycle. But i decided to wear sandals because my sandals were new and just bought a day before that day. I liked them very much.

We went to the market at 8 a.m. We wore jackets and helmets. It needed 30 minutes from my house to the market. Then we arrived in the market then we started shopping. We bought new clothes, shoes, skirts any many more. After we finished shopping we ate Soto in the food court. My mother was shocked to know me wearing sandals. Then she told me to be not to listen to her. Then we decided to go home. On the way home I felt very sleepy. Then one of my favorite sandals fell down of the motorcycle. I cried and told my mother to take it back. Then we stopped and turned back to take my sandals. My mother was mad and i was so sorry.

In the future, I will listen to her carefully. That was an unforgettable moment in my life.

**Lampiran 2**

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

**Happy Day**

Last week Minky..... Shopping in Malioboro Mall. She..... there by bus. Unfortunately when she was on the way to the mall the bus ..... Flat tire. She..... so sad and she ..... She was afraid if the thing that she wanted to buy was sold. Then she ..... to walk. The day was so hot but she ..... walking. Finally, she ..... In the mall. Then she ..... the thing that she wanted for so long. She was very happy.

decided

cried

went

kept

went

was

arrived

bought

**Lampiran 3**

**Write a story based on the picture of series below.**







## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Nama Sekolah : SMP Negeri 3 Sewon  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/ 1  
Alokasi Waktu : 2 x 40 menit (1 x pertemuan)

#### A. Standar Kompetensi

7. Membaca : 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.
8. Menulis : 6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

#### B. Kompetensi Dasar

1. Membaca : 5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.
2. Menulis : 6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.
- 6.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa secara akurat, lancar dan berterima untuk berinteraksi dengan

lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

### C. Indikator

19. Menjelaskan social function dari teks recount
20. Mengidentifikasi generic structure dari teks recount
21. Mengidentifikasi language features dari teks recount
22. Mengidentifikasi informasi dari suatu teks recount.
23. Merespon makna isi teks *recount* sederhana yang telah dibaca dengan menjawab pertanyaan yang diberikan oleh guru berkaitan dengan teks tersebut.
24. Menyusun beberapa kalimat secara acak menjadi sebuah teks berbentuk *recount*.

### D. Tujuan Pembelajaran

Setelah pembelajaran siswa dapat:

13. Mengidentifikasi generic structure dari teks recount dengan benar.
14. Mengidentifikasi informasi dari suatu teks recount.
15. Merespon makna isi teks *recount* sederhana yang telah dibaca dengan menjawab pertanyaan yang diberikan oleh guru berkaitan dengan teks tersebut.
16. Menyusun beberapa kalimat secara acak menjadi sebuah teks berbentuk recount.

- ❖ **Karakter siswa yang diharapkan** : Dapat dipercaya (Trustworthines)  
 Rasa hormat dan perhatian (*respect*)  
 Tekun (*diligence*)

### E. Materi Pembelajaran

Recount

## 10. Social function

Retell events for the purpose of informing or entertaining. The specific purpose is to tell about someone's experience or someone's past events.

## 11. Generic function

TEXT ELEMENTS	CONTENT
Orientation	Information about an event and its setting. It provides details of who, what, when, where, or why.
Events	A sequence of events which happened in a chronological order. What happened? First..., Next..., Soon..., During..., After..., Later..., Eventually..., Finally...
Closing (reorientation)	Conclusion/ summary of the events What you think, feel or decide about the occurred events.

## 12. Language features

m. Verb of material process

n. Adverb of time and place, such as right here, in my house, yesterday afternoon, slowly, often, etc.

o. Tenses, Past tense

## 4) Simple past tense

Function: to express an event or activity that has completed in the past.

