

**AN UNDERGRADUATE THESIS**

**IMPROVING THE RECOUNT TEXT WRITING SKILL THROUGH  
HOLIDAY PICTURE AT THE EIGHT GRADE STUDENTS  
OF SMP PURNAMA TRIMURJO  
CENTRAL LAMPUNG**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1439 H / 2018 M**

**IMPROVING THE RECOUNT TEXT WRITING SKILL THROUGH  
HOLIDAY PICTURE AT THE EIGHT GRADE STUDENTS  
OF SMP PURNAMA TRIMURJO  
CENTRAL LAMPUNG**

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

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PICTURE AT THE EIGHT GRADE STUDENTS  
OF SMP PURNAMA TRIMURJO  
CENTRAL LAMPUNG**

**ABSTRACT**

**By:  
PANCANING UTAMI**

The purpose of this research is to show the improvement of the students' recount text Writing skill and learning activities using Holiday Picture as the media. The problems of this research is the students have difficulties to express their ideas in English written text. By using Holiday Picture as the media, the students can share information and ideas with others through written text especially, in recount text writing skill.

The type of this research is Classroom Action Research (CAR) which is used to solve the students' problem in writing skill. The subjects of this research are VIII A students of SMP Purnama Trimurjo Central Lampung. The research instruments used to collect the data in this research are test, observation and documentation.

The findings research shows that the implementation of Holiday Picture is successful since the criteria of success are achieved. The first criterion is that some 70% of the students can pass the target score of which is  $\geq 70$  based of the MMC. The finding shows that 85% of the students are achieved the target score. In another side, the second criterion is the students who become more active in the learning process. Using Holiday Picture is the media that can improve the recount text writing skill.

**PENINGKATAN KETERAMPILAN MENULIS CERITA MASA LAMPAU  
MELALUI PENERAPAN GAMBAR LIBURAN TERHADAP SISWA  
KELAS DELAPAN DI SMP PURNAMA TRIMURJO  
LAMPUNG TENGAH**

**ABSTRAK**

**Oleh:  
PANCANING UTAMI**

Tujuan penelitian ini adalah untuk menunjukkan peningkatan keterampilan menulis dalam menceritakan petualangan di masa lampau dan aktifitas pembelajaran menggunakan Gambar Liburan sebagai media. Masalah penelitian ini adalah siswa mempunyai kesulitan dalam mengekspresikan ide mereka ke dalam bentuk tulisan bahasa Inggris. Dengan menggunakan Gambar Liburan sebagai media, siswa dapat berbagi informasi dan berbagai ide satu sama lain melalui tulisan atau teks terutama keterampilan menulis dalam menceritakan petualangan di masa lampau.

Jenis penelitian ini adalah Penelitian Tindakan Kelas yang ditujukan untuk menyelesaikan masalah siswa dalam keterampilan menulis. Adapun subjek penelitian yaitu siswa kelas VIII A di SMP Purnama Trimurjo Lampung Timur. Instrumen penelitian yang digunakan untuk mengumpulkan data antara lain tes, observasi dan dokumentasi.

Hasil dari penelitian ini menunjukkan bahwa penerapan media *Gambar Liburan* dapat mencapai indikator kesuksesan yang telah ditentukan. Indikator pertama yaitu 70% siswa dapat mencapai nilai  $KKM \geq 70$ . Disisi lain, sebanyak 85% siswa dapat mencapai nilai KKM. Adapun indikator yang kedua yaitu siswa dapat lebih aktif dalam kegiatan belajar. Penggunaan media *Gambar Liburan* merupakan media yang dapat meningkatkan keterampilan menulis dalam menceritakan petualangan di masa lampau.



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STUDENTS OF SMP PURNAMA TRIMURJO CENTRAL  
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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan. Demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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***Assalamu'alaikum Wr. Wb***

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


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


***Wassalmu'alaikum Wr.Wb***

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Written by Pancaning Utami, Student Number 13108027 English Education Department has been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 22<sup>th</sup>, 2017 at 13.00-15.00.

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## STATEMENT OF RESEARCH ORIGINALITY

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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 , January 2018

The writer



**PANCANING UTAMI**  
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## MOTTO

إِن أَحْسَنْتُمْ أَحْسَنْتُمْ لِأَنْفُسِكُمْ وَإِن أَسَأْتُمْ فَلَهَا.....

“If you do good, you do good for yourself; and If you do evil,  
(you do it) to yourself.....”

(AL ISRA' : 7)

## **DEDICATION PAGE**

“I highly dedicate this undergraduate thesis to my beloved family and all whom I love.”

## ACKNOWLEDGEMENT

Praise is only to Allah SWT, the Lord of the universe, inspiration of His life, that the researcher finally could finish the undergraduate thesis entitled "IMPROVING THE RECOUNT TEXT WRITING SKILL THROUGH HOLIDAY PICTURE AT THE EIGHT GRADE STUDENTS OF THE SMP PURNAMA TRIMURJO CENTRAL LAMPUNG". This undergraduate thesis is arranged as fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education Department of IAIN Metro

First of all, the greatest gratitude would be addressed to Mrs. Dr. Akla, M.Pd, the Dean of the Faculty Tarbiyah and Teacher Training Faculty, Mr. Ahmad Subhan Roza M.Pd, the Head of English Education Department and also the advisor, M.Pd, and Mr. Mahrus As'ad, M.Ag, which already spent his biggest patience, and also who have constantly given heir endorsement, time and guidance so that the researcher could finish this undergraduate thesis.

Secondly, the deepest gratitude would also be addressed to my beloved parents Mr. Husin and Mrs. Dwi Asih Wardayanti for their endless love, understanding and supports to finish this undergraduate thesis soon.

Hopefully, this undergraduate thesis can give many advantages to all of us properly.

Metro, January 2018



**PANCANING UTAMI**  
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

English as Foreign Language (EFL) described situation where students were learning English in order to use it with any other English speakers in the world.<sup>1</sup> Moreover, Indonesian students learn English as a foreign language because it becomes a subject from junior high school to university. English has been a part of the education curriculum system in Indonesia. Consequently, every formal level education in Indonesia provides English teaching. In this case, students are required to master in four skills, there are speaking, listening, reading, and writing. As stated before, the EFL students should learn the four skills. One of the productive skill in learning English is writing. Writing skill has many important aspects for communicating because it can help people to interact with others not only by using spoken language but also the written language itself.

In addition, writing is the production of the written world that results in a text but the text must be read and comprehended in order for communication to take place.<sup>2</sup> It means that writing is the skill used to explore the idea and other communication activities. Teaching materials and media are developed by teachers in teaching and learning activities. Then, students get the interest of media and it will help them to learn English easily.

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<sup>1</sup> Jeremy, Harmer. *The Practice of English Language Teaching.*( London : Longman, 2002),p.19.

<sup>2</sup> Marianne, Celce-Muria, Marianne, and Elite Olshtain. *Discourse and Context in Language Teaching.*( New York: Cambridge University Press. 2000).p. 142.

In order to have a good writing, there are several problems that are usually faced by the students, such as: the students are still confused to find the idea in writing so that they are difficult to start writing some sentences or paragraphs and the students have not mastery the grammar yet so they are difficult to organize the words into sentence.

Beside of that, the writing is the skill that is used to explore the idea and other communication activity. Writing is categorized as a productive skill. Teaching materials and media are developed by teacher in teaching and learning activities. Then, students get the interesting media and it will help them to learn English easily.

Furthermore, as a facilitator and model in teaching learning process, teacher should be able to use various method or teaching technique in order to encourage and motivate students skill in writing text. It will be easier for the students to get bored if they still use conventional method in writing activity and the goal of teaching learning process is difficult to achieve. Moreover, the problem that are commonly faced by teachers in teaching writing is the limited times, it is difficult to manage their material in the classroom. They have difficulties to choose the technique and method to teach their students, but the teachers should be creative in choosing the media that can help students to improve their interest in writing.

Then, Media as medium is used in instruction to deliver material to the learners.<sup>3</sup> Media can be used to present information that is needed to deliver the message to the students. Media also gives students required experiences to build their prior knowledge.<sup>4</sup> It means that learning by using media can improve the education system to explore students skill. Teaching learning activities in the classroom have used learning media to facilitate the teacher and students knowledge. In addition, learning by using media must be suitable with the lesson plan that is used by the teachers.

In the other hands, the teachers as the facilitators must be well-prepared to teach the students in front of the class. Then, the teachers give some interesting things to support the students learning activities, especially when the teachers teach writing. The media, such as pictures, can be used as a guideline for students in completing a task.

Furthermore, the use of holiday pictures as media can help the students to select for the idea, the students can feel interested, and can motivate the students in learning writing skill recount text. Thus, the media can be more effective when the teachers teach writing skill recount text. By using holiday picture as media for teaching of recount text, students will be more interested and more active in learning. Beside of that, holiday picture can tell a story clearly by showing clear expression of characters, clear plots and clear description of situation in the story. So, most of the students will enjoy studying writing recount text. Recount text is an interesting genre that very

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<sup>3</sup> Heinich, mollenda and Russell, *instructional Media and the New Technologies of Instruction (2nd) Edition*, (Canada: John Wiley & Sons 1982) p.5

<sup>4</sup> Ibid p. 7

useful for students to explore and express ideas, opinions, and their experiences.

Actually, the students face many difficulties when they start writing especially in writing recount text. For instance; the students spend much time to think about what they will write and the words that they should be used. They have so many mistakes in their writing, they have lack of vocabulary and still confuse about how to use grammar in making text and sentences.. It is because they practice writing text rarely, not carefully correct their own writing and they may not be able to put their ideas cohesively in a text.

