



AN UNDERGRADUATE THESIS

INCREASING THE STUDENTS RECOUNT WRITING SKILL
THROUGH PICTURE MEDIA AT THE EIGHT GRADE OF
THE SMP N 1 TRIMURJO CENTRAL LAMPUNG

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FAKTUR No. / TANGGAL	lain metro
TOKO BUKU / PENERBIT	
HARGA ASAL / TOKO	
TANGGAL PENERIMAAN	
STAMBUK No.	308 / Tar / 2019

Tarbiyah and Teaching Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1438 H/2017 M

**INCREASING THE STUDENT RECOUNT TEXT WRITING SKILL
THROUGH PICTURE MEDIA AT THE EIGHT GRADE OF
THE SMP N 1 TRIMURJO CENTRAL LAMPUNG**

Presented as a Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

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1438 H / 2017 M

APPROVAL PAGE

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GRADE OF THE SMP N 1 TRIMURJO CENTRAL
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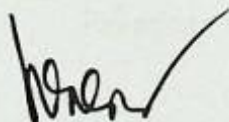
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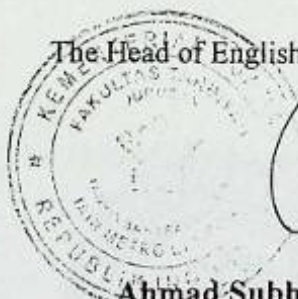
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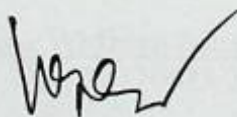
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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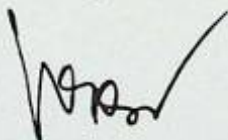
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THROUGH PICTURE MEDIA AT THE EIGHT GRADE OF THE
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
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ABSTRAK

MENINGKATKAN KEMAMPUAN MENULIS RECOUNT MELALUI *PICTURE MEDIA* PADA SISWA KELAS DELAPAN SMP N 1 TRIMURJO

Oleh:

NOVA AJLIA ANDRIANI

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis recount melalui penggunaan *Picture Media*.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Penelitian ini samapai dua siklus. Di setiap siklus terbagi menjadi empat tahap yakni, perencanaan, pelaksanaan, observasi, dan refleksi. Pengumpulan data ini dilakukan dengan menggunakan tes, observasi, dokumentasi, dan catatan.

Hasil dari penelitian menunjukkan bahwa dari dua siklus nilai rata-rata siswa dalam menulis deskriptif adalah (a) 48.13 di pre-tes, dan (b) 63.04 di post-tes 1, serta (c) 77,26 di post-tes 2. Ini artinya ada peningkatansejumlah 29.13. Hasil ini menggambarkan bahwa *Picture Media* sebagai salah satu alternatif yang digunakan untuk meningkatkan kemampuan menulis recount siswa di kelas VIII F SMP N 1 Trimurjo.

Kata Kunci: Karangan Recount, Media Picture, Keterampilan Menulis

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the writer's research, unless the certain parts are the paraphrases which refer to the bibliography mentioned.

Metro, April, 2017

The writer



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, April, 2017

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MOTTO

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ
لِنَفْسِهِ إِنَّ اللَّهَ لَغَنِيٌّ عَنِ
الْعَالَمِينَ



*"And whoever strives only strives for (the benefit of) himself.
Indeed, Allah is free from need of the worlds."*

(Q.S. Al Ankabut: 6)

DEDICATION PAGE

I highly dedicated this undergraduate thesis to my gorgeous parents, Mr.Sugiyono and Mrs. Sugiyati, to my truly understanding friends, and to those who love me and those whom I love.

ACKNOWLEDGEMENT

All praises be to the almighty Allah SWT, the one with His love and mercy the writer able to accomplish this undergraduate thesis. *Sholawat* and salaam may on great prophet Muhammad SAW, the revelation receiver, who was sent down to show the right path to the mankind.

This undergraduate thesisentitles "Increasing The Students Recount Writing Skill Through Picture as Media At The Eight Grade Students Of The SMP N 1 Trimurjo Central Lampung" The undergraduate thesis was conducted at the eighth grade students of SMPN 1 Trimurjo academic year 2016/2017. Here, the writer focuses on the students'skill improvement in learning writing recount by using picture.

As the undergraduate thesis was done, the writer would like to express her sincere gratitude to some special persons who has contributed their meaningful hands in accomplishing this undergraduate thesis. The writer would like to give the deepest thanks to her beloved parents, her father Mr. Sugiyono and her mother Mrs. Sugiyati who have given the writer love and strength, also for her beloved sister and brother. Her deep gratitude is also given for the both of advisor, Dr. Widhya Ninsiana M.Hum., the first advisor and Ahmad Subhan Roza M.Pd., the second advisor, who carefully gave the writer guidance and useful advices for compiling this undergraduate thesis. Furthermore, the writer would like to thank all her friends at English Education of IAIN Metro, especially Damascus class, and also all teachers and head master of SMPN 1 Trimurjo for allowing the writer conducted the experiment there.

Last but not least, the writer expects this undergraduate thesis would be helpful for further study.

Metro, June 2017

The writer,



NOVA ANDRIANI
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CHAPTER I

INTRODUCTION

A. Background of Study

Language is a tool of communication of human being. It is many things - a system of communication, a medium for thought, and a vehicle for literal expression. It has crucial part in our life, because every time people use language to communicate each other. A language is what the member of particular society to speak. People produce it to communicate with other. Every human being has different requirement with other. They need an interaction. By using language, people can express feeling, thoughts and minds.

In recent years, every human has expanded their local language speech communities. Furthermore, people are demanded to learn a foreign language obtaining the access to wider of communication. As a result, by mastering foreign language, they can get more chance in various fields.

Many countries in the world, including Indonesia, consider English as the second obligatory foreign language. English as the second foreign language has been given a special attention and role especially in education. The purpose of teaching English is to make students master four skills: listening, speaking, reading, and writing.

Writing is one of the skills that used not only in the school or at work, but also in social life or personal life. Writing is a process to special delivery thought and idea in the words. People need to get in touch with somebody else, and writing makes easier the information conveyed. Writing also can be a medium to express feelings or give emphasis to something. Thus, writing is deemed to be the most important skill in English teaching learning.

Teaching and learning writing is difficult for both teacher and students. Because, teachers and students should deal with the content, syntax, word choices, organization, mechanics, grammar, audience, purpose and the writing process. Therefore, teaching writing means that people create a science education that helps students see that writing requires steps to find, plan and create a draft text.

According to school curriculum there are five kinds of text such as: recount, procedure, descriptive, and news item. In this study, the writer focuses on recount text in several aspects of generic structure, social function and language feature which is produced by the eighth grade students of junior high school in their writing result. The writer considers that writing is the hardest skill for people who learn English because in writing process, students will face many difficulties in transferring thought and ideas in writing form.

To make the students motivated and enjoy learning, the teacher should use interesting teaching media. Media will increase student's

interest in the lesson. Media can be used by both teachers and students. It gives more detail information and focuses the student on the material and skill that is being taught. The use of media is also able to make the students to be involved in teaching and learning process. It gives the teachers and students opportunity to do activity together. Then, teacher has to know the appropriate media for the students.

One of the media in writing is picture. Picture is one medium which people can record image events, organize and then communicate them to others. Picture as visual medium gives students an opportunity to extend their ability and to explore their talent. Visual media make students easily understand and enjoy the lesson in the writing class.

By using picture as media for the teaching of recount text, students will be more interested and more active in learning. They will feel something new and different from what they usually get in their class. The writer chooses picture as medium in the teaching of recount writing because picture is a form of entertainment that enacts a story by a sequence of images giving the illusion of continuous picture. Beside that picture can tell a story clearly by showing clear expression of characters, clear plots and clear description of situation in the story. So, most students will enjoy studying writing recount text. Recount text is an interesting genre that is very useful for students to explore and express ideas, opinions, and their experiences.

Besides, the students of SMP N 1 Trimurjo find difficulties in writing English, especially recount text. One of the problems is they cannot interest on the learning process. They also have difficulties in interpretation and analysis of the text. The writer considers learning of picture is one of the media which is the most appropriate to be applied and students can be motivated in the process of learning recount text.

Therefore, from the data of pre survey conducted on October 12, 2016 at the eighth grade students of SMPN 1 Trimurjo in academic year 2016/2017 illustrated the levels of writing score, that is, the level of writing score among 23 students is 2 students are included into high category for the score 71 – 80 (9%), 7 students belong into average category for the score 61 – 70 (30%), and 14 students are low category for the score 50 – 60 (61%).

