# USING PICTURE SEQUENCE TO IMPROVE RECOUNT WRITING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 46 PALEMBANG



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by

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# DEDICATION

This thesis is dedicated to:

- ❖ Allah SWT for everything that have given to me, and for His blessing, His mercies, His Messengers, His books and His great helps.
- ❖ The prophet Muhammad SAW who always inspires me to the best.
- ❖ My beloved family, Suryadi (Father), Minarni, S.Pd (Mother), Asef Jusrizal, S. Kom (Brother), Erik Febrikarlevi, S. S, M. Pd (Brother), Uli Nurhalizah (Sister), Nurraisyah Nancy, S. Pd (Sister in-law) and all of my family who are always support me and give me a great love, pray, motivation and help.
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# MOTTO:

When one door closes another opens but we often look so long and so regretfully upon the closed door that we do not see the one which has opened for us (Alexander Graham Bell)

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# STATEMENT PAGE

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State that

1.  All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.

2.  The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of magister degree that I have received through this thesis.

Palembang,  July 2017
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# ABSTRACT

The objectives of this study were to find out: (1) whether or not there was a significant improvement in recount writing achievement between before and after the students were taught by using picture sequence, and (2) whether or not there was a significant difference in recount writing achievement between the students who were taught by picture sequence and those who were not. The sample of this study was 66 eighth grade students of SMP Negeri 46 Palembang, which were divided into control and experimental groups, and each group had 33 students. The technique of selecting the sample was purposive sampling. To collect the data, each group was given a pretest and a post test. The data analyses used paired sample and independent sample t-test. The results of this study showed that (1) p-output from paired sample t-test (sig.2 tailed) was 0.000 which was lower than 0.05 and t-value 6.372 was higher than t-table 2.021 (with df= 32), and (2) p-output from independent sample t-test was 0.000 lower than 0.05 and t-value 4.046 (with df= 64). Therefore, it could be stated that the null hypothesis ($H_o$) was rejected, and the alternative hypothesis ($H_a$) was accepted. It means that recount writing achievement by using picture sequence had a significant improvement and significant difference on the students' recount writing achievement. Therefore, the result of this study is expected to contribute something for the development of the process of English teaching and learning especially for the teaching of recount text.

# CHAPTER I

# INTRODUCTION

This chapter presents: (1) background; (2) problems of the study; (3) objectives of the study (4) significance of the study.

## 1.1 Background

English nowadays has gained its popularity in the world. It is one of the international languages and widely used and learned all over the world (Tarone, 2005, p. 1-2). In Indonesia, according to Richards (2007, p. 2), English has been taught as a foreign language for students of junior high school and senior high school as well as for university. As a foreign language, English plays an important role in the world. It means that the position of English in Indonesia is very urgent in education development.

In Indonesia, the teachers teach the language on the basis of 2006 curriculum called School-Based Curriculum. In this curriculum, the aim of English at junior high school level is to develop four components of language skills. Zhang (2013, p. 91) states that "the four skills (reading, writing, listening and speaking) naturally appear together in every English class, even in EFL context". Moreover, there are receptive and productive skills in English (Harmer, 2007, p. 265). Receptive skills are the ways how people acquire the meaning from the discourse that they see or hear, and this kind of processing is applied in reading and listening (Harmer, 2002, p. 199). The productive skills is the term for writing and speaking skill, where students actually have to produce language themselves (Harmer, 2007, p. 265).

In relation to those four skills, writing is one of other skills which should be mastered. Javed, Juan and Nazli (2013, p. 131) define writing as a productive

skill is considered a cognitive challenge, because it helps to asses language competency, recalling capability and thinking ability. Coulmas (2003, p. 1) states that writing is a system of recording visible (language meaning) and tactile (word symbol). Writing is a part of language skills and it becomes one important aspects in learning a language. Furthermore, Torrance, Waes and Galbraith (2007, p. 2) define writing a higher mental processes involved in creating a permanent and extended text, which is adapted to an absent reader's needs and which satisfies the writer's communicative goals. In conclucion, writing is used when someone wants to communicate message, ideas, and thought with others memories.

Nowadays, along with the strengthening position of English as a language for international communication, the teaching of writing skill has become increasingly important in the English as a second or foreign language (ESL/EFL) context. The teaching of writing skill is also important due to the large number of students who want to study English in order to be able to use English for communicative purposes. Thus, teaching writing is an important part of the second language learning. Nyang'au (2016, p. 19) argues teaching writing skills in ESL classrooms is not only a foundation for improving educational outcomes, but also play a key role in preparing learners to cope with the communicative demands of real life situations.

Writing skill has the central role in explain things and a result readers get information. Asrifan (2015, p. 1) explains writing has an important role when a writer wants to deliver a message to a reader for a purpose. According to Alqurashi (2015, p. 37), writing is one of the most important skills that students of English as a second language (ESL) or English as a Foreign Language (EFL) need

to develop in order to enhance their efforts to learn the target language and elevate their L2 proficiency.

However, writing is not easy skill to be mastered because it needs vocabulary, grammar, structure, and a lot of practice. Choudhury (2013, p. 27) claims writing is obviously the most difficult skill for second and foreign language learners to master. According to Esmeralda, Cecilia, and Stephany (2013, p. 10-11), there are many factors that cause difficulty in writing, and they are as follows: (1) poor handwriting/writing illegibly (2) poor spelling skills (3) difficulty with copying or completing work on a printed page (4) difficulty taking notes from oral presentations (5) problems with grammar, syntax and organization (6) demonstrates writing skill inconsistency with verbal abilities.

In fact, writing skill of Indonesia people is not good enough. English first English Proficiency Index (EPI, 2015) reported average level of English language skill in some countries, and it is reported that English writing skill in Indonesia is in the rank of 32 from 70 participating countries. Based on EF EPI, Indonesia is in medium level (52, 91) (Okezone, 2015). It means that the quality of English writing skill in Indonesia has to be improved. In addition, based on the *Surat Dirjen Dikti No. 152/E/T/2012*, to pass the education, in Indonesia, every university student, including undergraduate EFL students, must publish their paper. Unfortunately, the position of publication of Indonesia in international level is still low, at rank 55 (Scimago, 2014). Compared to Malaysia and Singapore, Indonesia is left behind, where Malaysia is at rank 34 and Singapore is at 32.

In relation to these problems, a preliminary study was conducted at SMP Negeri 46 Palembang through intreview with English teacher and students. The writer found that the students' ability of writing skill was still lack. The teacher said the students' had problems in recount text. The students were difficult to start writing, the students had lack of vocabulary or grammar, they were confused when they made the recount paragraph. Then, the students said that they got bored in learning writing class because it was not interesting. The activities of the students in the class were boring such as  making paragraph, reading materials and asking question. (See Appendix A and B).

Considering these problems, one of the solutions of the students' problems in writing is the use of media in teaching writing. Gerlach and Ely (1980, p. 241) define media as any person, material or event that establishes conditions which enable learners/students to acquire knowledge, skills, and attitudes. A suitable media can help the students improve their writing. Shrivastava (2015, p. 48) defines that media have crucial role in teaching English effectively and in more interesting way. Media provide huge information, they motivation students to write and help them integrate listening, speaking, and reading, through various kinds of activites.

In relation to the benefits of media use in classroom, picture sequence can be used as media in teaching writing. Haddock, Nicholls, and Stacey (2008, p. 40) state that picture sequences can be used with students who are in the early stages of learning to read and write, as well as with students who are literate. Picture Sequence is the kinds of visual aids in the teaching learning that shows the events. Picture sequence is suitable for writing production because it helps student to produce the text. By the picture sequence, students are helped to write their idea

into the sentence to make the coherence and the unity text, so the students' ability in writing can be improved (Rodiyah & Bachtiar, 2013, p. 4).

If the teacher is creative, picture sequence will be good media to improve writing. Ayuningtyas and Wulyani (2012, p. 2) mentions the use of picture sequences was believed to be able to motivate students' participant in writing class. In summary, picture sequence is one of kind of picture to stimulus the students creative to make the sentence or paragraph, its function is to tell story or a sequences of events. Concerning about the use of picture sequence in teaching writing, Astuti (2011) and Susanti (2009) reported there was a significant improvement and significant difference on students writing ability through the use of picture sequence.

In accordance with the explanation and problems described above, picture sequence was used to teach eighth grade students of SMP Negeri 46 Palembang. Therefore, the title of this study is " Using Picture Sequence to Improve Recount Writing Achievement of the Eighth Grade Students of SMP Negeri 46 Palembang.

## 1.2 Problems of the Study

Based on the background above, the problems of the study are formulated into the following questions:

1. Is there significant improvement in the eighth grade students' recount writing achievement who are taught by using picture sequence before and after the treament at SMP Negeri 46 Palembang?

2. Is there significant difference in the eighth grade students' recount writing achievement between those who are taught by using picture sequence and those who are not at SMP Negeri 46 Palembang?

**1.3  Objectives of the Study**

Based on the research problem of the study, the objectives of the study are to find out:

1.  Whether or not there is significant improvement in the eighth grade students' recount writing achievement who are taught by using picture sequence before and after the treatment at SMP Negeri 46 Palembang.

2.  Whether or not there is  significant difference in the eighth grade students' recount writing achievement between those who are taught by using picture sequence and those who are not at SMP Negeri 46 Palembang.

**1.4  Significance of the Study**

The result of this study hopefully  will be useful for the students at SMP Negeri 46 Palembang to improve their recount writing by using picture sequence. Then, the students feel more interested in the presentation of picture sequence in learning recount text, so that they can increase their understanding of the material. It will also be useful for the teachers to help to improve the teaching quality by applying this media as one of efforts to help teachers in decreasing the students' difficulties in practicing their writing skill. For the writer, it can give a practice in developing knowledge and solving in problem and the writer to give contribution to enlarge writer's experience of conducting an educational research. And then, in this study can be an alternative source or references for conducting similar research.

**CHAPTER II**

**LITERATURE REVIEW**

This chapter presents: (1) concept of writing; (2) the writing process; (3) criteria of good writing; (4) the importance of writing; (5) concept of recount text; (6) teaching media; (7) the concept of picture; (8) concept picture sequence; (9) benefits of picture sequence; (10) teaching procedure of using picture sequence; (11) previous related studies; (12) hypothesis; (13) criteria of hypothesis testing and (14) research setting.

## 2.1  Concept of Writing

Writing is not simply a way for students to demonstrate what they know. It is a way to help them understand what they know. Writing competence builds confidences, which turns into creativity and fun. For beginners, the primary goal of writing is to tell someone what they have known and put it into the letters, words and sentences. Writing is a language skill which is relatively difficult to acquire (Lestari, 2008, p. 42).

Writing is the most the difficulties in English subject for students. When the students want to write and speak, they have to write before on a paper by using the correct procedure like as grammar, structure, and so on. Hiew (2010, p. 1) argue that writing fluency has always been one of the difficult writing skills faced by low and average proficiency students. It requires students to be able to write smoothly as the ideas flow through their mind. Even though low and average proficiency students are recomended to write freely without worrying about their spelling and grammar, they still find it hard to pen their thoughts and feelings due to the lack of vocabulary knowledge, writing practice and reading.

In addition, Muslim (2014, p. 1) state that writing well is really a big challenge for both native and non-native students. In general, it is much bigger with the students of English as a foreign language. Students nowadays have very little interest in writing which is so important to fulfil the education requirements.

There are eleven elements of current writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning in addition by Graham and Perin (2007, p. 4-5):

1. Writing strategies, which involves teaching students strategies for planning, revising, and editing their compositions.

