

SERIES OF PICTURE AS A MEANS OF IMPROVING STUDENTS' WRITING RECOUNT TEXT ABILITY

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ABSTRACT

The research paper entitled “Series of Picture as a Means of Improving Students’ Writing Recount Text Ability” is submitted to the English Educational Sciences of Bale Bandung University as a partial fulfillment of the requirement for taking *Sarjana Pendidikan Degree*. The focus of the research is that media series of picture could improve students’ desire in learning writing. The students could be more excited and easier to understand the text. Pre – experimental design was used in this research. The second grade students of SMP 1 Solokanjeruk which consist 32 students were chosen as the population. They were asked to fill out the first performance test (Pre-Test) then got the treatment (Series of Picture) and finally the students were asked to fill out the second performance test (Post-Test). Furthermore the score of post-test was higher than pre-test. The result of pre–test and post–test score were analyzed through the dependent t-test formula, with $df = N - 1 = 32-1 = 31$ at the level of significance 0.05 for two tailed was 2.021. As the derived t was bigger than that of the t-table $2.64 > 2.021$, the null hypothesis (H_0) was rejected, and alternative of hypothesis (H_a) was accepted, stating that there was significant different in students’ score before and after treatment using series of picture as a means of improving writing recount text ability. In other words, this method was effective to improve students’ ability in writing recount text. From the questionnaire, most of the second grades of junior high school in Solokanjeruk gave positive responses toward series of picture as a means of improving writing recount text ability. They felt happy in learning English especially when they were learning writing recount text, they did not get the difficulties moreover, learning recount text using series of picture was easier to understand and very helpful in improving student’s writing skill.

1.1 Background

In the first place, English has become an international language. That is why English is very important today, because English is used as means of interaction with others. Another reason why English is important is that it is used to fulfill the need of technology development in the world.

In this globalization era, many things are written in English. English is learned in elementary school, junior high school, senior high school, and university as important subject. The teaching and learning of English has the purposes to develop four language skills: listening, speaking, reading, and writing.

One of the important skills is writing. By improving this skill, students will be able to express their idea or anything about feelings to others. It is in line with Bambang (2009:16) states “writing is a communicative act; it is a way of sharing information, thought, experiences, or ideas, between ourselves and other”.

In junior high school, students must learn four types of writing, they are: descriptive text, procedure text, report text, and recount text. One of the important types of writing in junior high school is writing recount text. Recount text is a type of writing which retell someone story or experience in the past. It is in line with Emilia (2010:106) cited by Kurniasih (2017) states that “A recount text is a text which retells activities in the past”.

Based on experience in teaching practicum (PPL) some students find difficulties in writing recount text. In teaching English especially in teaching writing recount text, teachers must be able to use a strategy or method to handle the difficulties of students. A good method will increase students’ desire to get interested in learning process. One of the best methods is by using a media. According to Hamalik (1986:15) cited in Bambang (1997), that said “Learning media in the leaning process can increase new desire and interest, crease motivation and stimulation of leaning activities, and even bring psychological influence on student”.

According to Raimes (1983) cited in Bambang (2009:10) “picture is a valuable instructional media”. The use of picture in the classroom provides a stimulating focus for students’ interest. One of the best pictures for teaching students to master writing recount text is by using series picture. According to Wright (1989) cited in Bambang (2009:28) “picture series are picture which show some actions or events in a chronological order”. The writer believes that using series of picture can improve student’s writing recount text.

Based on the statements above series of picture can be used to increase students’ desire to get interested in learning process. The writer focuses the study on the use of series of picture in teaching writing, and the writer takes “Series of Picture as a Means of Improving Student’s Writing Recount Text Ability” as the title of this research.

1.2 Research Questions

The research discusses the problem started in the following questions:

1. Is series of picture as a means of improving students’ writing recount text ability effective to teach second grade of junior high school student?
2. What are the students’ responses toward the use of series picture as a means of improving students’ writing recount text ability?

1.3 The Aims of the Research

The aims of the research are:

1. To know the effectiveness of the series of picture in teaching writing recount text on the second grade of junior high school.
2. To know the students’ responses toward the use of series of picture in teaching writing recount text.

1.4 Significances of The Research

The result of this research can provided useful information for:

1. Teacher
The result of this research is useful for English teacher at junior high school level to get information about teaching writing recount text by using a series of picture.
2. Students
The result of the research is hoped that series picture as a means of improving students' writing recount text.
3. Other Researcher
For further researcher who is interested in teaching writing, especially teaching writing recount text at second junior of high school level can get the basic information from this research to do the further research.

1.5 Hypotheses

A hypothesis is the composition of some variable which have some specific position or role of the variable i.e. to be verified empirically. (Kumar, 2006:54). Based on the problem and objective of the study, there are two forms of hypotheses in this study, they are as follows.

1. Null Hypotheses (Ho)
There is no significant difference in the student's score before and after the treatment using picture series which means that series picture as a means of improving students' writing recount text ability is not effective to teach writing recount text to the second grade of junior high school.
2. Alternative Hypotheses (Ha)
There is significant difference in the student's score before and after the treatment using picture series which means that series picture as a means of improving students' writing recount text ability is effective to teach writing recount text to the second grade of junior high school.

1.6 The Limitation of the Research

According to the problem areas and objectives of the research, the research focuses on finding out whether or not series picture are effective to teach writing recount text by using series of picture. Since the teaching of writing recount text are taught in the second grade of SMP N 1 Solokanjeruk, the researcher focuses on one class of the second grade only.

