AN UNDERGRADUATE THESIS

THE IMPLEMENTATION OF PICTURE SEQUENCE MEDIA TO INCREASE

THE STUDENTS' ABILITY IN RECOUNT PARAGRAPH WRITING AT THE

EIGHTH GRADE OF MTs DARUL A'MAL

WEST METRO IN ACADEMIC YEAR 2016/2017

By:

AN NUR MU'MINATUL LUTHFIYAH

Student Number: 1291147

Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES

OF METRO

1438 H /2017 M

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In English Education Study Program

By:

AN NUR MU'MINATUL LUTHFIYAH

Student Number: 1291147

Tarbiyah and Teacher Training Faculty

English Education Department

Sponsor   : Ahmad Subhan Roza, M.Pd

Co-sponsor   : Trisna Dinillah Harya, M. Pd

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ABSTRACT

THE IMPLEMENTATION OF PICTURE SEUENCE MEDIA TO INCREASE THE STUDENTS' ABILITY IN RECOUNT PARAGRAPH WRITING AT THE EIGHTH GRADE OF MTs DARUL A'MAL WEST METRO IN ACADEMIC YEAR 2016/2017

By:

AN-NUR MU'MINATUL LUTHFIYAH

This research used picture sequence media to increase the students' ability in recount paragraph writing. Picture sequence is cut several picture from magazines, picture books, comic books, or the comics section of the newspaper. Sequence of picture can be used to stimulate and guide students writing or they can be cut up and given to different students who work out story. Picture sequence will help the students to express their ideas easily. By using picture sequence, writing recount paragraph will be easy because the picture give illustration of the stories and can stimulate students' imagination.

The object of this research is to improve students' ability in recount paragraph writing after using picture sequence media at the eighth grade of MTs Darul A'mal Metro. This research was classroom action research type, and it was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting. The data collection method in this research was test, observation, documentation and field note. The observation used to know the activity of the students who active on the teaching learning process in the class.

Regarding to the research result which was taken from observation and test, it could be inferred that there was significant increase from cycle I to cycle II. The average score of post-test I was 65.2 with percentage of students' successfulness 40%. Next to cycle II the average score was 76.1 with percentage of students' successfulness 85%. It indicated that indicator of success has been achieved at least 70% students was passed the Minimum Standard Criteria (MSC) at least 72 and it is obvious that by using picture sequence media could increase students in recount paragraph writing. It means that this research was successful.

Key Words: Writing, Recount Paragraph, Picture Sequence Media

ABSTRAK

PENGGUNAAN GAMBAR BERURUTAN UNTUK MENINGKATKAN KEMAMPUAN SISWA DALAM MENULIS PARAGRAF RECOUNT SISWA KELAS DELAPAN MTs DARUL A'MAL METRO BARAT TAHUN AJARAN 2016/2017

Oleh:

AN-NUR MU'MINATUL LUTHFIYAH

Penelitian ini menggunakan picture sequence media untuk meningkatkan kemampuan siswa dalam menulis paragraf recount. Picture sequence adalah beberapa gambar dari majalah, buku bergambar, buku komik, atau bagian komik koran. Picture sequence dapat digunakan untuk merangsang dan membimbing siswa menulis atau mereka dapat dipotong dan diberikan kepada siswa yang mengerjakan ceritanya. Urutan gambar akan membantu siswa mengekspresikan ide mereka dengan mudah. Dengan menggunakan picture sequence, penulisan paragraf akan mudah karena gambarnya memberi ilustrasi cerita dan bisa merangsang imajinasi siswa.

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan siswa dalam menulis ulang paragraf setelah menggunakan picture sequence media di kelas VIII MTs Darul A'mal Metro. Penelitian ini merupakan penelitian jenis tindakan kelas, dan dilakukan dalam dua siklus. Setiap siklus terdiri dari empat tahap yaitu perencanaan, akting, pengamatan, dan refleksi. Metode pengumpulan data dalam penelitian ini adalah uji, observasi, dokumentasi dan catatan lapangan. Pengamatan tersebut digunakan untuk mengetahui aktivitas siswa yang aktif dalam proses pembelajaran di kelas.

Berkaitan dengan hasil penelitian yang diambil dari observasi dan uji, dapat disimpulkan bahwa terjadi kenaikan yang signifikan dari siklus I ke siklus II. Skor rata-rata post-test adalah 65.2 dengan persentase keberhasilan siswa 40%. Selanjutnya untuk siklus II skor rata-rata adalah 76.1 dengan persentase keberhasilan siswa 85%. Dari hasil tersebut menunjukan bahwa inikator keberhasilan sudah tercapai yaitu 70% siswa lulus Standar Minimum Kriteria (MSC) minimal 72 dan jelas bahwa dengan picture sequence media dapat meningkatkan siswa dalam menulis paragraf recount. Artinya penelitian itu berhasil.

Kata Kunci: Menulis, Recount Paragraf, Picture Sequence Media

NOTIFICATION LETTER

Number   :
Appendix :
Matter   : **In order to Hold to Munaqosyah**
            Of An-Nur Mu'minatul Luthfiyah

To : The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training State Institute For Islamic Studies
(IAIN)

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research which is written by:

Name   : AN-NUR MU'MINATUL LUTHFIYAH

Student Number :1291147

Title   :THE IMPLEMENTATION OF PICTURE SEQUENCE MEDIA TO
                INCREASE THE STUDENTS' ABILITY IN RECOUNT
                PARAGRAPH WRITING AT THE EIGHTH GRADE OF MTs
                DARUL A'MAL WEST METRO IN ACADEMIC YEAR 2016/2017

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb

Metro, October 2017

First Sponsor,   Second Sponsor,

Ahmad Subhan Roza, M.Pd.   **Trisna Dinillah Harya, M.Pd.**
NIP. 19750610 200801 1 014   NIP.19830511 200912 2 004

NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : Pengajuan Munaqosyah

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
di-
Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : AN-NUR MU'MINATUL LUTHFIYAH
NPM   : 1291147
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE IMPLEMENTATION OF PICTURE SEQUENCE MEDIA TO INCREASE THE STUDENTS' ABILITY IN RECOUNT PARAGRAPH WRITING AT THE EIGHTH GRAE OF MTs DARUL A'MAL WEST METRO IN ACADEMIC YEAR 2016/2017

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Sponsor   Metro,   Oktober 2017
                                                                          Co-Sponsor,

Ahmad Subhan Roza, M.Pd   **Trisna Dinillah Harya, M.Pd.**
NIP. 19750610 200801 1 014   NIP. 19830511 200912 2 004

APPROVAL PAGE

Title   : THE IMPLEMENTATION OF PICTURE SEQUENCE MEDIA TO INCREASE THE STUDENTS' ABILITY IN RECOUNT PARAGRAPH WRITING AT THE EIGHTH GRAE OF MTs DARUL A'MAL WEST METRO IN ACADEMIC YEAR 2016/2017

Name   : AN-NUR MU"MINATUL LUTHFIYAH
NPM   : 1291147

Department : English Education

Faculty   : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro

Metro,   October 2017

Sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Co-Sponsor

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

Head of English Education Departement

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

RATIFICATION PAGE
No. B-3220/In.28.1/D/PP.00.9/12/2017

An Undergraduate thesis entitled: THE IMPLEMENTATION OF PICTURE SEQUENCE MEDIA TO INCREASE THE STUDENTS' ABILITY IN RECOUNT PARAGRAPH WRITING AT THE EIGHTH GRADE OF MTs DARUL A'MAL WEST METRO IN ACADEMIC YEAR 2016/2017, Written by An-Nur Mu'minatul Luthfiyah, student number 1291147, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, December 7th, 2017 at 04.00-06.00 p.m.

BOARD OF EXAMINERS:

Chairperson   : Ahmad Subhan Roza, M.Pd.   (..............................)

Examiner 1   : Drs. Kuryani Utih, M.Pd.   (..............................)

Examiner II   : Trisna Dinillah Harya, M.Pd.   (..............................)

Secretary   : Yeassy Agustina, M.Pd   (..............................)

The Dean of Tarbiyah and Teaching Training Faculty,

Dr. Akla, M.Pd.
NIP. 19691008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: AN-NUR MU'MINATUL LUTHFIYAH
NPM	: 1291147
Study Program	: English Education Study Program (TBI)
Department	: Tarbiyah

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

Metro,   2017

The Write

AN-NUR MU'MINATUL L
St. ID 1291147

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: AN-NUR MU'MINATUL LUTHFIYAH
NPM	: 1291147
Study Program	: English Education Study Program (TBI)
Department	: Tarbiyah

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Metro,   2017

The Write

AN-NUR MU'MINATUL L
St. ID 1291147

MOTTO

<div dir="rtl">

اَلَّذِى جَعَلَ لَكُمُ ٱلْأَرْضَ مَهْدًا وَجَعَلَ لَكُمْ فِيهَا سُبُلًا لَّعَلَّكُمْ تَهْتَدُونَ ۝

</div>

Who made the earth a resting-place for you, and placed roads for you therein, that may find your way. (Q.S Az-Zukhruf:10)

"A person who never made a mistake never tried anything new"

(Albert Einstein)

DEDICATION PAGE

The writer proudly dedication this thesis to:

1. My beloved mother Dyah Sri Mulyati and my beloved father Wahadi Ghuna, for their all day praying only for my success. And also to my brothers for their endless love, prayers and encouragement.

2. My advisor, Ahmad Subhan Roza, M.Pd. and Trisna Dinillah Harya, M.Pd, for your guidance and assistance.

3. All my friends in TBI class 2012, for your kindness. And especially Lusi, Anadia, Arif, Ade, Ajeng, Sinta, Rani.

4. The head of MTs Darul A'mal Metro, Marhaban Ilyas, S.H.I, for the permission he gave

5. My almamater IAIN Metro Lampung

ACKNOWLEDGEMENT

Metro,   2017

The Writer,

AN NUR MU'MINATUL L

St. ID 1291147

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CHAPTER I

INTRODUCTION

A. Background of the Study

The function and the role of language is an important element in communication, so that English become familiar as the international language and also uses in formal education. Almost all the countries in this world use and learn English as the main language in communication. Now, people learn English when they start to attend to pre-elementary school.

English in Indonesia is considered to be the important subject that should be learnt by students. English: as a foreign language in Indonesia not as a second language. Students should learn it because it is the international language. English also can be used to enrich the knowledge, especially for Indonesian students because most of the scientific books in Indonesia are written in English.

The objectives of teaching English should be determined based on the age, ability, and needs of the students. "The ministry of national education affairs rule no.23 year 2006 about *Standar Kompetensi Lulusan Satuan Pendidikan*/SKLSP (Graduate Competency Standard of Education Units) especially for *Sekolah Dasar* (Elementary School) and *Sekolah Menengah Pertama* (Junior High School), determined the aims of teaching English in Indonesia to improve listening, speaking, reading, and writing.

"Writing is a powerful means of self-and social expression, potentially communicating to an increasingly wide audience through formal or informal publication." Moreover, Mackay Further said that "writing is a dynamic process which

involves such activities as generating ideas, setting goals, planning, evaluation, and revising." Based on the statement above writing it means that is ability of the writer to show his or her feeling or thought with easy language which hopefully the readers understand about his or her minds.

The problems are not only about how to write down their ideas, but also how to make their statements or sentences grammatically and structurally correct. Writing skill can be interpreted as a skill used to communicate the mind or idea by using written symbols, and another person who read it will understand what the writer means. There are several things to be considered in writing, such as:

1. Content : the substance of the writing; the ideas expressed

2. Form : the organization of the content

3. Grammar : the employment of grammatical forms and syntactic patterns

4. Style : the choice of structures and lexical items to give a particular tone or flavor to the writing

5. Mechanics : the use of the graphic conventions of the language

In motivating students to write, teachers should find out some techniques that can attract the students' interest. We need some aids that can motivate and increase the students' ability, especially in writing skill. If the students interested in what they do, they will enjoy their teaching learning process and more understand about the material given.

For years, the methods of teaching have improved. And for years, teachers, researchers, and people who are involved in education try to find a perfect medium of teaching.

Picture sequence will help the students to express their ideas easily. By using picture sequence, writing recount paragraph will be easy because the pictures give illustration of the stories and can stimulate students' imagination.

Learning process begins by giving the task to the students like writing paragraph about their unforgettable experience by their own words, next students are asked to write a recount paragraph about their holiday, the different is the teacher gives pictures to help the students in writing their ideas. In other words, the students make recount paragraph based on the picture given after learning activities done. The writer examines the students' worksheet to find out the results of the test.

Based on the result for the writing daily examination, only 35% the students who passed for the material of writing and 65% the students failed with the highest grade 80 and the lowest grade 50 with the minimum mastery criteria (KKM) for English is 72. The data can be shown as follows:

Table 1.

The Pre-Survey Result of Students' Writing Recount Paragraph

at the Eighth Grade of MTs Darul A'mal Metro

No	Students' Name	Score	Criteria
1.	Adnan Maulana Al Farits	**75**	**Complete**
2.	Arya Wirna Yudha	65	Incomplete
3.	Bambang Adi Saputra	50	Incomplete
4.	Diki Arjunestu	**75**	**Complete**
5.	Enggar T	60	Incomplete
6.	Fuadi Amin	**80**	**Complete**

7.	Galih Nailul Huda	65	Incomplete
8.	Habib Nuriqbai	65	Incomplete
9.	Ikhlas Pratama	55	Incomplete
10.	Iqbal Ridho'i	**75**	**Complete**
11.	Ismail Sanjaya	50	Incomplete
12.	Jhalauda Aqyan Nur Ilham	75	**Complete**
13.	M Fuadun Nabil	50	Incomplete
14.	M Ikhfan	55	Incomplete
15.	M Lutfi Fadil	**80**	**Complete**
16.	Miftahul Hidayat	65	Incomplete
17.	Muhammad Rifa'i	60	Incomplete
18.	Rizky Wahyudi	65	Incomplete
19.	Tubagus Loren	60	Incomplete
20.	Yudha Pratama	**75**	**Complete**

Source   : Pretest Result on August, 08th 2016

There are many factors behind this problem, the problem are: the students have low motivation in writing, the students are not interested in the writing material, the students do not know to begin the writing, the students writing practice on English is limited. From that problem, the writer indicates that one of case that causes student's writing ability is to make a paragraph in writing. This happened to the most students of State Junior High School due to the low of their score.

This matter should come to English teacher attention. English teacher needs an effective technique of teaching writing. Because of this problem, one of the ways to help the students to practice writing is using picture sequence.

Based on the statement above, the writer inspired to know in detail about The Implementation of The Picture Sequence Media to Increase the Students' Ability in Recount Paragraph Writing at The Eighth Grade of MTs Darul A'mal Metro.

B. Problem Identification

Referring to the background above, the problems can be identified as follows:

1. The students have low motivation in writing.

2. The students are not interested in the writing material.

3. The students do not know to begin the writing.

4. The students lack of vocabulary mastery.

5. The students writing practice on English is limited

C. Problem Formulation

Based on the problem identification above, the problem that the writer want to know is as follow:

Can the picture sequence media increase the students ability in recount paragraph writing at the eighth grade of MTs Darul A'mal.

D. Problem Solving

Based on the problem formulation above, the researcher would like to solve the problem as follows:

1. Using picture sequence in teaching writing recount paragraph.

2. Using picture sequence to increase the students' writing recount paragraph.

3. Using class room action research to increase the students' writing recount paragraph through picture sequence.

E. Objectives and Benefits of the Study

1. **Objectives of the Study** :

   In accordance with problem formulation, the objective of present research is hopefully able to find out whether the implementation of picture sequence will be more effective to increase students' ability in recount paragraph writing.

2. **Benefits of the study :**

   a. For Students

   By using picture sequence as instructional media, it is hoped that the students will be more interested and motivated in learning English, particularly writing.

   b. For Teachers

   This study hopefully able to overcome the problems that faced by the English teachers in Indonesia.

   c. For the School

   The headmaster can convey to the teachers that they should know students' problems in order to reach learning process effectively.

   d. For the Institution

   It is hopefully be a positive contribution to the teaching of English in Indonesia and the teaching of English writing in the second grade of State Junior High School especially.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. **The Concept of Writing Recount Paragraph**

1. **The Concept of Writing**

    a. **Definition of Writing**

    Writing is a powerful means of self-and social expression, potentially communicating to an increasingly wide audience through formal or informal publication."[1] Moreover, Mackay Further said that "writing is a dynamic process which involves such activities as generating ideas, setting goals, planning, evaluation, and revising. Based on the statement above writing it means that is ability of the writer to show his or her feeling or thought with easy language which hopefully the readers understand about his or her minds.

    Next, according to expert, Sanggam states that writing is a psychological activity of the language user to put information in the written text.[2] It means that writing is the activity of language to communicate and give information in the written form. Writing is one of direct communication between the writers and the printed texts which are produced by the writers it selves.

