

**The Effect of Using Picture Series on Students' Writing Recount Text at the
Eighth Grade Students in SMPN 6 Jambi
Academic Year 2018/2019**

A Thesis

**Submitted as Partial Fulfillment of the Requirement
for the Degree of Sarjana (S1)
in English Education**



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Faculty of Teacher Training and Educational Sciences
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Jambi
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APPROVAL

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LETTER OF RATIFICATION

This thesis entitled “ *The effect of using picture series on students’ writing recount text at the eighth grade students in SMPN 6 Kota Jambi in the academic year 2018/2019*”, is written by Ria Anggraini, students’ number 1400888203050, has been examined in front of the team of examiners.

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STATEMENTS OF WORK'S ORIGINALITY

I honestly declare that the thesis I wrote does not contain the works or part of the works of other people, except those cited in the quotations and bibliographies, as a scientific paper should.

Jambi, April 2019

Ria Anggraini
NPM. 1400888203050

MOTTO

“I’m not a psychopath. I’m a highly functioning sociopath.”

-Sherlock Holmes-

“Alone is what I have. Alone protects me.”

-Sherlock Holmes-

DEDICATION

This thesis have been dedicating with love and gratitude to :

Mr. M. Riad, S.E. (My Beloved Father) and Mrs. Fadlun (My Beloved Mother)

For all that you've been to me.

For all you've done for me.

PREFACE

First of all, thank you very much to ALLAH SubhanallahTa'ala because of the help of ALLAH, researcher finished a thesis entitled “The Effect of Using Picture Series on Students Writing Recount Text at The Eighth Grade Students in SMPN 6 Jambi Academic Year 2018/2019” right in the calculated time. This thesis is one of the requirement for the degree of sarjana pendidikan (S.Pd) in English education.

Thank you to all individuals who helps in the process of writing this thesis. Hopefully, this thesis can be beneficial to all, especially to the researcher and the readers. Thank you.

Jambi, April 2019

The Researcher,

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Thank you very much to ALLAH SUBHAANAHU WA TA'ALA, for all of ALLAH mercy and grace as well as our prophet MUHAMMAD SHALLALLAAHU'ALAIHI WASALLAM, because of His grace and guidance I can finished this thesis.

In this opportunity, the resercher would like to express special and deep gratitude and appreciate to :

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As a researcher of this thesis, the researcher knows are so many mistakes. So, I do apologize. I hope this thesis will be useful for those who read and welcome suggestions which are useful to improve this thesis.

Jambi, April 2019

The Researcher,

Ria Anggraini
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ABSTRACT

Anggraini, Ria. (2019) “The Effect of Using Picture Series on Students’ Writing Recount Text at The Eighth Grade Students in SMPN 6 Jambi Academic Year 2018/2019”. A thesis, English Educational Study Program. Faculty of Teacher Training and Education. University of Batanghari. Advisor: Dra. Hj. Wennyta, M.Pd. Co-advisor: Yanti Ismiyati, M.Pd.

Keywords: Picture Series, Writing, Recount Text.

This research aims to investigate the kind of activities take place during the process of teaching writing recount text through picture series and to identify the benefits that the students obtained from writing recount text through picture series. This research used cluster sampling and used the eighth grade students of SMP Negeri 6 Jambi as the population. The researcher used two classes as the samples those are VIII A and VIII B those consisted of 35 students each class. Researcher choosed the VIII A as a control class and VIII B as a experimental class. To measure the score of the students’ writing skill progress, used pre-test and post-test and the writing test were consist of four items. They are: Grammar, Coherence, Vocabulary, Punctuation and The purpose of text communication. Pre-test was done before did the treatment where as post-test was done after the researcher did the treatment. There were twelve meetings for the experimental class and control class. In the control class the pre-test result showed that the mean score of data is 49 and the post-test showed that the mean score of data is 53. Fom 33 students the lower score is 25 and the higher score is 75. Meanwhile, in the experimental class the pre-test showed the mean score of data is 62 and the post-test showed that the mean score of data is 81. In paired sample t-test is ,000 with the significance 0,05 must be lower than 0,05. The answer of research problem was proven that there was effective of using picture series on students’ writing recount text, where there is a significant progress in students’ writing recount text.

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English language is one of the crucial subjects that implemented in Indonesian curriculum. Listening, speaking, reading, and writing are the four language skills. Listening and reading are categorized as the receptive skills, while speaking and writing are categorized as the productive skills.

Students have difficulties for each skills but writing is the hardest skill to be learnt and mastered as students need to organize their ideas into phrases, sentences, and paragraphs. According to Brown claims that writing is more difficult, as it is not only to create accurate and complete sentences and phrases but also it is to guide students in producing whole communication for instance they organize and expand their knowledge, ideas, or notions for audiences or readers.

Writing, furthermore, much more complicated because it has attitudes that relates to the value of written texts and premises built with “correctness” and the gravity of people’s errors. In short, writing is the most difficult skill that should be mastered, as students have to produce language communication in which it asks the student to organize their ideas into a written form. Writing is one of language skills that have to be master by the students.

Therefore, it can be said that organizing English texts is not easy and needs hard work and more practice because writing has its own characteristics based on its analytical scale such as content (development of ideas), organization (introduction, body, and conclusion), vocabulary, grammar, and mechanics. As a subject matter that should be taught, English language also has writing skill in its syllabus. Based on Indonesian curriculum, there are many text types that taught such as descriptive, recount, narrative, report, procedure, etc. Each text type has distinction either its own generic structure or language feature in its writing, including recount text. Recount text is one of text types that should be comprehended because it is considered as a difficult text. Recount text has its own generic structure for instance orientation (introduction which tells background

information of a story such as how many people involved), events (activity that done and occurred), and re-orientation (closing or conclusion of a story). In fact, however, writing a recount text is not easy.

During the instructional process, some issues could be found as follows such as the writer found students have difficulties to produce coherent and understandable recount text. Students are still confused in considering how the ways are to construct a phrase, a clause, a sentence coherently and grammatically. They often use the Indonesian sentences style while writing the text. The writer, then, identified that the students cannot understand how to get ideas especially on writing generic structure of recount text (orientation, events and reorientation).

Students do not really know what they should write about their past experience, although they have appealing ideas for certain topics. Students, moreover, are lack of vocabularies, and weak at their sentence structures especially on past tense which is needed in writing recount text. For instance, students do not pay attention to the tense as they know there are no tenses in Indonesian and English is only a foreign language for them.

The writer, furthermore, stated that most of the teachers have not given a lot of opportunities to students to practice and develop writing skill and have not given correct treatment to the students' writing problem. Briefly, English teacher does not provide a chance to learners to practice writing; only gives one skill in teaching students for instance he or she only provides them reading or speaking skill in a material – the teacher does not combine the four English skills.

Lastly, the writer said that the English teacher does not give appropriate and various writing tasks to the students because the tasks take time and pretty long to be assessed. These similar issues also arisen in the previous semester or year, according to another English teacher at the school which implies that students need solutions in dealing with those issues.

Based on Depdiknas (2002). English learning process includes listening, reading, speaking, and writing as the form of spoken and written cycle. Carter, et al (2002) argues that writing is important for career and personal life because others will judge our thinking ability according to what we write and how we write it. A well-written job application letter, for example can make someone get

a job or be turned away. Therefore, good writing skill is necessary to communicate our knowledge and thought clearly and effectively. According to Feez and Joyce (1998:1), writing is the craft of creating written text. Text are whole pieces of writing which hang together as complete product. Everyone can learn this craft they are equipped with the right tools. Feez and Joyce (1998) also states that written English is not the same with spoken English and cannot just be written as it spoken. They need to write different type of texts to achieve different purposes. Different texts are structured in different ways. Vocabulary and grammatical structures help to make the writing fit the different subject area.

Base on Byrne (1988:5), writing is learned through a process of instruction: we have to master the written form of the language and to learn certain structures which are important for effective communication in can be understood by a reader who is not present and perhaps by a reader who is not known to us. Writing is a skill which is both limited in value and difficult to acquire, we should be very clear about our purposes in teaching it.

Based on the explanation above, it can be concluded that writing is important for our life. It can be a great tool to help us know more about the way we think because it can solidify ideas and thoughts, and allow us to reflect on them better than if the ideas remained evolving in our head. Besides, it helps us to learn how to form language, how to spell, how to put together a plot and how to make a logical argument or how to persuade, mainly through writing. Hence, writing is needed to be mastered by all people, especially the students because writing is how much of the world communicates. If we do not write, it means that we cut ourselves off from a large community. Learning from this fact, nowadays, teaching writing to the students becomes a necessity. However, many teachers selected the writing skill in their teaching. This happened because writing is regarded as the most difficult skill to be taught in English subject. And this happened for many reasons. For example, because of the teachers didn't have good ability in teaching writing, teachers lack of creativity, students have lack of motivation, and many other aspects involve in this situation.

1.2 Identification of the Problem

Based on the background explained above, then the identification of the problems can be write as follows:

1. Students have difficulties to produce coherent and understandable recount text.
2. Students cannot understand how to get ideas especially on writing generic structure of recount text (orientation, events and reorientation).
3. Students are lack of motivation to learn, lack of vocabularies, and lack of understanding grammatical structures.
4. Most of the teachers have not given a lot of opportunities to students to practice and develop their writing skill.
5. The English teacher does not give appropriate and various writing tasks because the tasks take time and pretty long.

1.3 Limitation of the Problem

The research is to know the effect of using picture series on students' writing recount text. The researcher focus to use picture series. This research will be conduct at the eighth grade students at SMPN 6 Kota Jambi. Picture series can help the teacher in convey the material easily.

1.4 Problem of the Research

Based of the background above the problem of the research was The research aims to know”, Is there any significant effect of using picture series on students' writing recount text at the eighth grade students in SMPN 6 Kota Jambi in the academic year 2018/2019”?