1.7 Research Method

1.7.1 Research Design

According to (Kumar 2006:77) "Research design is a choice of an investigator about the component of his project and development of certain components of the design". This research employs pre-experimental design to

achieve the goal. According to Kurniasih (2003:6) stated that “pre-experimental method is a method of the research tries to see the quality of one of variable”.

1.7.2 Population and Sample

According to Crowl (1996:8), “population is the complete set of individuals, objects or scores that investigator is interested in studying”. Whereas, a sample is any of population. Crowl (1996:8) stated “samples, which are subjects of people used to represent populations”. In this research, out of 10 classes of the population, the writer takes a class is taken as the sample of the research. The choice falls into class 8, consisting of 30 students as the sample of the research.

1.7.3 Research Procedure

In this research, some procedures are conducted to get the data, they are:

- a. Giving the students pre-test
- b. Giving the students treatment in learning writing recount text using picture series
- c. Giving the students post-test
- d. Analyzing the result of pre-test and post-test using t-test for dependent group
- e. Interpreting the result of the t-test
- f. Giving the students questionnaire
- g. Analyzing the result of questionnaire
- h. Answering the research questions and testing the hypotheses
- i. Drawing conclusion

1.7.4 The Data Collecting Instrument

The instruments to collect the data are test and questionnaire, they are: pre-test, post-test, and questionnaire. Mackey & Susan (2005:149) they state that pre-test is given before the treatment to ensure student’s ability before the treatment and post-test is given after the treatment to measure the effect of treatment. Both of tests are given to know the effectiveness of the picture series for the students. Whereas, Kumar (2006:191) state, that “questionnaire is a form which is prepared and distributed for the purpose of securing responses”.

1.7.5 The Data Analysis

The obtained from the test will be processed using t-test for dependent groups. With the following formula:

$$t = \frac{X1 - X2}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

(Hatch & Farhady, 1982:54)

Explanation:

X_1 = The mean of the pre-test scores

X_2 = The mean of the post-test scores

$\sum D^2$ = The Sum of the squares of the differences between the pre-test and post-test.

1.8 Clarification of Term

The following are some of clarification of the terms about the title to make clarified the problem of this research:

- a. "Writing is a communicative act; it is a way of sharing information, thought, experiences, or ideas, between ourselves and other". (Bambang, 2009:16)
- b. "Recount text is a text which retells activities in the past". (Kurniasih, 2010:106)
- c. "Picture series are picture which show some actions or events in a chronological order". (Bambang, 2009:28)

1.9 The Paper Organization

This paper consists of five chapters as follows:

Chapter I Introduction: it consist of background, research questions, aims of the research, significance of research, hypotheses of the research, limitation of the research, research method, clarification of term, and paper organization.

Chapter II Theoretical Foundation: It describes the relevant theory about the research, consist of four English Language Skill, Writing Recount text, teaching method, teaching and Learning Process.

Chapter III Research Methodology: It discusses type of research, variable and indicator research, population and sample, collecting data, data collecting technique, data analysis method.

Chapter IV Data Analyzing: It shows the analysis of the score before and after treatment between control and experimental group.

Chapter V Conclusion and Suggestion: It consists of Conclusion and suggestion for the further research.

CHAPTER II THEORETICAL FOUNDATION

In this chapter, the writer elaborates the theoretical foundation, which has relationship with the writers' research about Series of picture as a Means of Improving Students' Writing Recount Text Ability. It consists of writing, the genre of text, recount text, media, picture, and Series of picture.

2.1 Writing

2.1.1 The Definition of Writing

There are some definitions and perspectives of writing proposed by some expert. To start with, Cahyono (2009:43) states that "writing is activity combines

some symbol to send a message that writer wants to express". In addition, writing is frequently useful as preparation for some other activity, in particular when the students write sentence as a preamble to discussion activity in class room. (Harmer, 2004:33). Then, Cahyono (2009:43) added that writing is an active activity by which one can deliver his/her message to others in a written form.

From those definitions, writing is useful activity as a way to send a message or an idea to others in written form. Writing is one of the importance skills that should be mastered by the students.

2.1.2 The Importance of Writing

Writing is the one of important skills in English. By learning writing, students are expected to be able to communicate, or share their opinion through text. By mastering writing, students are able to convey messages to the reader across places and time using a written form.

Writing is very important for students in junior high school in English learning. Writing is one of four languages that can help students to write their message or to share their opinion. That means, in writing the students do not only explore their ideas but also their thought, feeling and mind to be read. There are some stages that should be followed in writing.

2.1.3 The Process of Writing

The process of writing based on Harmer (2004:11) is the stage to produce something. There are four as the following:

a. Planning

In this stage there are three aspects that should be taken into consideration. First aspect is purposes the writer must give attention of information that writer select. Second aspect is audience, the writer have to know for whom they are writing for. The last aspect is content structure the writer pays attention on the content structure while writing. The writer must design the organization well including facts, ideas, or arguments.

b. Drafting

Draft is a first version of piece of writing. In this stage the writer have final writing before it is going to be edited. Correcting is done in the next stages after drafting.

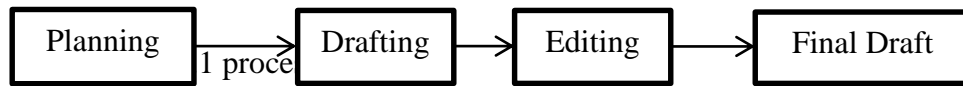
c. Editing

In this stage, the process of editing a write is helped by editor (other reader) who gives opinion and suggestion of final writing. The process of editing will help the author to make appropriate revisions.

d. Final Drafting

Final draft is the last process of writing. In this stage, writer is ready to send the written text to the intended audience.