Form :

g) Verbal sentence has the following patterns:

(+) Subject + Verb 2 ...
(-) Subject + did not Verb 1 ...
(?) Did + Subject + Verb 1 ...? (for yes no question)
(?) Who/what + Verb 2 + ...? (Wh. Question for asking a subject)
(?) Q.W. + did + subject + V1 + ...? (Wh. question for asking others)

h) Non verbal sentence has the following patterns:

(+) Subject + was/were + ...
------------------------------

(-) Subject + was/were + not + ...
(?) Was/were + Subject + ... ? (for yes no question)
(?)Who/what + was/were + ...? (Wh. Question for asking a subject)
(?)Q.W. + was/were + subject + ...? (Wh. question for asking others)

p. Focus on specific participant

## F. Metode Pembelajaran

13. PPP
14. Tanya Jawab
15. Diskusi
16. Ceramah

## G. Langkah-langkah Kegiatan Pembelajaran

### 7. Kegiatan Pendahuluan

- j. Menyiapkan kondisi kelas : guru menyampaikan tujuan pembelajaran.
- k. Apersepsi : guru bertanya kepada siswa tentang kegiatan yang telah mereka lakukan kemarin.
- l. Motivasi : memberikan motivasi sebelum melakukan pembelajaran.

### 2. Kegiatan Inti

#### *Presentation*

- 1) Guru memberikan pertanyaan sebagai lead-in kepada siswa.
- 2) Guru mengenalkan contoh teks Recount kepada siswa. (Lampiran 1)
- 3) Siswa dengan arahan dari guru mengidentifikasi generic structures dari teks tersebut.
- 4) Siswa mengidentifikasi language featuresteks tersebut bersama dengan guru.

*Practice*

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

*Production*

- 1) Siswa diminta untuk membuat kalimat sesuai dengan gambar yang diberikan oleh guru. (Lampiran 3)
- 2) Siswa membuat sebuah kalimat berdasarkan gambar yang diberikan

**8. Kegiatan Penutup**

Dalam kegiatan penutup, guru:

- p. Membuat ringkasan/kesimpulan tentang simple past tense.
- q. Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- r. Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- s. Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan atau memberikan tugas baik secara individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- t. Merencanakan rencana pembelajaran pada pertemuan berikutnya.
- u.

**H. Rubrik Penilaian**

<b>Aspects</b>	<b>Level</b>	<b>Scores</b>	<b>Criteria</b>
<b>Content</b>	Excellent – Very good	30- 27	Relevant to the topic, give the detail information, and match the purpose of recount text

	Good - Average	26- 22	Mostly relevant to the topic, lacks of detail
	Fair - Poor	21- 17	Inadequate development of the topic, almost match to the purpose of recount text
	Very poor	16- 13	Does not relate to the topic, does not match the purpose
<b>Organization</b>	Excellent – Very good	20- 18	Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.
	Good - Average	17- 14	Loosely organized, limited support, logical but incomplete sequencing.
	Fair - Poor	13 - 10	Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.
	Excellent – Very good	9- 7	Does not communicate, no organization, not enough to evaluate
<b>Vocabulary</b>	Excellent – Very good	20- 18	Use effective word/ word choice/word usage, word form mastery.
	Good - Average	17- 14	Occasional errors of word form, choice, usage but meaning not obscured
	Fair - Poor	13- 10	Frequent errors of word form, choice, usage and meaning obscured/ confused
	Very poor	9- 7	Essentially translation, little knowledge of English, not enough to evaluate.
<b>Language Use</b>	Excellent – Very good	25- 22	Few errors of agreement, tense, and word order
	Good	21-	Several errors of agreement, tense, and

	- Average	18	word order
	Fair - Poor	17- 11	Frequent errors and meaning obscured.
	Very poor	10- 5	Dominated by error, does not communicate, not enough to evaluate
<b>Mechanics</b>	Excellent – Very good	5	Exemplary mechanism, may have minor errors in punctuation, capitalization, and spelling, need little or no editing.
	Good - Average	4	Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability
	Fair - Poor	3	Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impedes readability.
	Very poor	2	Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication.

Adapted from Jacob,1981

**I. Sumber materi**

1. <https://1.bp.blogspot.com/>
2. <http://hilobrow.com/20130930/robinsonade>

Guru Mata Pelajaran

Researcher,

Suparni, S.Pd.  
NIP 19610920 198111 2 002

R. Rama .W.K.Y  
NIM 12201241020

**Lampiran 1**

**Read the following recount text carefully.**

**“ My Memorable Times in Singapore”**

I want to tell you about my memorable time in Singapore. It was one of the best holiday i ever had.