Moreover, as the researcher found in the location of the study in the SMP Purnama Trimurjo, there are many specific problems faced by students in their writing skill such as; the students are difficult to express their ideas in writing, the students have lack of vocabulary, students are not interested when they are learning in the class especially on writing subject, the students who felt bored when they are trying to understand the writing in the recount text. These cases can be affected by some factors among others; the students interest in writing, the material, the media, and the unsuitable technique in English teaching. Beside of that, the traditional teaching is also giving the contribution in their difficulty because they cannot develop their own way to express themselves.

Here is a table below about the pre-survey data among the eight grade students in writing skill at SMP Purnama Trimurjo as follows:

Table I

Students English Writing Skill score at the eight graders

No	Grade	Explanation	Frequency	Percentage (%)
1	$\leq 70$	Failed	18	90 %
2	$\geq 70$	Passed	2	10 %
Total			20	100 %

Source: *The English Teacher Archives, Taken on the Pre-Survey At 25 July*

2017

Based on the data above, the minimum mastery criteria (MMC) for English Junior High School of Trimurjo is 70. There are only 2 students from 18 students who have passed the minimum mastery criteria (MMC). Besides, there are 18 students included into failed level for the score  $<70$ . It can be inferred that the students writing skill score is low.

In another case, they are difficult to express their ideas. That is important matter for the students to make something that they want to write. Beside of that, the teacher usually thought the lesson by using the way which is more conventional so the students are bored to attended the lesson. Then, most of the students also have difficulties in expressing their idea in recount text because of they have lack of vocabulary.

Based on the explanation above, the researcher will find out an alternative way to solve the problem by a media in students writing recount text of the eight grade students of SMP purnama Trimurjo. One of the

alternative way is by applying the holiday picture as the media. This Holiday Picture media is one of the media that can be used to improve the students recount text writing skill.

Based on the statements above, the researcher will take a study under title: “Improving the recount text writing skills through holiday picture at the eighth grade students of the SMP Purnama Trimurjo Central Lampung”.

### **B. Problem Identification**

From the background of the study above, the researcher makes some identifications of the problem such as:

- A. The students have lack of vocabulary.
- B. The students have difficulties in expressing their ideas in writing.
- C. The students have low motivation in writing.
- D. The students are feel bored in learning writing.
- E. The English learning method are conventional method.

### **C. Problem Limitation**

In line with the problems mentioned above, the researcher limits the problem only focus on the problem of the students that have difficulties for expressing their idea in recount text writing skill.

### **D. Problem Formulation**

Concerning the background of the study and problem identifications above, the researcher formulates the problems in this study as follows:



1. Can the use of holiday picture improve the students recount text writing skills at the eighth grade students of the SMP Purnama Trimurjo Central Lampung?
2. Can the use of holiday picture improve the learning activities at the eight grade students of SMP Purnama Trimurjo Central Lampung?

## **E. Objective and Benefit of the Study**

### **1. Objective of the Study**

The objective of the study is to show the use of Holiday Picture can improve the recount text writing skill at the eighth grade students of the SMP Purnama Trimurjo Central Lampung.

### **2. Benefits of the Study**

This study is expected to give more contributions as follows:

#### **1. For the students**

Hopefully, this study can be as the motivation for the students who are expected to be more motivated to write, share idea, and also improve their own skill in writing.

#### **2. For the teacher**

Hopefully, through this study, the teacher is expected to be more powerful in conducting teaching and learning by using Holiday Picture as an alternative way.

#### **3. For other researchers**

Hopefully, for other researchers, this study can be used as the reference in order to build a prior knowledge and give a new idea for conducting the research.

## CHAPTER II

### THEORITICAL REVIEW

#### A. The Concept of Writing Recount Text

##### 1. Definition of Writing Recount Text

Spratt et al, argued that the writing involves communicating a message with a sign or symbol. It needs to make series of words or sentences in writing process to communicate in the written language.<sup>5</sup>

Actually, According to Marianne, writing is the process to gain a product. The product of writing is the written word that results in a text but the text must be read and comprehended in order for communication to take place. Similarly, writing is one of the communication tools in various aspects that help the people in realizing their communication.<sup>6</sup> Meanwhile, Oshima & Hogue state that writing is a progressive activity which is open with the result of thinking what the researcher going to say. After finished writing a text, the researcher should read the draft of writing and make corrections.<sup>7</sup>

On the other hand, Jordan, writing is a method used by human to conduct intercommunication by means of conventional visible marks or symbols. It is also used to deliver or to communicate non verbal message,

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<sup>5</sup> Mary Spratt, Alan Pulverness and Melanie Williams, *The TKT Course*, (Cambridge: Cambridge University Press, 2005), p. 26

<sup>6</sup> Marianne Celce-Murcia, *Discourse and Context in Language Teaching*, p.142

<sup>7</sup> Oshima, Alice And Hogue, Ann, *Introduction to Academic Writing: Second Edition*, (New York: Addison Wesley Longman, 1997), p.2

idea, expression, feeling, or thought. Through a piece of writing human being construct their communication in various ways.<sup>8</sup>

Furthermore, Brown explains that writing is a process of composing multiple drafts in order to make an effective product. It can be organized a thought, ideas, and feeling. In composing process, the draft is crucially needed as a first step to develop ideas. Without drafting it is hard to begin that process. After developing the thought or ideas, the revision should be applied in order that it gained a good product. Written products are frequently produced from the result of thinking, drafting, and revising procedures.<sup>9</sup>

Then, Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to reader.<sup>10</sup> writing can be defined as the written productive language skill that used to transfer information to a reader or group of readers. It is realized by the researcher's skill to apply the rules of the language she or he is writing to transfer the information she or he has in her or his mind.<sup>11</sup>

Based on the above quotations, it can be inferred that writing is one of non verbal communications. It is used by the people to share their thoughts, feelings, and ideas with others people. It needs a composing process in order that it produces a good product. The products of writing

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<sup>8</sup> R.R Jordan, *Academic Writing Course*, (England: Longman, 2003), p. 41

<sup>9</sup> H. Douglas Brown, *Teaching by Principle*, (London: Longman, 1998), p. 335

<sup>10</sup> David Nunan, *Language Teaching Methodology*, (US: Prentice Hall. 2003), P.48

<sup>11</sup> Sanggam Siahaan, *The Issues in Linguistic*, (Yogyakarta: Graha Ilmu, 2008), p.215

takes form in written result that is should be comprehended in order for a good communication to take place.

According to Harry Johnson, he defined skill as the ability to execute a pattern of behavioral elements in proper relation to certain environment.<sup>12</sup> A skill is not reflex action; it is a complex movement that requires practice. It means that skill is general ability to do action. Someone's skilled can do a thing faster with few mistakes.

Accordingly, the writer concluded that writing skill is the ability of transferring thoughts, feelings, and ideas of non verbal communication into words and sentences to produce a product on written form.

On the other hand, According to Peter Knapp, Recount Text is a text which retells events or experiences in the past. Recount is written out to inform an event or to entertain people.<sup>13</sup> Its mean that recount text is a text to retell what happened in the past through a sequence of events.

Actually, The purpose of a recount is recalls and reconstructs events, experiences and achievements from the past in a logical sequence.<sup>14</sup> Its mean that recount text is to describe past experiences by retelling events in the order in which they happened.

Moreover, Recount text is the text types tells the reader what happened in an informative or entertaining way. It is important that

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<sup>12</sup> Frank Gabriel Campos, *Trumpet Technique*, (New York: Oxford University Press, 2005), p.6

<sup>13</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar*, (Sydney: University of New South Wales, 2005), P. 224

<sup>14</sup> Bruce David, *Targeting text: Information, Recount Information Report & Explanation*, (Sydney: McPherson's Printing Group, 2000). P. 8

students understand that recount describe past events in the order in which they occurred. It begins by telling the reader who was involved, what happened, where this event took place and what it happened.<sup>15</sup>

Furthermore, Recount text is a text which tells the reader about something that was happened. It can be a story recount or factual recount. A recount text can retell an event in the form of email, a journal or a diary.<sup>16</sup> Its mean that the recount text is the text describes about the researcher's personal experience which truly happens in his or her life in the past to the readers.

Besides of the explanation there are three main types of recount texts: the personal recount that tells the reader about an event in which the researcher was personally involved, the factual recount the records an incident such as an accident or a science experiment, and the imaginative recount used in narrative writing.

Based on the explanations above, the researcher concludes that recount text is a text that retells events or experiences in the past. The text is used to inform or to entertain the reader.

Recount text writing skill is the type of writing that is the text which tells the story that was happened in the past. The purpose of recount text writing is recording the ideas which characters and words express, or of communicating them to others by visible sign. It is used by the people to

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<sup>15</sup> June Keir, *Text Types Book 3: Informative texts, Recognising, recounts and descriptions*, (Australia: Ready-Ed, 2009). P. 9

<sup>16</sup> Margaret Warner, *Easy Text Types: Text types for students who have little or no experience of English*, (Australia: Ready-Ed, 2009). P. 25

share their thoughts, feelings, and ideas with others people in the form of written communication.

## **2. The Generic Structure of Recount Text**

Below is the generic structure of recount text.<sup>17</sup>

- a. Orientation (who were involved in the story, when, and where).
- b. Events (tell what happened in a chronological order).
- c. Re-orientation/optional ( the conclusion of the experience).

## **3. Language Features of Recount Text**

Language features is a characteristic of the text, to make it is easily recognized, what tense is used, and so on.