2. Summarization, which involves explicity and systematically teaching students how to summarize texts.

3. Collaborative writing, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions.

4. Specific product goals, which assigns students specific, reachable goals for the writing they are to complete.

5. Word processing, which uses computers and word processors as instructional supports for writing assignments.

6. Sentence combining, which involves teaching students to construct more complex, sophisticated sentences.

7. Prewriting, which engages students in activities designed to help them generate or organize ideas for their composition.

8. Inquiry activities, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task.

9. Process writing approach, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing.

10. Study of models, which provides students with opportunities to read, analyze, and emulate models of good writing.

11. Writing for content learning, which uses writing as a tool for learning content material.

## 2.2 The Writing Process

Writing process is the several actions which have to be done by a writer if he wants to write. According to Richards and Renandya (2002, p. 316-319), process writing as a classroom activity incorporates the four basic writing stages, they are:

1. Planning (Pre-writing) is any activity in the classroom that encourages students to write, such as: group brainstorming, clustering, rapid free writing, and WH-Questions. Planning is the first step of the writing process refers to the organization and form of the information gathered in the pre-writing.

2. Drafting (Writing) is a stage where the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

3. Revising is an activity to review the text on the basic of the feedback given in the responding stage and to re-examine what was written to see how effectively the writer communicates the meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content

and the organization of ideas so that the writer's intent is made clearer to the reader.

4. Editing is the stage where the students are engaged in tidying up their texts as they prepare the final draft for evaluation by the  teacher, they edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and so on.

The process of writing provides the students with a series of planned learning experiences to help them understand the nature of writing at every point. Therefore, the process of writing is important to produce a better writing and it can develop positive attitudes toward writing.

## 2.3 Criteria of Good Writing

Consedering that writing consists of a number of linguistics aspects, Reid (1999, p. 247) has some criteria of good writing. The writer should be concerned with:

1. Content

   a) It focused on particular subject.

   b) The purpose of the writing is clear to the reader.

   c) It is better giving thesis.

2. Organization

   a) The introduction gets the readers' attention and prepares the reader for what is coming.

   b) The organization is easy to follow.

   c) There is a clear transaction from one idea to the text.

   d) Between paragraph one and other are coherent.

   e) There is a conclusion to summarize the final writing.

3. Style

   a) Sentence reflects a variety of syntactis structures.

   b) Vocabulary reflects the writing.

4. Correctness

   a) Mechanics are correct such as punctuation, capitalization, spelling, and grammar.

   b) Words are used accurately and appropriately.

## 2.4 The Importance of Writing

According to Graham and Perin (2007, p. 9), most contexts of life (school, workplace and community) call for some level of writing skill, and each context makes overlapping, but not identical, demands. Proficient writers can adapt their writing flexibly to the context in which it takes place, so that their writing can be accepted in all circles, especially in school. In the school setting, writing plays two disctinct but complementary roles. First, it is skill that draws on the use of strategies (such as planning, drafting, editing, evaluating and revising) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of fact and evidence. Second, writing is a means of extending and deepening students' knowledge, it acts as a tool for learning subject matter.

On the other hand, Colorado (2007) cited in Irlina (2014, p. 8) explain that if students are to learn, they must write. The statemet shows how important writing is for students to learn. Writing plays an important role in the students' language learning mastery because it also contributes to their future professional career works. As the result, the objectives of English teaching and learning process must be emphasized at helping the students to be able to develop their writing competence.

Writing becomes more important in higher education and in the workplace. Klimova (2013, p. 9) describes that much professional communication is done in writing: proposal, memos, reports, applications, preliminary interviews, e-mail, and more are part of the daily life of a college student or successful graduate. Even if students manage to learn the material in their college classes without knowing how to write well, they will not be able to express their knowledge to the people who are making the big decission. The inability to write makes for a stillborn career.

## 2.5 Concept of Recount Text

There are some text genre that should be studied by junior high school students, one of them is recount text. Recount text is a text that tells the sequence of events in the past in a chronological order style. In addition, Rodiyah and Bachtiar (2013, p. 1) state that recount is one of text type, that retells the sequence event or experience in past. Recount text tells a series of events and evaluate their significance in some way. It is also to give audience a descriptions of what occured and when it occured. The story recount has expressions of attitude and feeling, usually made by narrator about the events (Saragih & Pardede, 2014, p. 56). Meanwhile Nurandini (2015, p. 4) state that there are three types of recount text, they are personal recount, factual recount, and imaginative recount. There are differences between those three types of recount text. Personal recount usually tells funny events in daily life that the writer was involved. Then, factual recount notes about and event such as history, scientism report, etc. Last, imaginative recount is more different. This is not real, it is fiction story.

The schematic of recount text consists of three parts, namely orientation, event, and re-orientation (Seli, 2014, p. 12). The further explanation is as follows:

1.  Orientation, a first paragraph that gives background information about who, what, where, and when.

2.  Event is a series of paragraph that retell the events in the order in which they happened.

3.  Re-orientation is concluding paragraph of all the events that had been told (not always necessary).

The schematic structure of recount text has three sections which the first paragraph, called orientation tells the characters who involve in story: what happened in general, the place where the events happened and the time of the events. Next, event tells what happened in sequence. The last is re-orientation as an ending paragraph. The important thing is the recount's language feature, it uses past tense. Saragih and Pardede (2014, p. 57) the language features usually found in a recount text:

1.  Use of nouns and pronouns to identify people, animals or things involved: She, he, I, cat, dog, bag and others.

2.  Use of past action verbs to refer the events.

3.  Use of past tense to located events in relation to speaker's and researcher's time.

4.  Use conjunctions and time connectives to sequence the event: Firstly, then, secondly, after, next, finally, lastly and so on.

5.  Use of adverb and adverbial phrases to indicate place and time.

6.  Use of adjectives to describe nouns.

Below is an example of recount text:

| Generic Structure | My Day | Language Features |
|---|---|---|
| Orientation | I had a terrible **day yesterday**. | Individual participant: I |
| Event 1 | *First*, I **woke** up an hour late because my alarm clock didn't go off. | Past tense (material processes): |
| Event 2 | *Then*, I was in such a hurry that I **burned** my hand when I was making breakfast. | **Bold** |
| Event 3 | *After* breakfast, I got dressed so quickly that I **forgot** to wear socks. | |
| Event 4 | *Next*, I **ran** out of the house trying to get the 9.30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money. | |
| Re-orientation | *Finally*, I **walked** the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday. | Temporal sequence of events: *Underlined* |

(*Source: http://englishahkam.blogspot.co.id/2012/09/contoh-teks-recount-my-day-beserta-soal_11.html*)

## 2.6 Teaching Media

Media can also be said as any devices that help the teacher to make things being learnt and discussed in the classroom clearer. According to Mursyidto (2014, p. 18), media intend to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. In the teaching and learning process, media is the teachers' way to communicate with the students. It does not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry out meaningful learning experience.

Smaldino, Lowther and Russell (2007, p. 6) mentions there are six basic categories of media are text, audio, visuals, video, manipulatives (objects), and people. The purpose of media is to facilitate communication and learning. The teaching and learning process will be more effective when the teacher uses media in his class. To support the idea of the benefits of using media in the classroom, Smaldino et al (2007, p. 12) also mention several other reason why teachers have to use media. First, media can be used for supplemental support of the instructor given by the teacher. Second, media can be used informal education situations where a teacher is not available or is working with other students. As the result, the use of media in the classroom will enhance learning and support teachers in their teaching.

Media plays an important role in teaching learning process. The media can help to reach the objective of teaching learning process. As stated by Harmer (2001, p. 134) as language teachers use variety of teaching aids explain language meaning and construction, engage students in a topic, or as the basic of a whole activity.

## 2.7 The Concept of Picture

Picture is illustration used to decorate or explain a text. Baso (2016, p. 111) state that picture is very suitable to be applied to the students of junior high school, senior high school until university level as a method/technique in writing skill. It is very helpful for the students in generating and organizing their ideas in writing through pictures. Uematsu (2012, p. 46) define that picture is very beautiful in more than one. They are useful for introducing new words and expressions.

The effectiveness of picture in writing may also be observed in their use to promote a variety of texts, from basic simple sentences to the production of more complex paragraphs about almost any kind of topics and genres (Gutierrez, Puello, & Galvis, 2015, p. 50). In addition, Baso (2016, p. 111) state that using a picture will help the students to illustrate it in a short story. It means that the picture is one of good way to stimulate the writing ability of the students.

## 2.8 The Concept of Picture Sequence

Picture sequence is like stimulus to procedure words sentence, or even expression which is important to create a paragraph. Aschawir (2014, p. 90) explain picture sequence are series of pictures on a single subject. Sunarwan (2016, p. 32) argue picture sequence is a series of photographs dealing with one subject, it may tell a story, present an event, describe a scene, reveal a person, or show how to most successful picture seqeunces create several visual images that contain emphasis and action.

Dewi (2016, p. 1) claims picture sequence is an alternative media which can be implemented to teach writing because the pictures have relate each other. It means that the first pictures has relate to the second picture, the second picture relates to the third pictures, and so on.

In addition, Jusman, Marhum and Muhsin (2014, p. 3) the type of the pictures is picture sequence which provide several pictures in relation to each other than reflect chronological events, procedures, or steps from the first to the last, from beginning to the end systematically. The picture sequence are appropriate to give direction of ideas and clues of processes, steps, and procedure something. So, the picture sequence enable the students more understand and the teaching and learning process, of course will be fun, attractive, relaxed, and

quicker and it means that picture sequence can be used in procedure text, narrative and recount text.

Meanwhile, Brown (2004, p. 227) described a picture sequence of three to six pictures depicting a story line can provide a suitable stimulus for written production. The pictures must be simple and unambiguous because an open-ended task at the selective level would give test-takers too many options.
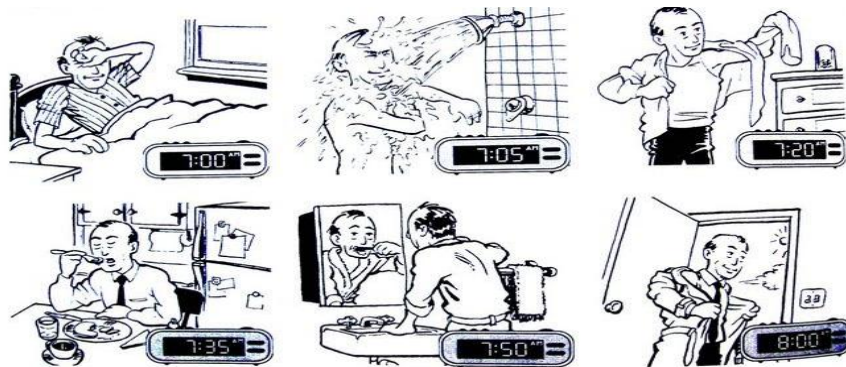


Picture above is example in picture sequence. Actually picture sequence in the study, the pictures are random. The students will be complete picture become good picture that is sequence and chronological order. For example: First, *He got up at seven o'clock. Then, He took a shower at 7:05. Next, at 7:20 he got clothes. After that, he ate breakfast. And then 7:50 he brushed his teeth. Finally he left the house at eight.*

## 2.9  The Benefits of Picture Sequence

Picture sequence is recommended because it has many benefits in the teaching and learning process of writing. The advantage of using picture sequence is that will make the students interested and stimulated in participating in the process of teaching and learning writing (Faizah, 2013, p. 4).

Raimes (1983, p. 34) suggests the use of picture sequence in the class with the idea that words can be associated by a picture. From the collection of the words, the students will be able to write the sentences easily in paragraph form.

