



**IMPROVING STUDENTS' WRITING SKILL
BY USING PICTORIAL STORY MEDIA
AT SMP N 1 BATANG ANGKOLA-TAPANULI
SELATAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
As a Partial Fulfillment of the Requirement
for the Graduate Degree of Education Scholar (S.Pd.) in English*

Written By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019**



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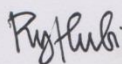
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After reading, studying, and giving advice for necessary revision on thesis belongs to **Yusmita harahap** entitled **"Improving Students' Writing skill By Using Pictorial Story Media at SMP N 1 Batang Angkola-Tapanuli Selatan"**. We approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd) in English.

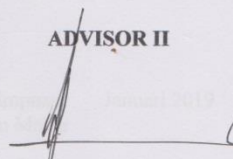
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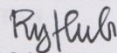
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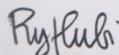
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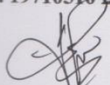
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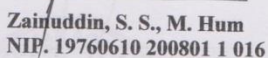
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I realize this thesis cannot be considered perfect without critiques and suggestion, therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

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ABSTRACT

The problems of this research are: 1) Students difficulties in vocabularies using right grammar and punctuation and form, 2) Students do not have motivation in writing, 3) students does not have innovative media in teaching writing. Therefore, this research purposed to examine that by using pictorial story media can improve students' writing skill at SMP N 1 Batang Angkola Tapanuli Selatan.

The method used in this research is classroom action research, that consisted of two cycles. This research used model proposed by Kemmis that involved four phases in a cycle of research: planning, action, observation, and reflection. The participants of this research were the class of VIII-E consisted of 21 students and also there was collaboration with an English teacher. Meanwhile, the data was derived among from writing tests, observation notes, and also interview.

Based on the research result, showed the improvement mean score of the students, the first test in the first cycle was 56.19, and second test in the second cycle was 62.38. It can be concluded that the mean score in the second cycle was higher than the first cycle. Based on observation notes stated that the students got improvement and the students were more active and interested in learning process. Related to the interview result, it could be known that students' writing skill had improved. It asserted that pictorial story media improved students' writing skill.

Keywords: *writing skill, pictorial story and media.*

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Siswa dengan Menggunakan Media Cerita
Bergambar di SMP N 1 Batang Angkola-
Tapanuli Selatan

ABSTRAK

Permasalahan yang ada di penelitian ini adalah: 1) siswa kesulitan dalam meletakkan kosa kata menggunakan tata bahasa, tanda baca dan bentuk yang benar, 2) siswa tidak memiliki motivasi dalam menulis, 3) siswa tidak memiliki inovatif media dalam belajar menulis. Oleh karena itu, penelitian ini bertujuan untuk menguji apakah dengan menggunakan media cerita bergambar mampu meningkatkan kemampuan siswa dalam skill menulis di SMP N 1 Batang Angkola-Tapanuli Selatan.

Penelitian ini di kategorikan ke dalam penelitian tindakan kelas yang terdiri dari dua siklus. Penelitian ini menggunakan model yang dikemukakan oleh kemis terdiri dari empat tahap, yaitu: perencanaan, tindakan, pengamatan, dan perenungan. Partisipan dalam penelitian ini adalah kelas VIII-E yang terdiri dari 21 siswa dan berkolaborasi dengan guru bahasa inggris. Sementara itu, pengumpulan data dilakukan dengan cara tes menulis, observasi, dan interview.

Berdasarkan hasil penelitian, memperlihatkan peningkatan mean skor siswa, tes pertama pada siklus pertama adalah 56.19, dan pada tes kedua di siklus ke dua adalah 62.38. hal ini menunjukkan bahawa mean skor pada siklus ke dua lebih tinggi dari pada siklus pertama. Di lihat dari hasil observasi menunjukkan siswa siswa dapat meningkat dan siswa lebih aktif dan dan tertarik dalam proses belajar. Di lihat dari hasil interview, dapat di ketahui bahwa skill menulis siwa telah meningkat. Itu menegaskan bahwasanya media cerita bergambar meningkatkan kemampuan menulis siswa.