    As one four basic skill of language, writing is very important because writing is used for a wide variety of purposes it

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    [1] Mike Fleming and David Stevens, *English Teaching in the Secondary School: Linking Theory and Practice*, (USA & Canada: Routledge, 2010), p.89

    [2] Sanggam Siahaan, *Issues In Linguistics* , (Yogyakarta: Graha Ilmu, 2008), p. 215.

is produced in many different forms[3]. Through this skill the students can explore their own thinking, various feeling, and also the concept by using word on papers. In writing indeed, the students can express their ideas, thoughts, and fact in well-formed structure.

Based on statement above, it infers that in writing a person can arrange letters, words, sentences, and paragraph by using the knowledge of structure systematically in written forms and hopes the reader understand what he means. Writing is one of language skills and indirect communication that conveys meaningful and expressive information from the writer to the readers in written language. By writing, language learners can express their feeling, thought, emotion, attitudes, etc.

b. The Concept of Writing Ability

As we know that that writing is one of important skill to express ideas, feeling or emoticon through written form. The purpose of writing is to give information from the written text to the reader and convey the message and interact indirectly. From it, we can see that how important writing is for our daily activity and for our communication especially.

The word "ability" has some definitions. David F.Lohman said that the concept of ability has been defined in differential

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[3] Jeremy Harmer, *How to Teach Writing,* (England: Pearson Education Ltd, 2004)., p. 4

psychology:[4] (1) as a latent trait inferred from patterns of individual differences across tasks, (2) as level of performance on a particular task or class of tasks, (3) as a latent cognitive process inferred from within-subject patterns of performance across trials within a task, and (4) as an affordance - affectivity relaxation. It means that ability is coming from internal form in human life. Not only that but also there is other definition of ability. Widgor and Garner (1982) define ability as "systematic observation of performance on a task." In an earlier draft the authors were even more focused: Ability is "how well a person performs a defined task if he does his best."[5] There are thus as many different abilities as there are tasks that can be administered and on which performance can somehow be observed and scored.

In conclusion, writing ability is constructing meaning involves producing words, sentences, paragraphs and receiving information through written form.

c. **The Writing Process**

.Writing is not easy, more than more than picking up a pen and putting the words on paper Writing is a recursive process, which means students revise throughout the process, frequently

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[4] F.Lohman,David, *Issues in The Definition and Measurement of Abilities*, (UK: Bluestone Press, 2003), p.2.

[5] *Ibid., p.8*

moving back and forth among the stage[6]. So, when the learners want to write, must know steps writing process.

It requires thought and planning if it is to mean anything to the receiver who read it. The writing process as follows: [7]

1) Prewriting

Pre-writing is a step before you begin writing, decide what you are going to write about then you plan what you are going to write.[8]

STEP ONE: Choose a topic. Before you write, your teacher gives you a specific assignment or some ideas of what to write about. If not, choose your topic yourself.

STEP TWO: Gather ideas. When you have a topic, think about what you will write about that topic.

STEP THREE: Organize. Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about last.

2) Drafting

STEP FOUR: Write. Write your paragraph or essay from start to finish. Use your notes about your ideas and organization.

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[6] Vicki Urquhant and Monette Mclver, *Teaching Writing in the Content Areas,* (USA: McRel, 2005), p. 5

[7] Dorothy E Zemach and Lisa A Rumisek. *Academic Writing: from paragraph to Essay,* (Spain: Mac Millan Publisher, 2005), p.3

[8] *Ibid., p.5*

3) Reviewing and revising

STEP FIVE: Review structure and content. Check what you have written. Read your writing silently by yourself or aloud, perhaps to a friend. Look for places where you can add more information, and check to see if you have any unnecessary information.

4) Rewriting

STEP SIX: Revise structure and content. Use your ideas from step five to rewrite your text, making improvements to the structure and content. You might need to explain something more clearly, or add more details. You may even need to change your organization so that your text is more logical. Then, step five and six can be called *editing*.

Proofread. Read tour text again. This time, check your spelling and grammar and think about the words you have chosen to use

Make final correction. Check that you have corrected the errors you discovered in steps five and six and make any other changes you want to make.

Step five and six can be repeated many times.

Based on quotations above, writing is one way to communicate. It is the skill which requires students to express their idea in written form. Writing involves the mastery of all components in target language such as

grammar, content, vocabulary, spelling and mechanic together. It involves complex process.

d. Component of Writing

Writing involves the mastery of all elements in target language such as grammar, content, vocabulary, spelling and mechanics. It involves complex process. There are five general categories in writing, they are:

1) Content   : The substance or writing ideas express the unity.

2) Vocabulary   : The selection word that is suitable with the content.

3) Organization : The organization of contents or the ideas, it is coherence.

4) Grammar   : The use of sentences that appropriate.

5) Mechanic   : The use of graphic conventions of the language.

According to Joy M. Reid the criteria of each writing score are: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25) and mechanic (2-5). So the total of the score of writing recount text is 100.

Table 2.

The Measurement Rubrics of Writing

Writing performance	Score	Criteria	Explanation
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured.

	9-7	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization,paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.[9]

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[9] Joy M. Reid, *Teaching ESL Writing,* (USA: Prentice Hall Regent, 1993), p.236-237.

In conclusion, there are some criteria to measure the students' writing recount text and it has each writing score and level of score for each criteria. And all of the score criteria it can be the total score of students' writing recount text.

2. The Concept of Recount Paragraph

a. The Definition of Recount

" A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past."[10] Moreover, Artono Wardiman, Masduki B Jahur and M. Sukirman Djusman states that, "the purpose of recount text is to tell the readers what happened in the past through a sequence of events."[11]

Furthermore, Ayu Rini states that,"recount paragraph is paragraph that usually closed by comment or argumentation sentences."[12] From the definitions above, the meaning of recount can be concluded as a form of a text which retells events or experiences in the past through a sequence of events. Recount is used to inform or to entertain the reader.

b. The Generic Structure of Recount Text

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[10] Natanael Saragih, Roswita Silalahi, Hilman Pardede. *The Effectiveness of Using Recount Text to Improve Writing Skill. IOSR Journal of Humanities and Social Science* 19 (2014) : 56-64

[11] Artono Wardiman, Masduki B Jahur, M. Sukirman, *English in Focus For Grade VIII Junior High School,* (Jakarta: Pustaka Perbukuan Departemen Pendidikan Nasional, 2008), p.61

[12] Ayu Rini, *Mahir Menulis Pragraph Bahasa Inggris,* (Jakarta: Pustaka Mina, 2008), p.96

In mastering recount paragraph, the students have to know the generic structure of recount. They are:[13]

1) *Orientation* tells who was involved what happened, where the events took place, and when it happened.

    Example: *Last night, I read an article about adolescence in a magazine*

1) *Events* tells what happened and in what sequence.

    Example: *After I finished this article, I remembered my own adolescence, To divert my emotions, I took many extracurricular activities.*

2) *Re-Orientation* consists of optional-closure of events/ending.

    Example: *I was able to control my emotions and to have a place where I could express my creativity in positive ways.*

c. **The Grammatical Features of Recount**

The common grammatical features of recount are:

a. Use of nouns and pronouns to identify people, animals, and things involved.

b. Use of actions verb to refer to events.

c. Use of past tense to locate events in relation to speakers of writer's.

d. Use of conjunctions and time connectives to sequence of events.

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[13] Artono Wardiman, Masduki B Jahur, M. Sukirman, *English in Focus For Grade VIII Junior High School,* p.61

e.   Use of adverb and adverbial phrase to indicate place and time.

f.   Use of adjective to describe nouns.[14]

d.   The Type of Recount

There are three types of recount:

1)   Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

2)   Factual recount: recording the particular of an accident (e.g. report of a science experiment, police report, news report, historical account).

3)   Imaginative recount: taking on an imaginary role and giving details of events (e.g. a day in the life of a roman slave, how I inverted).[15]

e.   The Example of Recount

Based on the explanations above about Recount Text, the writer gives an example of Recount Text and the Generic Structure below:

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[14] Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.124

[15] *Ibid.*

Table 3.

The Example of Recount Paragraph

Orientation	I had my adolescence when I was thirteen.
Events	It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends. Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.
Reorientation	That was my bad experience with adolescene, though there were still lots of good experience too.[16]

From the example of recount paragraph above, it can be seen that the generic structures of the text consist of three parts: they are orientation, event and reorientation.

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[16] Artono Wardiman, Masduki B Jahur, M Sukirman, *English in Focus For Grade VIII Junior High School*, p.66.

B.   The Concept of Picture Sequence

1.   The Meaning of Picture Sequence

According to Kasihani that in English class for children in process teaching learning must be followed by media, especially visuals, there are pictures, flash cards, puppets, regalia, miniature, or others real something who can be bought to class.[17] In learning process, a teacher must be able to select media exactly. Media must stimulate the students to bring them into material in the learning process.

"Picture sequence is cut several pictures from magazines, picture books, comic books, or the comics section of the newspaper."[18] Moreover, "sequences of picture can be used to stimulate and guide student writing or they can be cut up and given to different student who work out story (Wrigth, 1989, p.201)."[19]

Based on the definitions above, the writer takes the conclusion that picture sequence is some pictures ordered from one picture to another related pictures. It means, when we talk about the story that happened in pictures sequence, we should consider about time and sequence of the moment that happened in the pictures, and it should be followed the harmony in telling the story appropriate with sequence in that pictures.

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[17] Kasihani K.E. Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2007), p. 102

[18] Becky L. Spivey, M.Ed, *The Importance of Teaching Sequencing to Young Children*, Super Duper Publication 3 March 2008: 167

[19] Abraham Reyhan. *The Use of Guided Writing an Sequences of Picture as Teaching Teachnique to Enhance the Ability of Writing Narrative of Student in Different English Course*, p.1

Moreover by showing picture, the teacher help to focus the students' attention on the subject thought. Additionally picture is interesting for the learners, because be able to identify the picture perfectly. It means the teacher should present and select the pictures which are suitable for students.

2. Criteria of a Good Picture

The students more be interesting, but not all pictures can be used in teaching English, because picture should be relevant to the material taught by the teacher. According to Hamzah, pictures for teaching and learning vocabulary should fulfill the following criteria:

1) The picture must be clear and interesting in order that the students can understand the lesson well.

2) The picture must be appropriate to the level of the students.

3) The picture must be simple and natural.

4) The picture should be familiar. It should have relationship with the students' intelligence.

5) The size of the pictures must be appropriate, so that the students can see all of the pictures, although from the back or the corner of the classroom.[20]

Based on quotation above, we know that pictures can be used in English foreign language teaching. The teacher should select the appropriate picture in order to make the teaching and learning process

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[20] Amir Hamzah Sulaiman, *Media Audio Visual untuk Pengajaran, Penerangan dan Penyuluhan,* (Jakarta: PT. Gramedia Press, 1988), p. 29

more effective. And then the pictures should be large enough and attractive so that everyone could see them clearly.

3. **Some Advantages and Disadvantages of Using Picture Sequence**

Using pictures as media in teaching learning process, there are some advantages and disadvantages. According to Amir Hamzah states that:

The advantages are:

a) Picture are relatively cheap they can obtain almost anywhere and everywhere.

b) By using picture, the students can see the object which are talk and discuss clearly.

c) Picture can present the word outside into class. For example, we can bring the picture of the bird or a situation of a farm in the classroom.

d) Pictures choose and select properly can help the students to understand and remember information well.

The disadvantages are:

a. Picture is difficult to look for the specific picture which is suitable for the students' level, curriculum, needs, or socialization.

b. The students still find difficulty to express something happen in the picture in detail if they have never seen it.

c. Picture does not contain full information.

d. The students still have difficulties in expressing what they have seen from the picture, because their vocabularies are still limited.

e. Not all vocabularies can be taught by using picture, especially those concerning abstract concepts.

f. Each person has different perception about the meaning of picture.[21]

Based on quotation above, the teacher must be considered in selecting the pictures which will be used. So those, the pictures can help the students' mastery on noun in studying English lesson.

4. **The Process of Teaching Recount Paragraph Writing by Using Picture Sequence**

On teaching, both the mind and the heart must be involved for effective learning and teaching process. Teaching writing is an intentional activity concerned with students learning. It follows that it is sensible to spend some time on thinking and articulating your intentions in teaching a particular topic to a group of students and on checking whether those intentions are realizable and were realized.

One major theme in pedagogical research on writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally. The upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to

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[21] *Ibid, p. 9-10*

organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.[22]

Learning process begins by giving the task to the students like writing paragraph about their unforgettable experience by their own words, next students are asked to write a recount paragraph about their holiday, the different is the teacher gives pictures to help the students in writing their ideas. In other words, the students make recount paragraph based on the picture given after learning activities done. The writer examines the students' worksheet to find out the results of the test.

5. **The Example of Picture Sequence.**

Based on the explanations above about picture sequence, the writer give an example of picture sequence.[23]

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[22] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed., (New York: Addison Wesley Longman, Inc., 2001), p.335

[23] Jeannete Julich and John F. Chabot, *Sequences Picture Stories For ESL*, (Canada: FB Productions, 2006), P.1

TITLE: _____

C.   Action hypothesis

Based on the concept above, the researcher formulated the hypothesis as follow:

"By using picture sequence media can increase the students writing ability in recount paragraph at the eighth grade of MTs Darul A'mal in academic year 2016/2017".

CHAPTER III

RESEARCH METHODOLOGY

A. The Operational Definition Variable.

Variable can be defined a general, class of object, events, situations, characters and attributes that are of interest to the researcher.[24]

Based on the quotation above, the operational definition of this research variable as follows:

1. Independent Variable

Independent variable is the major variable which is hoped to investigate. It is variable which selected, manipulated, and measured by the researcher. The independent variable in this research is the using of picture sequence. It means that how effective is the using of picture sequence in order to improve students' ability in writing

Independent variable in this research will be measured by using picture sequence. To measure this variable, the researcher will give the questions to the students. Furthermore, indicators of this variable are:

a. The students are active in English learning process.

b. The students are courageous to ask the material they have not understood yet.

c. The students are comfortable with the atmosphere during learning process

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[24]Mark and Peter, *Introduction Quantitative Research Method ,* (New Delhi: Sage Publications, 2001), p.46.

2. Dependent Variable

   Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. The dependent variable in this research is recount paragraph writing ability which refers to the level of students' ability in writing a recount paragraph. Therefore the object will be given the treatment is picture sequence media.

   Dependent variable in this research will be measured by writing test. The teacher gives the task to the students like writing paragraph about their unforgettable experience by their own word, the different is the teacher gives picture sequence to help the students in writing their ideas. Moreover, the indicators of this variable are:

a. The students can make recount paragraph based on the picture given after learning activities done

B. Setting

   This research will be done at eighth grader of MTs Darul A'mal West Metro in the academic year 2016/2017. There are 200 students who are divided into 8 classes. Since the study is a classroom research, the writer then took one class as the sample. And the writer chose the VIII C grade of MTs Darul A'mal West Metro. There are 20 students in that class.

C. Subject of the Study

The Subject of this study is the student of the eighth grade of MTs Darul A'mal West Metro in academic year 2016/2017. And the object is the implementation of picture sequence media to increase the students' ability in recount paragraph writing.

Table 4.

The Students Condition of Eighth Grade in MTs Darul A'mal

No	Class	Male	Female	Total
1	VIII A	25	-	25
2	VIII B	28	-	28
3	VIII C	20	-	20
4	VIII D	24	-	24
5	VIII E	-	28	28
6	VIII F	-	27	27
7	VIII G	-	24	24
8	VIII H	-	24	24

D. Action Plan

This research use the classroom action research because the researcher wants to know whether picture sequence as media will be increase the students ability in recount paragraph writing. Anne explains that Action Research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teacher or

learning process.[25] It means that action research is given by teacher with directive from teacher that is done by students.

According to Eileen states that action research is classroom action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.[26] It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be.

The purpose of action research is to generate living theories about how learning has improved practice and is informing new practices. The main social purpose of action research includes the following:

1. It aims to improve work place practices through improving learning.

2. It aims to promote the ongoing democratic evaluation of learning and practices.

3. It aims to create good social orders by influencing the education of social formation.[27]

Action research deals with a social practice and it involves the direct interaction of teacher and group of the students, it is portrayed as a cyclical spiral process involving steps of planning, action, observing, and reflecting. It is normal for a project to go through two or more cycles in a interactive process, the improvements of the research can be seen from a series of cycles, each incorporating lesson from previous cycles.