Harmer (2004:11) presents those stages the following figure:



To sum up, the arrangement of the steps cannot be separated because it works like a wheel. Those stages in the process of writing will work in line to help the students composing the text. Meanwhile, writing also has some genres-a term for grouping text together.

2.2 The Genre of Writing

According to Hyland (2004:4) “genre is a term for grouping text together, representing how writers typically use language to respond to recurring situations”. Furthermore, genre is an important concept planning in writing process (Harmer 2004:86). There are many kinds of genres, but, in Junior High School of Indonesia the teaching writing only focuses on five genres (Dediknas, 2006) cited by Cahyono (2009):

- a. Descriptive is kind of genre that has social function to describe some person or something.
- b. Report is a kind of genre that social function to describe the way things are with reference to range of natural, social phenomena in our environment.
- c. Procedure is kind of genre that describes something made step by step until it is made.
- d. Narrative is text deal with actual or experience in different ways. Narrative deals with problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution.
- e. Recount Text is kinds of text that retell some accidents or events for purposes on informing some information in the past.

So, genre is group of text writing which is consisting of descriptive text, recount text, narrative text, and procedure text. The concept allows writing teacher to identify the kinds of text that students will have to write. The writer only focuses on recount text.

2.3 Recount Text

There are some definitions of recount text proposed by some expert. To start with Navisah and Kurniawan (2007:65) “recount is a text that is designed to tell a series of past events which happened one after the other”.

Moreover, according to (Hyland [2004:29], Siahaan and Shinoda [2008:9] cited by Fajar [2017:15]) Recount is a kind of genre that has social function to retell event for the purposes of informing or entertaining in some way. The tense that used in recount text is past tense. Social purposes of recount are to reconstruct past experience by retelling events in original sequence, usually made by narrator about the events

2.3.1 The Generic Structure of Recount Text

Nafisah and Kurniawan (2007:65) describe the generic structure of recount text. The generic structure of recount text has three main sections. First is orientation, it is started by describing who the story is about, where it is located and when the events are occurred. Second is record events, this section is retelling the events in a logical time sequence so that the reader can follow them easily. Events are described in series. And third is reorientation, it consists of a conclusion of the story.

Beside that, Feez and Joyce (1998:62) state that recount text has three generic structures. First is orientation, which tells the reader who the person is being written about and tells the reader, when and where the event happened. Second is record of events, which tells the events of the person's life sequenced in time and bundles them together into segments of person's life. And third is evaluation of person, which evaluates the person's life. Thus, recount text has some language feature to make sure that grammar of the text is correct.

2.3.2 The Language Feature of Recount Text

The students should know the language feature of recount text in order to write recount text with correct grammatical aspect. According to Fajjar (2017:17), recount text usually includes the following grammatical features:

- a. Proper nouns to identify those involved in the text
- b. Descriptive words to give details about who, what, when, where, and how.
- c. The use of past tense to retell the events
- d. Words that show the order of the events.

While language feature of recount text (Feez and Joyce, 1998:62) those are:

- a. Recount text always use past tense
- b. The third person, which means that writers write about other people and use words such as he, him, his or she, her.

Those are language features of recount text. Students should master the language feature of recount text in order to make their writing recount text organized well.

2.4 Media in Teaching

Media is a tool to support teachers in the process of learning. By good media, teacher can make the situation of learning more interesting, and meaningful. (Cahyono, 2006:1). Meanwhile Ling (1991) stated that "media are the means for transferring or delivering messages". Furthermore, it is called the educational medium when the medium transfer message for the purpose of teaching.

Besides that, Sugeng (2010:154) said "a medium (plural) is a means by which something is expressed or communicated". 'A medium in the teaching learning process is a tool to match the learning objective and the learning product'.

Based on the definition above, the media has important role in teaching learning process. One of the best media is picture. Everybody likes to look at pictures. Therefore, picture is a good media to improve students' desire.

2.4.1 Type of Media

There are some types of media for teaching English. According to Mahajan (2012:6) media are classified into seven categories such as:

- a. Graphic media: any kinds of printed media. Such as: books, pictures, photographs, maps, charts, posters, diagram.
- b. Display media: a board used to show information in small groups, chalk board, bulletin board, flannel board, and peg board.
- c. Three dimensional media: a medium that has 3D shape for example, models, objects, specimens, puppets.
- d. Projected media: a kind of media that need projector to show the messages, for example: slide, filmstrips, transparencies, films, video, tapes, gramophones, records.
- e. Audio media: media that just can be heard. Such as: radio audio cassettes, gramophones, records.
- f. Video media: this media is combination between audio and visual, such as: TV, video cassettes, CD, computers.
- g. Activity media: media that can act some activity. For example, fieldtrips, dramatization, demonstration, and role playing.

From explanation above, the writer only focuses on graphic media which is picture as a media of teaching recount text.

2.5 Picture

2.5.1 Definition of Picture

Picture is a valuable instructional media. According to Cahyono (2009:10), “the use of picture in the classroom provides a stimulating focus for student’s interest”. Moreover, pictures also bring the outside world into the classroom in a vividly concrete ways’.

Besides, picture is one of the media in teaching and learning situation. (Harmer, 2008:134). In brief, picture can be used to as a media in teaching and learning process and function of picture is really fun and easy to understand by learners.