Concerning the above result, the writing skill is still low. Therefore, it is needed that the writing skill of the students be improved. The writer will use picture to increase writing recount text skill. Pictures are appropriate media in teaching writing because they can stimulate the students when they write a paragraph or text. This research uses a picture to increase the students' writing recount text skill. By using picture, the students, perhaps will be interested to write their ideas. It is to make students feel enjoyed in the classroom. The students will be demanded to be more imaginative and active when write recount text in a text.

B. Problem Identification

In this research, the researcher wants to do a classroom action research and hopefully the problems in the class can be solved or minimized. Problems found in teaching writing at the SMP N 1 Trimurjo are:

1. The students have less motivation in writing.
2. The students have lack of vocabulary.
3. The students have difficulties in choosing the words.
4. The students have low ability the interpretation the text.
5. The students have difficulties to make start inwriting recount text.

C. Problem Limitation

The researcher understands that it is impossible to investigate all of the problems concerned with the writing skill. Therefore, the writer limits the problems only the students have difficulties to make start in writing recount text. The researcher hopefully the problem can be solved by using the picture in writing recount text.

D. Problem Formulation

There is a problem which is interesting to be investigated by the writer. The writer tries to formulate the problem become a study question. The problem formulation is can picture as media increase the students'

recount skill at eight grade of SMP N 1 Trimurjo in academic year 2016/2017?

E. Objective and Benefit Study

1. Objective of the Study

The objective of this research is to increase student recount writing skill through picture media at the eight grade of SMP N 1 Trimurjo.

2. Benefit of the Study

1. For the teacher.

It visibly gives the contribution in English language teaching and learning process.

2. For the student.

By implementing Picture media, it is hoped that the students will be more interested and motivated in learning English, especially writing.

3. For the other researcher

It is as additional knowledge about recount writing and as information to use in further research with same interest.

CHAPTER II

RIVIEW OF THE RELATED THEORIES

A. The Concept of Recount Writing Skill

1. General Definitions of Recount Writing Skill

Writing is a method of human to conduct intercommunication by means of conventional visible marks or symbols. Writing is a peculiar activity, both easy and difficult.¹ It is also used to deliver or to communicate nonverbal message, idea, expression, feeling, or thought. Through a piece of writing human being construct their communication in various ways.² In other words, writing can be used as a tool which is extremely needed for expressing some amazing ideas or feelings in written form. As a result, the communication among people can still run well enough even though they are not meeting each other directly.

Furthermore, Sanggam Siahaan said that writing is a written productive language skill. It is one of skills that is used to convey some information to readers. Moreover, it is effectively realized by writer's ability to apply the rules of the language that she or he is writing to transfer the information from her or his mind to the readers.³ Accordingly, writing is a language skill that is

¹David Lodge, *How We Write: Writing as Creative Design*, (London: Routh ledge, 1999), p. 3

²R.R Jordan, *Academic Writing Course*, (England: Longman,2003),p. 41

³Sanggam Siahaan. *The English Paragraph*. (Yogyakarta: Graha Ilmu, 2008), p. 2

really needed to share some important messages from the writer to the reader.

Another definition is also proposed by Myhill and Fisher in Department of Education. They state that writing is a complex task. It needs the coordination of fine motor skills and cognitive skills that reflects the social and cultural patterns of the writer's time and is also linguistically complex.⁴ Moreover, writing consists of four basic recursive processes namely planning, writing, editing and reviewing.⁵ However, these activities do not necessarily occur in the fixed order suggested. Writers move to in accordance with their individual goals of the moment although more time is spent on planning or thinking at the start, and on editing and reviewing at the end naturally. Hence, writing is a skill that needs a good relationship among some aspects in order to make an excellent writing text as writers want to.

Basically, there are two elements of writing. The first is content; it is what the writer has to say. The second is form; it is the way the content, or message, is presented.⁶ Moreover, the form of a written includes its organization and layout. Form gives a reader an immediate idea of what to expect. Without reading a

⁴Department for Education, *What is The Research Evidence on Writing?*, (Research Report DFE-RR238), p. 7

⁵ James Hartley, *Academic Writing and Publishing, A Practical handbook*, (London and New York: Routledge, 2008), p. 10

⁶Development and Production: Laurel Associates, Inc, *Writing: English in Context*, (USA: Saddleback Educational Publishing, 2000), p. 6

word you could probably recognize a written piece by its form. Consequently, the second one is strongly noticed because it is a really significant element of writing some texts.

Based on the theoretical foundation above, writing is a method that is used by people to share their thoughts, feeling, and ideas. It is also as a way of one of activity of language user to share some essential information and to appreciate or describe some great ideas and activities of people around the world that product in the written text such as book, newspaper, magazine, drafting, blog, diaries, and the like. Then, it needs a composing process for producing a good product of writing.

2. Writing Process

The writing process examines each of these stages in turn.⁷ When the writers will write, they do more than just put some words together to make good sentences. Good writers use several steps to produce a piece of writing.⁸ According to Harmer the writing strategy and the writing process were categorized identically. It has four main elements: Planning → drafting → editing → final draft⁹

⁷Stephen Bailey, *Academic Writing: A practical guide for students*, (London: Routledge Falmer, 2004), p.1

⁸Dorothy E. Zemach and Lisa A. Rumisek, *Academic Writing from Paragraph to Essay*, (Macmillan), p. 3

⁹Jeremy Harmer, *How To Teach Writing*, (England: Longman, 2004), p.5

a. Planning

Before starting to write, the writers decides what they are going to write. Planning gives essays a coherent structure and, most importantly, helps to ensure that they answer the question set.¹⁰ In this case, the writers should think about three main issues. The first is they have to consider the purpose of their writing, including the type of the text, the language that they will use and the information that they will choose to construct their writing. Secondly, the writer has to think of the readers who read their writing. For example, it is formal or informal writing. Thirdly, the writers have to consider the content structure of their writing. It is about how to sequence the facts, ideas, or arguments which they have decided to include.¹¹

b. Drafting

A draft is an early version of a piece of writing.¹² The first action in making a piece of writing is drafting. It should be arranged after planning. In other words, the writers start to write their ideas based on their planning before. It will be the first version of writing that produced by the writer.

¹⁰Stephen Bailey, *Academic Writing*, p.29

¹¹Jeremy Harmer, *How To Teach*, p.5

¹²Thomas S. Kane, *The Oxford: Essential Guide to Writing*. (New York: Berkley Publishing Group, 2000), p.34

c. Editing and Revising

The writers need to correct the draft which they have produced. Perhaps the order of the information in the text is not clear. The content of the text may be equivocated or confused so that it is hard to understand by the readers. Consequently, the writer has to make an editing that whised for changed in correct writing. In other words, the writer revises his writing to make appropriate revisions.¹³

d. Final Draft

After editing their draft, the writers make the changes what they consider to be necessary, they produce their final draft. It is considerably different from both the original plan and the first draft, because it has changed in the editing process. It becomes the final version that will be read by the audience.¹⁴

Furthermore, Brown explains that there are three stages of writing process that tend to be framed namely prewriting, while writing (drafting), and post writing (revising).¹⁵

¹³Jeremy Harmer, *How To Teach*, p.5

¹⁴*Ibid.*

¹⁵H.Douglas Brown, *Teaching by principles: An Interactive Approach to Language pedagogy, Second Edition*, (London: Longman, 1998), p.348

1) Prewriting

Prewriting is a first process when the writers begin to write. In this process they are deciding and planning what they are going to write.¹⁶ According to Zemach and Lisa, there are three steps in prewriting:

- a) The first step is choosing a topic that is not too narrow (limited or brief) and broad (general).
- b) The second step is gathering ideas after getting a topic then think about what the writer will write about the topic. This way is known as brainstorming. It can help the writers get started when they have no topic to develop. It also can identify information which needed to support the point of view quickly. In other words, brainstorming is one of the several different ways to begin writing.
- c) The last step is organizing. In this step the writers decide the ideas which will be used and choose which of the ideas that will be talked first, next and last.