This was supported by Rohimah (2001, p. 30) who points out that picture sequence is a copy of real object, which might be either larger or smaller than the object that are represented aiming at making the students to producing their message creatively about the content of picture sequence. It means that picture sequence helps the students to find out and expand the topic writing (unity). The students may make topic sentence behind message of picture sequence intended and generate the topic into a complete in term of organization (coherence) it is clear that picture sequence can help the students arrangement of sentences in the paragraph. Since picture sequence, the first picture is relate picture can helps the students to form outline. This outline can make the students easier to develop their paragraph more smoothly.

From the statement above, it is clear that picture sequence is very beneficial to be used as a technique in writing class since it helps the students to develop their writing.

## 2.10 Teaching Procedures of Using Picture Sequence

Using picture sequence will be affective if the students are cooperative. They want to follow the instructions to use picture sequence in writing class. Raimes (1983, p. 37-39) proposed some steps of teaching writing by using picture sequence:

First step : The students individually write a list of sentences about a picture sequence frame by frame. Then in small groups, they work on combining or linking the sentences to make continuous prose.

Second step : The whole class works with the picture sequence, but with the pictures out of order. In small groups, the students discuss which order

is correct for the pictures, and why. Then they write the story of the pictures.

Third step : Every group is given four or six of the pictures in the sequence. The groups discuss and write what they think the four or six-picture sequence shows.

Fourth step : The students are given cards, each containing a separate sentence which describes the picture. Then they match sentences to parts of the picture and arrange the sentences in order. Then the students are given a parallel picture. In groups, they use the paragraph they have just assembled to write a parallel paragraph about the parallel picture. Both the first picture and the sentences describing it serve as a model for the new piece of writing.

Fifth step : A more advanced class can use the same pictures as above, but now the students discuss the first picture and write their own description of it, either in groups or as a whole-class activity. They read their description aloud and discuss them. Then the students write about the parallel picture, using their own writing as a model.

Therefore, the procedure of teaching writing by using picture sequence that will be used by the writer including pre-activity, whilst-activity and post-activity as follows:

a. **Pre-Activity**

1. Teacher greets the students

2. Teacher and students recite prayer before the lesson

3. Teacher checks students' attendance

4. Teacher prepares students physically and mentally to follow the lesson well

5. Teacher motivates students contextually in accordance with the advantages and application of material in daily life

6. Teacher starts the lesson by reviewing the previous lesson

7. Teacher explains the learning objectives in this chapter, and what the students will do to achieve these goals

**b. Whilst-Activity**

1. Teacher explains about recount text in detail

2. Teacher presents the students about *picture sequence* (what is picture sequence? What will the students do in this activity? What are the expectations by doing this activity?)

3. Students individually write a list of sentences about a picture sequence frame by frame

4. Teacher divides students in small group (consist of two to three students)

5. Teacher give some random pictures

6. Students with partner discuss which order is correct for the pictures

7. Students make the paragraph recount text with the picture sequence individually

**c. Post-Activity**

1. Teacher asks the group to present their opinion about the problem in picture sequence that they have learned, discuss it together and give feedback to the whole class

2. Teacher and students conclude the result of today's topic

3. Teacher gives some motivational word and encourage the students to practice writing English as much as possible

4. Teacher closes the class

**2.11 Previous Related Studies**

There are several previous studies which are related to the writer's present study. The first study is entitled "The effectiveness of picture sequences on students' writing recount text (A quasi-experimental study in the tenth grade of SMA Dua Mei Ciputat Tangerang Selatan in the academic year 2014/2015)" written by Fushiah. The result of this study showed that the using picture sequences were effective on the students' writing text. It can be seen from the mean score of pre-test in experimental class 62.8 and 62 for the control class. Meanwhile, the mean post-test score of the experimental class was 78.8 and 65.6 was for the control class. Therefore, using picture sequences were effective on students' writing recount text. The similarity between her study with the writer's study is independent by using picture sequence and dependent is writing. The population of this study is the eighth grade students of SMP N 46 Palembang while the population of Fushiah study is the tenth grade students of SMA Dua Mei Ciputat Tangerang Selatan.

The second study is entitled "The influence of using picture sequence toward students' recount text writing ability at the second semester of the eighth class of MTS Negeri 1 Tanjung Karang Bandar Lampung in 2013/2014 academic year" written by Yantika. The writer found that $t_{observed} > t_{criticial}$, $2.526 > 1.991$. It means that picture sequence has significant influence toward students recount text writing ability. Based on the result, the alternative hypothesis ($H_a$) accepted. It was also supported by the result of post-test in experimental class and control

class where the result of post-test in experimental class higher than the result of post-test in control class. It was 71.525 in experimental class and 64.775 in control class. Thus, the writer concludes there is significant influence of using picture sequence toward students' recount text writing ability. The similarity between her study with the writer's study is independent and dependent, the independent variable is picture sequence and the dependent variable is about writing. The population of this study is eighth grade students of SMP Negeri 46 Palembang while the population of Yantika's study is the eighth students of MTS Negeri 1 Tanjung Karang Bandar Lampung.

The third is an action research entitled "Improving students' ability in writing recount text through picture sequences at X grade of MA Darul Ma'arif Cipete academic year 2010/2011" written by Astuti in 2011. The finding of this study showed that there was improvement on the students' ability in writing recount text. It can be seen from the mean score of pre-test was 56,75. Then, the mean score of post-test cycle 1 was 66,37 and the mean score of post-test cycle 2 was 72,62. The similarity between her studies with the writer's study is independent by using picture sequence and dependent is writing. However, the difference is the population of the study. In the writer's study, the population of this study is eighth grade students of SMP Negeri 46 Palembang while in Astuti study is X grade students MA Darul Ma'arif Cipete.

The similarity between the writer's study *(Using Picture Sequence to Improve Recount Writing Achievement of the Eighth Grade Students of SMP Negeri 46 Palembang)* and the researchers above were on the use picture sequence. In Fushiah, Yantika, and Astuti's study has the same independent and dependent variables with the writer's study. The differences among the writer's

study, Fushiah, Yantika's study, and Astuti's study are in the population of the study.

**2.12  Hypothesis**

The writer formulates the hypotheses in the following:

1. $H_{01}$: there is no significant improvement in the eighth grade students' recount writing achievement before and after the treatment who are taught by using picture sequence at SMP Negeri 46 Palembang.

    $H_{a1}$: there is a significant improvement in the eighth grade students' recount writing achievement before and after the treatment who are taught by using picture sequence at SMP Negeri 46 Palembang.

2. $H_{02}$: there is no significant difference in the eighth grade students' recount writing achievement who are taught by using picture sequence and those who are not at SMP Negeri 46 Palembang.

    $H_{a2}$: there is a significant difference in the eighth grade students' recount writing achievement who are taught by using picture sequence and those who are not at SMP Negeri 46 Palembang.

**2.13  Criteria of Hypothesis Testing**

In criteria of testing the hypotheses, the result depends on the problems investigated. To test the hypotheses, the writer will use the 95% level of significant (0,05) at two-tailed test. To prove the research problems, the writer's hypotheses are determined based on the following criteria:

1. If the p-output (Sig.2-tailed) is lower than 0.05, the null hypothesis ($H_0$) is rejected, and the alternative hypothesis ($H_a$) is accepted

    - If the p-output (Sig.2-tailed) is higher than 0.05, the null hypothesis ($H_0$) is accepted, and the alternative hypothesis ($H_a$) is rejected.

2. If the p-output (Sig.2-tailed) is lower than 0.05, the null hypothesis ($H_0$) is rejected, and the alternative hypothesis ($H_a$) is accepted.

- If the p-output (Sig.2-tailed) is higher than 0.05, the null hypothesis ($H_0$) is accepted, and the alternative hypothesis ($H_a$) is rejected.

## 2.14 Research Setting

The writer conducted her research at SMP Negeri 46 Palembang that was located on Jl. Sukabangun 2 Kec. Sukarami Palembang 30151. The present headmaster of SMP Negeri 46 Palembang is Hj. Sri Rumi Yudiarti, S.Pd., M.Si. The total number of the teachers and staffs of SMP Negeri 46 Palembang are 119 person.

This school has 25 Classrooms which are permanent building with total students in academic year 2015/2016 are 1244 students. There are some facilities in this school, such as Musholla, library, canteen, science laboratory, multimedia laboratory, air conditioner, school health center, computer laboratory, and toilets.

## CHAPTER III

## METHODOLOGY

This chapter presents: (1) method of research; (2) research variables; (3) operational definitions; (4) population and sample; (5) data collection; (6) research instrument analysis; and (7) data analysis

### 3.1  Method of Research

This study was an experimental research. In this research quasi-experimental research design was used. Fraenkel, Wallen and Hyun (2012, p. 275) state that quasi-experimental designs do not include the use of random assignment. One of quasi experimental design is pretest and posttest non-equivalent group design which is applied in this study.

The non-equivalent group design with pre-test and post-test suggested by Cohen, Manion, and Morisson (2007, p. 283) is as follows:

Where :

| Experimental: | $O_1$ | X | $O_2$ |
|---|---|---|---|
| ----------------------------------------------- | | | |
| Control: | $O_3$ | | $O_4$ |

$O_1$     : Pre-test of experimental group

X       : Treatments in experimental group by using picture sequence

$O_2$     : Post-test of experimental group

$O_3$     : Pre-test of control group

$O_4$     : Post-test of control group

### 3.2  Research Variables

According to Cohen et al., (2007, p. 504) a variable can be considered as a construct, operationalized construct or particular property in which the researcher

is interested. Variable is a concept or a noun that stands for variation within a class of objects, such as chair, weight, gender, color, size, shape, achievement, and motivation (Fraenkel et al., 2012, p. 77).

There were two kinds of variables. They were independent variable and dependent variable. Creswell (2012, p. 115-116) argues that dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. Independent variable (X) and dependent variable (Y). The independent variable was Picture Sequence (X) and dependent variable was the students' recount writing achievement (Y).

**3.3  Operational Definitions**

The title of this study is using picture sequence to improve recount writing achievement of the eighth grade students at SMP Negeri 46 Palembang. From this title, there are some terms which need to be define. They are picture sequence, improving and writing achievement.

*Picture sequence* is one of the alternative media to make the students interested and pleased in English learning. Picture sequence can be applied in junior high school and senior high school. Picture sequence is a kind of pictures that has a series of an object or a situation is explained by some pictures. These picture tells about story, or a process how to do something. The sequence must be in chronological order.

*Improving* refers to act or enhancing to make something more desirable or excellent condition. In this study, improving is related to the media whether it will give significant impact toward the students' capability in writing skill.

*Writing achievement* is students' ability in expressing idea in writing to make people understand. In this study, students' writing achievement will be

measured by using writing test. The test is used to know the scores of students' writing achievement in accordance with the instructions given. The scores are used to indicate how good the students' writing achievement is.