- a. Introducing the participants
- b. Using chronological conjunction, such as; first, second, then, etc.
- c. Using action verb, such as; went, arrived, ate, jumped, etc.
- d. Using adverb and adverb of phrases, such as; in my house, slowly, etc.
- e. Using adjectives, such as; beautiful, sunny, etc.
- f. The important one is using simple past tense.

## **4. The Example of Recount Text**

Based on the explanations above about recount text, the researcher gives an example of recount text and the generic structure below:

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<sup>17</sup> June Keir, *Text Types Book*, p. 9

### Aisha's Weekend

Orientation	On the weekend I went to stay with my friend Olivia. She lives on a beautiful farm. Her mum and dad grow vegetables and sell them to the supermarkets and shops.
Events	In the afternoon I played cricket with Olivia and her brother and sister. On Saturday night we had pizza for dinner. Then we watched a program about wildlife. On Sunday I had eggs and toast for breakfast. Then I helped to pick red apples from the apple trees. I put them in a big basket.
Re-orientation/ conclusion	Later I went for a ride on brown horse. Mum picked me up at 4 o'clock on Sunday afternoon. I had a great time with Olivia on the farm. <sup>18</sup>

#### 5. The Problems of Teaching Writing Recount Text

In writing of text, many students of Junior High school found some problems for example the students cannot differentiate the classification of verb, the students are still confused about the generic structure of recount text itself, the students have a lack of vocabulary. For the problem, the students to claim that they have ideas but they do not have skill to express them in the target language. Those are some problems

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<sup>18</sup> Margaret Warner, p. 25



which should be considered, such as; mechanical problems with English script, problems of accuracy of English grammar and lexis, problems of relating the style of writing to the demands of a particular situation, and problems of developing ease and comfort in expressing what needs to be said.<sup>19</sup>

Furthermore, the researcher explains some problems faced by the teacher and the students with their strategies to overcome the problems.

a. The problems faced by the teacher

Based on the finding, the problems faced by the teacher are:

- 1) Classroom management: the class room at the eight grade of senior high school is dominated with female students so the situation of the classroom is very noisy.
- 2) Limited time: the English schedule in SMP Purnama Trimurjo is 2 x 45 minutes in a week, this time is used to teach all language skills, namely, listening, speaking, reading, and writing.
- 3) Different capability of the students: every student has different capability: every student has different capability in learning.

The students who are categorized as the slow learner learn and receive the material slowly, so it makes the teaching-learning process of recount text does not run well.

Based on the problems above, there are some ways used by the teacher to overcome the problems, they are:

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<sup>19</sup> Geoffrey Broughton, et, al., *Teaching English as a Foreign Language (2<sup>nd</sup> Edition)*, (New York: Taylor and Francis e-Library, 2003), p.116

- 1) The teacher walked around the class to make sure the students paid attention to the explain seriously or not, the teacher gave questions randomly to the students so that the students paid attention on the teacher's explanation carefully.
- 2) The teacher has less time in teaching writing or other language skill, so he continues the material in the next meeting.
- 3) The teacher gives some exercises to the students to know and measure the students' understanding.

b. The Problems Faced by the Students

The students also faced some problems in learning writing recount text, they are:

- 1) Distinguishing verb: the students find difficulty when they have to change the present verb form into past form, they also do not understood yet in differentiating between irregular verb and regular verb.
- 2) Developing idea during writing recount text: some students get difficulties in developing their ideas in writing recount text and some of them is also get difficulties to get and decide the idea before writing a recount text.
- 3) Lack of vocabulary: the students do not translate their word from Indonesian into English easily because of lack of vocabulary itself and they find difficulty not only in translating from Indonesian into English, but also in translating English into Indonesian too.

The strategies to overcome the problems faced by the students in learning writing recount text are the students ask help to the teacher and their classmates who know about their difficulties. The students who have difficulties in developing paragraph, they need teacher's help to provoke their idea. The lack of vocabulary which the students have is also one of the problems in writing recount text. The students also realize that they are lack of vocabulary, so when they know the meaning of the word, they write it down on their note book.

Based on the explanation above, the researcher concluded that the students do not have good inspiration to write in English. So, the researcher to attempt uses the holiday picture as media to improve their writing especially in recount text.

## **B. The Concept of Holiday Picture**

### **1. The Definition of Holiday Picture**

Picture is part of media in the teaching and learning process. A picture itself has some definitions based on some experts. Picture is a general verbal communication that can be understood and available everywhere. Pictures give real description of an object which are portable and can be used anytime and help an understanding on objects which are difficult to be observed. According to Wright that pictures are not just an aspect of method but through their representation of places, objects, and people

they are an essential part of the overall experiences that the teacher must help the students to cope with.<sup>20</sup>

Moreover, Brown stated poster, chart, and magazine pictures also represent old fashioned but effective teaching aids.<sup>21</sup> Picture is interesting media for the students because it is able to identify the picture perfectly. It means that the teacher should present and select the pictures which are suitable for students.

Then, According to Kemp and Snellie the uses of pictures as instructional media have several purposes. They are to motivate an interest or a degree of action, to present information, and to provide instruction.

In another hand, Pictures illustrate something like person, place or thing. It can bring to the classroom as a media to teach English. Andrew Wright explains types of pictures divided into several types, they are:

a. Pictures of person

Pictures of person are describing of someone that include who they are, what they are thinking and feeling, and the identity of them, like age, family, concern, friends, and teacher.

b. Pictures of place

Picture of place including describes of town, home, park, village, and beach.

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<sup>20</sup> Wright Andrew, *Picture for Language Learning*, (USA: Cambridge University Press, 1989), p.2.

<sup>21</sup> Douglas Brown, *Teaching by principle* , p. 143.

c. Pictures of news

Pictures of news are a picture that describes or identification an incident; including what happen where, when and to whom.

d. Picture of fantasies

Picture of fantasies are picture that having character of world of fantasy. They illustrated of daily activity, like sleeping, eating, walking.

e. Pictures of maps and symbol

Pictures of maps and symbol usually we can find in the traffic booklets, brochure, or weather map.<sup>22</sup>

In addition, there are some definitions of Holiday Picture. According to, Jon Tarrant Holiday Picture is the landmark: of course it is nice to have a family member in the picture as well, but the principal objective of the holiday snapshot is normally to record the places and things seen.<sup>23</sup> Holiday Picture is the event of picture which comprehensively represent a holiday.<sup>24</sup> Its mean that, the holiday picture is the event of the picture to record the place and the story that was happened in holiday. In this research, by using holiday picture its mean that, the students must improve their idea like who in the place and the story is they are that defined their holiday, such as; holiday in beach, in garden, and in Borobudur temple and in the zoo.

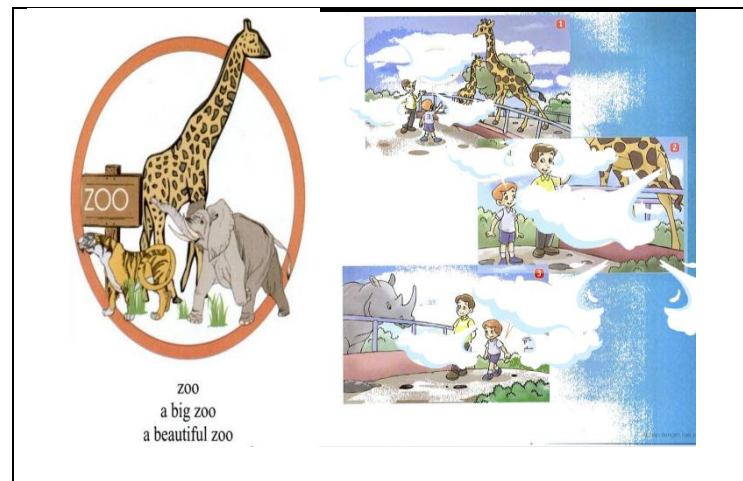
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<sup>22</sup> Wright Andrew, *Picture for Language Learning*, p. 196

<sup>23</sup> Jon Tarrant, *Digital Camera Techniques*, (United Kingdom: Focal Press, 2002) p. 96

<sup>24</sup> Wright Andrew, *Picture for Language Learning*, P. 133

The picture as follow: Mulyono, English way 2<sup>25</sup>



Source: Holiday to the Zoo

## 2. The Criteria of Holiday Pictures as a Media

According to Andrew Wright, the criteria of pictures divided into five criteria, those are:<sup>26</sup>

a. Easy to prepare

Searching picture in library is not usually difficult. We have to prepare the activities from the related book.

b. Easy to organize

Opening a textbook is not difficult to organize but most other activities do require organisational time and energy. The teacher has to decide whether the effort of organizing a more complicated activity in worthwhile in terms of the three points which follow.

<sup>25</sup> Mulyono, *English Way 2*, (Jakarta: Quadra, 2008) p.2

<sup>26</sup> *Ibid*, p.3

c. Pictures are interesting

The textbook may be interesting but, on the other hand, you and the students might like to have change from it. And, of course, the textbook may not be interesting at all. If the activity you are considering is unlikely to interest you and the students, then you will question whether it is worth doing.

d. Meaningfull and authentic

Students are going to gain more if the language they use is vital to the situation; appropriately, or indeed inappropriately. Many conventional language teaching techniques fall down heavily at this point. It is also probably true that many activities which appear to be communicative are little more than empty drills, in the sense that no-one really cares about the meaning.

e. Sufficient amount of language

To give rise to a sufficient amount of language unless point 3 above it sufficient justification for you.

### **3. The Advantages of Using Holiday Pictures**

Wright states some advantages of Holiday Pictures; they are:

- a. Pictures can motivate students and make him or her want to pay attention and take apart.
- b. Pictures contribute to the context in which language is being used.

