THE IMPLEMENTATION OF PICTURE SERIES IN IMPROVING STUDENTS' WRITING IN RECOUNT TEXT AT THE FIRST GRADE OF SMAN 1 PESISIR TENGAH KRUI

(A Script)

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ABSTRACT

THE IMPLEMENTATION OF PICTURE SERIES IN IMPROVING THE STUDENTS' WRITING OF RECOUNT TEXT AT THE FIRST GRADE STUDENT OF SMAN 1 PESISIR TENGAH KRUI

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The aims of this study were to find out whether there was an improvement of the students' writing in recount text after they learn writing through picture series and to find out what aspect that improved the most after learning writing through picture series. This research was an experimental study. A writing test was administered as the instrument in this research. The test was considered valid, because the test was covered by content validity since the material was relevant for the curriculum and syllabus for the first grade of SMAN 1 Pesisir Tengah Krui. The students' work was measured based on the scoring criteria of writing proposed by Jacobs that consists of five aspects of writing; they are content, organization, language use, vocabulary, and mechanic. Those aspects are things that the test had been covered with construct validity. This research was considered reliable because *inter-rater reliability* had been evaluated in this research to ensure the reliability of the pre-test and post-test score and to avoid the subjectivity of the writer. It was evaluated by two raters. They were the researcher and the English teacher at the school. There are 11 classes of class X at SMAN 1 Pesisir Tengah Krui. 5 classes are social class and 6 classes for science class. The sample in this research was class X IPS 3 of SMAN 1 Pesisir Tengah Krui that consisted of 36 students. This research used one group pre-test post-test design and the data were analyzed using Paired t- test. The average score of the pre-test is 60.86 and the average score of the post-test is 71.81. It could be concluded that the students' ability in writing recount text improved. The result also reveals that the t-value is 19.368 and the t-table is 2.030 with the level of significance 0.05. Since the t-value > t-table, it proves that the alternative hypothesis (H1) is accepted. In other words, picture series improves the students' writing in form of recount text. After the students learn writing through the implementation of picture series the aspects of writing improved. The highest improvement is on the content aspect. Picture series helped the students in stimulating their ideas by looking at the events that presented in the picture. It is proved by the mean score which is improved from 17.00 (pretest) to 21.21 (posttest).

Keywords: writing ability, recount text, picture series

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By:
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A Script

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Research Title : **THE IMPLEMENTATION OF PICTURE SERIES IN IMPROVING STUDENTS' WRITING IN RECOUNT TEXT AT THE FIRST GRADE OF SMAN 1 PESISIR TENGAH KRUI**

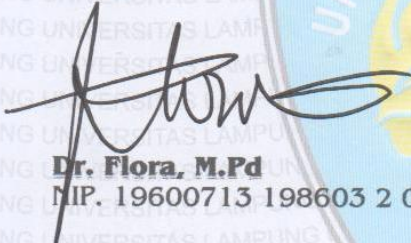Student's Name : *Desti Ariska*

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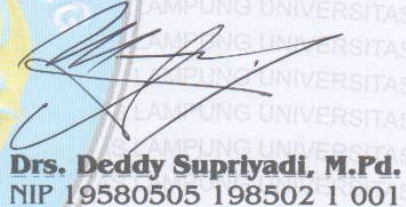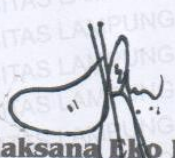
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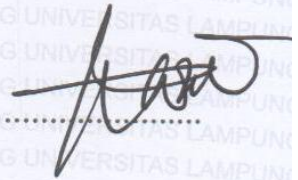
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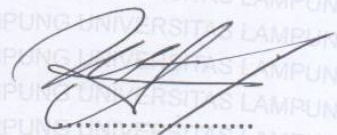
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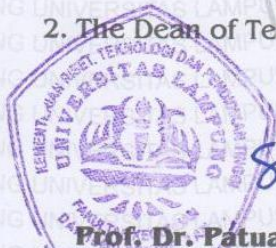   Examiner   : Prof. Dr. Patuan Raja, M.Pd

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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Desti Ariska was born on December 5th 1997 in Pemerihan, Krui. She is the first daughter of a great couple, Syukur Arsat and Yusna Dewi.

Her first education was begun in 2003 at SD Negeri Pemerihan. Six years later, she completed her study in 2009. After that, she continued her studies at SMP Negeri 2 Pesisir Tengah and graduated in 2012. Then, she went on her education at SMA Negeri 1 Pesisir Tengah Krui and successfully graduated in 2015.

Through SNMPTN, she was accepted in English Education Study Program of Teacher Training and Education Faculty in Lampung University in 2015. From July to August 2018, she did KKN in Bulok, Tanggamus and she conducted teaching practice program (PPL) at SMPN 2 Bulok, Tanggamus. To complete her study, she undertook a research related to students' writing at SMA Negeri 1 Pesisir Tengah Krui in January 15th 2019.

DEDICATION

This script is entirely dedicated to:

My beloved parents, Syukur Arsat and Yusna Dewi

My loving siblings, Selvia Rosa Lita, Siska Amelia and M Wahyu

My honorable lecturers in English Education Study Program

My gorgeous friends in English Department 2015

My outstanding alma mater, Lampung University

MOTTO

Do it now.

Sometimes "later"

becomes "never"

~Anonym~

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10. A class and B class of Brotherhood English Departement'15 which cannot be mentioned their names one by one. Thank you for these amazing four years, for being the best classes all the time. You guys will always be remembered.
11. My high school friends, Putri Handayani, Resti Yurike, Evi Soleha Yana, Hera Marlinda, Serti Oktavia, Yunita, Susan Amalia, and Dahliana.
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13. Putrawan Jaya Ningrat, S. Pd, M. Si, as the headmaster of SMAN 1 Pesisir Tengah and Emilia Nur, S. Pd as the English teacher of first grade of SMAN 1 Pesisir Tengah, for allowing me to carry out this research in the institution and for their contribution and help during the research.
14. The last but not least, The Students of SMAN 1 Pesisir Tengah Krui, especially Class X-IPS 3 thanks for the contribution and being part of the process in finishing this final project.

Hopefully this script will give positive contribution to the educational development and also for those who want to carry out further researches. The writer is completely aware that this script is far from perfection. Therefore, constructive input and suggestions are expected to future work.

Bandar Lampung, June 24th 2019

Desti Ariska

CONTENTS

TABLES

APPENDICES

I.   INTRODUCTION

In order to introduce this research, this chapter discussed about background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Research

As it is stated in basic competence of 2013 Curriculum for senior high school, the students must be able to communicate in oral and written text. Writing is one of the language skills that should be mastered in studying English besides listening, speaking and reading. Raimes (1983:76) states that writing is a skill in which we express the ideas, feelings and thought arranged in words, sentences and paragraphs using eyes, brain and hand. While, Nunan (2003: 88) adds that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph.