## 3.4 Population and Sample

### 3.4.1 Population

According to Creswell (2012, p. 142), population is a group of individuals who have the same characteristics. In addition, Fraenkel et al., (2012, p. 122) mentions sample in a research study is the group on which information is obtained. The larger group to which one hopes apply the results is called the population. It means that population was whole number of the research objects which were going to be investigated in a research study. The population of this study was the eighth grade students of SMP Negeri 46 Palembang. The total of the students was 287. This is population of study:

**Table 1**
**Distribution of the Population**

| NO | CLASS | TOTAL STUDENTS |
|---|---|---|
| 1. | VIII.1 | 37 |
| 2. | VIII.2 | 36 |
| 3. | VIII.3 | 38 |
| 4. | VIII.4 | 33 |
| 5. | VIII.5 | 33 |
| 6. | VIII.6 | 34 |
| 7. | VIII.7 | 37 |
| 8. | VIII.8 | 39 |
| TOTAL | | 287 |

*Source:Staff of SMP N 46 Palembang academic year of 2017/2018*

### 3.4.2 Sample

Sample is a subgroup of the target population that the writer plans to study for generalizing about the target population (Creswell, 2012, p. 142). Meanwhile, Fraenkel et al., (2012, p. 122) claims sample is one of the most

important which steps in the research process is the selection of the sample of individuals who will participate (be observed or questioned) which refers to the process of select of these individuals.

In this research, the writer chose VIII.4 and VIII.5 class with 66 students as the sample to observe by using purposive sampling. Purposive sampling refers to the judgment sampling in which the sample elements are judged to be typical, representative from the population (Ary, Jacobs, Sorensen, & Razavieh, 2010, p. 156). In other words, the writer selected the sample using experience and knowledge of the group to be sampled.

The reason why this method was applied was because after the writer had an interview and discussed with one of the English teachers at SMP Negeri 46 Palembang, the writer was asked to used two classes as the sample for experimental group and control group. Then the teacher recommended class VIII.4 and VIII.5 since they had the same charasteristics, same number of students and they had same basic English. The total of students from two classes were sixty-six students. The distribution of the sample can be seen in table.

**Table 2**
**Sample of the study**

| No | Class | Total Students |
|----|-------|----------------|
| 1 | VIII.5 (experimental group) | 33 |
| 2 | VIII.4 (control group) | 33 |
| TOTAL | | 66 |

**3.5 Data Collection**

In this study, the writer used test to collect the data. The test was conducted twice as pre-test and post-test in control and experimental group. The purpose of this test was to know the progress of students' writing achievement in recount text by using picture sequence.

**3.5.1 Test**

Test is method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2004, p. 3). Test was used to measure the student's recount writing. There were two kinds of tests; pre-test and post-test. The purpose of the test was to measure the students' writing achievement before and after the treatment in the experimental and control groups. The kind of test was writing test.

**3.5.1.1 Pre-test**

The pre-test was done before the treatment, both of groups: experimental group and control group. It was used to know the student's recount writing achievement before research treatments in both groups (control and experimental). The test was done in writing test form. The kind of text was recount and the duration 60 minutes was used. (See Appendix C)

**3.5.1.2 Post-test**

The post-test was done after the treatment to both of groups; experimental group and control group. It was used to know the effect after some treatments given in both groups (control and experimental). The test was done in writing test form. The kind of text was recount and the duration 60 minutes was used. (See Appendix C)

**3.6  Research Instrument Analysis**

**3.6.1 Validity Test**

Validity test was carried out to measure whether the instruments for pre-test and post-test activities were valid or not. The term validity refers to the extent to which an instrument measures what it claims to measure (Ary et al., 2010, p. 225). In other words, validity refers to what should be measured from the test items given. Cohen et al., (2007, p. 133) revealed in test of language validity is an important key to effective research. If a piece of research is invalid then it is worthless. (See Appendix D)

**3.6.1.1  Construct Validity**

Construct is an abstract, this separates it from the previous types of validity which dealt in actualities-defined content (Cohen et al., 2007, p. 138). After constructing the instrument related to some aspects measured, then it is consulted to achieve some expert judgments from at least three validators to evaluate whether the components of the instrument are valid or not to be applied in research activities. The characteristic of validators are: 1) they have experience in teaching English, 2) they have finished their magister degree, 3) their TOEFL score is more than 500.

**3.6.1.2  Content Validity**

If the content of the test includes representative of the domain to be measured, then the test maintains content validity. To determine content validty, the test's domain needs to be spelled out (Al-qudairy, 2010, p. 67). For achieving a high degree of the content validity, the writer devised a topic in accordance with the objectives of

the test that was to measure students' recount writing achievement. The result analysis in content validity was described in table of specification test. In the table of specification test, it included objectieves, materials, test indicators, type of test and the total items. It was formulated based on the syllabus, curriculum and lesson plan. The table of specification test was displayed in Table 3. (See Appendix E)

**Table 3**

**Test Specification**

| No | Objective | Indicator | Questions Number | Type of Test |
|----|-----------|-----------|------------------|--------------|
| 1 | The students are able to write functional text of recount paragraph by using picture sequence | The students are able to write recount text paragraph by using picture sequence | 1 | Writing test |

### 3.6.2 Reliability Test

Reliability test measures whether research instrument used for pre-test and post-test activities is reliable or not. Reliability means that the score from an instrument are stable and consistent (Creswell, 2012, p. 159). To estimate the reliability of the test, inter-rater reliability is applied. It is measured from the results of three expert judgements. Writing test is measured in terms of instruction, topic, time allocation, content, and rubric.

To analyzed the reliability test on students' writing, it needs two or more expert judgements which called inter-rater reliability. Brown (2004, p.

20) states that inter-rater reliability occurs when two or more scores yields inconsistent scores of the same test, possibly for lack of attention to scoring criteria, experience, inattention, or even preconceived biases.

There were 5 evaluated items: instruction, topics, time allocation, content, and rubric. Then, the result, from each rater was calculated to get the mean score. The result showed that instruction, topic and content were very appropriate, and time allocation and rubric were appropriate.

Further, to get the reliability of the writing test, inter-rater reliability was used. By using Pearson Product Moment Correlation Coefficient, the reliability of the test was obtained since the results from each rater was correlated. It showed that there were very strong correlation among them with correlation coefficient .968, .988, .,919. Therefore, the writing test was valid and reliable to collect the data. (See Appendix F)

## 3.7 Data Analysis

In analyzing the data, some techniques were used and described in this study, as follows:

### 3.7.1 Instrument Analysis

The data from students' writing test (pretest-posttest) was analyzed by three raters, by using the rubric for recount writing assessment addapted from Widiatmoko. There were five aspect of the writing scoring system: content (0-27), main points (0-27), organization (0-26), style (0-10), and mechanics (0-10). As a result, the maximum rubric score was 100 (See Appendix G).

**Table 4**

**The Classification of Student's Score**

| Scale | Category |
|---|---|
| 76-100 | Excellent |
| 51-75 | Competent |
| 26-50 | Need Work |
| 0-25 | Major Flaws |

*Source: Addapted from Widiatmoko (2010)*

### 3.7.2 Data Description

Before the data was analyzed, distribution of the data was used to see the distribution of frequency the data and descriptive statistics.

#### 3.7.2.1 Distribution of Frequency Data

In this section, the score of the students were described by presenting a number of the students who get certain score and the percentage. The distributions of frequency data were obtained from students' pretest score in control group, the students post-test score in control group, students pretest score in experimental group, and students' post-test score in experimental group, then, the distributions of frequency was displayed in a table analysis.

#### 3.7.2.2 Descriptive Statistics

In descriptive statistics, number of sample, the lowest score, the highest score, mean, standard deviation, and standard error of mean are obtained. Descriptive statistic were obtained from students pre-test and post-test scores in control and experimental group.

### 3.7.3 Pre-requisite Analysis

Prerequisite analysis was an analysis which was done before testing the research hypotheses. It measured whteher or not they obtained data from students' pretest and posttest scores in both groups (experiment and control) was normal and homegeny.

#### 3.7.3.1 Normality Test

Normality test was used to determine whether the sample data had been drawn from normally distributed population or not. The data was obtained from students' pre-test and post-test in experimental group. Morever, Flynn (2003, p. 17) explain that the data have normal distribution is the score of significance higher than 0.05. In measuring normality test, the writer was used one sample *Kolmogorov Smirnov Test* in SPSS software application version 23.

#### 3.7.3.2 Homogeneity Test

Homogeneity test was measured the scores obtained whether it were homogen or not. According to Flynn, (2003, p. 18), the data can be categorized homogen whenever it is higher than 0.05. In measuring homogeneity test, the used Levene Statistics in SPSS software application version 23 was used.

### 3.7.4 Hypothesis Testing

To prove the formulated research problem, the instruments of research hypothesis testing was required. The null hypothesis ($H_0$) is accepted whenever the p-output is higher than 0.05. It means that the alternative hypothesis is rejected. On the other hand, the alternative hypothesis is accepted ($H_a$) whenever the p-output is equal or lower than 0.05. It means that

the null hypothesis ($H_0$) is rejected. The following of research hypothesis testings' and research questions to prove whether the hypothesis is accepted or rejected.

### 3.7.4.1 Significant Improvement

To know the significant improvement, the writer was used the data from the students' pre-test to post-test in experimental group. The significant of improvement is accepted whenever the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.021) (with df=32). While the significant of experimental group was rejected when the p-output (Sig.2-tailed) is higher than 0.05 than t value is lower than t-table (2.021) (with df=32).

### 3.7.4.2 Significant difference

To know the significant difference of the recount writing achievement on the students who were taught by using picture sequence and those who were not, the writer was used the data from the student's result of post-test in experimental group and post-test in control group. The writer was used independent sample t-test, the significant of improvement is accepted whenever the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.000) (with df=64). While the significant of experimental group is rejected when the p-output (Sig.2-tailed) is higher than 0.05 than t value is lower than t-table (2.000) (with df=64).

**CHAPTER IV**

**FINDINGS AND INTERPRETATIONS**

This chapter presents: (1) findings and; (2) interpretations

**4.1 Findings**

This study deals with the title "Using Picture Sequence to Improve Recount Writing Achievement of the Eighth Grade Students of SMP Negeri 46 Palembang". The findings of the study were to present: (4.1.1) data description; (4.1.2) prerequisite analysis and (4.1.3) result of hypothesis testing.

**4.1.1 Data Descriptions**

In data description, frequency distributions and descriptive statistic in the form of score were obtained from students' pretest and posttest in the experimental and control groups.

**4.1.1.1 Distribution of Frequency Data**

In distribution of frequency data, the students scores, frequency, and percentage were got from the students' pretest and posttest scores in control group and students' pretest and posttest scores in experimental group. They were presented as follows:

**1) Students' Pretest and Posttest Scores in Control Group**

In distribution of data frequency, it was found the interval score, frequency and percentage. The result of the pretest and posttest scores in control group is described in table 5 below:

Table 5

**Frequency Data of Students' Pretest and Posttest Scores in Control**

**Group**

| Pretest | Frequency | Percent | Posttest | Frequency | Percent |
|---|---|---|---|---|---|
| Valid 27 | 1 | 3.0 | Valid 39 | 1 | 3.0 |
| 40 | 1 | 3.0 | 49 | 1 | 3.0 |
| 42 | 1 | 3.0 | 53 | 1 | 3.0 |
| 43 | 1 | 3.0 | 54 | 2 | 6.1 |
| 46 | 1 | 3.0 | 56 | 1 | 3.0 |
| 47 | 1 | 3.0 | 57 | 2 | 6.1 |
| 49 | 2 | 6.1 | 58 | 2 | 6.1 |
| 55 | 1 | 3.0 | 59 | 1 | 3.0 |
| 56 | 1 | 3.0 | 60 | 2 | 6.1 |
| 57 | 3 | 9.1 | 62 | 1 | 3.0 |
| 58 | 2 | 3.0 | 63 | 2 | 6.1 |
| 60 | 1 | 3.0 | 64 | 2 | 6.1 |
| 61 | 2 | 6.1 | 65 | 2 | 6.1 |
| 62 | 2 | 6.1 | 68 | 1 | 3.0 |
| 63 | 1 | 3.0 | 69 | 3 | 9.1 |
| 64 | 1 | 3.0 | 70 | 2 | 6.1 |
| 65 | 1 | 1.0 | 71 | 3 | 9.1 |
| 66 | 2 | 6.1 | 73 | 1 | 3.0 |
| 69 | 2 | 6.1 | 76 | 1 | 3.0 |
| 70 | 2 | 6.1 | 77 | 1 | 3.0 |
| 71 | 2 | 6.1 | 79 | 1 | 3.0 |
| 76 | 1 | 3.0 | | | |
| 78 | 1 | 3.0 | | | |
| Total | 33 | 100.0 | Total | 33 | 100.0 |

Based on the frequency pretest table above, it was found that there were one student (3.0%) who got 27, one student (3.0%) who got 40, one student (3.0%) who got 42, one student (3.0%) who got 43, one students (3.0%) who got 46, one student (3.0%) who got 47, two students (6.1%) who got 49, one student (3.0%) who got 55, one student (3.0%) who got 56, three students (9.1%) who got 57, two

students (6.1%) who got 58, one student (3.0%) who got 60, two students (6.1%) who got 61, two students (62%) who got 62, one student (3.0%) who got 63, one student (3.0%) who got 64, one student (3.0%) who got 65, two students (6.1%) who got 66, two students (6.1%) who got 69, two students (6.1%) who got 70, two students (6.1%) who got 71, one student (3.1%) who got 76, one student (3.0%) who got 78.