- c. Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.<sup>27</sup>

#### **4. The Disadvantages of Using Holiday Pictures**

Shin-Mei Kao and Cecily O'Neill states some disadvantages of Holiday Pictures; they are:

- a. Pictures to specific testing procedure, it elicit only one type of discourse, namely description. Pictures not always be shortcoming because the test can elicit reliable data if it purpose of the evaluation is to assess the candidat's ability to describe events.
- b. Pictures tell very little about the candidate's capacity for interaction, since there is no actual interlocutor to interact with. Pictures are modified version, the candidate needs to describe the event according the correct sequence of the pictures to naive listener who thus needs to organize the orders of the pictures based on the description provided by the candidate.<sup>28</sup>

### **C. The Holiday Picture as Media to Teach Writing Recount Text.**

#### **1. Procedure of Using Holiday Picture in Teaching Writing recount text**

According to david, the procedure of using Holiday Picture as the media i teaching recount text have a several procedure there are;<sup>29</sup>

- a. The students often need considerable help in organizing information into chronological order. They often omit or confuse events,

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<sup>27</sup> *Ibid*, p. 17

<sup>28</sup> Shin-Mei Kao and Ohio State Univesity, *Words Into World: Learning a Second Language Through Process Drama*, (USA: Ablex PublishingCorporation, 1998) p. 138

<sup>29</sup> David Fulton, *How to Teach Writing Across the Curriculum (2<sup>nd</sup> edition)*, (New york: Routledge, 2011), p.42



especially if facts or experiences are new to them. Preliminary organization of the content as pictures on a timeline can help children recognize which events are significant and see them as a visual sequence.

- b. Refer to your picture as ‘memory-joggers’, which will help them when they come to write. Then the teacher can ask them to apply each memory-jogger into a sentence’.
- c. Sometimes, it may not be necessary to turn memory-joggers into sentences. the timeline may be all that’s needed to record understanding.
- d. The completed timeline may also be used as a paragraph planner. Before they start to write ask them to draw main idea through the timeline to show where there is a main sentence in the story.

## **2. The Steps of Teaching Recount Text Through Holiday Picture.**

Precisely because pictures are free from words, the teacher can apply the holiday picture in several steps, those are;<sup>30</sup>

- 1) The teacher gives the holiday picture to the students.
- 2) Then, the teacher asks the students to write the topic based on the holiday picture given.
- 3) The students write down their own recount text by using holiday picture.
- 4) The teacher asks the students to collect their task.

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<sup>30</sup> Tessa Woodward, *Planning Lessons and Courses*, (New York: Cambridge University Press, 2001), p. 224

- 5) Finally, the teacher checks their story to make sure their writing is written.

#### **D. Action Hypothesis**

On attempting to give a tentative solution to the problem, the researcher formulates the hypothesis as the following: the use of Holiday Picture can improve the learning activities and the recount text writing skill of the students.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Setting of the Study**

This study conducted at eighth grade of SMP Purnama where located in Karang bolong street Trimurjo Central Lampung. The head master of the school is Mr. Suradi, S.Pd. There are five classes in SMP Purnama, one class of the seventh grade, two classes of eight grade and two others of ninth grade. English is one of foreign language that taught in SMP Purnama. In this research, the researcher applied the classroom action research. This research was about improving the students recount text writing skill through holiday picture at the eight graders of SMP Purnama Trimurjo Central Lampung.

#### **B. Subject of Study**

The subject in this study was the students of the eight graders of SMP Purnama Trimurjo. Total of the students of SMP Purnama are 118 students. In conducting this research, the researcher chose class VIII A that consists of 9 male and 11 female. The total subject is 20 students. Then, in this class, the students have low score in writing. The researcher collaborated with an English teacher of SMP Purnama, Mrs. Wilis Nurati S.Pd.

#### **C. Research Procedure**

The researcher applied the Classroom Action Research in this study. According to Ary, et.al, action research is a planned, systematic, and cyclical

approach to understanding the process of learning and to analyzing the work of educational places.<sup>31</sup>

In this research procedure, have four procedure of classroom action research as follows:<sup>32</sup>

1. Reconnaissance

In this step of research procedure, the researcher directly observed the process of teaching and learning in the classroom, collected a pre-survey data in students recount text writing skill to get the problems about teaching and learning process and collected the pretest score of the students' recount text writing skill.

2. Action

- a. Planning

In this step, the researcher conducted the action research in VIII grade students of SMP Purnama Trimurjo in several cycles. The researcher discussed with English teacher or the collaborator to determine the action to solve the existing problems. Before this step also covered socializing the research program, designing lesson plan and preparing the indicator of success.

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<sup>31</sup> Donald Ary, et.al. *Introduction to Research in Education*. (Wadsworth: Cengage Learning, 2010). p. 514

<sup>32</sup> Kemmis, Stephen, Robin McTaggart, and Rhonda Nixon. *The Action Research Planner: Doing Critical Participatory Action Research*. (Singapore: Springer, 2014). p. 89

b. Implementing

In this step, the researcher conducted the teaching by using Holiday Picture. At last, the researcher gave a post-test to the students in written form.

c. Observing

In this step, the researcher collected the data which is gathered by the observer about the students responses, participation, achievement and everything found during the teaching and learning process.

d. Reflecting

In this step, the researcher analyzed the data and made the reflection of the actions. If the result of the actions did not show the improvement of the students in the recount text writing skill as what in the indicator of success, so the researcher would do the next cycle.

Here is the action research spiral adopted by the researcher:<sup>33</sup>

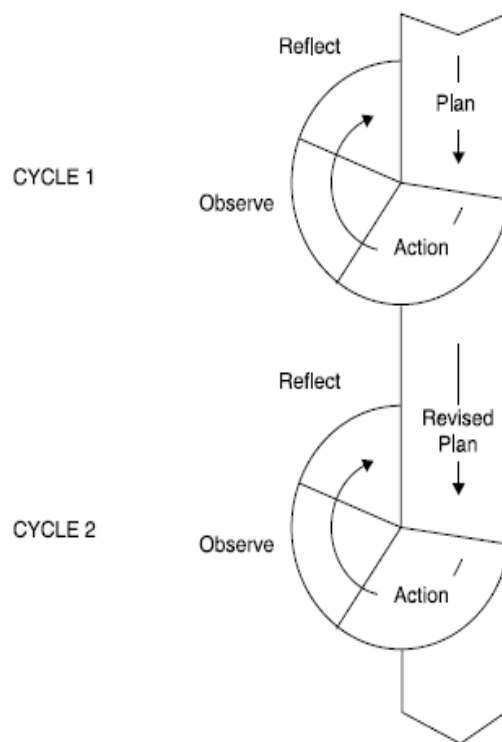


Figure 1. Kemiis and Mc Taggarts Action Research Spiral

#### D. Data Collecting Technique

The term of data collecting technique refers to the way on how the data is gathered in order to ensure the acquisition of relevant and valid information.<sup>34</sup>

In complementing the data the researcher used qualitative and quantitative data.

<sup>33</sup> David Hopkins. *A Teachers Guide to Classroom Research (4<sup>th</sup> Edition)*. (McGraw Hill: Open University Press, 2008) p. 51

<sup>34</sup> Daniel R. Tomal, *Action Research for Educator*, (USA: Scarecrow Press, Inc., 2003), p.25.

In order to gain the qualitative data, the researcher used observation and documentation.<sup>35</sup> Meanwhile, in gaining the quantitative data, the researcher used pre-test and post-test.<sup>36</sup>

### **1. Observation**

Observation is a mainstay of action research that enables the researcher to document and reflect systematically upon classroom occurring in the interactions and events.<sup>37</sup> In this research the researcher observed the students activities in teaching and learning process to know how the process of teaching and learning was held. In this case, the researcher used the technique of checklist to gather the information.

### **2. Documentation**

Documentation is used to get information that consists of public and private records that are needed in the form of newspapers, minutes of meetings, personal journals, and letters which is obtaining about a site or participations in a study.<sup>38</sup> The documentation in this study was used to collect the data in the form of photographs, pictures, written work, classroom materials, letters, class memos, and previous test or examination papers. These kinds of documentation will support the main data of this study.

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<sup>35</sup> Donald Ary, *Introduction to.*, p. 32.

<sup>36</sup> Donald Ary, *Introduction to.*, p. 274.

<sup>37</sup> Anne Burns. *Collaborative Action Research for English Language Teachers.* (Cambridge: Cambridge University Press, 1999). p. 80

<sup>38</sup> Donald Ary, *Introduction to.*, p. 442.

### 3. Test

Anderson with Arsenault said that “instrument includes test and questionnaire, observation schedules and any other tool used to collect data”.<sup>39</sup> It means that the valid data can be gained through several techniques of data collection method, one of which test. The researcher gave the students test to know the improvement of their writing skill. The test was writing a simple recount text. It was to measure the students skill in writing especially recount text. There are two tests used in this research. Those are pre-test and post-test.

#### a) Pre-Test

The researcher gave the pre-test to the students. This step was done before giving the special treatment to find out the capability and to know how far the students recount text writing skill.

#### b) Post-Test

The post-test was done after the treatment in order to find out whether using the Holiday Picture as the media can improve of the students recount text writing skill.

In conclusion, the researcher used test to collect the data. The researcher used pre-test and post-test as data collection method to measure the students recount text writing skill by using written text. The pre-test was given to the students in the first meeting in order to find out students writing skill. Written test is about the student should made a recount story

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<sup>39</sup> Gary Anderson with Nancy Arsenault, *Fundamentals of Educational Research*, (USA: Falmer Press, 2005), p. 94



about the title which they got from the researcher. Whereas the post-test was given in the last meeting after treatment. Then, the researcher assessed the students recount text writing skill by using the scoring rubric of writing skill

#### 4. Field Note

Besides three data collection method above, the researcher also use field notes to collect the data. As every researcher knows field notes are the most common of data collection technique used in action research to provide a record what is going on during an observation. Fields note can include description of places, people, the activity and the atmosphere in the classroom.