2) While writing (drafting)

After exploring the ideas, the writer puts them into paragraph or essay form. The time when the writers have been writing or putting the idea into a paragraph is called while

¹⁶Dorothy E. Zemach and Lisa A. Rumisek, *Academic Writing*, p. 5

writing. It is commonly known as drafting process. Besides, Karen et. al says that this process is the physical act of turning oral language into a written form.¹⁷ It is started by writing down the objective or the main idea. Furthermore, Brown adds that in this process, all of writers discover how they can best express their ideas in the clearest manner possible in order to the reader will receive the same message.¹⁸

3) Post writing (revising)

The most important stage in writing process is revising. The revising process is where the writers check what they wanted to say in a clear and appropriate way. It might take place while the writers are drafting or after finishing all of the drafts.¹⁹ In this process the writers need to assess their draft in order that they produce a good writing before finishing their writing. Moreover, the writers check the content and purpose of the drafts clearly and appropriately for the reader in particular writing situation. It is not only checking spelling, punctuation, and grammar but also arranging, changing, adding, leaving out the word, and so on.²⁰

¹⁷Karen Kuelthau Allan, et. al, *Learning to Write with Purpose*, (New York: The Guilford press, 2009), p. 23

¹⁸H. Douglas Brown, *Teaching by principle.*, p.353

¹⁹Kristine Brown and Susan Hood, *Writing Matters: Writing skills and strategies for students of English*, (New York: Cambridge University Press, 1993), p. 20

²⁰*Ibid.*

Based on the statement above, it can be concluded that the writing process involves prewriting, while writing, and post writing. Prewriting is a very essential step in writing process. It is relevant with the asserting the main idea of writing, the content structure of writing, and brainstorming. Furthermore, while writing is the process of drafting. It is the real implementation of prewriting that needs the real action of writing such as developing the main idea. In addition, the post writing is the revising process such as look about the ideas, scratch out the irrelevant information, find out the grammatical errors, and change the text order or make some additions.

3. Text types

Freedman & Medway say that a long rhetorical tradition has described genres as specific text types with particular features or formats: description, Recount, explanation, instruction, and persuasion. Moreover, Johns adds that these five types have been adopted by schools and state standards.²¹ Here are the explanations about the text types:

a. Descriptive

Writing that creates a clear and vivid impression of the topic is description. Furthermore, description translates the writers' experience of a person, place, or thing into words, often by

²¹Karen Kuelthau Allan, et. al, *Learning to Write.*, p. 6

appealing to the physical senses like sight, hearing, smell, taste, and touch.²² Therefore, descriptive text is used for describing or imaging some things around the writers based on what they see, hear, smell, taste, or touch.

b. Recount

Recounts text is used for entertaining the reader in an imaginative experience. Beside, Recount texts are organized based on setting, event leading to a problem and solution. The main features of Recount text are defined characters, descriptive language, and past tense.²³ Furthermore, narration tells of a story simply, it can be not only for entertaining but also informing the readers. The stories in Recount texts can be fiction (made up) or nonfiction (the retelling of an incident that actually happened).²⁴ Therefore, Recount text is a text that tells the story of event or an experience both fiction and nonfiction.

c. Explanation

Explanation is a text that is used for explaining how something works or the process involved in actions, events or behavior. For example, how does a rainbow occur? Explanation texts are organized by a definition or statement, and a sequenced

²²Susan Anker, *Real Writing: Paragraphs and Essays for College, Work, and everyday life*, (New York: Bedford/St. Martin's, 2010), p. 155

²³ PDST (professional Development Service For Teachers), *Writing genre-A: structured Approach*, 2013, p. 3

²⁴ Gayle Feng-Checket and Lawrence Checket, *The Write Start Sentence to Paragraph Fourth Edition*, (USA: Wadsworth Cengage Learning, 2010), p. 177

explanation. Besides, the features of explanation writing are non-human participants, cause and effect relationships, passives and timeless present tense.²⁵

d. Procedure

The text that is used for explaining how something is done in a series of sequenced steps is descriptive text. They are organized by goal, material, method and evaluation. Moreover, the features of procedural writing include: detailed factual description, reader referred to in a general way (draw a line), linking words to do with time, tense is timeless.²⁶

e. Persuasion

Writers use persuasion when they are trying to convince someone else that their point of view or belief is correct.²⁷ Furthermore, persuasive text gives the writer's opinion on the topic and tries to get the readers to agree with it. The verbs which are used in a persuasive topic sentence are most often *should/should not* or *must/must not*.

Based on the explanation above, the writer concluded that there are many kinds of writing text that are usually used by some writers for expressing their feeling, knowledge or experience. Therefore, in this research the writer will focus on one of writing types namely descriptive text.

²⁵ PDST (Professional Development Service For Teachers), *Writing genre-A*, p. 17

²⁶ *Ibid.*, p. 11

²⁷ Gayle Feng-Checkett and Lawrence Checkett, *The Write Start*, p. 261

B. General Concept of Recount Text

1. Definition Recount text

Recount tells what happened.²⁸ A recount reconstructs past events in the time order in which they occurred.²⁹ Recount is a piece of text that retells past events, which is usually told in order in which they happened. It involves telling what happened and interpreting or evaluating the experience in some way. From the definition above, it can be concluded that a recount text is a spoken or written text, which is used to tell other people about their experiences.

2. Generic Structure of Recount

A recount focuses on a sequence of events relating to a particular activity. The recount follows three steps:

a. Orientation

The orientation forms the first paragraph of the written recount. This can consist of at least two to three sentences. The orientation sets the scene and supplies the necessary introduction or background information that is needed to fully understand the retelling.

It establishes the time, setting and who or what is participating. An orientation providing information about

²⁸Key Heyland, *Second Language Writing*, (New York: Cambridge University Press, 2004), p. 124

²⁹Blake Education, *Targeting Text Recount, Procedure, Exposition Middle Primary*, (Singapore:GreenGlark Press, 1998), p.4

who, where and when to help the audience know what it is we want to retell.³⁰

b. Series Events

Generally the recount is sequenced in time order. In this part of the recount students need to focus on supplying details about *who, what, where and when*. Students should not start off explaining what happened at the beginning of the day, then skip to the evening and back to the morning again. During the drafting or planning students should list all the events and number them in a time sequence. At various times in the recount personal comments or evaluative remarks can be added about the events, for example "We were terrified"; "I was delighted".

c. Re-orientation

This is an optional stage and is often used to complete the writing by rounding off the series of events. It refers back to some of the information in the orientation paragraph. It is best for students to try to avoid the word *the* in the recount because it tends to be over used, becoming ineffective as a sentence starter and conjunction.

³⁰ Key Heyland, *Second Language*, p. 124

From the statement above, the writer concludes that recount introduces orientation to lead the readers to the context. It is continued by sequence of events, which tell the context of the text. Then, it is concluded in re-orientation or coda.³¹

C. General Concept of Picture as Instruction Media

1. Definition Picture

Visual media also has a great potential as teaching aids to develop writing skills and can provide both context and stimulation for a variety of activities. Pictures are extremely useful for a variety of communication activities, especially where they have a game-like feel, such as describe and draw activities.³² In the teaching and learning process helpful by pictures, so that many language teachers use those as media for presenting the lessons in the teaching learning process. In teaching aspects of the language are aids by pictures, for example, vocabulary, grammar, or phonology. Those also can develop the different other language skills such as listening, speaking, reading, and writing. On the other hand, the use of visualization can get the students interested to the lesson and can create natural situations and active during the teaching and learning for the use of language.

³¹ Blake Education, *Targeting Text Recount.*, p.5

³² Jeremy Harmer, *The Practice of English Language Teaching 4th Edition*, (England: Pearson Education Limited, 2007), p.178

Picture series is a kind of media which belongs to picture category.³³ Classifies pictures into three types they are composite picture, picture series and individual picture. These pictures can represent the image of people, animals, things, or events. Picture series consist of a number of pictures which relate each other and they place in sequence. Picture series is usually used to tell a series of events or to tell a story.

2. Concept of Picture for Teaching Recount Writing

Speaking and writing is productive skill and pictures can often be used in similar ways to promote them.³⁴ In this research, the researchers focus on writing, some rules of pictures are:

- a. Pictures can motivated the student and make him or her want to pay attention and want to take part.
- b. Pictures contribute to the context in which the language is being used. The bring the world into the classroom (a street scene or a particular object, for example, a train)
- c. The pictures can be describe in an objective way or interpret or responded to subjectively.
- d. Pictures can cue responses to questions or cue substitutions through controlled practice.

³³Yunus, Noor Azlina, *Preparing and Using Aids for English Language Teaching*. (Kuala Lumpur: Oxford University Press, 1981),p.49

³⁴Wright, Andrew, *Picture for Language Learning*. (Cambridge: Cambridge University Press,1989),p.17

- e. Pictures can stimulate and provide information to be referred to in conversation, discussion and practice.

Andrew Wright state that picture can be used in such a variety of ways that no definite guide could be given. Examples of activities which make use of the different types of pictures are given and referred to by their activity.

D. Applying in Picture As Media Teaching Writing Recount

Based on the observation is VIIIIF class of SMP N 1 Trimurjo, the students' writing skills are relatively low. That problems dealt with the students are not being able to generate ideas and grammatical features mastery. That is why the English teacher needs to apply an interesting media to overcome the problems. The fact above shows that the students and the teacher need an appropriate teaching media to improve the students' achievement in writing. Therefore, the researcher used picture series to improve the teaching-learning quality especially in writing skill.