1.5 Objectives of the Research

The research aims to know if there is any significant effect of using picture series on students' writing recount text at the eighth grade students in SMPN 6 Kota Jambi in the academic year 2018/2019.

1.6 Significance of the Research

The researcher expects this research can give benefits, both theoretical and practical.

1.6.1 Theoretical Benefit

Theoretically, the researcher expects this research can give information about effect of using picture series on students' writing recount text, especially for the teachers and other researcher expect the theories can helps the teacher and the other researcher to practice in the classroom.

1.6.2 Practical Benefit

The Students

Using picture series to learn, to know the effect of students in writing recount text and make the students more interest. Make the students enjoy in teaching learning process. Make the students more easily to writing.

The Teachers

For the teachers, using picture series are one of the media can develop the quality in teaching learning process. It can be a solution to teaching students' writing, so the teachers and students more enjoy to interaction in the classroom.

Other Researchers

The researcher expects this research can inspire them to conduct further research relate to the use of picture series.

1.7 Basic Assumption

Writing is one of language skills that have to be master by the students. Based on Depdiknas (2002). English learning process includes listening, reading, speaking, and writing as the form of spoken and written cycle. Carter, et al (2002) argues that writing is important for career and personal life because others will judge our thinking ability according to what we write and how we write it. A well-written job application letter, for example can make someone get a job or be turn away. Therefore, good writing skill is necessary to communicate our knowledge and thought clearly and effectively.

1.8 Definition of Key Terms

There are terms mostly use in this research that need to be define. They are effect, learning, learning media, picture series, writing, and recount text.

Effect

In Oxford learner's pocket dictionary (2008) The effect (change) is result or make successful.

Learning

Ambrose (2010) explains, learning is a process that leads to change, which occur as a result of experience and increase the potential of improved performance and future learning.

Learning Media

Kozma (1991 : Vol.61[2]) describes, learning with media as a complementary process within which representations are construct and procedure perform, sometimes by the learner and sometimes by the medium.

Picture series

Hamzah (2001) states picture series is set of visual representation of people, places, or object are realize on paper, photo, drawing, or other material.

Writing

Richard Kern (2000,72) states writing is functional communication, making learners possible to create imagined worlds of their own design.

Recount Text

Recount Text is a recount which list and describe past experiences by retell events in the order in which they happened (chronological order).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Effect

2.1.1 Theories of Effect

The effect is the degree to which something is successful in producing a desired result or making success. In Oxford learner's pocket dictionary (2008) The effect is result or making successful. Another dictionary also says the same thing if "effect is making success". In Cambridge dictionary accessed in dictionary.cambridge.org explains, effectiveness is the ability to be successful and produce the intended results.

The effect is being in result to make successful. Based on the statement above the researcher can conclude that effect or effective producing a decided, decisive, or desired effect. The increase of knowledge, quality, and etc.

2.2 Learning

2.2.1 Theories of Learning

Learning is a process to find experience. The process to get something new that is useful for a better life. Process to get information and process adding to our knowledge. In Oxford learner's pocket dictionary (2008) learning is knowledge gained by study. According to Knowles (2005) learning is the process of gaining knowledge and expertise.

Meanwhile, According to Bingham and Conner (2010) We define learning as the transformative process of taking in information that when internalized and mixed with what we have experienced changes what we know and builds on what we do. It's based on input, process, and reflection. It is what changes us. Ambrose (2010) explains, learning is a process that leads to change, which occurs as a result of experience and increases the potential of improved performance and future learning.

The statement above says that learning is improved performance and future learning. Meanwhile, Clark and Mayer (2008) states that, Learning involves strengthening correct responses and weakening incorrect responses. Learning involves adding new information to your memory. Learning involves

making sense of the presented material by attending to relevant information, mentally reorganizing it, and connecting it with what you already know.

Learning is a process that leads to interaction between person and another, as well as its interaction with the surrounding environment. The learning process can be done any time and anywhere. Then, can be done with any media, depending on the needs of each individual.

Based on experts' explanation above, the researcher can concluded that learning is process to get information, and to get knowledge to our life. Process to increase the potential and to get new experience. The learning process we can get in anywhere, not just in school. As well as the learning process can be done with any media.

2.2.2 Theories of Teaching Media

The development of science and technology increasingly encourage renewal efforts in the utilization of technology results in teaching and learning process. In the global era, media is a teaching and learning tool. Everything that can be used to stimulate thoughts, feelings, and abilities or skills of learners so as to facilitate the process of learning. According to Brown in *media for education* accessed in educasi-mediafor.blogspot.co.id stated, instructional media are utilized in learning activities will affect the effectiveness of learning.

Teaching aids are valuable instructional tools that can help make learning more effective and interesting. Harmer says that a range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities.

Jeremy Harmer (2007) explains, popular print media offer good opportunities for improving learners' reading and writing skills in particular. Popular electronic media provide teachers with excellent resource for improving language skills, such as listening and speaking. Carol Bertram (2010) explains, it means that there are so many medias that can be used in eaching listening.

Reiser and Dick (1996) states, designate instructional media as one of the instructional planning that should be prepared by teachers before coming in classroom.

Meanwhile, Kozma (1991 : Vol.61[2]) describes, learning with media as a complementary process within which representations are constructed and procedures performed, sometimes by the learner and sometimes by the medium. Kozma mentions learning with media that many kinds. Among others, learning with books, television, computers, and multimedia environments.

Based on experts' explanation above the researcher concluded, learning media is a teaching tool to help students, to stimulate abilities or skills in teaching English writing. Learning media can help students to active and interesting in the class. The researcher focus to used picture series as a media in teaching English writing.

2.3. Writing

2.3.1. Theories of Writing

Writing is a communicative act, it is a way of share information, think, experiences, or ideas, between ourselves and others. According to Scott (1996, cited in Rozimela, 2004), writing activities are direct to writing for communication, not writing for exercise. This means that the teachers need to realize that writing activities are an important part of English teaching. The students will be able to develop their writing ability.

Writing involves several components which have to be consider while a student is writing, for example contents, rhetoric, vocabularies, grammatical structure, and writing mechanics such as punctuation an capitalization (Hartfiel, et al., 1985:102. Cited in Cahyono, 2001:44). These considerations imply that writing is not simple activity because there are a lot of aspects to be deliberated in the process of writing. Therefore, regard the complexity of writing the appropriate approach will be implement in order to cope with the obstacle.

Writing is the skill that processed by human being to produce his or her ideas and thought into written-forms, although the ideas or thought can also produce through spoken-forms. It means that through spoken forms will be transfer in written forms. Therefore, writing is one of important skill can produce of human thought in written forms.

In Brown (as cited in Emelie and Nathalie, 2007 p.335). He state that, a simplistic view of writing would assume that written language is simply the graphic representation of spoken language. This is supported and developed by Hedge, (as cited in Emelie and Nathalie, 2007 p.10) who states that “writing is more than producing accurate and complete sentences and phrases. That writing is about guiding students to: “produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers.”

Therefore, to produce a complete sentence teacher must be guiding students to get effective writing. Furthermore, effective writing requires several things: a high degree of organization regarding the development and structuring of ideas, information and arguments, such as: a high degree of accuracy, complex grammar devices, a careful choice of vocabulary and sentence structures in order to create style, tone and information appropriate for the readers of one’s written text.

Writing skill can be defined as an ability to communicate all the ideas or imaginations into the form of structured pattern. So that, the readers may understand what the writers mean in their writing. Writing is the skill that processed by human being to produce his or her ideas and thought into written-forms, although the ideas or thought can also produce through spokenforms.

Therefore, writing is one of skill which very important in English competence. Besides reading, speaking and listening, writing skill is rather difficult to be mastered.

According to Harmer (2002, p. 257) “in the teaching of writing we can focus on the product of that writing on the writing process itself. When concentrating on the product we are only interested in the aim of a task and in the end product. Those who advocate a process approach to writing, however, pay attention to the various stages that any piece of writing goes through.” In the other hand, product of the writing is focuses on the process to explorer the ideas.

Based upon brochures from Brown University and the University of Missouri, what makes writing so important? (1) writing is the primary basis upon which

your work, your learning, and your intellect will be judged—in college, in the workplace, and in the community. (2) writing expresses who you are as a person. (3) writing is portable and permanent. It makes your thinking visible. (4) writing helps you move easily among facts, inferences, and opinions without getting confused—and without confusing your reader. (5) writing promotes your ability to pose worthwhile questions. (6) writing fosters your ability to explain a complex position to readers, and to yourself. (7) writing helps others give you feedback. (8) writing helps you refine your ideas when you give others feedback. (9) writing requires that you anticipate your readers' needs. Your ability to do so demonstrates your intellectual flexibility and maturity. (10) writing ideas down preserves them so that you can reflect upon them later. (11) writing out your ideas permits you to evaluate the adequacy of your argument. (11) writing stimulates you to extend a line of thought beyond your first impressions or gut responses. (12) writing helps you understand how truth is established in a given discipline. (13) writing equips you with the communication and thinking skills you need to participate effectively in democracy. (14) writing is an essential job skill.

Moreover, Writing as a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation.

Based on the experts' explanation we know that the the writing is producing a coherent, fluent, extended piece of writing in one's second language is an enourmous challenge. Therefore, it is important that English teacher facilitate the students to develop on students writing ability.