Kata Kunci: *skill Menulis, Media Bergambar dan Media*

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CHAPTER I

INTRODUCTION

A. Background of The Problem

English is one of the international languages. It is very important role as a communication means for both oral and written. Therefore, English is taught to the young learners in the early age in Indonesia and in almost all over the world. English is one of the compulsory subjects in Indonesia schools. One of the aims in English teaching and learning process is the mastery of the four language skills. Those skills are listening, speaking, reading and writing. Every skill is related one to another. Generally, the skills of English are related in the following order: reading relates to writing meanwhile listening relates to speaking. In fact, all of the skills have important role for students in language acquisition. Generally, it can be inferred that students get language input by reading and listening, and produce the language by reading and writing.

Writing is a one of English skill that taught at junior high school. The teachers have many attentions to teach writing to students. Usually the teachers evaluates the progress of learning student's writing. In fact, students get many difficulties to write. They are lack of motivation, idea, and vocabulary grammatical and uninterested media. Writing is one of the most important skills in language learning. One of the reasons is that it is related to the students' future

need for occupational purposes for academic study, or for personal communication.

Writing is one of four basic language skills besides listening, speaking, and reading. Writing skills is very important in teaching and learning English. There are many reasons to say that writing is very important not only for students and teachers but also all of people, such as for lecturers.

First, writing is very important in academic activities. Lecturers are suggested to have good writing skill, they can not write a good academic journal, research documentation, reference, general memorial, formal notification, mini notes, and academical guide book without a good writing skill. Teacher are suggested to have good writing skill because they must writing the lesson materials on whiteboard to students every day. Students are obliged to have good writing skill in doing tasks, writing personal diary, writing written composition, writing research proposal, writing thesis, an even in writing an absence notification letter to class.

Second, writing is very important in business activities, every people must have the economical transaction everyday. This transactional can be found in everywhere like in bank, market, transportation company, and stock market. In this case, writing is needed in documenting each transaction in each place. Every customer are suggested to understand formal writing in each company. In bank, bank client must write remit letter to a teller before save their money in bank.

Third, writing is very important in journalism activities. The journalists must have good writing skill in writing news. They influence public opinions through their news composition in newspaper, magazine, article, tabloid, and line text. They also have a big role in sharing information through their material in paper. People will be zero in information without journalist role in writing news.

The objective of writing is teaching the students by using some genres. Based on curriculum 2013 that teacher taught for junior high school. There are five genres which are conducted in junior high school. They are narrative, recount, procedures, descriptive, and report. Each genre has own social function, the generic structure and the language features. After the students learn all kinds of genres, they are expected to understand to differentiate the texts according to their own features based on their genres. One of the genres stated is recount text.

Recount text is text to tell reader what happened. It retells a past event, it begins by telling the reader who was involved, what happened, where this event took place and when it happened. Recount text is written to retell events with the purpose of either informing or entertaining their reader. Recount text is one of the text genres that the students learnt. This text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences and events. Recount is to tell someone about something, give an account of an event, experience or give the detail account. Recount text contains three generic structures. They are orientation, events and closing (re-orientation). Based on writer's experience as teaching practice at SMP N 1 Batang Angkola-Tapanuli

Selatan, the researcher found some problems that students face in writing recount text¹. First, these problems are lack of motivation, lack of idea, lack of vocabularies, and lack of grammatical and uninterested media. Second, students' knowledge of the rules of writing every type of text is still low. It proof with private interview between researcher and Andini Zahra as a students at grade VIII-E of SMP N 1 Batang Angkola-Tapanuli Selatan said that some students of SMP N 1 includes his did not know the rule of every kinds of text and its language features². Third, teachers English teaching method is still traditional in SMP N 1 Batang Angkola-Tapanuli Selatan. Mrs. Ilmi Hasjulinarti Pulungan, S.Pd said that she used Grammar Tradisional Method (GTM) in teaching English in SMP N 1 Batang Angkola. The English teacher by using formulas, gives some example. then, she instructs the students to finish excercises. This strategy makes students become passive students in the class. The students not have an opportunity to develop their mind in writing English text. Teacher just explains formulas and gives some examples from the formulas in whiteboard then give them tasks to do.

Based on the problems, teachers have to find good solution and make the students interested in writing class. One of media that can help students in writing

¹ Ilmi Hasjulinarti Pulungan, *English Teacher Of SMP N 1 Batang Angkola*, Personal Interview, 25 Januari 2018.