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[25] Anne Burns, *Doing Action Researchin English Language Teaching;A Guide for Practitioners,* (New York: Routledge 270 Madison Ave, 2010). p.2

[26] Ferrance, Eileen, *Themes in Education: Action Research,* (New York: Northeast and Islands Regional Educational Laboratory At Brown University, 2000), p.1

[27] Ibid., p. 2

The research conduct based on the pre-test and post-test. In this classroom action research, the researcher would like to hold the research in two cycles. There are four steps in cycle; they are planning, acting, observing, and reflecting. If the cycle has failed, the cycle would be repaired in the second cycle and so on. Here are steps of classroom action research design:

Figure 1

Cyclical Process of Action Research[28]

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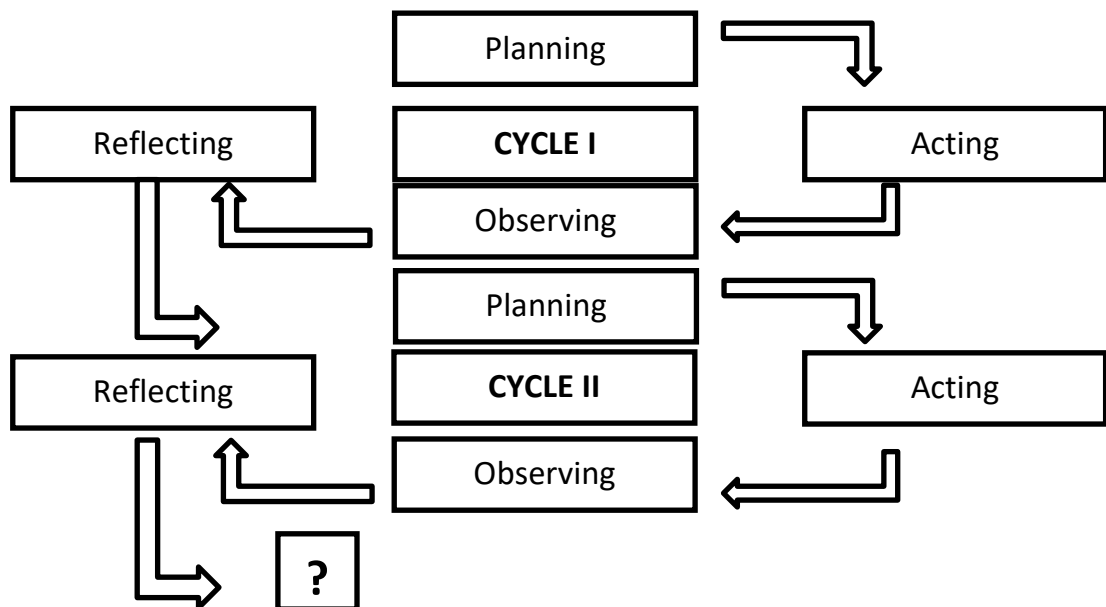
[28] Suharsimi Arikunto, et. Al, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p. 16

CYCLE I

1. Planning

Planning is the first steps in each activity and it was prepared before the researcher did the action. Planning that was conducted by the researcher were:

a. The researcher would prepare the lesson plan, list of the student's name, materials, and some picture sequence which relate the material as teaching media.

b. The researcher preparing a test and evaluation

2. Acting

Before the treatment would be done, the researcher would do the pre-test to the students, and the students would be given some pictures then they should do it with appropriate with their ability.

In the action, the teaching learning process would be done in the eighth grader of MTs Darul A'mal Metro relates to schedule of English subject in the these graders. Every performance is 2x45 minutes. The researcher would be done this research in two cycles. In the cycles the researcher would do action in 3 activities, they are:

a. Pre Teaching Activities

1) The teacher greets the students.

2) The teacher and the students pray together.

3) Check the attendant list.

4) The teacher ask the students condition.

5) The teacher choose the appropriate with the material going to

be taught.

b. While Teaching Process

1) The teacher began the lesson.

2) The teacher explain about the definition of recount text,

generic structure and significant lexicon grammatical feature in

recount text.

3) The teacher give the example of recount text

4) The teacher ask the students to make a recount paragraph

(Individually).

5) The teacher give evaluation.

c. Post Teaching Activities.

1) The teacher ask the students to find generic structure, lexicon

grammatical feature.

2) The teacher inform the students about next meeting lesson material.

3) The teacher closed the meeting.

3. Observing

Donald Ary defines that observation are made with respect to some characteristic of the behavior of the subject employed in the research.[29] Moreover Observation is the activity of recording the event and action. In this step the researcher observed the process of teaching learning by using format observation, and the outlines of observation in this step such as, student's ability in question answer, the teacher's participation in learning process, writing student's good

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[29] Donald Ary, *et. al., Introduction to Research in Education*, (United Stated of America: Holt, Rinechart and Wiston, 1979), p. 237

participant and student's error. The important things in teaching learning process were noted by observer.

4. **Reflecting**

Reflecting is the last step in this process. It is also to know wether there is effect to the student's learning process. The researcher analyzes and discusses the observation result during teaching process, like the weakness and strength from the action in this steps, the researcher uses data from evaluation to make improvement for the second cycle. The researcher decides that the next cycle focuses on the weakness in preview cycle.

CYCLE II

1. **Planning**

   a. To study of the reflection result in the first action.

   b. To discuss about the action that would be done cycle 2.

   c. To arrange the detail plan about the action on cycle 2.

   d. To collect the subject material and the learning media.

2. **Acting**

   The teaching learning process in the second meeting is as follow:

   a. The teacher began the lesson by greeting students and then give them motivation to participate in the learning process actively.

   b. The teacher investigate the students previous knowledge about recount.

   c. The teacher give the students chance to ask if there is something that they still did not understand about the material.

d. The teacher give the students a picture sequence and the teacher ask the students to make a paragraph based on the picture.

e. The teacher together with the students make conclusions about learning process that had been done.

f. The teacher ask the students to review the material that had been learn in their home, and then close the class.

3. Observing

In this step the researcher observe the process of teaching learning by using format observation, and the outlines of observation in this step such as, student's ability in question answer, the teacher's participation in learning process, writing student's good participant and student's error. The important things in teaching learning process were noted by observer.

4. Reflecting

The researcher correct and analyze the result of the action. By reflecting, the researcher would know the strength and weakness of the action. In the step the researcher would compare the score distribution of pre-test and post-test, the researcher review and reflect on the student's attitude whether it is positive or negative, enough in the second cycle or need for next cycle.

E. Data Collection Method

The data collection is the accumulation of specific evidence that will enable the researcher to properly analyze the results of all activities by his

research design and procedures.[30] The purpose of data collection method in this research is expressing the variable fact which is researched through the efficient and accurate ways. In the collecting data, the researcher uses as follows:

1. **Test**

    In this research, researcher uses tests for the instrument. Test is an important part every teaching and learning experience. Test is a set of questions that is used to measure the skill knowledge, intelligence and talent of an individual of a group. "Test is a tool or procedure that uses to know or measure thing, by using a method or rules had been given."[31] According to Tuckman, test is a device for sampling behavior or performance related to the skills, competencies, attitudes, or other characteristics of people.[32]

    In order to know the improvement of student's achievement, the writer analyzes the different between mean of pre-test and two evaluations of test scores.

2. **Observation**

    The researcher uses observation to get data about students and teacher activities in learning process. The researcher notes their activities in learning process in the class.

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[30] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age Internasional (P) Ltd, 2006). p.212

[31] Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2002), revised edition, p. 53

[32] Brunce W. Tuckman, *Measuring Educational Fundamental of Testing,* (USA: Rutgers University Press, 1975), p. 207

In this study, an observation checklist is used to observe the subject of the study in some aspects. The aspect that will be observed are student' attendance, students" actively in asking question to the teacher, students' actively in answering question, students' actively in doing assignment from teacher, students' attention during the lesson, and students' cooperative attitude during the lesson.

3. Documentation

The researcher uses this method to get the data about history of the school, the sum of the teachers, official employed and students at MTs Darul A'mal Metro, and learning activities in classroom.

4. Field note

To collect the data more accurately, the writer uses the field notes; it will make the data analyzed simpler. In many professions, it is a manner of good practice to make "field notes" while actually engaged in professional.[33] This note has been prepared systematically and given interpretation by the research

F. Data Analysis Technique

Data analysis will be conducted by step by taking the average score of the pre- test and post- test. Furthermore to know the gain, the writer will compare between pre- test and post- test. Then, the result is matched by the minimum standard in this school at least 72. If from cycle 1, there are some students not successful, so the researcher must conduct cycle 2. The minimum

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[33] Michael J. Wallace, *Action Research for Language Teachers,* (Cambridge: University Press, 1997), p. 57

cycle in classroom action research is two cycle. If from cycle 2 all of the students were successful, the cycle able to stop until cycle 2 only.

The data analysis have been gotten from learning process such as the students activity in learning process, it can be inferred that the result used the formula as follow:

$$P = \frac{F}{N} \; x \; 100\%$$

Explanation:

P = Number of presentation

F = Frequency of student activity

N = Number of students

The researcher (teacher) analyzed the data and related the result of the treatment. To find the average score, the data was analyzed by using:

$$\overline{X} = \frac{\sum X}{N}$$

Explanation:

$\overline{X}$ = Mean or average score

N   = The total number of respondents

$\sum X$ = The number of students[34]

G. Indicator of Success

Indicator it can be started successful in teaching learning process if the result of the cycle II more successful that cycle I. This research is called success if 70% students get referring Minimum Mastery Criteria (MMC) is 72.

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[34]Donald Ary and Lucy Cheser Jacobs, *Introduction to Research in Education*, (Canada:Wadsworth Cengage Learning, 2010), p.109.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEARCH

1. Description of Research Location

a. The History of MTs Darul A'mal

MTs Darul A'mal was one of the State Madrasah Tsanawiyah in Metro. It was located on street of Pesantren Mulyojati, subdistrict of West Metro, Metro. It was built on the land area of ± 25.000 m^2. It was founded on 1990 by KH. Khusnan Musthofa Ghufron. MTs Darul A'mal are now included in the sub Mulyojati Metro districts west of the city Metro was originally included in the sub-districts of Bantul village Mulyojati Central Lampung Regency.

In line with the time sand the expansion territory at that time Central Lampung divided into three districts or cities,East Lampung, Metro city, and Central Lampung. This happened on 1999, and then on 2000 the Metro district be came Metro city until now. It is the located of MTs Darul A'mal Metro.

From the establishment of on 1990 until 1993 headed by Ngadiman Adi, BA, on 1993 until 1996 headed by Drs. Nahrowi Sofyan, on 1996 until 1997 headed by Dra.Siti Romlah, on 1997 until 2010 headed by Drs. Muslan, on 2010 until 2013 headed by

Kodratullah Sidiq, SH. And from of 2013 until now the leadership of

MTsDarul A'mal is Marhaban Ilyas, S.H.I

b. **The Condition of Teacher and Official Employers at MTs Darul**

A'mal Metro

Condition of Teacher and Official Employers in MTs Darul

A'mal Metro, the numbers of teacher and official employers in MTs

Darul A'mal Metro in the academic years of 2016/2017 could be

identified as follows:

Table 5
The Condition of Teacher and the Official Employers at
MTs Darul A'mal Metro

No	Name	Sex	Subject	Occupation
1.	Marhaban Ilyas, S.H.I	Male	Qur'an Hadits Teacher	Principal
2.	Tamyizul Maksum, S.Pd.I	Male	SKI Teacher	Student Affair
3.	Ahmad Rodul Ahyar, S.Pd.I	Male	Aqidah Teacher	Curriculum Affair
4.	Alwi Rosyid, S.Pd.I	Male	Arabic Teacher	Administration
5.	Umi Salamah, S.Ag	Female	Fiqh Teacher	Public Service
6.	KH. Zainal Abidin	Male	Fiqh Teacher	Teacher
7.	Harmuzi, S.Pd.I	Male	Fiqh Teacher	Teacher
8.	Riza Istiana	Female	Qur'an Hadits Teacher	Teacher
9.	Yulianawati, S.Pd.I	Female	Qur'an Hadits Teacher	Teacher
10.	Lusiana, S.Pd.I	Female	AqidahTeacher	Teacher
11.	Ratna Istifariana,S.Pd.I	Male	Aqidah Teacher	Teacher
12.	Drs. Warsikan	Male	Aqidah Teacher	Teacher
13.	Esti Handayani, S.Pd.I	Female	SKI Teacher	Teacher
14.	Kodrattuloh Sidiq, S.H	Male	SKI Teacher	Teacher
15.	Dra. Siti Subha	Female	Civic Teacher	Teacher
16.	Rahmad P, S.Pd	Male	Civic Teacher	Teacher
17.	Tusmidah, S.Pd.I	Female	Civic Teacher	Teacher
18.	Minatul Mukarromah, S.Pd.I	Female	Civic and ASWAJA	Teacher
19.	Eko Puji Hastuti, S.Pd	Male	Civic and Mathematics	Teacher
20.	Mardiani, S.Pd	Female	Indonesian Teacher	Teacher
21.	Setyaningrum, S.Pd	Female	Indonesian Teacher	Teacher
22.	Sri Purwantini, S.Pd	Female	Indonesian Teacher	Teacher
23.	RatnaWati, S.Pd	Female	Indonesian Teacher	Teacher
24.	Endang Setyowati, S.Pd	Female	Indonesian Teacher	Teacher

25.	Asmarani, S.Pd.I	Female	Indonesian Teacher	Teacher
26.	Sisca, S.Pd	Female	Indonesian Teacher	Teacher
27.	Wahid Asy ari, S.Pd.I, M.Pd.I	Male	Arabic Teacher	Teacher
28.	Eko Priyono, S.Pd.I	Male	Arabic Teacher	Teacher
29.	A Muhtarom, S.Pd.I	Male	Arabic Teacher	Teacher
30.	Susilo, S.Pd	Male	Mathematics Teacher	Teacher
31.	Dwi Setyowati, S.Pd	Female	Mathematics Teacher	Teacher
32.	Ida Suryani, S.T	Female	Mathematics Teacher	Teacher
33.	Elfi Ninda Wahyuningsih, S.Pd	Female	Mathematics Teacher	Teacher
34.	Ridho Al Fansuri	Male	Mathematics Teacher	Teacher
35.	Isnaini Nur Azizah, S.Pd	Female	Mathematics Teacher	Teacher
36.	Ngatiyem, S.Pd	Female	Science Teacher	Teacher
37.	Sapto Santoso, S.Pd	Male	Science Teacher	Teacher
38.	Mufid Arsyad, S.Pd, M.H.I	Male	Science Teacher	Teacher
39.	Siti Hasanah	Female	Science Teacher	Teacher
40.	Roslinawati Kasmur, S.Pd	Female	Science Teacher	Teacher
41.	Cahyaning Ratri SP, S.Pd	Female	Science Teacher	Teacher
42.	Dra. Jusmirah	Female	Social Teacher	Teacher
43.	Wahadi Ghuna, S.H.I	Male	Social Teacher	Teacher
44.	Hartono, S.Pd	Male	Social Teacher	Teacher
45.	Sahanan, S.E	Female	Social Teacher	Teacher
46.	Titis Arsiwi,M.Pd	Female	English Teacher	Teacher
47.	Istiqomah, S.Pd	Female	English Teacher	Teacher
48.	M. Iqbal Arramany, M.Pd	Male	English Teacher	Teacher
49.	Alfi Nur Khoitamin	Female	English Teacher	Teacher
50.	M Arif Fathoni	Male	English Teacher	Teacher
51.	Ahmad Faizun	Male	Aswaja Teacher	Teacher
52.	Aminatun, S.Pd	Female	Art Teacher	Teacher
53.	Novi Herawati	Female	Art Teacher	Teacher
54.	Tri Yudaningsih, S.Pd.I	Female	Lampungeness Teacher	Teacher
55.	Nova Santika D, S.Pd	Female	Lampungeness Teacher	Teacher
56.	Sigit Ikhwanudin, S.Pd	Male	Sport Teacher	Teacher
57.	Andrea Rio Fernando, S.Pd	Male	Sport Teacher	Teacher
58.	Saiful Bahri	Male	-	Officer
60.	Dwi Agustin, S.Pd	Female	-	Officer
61.	Isna Maulida	Female	-	Officer
62.	Eka Apriyani, S.Pd	Female	-	Library Officer
63.	Puji Hastuti, S.Pd	Female	-	Counsellor
64.	Nur Kholis Aziz Septian	Male	-	Counsellor
65.	Catur Ariyadi, S.Pd	Male	-	Counsellor

Source : Documentation of MTs Darul A'mal Metro Academic Year 2016/2017

c. **The Quantity Students of MTs Darul A'mal Metro**

The Quantities of the students at MTs Darul A'mal Metro that could be identified as follows:

Table 6
The Students Quantity of MTs Darul A'mal

No	Class VII		Class VIII		Class IX		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	M+F
1	99	124	72	117	101	158	272	399	671

Source : Documentation of MTs Darul A'mal Metro Academic Year 2016/2017

d. **The Building of MTs Darul A'mal Metro**

The condition of facilities in MTs Darul A'mal Metro in the academic year of 2016/2017 could be seen on the table below:

Table 7
The Building of MTs Darul A'mal Metro

No	Building	Total
1.	Headmaster Room	1
2.	Teacher Room	1
3.	Administration Room	1
4.	Reception Room	1
5.	Library	1
6.	Science Laboratory	1
7.	Language Laboratory	1
8.	Computer Laboratory	1
9.	Canteen	1
10.	Kitchen	1
11.	Classroom	15