2.3.2 Writing Process

According to Nunan (1991:91) states that there are three stages of writing. They are pre-writing, writing, and post-writing.

a). Pre-writing

Bello (1997: 1-2) explained states that writing process usually begins with some forms of pre-writing activity in which learners work together in group to generate ideas about a particular topic. This include sharing the free writing topic, brainstorming, making a list or simply reflecting on an experience. Generating the topic is usually the hardest part in this stage. According to Nunan (2003:97),

brainstorming, word mapping, and quick writing can be a help for the writer to solve this part because by doing them, they can develop them think before do the next part – plan and organize the writing in the form of an outline.

b).Writing

In this stage, the writer should deal the ideas with details that he has discovered in pre-writing stage. This stage also includes the process of drafting in which he should develop the outline into a good paragraph and make it coherent. Here, the writer needs to focus on the development and organization of the ideas more than the development of perfect grammar, punctuation or spelling (Nunan, 2003:98). It means that in this stage, there is only a rough draft that is not perfect yet, so that it is the best time for their to receive some comments or feedbacks from their teacher or their peers for revise and edit.

c).Post-writing

In this stage, the writer may add several ideas that their thinks necessary for their writing, revise, and edit their composition. The most important for him to do in this stage is to make connection in grammar, vocabulary, spelling, capitalization and punctuation to make sure that his writing is completely understood both content and organization. As stated by Calderonello and Edwards (1986:4), writing is a process of revising and successful writers know that revision is not only correcting errors or an activity confined to the very end of the writing process, but also an activity in which the writers make changes throughout the composing process – adding, deleting, substituting, and rearrange materials in their texts to make the meaning clear to their readers.

From the explanation above, the process of writing involves several components which have to be consider include word choice, use of appropriate grammar, syntax, vocabulary, capitalization and organization of ideas into coherent and cohesive form (Gebhard, 1996) and writing mechanics such as punctuation and capitalization (Hartfiel, et al., 1985: 102, cited in Cahyono, 2001: 44).

Accordingly, in producing writing students need to focus on how to generate ideas, how to organize them coherently, how to use discourse markers, and rhetorical conventions to put them cohesively into a write text, how to revise

text for clear meaning, how to edit text for appropriate grammar, and how to produce a final product (Brown, 2001). This means that it is not a simple and an easy task for the teachers to improve their students' ability in writing.

Based on the experts' explanation the teachers have need a good media to help the students improve their writing skill. Because that media have an importance role in helping students learn. One of ways considered effective in teaching writing is by using pictures series.

2.4. Recount Text

2.4.1. Theories of Recount Text

According to Anderson (1997: 48) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. There for the experience of the readers themselves, such as their adventure and their day's activities.

Based on experts' above Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened.

2.4.2 The Purpose of Recount Text

According to Mukarto et al. (2007), the generic structure or rhetorical features of a recount text consist of three parts, namely:

a) Orientation

It gives reader background information of the story. As the opening paragraph, it should answer the questions: who, what, where, when, and how.

b) List/series of events

It tells a series of events in a chronological order and describes what happened.

c) Re-orientation

The lists of reflections of the events exist in the paragraph. The recount text has social function. Recount "tell what happened". The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a description of what occurred and when it

occurred. The purpose of the literary / story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

2.5 Picture Series

2.5.1 Theories of Picture Series

Yunus (1981: 49) states that a picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events. Raimes (1983:36) states that pairs of pictures or picture series provide for a variety of guided and free writing exercises. Picture series, such as a comic strip, provides the subject matter for writing narrative and for speculating about the story beyond the pictures in the strip. A set of parallel pictures that show a similar scene or tell a similar story provides material that offers guidance on vocabulary, sentence structure, and organization yet lets the students write about new subject matter.

Based on the explanation of the expert, the writer concluded that picture series is a set of pictures which is presented in sequence to be used as a guidance in writing exercise.

According to Calhoun (1999:25), the concept of using pictures as a stimulus for language experiences activities in the classroom is developed specifically for teaching young students to read and write. The connections between the children's languages and the items and actions in the picture support the transition from oral (listened to and spoken) language to written (read and written) language. Students witness the transformation from oral to written expression.

According to Raimes (1983:27), everybody likes to look at pictures, their use in classroom provides a stimulating focus for student's attention. Pictures bring the outside world into the classroom in a vividly concrete way. So picture is a valuable resource as it provides a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of tasks and a focus of interest for students.

Wright (1989:4) states that pictures can be used by teachers and students whatever the emphasis of the syllabus they are following. Wright also states that

one of the most useful developments in language teaching methodology in recent years has been in the organization of students in the class room. The gain lies in the degree of interaction between students and the consequent sense of purpose in using language.

Picture can play a key role in motivate students, contextualizing the language they use, give them a reference an in help to discipline the activity.

According to Wright (1989:22), speaking and writing are both productive skill and pictures can often be used in similar ways to promote them. Picture also can motivate student want to pay attention and want to take part.

Based on the experts' explanation we can conclude the picture can be use to motivate the learner and to remind him or her what to say. A more demand activity is when the student tries to remember a number of lines of text and is prompt by a series of pictures.

2.5.2 Types of Picture Series

According to Wright (1989:186), the sources of the picture are comic and cartoon strips. They are heavily illustrated. They are picture series which are closely relate to a recount text. Because the cartoon strips and comic can help student in arrange sentences into a form of text, the writer will use this kind of picture to be a media for student in writing narrative text during the research.

Wright (1989:201) states that Cartoon strips and instruction strips of picture are potentially useful. Experience will show the teacher which strips are the most useful. The strips can be keep as they are and use to contextualize a story or description of a process. First of all the teacher can ask question to help the students grasp the meaning of the strip. Intermediate and advance students can discuss the technique of the people and setting and the relationship between the drawing and the words.

Wright (1989:70) also states that the well established way of promoting storytelling, descriptive writing or writing about processes is to give the students a picture strip sequences. The picture strips devised specially for language teaching are usually very boring. Alternative sources are cartoon strips or photo strips.

2.6. Previous Studies

In accomplishing the research, the writer uses the previous research dealing with the topic of study as guidance.

Research was done by Yohana Elsy (2012, Tanjung Pura University of Pointianak). Who conducted a research entitled “Teaching Vocabulary By Using Picture Series to The Third Grade Student (A Pre-Experimental Research to the Third Grade Students of SD Negeri 09)” This research used quantitative research as a method of the research. The researcher conducted the experiment in one class. The researcher gave pre-test before being taught by using picture. Then, the researcher gave post-test. Finally, from the result of t-test the researcher write if the research seccessful to making teaching learning process especially in learning vocabulary. In this research the alternatif hypothesis is accepted and the null hypothesis is rejected. In other words the picture is effective to use in improving the students vocabulary in the third grade students of SD Negeri 09. The weaknesses this research are:

1. The teacher needs to control the students and give enough time to the students to do the task (vocabulary by using pictures).
2. English teaching in SD Negeri 09 Rangkang Bengkayang is done only once a week.
3. In using pictures, the teacher needs to provide the pictures in larger size and clearly or can use infocus,

The strength is:

1. Teaching vocabulary through picture is able to make the students more active in teaching learning process.

Reseach was done by Ümmü Gülsüm Demir (2017, *Unitec Istanbul Turkey*) who conducted a research entitled “The Effect of Picture Series and Sentence Examples on Foreign Language Vocabulary Learning” aimed to find out what a class of adult, upper intermediate general english students in Istanbul Turkey, thought of showing the pictures in class whether it was valuable and in what ways. They were taken through a series of pictures, completed questionnaires and check-sheets, The participants were not chosen before the study. While one answering the pre-test, others who wondered and came to look

at it were told the study and given the pre-test to participate in the study if they liked. The participants were divided into two groups: Picture Group and Sentence Group. 10 participants were in the Picture Group and 10 participants were in the Sentence Group. So the numbers were equal. the results, as it was said before both pictures and sample sentences effects positively foreign language vocabulary. The weaknesses this research are:

1. This research wasting the time too much because the teacher gave the pre-test in the study if they liked.
2. Make two groups in one class not effective because they will have chance to cheating each other.

The strength is:

1. In this research tried to found the improve of vocabulary in intermediate class and adult class the result was effects positively.

Research was done by Shana K. Carpenter and Kellie M. Olson (2011, *United State of America*) who conducted a research entitled “Are Picture Series Good for Learning New Vocabulary in a Foreign Language? Only If You Think They Are Not” this paper argues that used the picture will improve of vocabulary the students. The research used quantitative corpus analysis. The result of the research is showing the picture is elegant method to practicing vocabulary, flexing memory, and etc. Pictures can have an equally meaningful impact in the lives of Haitian Creole speakers, too.

The diversity of my research with the previous studies above are, first the title of the research is “The Effect of Picture Series on Students Writing Recount Text at The Eighth Grade Students in SMPN 6 Jambi in The Academic Year 2018/2019”. In this research focus to use electronic pictures. The research will use quantitative method. The research focus in the eighth grade students. This research will use cluster sampling, to takes two classes as a sample, an experimental class and control class. In technique of collecting data the researcher will do the following steps: pre-test in the classroom, and then treatment using electronic pictures in the classroom. Finally, give a post-test in the classroom. I did the research six times to get valid result each class.

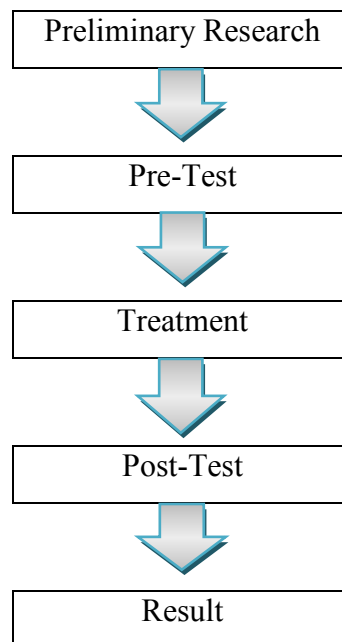
2.7 Conceptual Framework

Conceptual Framework is basic presumption of the research which is think as a frame of theories or a starting point of thinking that is use in a research. In this research the researcher just focus on discussion about “The Effect of Using Picture Series on Students Writing Recount Text at The Eighth Grade Students in SMPN 6 Jambi in The Academic Year 2018/2019”. The researcher focus to use electronic Pictures. To find out is there any effect of students’ in writing recount text by using pictures series.