² Andini Zahra as a students in the 8 class, private interview, (SMP Negeri 2 Batang Angkola: pebruary 13 , 2018 at 10.50 a.m).

a recount text is pictorial story. This media can help students to increase their motivation to write recount text the form of a picture.³

Finally, the researcher had chosen pictorial story media as the strategy to solve the writing problem in SMP N 1 Batang Angkola-Tapanuli Selatan. Pictorial story media becomes a compatible media in solving students' writing recount text. Researcher has some reasons for choosing pictorial story media as the effective media for improving students' recount text. Researcher was so interested to use pictorial story media in this research because many advantages of pictorial story media that can be used in writing recount text like researcher has explained above

B. The Identification of the Problem

Based on the background of the problem, here the researcher identified the problem of the research as follows:

1. Students difficulties in vocabularies using right grammar and punctuation and form.
2. Students do not have motivation in writing,
3. students does not have innovative media in teaching writing

³ Wright, Andrew. *Pictures For Language Learning*. (Cambridge: Cambridge University Press, 1981)

C. Focus on the research

Based on the identification of the problem above, the researcher focus the research on “students are lack of writing skill and students does not have innovative media in teaching writing recount text at SMP N 1 Batang Angkola-Tapanuli Selatan.”

D. Formulation of the problem

In this research have, the researcher formulated the problem of the research as follow: Can pictorial story media improve the students’ writing skill at SMP N 1 Batang Angkola Tapanuli Selatan?

E. Purpose of the Research

The purpose of this research are: To examine that by using pictorial story media can improve students’ writing skill at SMP N 1 Batang Angkola Tapanuli Selatan.

F. Significances of the study

The result of this research will be useful to:

1. Headmaster, to motivate the English teachers to teach English best
2. Teachers, to enrich the teachers knowledge about useful media for improving students’ writing skill.
3. Students master writing skill easily.
4. Researchers, to futher some topic of discussion.

G. Definition of the Key Terms

In conducting the research, theories were needed to explain some concepts or term in research concerned. The terms are as follow:

1. Writing Skill

Writing is the process of result of recording language in from conventional shed visible marks or graphic signs on a surface.⁴ According tu sanggam siahan said that, writing is the productive language skill it is the skill of a writer to communicate information to a reader or group of readers. Writing is one of the English skills that should be mastered by the English learners. This skill is used as medium of delivering the ideas, feeling, and perception of the writer to the reader.⁵

2. Pictorial Story Media

Pictorial story are stories accompanied by illustrations of the facts or events of the story. Pictures is a sketch of object visualized in a surface of paper, board, wall, etc. in teaching media, it belongs to visual aid. Pictorial story is one of the medium that can help students in writing English. This story consist of several images and explained by a story.

⁴ R.R. K Hartman, Dictionary Of Language and Linguistic, (London: Applied science Publishers LTD, 1972), p. 258.

⁵ EkaSetyawati, An Analysis of the Second Year Students' Ability Of SMA Pertiwi 1 Padang In Writing Narrative Paragraph, (padang: Universitas Bung Hatta, 2011), p.7.

1. Recount Text

Recount Text is the process of giving information by text, to retell events for the purpose of informing or entertaining⁶.

Generic structures of recount text are:

- a. Orientation
- b. Record of event
- c. Re-orientation

Recount text is a recount is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order). The purpose of the recounts text is to retell events with the purpose of either informing or entertaining their audience (or both)

H. Thesis Outline

The formation of this research can be divided into five chapters. Moreover every chapter consists of sub chapters with detail as follow:

Chapter I, consists of background of the problem, identification of the problem, focus on the problem, definition of the key tems, formulation of the problem, purposes of the research, significances of the research, and indicator of action.

⁶ Linda Gerot and Peter Wignell, Making Sense Of Functional Grammar, (Australia: Gerd Stabler, 1994), p. 194.

Chapter II, consists of theoretical descriptions which explain about pictorial story media, writing, conceptual framework and hypotheses of action.

Chapter III, research methodology, and it consists of location and schedule of the research, research design, participants of the research, instrument of collecting data, procedures of the classroom action research, and technique of analyzing data.

Chapter IV, consists of the result of the research. The result of the research consisted of the description of the data, comparing the action result, and last analyzing the research result.

Finally, chapter V, the last chapter consists of conclusion and suggestion.