12.	OSIS and OSPRAM	1
13.	Mosque	1
14.	Badminton Field	1
15.	Football Field	1

Source : Documentation of MTs DarulA'mal Metro Academic Year 2016/2017

e. **The Organization Structure of MTs Darul A'mal Metro**

The organization Structure of MTs Darul A'mal Metro in the Academic Year of 2016/2017 could be shown in the figure as follows:

Figure 2
The Organization Structure of MTs Darul A'mal Metro

```
┌─────────────────────────────────────────────────┐
│ The Organization Structure of MTs Darul A'mal    │
│ Metro                                            │
└─────────────────────────────────────────────────┘

            Chairman of the Foundation
            Gus Hi.Kodratullah Sidiq, S.H.

                    Principal
                 Marhaban Ilyas, S.H.I

    Vice Principal of Student    Vice Principal of Curriculum
    Tamyizul Maksum, S.Pd.I      A Roudul Ahyar, S.Pd.I

    Vice Public Service          Administration
    Mardiani, S.Pd               Ratna Isti fariana, S.Pd.I

    Councelor         Library Officer      Laboratory Officer
    Puji Hastuti, S.Pd   Novi Herawati, S.Pd   Masruhan, Amd

                    Teachers

                    Students
```

2. Description of the Research

In this research, the researcher was as an English teacher and Mr. Muhammad Iqbal Ar-Ramany,M.Pd was as the collaborator conducted the research in two cycles and each cycle of planning, acting, observing and reflecting.

a. Cycle I

Cycle I consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students' ability in recount paragraph writing before giving treatment and it used as the comparison score with post-test. The students were given task to make recount paragraph. After they finished the pre-test, the researcher asked them to submit the answer sheets. The result of pre-test could be seen on the table below:

Table 8
The Result of Pre-Test Score of Recount Paragraph in Cycle I

NO	Students Code	Criteria of The Score					TOTAL	Note ≥72
		C	O	V	L	M		
1	AMAF	17	11	7	13	4	52	Failed
2	AWY	21	10	13	18	3	65	Failed
3	BAS	17	13	14	17	3	64	Failed
4	DA	24	18	15	18	4	**79**	**Passed**
5	ET	22	14	17	15	4	**72**	**Passed**
6	FA	23	17	14	17	4	**75**	**Passed**
7	GNH	17	9	13	11	2	52	Failed
8	HN	18	13	11	13	3	58	Failed
9	IP	22	17	13	20	5	**77**	**Passed**
10	IR	21	14	10	11	4	60	Failed
11	IS	13	12	9	11	2	47	Failed
12	JANI	13	8	7	8	2	38	Failed
13	MFN	14	13	8	6	3	44	Failed

14	MI	20	11	10	12	2	55	Failed
15	MLF	7	7	11	17	3	55	Failed
16	MH	17	7	7	9	2	42	Failed
17	MR	7	7	11	7	3	55	Failed
18	RW	15	7	12	8	2	44	Failed
19	TL	15	13	7	8	3	46	Failed
20	YP	17	9	7	7	2	42	Failed
High Score							**79**	
Lowest Score							**38**	
Average							**56.1**	

Table 9
Percentage of Students Recount Paragraph Writing Pre-Test
Score in Cycle I

Interval	Frequency	Percentage	Explanation
$\geq$72	4	20%	Complete
$\leq$72	16	80%	Incomplete
Total	**20**	**100%**	

Then the graph of percentage students recount paragraph

writing pre-test score could be seen as follow:

Figure 3
Percentage of Students Recount Paragraph Writing Pre-Test
Score in Cycle I
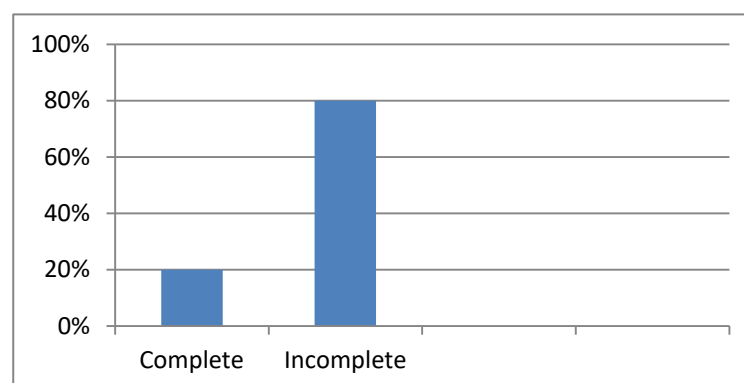
Based on the result of students' recount paragraph pre-test

score, it could be inferred that there was only 20% or 4 students for

the score among the interval of ≥ 72 who passed the Minimum Standart Criteria (MSC) at least 72, while 80% or 16 students for the score among the interval of ≤ 72 did not pass the Minimum Standart Criteria (MSC) of less than 72. It indicated that the result of students recount paragraph in writing was still low. It was the reason why the writer used picture sequence media to increase students ability in recount paragraph writing. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

1. **Planning**

    Planning was the first step which had to be carried out by the research at the very first cycle in conducting the research. In this section the researcher prepared some plans for the action based upon the problems that faced by the students. Some plans which prepared by the researcher that would be used in teaching and learning process were lesson plan, learning material, media, observation sheet, and instrument.

2. **Acting**

    The action in cycle one consisted of 2 meetings. It was carried out on Wednesday, April 12th, 2017 at 11.10-12.00 A.M, Saturday, April 15th, 2017 at 11.10-12.00 A.M.

1) **First meeting**

The first meeting was conduct on Wednesday, April 12th, 2017 at 11.10-12.00 A.M, and it took about 2x45 minutes or 90 minutes. In this meeting the researcher was a teacher and Mr. Muhammad Iqbal Ar-ramany, M.Pd was the collaborator as well as an observer.

This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. Then, the researcher gave learning material about the definition of recount and generic structure of recount to the students. And, the researcher gave the students pre-test individually for the purpose to know the students' ability in recount paragraph writing. Afterwards the researcher divided the students into four small groups for discussion. Each groups consisted of five students which Ied by the leader to represent the group in the post session to conclude the result of their discussion.

2) **Second Meeting**

The second meeting was conducted on Saturday, April 15th, 2017 at 11.10-12.00 A.M. this meeting used to post-test I, for 2x45 minutes after the students given the action. This meeting was started by praying and greeting, checking the attendance list, and asking the students'

condition. Then, the researcher gave post-test to measure their skill. The kinds of test are essay same indicators as the previous test. Then the result of post-test one could be seen on the table below:

Table 10
The Result of Students Recount Paragraph Post-Test I
Score in Cycle I

NO	Students Code	Criteria of The Score					TOTAL	Note ≥72
		C	O	V	L	M		
1	AMAF	21	11	13	12	3	60	Failed
2	AWY	22	14	15	18	3	**72**	**Passed**
3	BAS	22	13	18	17	4	74	**Passed**
4	DA	24	18	19	17	4	**82**	**Passed**
5	ET	23	14	18	14	4	**73**	**Passed**
6	FA	23	17	17	18	4	**79**	**Passed**
7	GNH	21	14	11	12	3	63	Failed
8	HN	22	10	14	11	4	61	Failed
9	IP	24	17	17	18	4	**80**	**Passed**
10	IR	23	17	19	12	4	**75**	**Passed**
11	IS	16	1	12	11	3	55	Failed
12	JANI	17	9	7	7	2	42	Failed
13	MFN	22	13	10	17	3	65	Failed
14	MI	23	15	14	16	4	**72**	**Passed**
15	MLF	21	15	14	12	4	66	Failed
16	MH	21	13	10	10	3	57	Failed
17	MR	21	13	14	14	4	66	Failed
18	RW	21	11	13	12	3	60	Failed
19	TL	21	13	10	10	3	57	Failed
20	YP	18	9	7	8	3	45	Failed
High Score							**82**	
Lowest Score							**42**	
Average							**65.2**	

Table 11
Percentage of Students Recount Paragraph Writing
Post-Test I Score in Cycle I

Interval	Frequency	Percentage	Explanation
≥72	8	40%	Complete
≤72	12	60%	Incomplete
Total	**20**	**100%**	

Then the graph of percentage students recount paragraph writing post-test score could be seen as follow:

Figure 4
Percentage of Student Recount Paragraph Writing
Post-Test I Score in Cycle I
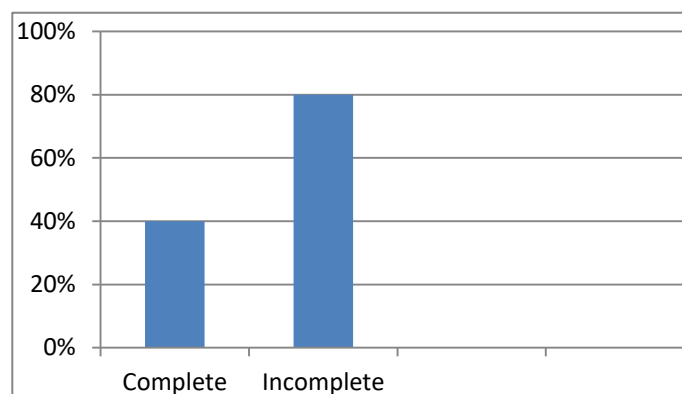
Based on the result of students' recount paragraph writing post-test I score, it could be conclude that there was 60% or 12 students for the score among the interval ≤72 did not passed the Minimum Standard Criteria (MSC) at least while 40% or 8 students for the score among the interval of ≥72 passed the Minimum Standard Criteria (MSC) or less than 72. In addition, the average score of post-test I was 65.2. It indicated that the result of students recount paragraph writing was increase that the

pre-test score was 56.1, but viewed from the indicator of success of this research that 70% of the total students must pass the Minimum Standard Criteria (MSC). It meant that the result of post-test I was unsuccessful based on the indicator of success.

3. Observing

In observation of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about writing text especially recount paragraph by using picture sequence media.

In the learning process, there were four used and mentioned to know the students' activity. Every students who was active in learning process gave a thick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty. It could be seen on appendix. The indicators of the students' activities were:

a) The students pay attention of the teacher explanation.

b) The students answered the question from the teacher.

c) The students able do the task.

d) The students active in the class.

The result of the students' learning activities could be seen as follow:

Table 12

The students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	16	80%
2	The students' ask/answer question	13	65%
3	The students able do the task	15	75%
4	The students active in the class	16	80%
	Total Students	**20**	

Then the graph of percentage students activities in cycle I as follow:

Figure 5

Percentage of Students Activities in Cycle I
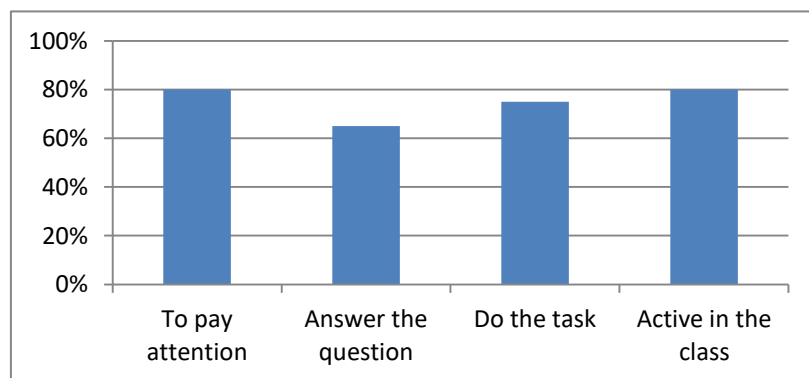
The table showed that not all the students' active in learning process. There were 16 students (80%) who gave attention to the teacher explanation. 13 students (65%) who understood the materials, 16 students (80%) who active in the class, and 15 students (75%) were able to do the task.

4. **Field Note**

At this stage the researcher made a note of students' activities. From the observation on cycle I in the beginning of learning before the researcher used picture sequence media. Most of students still seemed confused in the class, most of students who difficulty to do the test was given, and most of students were not active in learning process.

5. **Reflection**

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Standard Criteria (MSC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result pf students' post-test I score. The comparison between post-test score and post-test I score was as follow:

Table 13
The Comparison between Pre-Test and Post-Test I
Score in Cycle I

NO	Name Initial	Pre-Test Score	Post-Test I Score	Increasing	Explanation
1.	AMAF	52	60	8	Increased
2.	AWY	65	72	7	Increased
3.	BAS	64	74	10	Increased
4.	DA	79	82	3	Increased
5.	ET	72	73	1	Increased
6.	FA	75	79	4	Increased
7.	GNH	52	63	11	Increased
8.	HN	58	61	3	Increased
9.	IP	77	80	3	Increased

10.	IR	60	75	15	Increased
11.	IS	47	55	8	Increased
12.	JANI	38	42	4	Increased
13.	MFN	44	65	21	Increased
14.	MI	55	72	17	Increased
15.	MLF	55	66	11	Increased
16.	MH	42	57	15	Increased
17.	MR	55	66	11	Increased
18.	RW	44	60	16	Increased
19.	TL	46	57	11	Increased
20.	YP	42	45	3	Increased
Total		**1122**	**1304**	**182**	
Average		**56.1**	**65.2**		

Table 14
The Comparison of Students' Pre-Test and Post-Test I Score in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥ 72	4	8	Complete
≤ 72	16	12	Incomplete
Total	**20**	**20**	

Then, the graph of comparison students recount paragraph writing pre-test and post-test I score in cycle I could be seen as follow:

Figure 6
The Comparison of Students' Pre-Test and Post-Test I Score in Cycle I
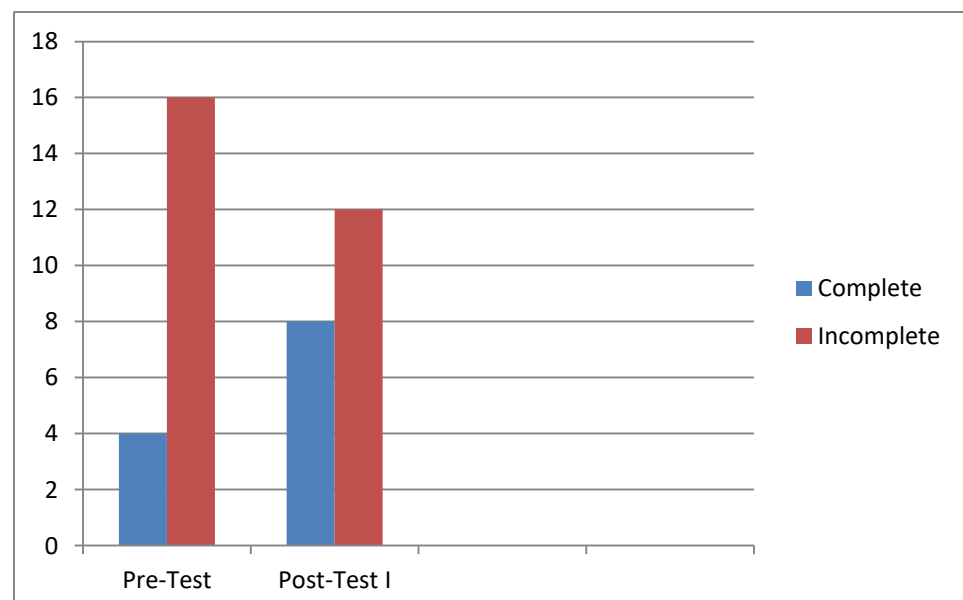
The table and the graphic above, in pre-test it could be seen that total from 20 students, it could be conclude that 20% or 4 students among the interval ≥ 72 students was complete the minimum standard criteria. Then the students who were incomplete the minimum standard criteria were 80% or 16 students among the interval ≤ 72. In post-test I, it could be conclude that 40% or 8 students among the interval ≥ 72 students was complete the minimum standard criteria. Then the who incomplete the minimum standard criteria were 60% or 12 students among interval ≤ 72. Average score of pre-test was 56.1 and average score of post-test I was 65.2 and the mean improvement score was 9.1 point. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria.

Regarding to the result of student's post-test I score and the observation of student's activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher had

to continue in cycle II which consisted of planning, acting, observing, and reflecting.

b. Cycle II

In other that to repair the weakness in cycle I the researcher need to continue the treatment in cycle II because of cycle I was not success. In this phase cycle II had four essential phases namely planning, action, observation and reflection. The implementation of cycle II could be explained on the following sequences:

1. Planning

Based on the observation and reflection in cycle I, it showed failure. So, the researcher and collaborator try to repair the problem in cycle I and arrange the planning for cycle II based on the problem that students deal toward recount paragraph writing. In this phase the researcher and collaborator made the planning that would use in teaching learning process that was preparing the lesson plan, preparing the material, preparing the learning media, and preparing the observation sheet of the students' activity 2.

2. Acting

The action of cycle II consisted of 2 meeting that was conducted on Wednesday, April 19th, 2017 at 11.10-12.00 A.M, Saturday, April 22th, 2017 at 11.10-12.00 A.M.