Conceptual framework of the researcher can be see in the figure bellow :

Figure 1

Figure of conceptual framework



The research title is “*The Effect of Using Picture Series on Students Writing Recount Text at The Eighth Grade Students in SMPN 6 Jambi in The Academic Year 2018/2019*”.

The are some plans in this research:

firstly, Preliminary of the research. The researcher come to SMPN 6 Jambi to check situation and condition the Eighth grade students. The researcher look the teacher teaching English writing in the classroom. The researcher also look for information about the number of population in SMPN 6 Jambi.

Second, before give a pre-test the researcher choose the sample of research from those population. The researcher use cluster sampling. The researcher will use two classes to the research, one class as a control class and one as an experiment class. In the control class doesn't teach recount text using picture series, meanwhile the experiment class will teach recount text using picture series as the treatment.

Thirdly, do a treatment use show pictures to explain recount text in the experiment classroom. The researcher focus to use electronic pictures. The researcher prepare a laptop to showing pictures and prepare infocus to present the pictures.

Fourthly, do a post-test with the samples'. The researcher give a post-test in writing about recount text. The researcher give a post-test to knows score of the students. To find out the differences of pre-test and post-test after treatment given.

Finally, finding the result. After gave the pre-test, treatment use show pictures and the post-test, the researcher assess the result of pre-test and post-test. After gets the average score of pre-test and post-test, the researcher use t-test formula to know the significant differences between pre-test and post-test.

2.8 Hypothesis

According to Donald Ary explain, a hypothesis is states the relationship one expects to find as a result of the research. It may be a statement about the expected relationship or the expected difference between the variables in the study.

Based on the theoretical explanations described above, the hypothesis or preliminary statement that may be proposed are:

H_0 = There is no any significant effect of using picture series on students' writing of recount text at the eighth grade students in SMPN 6 Jambi.

H_a = There is any significant effect of using picture series on students' writing of recount text at the eighth grade students in SMPN 6 Jambi.

CHAPTER III

RESEARCH METHODOLOGY

This chapter present some methods use in this research. It covers research method, population and sample, technique of data collection, and technique of data analysis.

3.1 Research Method

The research is a kind of quantitative research. According to Ary et.al (2010) quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. Then, according to Morrell and Carroll (2010) quantitative studies are linked to statistics. Most statistical studies phrase their question in the form of a hypothesis.

In addition according to Scott and Usher (2011) quantitative research use precisely delineated categories. Quantitative research use methods that treat the data as extensional the researcher use experimental design as a method because they try a new technique in teaching writing recount text through using picture series in the chosen classes. There were two classes for this research; one as a control class and one as an experiment class. In the control class doesn't teach recount text using picture series, meanwhile the experimental class will teach recount text using picture series as the treatment.

Based on experts' explanation above the researcher concluded, quantitative research is a study whose results are present with numbers. A quantitative research is conduct to answer the statement from hypothesis above. The researcher use quantitative methods because this method is very suitable for this research, and the researcher use one class to know demonstrating cause and effect relationships. The design each class or one group to pre-test and post-test by the following:

Tabel 1
Pre-test and post-test design

Pre-test	Treatment	Post-test
Y_1	X	Y_2

Explanations:

X = Showing Pictures

Y_1 = Give pre-test in the class

Y_2 = Give post-test in the class

3.2 Population and Sample

3.2.1 Population

According to Polit and Beck (2003) population refers to the aggregate or totality of those conforming to a set of specifications. Then, according Ary et. Al (2010) a population is define as all members of any well-define class of people, events, or objects. This research is conduct at SMP N 6 Jambi. This research focus in the Eighth grade students.

Table 2
Total of the Students in the Eighth Grade

No	CLASS	TOTAL MEMBERS
1	VIII A	35
2	VIII B	35
3	VIII C	35
4	VIII D	35
5	VIII E	35
6	VIII F	34
7	VIII G	35
8	VIII H	35
9	VIII I	35
10	VIII J	35
11	VIII K	35
	TOTAL OF THE STUDENTS	385

Source : SMPN 6 Jambi.

3.2.2 Sample

Sample is a representative selection of the population and using the data collect as research information, as Lohr (1999) explains that sample will be representative in the sense that each sample unit will represent the characteristics of known number of units in the population. In addition according to Ary et.Al (2010) sample is a portion of a population.

The sample of this research in the eighth grade students. The researcher use cluster sampling. Louis Cohen (2007) explains, the method involves select at cluster from a list of the population group (a sampling frame) the required number of subjects for the sample. Then, according to Ary et.Al (2010) the basic characteristic of simple cluster sampling is that all members of the population have an equal and independent chance of being included in the cluster sampling.

The researcher use cluster sampling the researcher get the class randomly that is class VIII A and class VIII B, class VIII A and class VIII B consist of 35 students.

Table 3
Total of the sample in the Eighth Grade

NO	CLASS	STUDENTS
1	VIII A	35
2	VIII B	35
TOTAL		70

Source : SMPN 6 Jambi.

Based on the experts' explanation above, the researcher took of point cluster sampling is a way of select samples when population is large. cluster sampling make it easier to get samples. cluster sampling is suitable for use in this research and cluster sampling is ideal to compile a list of the elements composing the population.

The steps in simple cluster sampling comprised the following:

- Defined the population.
- List all members of the population.
- Selected the sample by employing a procedure where sheer chance determines which members on the list are drawn for the sample.

Next, the steps from the researcher to took the sample in SMPN 6 the following:

- Defined the population. Focus on eighth grade students (there are eleven classes).
- Write all classes names in note. Roll the note until of the classes is not visible.
- Input 11 of paper into the cup.
- Shake the cup and dropped two roll.

The researcher use cluster sampling because it is suitable for use in this research. The researcher will use two classes as a sample. Using cluster sampling means choose randomly which class will be used as sample. cluster sampling is ideal to compile a list of the elements composing the population.

3.3 Research Variable

In this research, there are two variables, they are : independent variable (X) and dependent variable (Y). Independent variable is a variable that is presumed to influence another variable. Dependent variable is a category that is influenced by another category or that is the consequence. In this research, the dependent variable is the writing recount text (X) and the independent variable is picture series (Y).

3.4 Research Instrument

Before collected the data, researcher selects a picture series of recount text as the instrument of the study. To make sure that instrument is valid enough, the research read based curriculum first. This curriculum states that the students are supposed to write a simple composition on a recount text by using picture series as the instruments. Thus be content of the best offered in this research is valid.

The researcher also conducted an evaluation to know the effect of using picture series on students writing recount text.

The researcher used pre-test and post-test and the writing test were consist of four items. They are: Grammar, Coherence, Vocabulary, Punctuation and The purpose of text communication.

There were twelve meetings for the experimental class and control class. The control class have six meetings were for did the pre-test and post-test without treatment. The experimental class have six meetings were for pre-test and post-test with treatment. In control class, score taken for the pre-test and post-test data. First meeting researcher gave pre-test, for second until fifth meetings students practice wrote the recount text without treatment, and the last meeting researcher gave them post-test. In the experimental class, score taken for the pre-test and post-test data with treatment or showed the picture series. First meeting reseacher gave pre-test, for second until fifth meetings students practice wrote recount text used picture series, and the last meeting researcher gave them post-test.

3.4.1 Scoring System

The scoring system of the test is based on rubric criteria that taken from English text for second grade published by JP Books (2010) as follow:

Table 4
Rubric for Essay Scoring

Aspect	Statement	Score
Grammar	• All grammar is right	4
	• Less good, but it doesn't influence the meaning	3
	• Less good and it influence the meaning	2
	• Grammar is bad	1
	• All grammar is wrong	0
Coherence	• The relation of ideas is coherence	4
	• There is transition of ideas relation	3
	• The relation of ideas is less clear	2
	• The relation of ideas is not clear	1
	• There is no the relation of ideas	0
Vocabulary	• Meaning is clear and express effectively	4
	• Meaning is clear, but not express effectively	3
	• Meaning is less clear	2
	• Meaning cannot be understand	1
	• Pointless	0
Punctuation	• Punctuation choice is good and effective	4
	• Punctuation choice is good, but less effective	3
	• Punctuation choice is not too bad and not effective	2
	• Punctuation choice is bad and not effective	1
	• All wrong	0
The purpose of text communication	• Clear	4
	• Clear enough but still having little mistakes	3
	• Difficult to understand	2
	• Not clear	1
	• Wrong	0

Source : Sally kuhlenschmidt, Western Kentucky University.

Note :

- 4 : Excellent
- 3 : Very Good
- 2 : Good
- 1 : Bad
- 0 : Very Bad

While the score to count are:

Table 5

Score	Category
17 - 20 (85 - 100)	Excellent
13 - 16 (65 - 80)	Very Good
9 - 12 (45 - 60)	Good
5 - 8 (25 - 40)	Bad
1 - 4 (1 - 20)	Very Bad

3.5 Technique of Data Collection

In collecting the data, the writer use writing test. The students will make recount writing by using picture series.

The steps collecting the data are follows :

1. Give pre-test to both of classes to writing their recount text in 3 paragraphs (for minimum)
2. Tell to both classes about recount text. Give treatment for experimental class and no treatment for control class. Experimental class is tell to writing recount text by using picture series.
3. Give post-test to both classes to writing recount text
4. The researcher calculates and compares the scores from pre-test and post-test to find the effect of using picture series on students' writing recount text.