They are several reasons why picture series are used to improve the students' writing skills. Firstly, pictures series provide the students information such as objects, actions, events and relationship. Secondly, pictures have contribution to increase the students' interest and motivation, make them have sense of the context of the language, and picture can be a specific reference stimulus for the students. Lastly, pictures can help the

students predict what it is about. Therefore, in reference to the elaboration above, the researcher involved the English teacher as the collaborator, and the VIII F students of SMP N 1 Trimurjo in conducting the research. Then, the procedure is done in this research.

The use of picture in the teaching-learning process is very useful. It can improve the students' achievement in English subject. There are several studies that were conducted before.

E. Action Hypothesis

Based on the theoretical framework above, the writer formulates the action hypothesis that the use of picture can increase the student's skill in writing recount text at eight grade in SMP N 1 Trimurjo.

CHAPTER III

RESEARCH MEHODOLOGY

A. Setting

The researcher was conducted the research at the eighth grade students of SMP N 1 Trimurjo. The location of SMP N 1 Trimurjo is in 13A Purwodadi Village, Trimurjo, Central Lampung.

B. Subject of The Study

The subject of this study is eighth grade student. The researcher chooses class VIII F because they have low score in writing. Below is the data of the subject.

Table 3.1
The Subject of the Study

Class	Sex	
	Female	Male
VIII	11	12
Total	23	

On table 3.1 the subject of the study of class VIII F was 23 students, consist of female 11 and male 12The collaborator is this study is the English teacher at the eighth grade of SMP N 1 Trimurjo and her name is Mrs. Siti Musyarofah, Amd. Pd.

C. Object The Study

The object of this research is writing skill. The research is classroom action research. Action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work³⁵

In writing skill are often a classroom activity and maybe directing and controlling by the teacher and needed some material. So the researcher and teacher determine to select picture. Pictures are great for aspects of writing word and sentence stress.

D. Action Plan

1. Classroom Action Research (CAR)

According quote of Hodgkinson in the book Collaborative Action Research for English Language Teachers by Anne Burns, Action research is a direct and logical outcome of the progressive position. After showing children how to work together to solve their problems, the next step was for teachers to adopt the methods they had been teaching their children, and learn to solve their own problems co-operatively.

³⁵Jean McNiff and Jack Whitehead, All You Need About Action Research, Sage Publication, London : 2006, P. 7

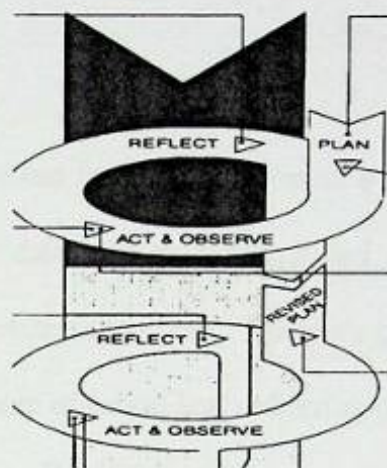
Boddanand Biklen stated that, Action research is the systematic collection of information that is designed to bring about social change.

Then Carrand Kemmis stated that, action research is simply a form of self-reflection enquiry undertaken by participant in social situation in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out.

The aim of action research is to contribute both to the practical concerns of people in an immediate problematic situation and the goals of social science by joint collaboration within a mutually acceptable ethical framework.³⁶

In the classroom action research, the researcher would conduct the research in two cycles. Both of them will have the connection. Every cycle consists of planning, action, observation, reflection. This is the step of classroom action research design:

³⁶Burns, Anne, *Collaborative Action Research for English Language Teachers*, (Cambridge, Cambridge University Press, 1999), p.29.

Figure 1. Sequences of action research³⁷

Kemmis and McTaggart Model

According to Kemmis and McTaggart model on the figure above, the researcher makes plan base question, how can I stimulate the students, change curriculum and change the question. Of course the researcher chooses appropriate technique to encourage students. The next step is act and observe, the researcher doing action in the class such as use the technique to teaching and observing the learning process. In step of reflect, the researcher thinks deeply about learning process and if the learning result still bad, the researcher revised plan with continue the general aim and do act, observe, reflect it again until the score of students improve significantly.

³⁷*Ibid*, p.33.

2. The Step of Classroom Action Research (CAR)

a. Cycle I

1) Planning

This phase involves developing a viable plan of action for gathering data, and considering and selecting a range of appropriate research methods. The plan is aimed at trialing a particular course of action and collecting data on the outcomes of this action. ³⁸Without the planning, the researcher will find it difficult to apply research and will not focus yet.

So, here are the steps in making planning:

- a) The researcher identifies the problem causes and finds the problem solving
- b) The researcher makes a lesson plan
- c) The researcher prepares the material, technique and media of teaching
- d) The researcher prepares the source of learning
- e) The researcher prepares format to observe
- f) The researcher prepares format to evaluate the students' activities after teaching learning process.

³⁸*Ibid*, p.37.

2) Acting

Doing action is in this phase it means the actions that do with consciously and controlled using accurate and wise practices.³⁹ Without this acting, the planning in first step is useless. The researcher implemented using Picture in English learning. Here the steps:

Table 3.2

Lesson Plan

Cycle	Skill	Activities
	Pre Writing Activities	• Teacher gives the material a blank text, picture, or lyric to the students • Teacher leads the students to the topic by using Picture related to the topic presentations.
	While Writing Activities	• Teacher teaches writing with students by using picture. • Teacher give the studenst a picture and asking

³⁹Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, (Jakarta, Rajawali Press, 2013), p.72

		students to write the story based on the picture they have. • Teacher asks the students to focus on their writing.
		• Teacher explains students which the purpose of the activity is; students can write for the main idea, and for making inferences.
	Post Writing Activities	• Teacher gives some questions related to the topic. • Teacher and students discuss the answer together. • Teacher gives reinforcements to the students.

3) Observing

Observation has function documented the action to know the influence of the study.⁴⁰ The observation is act during the learning process. Observing have the outline like student ability to answer the question, the participants of the student, repetition command, the writing error etc. the researcher will observe the student using notes to know how far the student ability on learning process.

4) Reflecting

In kemmis and McTaggart's model, analyzing is not treated as a separate component of action research. However, in our experience, close analysis of data is often the stimulus for reflection so that these two elements become conflated. Therefore, considered as a combination of both analysis and reflection.⁴¹

So that the researcher analyzing and discussing learning process to find the difficulties and make more simple and effectively learning in writing Recount text using Picture. This reflection is to decide the next cycle focus on the weakness in previous cycle. That means process do with action

⁴⁰*Ibid*, p.73.

⁴¹Burns, Anne, *Collaborative Action*, p.38.

research is need a systematic planning. Every cycle will repair our teaching procedure.

b. Cycle II

a. Planning

- a) The researcher identifies the problem causes and finds the problem solving
- b) The researcher makes a lesson plan
- c) The researcher prepares the material, technique and media of teaching
- d) The researcher prepares the source of learning
- e) The researcher prepares format to observe
- f) The researcher prepares format to evaluate the students' activities after teaching learning process.

b. Acting

The researcher will apply next action plan on cycle two.

c. Observing

The researcher will be observing the learning process by field note and observing format to collect the data on cycle two.

d. Reflecting

The last step is reflection and evaluation is done because the researcher was satisfied enough about the result and how the problem was solved. So, the researcher was not need to go to next cycle.

E. Data Collection Method

To collect the data, the researcher using method as follows:

1. Test

Test is the questions that deliver to someone or group to find condition or level of their development like, achievement, interest, aptitude, etc.⁴² commonly in classroom action research, there are two kind of test:

a. Pre Test

Pre Test is the test that delivers before the students given treatment. This test has purpose to know achievement the students before conduct the research.

b. Post Test

Post Test is the test that given to student after treatment, the purpose of this test is to find out whether the treatment make influence to the student's achievement or not. This test will be

⁴²Kunandar, *Langkah Mudah*, p.186.

done after the treatment to know whether Picture can improve the student Recount text.

2. Observation

Observation is a mainstay of action research. It enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur.⁴³ In this research, the researcher get the data observation about the learning process such as student error writing, ability to answer the question, student participant and other. Observer will do the observation both students and teacher.

3. Documentation

Documents are a readily accessible source of data in action research as many already exist in the institutional system. There is a wide range of documents that could be pertinent to the research focus, including student portfolios of written work, student records and profile, lesson plans, materials, letters, class memos and newsletters, and previous test or examination papers.⁴⁴ It means that documentation is document that have information such as total of student of SMP N 1 Trimurjo, teacher, building, facilities etc.