In addition, regarding to the English Curriculum 2013, writing in form of recount text is crucial to master by the first grade students. It is a kind of text which tells the writers' past experience. Therefore, all the first grade students of the senior high school are expected to be able to understand and create a recount text coherently based on the social function, language features, and generic structure of the text. It means that all the first grade students must accomplish it well.

However, this objective is very hard to achieve. Most of the students' skills are far away from their learning target (Sukendar, 2012). It is supported by (Indah, 2018) that during Teachers Training Program (PPL) in SMPN 2 Negeri Agung, it was found that the students' writing achievement was still low. This can be seen from the results of students' writing that often consisted of some mistakes in vocabulary, grammar use, organization, mechanic, and also the ability of the students in expressing and developing their ideas. Furthermore, Yuniarsih (2008: 65), in her research at SMPN 1 Ambarawa found that many students could not express their idea smoothly in written form. Although they had been given a topic to write, they could not automatically start their writing assignment. In other words, although they had written several lines, they mostly found difficulties on how to continue their writing. These make the students frustrated and as the result, they tend to stop their writing. This is because they do not know specific technique that can guide them in developing their ideas and put them in written form. In short, it can be said that students' capability in writing still need to be developed due to the mistakes they often made in writing, such as inappropriate language use, inability in generating ideas and organization.

The low capability in students' writing happened due to a number of aspects. First, writing for EFL students is regarded as a language skill that is not easy for the students to be achieved. Even if the students are asked to produce text in their mother tongue still seems something difficult to do. It is strengthened by Byrne 1988:4) who says that writing is difficult activity for most people, both in mother tongue and in foreign language. Second, according to Setiyadi (2007: 7-9), even though writing in the target language may involve the ability to shape the letters of the alphabet and the knowledge of the right combinations of letters, the real writing is the skill in expressing ideas through the written words of the target language, which is called composition. However, writing is a complex skill to be

learnt. In writing, students have to face many difficulties such as lack of grammar understanding, lack of vocabulary, confused about the content, mechanic, and organization. They are related to the aspects of writing.

In addition, Heaton (1991: 135) states that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. Furthermore, Juwitasari (2005: 2) adds that nowadays, many English teachers still concern on teaching writing theoretically. The students are not encouraged to apply the theories given by the teacher on the paper. They almost never get writing exercises. It makes the students always confused when they are asked to write. The fact proves that writing is still difficult for the students besides other skills.

To improve students' writing skill in recount text writing, this study applied picture series as a media to help students in their writing ability. Yunus (1981:49) describes picture series as numbers of linked pictures which form series of sequences in order to tell a sequence of events or a story. The researcher chose picture series to develop the students' ability in writing recount text because it will help the students to produce a text; write their idea into sentences to make the coherence and the unity recount text, so the organization of the text will be improved.

Moreover, pictures can stimulate students' enthusiasms; create a joyful teaching and learning process. According to Raimes (1983:27), pictures can also provide a stimulating focus for students' attention, a variety of tasks, and a shared experience. We can state that pictures can stimulating students' interest and focus the students' attention in learning. Harmer (2007:330) states that pictures can provide stimulation for writing-habit activities. In another words, we can said that picture can translate abstract ideas into more realistic forms. From those statements, it is obvious that

pictures could be used as media to teach writing especially in helping the students to express the ideas in the written form.

The researcher believed that by implementing picture series as a media in teaching writing recount text can help the students develop the ideas that they will put in their recount text writing. In other words, by looking at the series of picture, it will help the students to make the content of their writing relate with the topic and the students will have imagination about pictures they see.

To strengthen this research, the researcher provided some previous studies that are related to this research. Fathimbara (2017), who conducted a research at the second grade students of SMK 2 Mei Bandar Lampung to find out whether there is any significant increase or not of the students' speaking achievement after being taught by using picture series. She found that there is a significant difference of the speaking achievements after being taught by using picture series as the media. Based on the result, the researcher tried to apply picture series as media in writing skill. Another previous research was also conducted by Sarinten (2010), saying that picture series as teaching media improves the students' interest and motivation in writing narrative text.

Similar research was conducted a research by Guttierrez, Puello, and Galvis (2015) at the ninth grades of Institucion Educativa Simon Araujo, Columbia to develop EFL narrative writing through picture series. It was found that there was improvement of students' writing skill in narrative text by using picture series. From those previous studies that had been taken in SMP level, the researcher tried to conduct further research in senior high school.

In short, those previous studies also show that picture series is effective in improving students' speaking ability, students' vocabulary achievement, and students' writing ability in narrative text. To justify the research question of this

research, the researcher used those previous studies as turning point for a better research. This study focused on the students' recount text writing ability taught by using picture series as a media of teaching writing in order to see the improvement of their writing achievement in recount text at the First Grade of Senior High School. The researcher assumed that picture series would help the students arrange their ideas coherently. By this means, the problems faced by the students when they do not know what they are going to write, would be solved since the questions made before writing flow coherently from the beginning to the end of the writing process.

1.2 Research problem

Based on the explanation above, the problem was formulated as follows:

1. Is there any improvement of the students' recount text writing after they learn writing through picture series?
2. What is the aspect of writing will improve the most after learning writing through picture series?

1.3 Objectives of the Research

In relation to the research problems above, the objective of the research were to find out:

- Whether there is an improvement of the students' writing in recount text after they learn writing through picture series.
- Whether there is aspect that will improve the most after learning writing through picture series.

1.4 Uses

The uses of this research were:

1. Theoretically, it may support the theories that picture series can be a solution for teaching writing in order to increase students' ability in writing, especially in writing recount text.

2. Practically, as information for English teachers whether picture series can help the students to develop their idea to write recount text.

1.5 Scope

This research was a quantitative research. Yunus (1981: 49-53) classifies picture into three types, they are composite picture, picture series and individual picture. These pictures can represent the image of people, animals, things, or events. Harmer (2004:69) also proposes several activities of story tasks that the students can have. They are dramatic pictures, a series of pictures of random objects, a series of pictures in sequence, and a headline or caption. The researcher tried to implement picture series as an alternative way in teaching writing. This focus of this research was on using picture series as a media to improve the students' recount text writing ability, especially about the content, organization, vocabulary, language use, and mechanic. The writing test was limited to recount text. Derewianka (1990:15-17) identifies that there are three types of recount text, they are, personal recount, factual recount and imaginative recount. From three types of recount text, the focus of this research was personal recount since it tells the activities whereas the writer involves or does by her or himself. The first grade students of senior high school must be able to write text in form of recount. So, this research focused on finding out the result of the implementation of picture series in recount text to improve students' ability in writing at the first grade of Senior High School.