To know the effect of picture series technique in this research, the writer use three techniques to get valid data and objective information, as follows:

1. Test

Test is main instrument in this research. This technique is apply to know the result of students' achievement in their writing skill of recount text. It use in both experimental and controlled class. The researcher conduct the test two times for both classes. The first test is pre-test and the second one is post-test. More explanations below:

a. Pre-Test

Pre-Test will conduct in the first meeting before give of picture series. The aim of pre-test is not only to know the homogeny of the two classes but also to see students' basic in writing recount text. After give pre-test to both classes, the researcher decide to choose the right class for experimental and the right class for controlled class. Here, the experiment class receive treatment where the students learn writing recount text using picture series. On the contrary, the control class learn it without using picture series.

b. Post-Test

It also give to both classes after applying picture series in the classroom. Its purpose to see if there is any progress of the two classes before and after using the treatment and to measure the effect or impact of the given picture on students writing skill in recount text by look at students' post-test scores. The test use in this post-test is an essay same as the pre-test. The test also have the same difficulty level as the pre-test.

3.6 Technique of Data Analysis

The data that will be analyse is "The Effect of Using Picture Series on Students' writing of Recount Text at The Eighth Grade Students in SMPN 6 Jambi in The Academic Year 2018/2019" the researcher count and analyse base on the test results. The research is to find out is there any effect on students' writing after showing pictures. According Sugiyono (2015) it uses the formula.

Steps using *paired sample t-test* in SPSS application is as follows:

1. Input the pre-test score and post-test score. Pre-test score (X1) and post-test (X2). Input data or score to the **data view**.
2. Click **analyze**→**compare means**→**paired sample t-test**.
3. Input PRETEST to **variable 1** and POSTTEST to **variable 2**.
4. Click **option** and then input 95% at **interval confidence**, because $\alpha = 0,05$ and then click **continue**.
5. And the last click **ok**.

- T-test

T-test is formula to know the significant differences between pre-test and post-test.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

\bar{X}_1 = Rata-rata sampel 1

\bar{X}_2 = Rata-rata sampel 2

s1 = Simpangan baku sampel 1

s2 = Simpangan baku sampel 2

S_1^2 = Varian sampel 1

S_2^2 = Varian sampel 2

r = Korelasi antara data dua kelompok

Furthermore, the researcher can also use SPSS application to simplify, to get accurate results, and to save the time. Because this reason the researcher chose to use SPSS to save the time. This research included in the research using *paired sample t-test*. Because this research use two sample (two classes) and given two test. There is given a pre-test, and then given treatment, and the last one was given a post-test. So although the researcher uses two classes as a sample, the researcher will still got four different data. Two data before treatment and two data after treatment from two classes.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings of The Research

The research was schedule on the February 6th - February 22th 2019. Then for the research, the researcher used the eighth grade students of SMP Negeri 6 Jambi as the population. The researcher used two classes as the sample those are VIII A and VIII B those consisted of 35 students each class. Researcher choosed the VIII A as a control class and VIII B as a experimental class. To measure the score of the students' writing skill progress, the researcher used pre-test and post-test and the writing test were consist of four items. They are: Grammar, Coherence, Vocabulary, Punctuation and The purpose of text communication. Pre-test was done before the researcher did the treatment where as post-test was done after the researcher did the treatment. There were twelve meetings for the experimental class and control class. The control class have six meetings were for did the pre-test and post-test without treatmen. The experimental class have six meetings were for pre-test and post-test with treatment. In control class, score taken for the pre-tet and post-test data. The pre-test result shows that the mean score of data is 49 and the post-test result shows that the mean score of data is 53. There are 33 students with the lower score is 25 and the higher score is 75. Meanwhile, in the experimental class the pre-test result shows the mean score of data is 62 and the post-test result shows that the mean score of data is 81.

Picture series was giving as the treatment in experimental class. After treatment was conducted for the one meeting, it was the last meeting the researcher gave the post-test for this class. The post-test result in this class shows that the mean score of post-test result is 81. There are 32 students score of post-test result with the lower score is 60 and the highest score is 95.

Table 6
Pre-test And Post-test Result In Control Class

No	Initial	Score		Differences
		Pre-Test	Post-Test	
1	Student 1	35	60	25
2	Student 2	40	40	0
3	Student 3	70	65	-5
4	Student 4	25	55	30
5	Student 5	35	45	10
6	Student 6	35	50	15
7	Student 7	45	40	-5
8	Student 8	65	60	-5
9	Student 9	45	60	15
10	Student 10	30	50	20
11	Student 11	40	45	5
12	Student 12	45	60	15
13	Student 13	50	45	-5
14	Student 14	55	50	-5
15	Student 15	45	40	-5
16	Student 16	80	70	-10
17	Student 17	35	65	30
18	Student 18	50	55	5
19	Student 19	60	55	-5
20	Student 20	35	55	20
21	Student 21	55	50	-5
22	Student 22	45	55	10
23	Student 23	20	40	20
24	Student 24	45	60	15
25	Student 25	75	60	-15
26	Student 26	40	45	5
27	Student 27	80	70	-10
28	Student 28	30	25	-5
29	Student 29	45	40	-5
30	Student 30	70	60	-10
31	Student 31	70	70	0
32	Student 32	45	60	15
33	Student 33	80	75	-5
N = 33	Mean	$\Sigma = 1620$ 49	$\Sigma = 1775$ 53	

Table 7
Pre-test And Post-test Result In Experimental Class

No	Initial	Score		Differences
		Pre-Test	Post-Test	
1	Student 1	60	80	20
2	Student 2	55	75	20
3	Student 3	40	75	35
4	Student 4	65	85	20
5	Student 5	50	80	30
6	Student 6	50	85	35
7	Student 7	60	80	20
8	Student 8	65	85	20
9	Student 9	55	85	30
10	Student 10	75	90	15
11	Student 11	45	85	40
12	Student 12	65	85	20
13	Student 13	65	90	25
14	Student 14	40	80	40
15	Student 15	85	95	10
16	Student 16	55	90	35
17	Student 17	70	85	15
18	Student 18	85	85	0
19	Student 19	85	90	5
20	Student 20	65	85	20
21	Student 21	85	90	5
22	Student 22	80	90	10
23	Student 23	55	75	20
24	Student 24	70	85	15
25	Student 25	55	60	5
26	Student 26	45	60	15
27	Student 27	55	75	20
28	Student 28	70	85	15
29	Student 29	50	65	15
30	Student 30	65	80	15
31	Student 31	70	80	10
32	Student 32	50	80	30
N = 32	Mean	$\Sigma = 1985$ 62	$\Sigma = 2615$ 81	

Tabel 8
The Distribution Of Post-Test Score In Control Class And Experimental Class.

Score	Categories	Control Class		Experimental Class	
		Frequency	Percentage	Frequency	Percentage
85 - 100	Excellent	-	-	18	57%
65 - 80	Very Good	6	20%	12	37%
45 - 60	Good	22	64%	2	6%
25 - 40	Bad	5	16%	-	-
1 - 20	Very Bad	-	-	-	-
Total		33	100%	32	100%

From the table above the post-test result in control class can be seen those are no students in excellent category, 6 students (20%) are in very good category, 22 students (64%) are in good category, 5 students (16%) are in bad category, and no students in very bad category. And for the post-test result in experimental class it can be seen from the table above there are 18 students (57%) in excellent category, 12 students (37%) are in very good category, 2 students (6%) are in good category, no students in bad and very bad categories.

4.1.1 Analysis Data

In order to see the significant of post-test in control class and experimental class, paired sample t-test would be used. To analyze the data, the researcher was compared between the result score of pre-test and post-test in control class and result score of pre-test and post-test in experimental class.

Before used the paired sample t-test, the researcher had finished normality test first. The normality test was to knowing the normal or not those scores to used of paired sample t-test. The steps to normality test are: Analyze – Descriptive Statistic – Explore. This is the result of normality test from pre-test and post-test in control class and experimental class:

Table 9

Tests of Normality pre-test in control class

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETESTVIII A	,218	33	,000	,922	33	,021

a. Lilliefors Significance Correction

Table 10

Tests of Normality post-test in control class

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
POSTTESTVIII A	,133	33	,146	,965	33	,365

a. Lilliefors Significance Correction

Table 11

Tests of Normality pre-test in experimental class

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETESTVIII B	,141	32	,001	,947	32	,116

a. Lilliefors Significance Correction

Table 12

Tests of Normality post-test in experimental class

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
POSTTESTVIII B	,216	32	,104	,867	32	,001

a. Lilliefors Significance Correction

If score significant is $>0,05$ so distribution of data is normal, if score significance is $<0,05$ so there is no normal distribution of the data.

In order to the significant differences between post-test in control class and experimental class so the paired sampel t-test would be used. To analyze the data, the researcher was compared between post-test from control class and experimental class. The result of the paired sample t-test from control class and experimental class is in the table bellow:

Table 13**Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PRETESTVIII A - POSTTESTVIII A	-3,333	12,353	2,150	-7,714	1,047	-1,550	32	,131
Pair 2	PRETESTVIII B - POSTTESTVIII B	-20,469	10,029	1,773	-24,085	-16,853	-11,545	31	,000

Based on the calculation, it was found that the value result from control class has the significant score is ,131 upper than 0,05 and the result from experimental class has the significant score is ,000 lower than 0,05. So, it conclude that the value significant of experimental class in paired sample t-test was lower than 0,05.

4.1.2 Hypothesis Testing

In order to test significant of this research accepted or rejected used t-test. The hypothesis in this research are :

a) H_0 = There is no any significant effect of using picture series on students' writing of recount text at the eighth grade students in SMPN 6 Jambi is rejected cause the value t-test from control class is upper than 0.05.

b) H_a = There is any significant effect of using picture series on students' writing of recount text at the eighth grade students in SMPN 6 Jambi is accepted cause the value t-test from experimental class is lower than 0.05.