⁴³Burns, Anne, *Collaborative Action*, p.80.

⁴⁴*Ibid*, p.140.

4. Field Note

Field note use to get the data objectively, which cannot recode through observation sheet, and such students activities during the treatment, their reaction or other guidance which can use which in analysis and reflection. This note has to prepare systematically and given interpretation by the research.⁴⁵

F. Data Analysis Method

Data analysis was showed step by step to taking the average student score of the pre-test and the post-test. In addition, to know the improvement, the researcher compared between pre-test and post-test.

Table 3.3

Writing Score Criteria

Writing ability	Score	Level	Indicator
Content	27-30	Excellent	The students really understand the content of writing. Their writing is really wide, and complete. It's very suitable with the title
	22-26	Good	The student can understand the content of writing. Their writing is wide, complete and suitable with the title but less detail.
	17-21	Fair	The student less understand the content. Their writing is less

⁴⁵*Ibid*, p.185

			complete and less detail
	13-16	Poor	The student do not understand to content of writing
Organization	18-20	Excellent	Writing really organized and neat. It's really clear, much ideas and the sequence is very logic
	14-17	High	Writing is organized, neat, clear, much ideas, and the sequence is logic.
	10-13	Fair	Writing is less organized and neat, it is less idea and the sequence is less logic
	7-9	Poor	The sequence is not logic
Vocabulary	18-20	Excellent	The students have many vocabularies. They use the words very effective and appropriately.
	14-17	High	The students have good vocabularies; use the words effectively and appropriately.
	10-13	Fair	The students have little vocabularies; the words less effective and less appropriate.
	7-9	Poor	The students do not master the words and their writing like translation.
Grammar	22-25	Excellent	The students can master the grammar well
	18-21	High	The students uses and arranges the sentence simply
	11-17	Fair	The students are difficult in using and arranging the simple sentence
	5-10	Poor	The students do not master the grammatical in their writing
Mechanic	5	Excellent	The students can master the mechanics in writing
	4	High	The students master the mechanics in writing

	3	Fair	The students less master the mechanics in writing and many mistakes
	2	Poor	The students do not master the mechanics in writing and their writing are difficult to be read

The formulation to get the average as follow:

$$\bar{x} = \sum \frac{x}{n}$$

$$\bar{X} = \text{Average}$$

$$\sum x = \text{Total Score}$$

$$n = \text{Total Student}$$

G. Indicators of Success

In order to know whether the Picture can be used to increase writing Recount skill, the researcher will decide the indicator of success of the research. The research will be success if:

There is 80% of the students gets score minimum 71 in writing recount skill by using picture, so it means that the research is success.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of The Research Area

a. The History of SMPN 1 Trimurjo

SMP Negeri 1 Trimurjo is located on Jl. Raya Metro Wates, 13A Purwodadi Village, Trimurjo and Central Lampung. It has wide about 20.080 m². It was built on October, 9th 1982. This following information is the school identity.

- | | |
|------------------|--|
| 1) Name | : SMPN 1 Trimurjo |
| 2) School status | : Negeri |
| 3) NPSN | : 10801923 |
| 4) NSS/NDS | : 201120209063 |
| 5) Address | : Metro Wates Street |
| District | : Purwodadi village |
| City | : Trimurjo, Central Lampung |
| Province | : Lampung |
| 6) Zip code | : 34172 |
| 7) Phone | : 072543881 |
| 8) e-mail | : smpn1trimurjo@yahoo.co.id |
| 9) Accreditation | : B |

b. Vision and Mission of SMPN 1 Trimurjo

- 1) Vision of SMPN 1 Trimurjo is: "To make SMP Negeri 1 Trimurjo foremost in achievement, get the best of science and technology, competent according to the faith and God-fearing"

Indicated by:

- a) Foremost in academic achievement (average of UN, US)
- b) Foremost in non-academic achievement:
 - Sports Aspect
 - Art and culture Aspect
 - Religion Aspect
 - Scout Aspect
 - Health School Aspect

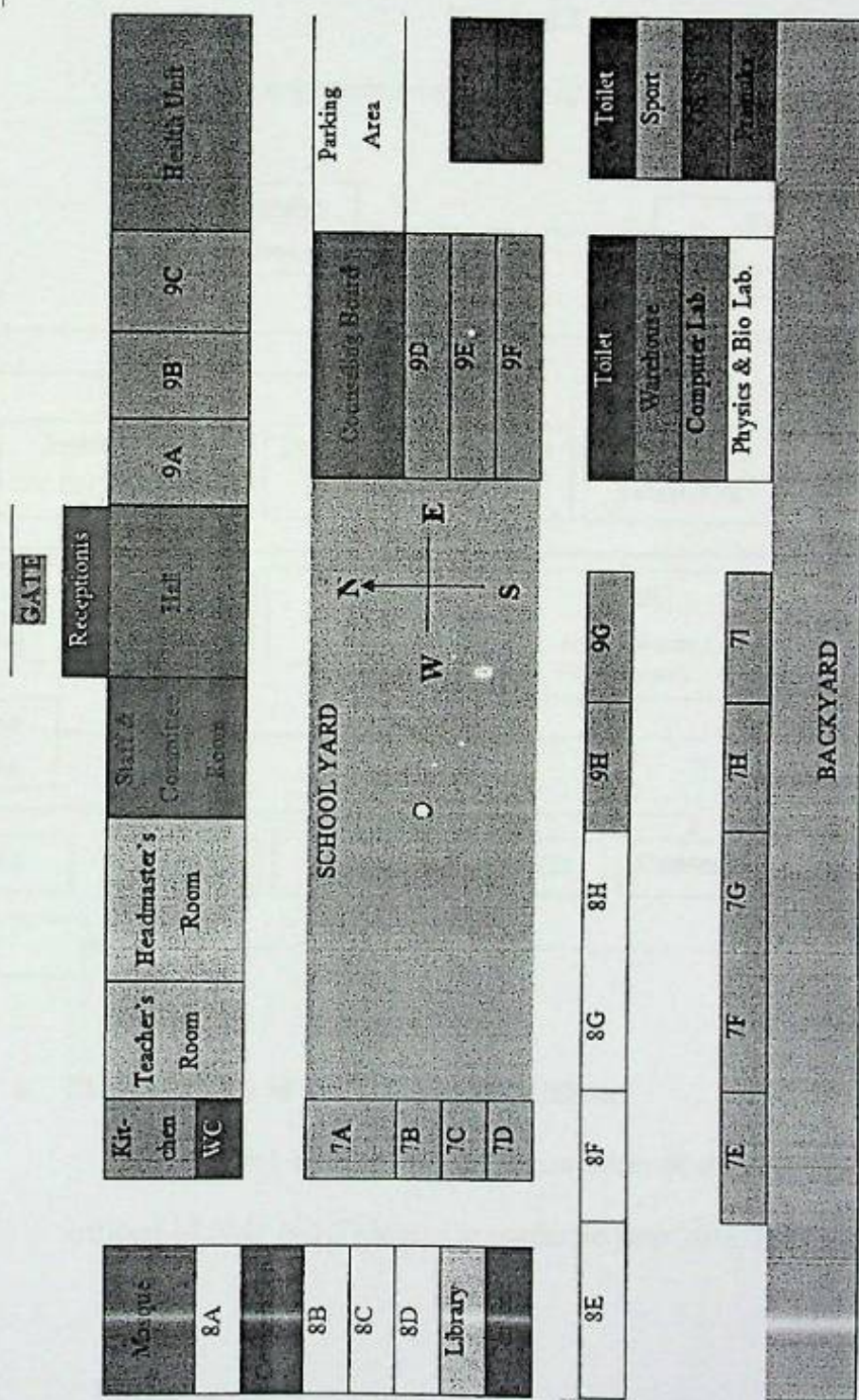
2) Mission of SMPN 1 Trimurjo

- a) Improving the professional capability of the teachers and staff in realizing the daily task.
- b) Realizing the effective learning activity, so that the students are optimal in developing their skill.
- c) Success in the final examination and middle examination, the standard minimum for all courses is 6,0 each courses.
- d) Realizing extracurricular activity which is optimal to get an achievement.
- e) Improving the medium and infrastructure which are needed.