### **E. Research Instrument**

Research instrument is the tool of the research which is used to gain the validity of the data being collected.<sup>40</sup> In this study, the researcher was use four kinds of the instrument to collect data. The research instrument involves:

#### 1. Observation

The researcher used the observation guidelines as the instrument in collecting the data. Furthermore, the researcher made the observation checklist based on the guidelines about teachers performance in teaching writing, students learning activities and students writing skill by using Holiday Picture.

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<sup>40</sup> Donald Ary, *Introduction to Research in Education*, p.223

## 2. Documentation

The researcher used the documentation guidelines as the instrument in collecting data. The researcher used the guidelines of the condition of the teachers and officials, the students condition, and the organization structure of the school.

## 3. Test

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) Mechanics : 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 descriptive writing students is 100<sup>41</sup>. Here is the measurement rubric according to Joy M. Reid

Table 2

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<sup>41</sup> Joy M. Reid, *Teaching ESL Writing*, (USA: Prentice Hall Regent, 1993), Page 236-237.

## The assessment of Writing skill

<b>Writing skill</b>	<b>Score</b>	<b>Criteria</b>	<b>Criteria</b>
Content	30-27	Excellent	Knowledgeable, substantive development of text, relevant to assigned topic
	26-22	Good	Sure knowledge of subject, adequate range, limited development of text, mostly relevant to topic but lacks detail
	21-17	Fair	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Coherency	20-18	Excellent	Fluent expression, ideas clearly stated/supported, include the orientation, events optional, also clear introducing the participants. Complete and cohesive.
	17-14	Good	Somewhat choppy, loosely organized but main ideas stand out, limited support, using chronological conjunction but incomplete sequencing.
	13-10	Fair	Non-fluent, an idea confused or

	9-7	Poor	disconnected, lacks logical sequencing and development. Does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent	Sophisticated range, effective word/idiom choice and usage, verb past form , appropriate register
	17-14	Good	Adequate range, occasional errors verb past form, choice, usage but meaning not obscured.
	13-10	Fair	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured.
	9-7	Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate
	25-22	Excellent	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good	Effective but simple constructions, minor problems in complex construction, several

Language	17-11	Fair	errors of agreement, using simple past tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.  Major problems in simple/complex constructions, frequent errors of negation, agreement, using simple past tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Poor	obscured.

			No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate. <sup>42</sup>
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#### 4. Field Note

The researcher used field notes to record activities during the teaching and learning by using holiday picture as media to teach the students recount text writing skill in the classroom. Those are including classroom atmosphere, students attitude, activity and teachers activity in present in material.

#### **F. Data Analysis Technique**

In this research, the researcher conducted the data analysis by taking the average from the result of score from pre-test and post-test. To know the improvement, the researcher also compare between pre-test and post-test score. Then, the results would be matched with the minimum standard in English subject is  $\geq 70$ . If 70% of the students get score at least  $\geq 70$  in the post test, it means that Holiday Picture can improve the students recount text writing skill.

If there was some students that was not successful its mean that the researcher has to conduct the next cycle as the alternative.

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<sup>42</sup> *Ibid*, Page 236-237.

Below is the formula to analyze the data and to get the average.<sup>43</sup>

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

Where:

X = Average

$\sum x$  = Total of score

n = the total of the students.

### G. Indicator of Success

The indicator of success in this research was based on both of the learning and the product of the teaching process. According to the criteria minimum mastery criteria (MMC) the class will be successful if at least 70% of the students pass the assessment score of at least  $\geq 70$ . It means that the Holiday picture can give improvement in the students writing recount text writing skill in this research.

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<sup>43</sup> Timothy C. Urda, *Statistics in Plain English 2<sup>nd</sup> Edition*, (London: Lawrence Erlbaum Associates Publisher, 2005), p. 14

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

#### **A. Result of The Research**

##### **1. Description of the Research Location**

###### **a. The History of SMP Purnama Trimurjo Central Lampung**

SMP Purnama Trimurjo Central Lampung is a Junior High School (SMP) in Central. It is located on Jalan Notoharjo, Trimurjo, Central Lampung.

SMP Purnama Trimurjo was registered to the Department of Education and Culture with registration number: 909/I.12 BI/U/1990 and the School Statistics Number (NSS): 204120202050.

Furthermore, the solidarity of SMP Purnama Trimurjo was built by its vision and mission that highly dedicated as the main starting point to carry out the system. The vision SMP Purnama Trimurjo Central Lampung is "Realization of excellent junior high school in achievement and moral based on faith and believe". Moreover, the specific missions of SMP Purnama Trimurjo Central Lampung are generated as follows:

- 1) Knowing and Growing potencies possessed the students.
- 2) Creating a condusif learning environment and active, creative and inovative teaching.
- 3) Developing the curriculum based environment.
- 4) Creating a harmony and kinship in school environment.
- 5) Creating and Growing carely toward society cares.



6) Creating the students moral, polite and discipline.

b. The Teachers' Educational Background at SMP Purnama Trimurjo  
Central Lampung

The number of the teachers' educational background in SMP Purnama Trimurjo Central Lampung in the academic year of 2017/2018 can be identified as follows:

Table 3

The Teachers' Educational Background

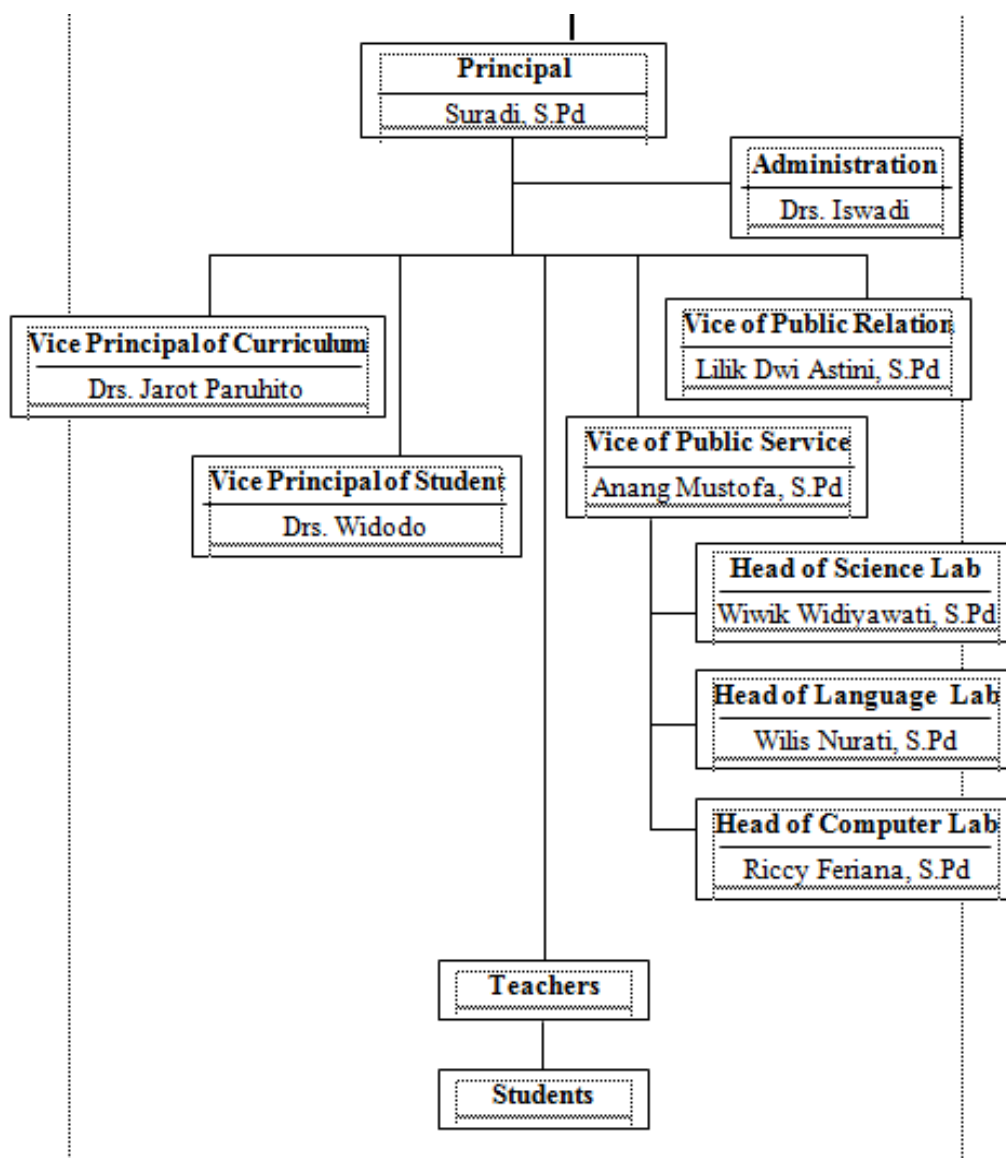
Educational Background				TOTAL
SMA	D2	D3	S1	
2	1	2	17	<b>21</b>

c. The Organization Structure of SMP Purnama Trimurjo

The Organization Structure of SMP Purnama Trimurjo in the academic year of 2016/2017 can be shown in the following figure:

Figure 2

## The Organization Structure of SMP Purnama Trimurjo



d. Students Quantity of SMP Purnama Trimurjo Central Lampung

The student's quantity of SMP Purnama Trimurjo Central Lampung in the academic year of 2017/2018 can be identified as follows:

Table 4

The Students Quantity of SMP Purnama Trimurjo Central Lampung  
in the Academic Year of 2017/2018

NO	CLASS	SEX		TOTAL
		MALE	FEMALE	
1.	Class VII	7	19	26
2.	Class VIII	19	22	41
3.	Class IX	17	34	51
<b>TOTAL</b>		<b>43</b>	<b>75</b>	<b>118</b>

## 2. Description of the Research

In this research, the researcher as an English teacher and Mrs. Wilis Nurati, S.Pd. as the collaborator conducted the research in two cycles and each cycle consists of planning, implementing, observing and reflecting. Before conducting the cycles, the researcher firstly conducted the pre-cycle or Reconnaissance to observe the process of teaching and learning in the classroom and to analyze the score of pretest.

a. Reconnaissance

In order to find the problems related to the teaching and learning process of class VIII A in SMP Purnama Trimurjo Central Lampung, the researcher conducted some sequences of the observation. The observation was conducted on Wednesday, November 15<sup>th</sup> 2017. Based on the observation, it was known that the process of teaching and learning in the classroom is ineffective and not conducive. It was described when the teacher delivered the material, there were no students who made a good response actively.