On the based of calculation, the t-test value of level significant 0,05. The post-test result from experimental class was tested by using t-test formula was ,000. So it clear that the value of t-test is lower than 0,05, it means that there is a effect of using picture series on students writing recount text. In other words, Alternative Hypothesis (H_1) is accepted.

4.2 Discussion of The Findings

The learning of using picture series on students' writing recount text when the researcher did the treatment are:

- 1) At the first meeting researcher gave Pre-Test with the title "Unforgetabe Moment" gave students 45 minutes for wrote the story, and after that researcher collected all the Pre-test from the students.
- 2) Second meeting researcher made some groups with five students each group and explained about the recount text and ask the students to analyze and explore the text in terms of generic structure of a recount text, the verbs, and the connectors. After that researcher ask the students wrote text based on the pictures about "Embarrassing moment" and students tried to wrote with minimal four paragraphs about embarrassing moment. Researcher gave 45 minutes. Sudents still confused about the media of studying used picture series, and the class was crowded. So the result of the third meetings still was sufficient.
- 3) Third meeting students tried to wrote recount text based on the picture about "My Birthday Party" with minimal four paragraphs and gave 45 minutes.
- 4) Fourth meeting students tried to wrote recount text based on the picture about "Went Camping" with minimal four paragraphs and gave 45 minutes. The fourth meetings some students began understand in the media of studying used picture series. But, the class situation was still crowded cause the students must seen carefully and thought the picture that they had seen, so they discussed it with their friends.
- 5) Fifth meeting students tried to wrote recount text based on the picture about "Last Holiday" with minimal four paragraphs and gave 45 minutes.

6) And the last meeting researcher gave student Post-Test of picture series with the title “The Mouse and The Lion”

a) Process of writing

Researcher show a picture about “Embarrassing Moment” in infocus. Then, based on the given pictures, ask the groups made minimal four paragraphs. Asked each group to present its work before the class. Submit the results of the students’ group work. Close the class activity by summarizing the lesson.

In the first observation, the teacher started the class by greeting the students and checking the students’ attendance. Three students absence class that day. When the students were ready for the materials, the teacher then recall the materials and activities in the previous meeting. Furthermore, the teacher stated the objective of teaching is writing recount text. Then, she asking the students about several activities about their activities in “My Birthday Party”. Furthermore, the teacher showed the pictures about “My Birthday Party” and asked the students to mention several verbs based on the picture given. The data revealed that the activity was able to activate students’ vocabularies.

Furthermore, the data from observation showed that the students enjoyed inexploring the verbs related to the picture. It can be seen that all students were active and aenthusiasm in expressing what they saw. They were able to mention the verbs related to kind activities in the pictures. In addition, the students also were able to make the sentences using the verbs. After that, they were able to arrange several the sentence based on the pictures given. This indicates that picture series gives fun learning atmosphere and motivating effect that the students were willing to learn. It is supported by Lindstormberg (2004) who argues that by using picture series, the students will be interested and will enjoy the teaching and learning process.

In addition, in pre writing stage, the teacher also introduced a recount text though a model of text. Through the model text, the teacher and students work together to explore the cultural context, social function, schematic structure, and linguistics features of the text using spoken language to focus on written text. Then, she grouping the students by asking them to count until six and those who mentioned the same number become one group.

In writing stage, the teacher shared different pictures with the title “Went Camping” and “Last Holiday” in fourth and fifth meetings to the students and asked them to develop a recount text based on the pictures given in group. Then, the data from the observation revealed that the students enthusiastically worked together in developing texts. In developing the text, they discussed the activities and the correct order of the pictures. They shared information they have by discussing what they see in the picture and then wrote what they have discussed in paragraphs, in this case recount text. In other words, the students started their writing by collecting the vocabularies in the picture series from sharing ideas with their friends in the group. Sometimes, they also used Indonesian language first. Then, they arranged the words into free sentences and gave supporting details. If they did not know the words in English, they opened the dictionary or asked their friend. This indicates that in this stage the students were given the chance to exchange the knowledge and information based on what they have discussed and learnt in the previous stages. This finding is relevant with Richards and Lockhart (1994) that cooperative learning can increase the amount of students’ participation in the class.

From the observation, it is clearly found that by using picture series, the students can write easier. It could be seen from the activity that all the groups were able to finish the task in thirty minutes. In addition, the students also were able to write a text that has schematic structure, linguistic features and knowledge of the field in accordance with recount text. This indicates that through learning community or cooperative learning or students can improve both academic and social skills. It is supported by Harmer (2001) who argues that learning community, students can enhance broader skills of cooperation.

At the end of the lesson, each the leader of the group presented its work in front of the class. It was found that through the activity, the students not only using the language, but also writing the language and speaking with the language. The last, the final observation was on Friday, February 22, 2019. It was found that the students were able to rewrite the story with their own words. And their vocabulary and writing ability mastery increased. It can be seen from their writing results that they were able to write more than three paragraphs. In addition, the

students' ideas in writing a recount text also improved significantly. They also could develop the content and organize the ideas into a good text based on the picture series. This can be seen that the students can write the text based on the generic structure and language feature of recount text.

b) The Benefits from Writing Recount Text through Picture Series

The result found three benefits from the use of picture series in teaching writing. The benefits attained the development of students' writing ability, fun learning's atmosphere and the increasing of students' writing interest. The aforementioned benefits are described below.

c) Students Developed Their Writing Ability

Based on the data, it was found that students developed their writing ability. The development of writing ability in this research can be seen in the following excerpt: After practicing to write recount text by using picture series regularly many students can express their idea easily and develop their ideas in writing easier. In contrast, before using picture series they got difficulty in creating idea while writing.

The above except showed that the use of picture series as a teaching media could help students in writing. Related to the development of students' writing ability, students perceived that after learning recount using picture series, was able to create paragraphs more than usual, as can be seen in the excerpt below.

Picture series helped me in developing ideas while writing. By looking the picture, I can know what to write that make me easier in to develop some sentences to be a paragraph. The findings above is in line with Le's statement (2005) that the use of picture series gives positive effects such as motivation, enthusiasm, understanding about ideas generation, independence in constructing sentences, high sentence production and cooperative learning.

d) Picture Series Created Fun Learning's Atmosphere

All respondents said that they enjoyed writing by using picture series It is supported by result of student one below. I am happy to write by using picture series. By looking at the picture, there are many words that I want to read. I enjoyed describing everything I saw in those picture.

This finding showed that by using picture series, the students were interested and enjoyed the teaching and learning process as stated by Lindstormberg (2004).

e) Students were Motivated to Write

After writing by using picture series regularly, the students were motivated to write better, as stated by students below. When I asked to write I was confused to

start writing. I thought that writing activity is boring because the teacher always asks us to write in a piece of paper. But, after being introduced by picture series I found that writing is interesting. I enjoyed writing by using picture series. It makes me want to write and write again. The findings above showed that picture series as one media to increase students' engagement in writing activity. Therefore, this technique has been found to be an effective means of arousing interest in writing.

Based on the analysis, it is found there is better effect of class who were taught by using picture series. This can be seen from the result of post-test in experimental class.

Picture series was given as the treatment in experimental class. Before treatment was conducted in this class, the students behaved passively during the lesson. They just listened the teacher and followed the class inactively. These behaviors were changed dramatically during the treatment. The students felt that they had new innovation when they learned English by using picture series. They could increase their writing skill from this technique. They got practice it in a group and they had competitive ability between their friends to create writing skill. So, it is conclude that a picture series could encouraged students to write fluently and they are not feel bored with English subject.

From the explanation above, teaching writing of recount text by using picture series in experimental class was more effective to teach writing of recount text. It also can be seen from the differences between post-test in control class and experimental class.

According to the results, as it was said before both pictures and sample sentences effects positively foreign language of writing. Every participant wrote correctly translations and meanings of words more in the post-test than they did in the pre-test. The distinction in numbers differs depending on their variables such as moods, interests, memory, brain lateralization.

Once more, we have seen that both pictures and sample sentences enable of writing learning on foreign language in different cases. However the question is which is more effective.

Table 14

The Mean of Post-test from Control Class And Experimental Class.

Class	Mean of Post-test	Differences Mean Between Control Class and Experimental Class
Control	53	28
Experimental	81	

From the table 4.4, in control class has mean of post-test result is 53 and the experimental class has mean of post-test result is 81. The differences between control class and experimental class is 28. So, the researcher can conclude that there is a deeply significant effect of using picture series on students' writing of recount text at the eighth grade students in SMPN 6 Jambi in academic year 2018/2019.

CHAPTER V

CONCLUTIONS AND SUGGESTIONS

5.1 Conclusions

After conducted the research and calculated the data, conclusion could be started that it was effective of using picture series on students' writing of recount text. It could be seen from the mean of post-test result in experimental class is 81. The mean of post-test result in control class was 53.

- 1) Statistically, it was proven that in significant degree lower than 0,05. So, the null hypothesis (H_0) was rejected. The answer of research problem was proven that there was effective of using picture series on students' writing recount text, where there is a significant progress in students' writing recount text.
- 2) Students' writing of recount text got higher score if students used picture series to help them in writing as it can help to built their ideas. Students who did not receive treatment got lower score than students who received treatment.
- 3) Students had easy to produce coherent and understandable recount text.

English teachers should be more creative in teaching writing and should try to offer students with interesting and useful teaching and learning techniques. One of teaching techniues is to use the picture series. Accordingly, this research aims to investigate the kind of activities take place during the process of teaching writing recount text through picture series and to identify the benefits that the students obtained from writing recount text through picture series. Based on research result, several conclusions from the findings are drawn as follows.

Firstly, regarding the kinds of activity that take place in the process of teaching recount text through picture series, it is found that there were several activities that are divided into three stages: pre-writing, writing and post writing.