Based on frequency posttest the table above, it was found that there were one student (3.0%) who got 39, one student (3.0%) who got 49, one student (3.0) who got 53, two students (6.1%) who got 54, one student (3.0%) who got 56, two students (6.1%) who got 57, two students (6.1%) who got 58, one student (3.0%) who got 59, two students (6.1%) who got 60, one student (3.0%) who got 62, two students (6.1%) who got 63, two students (6.1%) who got 64, two students (6.1%) who got 65, one student (3.0%) who got 68, three students (9.1%) who got 69, two students (6.1%) who got 70, three students (9.1%) who got 71, one student (3.0%) who got 73, one student (3.0%) who got 77, one student (3.0%) who got 79.

Furthermore, there were 4 categories of students' writing score. The classification of writing categories students pretest and postest score in control group can be seen from the following table 6 below:

**Table 6**

**The Classification of Writing Categories Students' Pretest and**

**Posttest  Score in Control Group**

| Pretest Score | | | |
|---|---|---|---|
| **The Range of Score** | **Number of Students** | **Percentage** | **Writing Categories** |
| 76-100 | 2 | 6.0% | Excellent |
| 51-75 | 23 | 69.9% | Competent |
| 26-50 | 8 | 24.1% | Need Work |
| 0-25 | - | - | Major Flaws |
| Posttest Score | | | |
| **The Range of Score** | **Number of Students** | **Percentage** | **Writing Categories** |
| 76-100 | 3 | 9.0% | Excellent |
| 51-75 | 28 | 85% | Competent |
| 26-50 | 2 | 6.0% | Need Work |
| 0-25 | - | - | Major Flaws |

Based on the pretest score table above, it was found that the total number of sample was 33 students. There was two students (6.0%) in excellent category, twenty students (69.8%) in competent category, eight students (24.1%) in need work categrory. (See Appendix H)

Based on the posttest score table above, it was found that the total number of sample was 33 students. There was three students (9.0%) in

excellent category, twenty eight students (85%) in competent category, two students (6.0%) in need work category. (See Appendix H)

**2) Students' Pretest and Posttest Scores in Experimental Group**

In distribution of data frequency, the result of the pretest and posttest scores in experimental group is described in table 7 below:

**Table 7**

**Frequency Data of Students' Pretest and Posttest Scores in**

**Experimental Group**

| | | Frequency | Percent | Posttest | Frequency | Percent |
|---|---|---|---|---|---|---|
| Valid | 27 | 1 | 3.0 | Valid 60 | 1 | 3.0 |
| | 38 | 1 | 3.0 | 62 | 3 | 9.1 |
| | 40 | 1 | 3.0 | 63 | 1 | 3.0 |
| | 42 | 1 | 3.0 | 64 | 1 | 3.0 |
| | 44 | 1 | 3.0 | 65 | 4 | 12.1 |
| | 46 | 1 | 3.0 | 66 | 1 | 3.0 |
| | 48 | 1 | 3.0 | 67 | 1 | 3.0 |
| | 50 | 1 | 3.0 | 68 | 1 | 3.0 |
| | 51 | 1 | 3.0 | 69 | 2 | 6.1 |
| | 53 | 1 | 3.0 | 70 | 1 | 3.0 |
| | 55 | 4 | 12.1 | 72 | 2 | 6.1 |
| | 56 | 1 | 3.0 | 73 | 2 | 6.1 |
| | 57 | 2 | 6.1 | 74 | 1 | 3.0 |
| | 58 | 4 | 12.1 | 75 | 1 | 3.0 |
| | 67 | 2 | 6.1 | 76 | 3 | 9.1 |
| | 68 | 1 | 3.0 | 77 | 3 | 9.1 |
| | 69 | 1 | 3.0 | 79 | 1 | 3.0 |
| | 70 | 2 | 6.1 | 81 | 1 | 3.0 |
| | 71 | 1 | 3.0 | 82 | 1 | 3.0 |
| | 72 | 1 | 3.0 | 83 | 1 | 3.0 |

| | | | | | |
|---|---|---|---|---|---|
| 73 | 4 | 12.1 | 84 | 1 | 3.0 |
| Total | 33 | 100.0 | Total | 33 | 100.0 |

Based on the frequency pretest table above, it was found that there were one student (3.0%) who got 27, one student (3.0%) who got 38, one student (3.0%) who got 40, one student (3.0%) who got 42, one student (3.0%) who got 44, one student (3.0%) who got 46, one student (3.0%) who got 48, one student (3.0%) who got 50, one student (3.0%) who got 51, one student (3.0) who got 53, four students (12.1) who got 55, one student (3.0%) who got 56, two students (6.1%) who got 57, four students (12.1%) who got 58, two students (6.1%) who got 67, on student (3.0%) who got 68, one student (3.0%) who got 69, two students (6.1%) who got 70, one student (3.0%) who got 71, one student (3.0%) who got 72, four students (12.1%) who got 74.

Based on the table above, it was found that there was one student (3.0%) who got 60, three students (9.1%) who got 62, one student (3.0%) who got 63, one student (3.0%) who got 64, four students (12.1%) who got 65, one student (3.0%) who got 66, one student (3.0%) who got 67, one student (3.0%) who got 68, two students (6.1%) who got 69, one student (3.0%) who got 70, two students (6.1%) who got 72, two students (6.1%) who got 73, one student (3.0%) who got 74, one student (3.0%) who got 75, three students (9.1%) who got 76, three students (9.1%) who got 77, one student (3.0%) who got 79, one student (3.0%) who got 81, one student (3.0%) who got 82, one student (3.0) who got 83, one student (3.0%) who got 84.

Furthermore, there was 4 categories of students' writing score. The classifacation of writing categories students' pretest and posttest score in experimental group can be seen from the following table 8 below:

**Table 8**

**The Classification of Writing Categories Students' Pretest and Posttest Score in Experimental Group**

| Pretest Score | | | |
|---|---|---|---|
| **The Range of Score** | **Number of Students** | **Percentage** | **Writing Categories** |
| 76-100 | - | - | Excellent |
| 51-75 | 25 | 76% | Competent |
| 26-50 | 8 | 24% | Need Work |
| 0-25 | - | - | Major Flaws |
| Posttest Score | | | |
| **The Range of Score** | **Number of Students** | **Percentages** | **Writing Categories** |
| 76-100 | 11 | 33.2% | Excellent |
| 51-75 | 22 | 66.8% | Competent |
| 26-50 | - | - | Need Work |
| 0-25 | - | - | Major Flaws |

Based on the pretest score table above, it was found that the total number of sample was 33 students. There were twenty five students (76%) in competent category, eight students (24%) in need work category. (See Appendix H)

Based on the posttest score table above, it was found that the total number of sample was 33 students. There were elevent students (33.2%) in excellent category, twenty two students (66.8%) in competent category. (See Appendix H)

**4.1.1.2 Descriptive Statistics**

In descriptive statistic, number of sample, the score of minimal, maximal, mean, and standard deviation of mean are obtained. Descriptive statistics are got from the students' pretest scores in control group, students' posttest scores in control group, students' pretest scores in experimental group, and students' posttest scores in experimental group. They were presented below:

**1) Students' Pretest Score in Control Group**

The result analysis of descriptive statistics of students' pretest in control group is described in table 9 below:

**Table 9**

**Descriptive Statistic on Students' Pretest Score in Control Group**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Pre_Control | 33 | 27.00 | 78.00 | 58.9394 | 11.26926 |
| Valid N (listwise) | 33 | | | | |

In descriptive statistics of students' pretest scores in control group, it showed that tota number of sample was 33 students. The minimum pretest scores was 27, the maximum score was 78, the mean score was 58.94 and the standard deviation was 11.27. (See Appendix H)

## 2) Students' Posttest Score in Control Group

The result analysis of descriptive statistics of students' posttest in control group is described in table 10 below:

**Table 10**

**Descriptive Statistic on Students' Posttest Score in Control Group**

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Post_Control       | 33 | 39      | 79      | 63.42 | 8.639          |
| Valid N (listwise) | 33 |         |         |       |                |

In descriptive statistics of students' posttest scores in control group, it showed that the total number of sample was 33 students. The minimum posttest score 39, the maximum score was 79, the mean score was 63.42 and the standard deviation was 8.639. (See Appendix H)

## 3) Students' Pretest Score in Experimental Group

The result analysis of decriptive statistics of students' pretest in experimental group is described in table 11 below:

**Table 11**

**Descriptive Statistic on Students' Pretest Score in Experimental Group**

|                    | N  | Minimum | Maximum | Mean    | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| Pre_Experiment     | 33 | 27.00   | 73.00   | 57.7879 | 11.85263       |
| Valid N (listwise) | 33 |         |         |         |                |

In descriptive statistics of students' pretest score in experimental group, it showed that the total number of sample was 33 students. The

minimum pretest score was 27, the maximum score was 73, the mean

score was 57.79 and the standard deviation was 11.85. (See Appendix

H)

**4)  Students' Posttest Score in Experimental Group**

The result analysis of descriptive statistics of students' posttest in

experimental group is described in table 12 below:

**Table 12**

**Descriptive Statistic on Students' Posttest in Experimental Group**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Post_Experiment | 33 | 60.00 | 84.00 | 71.1818 | 6.83490 |
| Valid N (listwise) | 33 |  |  |  |  |

In descriptive stastics of students' posttest score in experimental

group, it showed that the total number of sample was 33 students. The

minimum posttest score was 60, the maximum score was 84, the mean

score was 71.18 and the standard deviation was 6.834. (See Appendix

H)

**4.1.2 Prerequisite Analysis**

Before analyzing the data, prerequisite analysis has been done to see

whether the obtained data was normal and homogen.

**4.1.2.1  Normality Test**

In normality test, the total of sample, Kolmogorov Smirnov

Z, significant, and the result were analyzed. The score were got from:

(1) students' pretest and posttest score in control group and (2)

students' pretest and posttest score in experimental group. The data are considered normal whenever it is higher than 0.05.