- f) Creating conducive and harmonious environment of a work.
- g) Creating participative management and engaging *stake holder*.
- h) Motivating the students' self-confidence to accomplish tuition in religion.
- i) Organizing the school area by the result that it could create a safe, gorgeous, and healthy atmosphere.

c. Location Sketch of SMPN 1 Trimurjo

Figure 4.1

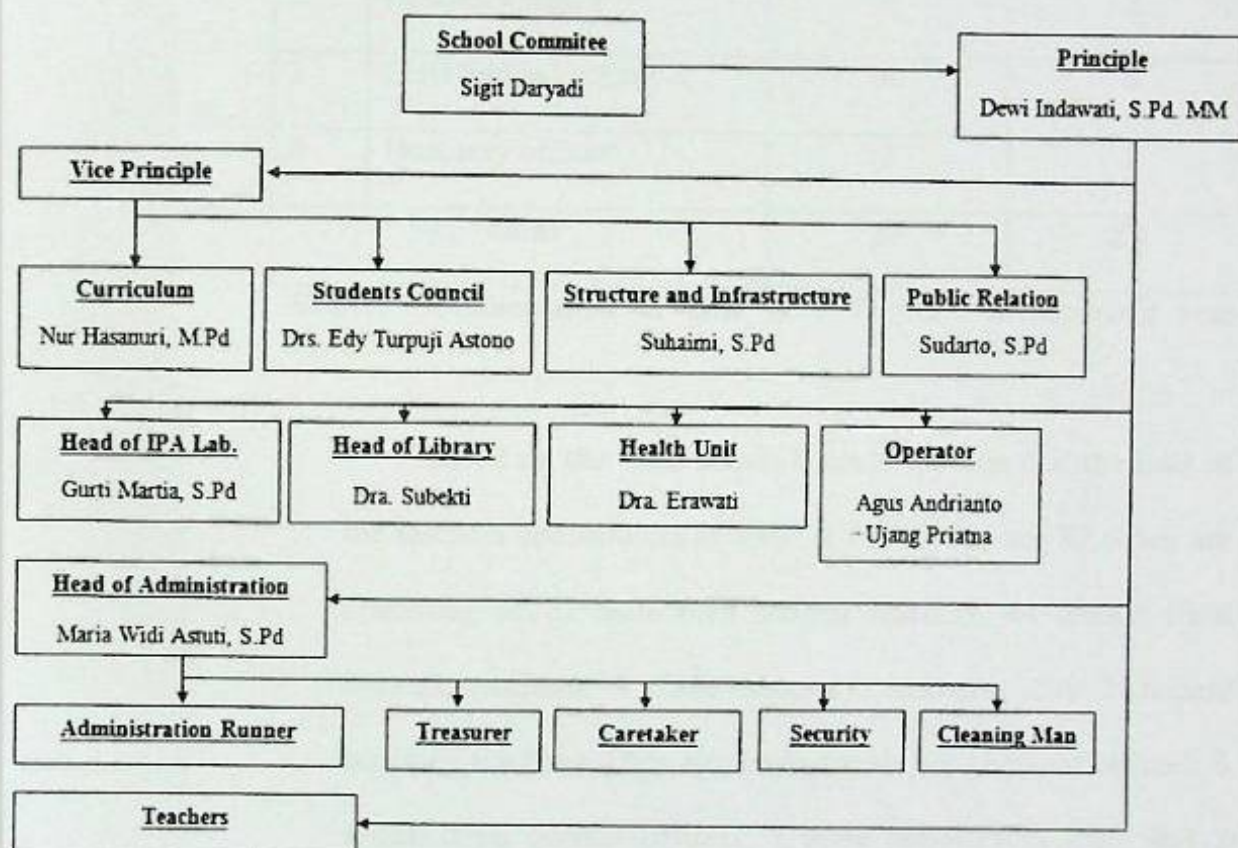
The Location Sketch of SMPN 1 Trimurjo

d. Organization Structure of SMP N 1 Trimurjo

The organization structure of SMPN 1 Trimurjo in academic year 2016/2017 is drawn as follows:

Figure 4.2

The organization structure of SMPN 1 Trimurjo



e. The Condition of the Teacher and Officer

The table1 bellow shows the condition of the teachers and officers of SMP N 1 Trimurjo in academic year 2016/2017.

Table 4.1*Total of teachers and officers in SMPN 1 Trimurjo*

No.	Status	Gender	
		Male	Female
1	Civil Servant teacher	22	44
2	Honorary teacher	4	2
3	Civil Servant officer	4	6
4	Honorary officer	3	2
Total		33	54

Source: Documentation of SMP N 1 Trimurjo in academic year 2016/2017

Based on the table above, it could be seen that the total of the teachers and officers of SMP N 1 Trimurjo are 87. They are consisting of 22 male civil servant teachers, 44 female Civil Servant teachers, 4 male honorary teachers, and 2 female honorary teachers. They also have 4 male civil servant officers, 6 female civil servant officers, 3 male honorary officers and 2 female civil servant officers.

f. The Students in SMPN 1 Trimurjo

The total of the students in SMPN 1 Trimurjo in academic year 2016/2017 can be seen as follow:

Table 4.2*Total of students in SMPN 1 Trimurjo*

No.	Grade	Gender		Religion				
		Male	Female	Islam	Christian	Catholic	Hindu	Buddha
1	VII	137	166	294	-	4	5	-
2	VIII	158	149	297	-	4	5	1
3	IX	104	139	238	1	2	2	-
Total		399	454	829	1	10	12	1

Source: Documentation of SMP N 1 Trimurjo in academic year 2016/2017

In short, the total of students in SMPN 1 Trimurjo in academic year 2016/2017 is 853 persons. They are divided into three grades. Students of grade VII consist of 137 male and 166 female students. Students of grade VIII include 158 male and 149 female students. While, students of grade IX consist of 104 male and 139 female students.

g. The Condition of the Structure and Infrastructure

Junior High School 1 of Trimurjo has the suit facilities to support both the learning activity and extracurricular program. It provides some extracurricular such as:

- 1) OSIS, PMR, UKS, Scouting Movement, KIR, wall magazine, traditions gallery, and self-defense program.

- 2) Sport programs like basketball, volleyball, football, and badminton.

Specifically, the infrastructure and facilities in SMPN 1 Trimurjo as follows:

Table 4.3
Infrastructure in SMPN 1 Trimurjo

No	Rooms	Total	Condition		
			Good	Fair	Poor
1	Classroom	27	13	-	-
2	Teacher's room	1	1	-	-
3	Headmaster's Room	1	1	-	-
4	Staff & Committee Room	1	1	-	-
5	Guidance and Counseling's Room	1	1	-	-
6	Library	1	1	-	-
7	Health Unit	1	1	-	-
8	Computer Laboratory	1	1	-	-
9	Physics & Biology Laboratory	1	-	-	-
10	Teacher's Toilet	4	4	-	-
11	Student's Toilet	9	9	-	-
12	Kitchen	1	-	-	-
13	Warehouse	1	-	-	-
14	Cooperation	1	-	-	-
15	Sport	1	-	-	-

Source: Documentation of SMP N 1 Trimurjo in academic year 2016/2017

Table 4.4*Facilities in SMPN 1 Trimurjo*

No	Things	Total	Condition		
			Good	Fair	Poor
1	Computer	3	3	-	-
2	Handy came	1	1	-	-
3	Tape Recorder	1	1	-	-
4	Sound System	1	1	-	-
5	Laptop	1	1	-	-
6	Printer	2	1	1	-
7	AC	8	8	-	-
8	Television	1	1	-	-
9	Microphone	3	1	1	1
10	Projector	1	1	-	-

Source: Documentation of SMP N 1 Trimurjo in academic year 2016/2017

2. Description of the Research Result

This research was classroom action research which was conducted in two cycles. Each cycle consisted of planning, acting, observing, and reflecting. While for the acting, the researcher conducted this research by using Picture media in five meetings in cycle 1 and 2. The researcher took 2 x 40 minutes in each meeting.

The details were explained in following description.

a. Cycle 1

1) Planning

In this step, the researcher found that the students have some problems which made them having low skill in writing recount. It was proven by their pre-survey result. This is why the researcher arranged a lesson plan which was used in teaching and learning process. Then, the researcher decided to apply an appropriate media to solve the students' problem. It was picture media. The researcher also prepared the observation sheet. The observation sheet was filled by collaborator, the English teacher, to monitor the students' activities in learning process.

2) Acting

Cycle 1 began on Tuesday, February 7, 2017 at 11.10 am until 12.30. The researcher gave to know the students that the researcher would do a research in their class. The schedule of action in cycle 1 was shown in the following table.