1.6 Definition of Term

In this research there were some terms clarified to avoid misunderstanding.

1. Writing is a skill in which we express the ideas, feelings and thoughts arranged in words, sentences, and paragraph using eyes, brain and hand (Raimes, 1983:76).

2. A recount text is a text that tells "what happened". The purpose of the text is to document a series of events and evaluate their significance in some way. (Priyana Joko, 2008:77)

3. Picture series as numbers of linked pictures which form series of sequences in order tell a sequence of events or a story. The use of picture series can help the students to write types of text that require sequences like narrative, procedure, recount or spoof (Yunus, 1981:49).

4. Students' writing ability refers to the students' competence in applying the components of writing are content, organization, vocabulary, language use (grammar) and mechanics (Jacobs, 1981: 60).

This chapter has discussed about background of the research, research problems, objectives of the research, uses of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter discussed about the theories which were used in this research. Those theories are writing, aspects of writing, teaching of writing, recount text, picture series, teaching writing recount text using picture series, procedure of applying picture series in teaching recount text, advantages and disadvantages of using picture series and theoretical assumption and hypotheses.

2.1 Writing

Writing is one of the four language skills that have to be learned by students at school. Writing is the last stage that students have to learn after they are able to listen, speak, and read. Haris (1979) defines that writing skill is the most complex language skill be mastered because writing skill involved knowledge of sentence structure, diction, organization of ideas and mechanics. Besides, writing is also both a mental activity and a physical activity. Nunan (2003:88) states that the nature of writing can be defined as both mental and physical activities that are aimed to express and impress. Writing is a mental activity because the writer has to be able to commit the idea and it is a physical activity because the writer has to be able to express and organize the idea into a readable text.

Brown (2001: 335) also states that written products are the result of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise the text for clearer meaning and how to edit the text for appropriate grammar and how to produce a

final product. It can be assumed that writing contains both physical activity, where students are expected to know how to arrange the words, and mental activity where students have to be able to invent and express the ideas. Therefore, in order to make a good piece of writing, a writer has to be able to know how to generate the idea, organize it into a cohesive writing, and has good knowledge in some aspects of writing such as grammar, punctuation, and vocabulary.

Raimes (1983: 76) explains writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraph using eyes, brain, and hand. Thus, writing is the process of expressing the ideas and thoughts of the writer using knowledge of the structure and vocabulary to combine the writer's ideas as a means of communication. Writing is an activity in processing, interpreting, and evaluating information and putting it in a logical, coherent, and well-responded arrangement. Furthermore, Linderman (1983) states that writing is a process of communication that uses conventional graphic system to convey a message to readers. Writing has been a means of communication which must be as communicative as speaking; nevertheless, the way of communication makes it different between them.

It is as Tarigan (1987:2) says that writing is a language skill which is used for indirect communication. However, producing a written form is not an instant but it needs a process; also, the writer should think first then he can conduct a text. In conducting a written form, a writer should concern some efforts such as selecting, adding, revising, and rearranging the words or sentences to produce an acceptable text.

In addition, Hayes (1996 in Weigle 2002: 25-26) states that the process of writing involves three main cognitive activities are involving text interpretation, reflection and text production. Text interpretation is the process of creating internal

representations derived from linguistics and graphics input. Reflection is a process of creating new internal representations from the existing representations. Text production is the last process in which new written linguistics forms or graphic output is produced from the internal representations. Therefore, to produce a writing there are some processes that the writer has to go through.

Based on the statement above, the researcher confirmed that writing is a very complex process that encourages thinking and learning to explore thoughts and ideas; it is communicative and also a productive skill of inventing ideas and feelings, organizing it, and expressing it with the right words into a good piece of writing.

2.2 Aspects of Writing

To have a good handwriting, writers can be said successful in their writing contains some aspects of writing. They include what to say (content), how to sequence what to say (organization and mechanic), and how to express what was said (language use and vocabulary). Harris (1979:68-69) states that writing contains five components, namely:

1. Content is the substance of writing; the expression of the main idea (unity).
2. Form is related to the logical organization of the content (coherence).
3. Grammar is related to the usage of the correct grammatical form and syntactic patterns.
4. Style is related to the choice of structure and lexical items to give a particular tone or flavor to the writing.
5. Mechanics is concerned with the use of graphic convention of the language

In line to this, according to Jacobs (1981:90) there are five aspects of writing as follows:

1. Content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph.

2. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

3. Vocabulary refers to the selection of words that are suitable to the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

4. Language Use/Grammar refers to the use of the correct grammatical form of syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanics refers to the use of graphic conventional of the language, i.e., the steps or arranging letters, words, sentences, paragraphs by using knowledge of structure and some others related to one another.

In this research, the writer applied aspects of writing proposed by Jacobs in evaluating the students writing score because it provides a well defined standard and interpretive framework for evaluating the compositions of students' effective communication which is suggested to be used in evaluating students' writing.

2.3 Teaching of Writing

According to Harmer (2001: 79), the reasons for teaching writing for students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right. In addition, Harmer (1984: 40) points out that there is certain particular consideration that

needs to be taken into account, such as sentence organization, paragraph arrangement, and coherence.

In relation to teaching writing, Finnochiaro (1964: 129) explains that teaching writing is to teach the students how to express the idea or imagination in written form. In order to be successful in writing, the material presented should be relevant to their needs, interest, capacities, and ages until they are able to make a composition well or even no errors. In other words, it is clear that the teacher should facilitate the students to write or how to express the ideas in written form.

While according to Raimes (1983:3) reasons of teaching writing are important. First, writing reinforces the grammatical, structures, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learnt to say, to risks. Third, when they write, they necessarily become very involved with new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.

And as we know that, in writing evaluation, there are some elements that should be considered such as structure, organization, language use, vocabulary, and also mechanic. Thus, teaching writing means teacher has to help them in understanding the components of writing based on those aspects of writing.

Mappe (2000) suggests that there are different views on the stages that the writers go through in producing a piece of writing, but a typically through model identifies four stages: pre-writing, drafting, revising and editing. The description of each stage is shown as follows:

 1. **Pre-writing**

In this stage, students involve the activities, such as reading, brainstorming, mind mapping, discussing, fast writing, questioning, interviewing, encourage them

before they write their sentences in the first draft. A typical pre-writing activity in the process approach would be for learners to brainstorm on the topic being provided. By this way, students will get motivation to write because they feel that they have something matter to say.

2. Drafting

In this stage, the result of brainstorming session will provide a plan of description of topic. The content might be written without considering the grammatical aspect first.