CHAPTER I

INTRODUCTION

A. Background of The Problem

English is one of the international languages. It is very important role as a communication means for both oral and written. Therefore, English is taught to the young learners in the early age in Indonesia and in almost all over the world. English is one of the compulsory subjects in Indonesia schools. One of the aims in English teaching and learning process is the mastery of the four language skills. Those skills are listening, speaking, reading and writing. Every skill is related one to another. Generally, the skills of English are related in the following order: reading relates to writing meanwhile listening relates to speaking. In fact, all of the skills have important role for students in language acquisition. Generally, it can be inferred that students get language input by reading and listening, and produce the language by reading and writing.

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need for occupational purposes for academic study, or for personal communication.

Writing is one of four basic language skills besides listening, speaking, and reading. Writing skills is very important in teaching and learning English. There are many reasons to say that writing is very important not only for students and teachers but also all of people, such as for lecturers.

First, writing is very important in academic activities. Lecturers are suggested to have good writing skill, they can not write a good academic journal, research documentation, reference, general memorial, formal notification, mini notes, and academical guide book without a good writing skill. Teacher are suggested to have good writing skill because they must writing the lesson materials on whiteboard to students every day. Students are obliged to have good writing skill in doing tasks, writing personal diary, writing written composition, writing research proposal, writing thesis, an even in writing an absence notification letter to class.

Second, writing is very important in business activities, every people must have the economical transaction everyday. This transactional can be found in everywhere like in bank, market, transportation company, and stock market. In this case, writing is needed in documenting each transaction in each place. Every customer are suggested to understand formal writing in each company. In bank, bank client must write remit letter to a teller before save their money in bank.

Third, writing is very important in journalism activities. The journalists must have good writing skill in writing news. They influence public opinions through their news composition in newspaper, magazine, article, tabloid, and line text. They also have a big role in sharing information through their material in paper. People will be zero in information without journalist role in writing news.

The objective of writing is teaching the students by using some genres. Based on curriculum 2013 that teacher taught for junior high school. There are five genres which are conducted in junior high school. They are narrative, recount, procedures, descriptive, and report. Each genre has own social function, the generic structure and the language features. After the students learn all kinds of genres, they are expected to understand to differentiate the texts according to their own features based on their genres. One of the genres stated is recount text.

Recount text is text to tell reader what happened. It retells a past event, it begins by telling the reader who was involved, what happened, where this event took place and when it happened. Recount text is written to retell events with the purpose of either informing or entertaining their reader. Recount text is one of the text genres that the students learnt. This text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences and events. Recount is to tell someone about something, give an account of an event, experience or give the detail account. Recount text contains three generic structures. They are orientation, events and closing (re-orientation). Based on writer's experience as teaching practice at SMP N 1 Batang Angkola-Tapanuli

Selatan, the researcher found some problems that students face in writing recount text¹. First, these problems are lack of motivation, lack of idea, lack of vocabularies, and lack of grammatical and uninterested media. Second, students' knowledge of the rules of writing every type of text is still low. It proof with private interview between researcher and Andini Zahra as a students at grade VIII-E of SMP N 1 Batang Angkola-Tapanuli Selatan said that some students of SMP N 1 includes his did not know the rule of every kinds of text and its language features². Third, teachers English teaching method is still traditional in SMP N 1 Batang Angkola-Tapanuli Selatan. Mrs. Ilmi Hasjulinarti Pulungan, S.Pd said that she used Grammar Tradisional Method (GTM) in teaching English in SMP N 1 Batang Angkola. The English teacher by using formulas, gives some example. then, she instructs the students to finish excercises. This strategy makes students become passive students in the class. The students not have an opportunity to develop their mind in writing English text. Teacher just explains formulas and gives some examples from the formulas in whiteboard then give them tasks to do.

Based on the problems, teachers have to find good solution and make the students interested in writing class. One of media that can help students in writing

¹ Ilmi Hasjulinarti Pulungan, *English Teacher Of SMP N 1 Batang Angkola*, Personal Interview, 25 Januari 2018.