Table 4.5
The schedule of Action in cycle 1

Meeting	Day, Date	Time	Activities
1 st	Tuesday, February 7, 2017	11.10-12.30	Giving pre-test
2 nd	Wednesday, February 8, 2017	8.50-10.10	Doing action by using Picture media.
3 rd	Thursday, February 9, 2017	11.50-13.10	Giving the posttest 1

In the first meeting, the researcher conducted a pretest to all of the students, which had to be done individually. The topics in the pretest were their own recount, entitled "My Embarrassing Moment". It was based on their own experiences. The researcher informed that this is to know the students' writing skill before the action was begun. The score could be seen at the table below:

Table 4.6
The students' result in Pre-test

No	Name	Score
1	ANW	46
2	AN	71
3	AR	34
4	AVZ	70
5	BDS	53
6	DAN	34
7	DN	51
8	EA	54

9	GFA	44
10	HW	56
11	IA	44
12	MU	49
13	MT	44
14	NW	55
15	PLD	40
16	RC	48
17	RAP	43
18	RPI	31
19	SWS	52
20	SWU	48
21	VA	41
22	WGR	52
23	YH	47
TOTAL		1107
AVERAGE		48,13

Table 4.7
Distribution of Students' score in Pre-test

Score	Frequency	Percentage
31-38	3	14%
39-46	7	30%
47-54	9	39%
55-62	2	9%
63-70	1	4%
71-78	1	4%
Total	23	100%

Based on the table above, it can be said that the students' skill in writing recount was still poor. From the result of pre-test, the average of the score was 48, 13 and the highest score was 71. Therefore, the result was not satisfying and needed an improvement much. It was the best reason for the researcher to improve the students' skill by using Picture media.

The cycle 1 was begun in the second and third meeting. The treatment was given in the second meeting by using Picture media. In the third meeting, the students were performed the post-test 1. The theme in post-test 1 was "Plan for Living". Moreover, the students should write their own recount by using Picture media as it ever given in the treatment of the second meeting. The students' score of the post-test 1 can be seen as follow:

Table 4.8
The students' result in post-test 1

No	Name	Score
1	ANW	63
2	AN	72
3	AR	53
4	AVZ	71
5	BDS	65
6	DAN	68
7	DN	68

8	EA	56
9	GFA	63
10	HW	63
11	IA	57
12	MU	63
13	MT	52
14	NW	58
15	PLD	60
16	RC	69
17	RAP	61
18	RPI	62
19	SWS	71
20	SWU	64
21	VA	63
22	WGR	57
23	YH	71
TOTAL		1450
AVERAGE		63,04

Table 4.9
Distribution of Students' score in Post-test 1

Score	Frequency	Percentage
52-55	2	9%
56-59	4	17%
60-63	8	35%
64-67	2	9%
68-71	6	26%
72-75	1	4%
Total	23	100%

Based on the table above, it can be seen that 19 students (83%) were not gained the goal and 4 students (17%) were gained the goal. The result explained that it higher than the result of pre-test, but it was not improving much. In short, the second cycle should be conducted.

3) Observing

In each meeting in this cycle 1, the researcher and the collaborator, the English teacher of the class, were being a team work. The collaborator had observed the students' activities during the teaching and learning process.

Here is the result of the activities in cycle 1:

Table 4.10
The Students' Activities Result in Cycle 1

No	Name	Indicators			
		1	2	3	4
1	ANW	√	√		
2	AN	√	√	√	
3	AR	√	√		
4	AVZ	√	√	√	√
5	BDS	√	√		
6	DAN			√	√
7	DN	√	√	√	

8	EA	√	√		√
9	GFA	√	√		√
10	HW	√	√		
11	IA	√	√	√	√
12	MU	√	√		
13	MT	√		√	√
14	NW			√	√
15	PLD	√	√	√	
16	RC			√	√
17	RAP	√	√	√	
18	RPI	√	√	√	
19	SWS			√	
20	SWU			√	
21	VA	√	√	√	
22	WGR			√	√
23	YH	√	√	√	
Total		17	16	16	9

Indicators:

1. The students can be describe in an objective way or interpret or responded to subjectively by using picture in writing recount text.

2. The students are able to cue responses to question or cue substitutions through controlled practice by using picture in writing recount text.
3. The students can motivated in writing recount text by using picture.
4. The students can stimulate and provide information by using picture in writing recount text.

In cycle 1, the students' activities were described as follows: there were 17 students can be describing in an objective way or interpret or responded to subjectively by using picture in writing recount text, most of them can motivated and cue respond to question in writing recount by using the picture and just 9 students can stimulate and provide information by using picture in writing recount text.

4) Reflecting

In relation to the result of cycle 1, the average of the students' score on recount writing increase was from 48, 13 in the pretest to 63, 04 in the post-test 1. In other words, the students' activity was also increasing. However, the result was unsatisfactory enough since the students who passed the

minimum passing grade was only 2 students (9%) in the pretest and 3 students (13%) in the post-test 1. Therefore, the research must be continued to cycle 2.

b. Cycle 2

1) Acting

Cycle 2 began on Wednesday, December 14 at 10.30 until 11.50. Action in cycle 2 was divided into two meetings which can be seen in the following table:

Table 4.11
The schedule of Action in cycle 2

Meeting	Day, Date	Time	Activities
1 st	Tuesday, February 14, 2017	11.10-12.30	Doing action by using picture media
2 nd	Wednesday, February 16, 2017	8.50-10.10	Giving the post-test 2

In the first meeting in cycle 2, the researcher gave deeper material about recount text and how to write it correctly. The researcher taught as the teacher and the collaborator followed the class by observing the students' activities. In addition, Picture media was applied during the learning process.

After giving treatment in the first meeting which consisted of giving material and giving exercise, the

researcher provided the students with post-test 2. The theme for post-test 2 was "Best Moment". The students were decided to write their own text based on their experience. Moreover, Picture media was used by the students in making the recount text. The result of the post-test 2 can be seen in the following table.

Table 4.12
The students' result in post-test 2

No	Name	Score
1	ANW	71
2	AN	82
3	AR	77
4	AVZ	81
5	BDS	81
6	DAN	71
7	DN	78
8	EA	77
9	GFA	81
10	HW	84
11	IA	80
12	MU	81
13	MT	78
14	NW	78
15	PLD	77
16	RC	76
17	RAP	77
18	RPI	74
19	SWS	75
20	SWU	79

21	VA	71
22	WGR	73
23	YH	75
TOTAL		1777
AVERAGE		77,26

Table 4.13
Distribution of Students' score in Posttest 2

Score	Frequency	Percentage
71-73	4	17%
74-76	4	17%
77-79	8	35%
80-82	6	27%
83-85	1	4%
Total	23	100%

The above table showed that the result of post-test 2 could reach 100% of 23 students, which meant all students passed the minimum passing grade. The result also showed that the lowest score was 71 and 84 for the highest score. The average score was 77, 26 which meant that the students successfully passed the material.

2) Observing

In cycle 2, the researcher was still working with the collaborator to observe the students' activities during the learning process. The result was presented as follow:

Table 4.14
The Students' Activities Result in Cycle 2

No	Name	Indicators			
		1	2	3	4
1	ANW	√	√	√	√
2	AN	√	√	√	√
3	AR	√	√	√	√
4	AVZ	√	√	√	√
5	BDS	√	√	√	√
6	DAN	√	√	√	√
7	DN	√	√	√	
8	EA	√	√	√	√
9	GFA	√	√	√	√
10	HW	√	√	√	
11	IA	√	√	√	√
12	MU	√	√	√	
13	MT	√	√	√	√
14	NW			√	√
15	PLD	√	√	√	√
16	RC			√	√

17	RAP	√	√	√	√
18	RPI	√	√	√	
19	SWS	√	√	√	√
20	SWU	√	√	√	√
21	VA	√	√	√	√
22	WGR			√	√
23	YH	√	√	√	√
Total		23	20	23	23

Indicators:

1. The students can be describe in an objective way or interpret or responded to subjectively by using picture in writing recount text.
2. The students are able to cue responses to question or cue substitutions through controlled practice by using picture in writing recount text.
3. The students can motivated in writing recount text by using picture.
4. The students can stimulate and provide information by using picture in writing recount text.

From the table above, it can be seen that there was an increasing of the students' activities between cycle 1 and cycle 2. It described as all most

the students can be describing in an objective way, motivated and stimulate by using picture in writing recount text and only 3 students can not able to cue responses to question or cue substitutions through controlled practice by using picture in writing recount text in cycle 2.

3) Reflecting

Concerning on the result in cycle 2, the average of students' score on recount writing was improving successfully. It started from 43, 11 in the post-test 1 to 63, and 77 in post-test 2. In the same way, the students' activity was also improving.

As the cycle 2 was done, the researcher decided not to continue to the further cycle because the result showed that the students' score had gradually more improved.