After observing the classroom activity, the researcher collected the pretest score of students' recount text writing skill. The pretest was conducted on Thursday, November 16<sup>th</sup> 2017 by measuring the students' writing skill.

The students' score of pretest was collected by asking the students to write. They were asked to write about the holiday picture given. The result of pretest could be seen on the table below:

Table 5  
The Pretest Score

NO	NAME	SCORE	NOTE
1	AWS	50	Failed
2	AFF	58	Failed
3	ASP	60	Failed

4	ENH	40	Failed
5	EF	40	Failed
6	EM	40	Failed
7	ENP	35	Failed
8	IF	35	Failed
9	JS	40	Failed
10	KW	55	Failed
11	MS	50	Failed
12	OK	50	Failed
13	PA	60	Failed
14	RDS	55	Failed
15	SBFN	45	Failed
16	SHT	55	Failed
17	SM	75	Passed
18	THP	55	Failed
19	TDA	50	Failed

20	VYH	73	Passed
<b>Total Score</b>		<b>1021</b>	
<b>Average</b>		<b>51,05</b>	
<b>Highest Score</b>		<b>75</b>	
<b>Lowest Score</b>		<b>35</b>	

Table 6

## Students' Mark of Pretest of Writing Skill Pretest

No	Mark	Frequency	Category
1	70-100	2	Passed
2	0-69	18	Failed
<b>Total Students</b>		<b>20</b>	

Based on the pretest above, it could be showed that the average score of the students in pretest was 50,05. Furthermore, the highest score of the students' pretest was 75 and 35 as the lowest. In addition, related to the minimum mastery criteria (MMC) of the English subject ( $\geq 70$ ), there were only 2 students who had passed the minimum mastery criteria (MMC) and 18 students were failed. In short, it could be concluded that the students' writing skill was very poor.

From the data above, the researcher concluded that the students' score of writing skill was poor. Besides, this number implies that; a. The

students did not understand the material yet. b. Some students' were not active in asking to the teacher. c. Some students did not respond the teachers instructions and questions. d. The students were still confused about the generic structure of recount text.

After discussing with the collaborator, Mrs. Wilis Nurati, S.Pd., the researcher had identified the field problems found in teaching and learning process as follows:

- a. The students were not confident to write English.
- b. The students had difficulties in using grammar.
- c. The students were lack of vocabularies.
- d. The students find difficulty when they had to change the present verb form into past form.
- e. The students were less active in the teaching and learning process.
- f. The condition of the class was not effective because the students who were noisy

#### b. Cycle I

Cycle I consists of planning, implementing, observing and reflecting. Here is the details explanation of each step in Cycle I.

##### 1) Planning

According to the result of the pretest above, the researcher has identified and found the problems after taking the students' pretest score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English

subject lesson plan, the material, media, observation sheet that contains about list of students' names and activity, and evaluation for the next meeting. Furthermore the researcher made the test for the students which would be in pre-test and post-test. In the post test the students were asked to compose a recount text based on the holiday picture given but between the pictures given in the pre test, post test I and post test II are different.

## 2) Implementing

In this step, the researcher conducted the implementation of the treatment in the next meeting. The researcher conducted the treatment on Wednesday, November 22<sup>th</sup>, 2017. In this meeting, the role of the researcher was as an English teacher and Mrs. Wilis Nurati, S.Pd., was as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students. Afterwards, the researcher gave the material about recount text.

At the beginning of teaching and learning process, the researcher asked to the students about recount text. Some of the students did not know at all about recount text. Secondly, the researcher explained about definition, generic structure, language feature of recount text and example of recount text.

Afterwards, the researcher explained about the application writing recount text through holiday picture, and discuss together



with the students about this material. After that the researcher gave the holiday picture. The researcher guides the students to write about the topic based on the picture given. Then, the students wrote down their own recount text by using holiday picture. After that, the researcher asked the students to collect their task.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

After did a treatment, the researcher gave post-test to the students. The post-test was conducted on Thursday, November 23<sup>th</sup>, 2017. The post-test was done to know the improvement of the students' writing skill after giving treatment. The researcher asked the students to write recount text about the holiday given. The result of post-test in cycle I could be seen on the table, as follows:

Table 7  
Post-Test I Score

<b>NO</b>	<b>NAME</b>	<b>POST-TEST 1</b>	<b>NOTE</b>
1	AWS	68	Failed
2	AFF	50	Failed
3	ASP	60	Failed
4	ENH	73	Passed
5	EF	68	Failed
6	EM	72	Passed
7	ENP	68	Failed
8	IF	58	Failed
9	JS	60	Failed
10	KW	73	Passed
11	MS	62	Failed
12	OK	63	Failed
13	PA	70	Passed
14	RDS	50	Failed

15	SBFN	73	Passed
16	SHT	68	Passed
17	SM	77	Passed
18	THP	62	Failed
19	TDA	67	Failed
20	VYH	75	Passed
<b>Total Score</b>		<b>1317</b>	
<b>Average</b>		<b>65,85</b>	
<b>Highest Score</b>		<b>77</b>	
<b>Lowest Score</b>		<b>50</b>	

Table 8

Students' Mark of Post-test I of Writing Skill

No	Mark	Frequency	Category
1	70 – 100	7	Passed
2	0 – 69	13	Failed
<b>Total Students</b>		<b>20</b>	

From the table 7, it could be analyzed that the students' average score was 65, 25. The highest score was **77** and the lowest score was 50. Based on the minimum mastery criteria (MMC),

there were 7 students that had passed on post-test I or got score  $\geq 70$ . It means that in cycle I, the students' achievement was improved enough, but it was not successful yet.

### 3) Observing

In this step, the collaborator observed the students activities. The researcher as a teacher gave material to the students about recount text. Then, the students write down their holiday picture that given.

In the learning process, there were four indicators used and mentioned to know the students' activity. Every student 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 can be seen on appendix. The indicators of the students' activities were:

- a) The students paying attention to the teachers explanation.
- b) The students ask and answer the question from the teacher.
- c) The students enjoy to write in recount text using hliiday picture.
- d) The students doing the task.

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

**Table 9**  
**The Students' Activities in Cycle I**

No	Students Activities	Frequency	Percentage
1	The students paying attention to the teachers explanation.	16	80%
2	The students ask and answer the question from the teacher.	9	45%
3	The students enjoy to write in recount text using Holiday Picture	7	35%
4	The students doing the task.	20	100%
Total students		20	

The table showed that the presence of the students paying attention to the teachers explanation (80%). Besides, there were 9 students (45%) who asked and answered the question from the teacher. 7 students (35%) who enjoy i--n writing recount text using holiday picture, 20 students (100%) who did the task. Based on the result above, it could be inferred that the learning process of cycle I was not successful yet because only two activities, they were the students' presence and the students attention, that got the percentage of  $\geq 70\%$  and the others got  $< 70\%$ .

#### 4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (MMC). It could be seen from the result of pretest and post-test I score.

From the result of observation in cycle I, there were some problems that found, as follows:

- a) There were some students that shown unenthusiastic to the teachers explanation.
- b) Some students were not active in teaching and learning process.
- c) Some students who have difficulties to express their idea.
- d) Some students did not understand yet in differentiating between past verb form and present verb.
- e) Some students did not understand the material.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

4. The teacher gave more motivation to the students in order to encourage them in studying harder and made the learning process more interesting
5. The teacher gave more clear and detail explanation, include the definition and example for the students.

6. The teacher gave more detail explanation about the material and questions after explanation the materials to control the students comprehension.
7. The teacher guided the students who they were not active yet in a class.

Furthermore, the result of the learning result in cycle I before and after doing the treatment could be analyzed in the following table.