Secondly, concerning with the benefits of writing recount text through picture series, the gained data indicated that the use of picture series was effectively used in helping students' improve their ability in writing recount text. This research revealed that the teaching program spawned several benefits from the use of picture series in teaching writing. The benefits attained the development of students' writing ability, the increasing of students' participation in the class, fun learning's atmosphere and the increasing of students' writing interest.

Therefore, it is suggestion that the teachers use this techniques to teach English in their classroom. Based on the findings of the study, we are able to say that pictures which indicate to target words and sample sentences which include target words and translations except for the target words are efficient on foreign language vocabulary learning. All of the participants wrote correctly more words' meanings in post-test than they did in pre-test. However, participants who were in the Sentence Group increased the words they knew in pre-test while picture group. There was that showed sample sentences' efficiency on writing learning.

5.2. Suggestion

The result of this study showed that it is effective to be applied in teaching and learning process. After the researcher conducted the research, suggestion could be appeared related to research findings and discussion. The points are:

- 1) Students' should use picture series to help them improve their writing skill as picture has so many advantages.
- 2) The teachers should develop students' idea by using picture series (or other media) and make it come easier when students should write. By using picture in this case students' photo, their memory will appear about what to write.
- 3) The teachers should motivate students' to develop their writing by using media, and the simplest one is picture, because it makes students' visualization refresh. So, they do not only see their writing but also picture as their tool for writing recount text.

Those suggestions hopefully can facilitate the teachers and students in teaching and learning English especially in teaching and learning writing recount text in the classroom.

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-APPENDICES-

Pre-Test

Name:

Class:

Date:

Write a recount story about your “Unforgettable Moment” below. Write at least 150 words

in 45 minutes.

Post-Test

Name:

Class:

Date:

Write a recount story about your “Unforgettable moment” below. Write at least 150 words

in 45 minutes.

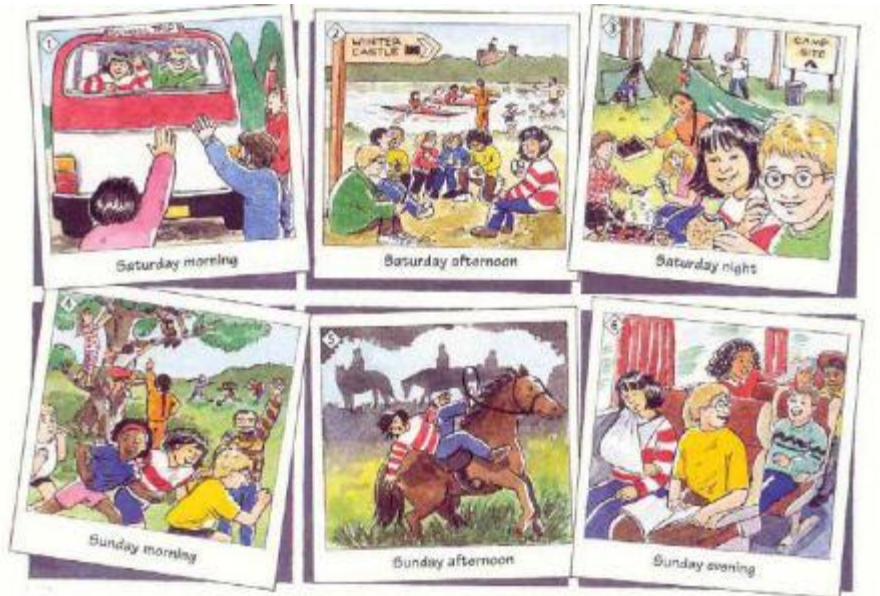
- I. Write a story of recount text base on the pictures bellow. Three paragraph (for minimum) each picture.



“My Birthday Party”



“Went Camping”



“Last Holiday”

Write a recount text based on the series of pictures below



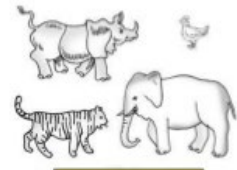
Picture 1



Picture 2



Picture 3



Picture 4

“The Mouse and The Lion”



A long, long time ago a little mouse was playing and messing around. He was making a lot of noise and all of a sudden he woke up the lion, the king of the animals.



"How dare you wake me up?" the lion roared. "I'm going to eat you all up!"



This made the lion roar with laughter. "You? Help me? Ha ha ha. You are so small, how could you help me?!"



A few months later the lion was prowling around, taking care of his majestic duties, when he got caught in a trap.



He struggled to get free, but the more he tried to free himself, the more he got tangled in the net.



Luckily, the same little mouse was passing by and saw what had happened. The king of the animals was in trouble!



Happy to finally be able to help the lion, the mouse rushed to his aid and started gnawing through the ropes.



From that day on, the lion and the mouse became good friends.



Rencana Pelaksanaan Pembelajaran

- Mata pelajaran : Bahasa Inggris
- Satuan Pendidikan : SMP N 6 KOTA JAMBI
- Kelas / Semester : VIII B / II
- Pertemuan Ke : 1-6
- Materi Pokok : Writing (Menulis) : Menuliskan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*.
- Alokasi Waktu : 4 X 2jp (180 Menit)
- Tujuan Pembelajaran : Siswa dapat menuliskan teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*.
- KD dan Indikator Pencapaian

Standar Kompetensi (SK)	Kompetensi Dasar (KD)	Indikator
2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>recount</i> untuk berinteraksi dalam konteks kehidupan sehari-hari.	2.1. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>recount</i> .	1. Siswa mampu merespons makna gagasan yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima dalam wacana <i>recount</i> .

- Materi Pembelajaran : Teks monolog berbentuk *recount*.
- Model Pembelajaran : 5M (Menyimak, Merangkai, Menguraikan, Memodifikasi dan Mengkomunikasikan).
- Media / alat : Papan tulis, spidol, infocus dan laptop.
- Sumber belajar : Buku paket siswa.
- Kegiatan Pembelajaran :

1. FIRST MEETING

Langkah-langkah	Uraian Kegiatan	Alokasi Waktu	Media
Awal	<ul style="list-style-type: none">• Guru memberi salam kepada siswa.	5 Menit	
	<ul style="list-style-type: none">• Guru mengecek kehadiran siswa.	5 Menit	
	<ul style="list-style-type: none">• Guru memperkenalkan recount text.	10 Menit	
ISI	Give pre-test	60 Menit	
Penutup	Colected the papers	5 menit	

2. SECOND MEETING

Langkah-langkah	Uraian Kegiatan	Alokasi Waktu	Media
Awal	<ul style="list-style-type: none"> Guru memberi salam kepada siswa. 	5 Menit	
	<ul style="list-style-type: none"> Guru mengecek kehadiran siswa. 	5 Menit	
Inti	<p>Guru bertanya kepada siswa :</p> <ul style="list-style-type: none"> Guru menjelaskan dan memberikan contoh recount text berbentuk teks dengan menggunakan picture series with the title “Embarrassing Moment”. Siswa dibagi menjadi beberapa kelompok. Guru memberikan waktu kepada siswa untuk memahami contoh teks berbentuk recount dengan menggunakan picture series. Siswa mencoba menuliskan teks 	45 Menit	Laptop dan infocus

	berbentuk recount dengan menggunakan picture series.		
Penutup	<ul style="list-style-type: none"> Siswa membuat kesimpulan mengenai pembelajaran hari ini. 	25 menit	
	<ul style="list-style-type: none"> Evaluasi. 	10 Menit	

3. THIRD MEETING

Langkah-langkah	Uraian Kegiatan	Alokasi Waktu	Media
Awal	<ul style="list-style-type: none"> • Guru memberi salam kepada siswa. 	5 Menit	
	<ul style="list-style-type: none"> • Guru mengecek kehadiran siswa. 	5 Menit	
Inti	<p>Guru bertanya kepada siswa :</p> <ul style="list-style-type: none"> • Guru menjelaskan dan memberikan contoh recount text berbentuk teks dengan menggunakan picture series with the title “My Birthday Party”. • Siswa dibagi menjadi beberapa kelompok. • Guru memberikan waktu kepada siswa untuk memahami contoh teks berbentuk recount dengan menggunakan picture series. • Siswa mencoba menuliskan teks 	45 Menit	Laptop dan infocus

	berbentuk recount dengan menggunakan picture series.		
Penutup	<ul style="list-style-type: none"> Siswa membuat kesimpulan mengenai pembelajaran hari ini. 	25 menit	
	<ul style="list-style-type: none"> Evaluasi. 	10 Menit	

4. FOURTH MEETING

Langkah-langkah	Uraian Kegiatan	Alokasi Waktu	Media
Awal	<ul style="list-style-type: none"> Guru memberi salam kepada siswa. 	5 Menit	
	<ul style="list-style-type: none"> Guru mengecek kehadiran siswa. 	5 Menit	
Inti	<p>Guru bertanya kepada siswa :</p> <ul style="list-style-type: none"> Guru menjelaskan dan memberikan contoh recount text berbentuk teks dengan menggunakan picture series with the title “Went Camping”. Siswa dibagi menjadi beberapa kelompok. Guru memberikan waktu kepada siswa untuk memahami contoh teks berbentuk recount dengan menggunakan picture series. Siswa mencoba menuliskan teks 	45 Menit	Laptop dan infocus

	berbentuk recount dengan menggunakan picture series.		
Penutup	<ul style="list-style-type: none"> Siswa membuat kesimpulan mengenai pembelajaran hari ini. 	25 menit	
	<ul style="list-style-type: none"> Evaluasi. 	10 Menit	