2.5.2 Type of Picture

According to Harmer (2008:134), sometimes teachers use a picture or graphic taken from book, newspaper, or magazine to help them teach students. Picture can be in form of flashcard (small card which can hold by teachers to show that card to students). Wall picture, is a huge card so everyone in class can see that picture detail. And then, Cue card is small card which students use in pair or group work.

Besides that, Bowen (1991 in Aschawir 2014:90) cited by Fajar (2017:17) state that there are four type of picture, those are wall picture, sequence picture, flashcard and drawing on the board.

- a. Most wall picture consists of combination of visual and verbal material, such as: A wall picture.

- b. Flash card is a picture on which words have been printed can be held up rapidly, or “flashed” by teacher before the class.
- c. Drawings on the board catch the students’ attention, change the pace of lessons, and variety and cause enjoyment, amusement and encourage naturals of response.

There are many types of picture that can be used to facilitate teaching writing in classroom. Thus, the writer only focuses on the Series of picture.

2.6 Series of Picture

According to Wright (1997:221) cited by Fajjar (2017:18), series of picture is kinds of picture which show some events or incidents in chronological order. And then, Cahyono (2009:28) said that series of picture is a picture which has relationship between one pictures with another picture which has events in related situation.

So, series of picture is pictures that show events in sequence. It is used to help students transferring their ideas or experience into text form. Especially, series picture as a means of improving student’s writing recount text ability.

2.6.1 The Advantages of Series Picture

According to Harmer (2008:134), teacher used pictures to facilitate learning. There are some functions of pictures as the teaching aid in teaching writing. Kenton, (1999:8-9) cited by Fajjar (2017:22) stated that there are some advantages of using Series of picture in teaching recount text in Junior High School, those are:

1. They are easy to use, even by experienced teachers.
2. They can be prepared quickly and easy at relatively little expenses.
3. They are flexible and be employed at different stages of instruction, for drill on new items and also for review of material.
4. They can be arranged in structural grouping or in areas to meet different needs.
5. There are easily portable no small consideration for teachers and event school.

From that theory above, it can be concluded that Series of picture has many benefits for teaching writing. It means that Series of picture can help students to improve their writing recount text ability.

2.7 Teaching Writing Recount Text by Using Series Picture

According to Harmer (2004:41) in teaching students writing teacher has some crucial tasks to do in the class. This is especially true when teacher find some students reluctant to express themselves or hard to find ways of expressing themselves to the other by a written form. Among the task which teachers have to perform before, during, and after students writing are the following:

- a. Demonstrating, teachers have to make students be aware of writing convention and genre constraints in specific type of writing. So students will be interest about layout issue or the language used to perform certain written function.
- b. Motivating, teacher have to prepared suggestion before they are come to the class so that when students get stuck teacher can help students having another ideas.

- c. Supporting, teacher have to be a good motivators so that teacher can help students overcome difficulties.
- d. Responding, teachers have to a good bit to help and to give meaningful in learning for the students.
- e. Evaluating, teacher have to determine the value of clarification that will be applied as the result of any writing learners.

According to Cahyono (2009:29), the ways of teaching writing by using series picture in series are:

1. Teachers show students a model of recount text.
2. Teachers ask students to analyze the generic structure of recount text.
3. Teachers give each student a picture.
4. Then based on the given pictures, teachers ask the students to make 1 or more sentence.
5. After getting all information about all pictures, teachers ask the students to make a simple recount text.
6. Finally teachers ask some students to read their text.

Here is the example of Series of picture that will use by the writer:

a. Orientations:



Reorientation:

CHAPTER III THE RESEARCH METHODOLOGY

This chapter presents the research methodology. The writer discusses the research design, the research variable, the population and sample, the research instrument, the procedure of collecting data and data analysis.

3.1 The Research Design

According to (Singh 2006:77) “Research design is a choice of an investigator about the component of his project and development of certain components of the design”. This research employs pre-experimental design to achieve the goal. According to Singh (2006:141) pre-experimental is elementary experimental because only use one design.

Pre-experimental is only using one-group pretest and post-test design. The researcher selects one class to be studied so that the writer uses only experimental group without control group as the comparison. Pre-experimental also done to find out the significant difference in the student’ score before and after the treatment. According to Singh (2006:213) the pretest-posttest design can be represented as:

Group	Pretest	Treatment	Post-test
One group pretest post-test	O ₁	X	O ₂

Where:

O₁ = Pre-Test

X = Treatment

O₂ = Post-Test

3.2 Population and Sample

According to Crowl (1996:8), “population is the complete set of individuals, objects or scores that investigator is interested in studying”. The population in this research is the second grade of SMPN 1 Solokanjeruk, consist of 8 classes. The total number of population is 256 students.

Besides that, sample is any of population. Crowl (1996:8) stated “samples, which are subjects of people used to represent populations”. In this research, out of 10 classes of the population, the writer takes one class as the sample of the research. The choice falls into class 8b, consisting of 32 students as the sample of the research.

3.3 Variables

According to Singh (2006:135) variable is any feature or aspect of an events function or process which is being studied. This research consists of two variables; those are independent variables and dependent variables. As the main of variables, independent variable is selected and measured by the writer. The independent variable of this research is series picture as a means of improving students’ writing recount text ability.

3.4 Research Instrument

This research uses two test of writing recount text and a questionnaire to collect the data. The first instrument is tests which are pre-test and post-test, both of that test are used as instrument to collect the data. The second is questionnaire to know the students' responses about series picture as a means of improving student's writing recount text ability. The instruments to collect the data are test and questionnaire, they are: pre-test, post-test, and questionnaire.