1) **First Meeting**

The first meeting was held on Wednesday, April 19th, 2017 at 11.10-12.00 A.M and it took about 90 minutes or 2x45 minutes. In this meeting the researcher was a teacher and Mr. Muhammad Iqbal Ar-ramany, M.Pd as the collaborator as well as an observer.

At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the student's condition. Afterwards, the researcher gave the learning material about recount paragraph writing. In section the researcher as the teacher also explained used of simple past tense as the requirements of formula to make recount paragraph well.

After explanation was done, the teacher asked the students about the material to know the students comprehension. In this meeting, condition of the class was effective. Most of students was pay attention about the teacher explanation. Then for the next section the teacher ordered the students to make a group discussion. Each group consisted of five persons.

Afterward the researcher gave each group the exercise to be discussed and finished in a group. Later on, the leaders in each group were invited to conclude the discussion result about the recount in post session. To strengthen their result

discussion the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the teacher give motivation to the students and remind to keep on learning at home. Them the last closed the meeting.

2) Second Meeting

The second meeting was conducted on Saturday, April 22th, 2017 at 11.10-12.00 A.M, this meeting used to post-test II in the last cycle II, for 2x45 minutes after the students given the action, the researcher gave post-test II to the students. In this meeting, most of the students could answer well. Then the result of post-test II could be seen as follow:

Table 15
The Result of Students Recount Paragraph Writing
Post-Test II Score in Cycle II

NO	Students Code	Criteria of The Score					TOTAL	Note ≥ 72
		C	O	V	L	M		
1	AMAF	24	15	18	19	4	**80**	**Passed**
2	AWY	22	19	15	15	4	**75**	**Passed**
3	BAS	23	17	20	17	5	**82**	**Passed**
4	DA	24	18	20	19	5	**86**	**Passed**
5	ET	22	15	17	19	4	**77**	**Passed**
6	FA	26	18	17	19	5	**85**	**Passed**
7	GNH	23	14	13	11	4	65	Failed
8	HN	23	17	15	18	4	**77**	**Passed**
9	IP	23	18	18	20	5	**84**	**Passed**
10	IR	23	17	15	21	4	**80**	**Passed**
11	IS	23	16	15	18	4	**76**	**Passed**
12	JANI	21	14	10	11	3	59	Failed
13	MFN	22	19	19	16	5	**84**	**Passed**

14	MI	22	18	18	9	5	**75**	**Passed**
15	MLF	25	18	18	19	5	**85**	**Passed**
16	MH	23	18	17	18	4	**80**	**Passed**
17	MR	23	17	17	18	4	**79**	**Passed**
18	RW	22	15	19	12	4	**72**	**Passed**
19	TL	23	18	11	16	4	**72**	**Passed**
20	YP	15	13	9	9	3	49	Failed
High Score							**86**	
Lowest Score							**49**	
Average							**76.1**	

Table 16
Percentage of Students Recount Paragraph Post-Test
II Score in Cycle II

Interval	Frequency	Percentage	Explanation
$\geq$72	17	85%	Complete
$\leq$72	3	15%	Incomplete
Total	**20**	**100%**	

Then, the graph of comparison students recount paragraph

writing pre-test and post-test I score in cycle I could be seen as follow:

Figure 7
Percentage of Students Recount Paragraph Writing
Post-Test II Score in Cycle II
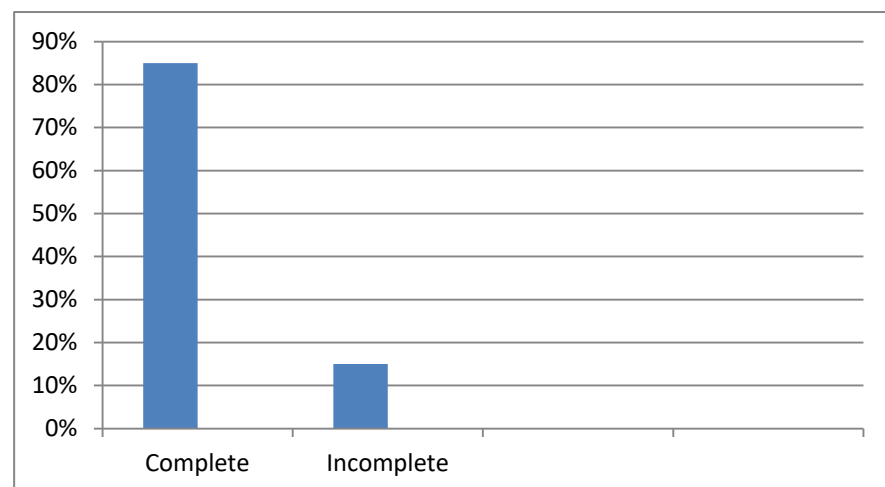
Based on the result of students' recount paragraph writing post-test II score, it can be inferred that there was 85% or 17 students' for the score among the interval of ≥72 who complete the Minimum Standard Criteria (MSC) at least 72, while 15% or students' for the score among the interval ≤72 who incomplete the Minimum Standard Criteria (MSC) at least 72.

According to explanation above, it could be inferred that indicator of success was achieved. That is 85% from the students got score at least 72 for the minimum standard criteria and the other hand the cycle II was successful.

3. **Observing**

In this step, the researcher presented the material by picture sequence media. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 17
The Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	17	85%
2	The students' ask/answer question	14	70%
3	The students able do the task	18	90%
4	The students active in the class	17	85%
	Total Students	**20**	

Then, the graph of percentage students activities in cycle II,

as follow:

Figure 8
Percentage of Students Activities in Cycle II
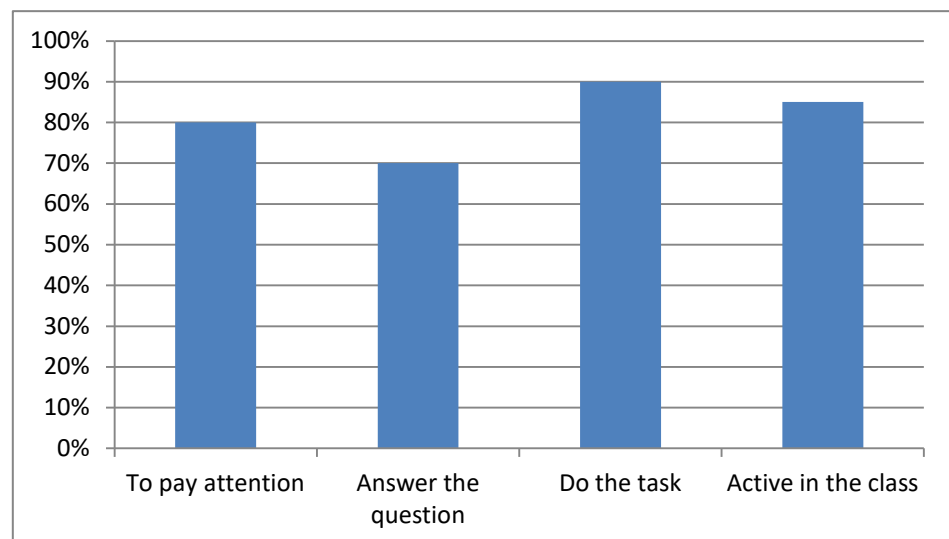
The table above showed that the students' activity in cycle II

was increase. The students' activity that had high percentage were

the students able do the task90%, the first high percentage was the

students pay attention of the teacher explanation 85% and the students active in the class 85%, and the last the students ask/answer the question from the teacher 70%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the third students' activity got percentage ≥70%.

4. **Field Note**

From the observation on cycle II, most of the students were interested to follow the lesson, most of the students could practice well and correctly, most of the students were active during teaching learning process.

5. **Reflection**

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between student's post-test I score and post-test II score could be compared on the following table:

Table 18
The Comparison between Post-Test I Score in Cycle I
and Post-Test II Score in Cycle II

NO	Name Initial	Post-Test I Score	Post-Test II Score	Increasing	Explanation
1.	AMAF	60	80	20	Increased
2.	AWY	72	75	3	Increased
3.	BAS	74	82	8	Increased
4.	DA	82	86	4	Increased
5.	ET	73	77	5	Increased

6.	FA	79	85	7	Increased
7.	GNH	63	65	2	Increased
8.	HN	61	77	16	Increased
9.	IP	80	84	4	Increased
10.	IR	75	80	5	Increased
11.	IS	55	76	21	Increased
12.	JANI	42	59	17	Increased
13.	MFN	65	84	19	Increased
14.	MI	72	75	3	Increased
15.	MLF	66	85	19	Increased
16.	MH	57	80	23	Increased
17.	MR	66	79	13	Increased
18.	RW	60	72	12	Increased
19.	TL	57	72	15	Increased
20.	YP	45	49	4	Increased
Total		**1304**	**1522**	**220**	
Average		**65.2**	**76.1**		
Lowest Score		**42**	**49**		
Highest Score		**82**	**86**		

Table 19
The Comparison of Students' Post-Test I Score in Cycle
I and Post-Test II Score in Cycle II

Interval	Post-Test I	Post-Test II	Explanation
≥ 72	8	17	Complete
≤ 72	12	3	Incomplete
Total	**20**	**20**	

Then, the graph of comparison students recount paragraph writing post-test I and post-test II score in cycle II could be seen as follow:

Figure 9
The Comparison of Students Recount Paragraph
Writing Post-Test I Score and Post-Test II Score in Cycle II
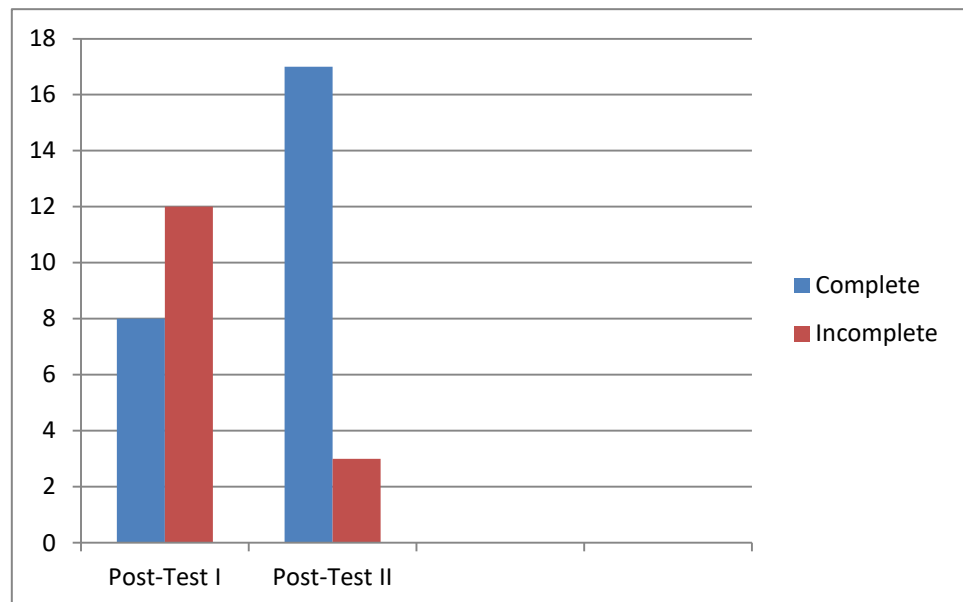
From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 86 and the lowest score is 49. The average score of post-test II was 76. Besides, the percentages of students' successfulness of post-test II score was 85% or 17 students of the total students passed the minimum standard criteria and 15% or 3 students did not pass the minimum standard criteria at least 72. It means that the indicator of success of this research had been achieved that was $\geq$70% students was gotten score 72. It indicated that the students' recount paragraph writing was increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be

continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that picture sequences media could increase students ability in recount paragraph writing.

B. INTERPRETATION

1. Cycle I

In this research, a researcher gave the students pre-test individually for the purpose to know the students' ability in recount paragraph writing before giving a treatment. In the pre-test, there were only 4 students (20%) who passed the pre-test and 16 students (80%) who failed the pre-test. Furthermore, in the pre-test, the lowest score was 38 and the highest score 79.

After did the pre-test, the researcher gave the treatments to the students in cycle I. the treatments was conducted by teaching the students using picture sequences media. Furthermore, the researcher gave post-test in the next meeting and post-test was named post-test I.

Afterward, by analyzing the result of post-test I, the researcher concluded that there were 8 students (40%) students passed the post-test I. the lowest score was 45, the highest score was 82, and the average score was 65.2.

From the result of the students' score in pre-test and post-test I, there was an increasing from the students' result score. It could be seen from

the average in the pre-test 56.1 and post-test I 65.2. Although there was increasing of the students' achievement, cycle I was not successfully yet because only 8 students (40%) who passed in the post-test I. it means that in cycle I, the students' achievement could increase enough but it was not successful because the indicator of success was not reached yet.

2. **Cycle II**

After analyzing the students' score in the post-test of cycle I, the researcher had to conduct the next cycle because only 8 students (40%) passed the test and got score $\leq$72.

In the next cycle, the researcher gave the treatment twice then post-test II. Furthermore, the researcher analyzed the result of post-test II and concluded that there were 17 students (85%) passed the test because they got score$\geq$72. In this post-test, the lowest score 49, the highest score was 86, and the average score was 76.

From the result of the students' score from post-test II., it could be concluded that there were increasing scores. The increasing score could be seen on the average score. The average score in the post-test I and post-test II were 65.2 and 76.1, then the increasing score was 10.9. In the pre-test, post- test I, and post-test II, the total students who got score $\geq$72 were 4, 8, 17 students. Because achievement of students had increased enough and the indicator of success was researched, the research was successful and could be stopped in cycle II.

3. **Comparison of Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.**

English learning process was successfully in cycle I but the students' average score was low. While. The score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. the following was the table of illustration score in cycle I and cycle II.

Table 20
The Comparison of Recount Paragraph Writing of Pre-Test,
Post-Test I in Cycle I and Post-Test II in Cycle II

No	Score		
	Pre-Test	**Post-Test I**	**Post-Test II**
1.	52	60	80
2.	65	72	75
3.	64	74	82
4.	79	82	86
5.	72	73	77
6.	75	79	85
7.	52	63	65
8.	58	61	77
9.	77	80	84
10.	60	75	80
11.	47	55	76
12.	38	42	59
13.	44	65	84
14.	55	72	75
15.	55	66	85
16.	42	57	80
17.	55	66	79
18.	44	60	72
19.	46	57	72
20.	42	45	49
Total	**1122**	**1304**	**1522**
Average	**56.1**	**65.2**	**76.1**
Complete	**4**	**8**	**17**

Table 21
The Comparison of Students' Pre-Test, Post-Test I Score in
Cycle I and Post-Test II Score in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥72	4	8	17	Complete
≤72	16	12	3	Incomplete
Total	**20**	**20**	**20**	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' score. It could be seen from the students get score ≥72, 4 to 8 became 17. Therefore, the researcher conclude that the research was successful because the indicator of success in this research had been achieved.