3. Revising

In this stage, the students review a draft to check five aspect of writing based on the feedback which is given by the teacher or peers. Revision is a process in which writers not only polish their style, but also develop their ideas. In this stage, the teacher helps the students through the revision to shape and reshape the text into final form.

4. Editing

In this stage, the students check their final text for some mistakes they have made based on the feedback given, such as spelling, punctuation, grammar, and all presentation.

In addition, Blanchard and Root (2003) state that there are three steps in writing process; prewriting, writing, and revising. All of those steps are important to make our writing better and systematic.

1. Pre-writing

Pre-writing is the first step; it is a preparation step before writing process. Pre-writing gives a warming up to gather ideas which are going to write.

2. Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph.

As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide.

3. Revising

The last step is revising; it is the important step to do after we have produced a draft. We have to analyze the content of the draft which may be unclear, ambiguous or confusing. We have to ensure that our paragraph is unified, coherent and improve the grammatical accuracy. So, in this step we can enrich our writing content with adding new sentence to support others idea, or deleting some sentences those are irrelevant with the topic. After that Graham (2003) writes about the importance of feedback regarding process of writing. Since, students will learn further about what should be written besides they have a chance to be adventurous with the target language.

Therefore, this study used the processes of writing proposed by Blanchard and Root with picture series applied in writing stage of teaching writing process.

2.4 Recount Text

Recount text is used to tell the experience in the past, obviously recount text uses past tense form. Recount text does not use conflict, but it uses series of event as characteristics. Recount text with complete generic structure will be constructed by structuring orientation, events and re-orientation. According to Derewianka (1990:14), a recount is the unfolding of a sequence of events over time. The focus of recount text is to reconstruct past experience on a sequence of events, all of which relate to a particular occasion. Anderson and Anderson (1997: 39-50) state

that a recount is a piece of text that retells past events, usually in the order in which they occurred to. Its purpose is to provide the audience with a description of what occurred and when it occurred. Sometimes students want to tell others about something happened in their lives or maybe the experience from someone they knew. Speaking and writing about past events is called a recount.

Recount text is more than just arranging a sequence of events in order. There are other writing considerations which must be counted such as the function of the text, the structure of the text, and the language features of the text. Since the activities and events happened in the past, it means that students need to learn about past tenses. To join the sentences, students also need to learn about conjunctions to make the time coherence.

Priyana Joko (2008:77) defines that a recount text tells "what happened". The purpose of the text is to document a series of events and evaluate their significance in some way. This text is focused on a sequence of events that relates to the occasions and also expressions of attitudes and feelings from the characters. The characteristics of recount text can be seen in the following table.

Table 2.1. Characters of recount text by Priyana, et al. (2008: 89)

Social function of recount text	- To documents series of events and evaluate their significance in some way.
General structure of recount text	- An orientation providing background information needed to understand the text, i.e. who was involved, where it happened, when it happened. - A record of events usually recounted in chronological order. - Personal comments and/or evaluate remarks on the events.
Language feature of recount text	- Use of nouns and pronouns to identify people, animals, or things involved. - Use of action verbs to refer to events. - Use of past tense to locate events in relation to writer's time.

	- Use of conjunctions and time connectives to sequence the events. - Use of adverbs and adverbial phrases to indicate place and time. - Use of adjectives to describe nouns

In line to this, Derewianka (1990:15) adds that the focus of recount text is on a sequence of events, all of which relate to a particular occasion. The recount generally begins with an orientation. Then the recount unfolds with a series of events. At various stages there may be some personal comment.

The generic structure of recount text is as follows:

1. Orientation – Scene setting opening, it gives the readers/listeners the background information needed to understand the text such as who was involved, where it happened, and when it happened.

2. Events – Ordered in a chronological sequence.

3. Personal Comment – a closing statement: When I got back, I told my mum (with elaboration in more sophisticated text).

The language features that are usually used in recount text are:

1. Use of specific participants (Mrs. Brady, our dog, the shopkeeper).

2. Use of simple past tense (she smiled, it barked, he pointed).

3. Use of action verbs (went, climbed, ate).

4. Use of linking items to do with time (on Wednesday, then, at the same time, nest, later, before).

5. Details irrelevant to the purpose of the text should be avoided.

To be clearer, here is the example of recount text that reflects the generic structure:

Last Holiday to Kuta Beach

Orientation:

Last month, I went to Bali by plane with my family for three days and stayed in the hotel near Kuta Beach. We chose Bali because we thought that Bali was the most beautiful place and it was the island of The God.

Events:

At the first day, my family and I walked along the beach. My sister and I built a sand castle, while our parents sat and enjoyed the scenery around the beach. There were many tourists at the beach. Next day, I swam on the beach and dived under the sea. The view was beautiful; there were many little fishes and other sea creatures. I enjoyed my adventure in the sea. On the last day, I sunbathed in the beach like other tourists. Then my family and I rowed a boat around the beach.The wind blew and we felt really relax. Kuta beach was really beautiful.

Re-orientation:

I will never forget it. And I am proud of being an Indonesian because my country is one of the most famous places in the world.

Furthermore, Derewianka (1990:15-17) identifies that there are three types of recount text, they are:

1. Personal Recount

Telling about activities whereas the writer or speaker involves or do by him or her (i.e., oral anecdote, diary entry) use the first person pronouns (I, we). Personal responses to the events can be included, particularly at the end. Details are often chosen to add interest or humor.

2. Factual Recount

Record the particulars of an incident (i.e., report of a science experiment, police report, news report, historical account). A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as a school accident report to a formal, structured research tasks such as historical recount. The emphasis is on using language that is precise, factual and detailed, so that the reader gains a complete picture of the event, experience or achievements.

This type uses the third person pronouns (he, she, it, and they). Sometimes the ending described the outcome of the activity (i.e., science experiment). Details of time, place and manner may need to be precisely stated, i,e.: at 2.35 pm., between Jhonson St and Park Rd, the man drove at 80 kph. The passive voice may be used, i.e., the beaker was filled with water. It may be appropriate to include explanations and justifications.

3. Imaginative Recount

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real, motion language, specific detail and first person narration are used to give the writing impact and appeal. It may be appropriate to include personal reaction.

From three types of recount text above, the focus of this research was personal recount since it tells the activities whereas the writer involves or does by her or himself.