3.4.1 Test

A. The Pre-Test

Mackey & Susan (2005:149) state that pre-test is given before the treatments to ensure student's ability before the treatment. So, pre-test is a test before the students are given the treatment through series picture. In this research, researcher ask students to write students' unforgettable moments (Holliday).

B. The Post-Test

Post-test is given after the treatment to measure the effect of treatments. And then, post-test is compared to the pre-test score to see the effectiveness or not series picture as a means of improving students' recount text ability. In this research, researcher asks students to write students' unforgettable moments (Holliday).

3.4.2 The Questionnaire

Singh (2006:191) state, that questionnaire is a form which is prepared and distributed for the purpose of securing responses. This research uses Guttman scale. Sugiyono (2016:96) defines the guttman scale will get a clear answer, "yes" or "no", "agree" or "disagree".

3.5 The Procedure of Collecting Data

Based on data collection, the writer analyzes the data by computing data as follow:

- j. Calculating the mean of the pre-test scores
- k. Calculating the mean of the post-test scores
- l. Entering the values obtained from step 1-3 into the formula for the dependent t-test.
- m. Interpreting the result of the computation.

3.6 The Data Analysis

The test will be processed by using t-test for dependent group. The questionnaire will be processed by using percentage and description.

3.6.1 The Scoring Guide

In this research, the criteria's of writing assessment is an important thing to be provided as a guideline to measure students score. The scoring rubric applied in this research is as follow:

Aspect	Score	Performance Description	Weighting
Content (C) 30% <ul style="list-style-type: none"> • Details • Topic 	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not complete and clear and the details are not relating to the topic.	
Grammar (G) 20% <ul style="list-style-type: none"> • The use Past of Tense 	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical agreement inaccuracies	
	1	Frequent grammatical agreement inaccuracies	
Vocabulary (O) 15% <ul style="list-style-type: none"> • Word diction 	4	Effective choice of words and words forms	1,5 x
	3	Few misuse of vocabularies	
	2	Limited range confusing words and words form	
	1	Very poor knowledge of words, word forms and not understandable	
Organization (O) 20% <ul style="list-style-type: none"> • Orientation • Events • Reorientation 	4	Fluent expressions, ideas clearly stated, well organized, logical sequencing, cohesive	2 x
	3	Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing	
	2	Non-fluent, ideas confused or unconnected, lack logical development and sequencing	
	1	Does not communicate, no organization, not enough to	

		evaluate	
Mechanics (M) 15% <ul style="list-style-type: none"> • Spelling • Punctuatuion • Capitalization 	4	It uses correct spelling, punctuation, and capitalization	1,5 x
	3	It has occasional errors spelling, punctuation, and capitalization	
	2	It has frequent errors spelling, punctuation, and capitalization	
	1	It has dominated errors spelling, punctuation, and capitalization	

Adopted from Brown (2007:158)

$$\text{Score} = \frac{3C + 20 + 2G + 1,5V + 1,5M}{40} \times 10$$

3.6.2 The Procedure of Data Analysis

There are some procedures for researcher to analyze data. The writer used steps bellows:

A. Data Analysis on Test

According to Coolidge (2000) cited by Pitriyani (2013:28)

a. Calculating the mean of the pre-test scores

Mean of the pre-test is the sum of individual pre-test divided by the total number of observations. The formula use is:

$$\bar{X} = \frac{\sum X1}{N}$$

\bar{X} = Means of sample

$\sum X1$ = total number of all – individual observation of x

N = total number of observations

b. Calculating the mean of post-test scores

Means of the post-test is the sum of individual post-test divided by the total number of observations. The formula used is:

$$\bar{X} = \frac{\sum 2}{N}$$

$$\bar{X} = \frac{\sum 1}{N}$$

\bar{X} = Means of sample

$\sum X2$ = total number of all – individual observation of x

N = total number of observations

c. Entering the values obtained from step

$$t = \frac{X1 - X2}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Steps

1. The mean of pre-test minus the mean of the post-test
2. The sum square of the different minus the square of the sum of different and divided by the total number of observations.
3. The total number of observations multiplied by the total number of observations minus one.
4. The root of the result of the second step divided by the result of the third step.
5. *t* is the result of the first step divided by the result of the fourth step.

Description

\bar{X} = Means of sample

$\sum X^2$ = total number of all – individual observation of x

N = total number of observations

D = different

$(\sum D)^2$ = the square of the sum of different

B. Data Analysis on Questionnaire

The questionnaire is proposed to answer second research question and also to support the statement of the result. It also has a function to know the advantages or disadvantages of the method implemented to the students based on their point of view. The data analysis on questionnaire is using percentage formula as follow:

$$X = \frac{Y}{Z} \times 100$$

Where:

X = percentage (quality of the answer)

Y = given amount (total of the respondents' answer)

Z = total amount (total of the respondents)

CHAPTER IV DATA ANALYSIS

This chapter discusses the result of the pre-test, the treatment, and the result of the post-test, the computation range between pre-test and post-test, the discussion of the pre-test and the post-test and the questionnaires.

4.1 The Findings

4.1.1 The Pre-Test Result

Pre-test was used to measure the student's recount text ability before the treatment. The pre-test scores were conducted in second grade of junior high school at Solokanjeruk which consists of 32 students. The pre-test was carried out on 16th April, 2018. When doing the test, students got confused because they got lack of

vocabulary, grammar, and they did not much know about how to write recount text. Below is the table of the students' score of the test.

Table 4.1 The pre-test score.