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 10
The Comparison Score of Students Recount Paragraph Writing
in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II
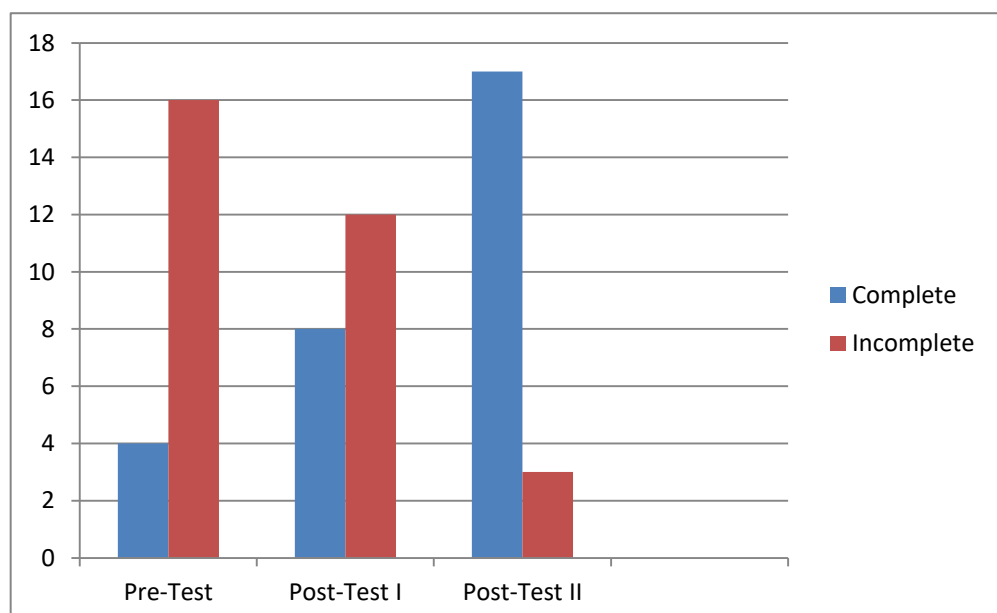
Based on the graph above, it could be inferred that picture sequences media could increase the students' ability in recount paragraph writing. It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

4. **The Result of Students' Learning Activities in Cycle I and Cycle II**

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 22
The Table of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	16	80%	17	85%	5%
2	The students' ask/answer question	13	65%	14	70%	5%
3	The students able do the task	15	75%	18	90%	15%
4	The students avtive in the class	16	80%	17	85%	5%

Figure 11
Figure of Students' Result of Learning Activity in Cycle I and
Cycle II
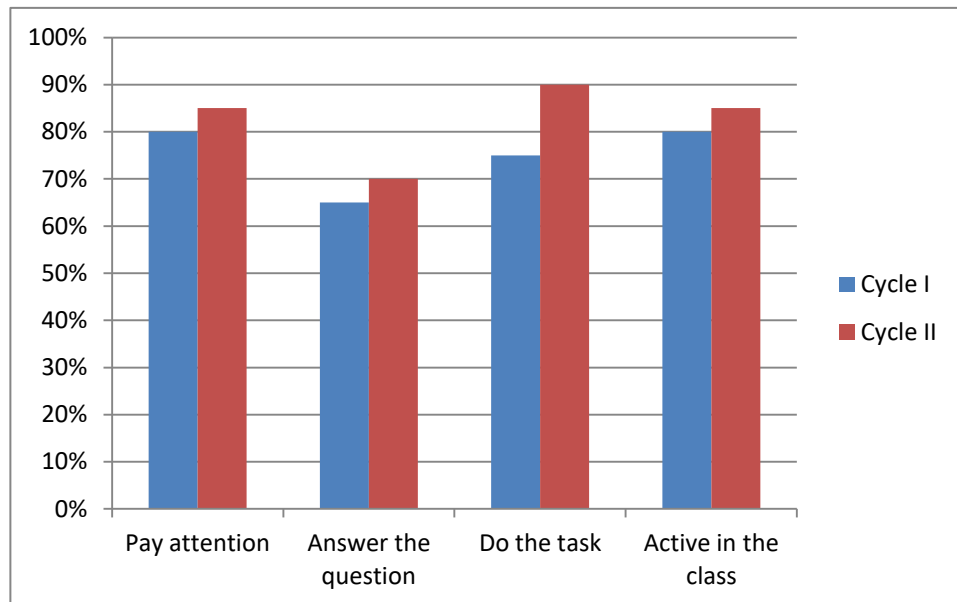
Based on the data had gotten, it can be explained as follow:

a. **The Students pay attention to the teacher's explanation**

The students' attention to the teacher explanation from the the first meeting to the next meeting was increased. In cycle I was only 80% and in cycle II 85%, it improved 5%

b. **The students ask/answer question from the teacher**

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 5%, from cycle I 70% and cycle II 65%.

c. **The students able do the task**

The students who had done the task were increased. It could be seen on the cycle I 75% and cycle II 90%, it increased 15%.

d. **The students active in the class**

The active students in class were increased. It could be seen on the cycle I 80% and cycle II also 85%, it increased 5%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good increasing in learning activities when picture sequences media was applied in learning process from cycle I up to cycle II.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of picture sequences media increase the students' ability in recount paragraph writing. There was progress average score from 56.1 to 65.2 and to 76.1.

From the graph 10, we could be seen that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test was 56.1 and only 4 students or (20%) passed the test.

Moreover, in the post-test I and II there was 8 students or (40%) passed the test the indicator students get score $\geq$72 with average 65.2, 17 students or (85%) who passed the test indicator students get score $\geq$72 with average 76.1. From the explanation, the researcher concluded that the

research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got score ≥72 was reached.

C. DISCUSSION

In teaching writing to the MTs Darul A'mal Metro especially in students of class VIII C, based on the pre survey there are some problems like some students difficulties to express their idea in writing. The researcher chose picture sequence media to increase the students' ability in recount paragraph writing.

The researcher used this strategy to organize idea students and made students more active in writing especially recount paragraph in learning English. There was appositive increasing about students learning activities using picture sequence. Therefore picture sequence hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of picture sequence media could increase the students' ability in recount paragraph writing. There was progress from the students get score ≥72 from pre-test 20% or 4 students, post-test I 40% or 8 students and post-test II become 85% or 17 students. We could be seen that was an increasing on the students complete score and total of score of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the standard criteria with the score minimum was 72 in this research, in the post-test I there was 8 students or 40% passed the test with

the average 65.2 and the post-test II was students 17 students or 85% who passed the test with average 76.1. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got score $\geq$72 was reached.

The result of the students activities in cycle I and cycle II was increase. Pay attention of the teacher explanation from 80% become 85%, the students ask/answer question from 65% become 70%, the students able do the task from 75% become 90%, the students active in the class from 80% become 85%. The result of students' activities in cycle I and cycle II, there are increasing about students' learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all the data gathered in the classroom action research, the researcher gets some conclusion of the research and some suggestions that support the research result.

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

The use of Picture Sequence media in English subject was very effective to increase the students' ability in recount paragraph writing at the eighth grade of MTs Darul A'mal Metro. It can be seen from the result of students' average score from pre-test was 56.1 post-test cycle I was 65.2 and post-test cycle II was 76.1. From the students' activities in cycle I and cycle II was increase. Pay attention of the teacher explanation from 80% become 85%, the students ask/answer question from 65% become 70%, the students able do the task from 75% become 90% and the students active in the class from 80% become 85%.

From the English learning process, the result of students activities in cycle I and cycle II, there are increasing about students learning activities. It can be seen that the students' more active in the class, can be motivated by the picture, can write recount paragraph based on picture sequence, more understand about recount paragraph, more clearly understand about the picture sequence media, and the students enjoy doing the task in the class. So,

could be concluded that the picture sequence media could increase the students' ability in recount paragraph writing at the eighth grade of MTs Darul A'mal Metro in Academic Year 2016/2017.

B. **Suggestion**

Based on the result of the research, the researcher would like to give some suggestions as follows:

1. From the Teacher

    a. It suggestion for the English teacher to use picture sequence media as alternative strategy in the classroom because this strategy is effective to increase the students ability in recount paragraph writing in the teaching and learning process.

    b. The teacher is expected to give motivation for the students in order to be excited in English learning since many students regard that English is difficult subject to learn.

2. For Head Master.

    a. It is suggested for the Head Master in order to facilities the teachers to use this strategy because it is effective in teaching the material for the teacher.

3. For the Students

    a. The students are suggested to be more active in learning recount paragraph writing by using picture sequence.

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APPENDICES

SILABUS SMP/MTs

Mata Pelajaran : **Bahasa Inggris**
Kelas : **VIII**
Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar					
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	**Teks recount pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa** **Fungsi sosial** Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb. **Struktur text** **(gagasan utama dan informasi rinci)** a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang	**Mengamati** • Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l.	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial teks recount tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks	16 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti:
4.14 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.	tertibat, tempat, waktu, dsb dari peristiwa/kejadian/peng alaman yang akan disampaikan b. Menguraikan urutan kejadian secara kronologis, urut dan runtut.	gagasan utama dan informasi rinci) dari setiap teks tersebut. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.	recount. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.		- www.dailye nglish.com - http://amer icanenglish. state.gov/fil es/ae/resou rce_files - http://learn english.briti shcouncil.or g/en/
4.15 Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan	c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/peng alaman yang telah disampaikan (opsional). Panjang teks: kurang lebih	**Mengumpulkan Informasi** • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku	• Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam		- https://ww w.google.co

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sesuai konteks.	6 (tiga) kalimat. **Unsur kebahasaan** (1) Kata kerja dalam Simple Past tense, Past Continuous Tense (2) Kosa kata: kata kerja yang menunjuk tindakan atau kegiatan (3) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb. (4) Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, on Monday, an hour ago, immediately,* dsb. (5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal (6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan **Topik** Peristiwa, kejadian,	teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. • Siswa membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks - orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalama n yang akan disampaikan - urutan kejadian secara kronologis, urut dan runtut - komentar atau penilaian umum tentang peristiwa/kejadian/pengalama n yang telah disampaikan (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur	teks *recount*. **CARA PENILAIAN:** **Kinerja (praktik)** Tugas menganalisis dan menghasilkan teks *recount* tentang kegiatan, kejadian, dan peristiwa nyata di lingkungan sekitar. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa		m/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	kebahasaan yang sesuai konteks. **Mengasosiasi** • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks recount tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan. **Mengkomunikasikan** • Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb). • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan	dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks recount tentang kegiatan, kejadian, dan peristiwa, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca dan menulis teks yang menuntut pemahaman dan kemampuan teks recount tentang kegiatan, kejadian, dan peristiwa.		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	**Portofolio** • Kumpulan karya teks recount pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks recount. • Lembar soal dan hasil tes		
3.13 Menerapkan struktur teks dan unsur kebahasaan untuk melaksana kan fungsi sosial dari teks pesan singkat dan pengumuman /pemberitahuan (notice), sesuai dengan konteks penggunaannya 4.16 Menangkap makna pesan singkat dan pengumuman/pem beritahuan (notice), sangat pendek dan sederhana. 4.17 Menyusun teks tulis pesan singkat	**Teks tulis (a) pesan singkat dan (b) pengumuman/ pemberitahuan (notice)** _Masing-masing diajarkan secara terpisah_ **Fungsi sosial** Tindakan dilaksanakan sesuai yang diharapkan. **Struktur text (gagasan utama dan informasi rinci)** a. Menyebutkan tujuan dari pesan singkat dengan atau tanpa informasi rinci, seperti _Sorry, I'm in a meeting_	_**Masing-masing menggunakan prosedur yang sama**_ **Mengamati** • Siswa mencari (a) pesan singkat dan (b) pengumuman/ pemberitahuan (notice), termasuk yang menggunakan bahasa Indonesia. • Siswa mengumpulkan gambar dan foto (a) pesan singkat dan (b) pengumuman/ pemberitahuan (notice) dari berbagai sumber termasuk internet, buku teks, dsb. • Siswa memberikan komentar dan pandangannya tentang fungsi (a) pesan singkat dan (b) pengumuman/ pemberitahuan (notice), ketepatan unsur kebahasaannya, format, tampilan,	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial (a) pesan singkat dan (b) pengumuman/ pemberitahuan (notice). • Tingkat kelengkapan dan keruntutan (a) pesan singkat dan (b) pengumuman/ pemberitahuan (notice). • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan,	8 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti:

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan pengumuman/ pemberitahuan (notice), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	now. I'll call you back in 10 minutes.; Make sure you lock the gate when you leave. b. Menyebutkan tujuan dari pengumuman/ pemberitahuan (notice) dengan atau tanpa informasi rinci, misalnya The flag ceremony will be held on Monday, 17 August. Attendance is compulsory.; An exam is in progress. Please be quite. **Unsur kebahasaan** (1) Kosa kata terkait dengan kegiatan, kejadian, peristiwa, dan hari penting bagi siswa dan guru (2) Tata bahasa: Kalimat imperatif positif, kalimat imperatif negatif (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan kata,	dsb. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) pesan singkat dan (b) pengumuman/ pemberitahuan (notice) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb. **Mengumpulkan Informasi** • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) pesan singkat dan (b) pengumuman/ pemberitahuan (notice). • Siswa membaca secara lebih cermat semua (a) pesan singkat dan (b) pengumuman/ pemberitahuan (notice) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. • Secara kolaboratif siswa meniru	tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (notice). **CARA PENILAIAN:** **Kinerja (praktik)** Tugas menganalisis dan membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (notice) untuk fungsi nyata. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa memahami dan menghasilkan (a) pesan singkat dan		- www.dailye nglish.com - http://amer icanenglish. state.gov/fil es/ae/resou rce_files - http://learn english.briti shcouncil.or g/en/ - https://ww w.google.co m/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan **Topik** Berbagai kegiatan, kejadian, peristiwa, dan hari penting bagi siswa dan guru, dengan memberikan keteladanan tentang perilaku santun, peduli, percaya diri, kerjasama, dan bertanggung jawab.. **Multimedia:** Layout dan dekorasi yang membuat tampilan teks lebih menarik.	contoh-contoh yang ada untuk membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (notice) untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya. **Mengasosiasi** • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (notice) yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa menganalisis perbedaan dan persamaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (notice) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. **Mengkomunikasikan** • Siswa membuat lebih banyak (a) pesan singkat dan (b)	(b) pengumuman/ pemberitahuan (notice) sesuai fungsi sosialnya, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (notice) termasuk kemudahan dan kesulitannya.		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		pengumuman/ pemberitahuan (notice) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (notice) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	**Portofolio** • Kumpulan karya berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (notice) yang telah dibuat. • Kumpulan hasil analisis tentang beberapa berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (notice).		
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	**Teks naratif, berbentuk fabel pendek dan sederhana** **Fungsi sosial** Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang. **Struktur text (gagasan utama dan informasi rinci)** a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita	**Mengamati** • Siswa menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut.	**KRITERIA PENILAIAN** • Tingkat pemahaman fungsi sosial teks naratif berbentuk fabel, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan pemahaman isi pesan fabel. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata,	16 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : MTs DARUL A'MAL METRO

Mata Pelajaran : Bahasa Inggris

Kelas   : VIII

Keterampilan   : Menulis

Alokasi Waktu : 2 x 45 menit

A. KOMPETENSI INTI

KI 1   : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2   : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkau pergaulan dan keberadaan.

KI 3   : Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentan ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4   : Mengolah, menyaji, dan menalar dalam ranak konkret (menggunakan,mengurai,merangkai,memodifikasi,dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN.

4.14. Menerapkan makna teks *recount* lisan dan tulisan, pendek dan sederhana, tentang kegiatan,kejadian,peristiwa.

4.15. Menyusun teks *recount* lisan dan tulisan, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

- Siswa dapat menggunakan kata kerja dalam bentuk lampau dengan benar.
- Siswa dapat menggunakan kata-kata yang menunjukan urutan kejadian dalam teks recount dengan benar.
- Siswa dapat menerapkan generic structure dari teks recount dengan benar.
- Siswa mampu menulis teks recount sederhana, komunikatif, akurat, dan diterima.

D. MATERI PEMBELAJARAN.

Teks recount pendek sederhana tentang kegiatan, kejadian, dan peristiwa

Fungsi Sosial

Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.

Structur text (gagasan utama dan informasi rinci)

a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang-orang yang terlibat, tempat, waktu, dbs dari peristiwa, kejadian, pengalaman yang akan disampaikan.

b. Menguraikan urutan kejadian secara kronologis, urut dan runtut.

c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa, kejadian, pengalaman yang telah disampaikan (opsional).

Unsur kebahasaan

(1) Kata kerja dalam Simple Past Tense, Past Continuous Tense

(2) Kosa kata : kata kerja yang menunjuk tindakan atau kegiatan

(3) Adverbia penghubung waktu : *first, then, after, that, before, at last, finally,* dsb.

(4) Adverbia dan frasa preposisional penunjuk waktu : *yesterday, last mont, on Monday, an hour ago, immediately,* dsb.

(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal.

(6) Ucapan, tekanan kata, intonasi.

(7) Ejaan dan tanda baca.

(8) Tulisan tangan.

Topik

Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah dan sekitarnya yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

E. METODE PEMBELAJARAN.
- Free Writing, Tanya Jawab, Penugasan
- Picture Sequence

F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN.
1. Buku Siswa.

   Sumber : English in Focus for Grade VIII Junior High School (SMP/MTs) dan buku penunjang lain yang relevan dengan pokok bahasan.

2. Papan Tulis/Spidol.
3. Lembar Kerja Siswa.
4. Picture Sequence.

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN.

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas, *Assalamualaikum, Good Morning.* - Guru meminta ketua kelas untuk memimpin doa, dan peserta didik berdoa bersama dengan khidmat. - Guru Mengecek kehadiran siswa. - Memberi apersepsi yang berkaitan dengan materi *Recount Text.*	15 menit
Kegiatan Inti	*1.* *Observing* - Siswa terbiasa atau sering mendengarkan dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejaian yang dilakukan/terjadi di waktu lampau dalam Bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. - Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam Bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.	60 menit

	2. *Questioning*	
	• Dengan pengarahan dari guru, siswa mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam *Recount Text.*	
	• Siswa mempertanyakan bagaimana teknik yang tepat agar mudah dalam memahami *Recount Text.*	
	3. *Collecting Data*	
	• Siswa menyimak penjelasan guru tentang tujuan, struktur, dan unsur kebahasaan yang terdapat dalam *Recount Text.*	
	• Siswa menyimak penjelasan teman satu kelompok ketika mengalami kesulitan dalam memahami *Recount Text.*	
	4. *Associating*	
	• Menanyakan tentang kesulitan dalam menulis paragraph *Recount Text.*	
	• Siswa secara aktif dalam kelompok membahas tentang *Recount Text.*	
	5. *Communicating*	
	• Siswa menyampaikan hasil diskusi kelompok tentang *Recount Text.*	
	• Mengajak siswa untuk melakukan refleksi tentang materi *Recount Text.*	
Penutup	• Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari.	15 menit

| | • Guru memberikan motivasi kepada siswa untuk selalu rajin belajar.

• Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya.