I shall never forget the spectacular sight of the city I saw from mount Fable that night. The roller coaster ride, the stunts performance by dolphins and the killer whale at the sea world were also exciting. I shall remember the thrill of having been on one of the longest rides in the monorail in Sentosa island for many years to come.

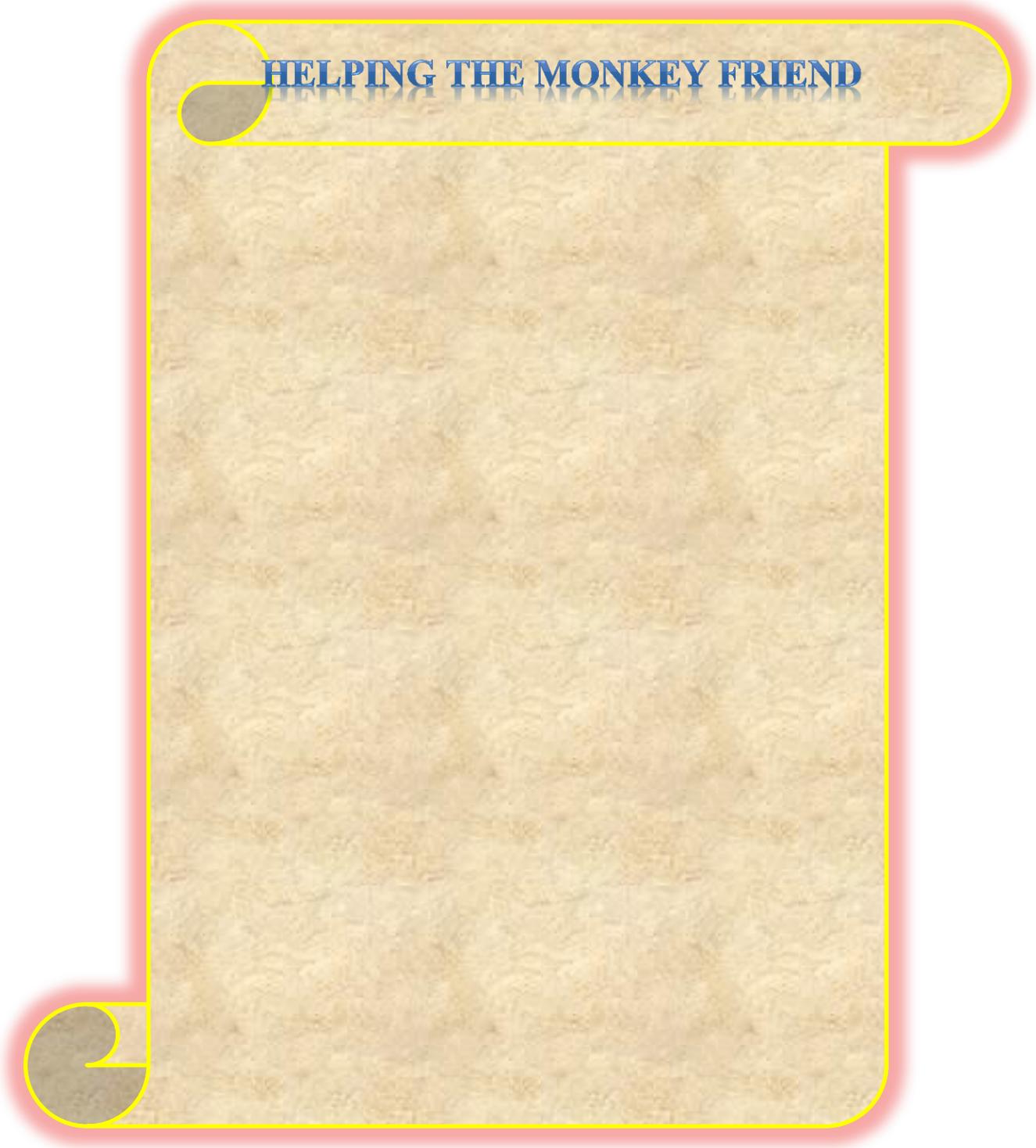
I also enjoyed various varieties of seafood at China town night market. I also enjoyed the shopping trips. My family and friends agreed to buy souvenirs for our relatives. It was the best holiday in my life I wish I can visit there again someday.