Table 10

## Students' Score at Pretest and Post-Test I

No	Name	Pretest Score	Post-Test I Score	Improvement	Explanation
1	AWS	50	68	18	Improved
2	AFF	58	50	-8	Decreased
3	ASP	60	60	0	Constant
4	ENH	40	73	33	Improved
5	EF	40	68	28	Improved
6	EM	40	72	32	Improved
7	ENP	35	68	33	Improved
8	IF	35	58	23	Improved

9	JS	40	60	20	Improved
10	KW	55	73	18	Improved
11	MS	50	62	12	Improved
12	OK	50	63	13	Improved
13	PA	60	70	10	Improved
14	RDS	55	50	-5	Decreased
15	SBFN	45	73	28	Improved
16	SHT	55	68	13	Improved
17	SM	75	77	2	Improved
18	THP	55	62	7	Improved
19	TDA	50	67	17	Improved
20	VYH	73	75	2	Improved
<b>Total</b>		<b>1021</b>	<b>1317</b>	<b>296</b>	
<b>Average</b>		<b>51,05</b>	<b>65,85</b>	<b>14,8</b>	

In this research, pretest and post-test I had done individually. It was aimed to know the students' writing skill before and after the treatment. From the result of pretest and post-test I, it can be analyzed that there was an improvement from the students' result



score. It could be seen from the average score in pretest 51,05 and post-test I 65,85. Although there was an improvement of the students' achievement, cycle I was not successful yet because only 7 students (35%) who passed in post-test I. It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

c. Cycle II

The cycle II was similar with cycle I. It was divided into planning, implementing, observing, and reflecting. It would be explained more as follows:

1) Planning

Based on the observation and reflection in cycle I, it showed that cycle I was not successful yet. Therefore, the researcher and the collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, and post-test II.

2) Implementing

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students be more active. The

implementation of this step was conducted in two meetings, namely: treatment and post-test II.

The treatment in cycle II was conducted on Wednesday, November 29<sup>th</sup>, 2017. It was started by greeting and asking the students condition. The researcher as a teacher explained the material about recount text. The teacher asked to the students to mention about definition of recount text, generic structure, language features, and example of recount text. Moreover, the teacher gave the holiday picture. Then, the teacher asked them to write about the topic based on pictures given. Then, the students write down their own recount text by using holiday picture. The students collect ther task.

In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to writing more in order to got good scores especially in English subject.

After giving the treatment twice in cycle II, the researcher conducted post-test II on Thursday, November 30<sup>th</sup>, 2017. The test was asked the students to write recount text about the holiday given. The result of post-test II could be seen on the table below:

Table 11  
Post-Test II Score

<b>NO</b>	<b>NAME</b>	<b>POST-TEST II</b>	<b>NOTE</b>
1	AWS	76	Passed
2	AFF	75	Passed
3	ASP	75	Passed
4	ENP	75	Passed
5	EF	75	Passed
6	EM	76	Passed
7	ENP	75	Passed
8	IF	58	Failed
9	JS	60	Failed
10	KW	77	Passed
11	MS	72	Passed
12	OK	74	Passed
13	PA	73	Passed
14	RDS	73	Passed

15	SBFN	74	Passed
16	SHT	74	Passed
17	SM	80	Passed
18	THP	62	Failed
19	TDA	75	Passed
20	VYH	80	Passed
<b>Total Score</b>		<b>1459</b>	
<b>Average</b>		<b>72,95</b>	
<b>Highest Score</b>		<b>80</b>	
<b>Lowest Score</b>		<b>58</b>	

Table 12

Students' Mark of Post-test II of Writing Skill

No	Mark	Frequency	Category
1	70 – 100	17	Passed
2	0 – 69	3	Failed
<b>Total Students</b>		<b>20</b>	

Based on the table above, it could be seen that the students' average score in post-test II was 72,95. The highest score was 80 and

the lowest score was 58. According to the minimum mastery criteria (MMC), 85% students had passed the test. Most of the students could improve their writing skill. It means that cycle II was successful.

### 3) Observing

In this step, the researcher presented the material by using holiday picture. In the learning process, there were also four indicators used to know the students' activities like in the 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 follows:

Table 13

The Students' Activities in Cycle II

No	Students Activities	Frequency	Percentage
1	The students paying attention to the teachers explanation.	20	100%
2	The students ask and answer the question from the teacher.	15	75%
3	The students enjoy in writing recount text using holiday picture.	19	95%
4	The students doing the task.	20	100%
<b>Total students</b>		<b>20</b>	

The table above showed that the students activity in cycle II was improved. The students activities that had high percentage were the students paying attention to the teachers explanation (100%). Besides, there were 15 students (75%) who asked and answered the question from the teacher. 19 students (85%) who enjoy in writing recount text using holiday picture, 20 students (100%) who did the task. Based on the result above, the researcher indicated that learning process in cycle II was successful because all indicators of the students' learning activities got the percentage of  $\geq 70\%$ .

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. There was  $> 70\%$  of students who passed the post-test. It means that the students' writing skill had improved. From the result above, the researcher concluded that this research was successful and would not be continued to the next cycle.

The students score on writing skill from post-test I to post-test II could be seen on the table below:

Table 14

Students' score at Post-Test 1 and Post-Test II

No	Name	Post-Test I Score	Post-Test II Score	Improvement	Explanation
1	AWS	68	76	8	Improved
2	AFF	50	75	25	Improved
3	ASP	60	75	15	Improved
4	ENP	73	75	2	Improved
5	EF	68	75	7	Improved
6	EM	72	76	4	Improved
7	ENP	68	70	2	Improved
8	IF	58	58	0	Constant
9	JS	60	60	0	Constant
10	KW	73	77	4	Improved
11	MS	62	72	6	Improved
12	OK	63	74	11	Improved
13	PA	70	73	3	Improved

14	RDS	50	73	23	Improved
15	SBFN	73	74	1	Improved
16	SHT	68	74	6	Improved
17	SM	77	80	3	Improved
18	THP	62	62	0	Constant
19	TDA	67	75	8	Improved
20	VYH	75	80	5	Improved
<b>Total</b>		<b>1317</b>	<b>1459</b>	<b>133</b>	
<b>Average</b>		<b>65,85</b>	<b>72,95</b>	<b>6,65</b>	

Based on the result above, it could be inferred that holiday picture as the media could improve the students' writing skill because there was an improvement from the total average in post-test I 65,85 became 72,95 in post-test II. In the cycle II, most of the students could develop their writing skill. It means that cycle II was successful.

This table is to describe the comparison of the students' result in post-test I and post-test II.



Table 15  
The Comparison between Students' Writing skill  
Post-test I and Post-test II

No	Name	Post-Test I Score	Post-Test II Score	Note
1	AWS	68	76	Improved
2	AFF	50	75	Improved
3	ASP	60	75	Improved
4	ENP	73	75	Improved
5	EF	68	75	Improved
6	EM	72	76	Improved
7	ENP	68	70	Improved
8	IF	58	58	Constant
9	JS	60	60	Constant
10	KW	73	77	Improved
11	MS	62	72	Improved
12	OK	63	74	Improved

13	PA	70	73	Improved
14	RDS	50	73	Improved
15	SBFN	73	74	Improved
16	SHT	68	74	Improved
17	SM	77	80	Improved
18	THP	62	62	Constant
19	TDA	67	75	Improved
20	VYH	75	80	Improved
<b>Total</b>		<b>1317</b>	<b>1459</b>	
<b>Average</b>		<b>65,85</b>	<b>72,45</b>	

Based on the table of the comparison between students' result score in post-test I and post-test II, there were 17 students (85%) who passed the test in post-test II. Therefore, the researcher concluded that the research was successful because the indicator of success had been achieved in this cycle. It means that it would not be continued to the next cycle.

## **B. Interpretation**

### 1. Cycle I

In the first step of Cycle I, the researcher discussed with the collaborator, Mrs. Wilis Nuryati, S.Pd., to prepare some kinds of teaching designs. Then, in the implementation stage, the researcher gave the treatment to the students. The treatment was conducted by teaching the students using holiday picture as the media. Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzing the result of post-test I, the researcher concluded that there were 7 students (35%) students who passed the post-test I. The lowest score was 50, the highest score was 77, and the average score was 65,85.

From the result of the students score in pretest and post-test I, there was an improvement from the students result score. It could be seen from the average score in pretest 51,05 and post-test I 65,85. Although there was an improvement of the students achievement, cycle I was not successful yet because only 7 students (35%) who passed in post-test I. It means that in the cycle I, the students achievement was improved enough but it was not successful yet 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 the indicator of success was not reached yet. In the cycle II, the researcher gave the treatment then the post-test II. After that, the researcher analyzed the result of post-test II and concluded that there were 17 students (85%) who passed the test because they got score  $\geq 70$ . In post-test II, the lowest score was 58, the highest score was 80, and the average score was 72,95.

From the result of the students' score from post-test II, it could be concluded that there was an improvement of the students' score. The improvement could be seen on the average score. The average score in the post-test I and post-test II were 65,85 and 72,95, then the increasing score was 7,10. In the pretest, post-test I, and post-test II, the total students who got score  $\geq 70$  were 2, 7 and 17 students. Because the achievement of the students had been improved enough and the indicator of success was reached, the research was successful and would not be continued to the next cycle.