• Salam penutup, *"Wassalamualaikum, See you next time"*. | |

H. PENILAIAN

1. Instrument Penilaian

Instrument of Post-Test I

(Writing Recount Paragraph)

Name   :

Class   :

Directions:

1. Write a recount paragraph based on the picture and identify the characteristics of the paragraph. And Good Luck !!

Answer

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

………………………………………………………

2. **Penilaian Process**

   THE MEASUREMENT RUBRICS OF WRITING

Writing performance	Score	Criteria	Explanation
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.

	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization,paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.

	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

OBSERVATION SHEET OF STUDENTS' ACTIVITY IN CYCLE I

No	Student's Name	Activity				Total
		Pay attention	Ask/answer the question	The students able do the task	The students active in the class	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Metro,   2017

Collaborator   The Researcher

M. IQBAL AR-RAMANY, M.Pd   **AN NUR MU'MINATUL L**
                                            NPM. 1291147

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs DARUL A'MAL METRO

Mata Pelajaran : Bahasa Inggris

Kelas   : VIII

Keterampilan   : Menulis

Alokasi Waktu : 2 x 45 menit

I. KOMPETENSI INTI

KI 1   : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2   : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkau pergaulan dan keberadaan.

KI 3   : Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentan ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4   : Mengolah, menyaji, dan menalar dalam ranak konkret (menggunakan,mengurai,merangkai,memodifikasi,dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

J. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN.

4.14. Menerapkan makna teks *recount* lisan dan tulisan, pendek dan sederhana, tentang kegiatan,kejadian,peristiwa.

4.15. Menyusun teks *recount* lisan dan tulisan, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

K. TUJUAN PEMBELAJARAN

- Siswa dapat menggunakan kata kerja dalam bentuk lampau dengan benar.
- Siswa dapat menggunakan kata-kata yang menunjukan urutan kejadian dalam teks recount dengan benar.
- Siswa dapat menerapkan generic structure dari teks recount dengan benar.
- Siswa mampu menulis teks recount sederhana, komunikatif, akurat, dan diterima.

L. MATERI PEMBELAJARAN.

Teks recount pendek sederhana tentang kegiatan, kejadian, dan peristiwa

Fungsi Sosial

Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.

Structur text (gagasan utama dan informasi rinci)

d. Memberikan pendahuluan (orientasi) dengan menyebutkan orang-orang yang terlibat, tempat, waktu, dbs dari peristiwa, kejadian, pengalaman yang akan disampaikan.

e. Menguraikan urutan kejadian secara kronologis, urut dan runtut.

f. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa, kejadian, pengalaman yang telah disampaikan (opsional).

Unsur kebahasaan

(9) Kata kerja dalam Simple Past Tense, Past Continuous Tense

(10)　　　Kosa kata : kata kerja yang menunjuk tindakan atau kegiatan

(11)   Adverbia penghubung waktu : *first, then, after, that, before, at last, finally,* dsb.

(12)   Adverbia dan frasa preposisional penunjuk waktu : *yesterday, last mont, on Monday, an hour ago, immediately,* dsb.

(13)   Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal.

(14)   Ucapan, tekanan kata, intonasi.

(15)   Ejaan dan tanda baca.

(16)   Tulisan tangan.

Topik

Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah dan sekitarnya yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

M. METODE PEMBELAJARAN.
- Free Writing, Tanya Jawab, Penugasan
- Picture Sequence

N. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN.
5. Buku Siswa.

   Sumber : English in Focus for Grade VIII Junior High School (SMP/MTs) dan buku penunjang lain yang relevan dengan pokok bahasan.

6. Papan Tulis/Spidol.

7. Lembar Kerja Siswa.

8. Picture Sequence.

O. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN.

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas, *Assalamualaikum, Good Morning.* - Guru meminta ketua kelas untuk memimpin doa, dan peserta didik berdoa bersama dengan khidmat. - Guru Mengecek kehadiran siswa. - Memberi apersepsi yang berkaitan dengan materi *Recount Text.*	15 menit
Kegiatan Inti	**6. *Observing*** - Siswa terbiasa atau sering mendengarkan dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejaian yang dilakukan/terjadi di waktu lampau dalam Bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. - Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam Bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.	60 menit

	7. **Questioning**	
	• Dengan pengarahan dari guru, siswa mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam *Recount Text.*	
	• Siswa mempertanyakan bagaimana teknik yang tepat agar mudah dalam memahami *Recount Text.*	
	8. **Collecting Data**	
	• Siswa menyimak penjelasan guru tentang tujuan, struktur, dan unsur kebahasaan yang terdapat dalam *Recount Text.*	
	• Siswa menyimak penjelasan teman satu kelompok ketika mengalami kesulitan dalam memahami *Recount Text.*	
	9. **Associating**	
	• Menanyakan tentang kesulitan dalam menulis paragraph *Recount Text.*	
	• Siswa secara aktif dalam kelompok membahas tentang *Recount Text.*	
	10. **Communicating**	
	• Siswa menyampaikan hasil diskusi kelompok tentang *Recount Text.*	
	• Mengajak siswa untuk melakukan refleksi tentang materi *Recount Text.*	
Penutup	• Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari.	15 menit

	• Guru memberikan motivasi kepada siswa untuk selalu rajin belajar.	
	• Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya.	
	• Salam penutup, *"Wassalamualaikum, See you next time".*	

P. PENILAIAN

2. Instrument Penilaian

Instrument of Post-Test II

(Writing Recount Paragraph)

Name   :

Class   :

Directions:

3. Write a recount paragraph based on the picture and identify the characteristics of the paragraph. And Good Luck !!

Answer

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………

4. Penilaian Process

THE MEASUREMENT RUBRICS OF WRITING

Writing performance	Score	Criteria	Explanation
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization,

			or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.

	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

OBSERVATION SHEET OF STUDENTS' ACTIVITY IN CYCLE II

No	Student's Name	Activity				Total
		Pay attention	Ask/answer the question	The students able do the task	The students active in the class	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Metro,   2017

Collaborator   The Researcher

M. IQBAL AR-RAMANY, M.Pd   **AN-NUR MU'MINATUL L**
NPM. 1291147

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : MTs DARUL A'MAL METRO

Mata Pelajaran : Bahasa Inggris

Kelas   : VIII

Keterampilan   : Menulis

Alokasi Waktu : 2 x 45 menit

Q. KOMPETENSI INTI

KI 1   : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2   : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkau pergaulan dan keberadaan.

KI 3   : Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentan ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4   : Mengolah, menyaji, dan menalar dalam ranak konkret (menggunakan,mengurai,merangkai,memodifikasi,dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

R. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN.

4.14. Menerapkan makna teks *recount* lisan dan tulisan, pendek dan sederhana, tentang kegiatan,kejadian,peristiwa.

4.15. Menyusun teks *recount* lisan dan tulisan, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

S. TUJUAN PEMBELAJARAN

- Siswa dapat menggunakan kata kerja dalam bentuk lampau dengan benar.
- Siswa dapat menggunakan kata-kata yang menunjukan urutan kejadian dalam teks recount dengan benar.
- Siswa dapat menerapkan generic structure dari teks recount dengan benar.
- Siswa mampu menulis teks recount sederhana, komunikatif, akurat, dan diterima.

T. MATERI PEMBELAJARAN.

Teks recount pendek sederhana tentang kegiatan, kejadian, dan peristiwa

Fungsi Sosial

Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.

Structur text (gagasan utama dan informasi rinci)

g. Memberikan pendahuluan (orientasi) dengan menyebutkan orang-orang yang terlibat, tempat, waktu, dbs dari peristiwa, kejadian, pengalaman yang akan disampaikan.

h. Menguraikan urutan kejadian secara kronologis, urut dan runtut.

i. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa, kejadian, pengalaman yang telah disampaikan (opsional).

Unsur kebahasaan

(17)   Kata kerja dalam Simple Past Tense, Past Continuous Tense

(18)   Kosa kata : kata kerja yang menunjuk tindakan atau kegiatan

(19)   Adverbia penghubung waktu : *first, then, after, that, before, at last, finally,* dsb.

(20)   Adverbia dan frasa preposisional penunjuk waktu : *yesterday, last mont, on Monday, an hour ago, immediately,* dsb.

(21)   Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal.

(22)   Ucapan, tekanan kata, intonasi.

(23)   Ejaan dan tanda baca.

(24)   Tulisan tangan.

Topik

Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah dan sekitarnya yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

U. METODE PEMBELAJARAN.
- Free Writing, Tanya Jawab, Penugasan
- Picture Sequence

V. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN.
9. Buku Siswa.

    Sumber : English in Focus for Grade VIII Junior High School (SMP/MTs) dan buku penunjang lain yang relevan dengan pokok bahasan.

10. Papan Tulis/Spidol.

11. Lembar Kerja Siswa.

12. Picture Sequence.

W. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN.

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas, *Assalamualaikum, Good Morning.* • Guru meminta ketua kelas untuk memimpin doa, dan peserta didik berdoa bersama dengan khidmat. • Guru Mengecek kehadiran siswa. • Memberi apersepsi yang berkaitan dengan materi *Recount Text.*	15 menit
Kegiatan Inti	**11. *Observing*** • Siswa terbiasa atau sering mendengarkan dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejaian yang dilakukan/terjadi di waktu lampau dalam Bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam Bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.	60 menit

	12. Questioning	
	• Dengan pengarahan dari guru, siswa mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam *Recount Text*.	
	• Siswa mempertanyakan bagaimana teknik yang tepat agar mudah dalam memahami *Recount Text*.	
	13. Collecting Data	
	• Siswa menyimak penjelasan guru tentang tujuan, struktur, dan unsur kebahasaan yang terdapat dalam *Recount Text*.	
	• Siswa menyimak penjelasan teman satu kelompok ketika mengalami kesulitan dalam memahami *Recount Text*.	
	14. Associating	
	• Menanyakan tentang kesulitan dalam menulis paragraph *Recount Text*.	
	• Siswa secara aktif dalam kelompok membahas tentang *Recount Text*.	
	15. Communicating	
	• Siswa menyampaikan hasil diskusi kelompok tentang *Recount Text*.	
	• Mengajak siswa untuk melakukan refleksi tentang materi *Recount Text*.	
Penutup	• Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari.	15 menit

| | Guru memberikan motivasi kepada siswa untuk selalu rajin belajar. Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya. Salam penutup, *"Wassalamualaikum, See you next time"*. | |

X. PENILAIAN

3. Instrument Penilaian

<div align="center">

Instrument of Pre-Test

(Writing Recount Paragraph)

</div>

Name   :

Class   :

Directions:

5. Write a recount paragraph based on your holiday and identify the characteristics of the paragraph.
6. Good Luck !!

Answer

……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………………………
……………………………………………………………

7. Penilaian Process

THE MEASUREMENT RUBRICS OF WRITING

Writing performance	Score	Criteria	Explanation
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
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	13-10	Fair to Poor	Limited range, frequent errors of work/idiom form, choice, usage, meaning

			confused or obscured.
	9-7	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization,paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

OBSERVATION SHEET OF STUDENTS' ACTIVITY IN CYCLE I

No	Student's Name	Activity				Total
		Pay attention	**Ask/answer the question**	**The students able do the task**	**The students active in the class**	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Metro,   2017

Collaborator   The Researcher

M. IQBAL AR-RAMANY, M.Pd   **AN-NUR MU'MINATUL L**
NPM. 1291147

DAFTAR NILAI PRE-TEST

SEKOLAH : MTs DARUL A'MAL METRO

MATA PELAJARAN : BAHASA INGGRIS

HARI/TANGGAL : RABU/ 12 APRIL 2017

KKM : 72

KELAS : VIII C

NO	Students Code	Criteria of The Score					TOTAL	Note ≥72
		C	O	V	L	M		
1	AMAF	17	11	7	13	4	52	Failed
2	AWY	21	10	13	18	3	65	Failed
3	BAS	17	13	14	17	3	64	Failed
4	DA	24	18	15	18	4	**79**	**Passed**
5	ET	22	14	17	15	4	**72**	**Passed**
6	FA	23	17	14	17	4	**75**	**Passed**
7	GNH	17	9	13	11	2	52	Failed
8	HN	18	13	11	13	3	58	Failed
9	IP	22	17	13	20	5	**77**	**Passed**
10	IR	21	14	10	11	4	60	Failed
11	IS	13	12	9	11	2	47	Failed
12	JANI	13	8	7	8	2	38	Failed
13	MFN	14	13	8	6	3	44	Failed
14	MI	20	11	10	12	2	55	Failed
15	MLF	7	7	11	17	3	55	Failed
16	MH	17	7	7	9	2	42	Failed
17	MR	7	7	11	7	3	55	Failed
18	RW	15	7	12	8	2	44	Failed
19	TL	15	13	7	8	3	46	Failed
20	YP	17	9	7	7	2	42	Failed
High Score							79	
Lowest Score							38	
Average							56.1	

DAFTAR NILAI POST-TEST I

SEKOLAH   : MTs DARUL A'MAL METRO

MATA PELAJARAN   : BAHASA INGGRIS

HARI/TANGGAL   : SABTU/ 15 APRIL 2017

KKM   : 72

KELAS   : VIII C

NO	Students Code	Criteria of The Score					TOTAL	Note ≥72
		C	O	V	L	M		
1	AMAF	21	11	13	12	3	60	Failed
2	AWY	22	14	15	18	3	**72**	**Passed**
3	BAS	22	13	18	17	4	**74**	**Passed**
4	DA	24	18	19	17	4	**82**	**Passed**
5	ET	23	14	18	14	4	**73**	**Passed**
6	FA	23	17	17	18	4	**79**	**Passed**
7	GNH	21	14	11	12	3	63	Failed
8	HN	22	10	14	11	4	61	Failed
9	IP	24	17	17	18	4	**80**	**Passed**
10	IR	23	17	19	12	4	**75**	**Passed**
11	IS	16	1	12	11	3	55	Failed
12	JANI	17	9	7	7	2	42	Failed
13	MFN	22	13	10	17	3	65	Failed
14	MI	23	15	14	16	4	**72**	**Passed**
15	MLF	21	15	14	12	4	66	Failed
16	MH	21	13	10	10	3	57	Failed
17	MR	21	13	14	14	4	66	Failed
18	RW	21	11	13	12	3	60	Failed
19	TL	21	13	10	10	3	57	Failed
20	YP	18	9	7	8	3	45	Failed
High Score							82	
Lowest Score							42	
Average							65.2	

DAFTAR NILAI POST-TEST II

SEKOLAH   : MTs DARUL A'MAL METRO

MATA PELAJARAN   : BAHASA INGGRIS

HARI/TANGGAL   : SABTU/ 22 APRIL 2017

KKM   : 70

KELAS   : VIII C

NO	Students Code	Criteria of The Score					TOTAL	Note ≥72
		C	O	V	L	M		
1	AMAF	24	15	18	19	4	**80**	**Passed**
2	AWY	22	19	15	15	4	**75**	**Passed**
3	BAS	23	17	20	17	5	**82**	**Passed**
4	DA	24	18	20	19	5	**86**	**Passed**
5	ET	22	15	17	19	4	**77**	**Passed**
6	FA	26	18	17	19	5	**85**	**Passed**
7	GNH	23	14	13	11	4	65	Failed
8	HN	23	17	15	18	4	**77**	**Passed**
9	IP	23	18	18	20	5	**84**	**Passed**
10	IR	23	17	15	21	4	**80**	**Passed**
11	IS	23	16	15	18	4	**76**	**Passed**
12	JANI	21	14	10	11	3	59	Failed
13	MFN	22	19	19	16	5	**84**	**Passed**
14	MI	22	18	18	9	5	**75**	**Passed**
15	MLF	25	18	18	19	5	**85**	**Passed**
16	MH	23	18	17	18	4	**80**	**Passed**
17	MR	23	17	17	18	4	**79**	**Passed**
18	RW	22	15	19	12	4	**72**	**Passed**
19	TL	23	18	11	16	4	**72**	**Passed**
20	YP	15	13	9	9	3	49	Failed
High Score							**86**	
Lowest Score							**49**	
Average							**76.1**	

C : 18
O : 9
V : 7
L : 8
M : 3
___
45

Name : Yudha Pratama

Class : VIII c

Directions:

1. Write a recount paragraph based on the picture sequence and identify the characteristics of the paragraph.
2. Good Luck !!

Answer

in a kindergarten there is a female student named Aurel. she is very good at painting. she always painted the (scenery) that in front of .... ?

Aurel is also a cheerful student. she always eat with his friends. And also always listen to the teacher explanation if in the classroom.

6.5 ?