Lampiran 2



**Lampiran 3**

**Write a good recount text based on the pictures on the board.**



## **HELPING THE MONKEY FRIEND**

**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Nama Sekolah : SMP Negeri 3 Sewon  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/ 1  
Alokasi Waktu : 2 x 40 menit (1 x pertemuan)

**A. Standar Kompetensi**

9. Membaca : 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.
10. Menulis : 6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

**B. Kompetensi Dasar**

1. Membaca : 5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.
2. Menulis : 6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.
- 6.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa secara akurat, lancar dan berterima untuk berinteraksi dengan

lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

### C. Indikator

25. Menjelaskan social function dari teks recount
26. Mengidentifikasi generic structure dari teks recount
27. Mengidentifikasi language features dari teks recount
28. Mengidentifikasi informasi dari suatu teks recount.
29. Merespon makna isi teks *recount* sederhana yang telah dibaca dengan menjawab pertanyaan yang diberikan oleh guru berkaitan dengan teks tersebut.
30. Menyusun beberapa kalimat secara acak menjadi sebuah teks berbentuk *recount*.

### D. Tujuan Pembelajaran

Setelah pembelajaran siswa dapat:

17. Mengidentifikasi generic structure dari teks recount dengan benar.
18. Mengidentifikasi informasi dari suatu teks recount.
19. Merespon makna isi teks *recount* sederhana yang telah dibaca dengan menjawab pertanyaan yang diberikan oleh guru berkaitan dengan teks tersebut.
20. Menyusun beberapa kalimat secara acak menjadi sebuah teks berbentuk recount.

- ❖ **Karakter siswa yang diharapkan** : Dapat dipercaya (*Trustworthines*)  
 Rasa hormat dan perhatian (*respect*)  
 Tekun (*diligence*)

### E. Materi Pembelajaran

Recount

## 13. Social function

Retell events for the purpose of informing or entertaining. The specific purpose is to tell about someone's experience or someone's past events.

## 14. Generic function

TEXT ELEMENTS	CONTENT
Orientation	Information about an event and its setting. It provides details of who, what, when, where, or why.
Events	A sequence of events which happened in a chronological order. What happened? First..., Next..., Soon..., During..., After..., Later..., Eventually..., Finally...
Closing (reorientation)	Conclusion/ summary of the events What you think, feel or decide about the occurred events.

## 15. Language features

q. Verb of material process

r. Adverb of time and place, such as right here, in my house, yesterday afternoon, slowly, often, etc.

s. Tenses, Past tense

## 5) Simple past tense

Function: to express an event or activity that has completed in the past.

Form :

i) Verbal sentence has the following patterns:

(+) Subject + Verb 2 ...
(-) Subject + did not Verb 1 ...
(?) Did + Subject + Verb 1 ...? (for yes no question)
(?) Who/what + Verb 2 + ...? (Wh. Question for asking a subject)
(?) Q.W. + did + subject + V1 + ...? (Wh. question for asking others)

j) Non verbal sentence has the following patterns:

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(?)Who/what + was/were + ...? (Wh. Question for asking a subject)
(?)Q.W. + was/were + subject + ...? (Wh. question for asking others)

t. Focus on specific participant

## F. Metode Pembelajaran

17. PPP
18. Tanya Jawab
19. Diskusi
20. Ceramah

## G. Langkah-langkah Kegiatan Pembelajaran

### 9. Kegiatan Pendahuluan

- m. Menyiapkan kondisi kelas : guru menyampaikan tujuan pembelajaran.
- n. Apersepsi : guru bertanya kepada siswa tentang kegiatan yang telah mereka lakukan kemarin.
- o. Motivasi : memberikan motivasi sebelum melakukan pembelajaran.