² Andini Zahra as a students in the 8 class, private interview, (SMP Negeri 2 Batang Angkola: pebruary 13 , 2018 at 10.50 a.m).

a recount text is pictorial story. This media can help students to increase their motivation to write recount text the form of a picture.³

Finally, the researcher had chosen pictorial story media as the strategy to solve the writing problem in SMP N 1 Batang Angkola-Tapanuli Selatan. Pictorial story media becomes a compatible media in solving students' writing recount text. Researcher has some reasons for choosing pictorial story media as the effective media for improving students' recount text. Researcher was so interested to use pictorial story media in this research because many advantages of pictorial story media that can be used in writing recount text like researcher has explained above

B. The Identification of the Problem

Based on the background of the problem, here the researcher identified the problem of the research as follows:

1. Students difficulties in vocabularies using right grammar and punctuation and form.
2. Students do not have motivation in writing,
3. students does not have innovative media in teaching writing

³ Wright, Andrew. *Pictures For Language Learning*. (Cambridge: Cambridge University Press, 1981)

C. Focus on the research

Based on the identification of the problem above, the researcher focus the research on “students are lack of writing skill and students does not have innovative media in teaching writing recount text at SMP N 1 Batang Angkola-Tapanuli Selatan.”

D. Formulation of the problem

In this research have, the researcher formulated the problem of the research as follow: Can pictorial story media improve the students’ writing skill at SMP N 1 Batang Angkola Tapanuli Selatan?

E. Purpose of the Research

The purpose of this research are: To examine that by using pictorial story media can improve students’ writing skill at SMP N 1 Batang Angkola Tapanuli Selatan.

F. Significances of the study

The result of this research will be useful to:

1. Headmaster, to motivate the English teachers to teach English best
2. Teachers, to enrich the teachers knowledge about useful media for improving students’ writing skill.
3. Students master writing skill easily.
4. Researchers, to futher some topic of discussion.

G. Definition of the Key Terms

In conducting the research, theories were needed to explain some concepts or term in research concerned. The terms are as follow:

1. Writing Skill

Writing is the process of result of recording language in from conventional shed visible marks or graphic signs on a surface.⁴ According tu sanggam siahan said that, writing is the productive language skill it is the skill of a writer to communicate information to a reader or group of readers. Writing is one of the English skills that should be mastered by the English learners. This skill is used as medium of delivering the ideas, feeling, and perception of the writer to the reader.⁵

2. Pictorial Story Media

Pictorial story are stories accompanied by illustrations of the facts or events of the story. Pictures is a sketch of object visualized in a surface of paper, board, wall, etc. in teaching media, it belongs to visual aid. Pictorial story is one of the medium that can help students in writing English. This story consist of several images and explained by a story.

⁴ R.R. K Hartman, Dictionary Of Language and Linguistic, (London: Applied science Publishers LTD, 1972), p. 258.

⁵ EkaSetyawati, An Analysis of the Second Year Students' Ability Of SMA Pertiwi 1 Padang In Writing Narrative Paragraph, (padang: Universitas Bung Hatta, 2011), p.7.

1. Recount Text

Recount Text is the process of giving information by text, to retell events for the purpose of informing or entertaining⁶.

Generic structures of recount text are:

- a. Orientation
- b. Record of event
- c. Re-orientation

Recount text is a recount is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order). The purpose of the recounts text is to retell events with the purpose of either informing or entertaining their audience (or both)

H. Thesis Outline

The formation of this research can be divided into five chapters. Moreover every chapter consists of sub chapters with detail as follow:

Chapter I, consists of background of the problem, identification of the problem, focus on the problem, definition of the key tems, formulation of the problem, purposes of the research, significances of the research, and indicator of action.

⁶ Linda Gerot and Peter Wignell, Making Sense Of Functional Grammar, (Australia: Gerd Stabler, 1994), p. 194.

Chapter II, consists of theoretical descriptions which explain about pictorial story media, writing, conceptual framework and hypotheses of action.

Chapter III, research methodology, and it consists of location and schedule of the research, research design, participants of the research, instrument of collecting data, procedures of the classroom action research, and technique of analyzing data.

Chapter IV, consists of the result of the research. The result of the research consisted of the description of the data, comparing the action result, and last analyzing the research result.

Finally, chapter V, the last chapter consists of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Writing Skill

a) Definition of Writing

Writing is one of language skill which use to communicate ideas and through inderectly or without face to face with other people. According to experts, they have the different definition of writing. The first one the researcher adopt the definition of writing from Harry A. Greene states that writing is one means for expressing thought or idea. The effectiveness of thought, thus of the writing is dependent upon both the natural ability and experiences of the individual.¹ Harry A. Greene means that the product of writing has made by the writer is based on their own abilities and experiences and make it readable to the readers.