C : 24
O : 18
V : 19
L : 17
M : 4

82

Name : Diki Arjunestu

Class : VIII ᶜ

Directions:

1. Write a recount paragraph based on the picture sequence and identify the characteristics of the paragraph.

2. Good Luck !!

Answer

nando in school

my sister Jeni is an elementary school teacher One day when the painting lesson began, (he) saw a nice painting it is nando paint. nando is famous for students who are good at painting . (ORIENTATION)

During breaks the students play at page Including nando. he played on the front page with his friends. while the onther students eat lunch In canteen. but there was one student who come to (him) an asked about the lesson my sister explaind the students lis tens to my sister explanation carefully. (EVENT)

when learning is done. student come home my sister too (RE-ORIENTATION)

C : 22
O : 19
V : 19
L : 16
M : 5

84

Name : M. Fuadun Nabil

Class : VIII C

Directions:

1. Write a recount paragraph based on the picture sequence and identify the characteristics of the paragraph.

2. Good Luck !!

Answer

Accident Frienes

Yesterday my friend fell from a motorcycle and was taken to the hospital in between with ambulance (ORIENTATION)

Then my friend waited waiting room in tens. Then the doctor came and checked my friend. The doctor Picked up the X-Ray tool to see my friend(s) wound the after examined it turns his hand broken the doctor bandaged my friend(s) wound (EVENT)

After that my friend are not gave to ride a motorcycle without he Parentes (REORIENTATION)

No: 8

Name : Miftahul hisnsst

Class : VIII C

C : 23
O : 18
V : 17
L : 18
M : 4

80

Directions:

1. Write a recount paragraph based on the picture sequence and identify the characteristics of the paragraph.

2. Good Luck !!

Answer

.... In the hospital ....

....

.... MY MOM is a doctor in the hospital. She is a special doctor for children. (ORIENTATION) ....

...... Two days ago (he) handled the patients of children who had an accident. the girl continued crying throughout the examination. When (he) examined it, the girl had a broken bone. (EVENT) ....

...... After (he) was examine the girl. come home with a bandages in her hand. (RE-ORIENTATION) ....

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Table

Observation Sheet of Students' Activities in Cycle I

Class : VIII C

School : MTs Darul A'mal

Date : 12 April 2017

No	Name	Activity				Total Score
		Pay attention	Ask/answer the question	The students able do the task	The students active in the class	
1	AMAF	—	V	V	V	3
2	AWY	V	V	V	—	3
3	BAS	V	—	V	V	3
4	DA	V	—	—	V	2
5	ET	V	V	V	V	4
6	FA	V	—	V	V	3
7	GNH	V	V	V	—	3
8	HN	V	—	—	V	2
9	IP	—	V	V	V	3
10	IR	V	V	V	V	4
11	IS	V	—	V	V	3
12	JANI	V	V	—	V	3
13	MFN	V	—	V	—	2
14	MI	V	V	—	V	3
15	MLF	V	V	V	V	4
16	MH	V	—	—	V	2
17	MR	V	—	V	—	2
18	RW	—	V	V	V	3
19	TL	V	V	V	V	4
20	YP	—	V	V	V	3
Total		16	13	15	16	
Percentages		80%	65%	75%	80%	

Note:

- Tick (√) for each positive activity
- Percentages of students' activities:

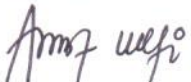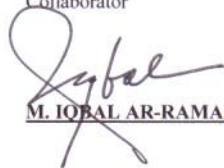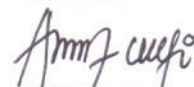$$P = \frac{I}{n} \, x \, 100\%$$

P = Percentage

I = Indicator

n = Total of Students

Collaborator

M. IQBAL AR-RAMANY, M.Pd

Metro,　　　　2017

The Researcher

AN-NUR MU'MINATUL L
NPM. 1291147

Table

Observation Sheet of Students' Activities in Cycle II

Class : VIII C

School : MTs Darul A'mal

Date : 19 April 2017

No	Name	Activity				Total Score
		Pay attention	Ask/answer the question	The students able do the task	The students active in the class	
1	AMAF	✓	✓	✓	✓	4
2	AWY	✓	—	✓	✓	3
3	BAS	—	✓	✓	✓	3
4	DA	✓	—	—	✓	2
5	ET	✓	✓	✓	✓	4
6	FA	✓	✓	✓	✓	4
7	GNH	✓	✓	✓	—	3
8	HN	✓	—	✓	✓	3
9	IP	✓	—	✓	✓	3
10	IR	✓	✓	✓	✓	4
11	IS	✓	✓	✓	—	3
12	JANI	✓	✓	✓	✓	4
13	MFN	—	✓	✓	✓	3
14	MI	✓	—	—	✓	2
15	MLF	✓	✓	✓	✓	4
16	MH	✓	✓	✓	—	3
17	MR	—	✓	✓	✓	3
18	RW	✓	—	✓	✓	3
19	TL	✓	✓	✓	✓	4
20	YP	✓	✓	✓	✓	4
Total		17	14	18	17	
Percentages		85 %	70 %	90 %	85 %	

Note:

- Tick (√) for each positive activity
- Percentages of students' activities:

$$P = \frac{I}{n} \, x \, 100\%$$

P = Percentage

I = Indicator

n = Total of Students

Collaborator

M. IQBAL AR-RAMANY, M.Pd

Metro,   2017

The Researcher
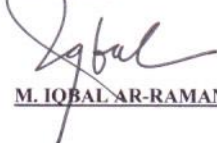
AN-NUR MU'MINATUL L
NPM. 1291147

FIELD NOTE IN CYCLE I
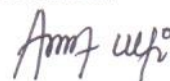
Class   : VIII C

School   : MTs Darul A'mal Metro

Date	Meeting	Activities
12 April 2017	I	– Give pre-test for the students' – Most of the students' did the lest confusedly. – The teacher give the material about recount. – Some the students' did not understand about the material.
15 April 2017	II	– Give post-test I to the students' – Some students' passed the minimum standard criteria, but so many students did not pass the score. – Make reflection to students' and mode evaluation for the teaching learning process.

Metro,   2017

Collaborator   The Researcher

M. IQBAL AR-RAMANY, M.Pd   **AN-NUR MU'MINATUL L**
                                      NPM. 1291147

FIELD NOTE IN CYCLE II

Class   : VIII C

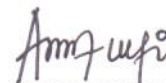School   : MTs Darul A'mal Metro

Date	Meeting	Activities
19 April 2017	I	- Explain the material clearly. - The students' give more attention for the teacher explanation. - The students' able to make recount paragraph writing.
22 April 2017	II	- The teacher give post-test I after giving treatment. - Most of students' doing the task correctly. - Most of students' passed the minimum standard criteria.

Metro,   2017

Collaborator   The Researcher

M. IQBAL AR-RAMANY, M.Pd   AN-NUR MU'MINATUL L
                                   NPM. 1291147

DOCUMENTATION

Teacher began the lesson by greeting students an then gave them motivation to participate in the learning process actively and explained the objective and the purpose of the learning

The teacher explain about the material and the teacher gives the treatment

Teacher instructed the students' to make a recount paragraph writing based on the picture.

Teacher instructed the students' to make a recount paragraph writing based on the picture

The students' doing the task

OBSERVATION SHEET OF TEACHER ACTIVITIES IN CYCLE I

Class   : VIII C

School   : MTs Darul A'mal Metro

Date   : 12 April 2017

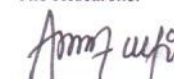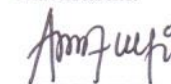| Teacher Activity	3	2	1
1. Pre Test			
a. Prepare the lesson plan	√		
b. Prepare the media that will be used.		√	
c. Ability in opening the learning process.	√		
2. While Teaching			
a. Inform the objective of learning	√		
b. Explain the material chronological.		√	
c. Guide the students to follow the lesson.		√	
d. Motivate the students to ask.	√		
e. Practice the students to answer the question about the material.		√	
3. Post Teaching			
a. Conclude the result learning.	√		
b. Close the learning activity.		√	
TOTAL	5	5	

Note :

- Tick (√) for each positive activity.
- 3 = Good
- 2 = Enough
- 1 = Bad

Collaborator

M. IQBAL AR-RAMANY, M.Pd.

Metro,   2017

The Researcher

AN-NUR MU'MINATUL L
NPM. 1291147

OBSERVATION SHEET OF TEACHER ACTIVITIES IN CYCLE II

Class : VIII C

School : MTs Darul A'mal Metro

Date : 19 April 2017

Teacher Activity	3	2	1
1. Pre Test			
a. Prepare the lesson plan	✓		
b. Prepare the media that will be used.	✓		
c. Ability in opening the learning process.	✓		
2. While Teaching			
a. Inform the objective of learning	✓		
b. Explain the material chronological.	✓		
c. Guide the students to follow the lesson.	✓		
d. Motivate the students to ask.		✓	
e. Practice the students to answer the question about the material.	✓		
3. Post Teaching			
a. Conclude the result learning.	✓		
b. Close the learning activity.		✓	
TOTAL	8	2	

Note :

- Tick (√) for each positive activity.
- 3 = Good
- 2 = Enough
- 1 = Bad

Collaborator

M. IQBAL AR-RAMANY, M.Pd.

Metro,   2017

The Researcher

AN-NUR MU'MINATUL L

NPM. 1291147

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor	: Sti.13/JST/PP.00.9/0235/2016	Metro, 18 Januari 2016
Lamp	: -	
Hal	: **IZIN *PRA SURVEY***	

Kepada Yth.
Kepala Sekolah MTs Darul A'mal
Di –
        Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama	: An-Nur Mu'minatul Luthfia
NPM	: 1291147
Jurusan	: Tarbiyah
Prodi	: PBI
Judul	: The Implementation of Picture Sequence Media to Increase the Students Ability in Recount Paragraph Writing at The Eight Grade of Junior High School of Islamic Education Center Darul A'mal West Metro in Academie Year 2015/2016

Untuk melakuan *PRA SURVEY* di MTs Darul A'mal.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan Tarbiyah

Dra. Hj. Akla, M.Pd
NIP. 19691008 200003 2005

PONDOK PESANTREN DARUL A'MAL
MADRASAH TSANAWIYAH
Terakreditasi Nomor : 079/BAP-SM/12LPG/RKO/2013 Peringkat B
Akte Notaris No.15 Tanggal 21 Maret 2013
Alamat : Mulyojati 16B Kec. Metro Barat - Kota Metro Telp. (0725) 44418-44305 Kode Pos 34125 NPSN : 10816987

Nomor : 199/MTs.DA/SPPS/VIII/2016
Lampiran : :-
Perihal : **Surat Persetujuan Pra Survey**

Kepada Yth.
Ketua Jurusan Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro.
Di –
Tempat

Assalamu'alaikum Wr.Wb

Menindaklanjuti surat dari Ketua Jurusan Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro,Nomor : Sti.13/JST/PP.00.9/0235/2016, tentang Izin Pra Survey saudara :

Nama   : An-Nur Mu'minatul Luthfia

NPM   : 1291147

Jurusan   : Tarbiyah

Program Study   : Pendidikan Bahasa Inggris (PBI)

Judul Skripsi   :**" The Implementation of Picture Sequence Media to Increase the Student's Ability in Recount Paragraph Writing at The Eighth Grade of MTs Darul A'mal West Metro in Academic Year 2016/2017."**

Dengan ini kami Kepala Sekolah MTs. Darul A'mal Kota Metro menyetujui untuk keperluan tersebut.

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

Metro, 8 Agustus 2016
Kepala Sekolah

Marhaban Ilyas S.H.I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507. Faksimili (0725) 47296
Website: www.metrouniv.ac.id: e-mail: iainmetro@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-1088/In.28/R/TL.01/02/2017

Rektot Institut Agama Islam Negeri (IAIN) Metro, Menugaskan Kepada Saudara:

Nama	:	**ANNUUR MU`MINATUL LUTHFIYAH**
NPM	:	1291147
Semester	:	10 (Sepuluh)
Jurusan	:	Tadris Bahasa Inggris (S1)

Untuk : 1. Mengadakan observasi/survey di MTs DARUL A`MAL METRO BARAT, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF PICTURE SEQUENCE MEDIA TO INCREASE THE STUDENTS' ABILITY IN RECOUNT PARAGRAPH WRITING AT THE EIGHTH GRADE OF MTs DARUL A`MAL WEST METRO IN ACADEMIC YEAR 2016/2017".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 27 Februari 2017

Mengetahui,
Pejabat Setempat

an. Rektor
Wakil Rektor Bidang Akademik,

Husnul, Fatarib, Ph.D
NIP 197401041999031004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor   : B-1089/In.28/R/TL.00/02/2017   Kepada Yth.,
Lampiran : -   KEPALA MTs DARUL A`MAL
Perihal : **IZIN RESEARCH**   METRO BARAT
                                                  di-
                                                      Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1088/In.28/R/TL.01/02/2017, tanggal 27 Februari 2017 atas nama saudara:

Nama   : **ANNUUR MU`MINATUL LUTHFIYAH**
NPM   : 1291147
Semester   : 10 (Sepuluh)
Jurusan   : Tadris Bahasa Inggris (S1)

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTs DARUL A`MAL METRO BARAT, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF PICTURE SEQUENCE MEDIA TO INCREASE THE STUDENTS' ABILITY IN RECOUNT PARAGRAPH WRITING AT THE EIGHTH GRADE OF MTs DARUL A`MAL WEST METRO IN ACADEMIC YEAR 2016/2017".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 27 Februari 2017
an. Rektor
Wakil Rektor Bidang Akademik,

Husnul Fatarib, Ph.D
NIP 197401041999031004

PONDOK PESANTREN DARUL A'MAL
MADRASAH TSANAWIYAH
Terakreditasi Nomor : 079/BAP-SM/12LPG/RKO/2013 Peringkat B
Akte Notaris No.15 Tanggal 21 Maret 2013
Alamat : Mulyojati 16B Kec. Metro Barat - Kota Metro Telp. (0725) 44418-44305 Kode Pos 34125 NPSN : 10816987

Nomor : 256 /MTs.DA/SPIR/IV/2017
Lampiran : :-
Perihal : **Surat Persetujuan Research / Penelitian**

Kepada Yth.
Wakil Rektor Bidang Akademik Institut Agama Islam Negeri (IAIN) Metro.

Di –
Tempat

Assalamu'alaikum Wr.Wb

Menindaklanjuti surat dari Wakil Rektor Bidang Akademik Institut Agama Islam Negeri (IAIN) Metro, Nomor :B-1089/In.28/R/TL.00/02/2017, tentang Izin Research saudari :

Nama : ANNUUR MU'MINATUL LUTHFIYAH

NPM : 1291147

Semester : 10 (sepuluh)

Jurusan : Tadris Bahasa Inggris (S1)

Judul Skripsi : **:"THE IMPLEMENTATION OF PICTURE SEQUENCE MEDIA TO INCREASE THE STUDENTS' ABILITY IN RECOUNT PARAGRAPH WRITING AT THE EIGHTH GRADE OF MTs DARUL A'MALWEST METRO IN ACADEMIC YEAR 2016/2017".**

Dengan ini kami Kepala Sekolah MTs Darul A'mal Kota Metro menyatakan bahwa mahasiswa tersebut telah melakukan research di sekolahan kami.

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

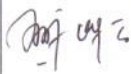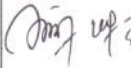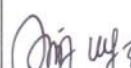Metro, 09 April 2017
Kepala Sekolah

Marhaban Ilyas. S.H.I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id
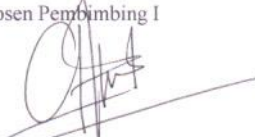
FORMULIR KONSULTASI BIMBINGAN

Nama : An-Nur Mu'minatul L. Fakultas/Jurusan : Tarbiyah & Ilmu Keguruan/TBI
NPM : 1291147   Semester/TA   : X/2016/2017

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
	✓	Revise Chapter IV	
	✓	Rerise Chapter IV & V	
	✓	Me mungora	

Diketahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

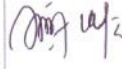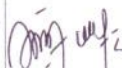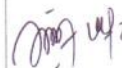**Ahmad Subhan Roza, M.Pd.**
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

Nama : An-Nur Mu'minatul L   Fakultas/Jurusan : Tarbiyah & Ilmu Keguruan/TBI
NPM : 1291147   Semester/TA : XI/2017

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Hal yang Dibicarakan	Tanda Tangan Mahasiswa
1.	Jum'at 09/6-17		✓	Elaborate more What have you done on Cycle II	
2.	Kamis 13/7-17		✓	Revise Ch. IV Revise Conclussion Should based on Your Problem Formulation !	
3.	Rabu 26/7 2017		✓	Acc Ch. IV Continue to 1st Advisor	

Diketahui :
Wakil Dekan I Bidang Akademik

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

CURRICULUM VITAE

The name of the writer is An-Nur Mu'Minatul Luthfiyah. She was born in metro, on October 7th, 1994. She is the second child of four children of happy couple Mr. Wahadi Ghuna and Mrs. Dyah Sri Mulyati.

She was enrolle her study in kindergarten on 1999-2000. She continued her study at SDN 3 Metro Barat, on 2000-2006. Then, she continued her study at MTs Darul A'mal Metro, on 2006-2009. She continued her study at MA Darul A'mal Metro, on 2009-2012. Finally, at same year, she dedicate to have lecture in English Education Department of State Institute of Metro from 2012 until now.