5. FIFTH MEETING

Langkah-langkah	Uraian Kegiatan	Alokasi Waktu	Media
Awal	<ul style="list-style-type: none"> • Guru memberi salam kepada siswa. 	5 Menit	
	<ul style="list-style-type: none"> • Guru mengecek kehadiran siswa. 	5 Menit	
Inti	<p>Guru bertanya kepada siswa :</p> <ul style="list-style-type: none"> • Guru menjelaskan dan memberikan contoh recount text berbentuk teks dengan menggunakan picture series with the title “Last Holiday”. • Siswa dibagi menjadi beberapa kelompok. • Guru memberikan waktu kepada siswa untuk memahami contoh teks berbentuk recount dengan menggunakan picture series. • Siswa mencoba menuliskan teks 	45 Menit	Laptop dan infocus

	berbentuk recount dengan menggunakan picture series.		
Penutup	<ul style="list-style-type: none"> Siswa membuat kesimpulan mengenai pembelajaran hari ini. 	25 menit	
	<ul style="list-style-type: none"> Evaluasi. 	10 Menit	

6. SIXTH MEETING

Langkah-langkah	Uraian Kegiatan	Alokasi Waktu	Media
Awal	<ul style="list-style-type: none"> Guru memberi salam kepada siswa. 	5 Menit	
	<ul style="list-style-type: none"> Guru mengecek kehadiran siswa. 	5 Menit	
Inti	Give Post-Test “The Mouse and The Lion”	45 Menit	Laptop dan infocus
Penutup	<ul style="list-style-type: none"> Siswa membuat kesimpulan mengenai pembelajaran hari ini. 	25 menit	
	<ul style="list-style-type: none"> Evaluasi. 	10 Menit	

- Penilaian :
 - Aspek-aspek penilaian :
 - Keakuratan unsure mengidentifikasi berbagai kalimat, ciri kebahasaan, dan fungsi komunikatif teks lisan fungsional dan monolog pendek sederhana berbentuk *recount* dalam konteks kehidupan sehari-hari.
 - Ketelitian struktur *recount* text.
 - Teknik dan prosedur penilaian
 - Menulis : Siswa menuliskan beberapa contoh teks bertuk *recount*.

3. Written test : Menuliskan generic structure teks berbentuk *recount*.

▪ Written Test

No	Aspek Penilaian	Skor			
		Kurang Sempurna (1)	Cukup Sempurna (2)	Sempurna (3)	Sangat Sempurna (4)
1	Ejaan				
2	Tanda baca				
3	Kerapian Tulisan				
4	Kerapian Pakaian				
5	Grammar				
Jumlah					

Contoh :

Jumlah Skor diperoleh 17, skor maksimal $4 \times 5 = 20$, maka skor akhir : $\frac{17}{20} \times 4 = 85$ (B)

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

Jambi, 6 February 2019

Mahasiswa,

Ria Anggraini.

NPM. 1400888203050

Rencana Pelaksanaan Pembelajaran

- Mata pelajaran : Bahasa Inggris
- Satuan Pendidikan : SMP N 6 KOTA JAMBI
- Kelas / Semester : VIII A / II
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- Materi Pokok : Writing (Menulis) : Menuliskan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*.
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- KD dan Indikator Pencapaian

Standar Kompetensi (SK)	Kompetensi Dasar (KD)	Indikator
3. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>recount</i> untuk berinteraksi dalam konteks kehidupan sehari-hari.	3.1. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>recount</i> .	2. Siswa mampu merespons makna gagasan yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima dalam wacana <i>recount</i> .

- Materi Pembelajaran : Teks monolog berbentuk *recount*.
- Model Pembelajaran : 5M (Menyimak, Merangkai, Menguraikan, Memodifikasi dan Mengkomunikasikan).
- Media / alat : Papan tulis, spidol, infocus dan laptop.
- Sumber belajar : Buku paket siswa.
- Kegiatan Pembelajaran :

7. FIRST MEETING

Langkah-langkah	Uraian Kegiatan	Alokasi Waktu	Media
Awal	<ul style="list-style-type: none">• Guru memberi salam kepada siswa.	5 Menit	
	<ul style="list-style-type: none">• Guru mengecek kehadiran siswa.	5 Menit	
	<ul style="list-style-type: none">• Guru memperkenalkan recount text.	10 Menit	
ISI	Give pre-test	60 Menit	
Penutup	Colected the papers	5 menit	

8. SECOND MEETING

Langkah-langkah	Uraian Kegiatan	Alokasi Waktu	Media
Awal	<ul style="list-style-type: none"> Guru memberi salam kepada siswa. 	5 Menit	
	<ul style="list-style-type: none"> Guru mengecek kehadiran siswa. 	5 Menit	
Inti	<p>Guru bertanya kepada siswa :</p> <ul style="list-style-type: none"> Guru menjelaskan dan memberikan contoh recount text with the title “Embarrassing Moment”. Siswa dibagi menjadi beberapa kelompok. Guru memberikan waktu kepada siswa untuk memahami contoh teks berbentuk recount. Siswa mencoba menuliskan teks berbentuk recount. 	45 Menit	Laptop dan infocus
Penutup	<ul style="list-style-type: none"> Siswa membuat kesimpulan mengenai pembelajaran hari ini. 	25 menit	
	<ul style="list-style-type: none"> Evaluasi. 	10 Menit	

9. THIRD MEETING

Langkah-langkah	Uraian Kegiatan	Alokasi Waktu	Media
Awal	<ul style="list-style-type: none"> • Guru memberi salam kepada siswa. 	5 Menit	
	<ul style="list-style-type: none"> • Guru mengecek kehadiran siswa. 	5 Menit	
Inti	<p>Guru bertanya kepada siswa :</p> <ul style="list-style-type: none"> • Guru menjelaskan dan memberikan contoh recount text berbentuk teks with the title “My Birthday Party”. • Siswa dibagi menjadi beberapa kelompok. • Guru memberikan waktu kepada siswa untuk memahami contoh teks berbentuk recount. • Siswa mencoba menuliskan teks berbentuk recount. 	45 Menit	Laptop dan infocus

Penutup	<ul style="list-style-type: none"> Siswa membuat kesimpulan mengenai pembelajaran hari ini. 	25 menit	
	<ul style="list-style-type: none"> Evaluasi. 	10 Menit	

10. FOURTH MEETING

Langkah-langkah	Uraian Kegiatan	Alokasi Waktu	Media
Awal	<ul style="list-style-type: none"> Guru memberi salam kepada siswa. 	5 Menit	
	<ul style="list-style-type: none"> Guru mengecek kehadiran siswa. 	5 Menit	
Inti	<p>Guru bertanya kepada siswa :</p> <ul style="list-style-type: none"> Guru menjelaskan dan memberikan contoh recount text berbentuk teks with the title “Went Camping”. Siswa dibagi menjadi beberapa kelompok. Guru memberikan waktu kepada siswa untuk memahami contoh teks berbentuk recount. Siswa mencoba menuliskan teks berbentuk recount. 	45 Menit	Laptop dan infocus

Penutup	<ul style="list-style-type: none"> • Siswa membuat kesimpulan mengenai pembelajaran hari ini. 	25 menit	
	<ul style="list-style-type: none"> • Evaluasi. 	10 Menit	

11. FIFTH MEETING

Langkah-langkah	Uraian Kegiatan	Alokasi Waktu	Media
Awal	<ul style="list-style-type: none"> Guru memberi salam kepada siswa. 	5 Menit	
	<ul style="list-style-type: none"> Guru mengecek kehadiran siswa. 	5 Menit	
Inti	<p>Guru bertanya kepada siswa :</p> <ul style="list-style-type: none"> Guru menjelaskan dan memberikan contoh recount text berbentuk teks with the title “Last Holiday”. Siswa dibagi menjadi beberapa kelompok. Guru memberikan waktu kepada siswa untuk memahami contoh teks berbentuk recount. Siswa mencoba menuliskan teks berbentuk recount. 	45 Menit	Laptop dan infocus

Penutup	<ul style="list-style-type: none"> Siswa membuat kesimpulan mengenai pembelajaran hari ini. 	25 menit	
	<ul style="list-style-type: none"> Evaluasi. 	10 Menit	

12. SIXTH MEETING

Langkah-langkah	Uraian Kegiatan	Alokasi Waktu	Media
Awal	<ul style="list-style-type: none"> Guru memberi salam kepada siswa. 	5 Menit	
	<ul style="list-style-type: none"> Guru mengecek kehadiran siswa. 	5 Menit	
Inti	Give Post-Test “Unforgettable Moment”	45 Menit	Laptop dan infocus
Penutup	<ul style="list-style-type: none"> Siswa membuat kesimpulan mengenai pembelajaran hari ini. 	25 menit	
	<ul style="list-style-type: none"> Evaluasi. 	10 Menit	

- Penilaian :
 - Aspek-aspek penilaian :
 - Keakuratan unsure mengidentifikasi berbagai kalimat, ciri kebahasaan, dan fungsi komunikatif teks lisan fungsional dan monolog pendek sederhana berbentuk *recount* dalam konteks kehidupan sehari-hari.
 - Ketelitian struktur *recount text*.
 - Teknik dan prosedur penilaian
 - Menulis : Siswa menuliskan beberapa contoh teks bertuk *recount*.

6. Written test : Menuliskan generic structure teks berbentuk *recount*.

▪ Written Test

No	Aspek Penilaian	Skor			
		Kurang Sempurna (1)	Cukup Sempurna (2)	Sempurna (3)	Sangat Sempurna (4)
1	Ejaan				
2	Tanda baca				
3	Kerapian Tulisan				
4	Kerapian Pakaian				
5	Grammar				
Jumlah					

Contoh :

Jumlah Skor diperoleh 17, skor maksimal $4 \times 5 = 20$, maka skor akhir : $\frac{17}{20} \times 4 = 85$ (B)

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

Jambi, 6 February 2019

Mahasiswa,

Ria Anggraini.

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