To support this statement, writer provides several scientist estimations.² According to Sanggam Siahhan also “ writing as one the four language skills requires or group of readers, it involves the

¹ Harry A, Greene and Friend, *Developing English Language Skill in Elementry School*, (Boston, London, Sidney),p.284.

² John M. Echols and Hassan Shadily, *an English-Indonesia Dictionary*, (Jakarta: Gramedia Utama, 1976), p. 656.

application of grammatical knowledge which includes the sentence patterns, vocabulary, or diction and cultural understanding of the target language.³

There are so many definition of writing. According Hamps Lyons 1990 “Writing is a personal act in which writers take ideas or prompts and transform them into ‘self-initiated topics. The writer draws on background knowledge and complex mental process in developing new insights.⁴ Eric Gould said, “writing is or make a creative act, the act of writing is creative because its require to interpret or make sense of something: a experience, a text, an event”.⁵ Writing is the physical act of coming word or ideas to some medium, whether it is hieroglyphics inked into parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to reader.

Writer typically serve two matters: themselves, and their own desires to express an ideas of feeling and readers, also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing a shopping list, notes

³ Sanggam Siahian, *The English Paragraph*, (Pematangsiantar: Graha Ilmu, 2008),p.2.

⁴ J. Michael O, Malley & Lorraine Vadez Pierce, *Authentic Assesment for English Language Learners*, (America: Addison Wesley Publishing Company, 1996),p.136.

⁵ Eric Gould, Robert Diyani, and William Smith, *Defenition of Writing According to Expert* on Desember 08 2013.

from a meeting, a scholarly article, a novel, or poetry are only a few of the choices, each of these types of writing has a different level of complexity, depending on its purpose.⁶

However, some students regard that writing is difficult to master. Difficulty in gaining idea, lack of vocabulary, and low grammar mastery are the main problems. So, based explanation above, the researcher concludes writing is a process where a writer needs his improving student writing skill especially in writing recount text.

b) Objectives of Writing

Writing can add should be a stimulating, challenging activity central to all learning and development because, as Irmischer says, "once we move students beyond those basic levels proficiency (grammatical structure and basic punctuation), we then see new dimensions of expressiveness, imaginativeness, and intellectual growth that are accessible only to someone engaged in composing, whether that performance is acting, dancing, painting, or writing.

One of the teacher most critical responsibilities as writing teacher is to communicate students the functions and benefits of writing. As a lifetime, writing serves four crucial, enduring purposes for the learner.

⁶ David Nunan, *Practical English Language Teaching*, (New York: The Mc Graw Hill, 2003),p.88.

There are three objectives of writing

1. Writing is essential form of communication

Through writing we express our feelings, hopes, dreams, and joys as our fears, angers, and frustrations, writing, then is a letter to the family recounting the delights of discovering new friends or the loneliness of days spent in a new environment without the supportive bonds of family. Through writing we express our ideas, plans, recommendations and our commitments, we explain to others who we are, what we believe and understand, and why we believe and understand as we do.

2. Writing is for self-actualization

Writing is a way of this covering and developing ourselves, is a mean for self-actualization. What we learn about ourselves and develop within ourselves through writing can help us to realize our individual potential and to achieve personal goal.

3. Writing helps to control the personal environment

Students frequently view writing in English as non essential to meet third urgent and daily needs. Yet writing is closely tied to daily communication in the “real world”, and students need to be encouraged to believe that they will never attain full literacy in their second language until they have achieved competence in writing⁷.

Purpose of writing determines the nature of the writing. Writers who again control over various genres have a broader repertoire of writing abilities and an increased understanding of the value of writing for interpersonal communication, for achieving their own ends than those who do not⁸.

There are at least three purposes in writing informative writing.

Expressive narrative writing, and persuasive writing.⁹

⁷ Jane B. Hughey, *Teaching ESL Composition Principles and Techniques*, (New York: House Publishers, 1983),p.34.

⁸ Jane B. Hughey, *Op., Cit.*,p.36

⁹ J. Michael O, Malley & Lorraine Valdez Pierce, *Op. Cit.*,p.137-138.