2.5 Picture Series

Picture is one of the visual aids which are used by the teacher in teaching learning process. Picture series is a kind of media which belongs to picture category. There are many kinds of pictures that can be used in teaching and learning of writing in

the classroom. Yunus (1981: 49-53) classifies picture into three types, they are composite picture, picture series and individual picture. These pictures can represent the image of people, animals, things, or events. Harmer (2004:69) proposes several activities of story tasks that the students can have. They are dramatic pictures, a series of pictures of random objects, a series of pictures in sequence, and a headline or caption. The researcher tried to implement picture series as an alternative way in teaching learning process. Yunus (1981:49) describes picture series as numbers of linked pictures which form series of sequences in order to tell a sequence of events or a story. Below is an example of picture series:

A picture is used to substitute the real things. The students are able to see the picture clearly and distinctly. They also can understand the content of the whole pictures because the first picture related to the second picture and so on. It also can build students' motivation in learning English text. According to Raimes (1983: 27), pictures (drawings, photographs, posters, slides, cartoons, magazine advertisement, diagrams, graphs, tables, charts, and maps) can be valuable resources for teaching writing. She further states that the teacher can find valuable resources in pictures. Picture provides a shared experience for students in the class, a common base that leads to a variety of language activities. In addition, she states that picture can be the basis for not just one task but many, such as

sequencing of sentences to the writing of original dialogues, letters, reports, or essays. Furthermore, she states, because everybody likes to look at pictures, their use in the classroom provides a stimulating focus for students' attention.

Meanwhile, Wright (1989:17) explains the use of pictures as media can help to attract students' interest and encourage their motivation in learning, make them want to pay attention and want to take part. Pictures make the students have sense of the context of the language. They bring the world into the classroom. Pictures can be a specific reference point or stimulus to the students. Next, pictures can also be described in an objective way or interpreted or responded to subjectively by learners. Pictures can cue responses to questions or substitutions through guided practice. The last, pictures can stimulate and provide information in the conversation and discussion.

In line with this, Harmer (2004:67), states that picture can stimulate students' creativity, especially in writing. Picture works in provoking the imagination and creativity so that they can produce a good piece of writing. He explains that some situations, grammar, and vocabulary works can be presented by pictures. He also states some ways to have pictures as media to teach writing. They are describing pictures, writing postcards, story tasks and so on. In this research, the researcher will use one of them, which is a story task to be used as media in teaching writing. Harmer (2007:330) states that pictures can provide stimulation for writing-habit activities. Pictures bring challenges for students in learning writing skill. Pictures are used as the means of describing, identifying, predicting, discussing, matching, grouping, sequencing, ordering and memorizing. Pictures also bring opportunities to learn writing skills to express opinions, express experiences and feelings, speculate and express opinion, express and debate opinion and to dramatize. Therefore, there are many activities which can be created from using pictures.

The use of picture series can help the students to write types of text that require sequences like narrative, procedure, recount or spoof. There are some factors supporting the use of picture series:

1. Picture series help the students to stimulate and generate their ideas about what they are going to write as students are sometimes confused about what they will write firstly. Picture series provides information of which one comes first and which comes next.
2. Picture series can draw students' attention out to be involved in writing process.
3. Picture series also provides clearer description about what happened.
4. Picture series also represent the details of events.

Heaton (1991: 142) mentions that the use of pictures is an excellent device for providing both purpose and content for writing. A picture or series of pictures not only provides the students with the basic material for their composition but stimulates their imaginative powers. Moreover, through picture series, the students will have a chance to think critically about interpretation of the events in the picture and write their ideas. In addition, Brown, et al (1977:186) states that picture can be used in many stages of the instructional processed: to introduce the motive study of new topics, to clarify misconceptions, to communicate basic information and to evaluate students' progress and achievement.

In conclusion, the researcher believed that picture series could be an effective way to be applied in teaching and learning of writing. It helped students to imagine, generate their ideas and write optimally. Besides, pictures also could stimulate students' creativity and attract students' attention and increase their enthusiasm in writing.

2.6 Picture Series in Teaching Writing

Generally, teaching is not only transferring knowledge to the student, yet it is guiding the students that they are able to succeed. The process of teaching has three main components, the components are teacher competency, students who accept the knowledge, and the last is material or knowledge itself, which is taught.

Meanwhile, Brown (2000:7) states that teaching is a guiding, facilitating, learning, and enabling the learner to learn getting the condition for learning. The process of teaching English writing will be successful if it is supported by some factors such as qualified teacher, supplementary materials, teaching method and teaching aids. Each of those factors must have function in teaching learning process. The function of teaching aids is for helping teacher to deliver their idea or knowledge in order that it can be understood by students easily.

According to Kreidler (1965:1) pictures are recognized way of a representing a real situation so they can be served as an example of the advantages in using visual aids. In the classroom, picture can help the students to associate with their real life experience. In this case, the picture series is chosen to teach the recount text because it can make the students understand the organization, content, and temporal conjunction of recount texts easily.

Furthermore, recount text is a text which is often faced by students in their daily life; they can use their experience to connect writing recount text. Pictures are used as visual aids in helping students in learning to write recount text.

There are some previous researches using picture series done by the researcher. First, Sa'diyah (2017) conducted a research in improving the students' ability in writing a descriptive text through a picture series at the tenth grade students of SMAN 1 Kembangbahu lamongan. She found that using picture series as a media

was able to enhance the students' interest and preference to do writing activities. The use of the picture series also promoted the students' positive behavior toward the learning process. Almost all the students paid attention to the teacher's explanation and instruction. Most of them were actively involved in the learning process, making comments or asking questions about the instruction as well as about the picture to either the teacher or their classmates. Almost all of them observed the pictures closely.

Utami, et al (2014) also investigated the effect of using pictures in series on the seventh grade students' writing achievement at SMPN Pakusari in the 2013/2014 Academic year. The result of this research indicated that there was a significant effect on the students' writing achievement taught by pictures in series.

It is also supported by Sarinten (2010) statement in her thesis titled Improving Students' Skill in Writing Narrative Text Through Picture Series (An Action Research at the Eighth Grade of SMP Negeri 1 Cawas, Klaten in the Academic Year of 2009/2010), she said that picture series as teaching media improves the students' interest and motivation in writing narrative text.

The last, Setyawan (2015) conducted a research in SMA Muhammadiyah 2 Bandar Lampung with the title Using Picture Series in Teaching Writing at The Second Year of SMA. He did a research to find out whether the use of picture series was effective for teaching analytical exposition text. The result revealed that picture series was effective for teaching analytical exposition text.

Briefly teaching writing using picture series is effective way for students. It stimulates the students' interest and imagination in their writing and gives students a chance to think critically about interpretation of the events in the picture and write their ideas.

2.7 Procedure of Applying Picture Series in Teaching Recount Text

In practicing to write by using picture series and observing the process, the researcher followed the following procedure proposed by Blanchard and Root (2003).

1. Pre-writing

Prewriting activity was given warming up the brain to gathering the ideas to write about. Teacher had been given a brainstorming to the students related to the topic they were going to learn which was about recount text. Students were asked about their activities last weekend or last holiday. They were also asked about their feeling was. After that, teacher was given a chance for students to share their ideas. The students had been written the students' answers on the whiteboard.