## 3. Students' Score in Pretest, Post-test Cycle I, and Post-test Cycle II

English learning process was successful in cycle I but the students' average score was low. Meanwhile, the score of the students in post-test I was higher than pretest. Moreover, in cycle II, the students' average score was higher than cycle I. The following table below was the table of illustration score in students' pretest, cycle I and cycle II:

Table 16

Students' Score of Pretest, Post-test I, and Post-test II

No	Name	Pretest Score	Post-Test I Score	Post-Test II Score
1	AWS	50	68	76
2	AFF	58	50	75
3	ASP	60	60	75
4	ENH	40	73	75
5	EF	40	68	75
6	EM	40	72	76
7	ENP	35	68	70
8	IF	35	58	58
9	JS	40	60	60
10	KW	55	73	77
11	MS	50	62	72
12	OK	50	63	74
13	PA	60	70	73

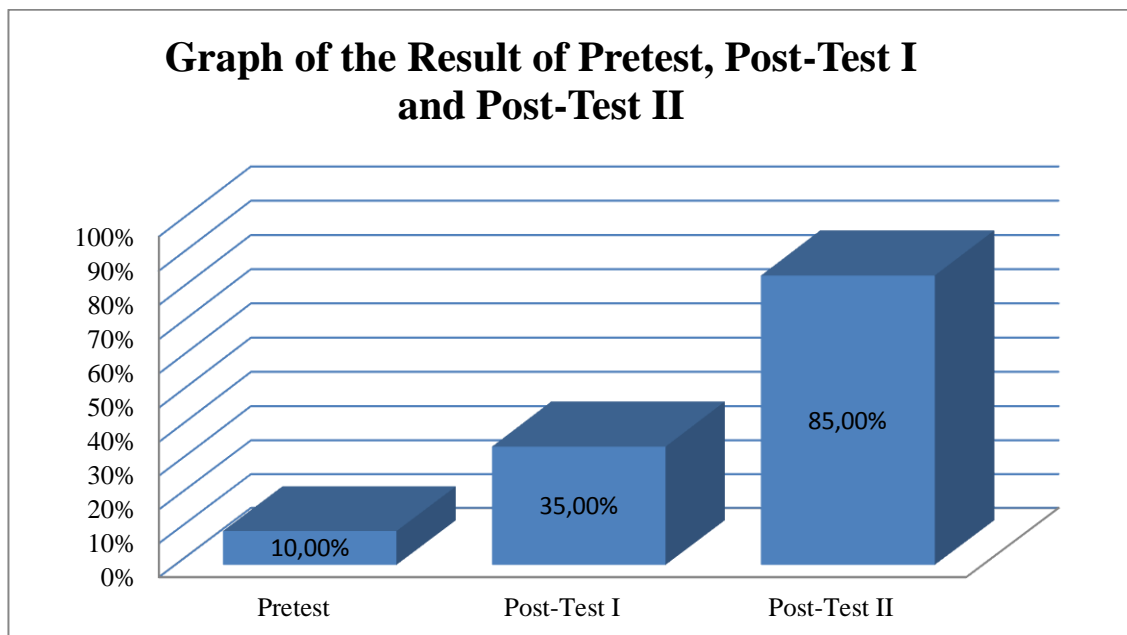
14	RDS	55	50	73
15	SBFN	45	73	74
16	SHT	55	68	74
17	SM	75	77	80
18	THP	55	62	62
19	TDA	50	67	75
20	VYH	73	75	80
<b>Total</b>		<b>1021</b>	<b>1317</b>	<b>1459</b>
<b>Average</b>		<b>51,05</b>	<b>65,85</b>	<b>72,95</b>

Based on the result of pretest, post-test I and post-test II, it was showed that there was an improvement of the students' score. It could be seen from the average score from 51,05 to 65,85 became 72,95. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

The researcher showed the graph of the result of pretest, post-test I and post-test II, as follows:

Figure 3

## Graph of the Result of Pretest, Post-test I and Post-test II



Based on the graph above, it can be inferred that Holiday Picture as the media could improve the students' writing skill. It was supported by the improving scores of the students from pretest to post-test I and from post-test I to post-test II.

#### 4. The Comparison of Pretest and Post-test

Based on the explanation of cycle I and cycle II, it could be inferred that the application of Holiday Picture as the media could improve the students writing skill. There was a progress average score from 10% to 35% and to 85%.

From the graph in figure 4.1, it could be seen that there was an improvement on the average score and total of the students who passed the test from pretest, post-test I to post-test II.

In the graph above, the average score in the pretest was 51,05 and only 2 students or (10%) passed the test. Moreover, in the post-test I and II there was 7 students or (35%) who passed the test with the average score of 65,85 and 17 students or (85%) who passed the test with the average score of 72,95. From the explanation above, the researcher concluded that the research was successful and the cycle could be stopped in the cycle II because the indicator of success (70% of students got score  $\geq 70$ ) was reached.

#### 5. The Result of Students' Learning Activities in Cycle I and Cycle II

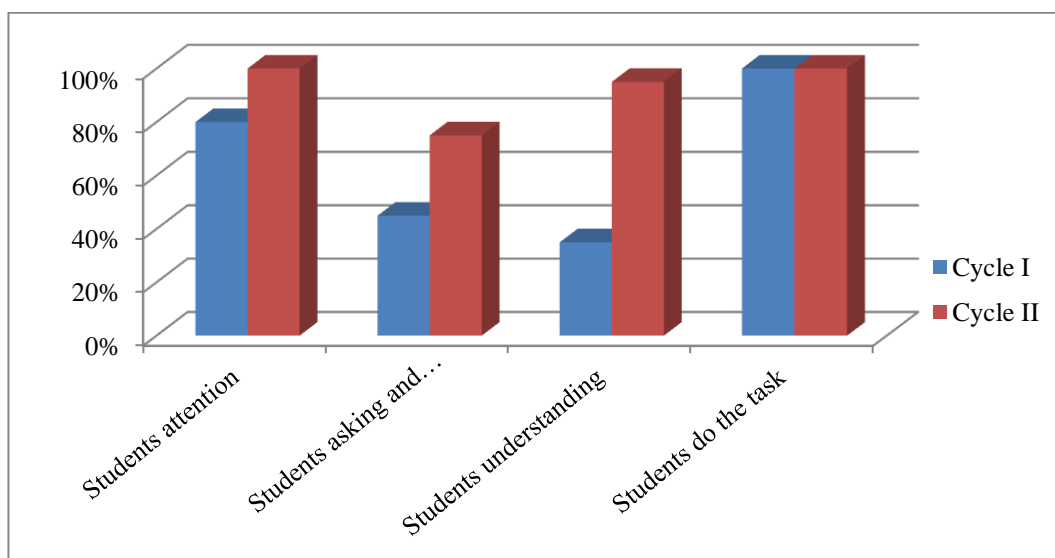
The students' learning activities data was gotten from the whole students' learning activities on the observation sheet. The improvement table could be shown as follows:



Table 17

## Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improvement
		F	Percentage	F	Percentage	
1	The students paying attention to the teachers explanation.	16	80%	20	100%	20%
2	The students ask and answer the question from the teacher.	9	45%	15	75%	30%
3	The students enjoy in writing recount text using holiday picture.	7	35%	19	95%	60%
4	The students doing the task.	20	100%	20	100%	0%

**Figure 4****Graph of the Students' Result of Learning Activities in Cycle I and Cycle II**

Based on the graph above, it can be explained as follows:

- a. The students paying attention to the teacher's explanation.

The students attention while in the process of teaching and learning. In the cycle I, the percentage of the students attention was 80%. They paid attention along the English lesson especially when the teacher explained the material and gave the instructions. Then, in the cycle II, the students had more paid attention to the teacher with the percentage of 100%. The improvement of the students attention from the cycle I to the cycle II was 20%.

- b. The students ask and answer the question from the teacher.

In the cycle I, the percentage of the students asking and questioning was 35%. The students who understood the material from the teacher was improved from the first meeting to next meeting. It showed when

the teacher asked the students to ask the teacher; they were not brave to ask the teacher although some students be brave to ask the teacher. Then, in the cycle II, the teacher gave the questions to the students; they were brave to answer although not all the questions could be answered well with the percentage 75%. The improvement of the students' attention from the cycle I to the cycle II was 30%.

- c. The students enjoy in writing recount text using holiday picture.

The students enjoy in writing recount text using holiday picture in the cycle I can be shown in the percentage of 35%. It means that the students enjoy to write the recount text using holiday picture. The students almost silent in teaching and learning process. Then, in the cycle II, the students more enjoy to write the rcount text using holiday picture with the percentage of 95% and the improvement was 60%.

- d. The students doing the task.

The students did the task was constant (100%) from the first meeting of post-test I up to post-test II.

Based on the data above, it could be concluded that the students were active in the learning process because most of the students shown good improvement in their learning activities when Holiday Picture as the media was applied in the learning process from cycle I up to cycle II.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the application of Holiday Picture as the media in students' recount text writing skill, it could be concluded that there was an improvement of the students' recount text writing skill by using Holiday Picture as the media among the eighth graders of SMP Purnama Trimurjo Central Lampung. It can be proved by the result of observation sheet on students' activities. It shows that there is improvement in students' activities from the cycle I to cycle II. The average in cycle I is 65% and cycle II is 92,5%. It achieves the indicator of success when 70% of the students are active in learning process.

Furthermore, the recount text writing skill also improve through the use of holiday picture. It is supported by the improvement of the students' average score from pretest 51,05 to post-test I 65,85 then became 72,95 in post-test II. In the cycle I, there are 7 students who passed the test. Moreover, in the cycle II, there are 17 students who get score  $\geq 70$ . It means that the result of cycle II reach the indicator of success that is  $\geq 70\%$  of the students who fullfil the MMC. It is clear enough to state that Holiday Picture as the media can be use to improve the students' recount text writing skill.

## **B. Suggestion**

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

1. The students are suggested to be more active in the process of learning English so they can be more competent and well practiced of the material that has been given by the teacher especially in their skill of writing.
2. The students are suggested to improve their personal competencies of regular and irregular verb, grammar, vocabularies, and verb form in order to have a good skill in writing recount text English.
3. It is suggested for the English teacher to use Holiday Picture as the media as an alternative media in the classroom because this media is an effective, simple, and very beneficial to improve the students' recount text writing skill and to encourage the students in their learning process.
4. The teacher is also expected to give more motivation to the students in order to be more excited in learning English since many students assume that English is very difficult subject to be learned.
5. It is suggested for the headmaster in order to persuade the teachers to use this media because it is very effective media to be applied for the teacher in teaching and delivering the material.