No	Name	Aspect						
		C	G	V	O	M	Total	Score
1	Student 1	6	2	1.5	2	3	14.5	3.6
2	Student 2	3	2	1.5	2	1.5	10	2.5
3	Student 3	3	2	1.5	2	3	11.5	2.8
4	Student 4	6	2	3	2	1.5	14.5	3.6
5	Student 5	9	4	4.5	6	4.5	28	7
6	Student 6	6	4	3	2	3	18	4.5
7	Student 7	3	4	1.5	2	1.5	12	3
8	Student 8	9	4	3	6	3	25	6.2
9	Student 9	6	4	3	2	3	18	4.5
10	Student 10	6	4	3	4	1.5	18.5	4.6
11	Student 11	3	4	1.5	2	1.5	12	3
12	Student 12	6	2	3	4	1.5	16.5	4.1
13	Student 13	3	2	3	2	3	13	3.2
14	Student 14	6	4	3	4	3	21	5.2
15	Student 15	6	4	3	4	3	21	5.2
16	Student 16	3	4	3	2	3	15	3.7
17	Student 17	6	4	3	4	3	20	5
18	Student 18	3	2	3	2	1.5	11.5	2.8
19	Student 19	6	4	3	4	3	20	5
20	Student 20	6	2	3	4	3	18	4.5
21	Student 21	6	4	3	4	3	20	5
22	Student 22	3	2	3	4	3	15	3.7
23	Student 23	6	6	3	4	3	22	5.5
24	Student 24	6	2	3	4	1.5	16.5	4.1
25	Student 25	6	4	3	4	3	21	5.2
26	Student 26	6	4	3	2	3	18	4.5
27	Student 27	3	2	1.5	2	1.5	10	2.5
28	Student 28	6	4	3	2	3	18	4.5
29	Student 29	6	4	3	4	3	17	4.2
30	Student 30	3	4	3	2	1.5	13.5	3.3
31	Student 31	9	6	4.5	6	3	28.5	7.1
32	Student 32	9	4	4.5	6	3	26.5	6.6
Total		168	114	90	106	82.5	543	140.2

The table of the pre-test result above shows that the majority of students get bad scores in pre-test. The lowest score is 2 and there were 4 students who got it, but there were 2 students who has great points. The mean score of pre-test is:

$$\begin{aligned}\bar{X} &= \frac{\sum X_1}{N} \\ \bar{X} &= \frac{140.2}{32} \\ \bar{X} &= 4.4\end{aligned}$$

The mean of pre-test is 4.4, it means that students pre-test score is under KKM because the criteria of minimum score of English subject is 6.5. In order words that the students' writing ability on writing has to be improved thus researcher gives them the treatment.

4.1.2 The Treatments

The researcher gave four-time treatments starting from 16th April until 20th April 2018 by using series of picture, those are:

In every treatment, the researcher always conducted pre activities started with greeted to the students. And then, teacher asked students' condition and checked the absent. After that teacher continued to the main activity in the class.

First treatment was carried out on 16th April 2018 the teacher needed 15 minutes to open class and talk about students' unforgettable moments. Then, the researcher introduced and explained about recount text entitled "Holiday in Sari Ringgung beach". Then, the researcher explained the generic structure, and language feature. After that, teacher asked students to make a note about the result and wrote down their ideas and their activities.

The second treatment was carried out on 17th April 2018. Teacher asked students to count from 1-7 students in each group. So, there will be 4-6 groups in the class. Then, teacher gave each member of the group a picture about "my holiday", which is different picture of other member of the group. After that, the teacher asked students to interact, share ideas, arrange, and collaborate with friends in group. And then, the students made a note about the result of discussion. The students wrote down their ideas and activities consist of basic concept about writing recount text.

The third treatment was carried out on 18th April 2018. The teacher asked each students in groups to made 1 or 2 sentence about their recount text with certain topic my holiday according to the picture that they hold. Then, teacher asked students to interact; share ideas arrange and collaborate with friends in group to discuss a result of their writing. After that, the teacher asked some students to read their writing. The last main activity students made a note about the result of discussion. The students wrote down their activities. The activities consisted of basic concept about writing recount text.

The fourth treatment was carried out on 19th April 2018. The teacher treated the students by series of picture. The activity as below: firstly, the teacher re-explained about recount text. After that, the teacher asked students to make a simple

recount text with certain topic “my unforgettable moments”. After that teachers checked the students’ writing and asked students to read their writing.

In every last treatment teacher always reviews in a brief about the use of past tense, the words that show the order of events, and generic structure of recount text. After that, teacher gave the opportunity to students to ask about the lesson. After that teacher asked the leader of students to lead them prayed.

4.1.3 Post-Test

The post-test was carried out on 20th of April 2018. Post-test is given to measure the students’ progress on their writing recount text ability after the treatment. This is a table of students’ scores of post-test.

Table 4.1.2
The Detail Post-Test Score.