2. Writing

In this part, teacher gave general information about recount text (social function, generic structure and language features). Here, picture series had been explained by the teacher. After that, teacher divided students into groups consist of five students. After that, teacher gave the picture series and showed a text of recount related to the picture series given. Students were asked to read and comprehend the text. Students were asked about main idea and detail information of the text (content). After that, Teacher guided the students to observe the purpose and generic structure of the text (content, organization). Then, students were asked to identify the language features of recount by looking at the underlined words in a text. They were asked to find out the others language features of recount that exist in a text and were asked to classify those words according to the language features of recount text.

After classifying the language features of recount, students were asked to list the difficult words or new vocabulary shown in a text and they were also asked to discover the meaning of the words to enrich their vocabulary. They could consult their dictionary (vocabulary). After that, teacher chose one of the pictures in picture series randomly and students were asked to make their own sentence related to the chosen picture in form of Simple Past Tense (language use, mechanic). After making a sentence, some students were invited to write their words on the whiteboard. Their word had been discussed together with the other groups. In the same group, teacher handed out a picture series to the students. The students were asked to analyze what is the picture about. They should made notes related to the activities shown in the picture series. The students were asked to discuss their notes in group. The students were asked to write the result of the discussion individually and developed their writing into a good paragraph of recount text belonged to orientation, events and re-orientation. The students composed a recount text based on the topic using proper personal participant and proper chronological connection individually. Teacher asked the students to check the errors in punctuation, capitalization, spelling of their work by peer correction.

3. Revising

In this step, after proofreading by peer correction, the students work had been collected by the teacher. After collecting it, teacher monitored and marked their work one by one and wrote a comment and suggestion underneath. Students checked and read their mistakes and then they were asked to revise their work based on the teachers' comments. Students were asked some questions related to recount text to check their understanding. Students submitted their final work. Students were given a brief of review about the material they had been learned today.

2.8 Advantages and Disadvantages of Using Picture Series

There were some advantages and disadvantages using picture series in teaching recount text. They were:

Advantages:

1. Pictures can be helpful for students to develop their ideas in writing a recount text. Pictures will help students to arrange some events correctly.
2. According to Kreidler (1965:1), pictures are a recognized way of a representing a real situation so they can be served as an example of the advantages in using visual aids. In the classroom, picture can help the students to associate with their real life experience. In this case, the picture series is chosen to teach the recount text because it can make the students understand the grammatical structure, imperative verb, and temporal conjunction of recount texts easily.
3. Pictures are relatively cheap and easy to use since they can be prepared quickly.

According to Sadiman et. al. (2010:31), the weakness of using picture is that it only emphasizes on the visual side of the students, therefore the size of the picture that is used in the classroom is very limited for a large group of students. The last weakness of using picture is that it too complex, not effective enough for the learning vocabulary. The other some disadvantages of pictures used in teaching and learning process, such as:

1. Students pay attention to the picture more than learned material.
2. It takes time and costs much to provide attractive pictures.
3. Small and unclear pictures may arise some problems in the teaching learning process since the students may misunderstand about the picture.

It is obvious that picture series has benefit for teacher to teach recount text. When teacher used the pictures as their media in teaching they have activated two from five senses and it betters in explanation because the pictures can explain clearly the teacher's explanation. Besides, there are also some disadvantages in using picture series. Teacher should find possible ways to overcome those problems in order to make picture sequence can be used effectively in classroom activity.

2.9 Theoretical Assumption

In teaching writing, there are many techniques that can be used by the teachers to reach the goal of teaching learning process. As has already been stated that writing is counted as the most difficult skill, students need to consider the five aspects of writing namely content, grammar, organization, vocabulary, and mechanic. Besides some cases show that it is hard to students are facilitated to plan their ideas in systematical way. There are many ways in teaching writing and teacher should have the ability to choose an appropriate way and implement it in the teaching learning process to obtain the goal.

Picture series is an effective medium to be used in teaching paragraph writing like recount text since picture gives students a chance to think critically and interpret events in the picture and write their ideas. Picture series is also really serviceable for teaching writing for this kind of pictures helps students to complete ideas and stimulate their imaginative powers. It is strengthened by Heaton (1991: 142) who mentions that the use of pictures is an excellent device for providing both purpose and content for writing. A picture or series of pictures not only provides the students with the basic material for their composition but stimulates their imaginative powers.

Implementing picture series as a media in teaching writing recount text can help the students develop the ideas that they will put in their recount text writing. In

other words, by looking at the series of picture, it will help the students to make the content of their writing relate with the topic.

Based on the explanation above, the researcher believed that there is an improvement in students' recount text writing. By using picture series, the students will have imagination about pictures they see. It will help them to produce a text; write their idea into sentences to make the coherence and the unity recount text, so the organization of the text will be improved. Moreover, pictures could stimulate students' enthusiasms; create a joyful teaching and learning process.

2.10 Hypotheses

The researcher proposed the following hypotheses:

1. There is an improvement of the students' writing in recount text after they learn writing through picture series.
2. Content is the aspect of students' writing which improves the most from pre test to post test after learning writing by using picture series.

Briefly, those are the explanations about this chapter that are were about writing, aspects of writing, teaching writing, recount text, teaching recount text, picture series, procedure of applying picture series in teaching recount text, advantages and disadvantages of using picture series and theoretical assumption and hypotheses.

III. METHODS

This chapter discussed about design, population and sample, data collecting technique, instrument, research procedure, scoring criteria, validity, reliability, data analysis, data treatment, hypothesis testing.

3.1 Design

In this sub chapter, the researcher explained the research design that was used in this research.

This research was a quantitative study which was intended to find out whether the students' recount text writing could improve after the implementation of picture series as a media and which writing aspect that is most improved after being taught by using picture series. The research design was one group pretest-posttest design. The research design can be presented as follow:

T1   X   T2

Note:

T1   refers to the pretest

T2   refers to the posttest

X   refers to the treatment by the researcher

Setiyadi (2013:132)

3.2   Variables of the research

In this sub chapter, the researcher explained the variables in this research. Firstly, there is a definition of variable and lastly there are two kinds of variables in this research.

Variable is a character of a group of people, their behavior, or the variant environment of one individual to others (Setiyadi, 2013:101). Besides, in order to assess the influence of the treatment in this research. There are two kinds of variables. They are dependent variable and independent variable. Dependent variable is a variable that the researcher observes and measures to determine the effect of the independent variable. Independent variable is the major variable that a researcher hopes to investigate. This research consists of the following variables:

1. Students' writing of recount text is as dependent variable (Y), because this variable is observed and measured to determine the effect of independent variable.
2. Picture series is as independent variable (X), because this variable can influence or have effects to dependent variable.