B. Interpretations

Relating to the progression in cycle 1 and cycle 2, the researcher wrote the summary of the result which can be seen as follow:

1. Increasing the Students Recount Text Writing Skill Through Picture Media at The Eight Grade of The SMP N 1 Trimurjo on Cycle 1 to Cycle 2

The following table presented the result of cycle 1 to cycle 2:

Table 4.15
The Increasing Point of Students' Score between Pretest, Posttest 1 and Posttest 2

NO	NAME	CYCLE I		Percentage %	CYCLE II		Percentage %	EXPLANATION
		PRE-TEST	POST TEST I		POST TEST I	POST TEST 2		
1	ANW	46	63	17%	63	71	8%	PASSED
2	AN	71	72	1%	72	82	10%	PASSED
3	AR	34	53	19%	53	77	24%	PASSED
4	AVZ	70	71	1%	71	81	10%	PASSED
5	BDS	53	65	12%	65	81	16%	PASSED
6	DAN	34	68	34%	68	71	3%	PASSED
7	DN	51	68	17%	68	78	10%	PASSED
8	EA	54	56	2%	56	77	21%	PASSED
9	GFA	44	63	19%	63	81	18%	PASSED
10	HW	56	63	7%	63	84	21%	PASSED
11	IA	44	57	13%	57	80	23%	PASSED
12	MU	49	63	14%	63	81	18%	PASSED
13	MT	44	52	8%	52	78	26%	PASSED
14	NW	55	58	3%	58	78	20%	PASSED
15	PLD	40	60	20%	60	77	17%	PASSED
16	RC	48	69	21%	69	76	7%	PASSED
17	RAP	43	61	18%	61	77	16%	PASSED
18	RPI	31	62	31%	62	74	12%	PASSED
19	SWS	52	71	19%	71	75	4%	PASSED
20	SWU	48	64	16%	64	79	15%	PASSED
21	VA	41	63	22%	63	71	8	PASSED

22	WGR	52	57	5%	57	73	16%	PASSED
23	YH	47	71	24%	71	75	4%	PASSED
TOTAL		1107	1450	343	1450	1777	327%	
AVERAGE		48,13	63,04	14,9%	63,04	77,26	14,21%	

In cycle 1, based on the above table, there was an increasing point especially in the average score of 23 students in class VIII F in which in pre-test the average was 48, 13 and in the post-test 1 was 63,04. There were 17 students which the scores were improved in the post-test 1, and there were 11 of them who could pass the minimum passing grade (MPG).

The result between post-test 1 and post-test 2 was highly increased. There were 325 points of increasing which meant the average of increasing g was 14, 21. Furthermore, the average score was risen from 63, 04 up to 77, 26. All of the students could pass the minimum passing grade (MPG).

2. Increasing the Student Activities on Recount Writing Skill on Cycle 1 to Cycle 2 at The Eight Grade of The SMPN 1 Trimurjo

Table. 4.16

The Increasing Point of Students' Activities between Posttest 1 and Posttest 2

NO	INDICATOR	CYCLE		Percentage (%)
		I	II	
1	The students can be describe in an objective way or interpret or responded to subjectively by using picture in writing recount text.	17	23	6%
2	The students are able to cue responses to	16	20	4%

	question or cue substitutions through controlled practice by using picture in writing recount text.			
3	The students can motivated in writing recount text by using picture.	16	23	7%
4	The students can stimulate and provide information by using picture in writing recount text.	9	23	14%

From the table above, it can be seen that there was an increasing of the students' activities between cycle 1 and cycle 2. It described as all most the students can be describing in an objective way, motivated and stimulate by using picture in writing recount text and only 3 students can not able to cue responses to question or cue substitutions through controlled practice by using picture in writing recount text in cycle 2.

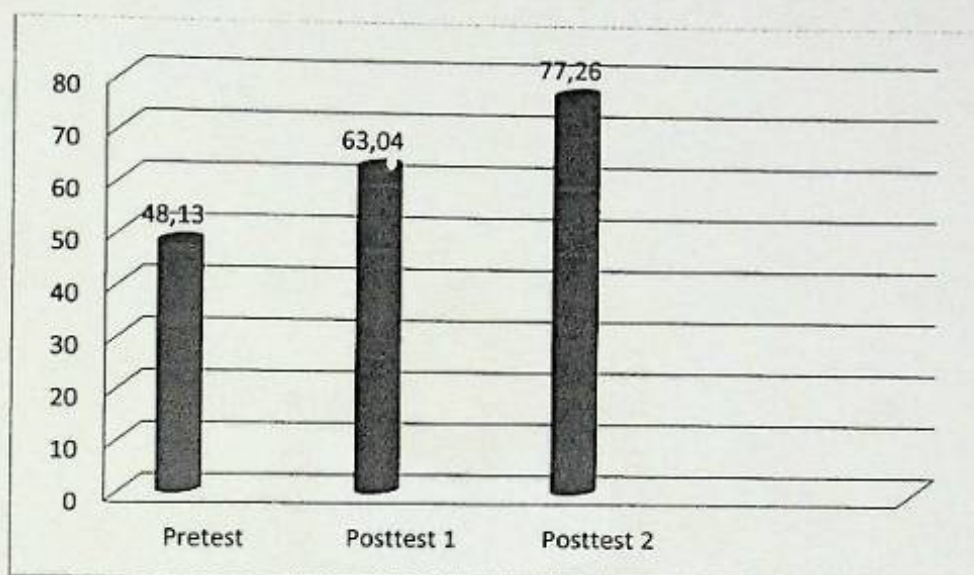
3. Result of the Study

The data on the table before showed the improvement score of students in recount writing skill. It could be said that in pre-test the average score was only 48, 13 which was far from satisfactory. After using the Picture media in the class, the score improved much, that was 63, 04 points up to 77, 26.

After giving more materials, the students' score improved from post-test 1 to post-test 2 which can be seen from the average score between post-test 1 and post-test 2, which were 63, 04 to 77,

Absolutely, the improvement was 14, 22 point. It also can be seen in the following chart:

Figure 4.5
Chart of the Students' Result in Pretest, Posttest 1, and Posttest 2



Based on the chart above, it can be concluded that the use of Picture media could improve the students' recount writing skill. The chart illustrated the significant improvement of the students' average score among pre-test, post-test 1, and post-test 2. In the last post-test, all of the students successfully passed the minimum passing grade (MPG) namely 71. Briefly, the use of Picture media could improve students' score in recount writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the previous chapter, the writer would like to draw the conclusions of this research as the average student's result at the cycle I on the pre-test is 43,13 where 1 student who get the score ≥ 71 (passed) and post-test is 63,04 where 4 students who get the score ≥ 71 (passed). And in cycle II on post-test is 77,26 where 23 students who get the score ≥ 71 (passed). Based on the students score in cycle 1 to cycle 2 is 63.04 to 77.26 so the students increase the recount text writing skill through picture at eight grade of the SMP N 1 Trimurjo.

The result of student's activities in cycle 1 informed that there were 17 students can be describing in an objective way or interpret or responded to subjectively by using picture in writing recount text, most of them can motivated and cue respond to question in writing recount by using the picture and just 9 students can stimulate and provide information by using picture in writing recount text.

The result of the student's activities in cycle 2 described as all most the students can be describing in an objective way, motivated and stimulate by using picture in writing recount text and only 3 students can not able to cue responses to question or cue substitutions through controlled practice by using picture in writing recount text in cycle 2.

The use of Picture media in class improved the students' recount writing skill, because it promoted their ideas in writing and solved their difficulties in interpreting and organizing the text.

B. Suggestion

After conducting this research, the researcher offers several recommendations for the English teacher, the students, and other researchers. The recommendations are presented below.

1. For the English teachers of SMP N 1 Trimurjo

It is essential for teachers especially the English teachers in SMP N 1 Trimurjo to improve students' writing skill. The teacher needs to use the appropriate media which fit with the students' needs and the students' background in teaching writing. It is very useful for them in using picture in teaching writing.

2. For the Students

The students get a model how English should be written as they get input from writing. Picture is one of the alternative ways to practice writing. It is because picture can help students in generating ideas. It also can motivate the students to learn English more.

3. For other researchers

The results of this research are expected to encourage other researchers to conduct further study dealing with writing skills or

picture for other skills. Therefore, the other researchers who will conduct the similar research need to be prepared well.

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APPENDICES

CURRICULUM VITAE



The name of the writer is Nova Aulia Andriani. She was born in Simbarwaringin, on November, 8, 1994. She is the first child of lovely married couple, Mr. Sugiyono and Mrs. Sugiyati. Ethnically speaking, she comes from Javanese family descent.

She started her study by taking elementary school at SD N 2 Simbarwaringin and graduated in 2006. She continued his study at SMP N 1 Trimurjo and graduated in 2009. She continued her study taking vocational high school in SMA N 1 Trimurjo and graduated in 2012. In the same year of 2012, she was registered as an S-1 student of English Education Study Program of State Institute For Islamic Studies of (IAIN) Metro Lampung.