No	Name	Aspect						Total	Score
		C	G	V	O	M			
1	Student 1	12	8	4.5	6	4.5	35	8.7	
2	Student 2	9	6	4.5	4	4.5	28	7	
3	Student 3	9	4	3	6	3	25	6.2	
4	Student 4	9	8	4.5	6	6	33.5	8.3	
5	Student 5	12	8	4.5	8	6	38.5	9.6	
6	Student 6	9	6	3	6	4.5	28.5	7.1	
7	Student 7	12	6	3	4	3	29.5	6.2	
8	Student 8	9	8	4.5	6	4.5	32	8	
9	Student 9	9	6	3	4	3	25	6.2	
10	Student 10	9	8	4.5	6	4.5	32	8	
11	Student 11	9	4	4.5	6	3	26.5	6.6	
12	Student 12	9	6	4.5	8	4.5	32	8	
13	Student 13	9	6	3	4	3	25	6.2	
14	Student 14	12	6	4.5	8	4.5	35	8.7	
15	Student 15	9	6	4.5	6	3	28.5	7.1	
16	Student 16	9	6	3	4	3	25	5.5	
17	Student 17	9	6	4.5	8	6	36.5	9.1	
18	Student 18	9	6	4.5	6	4.5	30	7.5	
19	Student 19	9	6	4.5	8	4.5	32	8	
20	Student 20	9	6	3	6	3	27	6.7	
21	Student 21	9	6	4.5	6	3	28.5	7.1	
22	Student 22	12	6	4.5	8	3	33.5	8.3	
23	Student 23	12	8	4.5	6	4.5	35	8.7	
24	Student 24	9	6	6	8	3	32	8	
25	Student 25	9	6	4.5	6	4.5	30	7.5	

26	Student 26	9	8	3	4	4.5	28.5	7.1
27	Student 27	12	6	3	8	4.5	30.5	7.6
28	Student 28	9	6	3	6	3	27	6.7
29	Student 29	12	8	4.5	6	4.5	38	8.7
30	Student 30	9	6	3	6	3	27	6.7
31	Student 31	9	8	4.5	8	4.5	34	8.5
32	Student 32	12	8	4.5	8	4.5	37	9.2
Total		312	208	129	200	129	970.5	246.5

The tables show the result of students' post-test after the treatment. From 32 students, there were several students who had bad score and good score. The lowest score in post-test is 5, and the highest score in post-test is 9.6. The means of post-test is:

$$\bar{X} = \frac{\sum X_1}{N}$$

$$\bar{X} = \frac{246.5}{32}$$

$$\bar{X} = 7.7$$

The mean of post-test is 7.7, it means that student's post-test score pass the KKM because the criterion of minimum score of English subject is 7.0. In other word that students are able to improve their understanding on writing recount text by using series of picture.

4.2 The Computation of the Pre-Test and Post-Test Result

Based on the findings, the writer calculated the pre-test and post-test data in follow table:

Table 4.2

No	Name	Score of Pre-Test (X ₁)	Score of Post-Test (X ₂)	D Scores	D ²
1	Student 1	3.6	8.7	-5.1	26.01
2	Student 2	2.5	7	-4.5	20.25
3	Student 3	2.8	6.2	-3.4	11.56
4	Student 4	3.6	8.3	-4.7	22.09
5	Student 5	7	9.6	-2.6	6.76
6	Student 6	4.5	7.1	-2.6	6.76
7	Student 7	3	6.2	-4.2	17.64
8	Student 8	6.2	8	-1.8	3.24
9	Student 9	4.5	6.2	-1.7	2.89
10	Student 10	4.6	8	-3.4	11.56
11	Student 11	3	6.6	-3.6	12.96

12	Student12	4.1	8	-3.9	15.21
13	Student 13	3.2	6.2	-3	9
14	Student 14	5.2	8.7	-1.9	3.61
15	Student 15	5.2	7.1	-1.9	3.61
16	Student 16	3.7	5.5	-1.8	3.24
17	Student 17	5	9.1	-4.1	16.81
18	Student 18	2.8	7.5	-4.7	22.09
19	Student 19	5	8	-3	9
20	Student 20	4.5	6.7	-2.2	4.84
21	Student 21	5	7.1	-2.1	4.41
22	Student 22	3.7	8.3	-4.6	21.16
23	Student 23	5.5	8.7	-2.2	4.84
24	Student 24	4.1	8	-3.9	15.21
25	Student 25	5.2	7.5	-2.3	5.29
26	Student 26	4.5	7.1	-2.6	6.76
27	Student 27	2.5	7.6	-5.1	26.01
28	Student 28	4.5	6.7	-1.7	2.89
29	Student 29	4.2	8.7	-4.5	20.25
30	Student 30	3.3	6.7	-3.4	11.56
31	Student 31	7.1	8.5	-1.4	1.96
32	Student 32	6.6	9.2	-2.6	6.76
Σ		140.2	246.5	-246.5	356.23

$$(\Sigma D)^2 = (-246.5)^2 = 60762.25$$

1. The mean score of pre-test is: 4.4
The mean score of post-test is: 7.7
2. Computing the degree of freedom
df = n-1
df = 32-1
df = 31
3. Computing the dependent t test

$$t = \frac{X1 - X2}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{4.4 - 7.7}{\sqrt{\frac{356.23 - \frac{(-246.5)^2}{32}}{32(32-1)}}}$$

$$t = \frac{-3,3}{\sqrt{\frac{356.23 - \frac{60762.25}{32}}{32(32 - 1)}}$$

$$t = \frac{-3.3}{\sqrt{\frac{356.23 - 1898.82}{992}}}$$

$$t = \frac{-3.3}{\sqrt{\frac{-1542,59}{992}}}$$

$$t = \frac{-3.3}{\sqrt{-1.56}}$$

$$t = \frac{-3.3}{-1.25}$$

$$t = 2.64$$

4. Interpreting the result of computation.

From the calculation above, the researcher obtains the t-observed is 2.64 where t-table at $p = 0.05$ with $df = N - 1 = 32 - 1 = 31$ at the level of significance 0.05 for two tailed is 2.021. then the researcher can observed that the t-test is higher than t-table $2.64 > 2.021$, the null hypothesis (H_0) is rejected, and alternative of hypothesis (H_a) is accepted, stating that there is significance in students' score before and after treatment using series of picture as a means of improving writing recount text ability. The point this method is effective.