In conclusion, there are two variables in this research. They are students' writing of recount text is as dependent variable (Y) and Picture series is as independent variable (X).

3.3   Data source

In this sub chapter, the researcher will explain the data sources in this research. Data source are from population and sample which are necessary in a research. The researcher did the research in SMAN 1 Pesisir Tengah Krui. The population

in this research was the first grade students of SMAN 1 Pesisir Tengah Krui. X-IPS 3 was taken as the sample of this research.

In conclusion, the population and sample that were used in this research was the students of SMAN 1 Pesisir Tengah Krui.

3.4   Instrument

In this sub chapter, the researcher will explain the instrument that was used in this research.

Since students' writing ability had been evaluated, writing test was the instrument of this research. Heaton (1991: 137) suggests that writing can be a useful testing tool since it provides the students with an opportunity to demonstrate their ability to organize language material, using their own words and ideas, and to communicate. In this research, the students were asked to write a recount text. There were two writing tests in this research; the writing pretest and the writing posttest. The tests were accompanied by: detail instructions and directions including time allocation.

In fulfilling the criteria of good test, reliability and validity of the test should be considered.

3.4.1. Validity

A test can be said valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). According to Hatch and Farhady (1982:251), there are two basic types of validity, they are content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity were analyzed. In this research there were several aspects in measuring validity of the test, they were:

a) Content Validity

According to Hatch and Farhady (1982:50) content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material which is given must be suitable with the curriculum. Furthermore, in this research, the researcher used recount text writing test that was supposed to be comprehended by the first grade of senior high school students. The test was considered as valid in content validity since the test of writing constituted a representative sample of the language skill and structure and also the material was chosen based on 2013 English Curriculum and the objectives in the syllabus of the first grade students at SMAN 1 Pesisir Tengah Krui.

b) Construct Validity

Construct Validity is needed for the test instrument which has some indicators in measuring one aspect or construct (Setiyadi, 2013:25). Construct validity is the process of determining the extent to which test performance can be interpreted in terms of one or more construct. In this research, the researcher asked the students to write a recount text to measure the students' writing ability. The researcher measured the result of students' writing with the scoring criteria proposed by jacobs et al (1981). The scoring rubric consists of five aspects of writing; they are content, organization, language use, vocabulary, and mechanic. Those aspects are things that the test had been covered with construct validity.

2. Scoring System

The consideration of criteria for evaluating the students' recount text writing ability was based on the ESL Composition Profile by Jacobs et al (1981). There are five aspects to be tested: content, organization, vocabulary, language use, and

mechanics. Two raters were employed in this research. The first rater was the researcher and the second rater was the English teacher at the school. Additionally, both of the raters are qualified to be the raters because they have acquired a good knowledge in scoring students' writing. In evaluating the students' writing scores the researcher and the English teacher at the school analyzed the result of students' text writing. The pretest and the posttest text writing results of the experimental group were analyzed to make sure that the treatments that had been given an impact to the students' ability.

The criteria of scoring system were based on the rating sheet from Jacobs et al (1981). The students could succeed in writing if their writing included five aspects of writing. Therefore, the aspects of writing were evaluated in the students' paragraph writing in the form of simple recount text. They are content, language use, organization, vocabulary and mechanics. The score of the test is derived as follows:

1. Content : 30%

2. Language use : 25%

3. Organization : 20%

4. Vocabulary : 20%

5. Mechanics : 5%

Table 3.1 The Scoring Criteria

Aspect	Criteria	Score
Content	- **Excellent to very good.** Knowledge able, substantive, thorough development of thesis, relevant theory.	30-27
	- **Good to average**. Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.	26-22
	- **Fair to poor.** Limited knowledge of subject, little	21-17

	substance, inadequate development of topic. - **Very Poor.** Does not show knowledge of subject, non substantive, not pertinent, not enough to evaluate.	16-13
Organization	- **Excellent to very good.** Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.	20-18
	- **Good to average.** Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.	17-14
	- **Fair to poor.** Non-fluent, ideas confused or disconnected, lack logical sequence and development.	13-10
	- **Very poor.** Does not communicate, no organization, not enough to evaluate	9-7
Vocabulary	- **Excellent to very good.** Sophisticated range, effective words/idioms and usage, word form mastery, appropriate register.	20-18
	- **Good to average**. Adequate range, occasional errors of idiom choice, usage but meaning not obscured.	17-14
	- **Fair to poor.** Limited range, frequent errors of idiom/words, meaning confused or obscure.	13-10
	- **Very poor.** Essentially translation, little knowledge of English vocabulary, not enough to evaluate	9-7
Language use	- **Excellent to very good.** Effective complete constructions, few error of agreement, tense, number, word order, function, pronouns, and preposition.	25-22
	- **Good to average**. Effective but simple construction, minor problem in complex construction, several error of agreement, preposition but seldom obscured.	21-18
	- **Fair to poor.** Major problem in simple construction, frequent error of negation, agreement, tense. Number, word, pronoun. Meaning confused.	17-11
	- **Very poor.** Virtually no mastery of sentence construction rules, dominated errors, does not communicate, not enough to evaluate.	10-5
Mechanic	- **Excellent.** Few errors of punctuation, spelling, and capitalization/ used correctly	5
	- **Good.** Occasional errors of punctuation, spelling,	4

	and capitalization. - **Fair.** Numerous errors of punctuation, spelling, and capitalization	3
	- **Very Poor.** No mastery of convention, dominated by errors of punctuation, spelling, and capitalization	2
Total score		

3.4.3 Reliability

Reliability refers to the consistency of the measure. A test is said to be reliable if its scores remain relatively stable from one administration to another (Hatch and Farhady, 1982:144). It means that a test is valid if it has stable score from one test to another test. To ensure the reliability of the pre-test and post-test score and to avoid subjectivity of the writer, *inter-rater reliability* had been evaluated. It was evaluated by two raters. In this research, the first rater was the writer herself and the second rater was the English teacher at school. So, it was important to make sure that both raters use the same criteria for scoring the students' writing test. To measure how reliable the scoring was, this study used *rank-orders correlation* with the formula:

$$\rho = 1 - \frac{6.\sum D^2}{N(N^2 - 1)}$$

ρ refers to the coefficient of rank correlation

N refers to the number of students

D refers to the different of rank correlation

1-6   refers to the constant number

(Hatch and Farhady, 1982:206)

In this case, the coefficient of rank correlation is analyzed with the standard of reliability as follows:

1. 0.80000-1.0000: very high reliability
2. 0.60000-0.7900: high reliability
3. 0.40000-0.5900: medium reliability
4. 0.20000-0.3900: low reliability
5. 0.0000-0.1900 : very low reliability

Based on the standard of reliabillity above, it could be concluded that the writing tests will be considered reliable if the tests reached the range of 0.60-0.79 (high reliability).