### 2. Kegiatan Inti

#### Presentation

- 1) Siswa mempelajari contoh teks recount (Lampiran 1)
- 2) Siswa diminta untuk membaca, melengkapi dan mengidentifikasi generic structure dan language features dari teks tersebut.

#### Practice

- 1) Siswa diminta untuk outlining gagasan cerita berdasarkan runtutan gambar yang diberikan. (Lampiran 2)
- 2) Siswa diminta untuk menuliskan cerita berdasarkan hasil outlining

### Production

- 1) Guru memberikan Feedback pada cerita yang telah dibuat oleh siswa.
- 2) Siswa menuliskan kembali cerita berdasarkan feedback yang telah diberikan oleh guru.

## 10. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- v. Membuat ringkasan/kesimpulan tentang simple past tense.
- w. Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- x. Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- y. Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan atau memberikan tugas baik secara individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- z. Merencanakan rencana pembelajaran pada pertemuan berikutnya.

## H. Rubrik Penilaian

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<b>Organization</b>	Excellent – Very good	20- 18	Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.
	Good - Average	17- 14	Loosely organized, limited support, logical but incomplete sequencing.
	Fair - Poor	13 - 10	Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.
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<b>Vocabulary</b>	Excellent – Very good	20- 18	Use effective word/ word choice/word usage, word form mastery.
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	Very poor	9- 7	Essentially translation, little knowledge of English, not enough to evaluate.
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			or no editing.
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Adapted from Jacob, 1981

## I. Sumber materi

1. Researcher's materials

Guru Mata Pelajaran

Suparni, S.Pd.  
NIP 19610920 198111 2 002

Researcher,

R. Rama .W.K.Y  
NIM 12201241020

## Lampiran 1

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

<p><b>Vacation to Gembiraloka Zoo</b></p> <p>When I was 9 my mom and my dad (bring)..... me and my sister to the Gembiraloka zoo. It was Sunday morning when my mother (wake)..... me up to prepare myself for the vacation. After all the things were prepared we (get)..... out of our house at 8 a.m. We (go)..... there by motorcycles. I was with my Mom and my sister was in the same ride with my dad.</p> <p>We (arrive)..... at the zoo at 9 a.m. My sister screamed happily because she (see)..... the gate of the zoo was so beautiful. She was so excited. My dad got in the queue to get tickets for us. Then we (enter)..... the gates of the zoo. My mom (tell)..... us not to be too close with the animals. There was a big elephant near the gates. He (sound)..... so loud then we laughed together. We walked to the monkey cage. One of the monkeys was so naughty. He (kick)..... the other monkey and made us and the other visitors who saw it (laugh)..... After that we got closer to the tigers' cage. There were three tigers in the cage. They (roar)..... loudly. It was amazing. Then we visit other animals in the zoo, there were snakes, birds, rhinoceros and many more. After we (see)..... all of the animals in the zoo, we went to the restaurant. We (have)..... lunch there at the restaurant.</p> <p>I will visit there again in other opportunities in the future. It was a very great experience in my life.</p>	<p><b>Orientation :</b> <b>Who?</b> .....</p> <p><b>Where?</b> .....</p> <p><b>When?</b> .....</p> <p><b>Sequence of events:</b> <b>What he/she did?</b></p> <ul style="list-style-type: none"> <li>-</li> </ul> <p><b>Reorientation:</b> <b>What the writer feels?</b></p>
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PEMERINTAH KABUPATEN BANTUL  
BADAN PERENCANAAN PEMBANGUNAN DAERAH  
( B A P P E D A )

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796  
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN IZIN

Nomor : 070 / Reg / 1722 / S1 / 2016

**Menunjuk Surat** : Dari : Sekretariat Daerah DIY Nomor : 070/REG/I/279/4/2016  
Tanggal : 11 April 2016 Perihal : IJIN PENELITIAN

**Mengingat** : a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;  
b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;  
c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