**Table 13**

**The Result of Normality in Pretest and Posttest in Control**

**and Experimental Groups**

| Variable | N | Mean | Std. Deviation | Kolmogorov-Smirnov | Result |
|----------|---|------|----------------|--------------------|--------|
| Pretest Control | 33 | 58.93 | 11.27 | 0.739 | Normal |
| Posttest Control | 33 | 63.42 | 8.638 | 0.599 | Normal |
| Pretest Experimental | 33 | 57.79 | 11.85 | 0.834 | Normal |
| Posttest Experimental | 33 | 71.18 | 6.834 | 0.690 | Normal |

Based on the normality test of the students' pretest and posttest scores in control group. It was found that the significant level normality test of the students' pretest score in control group was 0.739 and posttest score was 0.599. from the result of the output, it could be stated that the obtained data is normal, because it is higher than 0.05. the statistics calculation of normality can be seen in table 13.

Based on the normality test of the students' pretest and posttest score in experimental group. It was found that the significance level of normality test of the students' pretest score in experimental group was 0.834 and posttest score was 0.690. From the result of the output, it could be stated that the obtained data is normal, because it higher than 0.05. the statistics calculation of normality can be seen in table 13. (See Appendix H)

**4.1.2.2   Homegeneity Test**

In homegeneity test, the total of sample *Levene Statistic*, significant, and the result were analyzed. The score were obtained from: (1) students' pretest and posttest score in control group and (2) students pretest and posttest score in experimental group. The data are considered homogen whenever is higher than 0.05.

**Table 14**

**The Result of Homogeneity in Pretest and Posttest in Control and**

**Experimental Groups**

|  | Sig. | Result |
|---|---|---|
| **Control Group** | 0.722 | Homogen |
| **Experimental Group** | 0.371 | Homogen |

Based on the calculation result measuring homogeneity test to students' pretest and posttest score in control group, it was found that the significance level of homogeneity test of the students' pretest and posttest score in control group was 0.722. From the scores, it could be stated that the obtained data is homogen, because it is higher than 0.05. The statistics calculation of normality can be seen in table 14.

Based on the calculation result measuring homogeneity test to students' pretest and posttest score in experimental group, it was found that the significance level of homogeneity test of the students' pretest and posttest score in experimental group was 0.371. From the scores, it could be stated that the obtained data is homogen, because it is higher

than 0.05. The statistics calculation of normality can be seen in table 14. (See Appendix H)

### 4.1.3. Result of Hypothesis Testing

**4.1.3.1 Measuring Significant Improvement on Students' Writing Achievement taught by using Picture Sequence**

To know the significant improvement, the paired sampe t-testwas used for testing students' pretest and posttest in experimental group. The significant of improvement is accepted whenever the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.021). While the significant of experimental group is rejected when the p-output (Sig.2-tailed) is higher than 0.05 than t-value is lower than t-table (2.021).The further calculation of the paired sample t-test was displayed in the table 15 below:

**Table 15**

**Analysis Result in Measuring Significant Improvement on Students'**

**Writing Achievement Score Taught by Using Picture Seqeunce**

| Experimental Group | | Paired Sample t-test | | | Ho | Ha |
|---|---|---|---|---|---|---|
| | Mean | Df | T | Sig. (2-tailed) | | |
| (Pretest-Posttest) | 13.39 | 32 | 6.372 | 0.000 | **Rejected** | **Accepted** |

From table , it can be seen that the p-output 0.000 and t-obtained 6.372 at the significance level p < 0.05 in two tailed testing with df= 32. The p-output was 0.000 < p-value and t-obtained 6.372>

2.021. It can be concluded that the significant improvement was accepted because the p-output was lower than significant level 0.05 and the t-value was higher than 2.021. The result of hypothesis testing was the null hypothesis was rejected and the alternative hypothesis was accepted. It means that there was a significant improvement on the students' writing achievement who are taught by using picture sequence. (See Appendix H)

**4.1.3.2 Measuring Significant Difference on Students' Writing Achievement between Posttest in Control and Experimental Groups**

To know the significant difference of the writing achievement on the students who are taught by using picture sequence and those who are not, an independent sample t-test was used for testing students' posttest scores in experimental group and posttest in control group. The significant difference is accepted whenever the p-output (Sig. 2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.000). While the significant difference is rejected when the p-output (Sig.2-tailed) is higher than 0.05 than t-value is lower than t-table (2.000).The further calculation of the independent sample t-test was displayed in the table 16 below:

**Table 16**

**Analysis Result in Measuring Significant Difference between Control and**

**Experimental Groups**

| Posttest | | Independent Sample t-test | | | | |
|---|---|---|---|---|---|---|
| | | | | | | **Ha** |
| **(Control and Experimental)** | **Mean** | **Df** | **T** | **Sig. (2-tailed)** | **Ho** | |
| | 7.757 | 64 | 4.046 | 0.000 | **Rejected** | **Accepted** |

From table , it can be seen that the p-output was 7.757 and the value of t-obtained was 4.046 at the significance level $p > 0{,}05$ in two tailed testing with df= 64, the critical value of t-table = 2.000 (4.046> 2.000). The significant difference is accepted whenever the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.000),since the p-output was lower than 0.05 and the value of t-obtained was higher than the critical value of t-table, the result of hypothesis testing was null hypothesis was rejected and the alternative hypothesis was accepted. In short that there was a significant difference on the students' writing achievement between the students who are taught by using picture sequence in experimental group and those students who are not in control group. (See Appendix H)

**4.2 Interpretations**

In order to strengthen the value of this study the interpretations are made based on the result of data analyses. According to the findings, there was a significant improvement on the eighth grade students' writing achievement who

were taught by using *picture sequence* and there was a significant difference on the eighth grade students' recount writing achievement who were taught by using *picture sequence* and those who were not.

In this study, the writer focused on the students' writing achievement and Picture Sequence Media as the method in teaching writing. Based on the informal interview with the students and English teacher in preliminary study, students ability of writing skill was still lack. The students' had problems in recount text, they were difficult to start writing, had lack vocabulary or grammar and they were confused when they made recount paragraph.

Before the students were given the treatment, the students in experimental and control groups were given pretest. Then, students' pretest score in experimental and control groups were obtained. In doing the pretest the students felt confused and difficult in writing the paragraph in to of classes. It could be seen in the table of students' pretest scores in control (table 4) and experimental groups (table 4). The result showed that VIII 5 got lower than VII4. It was proved by the mean score of pretest in VIII 4 which higher than VIII 5. It could be assumed that experimental group was VIII 5 and control group was VIII 4. In the case, the experimental group needed treatment by using picture sequence to get better than before.

During the treatment, there were 12 meetings excluding pretest and posttest in experimental group. In the first meeting, the writer gave the pretest. In the second and the third meeting, the writer explain about recount text and picture sequence. In the fourth meeting the students were still confused in practice. They did not know vocabulary, grammar, structure, tenses and organization. Between

fifth and ninth meeting, they slowly could manage to find grammar and structure, they could know the new vocabulary and they could know how to make conclusion in a text and they were interested to arrange pictures become picture sequence with their friends. Finally, on the tenth to twelfth meeting they could understand the material of recount text well by applying picture sequence, because it could help them to elaborate their idea, grammar, organization and connect to text to find the conclusion of a text and last was posttest. It is in line with what Brown (2004, p. 227) describe that picture sequence depicting story line can provide a suitable stimulus for written production. The picture must be simple and unambiguous because an open-ended task at the selective level would give test-takers too many options.

This result was consistent with many studies, some of them were conducted by Fushiah (2015) who found that picture sequence gave positve effect to the tenth grade students in recount writing text and Yantika (2014) who reported that picture sequence gave positive effect which can help students students' recount text writing ability at the second semester of the eighth grade.

Based on the data analysis, there were significant improvement and difference on students' recount writing achievement taught by using picture sequence. The findings proved theories explaining some advantages of this picture sequence could be accepted. Yantika (2014) says that picture sequence could increase the students' interest and it can create a good atmosphere and can motivate the students in learning English, because they can more understand and easy while they are study in writing and Astuti (2011) who reported by used picture sequence that the students' were motivated in teaching-learning process.

Finally, it was inferred that the implementation of picture sequence showed significant improvement and significant difference on students' recount writing achievement of SMP Negeri 46 Palembang. Picture sequence successfully motivated the students in learning recount writing achievement and made the students interested and active in learning English. It could be assumed that picture sequence is effective to teach recount writing to the students.

**CHAPTER V**

**CONCLUSION AND SUGGESTIONS**

This chapter presents: (1) conclusion and; (2) suggestions based on the findings and interpretation in the previous chapter

**5.1 Conclusion**

Based on the findings and interpretations presented in the previous chapter, it can be concluded that based on the result of pretest and posttest, there was a significant improvement and significant difference of the eighth grade students' recount writing achievement who were taught by using Picture Sequence and those who were not at SMP Negeri 46 Palembang. The students who were taught by using Picture Sequence showed better improve that can be seen from the result of the students in test. The result of this study was expected to contribute something for the development of the process of English teaching and learning especially for the teaching of recount writing text

**5.2 Suggestions**

There are some suggestions offered in order to develop the teaching and learning in EFL classroom. The first, the teachers of English especially teacher of English at SMP Negeri 46 Palembang can use picture sequence as an alternative media to stimulate students' recount writing achievement so that the teaching and learning process.

The second is for the students especially for the eighth grade students at SMP Negeri 46 Palembang. Picture sequence is suggested that become the students active to express themselves to be more interested in writing English and by using Picture Sequence can be implemented in various texts.

Next is for the other writers. Hopefully, this research can be useful as theoretical references for other writers who want to conduct similar studies with different variables and conditions and focus on the aspects of writing comprehension.

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# APPENDICES

**Appendix A**

**Interview in the preliminary study (English teacher)**

A     : Bagaimana tanggapan siswa/i ibu dalam pembelaajaran Bahasa Inggris selama ini?

B     : Berbagai macam tanggapan dari mereka. Tetapi kebanyakan dari mereka menganggap bahwa Bahasa Inggris itu sulit, di karenakan Bahasa asing, bukan bahasa mereka sehari-hari. Apalagi Bahasa Inggris adalah termasuk mata pelajaran yang di ujikan pada Ujian Nasional

A     : Dari empat skill yang di pelajari mana skill yang paling susah?

B     : Writing

A     : Kenapa di skill writing? Apakah ada jenis teks yang mereka anggap susah?

B     : Iya mereka sulit untuk menulis, di karenakan mereka bingung dengan grammar, structure dan mereka sedikit mengetahui kosakata. Kalau jenis teks mereka sulit di teks recount. Menurut mereka teks narrative lebih gampang dari teks tersebut. Mereke agak kesulitan dalam memulai dan tahap-tahapan untuk menulis teks recount.

A     : Apakah ibu pernah menggunakan media untuk menarik perhatian siswa dalam belajar misalnya picture sequence?

B     : Pernah sesekali memakai gambar, tapi kalau picture sequence saya tahu sedikit. Sepertinya patut untuk di coba. Karena gambar dapat menarik perhatian anak, apalagi untuk teks recount yang memiliki kesinambungan cerita, mungkin ini dapat mempermudah mereka dalam memahami isi cerita atau membuat paragraf teks recount

A     : Kalau di sekolah ini menggunakan kurikulum apa ya bu?

B     : Kalau disini kami masih menggunakan KTSP

**Appendix B**

**Interview in the preliminary study (Students)**

A : Bagaimana tanggapan kamu selama ini terhadap proses pembelajaran Bahasa Inggris di kelas?

B : Bosan dan tidak menarik. Karena kami sering di suruh buat paragraf, membaca dan menjawab soal. Pengennya kayak ada kuis supaya semangat dalam belajar

A : Skill Bahasa Inggris apa yang kamu anggap sulit?