1. Result of the pre-test reliability

$$\rho = 1 - \frac{6.\Sigma d^2}{N(N^2 - 1)}$$

$$\rho = 1 - \frac{6.509}{36(1.295)}$$

$$\rho = 1 - \frac{3054}{46.620}$$

$$\rho = 1 - 0.0655083655$$

$$\rho = 0.934491635 \text{ (very high reliability)}$$

2. Result of the post-test reliability

$$\rho = 1 - \frac{6.\Sigma d^2}{N(N^2 - 1)}$$

$$\rho = 1 - \frac{6.182}{36(1.295)}$$

$$\rho = 1 - \frac{1092}{46.620}$$

$$\rho = 1 - 0.0234234234$$

$$\rho = 0.9765765766 \text{ (very high reliability)}$$

3.5   Data Collecting Procedure

The procedures of the research are as follows:

1. Determining the population and selecting sample

This research had been conducted in SMAN 1 Pesisir Tengah Krui. The researcher chose the first grade of SMAN 1 Pesisir Tengah Krui as the population and chose one class as the sample of the research.

2. Deciding the materials to be taught to the students

Some topics had been provided for the pretest and postest in this research.

3. Administering a pretest

Some topics had beeen given to students as the writing test. The pretest was conducted to measure students' preliminary ability before treatment. Here, students were assigned to write a composition with the topic. The topic had been given by the teacher and the time allocation.

4. Conducting treatments

In this step, the procedure of writing recount text by using picture series was explained by the researcher. Then, the students were asked to make a product of academic writing about recount text after the examples were given by the teacher.

5. Administering a posttest

In order to see the improvement of student's writing ability, the posttest was conducted in the experimental class after they had been given the treatments.

The test was in the form of writing. The students were asked to develop their recount text writing. The posttest was conducted in 90 minutes.

6. Analyzing the test result (pretest and posttest)

After scoring the pretest and posttest, the data was analyzed by using SPSS software program. It was used to find out the means of pretest and posttest and how significant the improvement was.

In short, there were some steps of research procedure in this research starting from determining the population and sample, selecting material, conducting pretest, conducting treatments, conducting posttest and analyzing the data.

3.6   Data Analysis

The result of student's recount writing ability in each test was evaluated based on content, language use, organization, vocabulary, and mechanics. The result of students' performance in pretest then was compared with the result of their performance in posttest to the impact of the instruction in their writing performance. To analyze the data gained from writing test, the researcher treated the data through the following steps:

1. Scoring the pretest and the posttest.
2. Finding the mean of the pre-test and post-test by using this formula:

$$M\,d = \frac{\sum d}{N}$$

Md   refers to mean

$\sum$ relates to total score of the students

N   refers to number of students

3. Drawing conclusion by comparing the means of pretest and posttest

(Hatch and Farhady, 1982:172)

To obtain the data of the aspect that improved the most, the researcher used the following formula:

Percentages of the Improvement in Each Aspect of writing $= \dfrac{The\ gain\ of\ mean\ in\ each\ aspect}{Max\ score\ of\ each\ aspect} x\ 100\ \%$

3.7 Data Treatment

In treating the data, the researcher used the following procedures:

3.7.1 Normality Test

This test was used to measure whether the data were normally distributed or not. The researcher used SPPS 16.0 to analyze the data in order to find the value. The hypothesis is accepted if sign > α. In this case, the research used the level of significance of 0.05.

H^0: The distribution of the data is not normal.
H^1: The distribution of the data is normal.

Table 3.2. The Result of Normality test in Pre-Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.099	36	.200[*]	.951	36	.110

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Table 3.3. The Result of Normality test in Post-Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
postest	.096	36	.200[*]	.954	36	.140

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From Table 3.2. the value of normality test in the pre-test (0.200) and also table 3.3. The value of normality test in the post-test (0.200) is higher than 0.05. It can be concluded that H^1 is accepted and H^0 is rejected. In other words, the data of the pre-test and post test are distributed normally.

3.8   Hypotheses Testing

The result of the t-observed or t-value compared with the result of the t-table to determine whether the alternative hypothesis can be accepted or not.

The hypotheses of this research are as follows:

H_0: There is no increase in students' recount text writing from pretest to posttest after being taught by using picture series.

$$H0: X1 \leq X2$$

H_1: There is an increase in students' recount text writing from pretest to posttest after being taught by using picture series.

$$H1: X1 < X2$$

Content is not the aspect of students' writing which improve the most from pre test to post test after learning writing by using picture series.

Content is the aspect of students' writing which improve the most from pre test to post test after learning writing by using picture series.

Those all above were what this chapter covered, such as, research design, population and sample data collecting technique instrument of the research, research procedure, scoring criteria, validity, reliability, data analysis, data treatment and hypotheses testing.

V. CONCLUSION AND SUGGESTIONS

This final chapter draws about the conclusions of this research and the researchers' suggestion.

5.1 Conclusion

To answer the formulation of the problem and referring to the results, the researcher draws the following conclusions:

1. The implementation of picture series can improve the students' writing in a recount text. It happened because picture series can stimulate the students' ideas, it helps them to generate their ideas and write a recount text well. It means that there is an improvement of the students' writing in recount text after they learn writing through picture series. Therefore, the first hypothesis is accepted.

2. After the students learn writing through the implementation of picture series the aspects of writing improved. The highest aspect that improves the most is on the content aspect. Picture series works in provoking the imagination, so, it helps the students to build up their imaginative powers. Because by looking at the activities or events presented in a picture, the students can stimulate their ideas and associate the picture with their real life, so that they can produce a good piece of writing.

5.2 Suggestions

Based on the findings, the researcher suggests that:

1. **Suggestions to the teacher**
    a. Since picture series can improve students' recount text writing ability, the English teachers should apply it in writing class to develop their ideas to write.
    b. Since, the vocabulary aspect has the lowest improvement, so, the researcher suggests the English teacher to add more activities in improving the students' vocabulary.

2. **Suggestions to other researcher**
    a. In this research, the researcher only focused on the increase of students' recount text writing ability. The researcher suggests other researcher to find out the effect of picture series for improving other skills such as reading, listening and speaking.
    b. Further researcher also can try to find out other types of texts besides recount text, for example: procedure text, hortatory and news item text.
    c. The researcher suggests the other researchers to implement a picture series in different level.

This chapter draws the conclusion of the research and also the suggestions for English teachers and other researchers who are interested in conducting future research in the same field.

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