**Diizinkan kepada**

Nama : **RADEN RAMA WIDYA KARTIKA YUDHA**  
P. T / Alamat : **Fakultas Bahasa dan Seni UNY  
Karangmalang**  
NIP/NIM/No. KTP : **3404012701950003**  
Nomor Telp./HP : **08157906114**  
Tema/Judul Kegiatan : **IMPROVING WRITING SKILL OF RECOUNT TEXTS BY USING PICTURE SERIES FOR THE EIGHT GRADE STUDENTS OF SMP NEGERI 3 SEWON IN THE ACADEMIC YEAR OF 2015/2016**  
Lokasi : **SMP NEGERI 3 SEWON**  
Waktu : **01 Mei 2016 s/d 01 Juni 2016**

**Dengan ketentuan sebagai berikut :**

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : Bantul  
Pada tanggal : 14 April 2016



**Tembusan disampaikan kepada Yth.**

1. Bupati Kab. Bantul (sebagai laporan)
2. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
3. Ka. Dinas Pendidikan Dasar Kab. Bantul
4. Ka. UPT Pengelola Pendidikan Dasar Kecamatan Sewon
5. Ka. SMP Negeri 3 Sewon
6. Dekan Fakultas Bahasa dan Seni UNY
7. Yang Bersangkutan (Pemohon)



operator@yahoo.com

**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA**  
**SEKRETARIAT DAERAH**  
 Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
 YOGYAKARTA 55213

**SURAT KETERANGAN / IJIN**

070/REG/VI/279/4/2016

Membaca Surat : **DEKAN KASUBAG PENDIDIKAN FBS** Nomor : **377D/UN.34.12/DT/IV/2016**  
 Tanggal : **11 APRIL 2016** Perihal : **IJIN PENELITIAN/RISET**

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

**DIJINKAN** untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **RADEN RAMA WIDYA KARTIKA YUDHA** NIP/NIM : **12202244018**  
 Alamat : **FAKULTAS BAHASA DAN SENI , PENDIDIKAN BAHASA INGGRIS , UNIVERSITAS NEGERI YOGYAKARTA**  
 Judul : **IMPROVING WRITING SKILLS OF RECOUNT TEXT BY USING PICTURE SERIES FOR THE EIGHT GRADE STUDENTS OF SMP NEGERI 3 SEWON IN THE ACADEMIC YEAR OF 2015/2016**  
 Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**  
 Waktu : **11 APRIL 2016 s/d 11 JULI 2016**

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Selda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal **11 APRIL 2016**

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan  
Ub.

Kepala Biro Administrasi Pembangunan



**Tembusan :**

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI BANTUL C.Q BAPPEDA BANTUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. DEKAN KASUBAG PENDIDIKAN FBS , UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN



DINAS PENDIDIKAN DASAR KABUPATEN BANTUL

SMP 3 SEWON

Jalan Bantul km 6,7 Pendowoharjo, Sewon, Bantul. Telp 6466008

E-mail : smp3sewon@gmail.com

SURAT KETERANGAN

Nomor: 421.3/ 169 /2016

Yang bertanda tangan di bawah ini :

Nama : SUPRATIKA, M.Pd  
 NIP : 19620304 198503 1 020  
 Pangkat/Golongan : Pembina, IV/a  
 Jabatan : Kepala Sekolah  
 Unit kerja : SMP Negeri 3 Sewon

Menerangkan dengan sesungguhnya bahwa :

Nama : RADEN RAMA WIDYA KARTIKA YUDHA  
 N I M : 12202244018  
 Tempat, tanggal lahir : Dili, 27 Januari 1995  
 Pekerjaan : Mahasiswa Universitas Negeri Yogyakarta  
 Fakultas : Bahasa dan Seni

Mahasiswa tersebut telah melaksanakan penelitian di SMP Negeri 3 Sewon pada bulan Mei 2016 dengan judul penelitian "IMPROVING WRITING SKILL OF RECOUNT TEXT BY USING PICTURE SERIES FOR THE EIGHT GRADE STUDENTS OF SMP NEGERI 3 SEWON IN THE ACADEMIC YEAR OF 2015/2016"

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