B : Writing, pusingggg, harus membuat kalimat paragraf. Sedangkan saya cuma dikit tahu kosakata Bahasa Inggris terus bingung merangkai kata dengan grammar atau structurenya.

A : Teks apa yang kamu anggap sulit? Dan kesulitan apa yang kamu alami dalam menulis teks dalam Bahasa Inggris?

B : Teks recount, teks itu kan harus berurutan terus pakai Verb2 pokoknya ribet. Kalau teks narrative dan descriptif itu lumayan mudah daripada teks recount.

A : Media apa yang pernah digunakan guru dalam pelajaran Bahasa Inggris

B : Pernah pakai gambar itupun jarang

A : Apakah kamu tahu dengan picture sequence?

B : Tidak tahu, tapi yang pasti itu pakai gambar juga.

# Sheet of Writing Test

Name   :

Class   :

**Direction:**

1. Write a recount text consisting of 70-200 words provide in 60 minutes

2. Choose one of the topics below:

   a. My holiday

   b. Racing competition

   c. My terrible day

   d. Examination

**Appendix E**

## Validity of Writing Test

Level of appropriateness is categorized as follows:

| Scale | Categories |
|---|---|
| 1 | Very Inappropriate |
| 2 | Inappropriate |
| 3 | Moderate |
| 4 | Appropriate |
| 5 | Very Appropriate |

Result of the expert judgement:

| No | Test Item | Level of Appropriateness of Writing Test Items | | | | | Category |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1 | Instruction | | | | 1 | 2 | Very Appropriate |
| 2 | Topic | | | | 1 | 2 | Very Appropriate |
| 3 | Time Allocation | | | | 3 | | Appropriate |
| 4 | Content | | | | 1 | 2 | Very Appropriate |
| 5 | Rubric | | | 1 | 2 | | Appropriate |

**Appendix F**

## Reliability of Writing Test

**Correlations**

| | | Validator_I | Validator_II | Validator_III |
|---|---|---|---|---|
| Validator_I | Pearson Correlation | 1 | .968$^{**}$ | .988$^{**}$ |
| | Sig. (2-tailed) | | .007 | .002 |
| | N | 5 | 5 | 5 |
| Validator_II | Pearson Correlation | .968$^{**}$ | 1 | .919$^{*}$ |
| | Sig. (2-tailed) | .007 | | .028 |
| | N | 5 | 5 | 5 |
| Validator_III | Pearson Correlation | .988$^{**}$ | .919$^{*}$ | 1 |
| | Sig. (2-tailed) | .002 | .028 | |
| | N | 5 | 5 | 5 |

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

**Appendix G**

**ANALYTIC RUBRIC FOR ASSESSMENT OF RECOUNT**

**Addapted from**

**Dr. Widiatmoko**

**Email: moko.geong@gmail.com**

The recount text does not only describe the subjects but also analyze it critically. It is an experience in a life time.

The key element of a recount text is a defined point view presented in the paper and delivered through sharing emotions and sensory details with the reader, whereas it involves the reader in the elements and sequence of the story. The essay must use vivid and precise verbs, besides it must also include all the conventions of generic structure: setting (orientation), sequence of events and re-orientation or evaluation.

| Rubric Rating | Orientation/Sequence of events/Re-orientation (CONTENT) | MAIN POINTS Body Paragraphs | ORGANIZATION Structure Transitions | STYLE Sentence flow Variety Diction | MECHANICS |
|---|---|---|---|---|---|
| Excellent | • Well-developed orientation engages the reader and creates interests. <br> • Contains detailed background information. <br> • Sequence of events clearly states a significant and compelling position. <br> • Re-orientation effectively wraps up and goes beyond | • Well-developed main points directly related to the orientation <br> • Supporting example are concrete and detailed <br> • The recount is developed with a consistent and effective point of view showing the story in detail (27) | • Logical progression of ideas with a clear structure that enhances the orientation <br> • Transition are mature and graceful <br> • (26 pts) | • Writing is smooth, skillful and coherent <br> • Sentences are strong and expressive with varied structure <br> • Diction is consistent and words well chosen (10 pts) | • Punctuation, spelling, capitalization are correct <br> • No errors (10 pts) |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
|  | restating the orientation. (27 pts) |  |  |  |  |
| **Co mpe tent** | • Orientation creates interest<br>• Sequences of events clearly states the position<br>• Re-orientation effectively summarizes topics<br>(20 pts) | • Three or more main points are related to the orientation, but one may lack details<br>• The recount shows events from the author's point of view using some details<br>(20 pts) | • Logical progression of ideas.<br>• Transition are present equally throughout essay<br>(19 pts) | • Writing is clear and sentences have varied structure<br>• Diction is consistent<br>(8 pts) | • Punctuation, spelling, capitalization are generally correct with few errors (1-2)<br>( 8 pts) |

| | | | | | |
|---|---|---|---|---|---|
| **Nee ds Wor k** | • Orientation adequately explains the background but may lack detail<br>• Sequence of events states the position<br>• Re-orientation is recognizable and ties up almost all loose ends<br>(13 pts) | • Three or more main points are present<br>• Recount shows events, but may lack details<br>(13 pts) | • Organization is clear<br>• Transition are present<br>(12 pts) | • Writing is clear, but sentences may lack variety<br>• Diction is appropriate<br>(6 pts) | • A few errors in punctuation, spelling and capitalization (2-4)<br>(6 pts) |
| **Maj or Fla ws** | • Orientation details are random collection of information , unclear, or not relates to the topic<br>• Sequence of events is vague or unclear<br>• Re-orientation | • Less than three main points and/or poor development of ideas<br>• The recount is undeveloped and tells rather than show the story<br>(6pts) | • No discernable organization<br>• Transition are not present<br>(5 pts) | • Writing is confusing, hard to follow<br>• Contains fragments and/or run on sentences<br>• Inappropriate diction<br>(4 pts) | • Disctrating errors in punctuation, spelling capitalization<br>(4 pts) |

| | does not summarize main points (6 pts) | | | | |
|---|---|---|---|---|---|

# Appendix H

**Pre_Control**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 27 | 1 | 3.0 | 3.0 | 3.0 |
| | 40 | 1 | 3.0 | 3.0 | 6.1 |
| | 42 | 1 | 3.0 | 3.0 | 9.1 |
| | 43 | 1 | 3.0 | 3.0 | 12.1 |
| | 46 | 1 | 3.0 | 3.0 | 15.2 |
| | 47 | 1 | 3.0 | 3.0 | 18.2 |
| | 49 | 2 | 6.1 | 6.1 | 24.2 |
| | 55 | 1 | 3.0 | 3.0 | 27.3 |
| | 56 | 1 | 3.0 | 3.0 | 30.3 |
| | 57 | 3 | 9.1 | 9.1 | 39.4 |
| | 58 | 2 | 6.1 | 6.1 | 45.5 |
| | 60 | 1 | 3.0 | 3.0 | 48.5 |
| | 61 | 2 | 6.1 | 6.1 | 54.5 |
| | 62 | 2 | 6.1 | 6.1 | 60.6 |
| | 63 | 1 | 3.0 | 3.0 | 63.6 |
| | 64 | 1 | 3.0 | 3.0 | 66.7 |
| | 65 | 1 | 3.0 | 3.0 | 69.7 |
| | 66 | 2 | 6.1 | 6.1 | 75.8 |
| | 69 | 2 | 6.1 | 6.1 | 81.8 |
| | 70 | 2 | 6.1 | 6.1 | 87.9 |
| | 71 | 2 | 6.1 | 6.1 | 93.9 |
| | 76 | 1 | 3.0 | 3.0 | 97.0 |

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| | 78 | 1 | 3.0 | 3.0 | 100.0 |
| | Total | 33 | 100.0 | 100.0 | |

**Post_Control**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 39 | 1 | 3.0 | 3.0 | 3.0 |
| | 49 | 1 | 3.0 | 3.0 | 6.1 |
| | 53 | 1 | 3.0 | 3.0 | 9.1 |
| | 54 | 2 | 6.1 | 6.1 | 15.2 |
| | 56 | 1 | 3.0 | 3.0 | 18.2 |
| | 57 | 2 | 6.1 | 6.1 | 24.2 |
| | 58 | 2 | 6.1 | 6.1 | 30.3 |
| | 59 | 1 | 3.0 | 3.0 | 33.3 |
| | 60 | 2 | 6.1 | 6.1 | 39.4 |
| | 62 | 1 | 3.0 | 3.0 | 42.4 |
| | 63 | 2 | 6.1 | 6.1 | 48.5 |
| | 64 | 2 | 6.1 | 6.1 | 54.5 |
| | 65 | 2 | 6.1 | 6.1 | 60.6 |
| | 68 | 1 | 3.0 | 3.0 | 63.6 |
| | 69 | 3 | 9.1 | 9.1 | 72.7 |
| | 70 | 2 | 6.1 | 6.1 | 78.8 |
| | 71 | 3 | 9.1 | 9.1 | 87.9 |
| | 73 | 1 | 3.0 | 3.0 | 90.9 |
| | 76 | 1 | 3.0 | 3.0 | 93.9 |
| | 77 | 1 | 3.0 | 3.0 | 97.0 |
| | 79 | 1 | 3.0 | 3.0 | 100.0 |

**Post_Control**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 39 | 1 | 3.0 | 3.0 | 3.0 |
| | 49 | 1 | 3.0 | 3.0 | 6.1 |
| | 53 | 1 | 3.0 | 3.0 | 9.1 |
| | 54 | 2 | 6.1 | 6.1 | 15.2 |
| | 56 | 1 | 3.0 | 3.0 | 18.2 |
| | 57 | 2 | 6.1 | 6.1 | 24.2 |
| | 58 | 2 | 6.1 | 6.1 | 30.3 |
| | 59 | 1 | 3.0 | 3.0 | 33.3 |
| | 60 | 2 | 6.1 | 6.1 | 39.4 |
| | 62 | 1 | 3.0 | 3.0 | 42.4 |
| | 63 | 2 | 6.1 | 6.1 | 48.5 |
| | 64 | 2 | 6.1 | 6.1 | 54.5 |
| | 65 | 2 | 6.1 | 6.1 | 60.6 |
| | 68 | 1 | 3.0 | 3.0 | 63.6 |
| | 69 | 3 | 9.1 | 9.1 | 72.7 |
| | 70 | 2 | 6.1 | 6.1 | 78.8 |
| | 71 | 3 | 9.1 | 9.1 | 87.9 |
| | 73 | 1 | 3.0 | 3.0 | 90.9 |
| | 76 | 1 | 3.0 | 3.0 | 93.9 |
| | 77 | 1 | 3.0 | 3.0 | 97.0 |
| | 79 | 1 | 3.0 | 3.0 | 100.0 |
| | Total | 33 | 100.0 | 100.0 | |