4.3 The Questionnaire Data Analysis

The writer gave questionnaire to find out the responses in using series of picture as a means of improving student's writing recount text ability. The result of questionnaire can be showed in the table as follow:

Table 4.3 Questionnaire

No	Questionnaire	Yes	No
1	Do you like learning English? (apa kamu suka belajar bahasa Inggris?)	29 (90%)	3 (10%)
2	Do you get difficulties in learning English in the class? (apa kamu mendapatkan kesulitan dalam belajar bahasa Inggris di kelas?)	30 (93%)	2 (7%)
3	Do you feel happy when you are learning English? (apakah kamu senang ketika belajar bahasa Inggris?)	29 (90%)	3 (10%)
4	Do you know what recount is? (apakah kamu tahu apa itu teks recount?)	18 (56%)	14 (44%)
5	Do you like learning recount text? (apakah kamu senang belajar recount text?)	27 (85%)	5 (15%)

6	Is recount text easy to understand? (apakah teks recount mudah untuk dipahami?)	27 (85%)	5 (15%)
7	Do you know Series of picture before? (apakah kamu tahu series of picture sebelumnya?)	29 (91%)	3 (9%)
8	Do you like learning recount text using series of picture? (apakah kamu suka belajar bahasa Inggris menggunakan series of picture?)	30 (93%)	2 (7%)
9	Does the picture series help you in learning recount text? (apakah series of picture membantu kamu dalam mempelajari teks recount?)	30 (93%)	2 (7%)
10	Does the series of picture make you easier in learning recount text? (apakah series of picture mempermudah kamu dalam mempelajari teks recount?)	28 (87%)	4 (13%)

Based on table 4.3, from the question number one, the result show that there are 29 students (90%) answered that they liked learning English, and 3 students (10%) state that there did not like learning English. from that result the writer can be assumed that majority of students like learning English.

Meanwhile, from the question of number two, result show that almost of students find the difficulties in learning English in the class there are 30 students (93%) of students said yes, and another students as much 2 students (7%) answer no. from the result of number two, it can be assumed that almost of students get difficulties learning English in the class.

Moreover, the result of question number three show that almost all of 29% students (90%) answer yes and other students as much 3 students (10%) answer no, that means the majority of students felt happy learn English.

Besides that, from the question no four the result shows that 18 students (56%) know what is recount and 14 students (44%) did not know recount text. That means the majority of students know about recount text.

Furthermore, the result of question number five shows that 27 Students (72%) students answered yes, and 5 students (28%) of students answered no, can be assumed that more than half students like learning recount text.

Meanwhile from question number six the result shows that they are 27 students (52%) answered yes, meanwhile 5 students (48%) answered no. That means that majority of students know about recount text.

On other hand, from the question of number seven, the result shows that almost all students or 29 students (91%) answered yes. Besides that, 3 students (9%) answered no. That means almost all students know the series of picture before.

Moreover, from question number eight the result shows that 30 students (93%) answer yes and 2 students 7% students answer no. that means almost all students like learning English by using series of picture.

In addition, the result of number nine the result show that 30 students (93%) answer yes and there are 2 students (7%) answer no. That means that more than half students think that series of picture helpful in learning recount text

Still based on table 4.3, the result of number ten shows that there are 28 students (87%) answer yes and 4 students (13%) answered no. That means mostly of students felt that series of picture can make them easier in learning writing recount text.

So, from that all questions above it can be concluded that most of the second grades of junior high school in Solokanjeruk gave positive responses toward series of picture as a means of improving writing recount text ability. They felt happy in learning English especially when they were learning writing recount text, they did not get the difficulties moreover, learning recount text using series of picture is easier to understand and very helpful in improving student's writing skill.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion that are taken based on the result of the data analysis and interpretation. In this chapter also discusses about some suggestion for future teacher or another researcher which are expected to bring some benefits.

5.1 Conclusion

After the data has been collected and analyzed, the result of this research showed that series of picture can improve student's writing ability. It can be seen from the result of pre-test and post-test computation. In pre-test almost students get bad score under KKM. Meanwhile in post-test, the data showed that students' score are higher than pre-test and can be exceeds the KKM. There is significant difference in students' score before and after the treatments.

Besides that, in the result of questionnaire, the writer can conclude that majority of students like using series of picture in learning recount text. The researcher got positive response of students, because they agree that series of picture make the writing recount text easier and more fun to understand and mastered. In other words, series of picture is effective to improve students' writing recount text ability in SMP N 1 Solokanjeruk.

5.2 Suggestion

Having finished conducting the research, the success of teaching learning is just not about lesson plan, but more important is how we are as a future teacher can be confident, and can choose a good method or technique to manage and fulfill all students' need in class. Regarding to the teaching recount text using series of picture, the writer has some suggestion for future teacher or another researcher.

The creativity of teacher is needed in using series of picture. Teacher has to choose good material, that means that material must be simple and clear to

understand by students. And then it will be better if the teacher made picture as detailed as possible so the students will not stuck with their ideas. But one thing that the teacher do not forget is teacher must be a good motivator, so every student can get motivation to master the English subject especially recount text.

Furthermore, for another researcher who is interested about teaching writing, especially writing recount text in second grade of Junior High School. The other researcher can get basic information about how to apply series picture to improve students' writing recount text ability.