**Pre_Experiment**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 27 | 1 | 3.0 | 3.0 | 3.0 |
| | 38 | 1 | 3.0 | 3.0 | 6.1 |
| | 40 | 1 | 3.0 | 3.0 | 9.1 |
| | 42 | 1 | 3.0 | 3.0 | 12.1 |
| | 44 | 1 | 3.0 | 3.0 | 15.2 |
| | 46 | 1 | 3.0 | 3.0 | 18.2 |
| | 48 | 1 | 3.0 | 3.0 | 21.2 |
| | 50 | 1 | 3.0 | 3.0 | 24.2 |
| | 51 | 1 | 3.0 | 3.0 | 27.3 |
| | 53 | 1 | 3.0 | 3.0 | 30.3 |
| | 55 | 4 | 12.1 | 12.1 | 42.4 |
| | 56 | 1 | 3.0 | 3.0 | 45.5 |
| | 57 | 2 | 6.1 | 6.1 | 51.5 |
| | 58 | 4 | 12.1 | 12.1 | 63.6 |
| | 67 | 2 | 6.1 | 6.1 | 69.7 |
| | 68 | 1 | 3.0 | 3.0 | 72.7 |
| | 69 | 1 | 3.0 | 3.0 | 75.8 |
| | 70 | 2 | 6.1 | 6.1 | 81.8 |
| | 71 | 1 | 3.0 | 3.0 | 84.8 |
| | 72 | 1 | 3.0 | 3.0 | 87.9 |
| | 73 | 4 | 12.1 | 12.1 | 100.0 |
| | Total | 33 | 100.0 | 100.0 | |

**Post_Experiment**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 60 | 1 | 3.0 | 3.0 | 3.0 |
| | 62 | 3 | 9.1 | 9.1 | 12.1 |
| | 63 | 1 | 3.0 | 3.0 | 15.2 |
| | 64 | 1 | 3.0 | 3.0 | 18.2 |
| | 65 | 4 | 12.1 | 12.1 | 30.3 |
| | 66 | 1 | 3.0 | 3.0 | 33.3 |
| | 67 | 1 | 3.0 | 3.0 | 36.4 |
| | 68 | 1 | 3.0 | 3.0 | 39.4 |
| | 69 | 2 | 6.1 | 6.1 | 45.5 |
| | 70 | 1 | 3.0 | 3.0 | 48.5 |
| | 72 | 2 | 6.1 | 6.1 | 54.5 |
| | 73 | 2 | 6.1 | 6.1 | 60.6 |
| | 74 | 1 | 3.0 | 3.0 | 63.6 |
| | 75 | 1 | 3.0 | 3.0 | 66.7 |
| | 76 | 3 | 9.1 | 9.1 | 75.8 |
| | 77 | 3 | 9.1 | 9.1 | 84.8 |
| | 79 | 1 | 3.0 | 3.0 | 87.9 |
| | 81 | 1 | 3.0 | 3.0 | 90.9 |
| | 82 | 1 | 3.0 | 3.0 | 93.9 |
| | 83 | 1 | 3.0 | 3.0 | 97.0 |
| | 84 | 1 | 3.0 | 3.0 | 100.0 |
| | Total | 33 | 100.0 | 100.0 | |

**Descriptive Statistics**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Pre_Control | 33 | 27.00 | 78.00 | 58.9394 | 11.26926 |
| Valid N (listwise) | 33 | | | | |

**Descriptive Statistics**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Post_Control | 33 | 39 | 79 | 63.42 | 8.639 |
| Valid N (listwise) | 33 | | | | |

**Descriptive Statistics**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Pre_Experiment | 33 | 27.00 | 73.00 | 57.7879 | 11.85263 |
| Valid N (listwise) | 33 | | | | |

**Descriptive Statistics**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Post_Experiment | 33 | 60.00 | 84.00 | 71.1818 | 6.83490 |
| Valid N (listwise) | 33 | | | | |

Normality

**One-Sample Kolmogorov-Smirnov Test**

|  |  | Pre_Control |
|---|---|---|
| N |  | 33 |
| Normal Parameters[a] | Mean | 58.9394 |
|  | Std. Deviation | 11.26926 |
| Most Extreme Differences | Absolute | .129 |

| | | |
|---|---|---|
| | Positive | .082 |
| | Negative | -.129 |
| Kolmogorov-Smirnov Z | | .739 |
| Asymp. Sig. (2-tailed) | | .646 |
| a. Test distribution is Normal. | | |
| | | |

## One-Sample Kolmogorov-Smirnov Test

| | | Post_Control |
|---|---|---|
| N | | 33 |
| Normal Parameters[a] | Mean | 63.4242 |
| | Std. Deviation | 8.63869 |
| Most Extreme Differences | Absolute | .104 |
| | Positive | .069 |
| | Negative | -.104 |
| Kolmogorov-Smirnov Z | | .599 |
| Asymp. Sig. (2-tailed) | | .865 |
| a. Test distribution is Normal. | | |
| | | |

## One-Sample Kolmogorov-Smirnov Test

| | | Pre_Experiment |
|---|---|---|
| N | | 33 |
| Normal Parameters[a] | Mean | 57.7879 |
| | Std. Deviation | 11.85263 |
| Most Extreme Differences | Absolute | .145 |
| | Positive | .129 |

| | | Negative | -.145 |
|---|---|---|---|
| Kolmogorov-Smirnov Z | | | .834 |
| Asymp. Sig. (2-tailed) | | | .490 |

a. Test distribution is Normal.

**One-Sample Kolmogorov-Smirnov Test**

| | | Post_Experiment |
|---|---|---|
| N | | 33 |
| Normal Parameters[a] | Mean | 71.1818 |
| | Std. Deviation | 6.83490 |
| Most Extreme Differences | Absolute | .120 |
| | Positive | .120 |
| | Negative | -.093 |
| Kolmogorov-Smirnov Z | | .690 |
| Asymp. Sig. (2-tailed) | | .727 |

a. Test distribution is Normal.

Pretest control and experiment

**Test of Homogeneity of Variances**

Ss_Score

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| ,128 | 1 | 64 | ,722 |

Posttest control and experimen

**Test of Homogeneity of Variances**

Ss_Score

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| ,813 | 1 | 64 | ,371 |

**Paired Samples Test**

| | | Paired Differences | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | 95% Confidence Interval of the Difference | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t |
| Pair 1 | Pre_Experiment Post_Experiment | -- 1.33939E1 | 12.07513 | 2.10201 | -17.67559 | -9.11229 | -6 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Di | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Ss_Sc ore | Equal variances assumed | ,813 | ,371 | -4,046 | 64 | ,000 | -7,75758 | 1,91756 | -11,58835 | -3,92680 |
| | Equal variances not assumed | | | -4,046 | 60,784 | ,000 | -7,75758 | 1,91756 | -11,59226 | -3,92289 |

**Appendix I**

| Date | Allocated Time | Activities |
|---|---|---|
| 09-05-2017 | Meeting I<br><br>60 minutes | **Pretest** |
| 10-05-2017 | Meeting II<br><br>60 minutes | • The writer greets the students<br>• The writer information about the activities for the students<br>• The writer ask some questions related to recount text to know students' ability<br>• The writer review their lesson about recount text and simple past tense<br>• The writer give the example of recount text |
| 12-05-2017 | Meeting III<br><br>60 minutes | • The writer introducing picture sequence<br>• The writer correlate recount text to the picture sequence<br>• The writer give example about picture sequence<br>• The writer diveded the picture sequence entitled " My daily activity"<br>• The students arrange picture become picture sequence before and make a list first<br>• The students make recount paragraph |
| 13-05-2017 | Meeting IV<br><br>60 minutes | • The writer check the students' work and convey the lack of students' writing<br>• The students revise their recount writing<br>• Teacher give the score for students' |

| | | effort in writing |
|---|---|---|
| 15-05-2017 | Meeting V<br><br>60 minutes | • The writer give second material for recount paragraph entitled "My bad day"<br>• Students sit in group (2-3 students) and discuss what they see in the picture<br>• Student write their second recount writing |
| 16-05-2017 | Meeting VI<br><br>60 minutes | • Students work in team and check their friends' mistake in recount writing with the help of the teacher<br>• The writer ask the students to revise their writing based on their friends' comments<br>• The writer evaluate student' writing |
| 17-05-2017 | Meeting VII<br><br>60 minutes | • The writer give the third material for recount paragraph entitled " My holiday"<br>• The students write the third recount paragraph |
| 19-05-2017 | Meeting VIII<br><br>60 minutes | • Students do peer comment on other student's writing<br>• Students apply revising |
| 19-05-2017 | Meeting IX<br>(Afternoon)<br><br>60 minutes | • Students polish their writing<br>• Students read their paragraph in front of the class<br>• The writer give score for students' writing |
| 20-05-2017 | Meeting X<br><br>60 minutes | • Students write the fourth recount paragraph about " My part time" |
| 20-05-2017 | Meeting XI | • The writer ask about their understanding |

|  | 60 minutes | about recount paragraph so far |
|---|---|---|
|  |  | • Review the lessons. |
| 22-05-2017 | Meeting XII<br><br>60 mintues | **Posttest** |

**Appendix J**

## LESSON PLAN

School                    : SMP Negeri 46 Palembang.

Subject                   : English

Academic Year        : 2017/2018

Class                     : VIII 5

Meeting                 : 1

Writing  Topic        : My Daily Activity

Time Allocation      : 1 x60 minutes

### A.  Standard Competence

Express meaning in the written text is functional and simple, short essay in the form recount in the context of everyday life.

### B.  Basic Competence

Draft recount text in oral and write, short and simple, about activities, incident, events, to attention to the function of social, structure of texts, and element of correct language and appropriate of context

### C.  Indicators

1.  Students and partner get to arrange random picture become picture sequence
2.  Students to identification tenses and conjuntion of the picture
3.  Students makes paragraph recount text with the picture sequence individually
4.  Students get produce text form of recount

### D.  Learning Materials

a. Recount text paragraph by using picture sequence

b. Topic: My daily activity

## E. Learning Method

Creating picture sequence

Writing Test

## F. Teaching and Learning Activities

| No | Activity | Description | Times |
|---|---|---|---|
| 1 | Pre- Activities | 1. The teacher greets the students.<br><br>2. Teacher and students recite prayer before the lesson<br><br>3. Teacher checks students attendance<br><br>4. Teacher prepares students physically and mentally fo follow the lesson well<br><br>5. Teacher motivates students contextually in accordance with the advantages and aplication of material | 10' |

| | | in daily life | |
|---|---|---|---|
| | | 6. Teacher starts the lesson by reviewing the previous lessson | |
| | | 7. Teacher explains the learning objectives in this chapter, and what the students will do to achieve these goals | |
| 2 | Whilst | 1. Teacher explains about recount text in detail | 40' |
| | | 2. Teacher present the students about picture sequence ( what is picture sequence? What will the students do in this activity? What are the expectations by doing this activity?) | |
| | | 3. Students individually write a list of | |

| | | | |
|---|---|---|---|
| | | sentences about a picture sequence frame by frame<br><br>4. Teacher divides students in small group ( consist of two to three students)<br><br>5. Teacher give some random picture<br><br>6. Students with partner discuss which order is correct for the picture<br><br>7. Students make the paragraph recount text with the picture sequence individually | |

| 3 | Closing | 1. Teacher asks the group to present their opinion about the problem in picture sequence that they have learned, discuss it together and give feedback to the whole class.<br><br>2. Teacher and students conclude the result of today's topic.<br><br>3. Teacher gives some motivational word and encourage the students to practice writing English as much as possible.<br><br>4. Teacher closes the class. | 10' |
|---|---|---|---|

|  |  |  |  |
|---|---|---|---|
|  |  |  |  |

## G. Teaching and Learning Media Sources

1. Media     : Picture sequence
2. Source    : English handbooks.

## H. Evaluation or Measurement

Evaluation or measurement will be done during the application of the media in which the students practice their English by writing recount paragraph individually.

## I. Scoring

|  | Major flaws (0-25) | Need work (26-50) | Competent (51-75) | Excellent (76-100) | Total |
|---|---|---|---|---|---|
| Content |  |  |  |  |  |
| Main points |  |  |  |  |  |
| Organization |  |  |  |  |  |
| Style |  |  |  |  |  |
| Mechanic |  |  |  |  |  |