1. Informative writing

Writers use expository or informative writing to share knowledge and give information, directions, directions, or ideas. Example of informative writing include describing events or experiences, analyzing concepts, speculation relationships. This type of writing could include a biography about a well known person or someone from the writer's life. The writer can rely on existing knowledge or new sources of information and can cover a range of thinking skills from simple recall to analysis and synthesis. Informative writing helps writers integrate new ideas and examine existing knowledge.

2. Expressive/narrative writing

Expressive/narrative writing is a personal imaginative expression in which the writer produces stories or essays. This type of writing is often based on observations of people, objects, and places and may include creative speculations and interpretations. It may include an autobiographical incident or a reflection in which a writer describes an occurrence in her or his own life. This type of writing is often used for entertainment, pleasure, discovery or simply, as "fun" writing and can include poems and short plays.

3. Persuasive Writing

Persuasive Writing, writers attempt to influence other and initiate action or change. This type of writing is often based on background information, facts, and examples the writers use higher-level cognitive skills in his type of writing, such as analysis and evaluation, to argue a particular point of view in a convincing way . this type of writing might include evaluation of a book, a movie, a consumer product, or a controversial issue or problem. Writes can also use personal experience or emotion appeals to argue in support of their view. The three purposes of writing described here can overlap, as when students write an informative, persuasive essay¹⁰.

Based on the objective of writing above, the researcher concluded that the objective of writing as follow:

- a. To give information and knowledge to the readers.
- b. To introduce of define author to the readers.
- c. To make the readers happy or entertain.
- d. To make sure the readers about the truth of idea.

c) Kinds of Writing

¹⁰ J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English language learnings*,(London: Longman, 1996),p. 152.

Writing is classified into three broad categories such as message writing, self contain controlled writing and reflexive writing.¹¹

1. Message Writing

Message writing is a kind of writing which we use for our routine work. Included in it are brief of the office of usual notes at home usually we don't need to spend much time because we know what we want to say.

2. Self Controlled Writing

Self controlled writing contains: tehcnical report, most essay exams, writing samples on exams, paper and articles that summarize and present information.

3. Reflexive Writing

Included in this kind of writing are personal experiences, writers recall events in their lives and reflex their meaning. Explorative or speculative articles in which writer theory about future students' writing papers in which they discuss the effect on an experience or recall an important event in their lives are also reflexive writing¹².

¹¹ *Ibid*, p.325.

¹² David Nunan, *Practical English Language Teaching*, (New York: The Mc Graw Hill, 2003),p.165.

From the kinds above, that is concluded that there are three kinds of writing. They are: message writing, self controlled writing reflexive writing.

d) Process of Writing

the process is shown in writing wheel in the previous discussion.

There are three of writing process, they are.¹³

1. Pre-writing, in prewriting stage, students might use graphic organizers as an aid to clarify the concepts they will use in writing.
2. Writing, which takes place in classroom or at home so students can rely on both teachers and other students for feedback and support.
3. Post-writing, in which students share their writing with others, read aloud what they have written, or exchange writing with other students.

Alice Oshima states that there are four processes a good writing, they are, prewriting, organizing, writing and polishing.

The explanation can be seen below.¹⁴

1. Prewriting

¹³ *Ibid*, p.139.

¹⁴ Alice Oshima, *Introduction to Academic Writing Third Edition*, (New York: Person Language, 2007), p.16-18.

Prewriting is the way to get ideas, to choose a topic and collect ideas to explain the topic in prewriting, there are some techniques

2. Organizing

Organizing is the writing process to organize the ideas into simple outline here, the students write topic sentence then they give more information about the topic sentence or write supporting sentences.

3. Writing

Writing is the next step to write a rough draft, using the outline as guide. Writing a rough draft as pass as possible without stopping and don't think about the grammar, functional or spelling.

4. Polishing

There are two steps in polishing they are revising and editing. Revising is attack the bus issues of the content organization. Editing is make into smaller issues and repair about the grammar, functional and mechanics.

Based on explanation above we must remember that steps to make our writing became better.

e) Components of Writing

Component of writing is kinds of writing skill, There are some components of writing to make writing skill is be better.

According to Jacob, there are five component of writing as follows.

1. Content the writer has an ability to think creatively to develop his ideas.
 2. Organization the writer his fluent following expression to express the ideas, clearly stated or supported well relationship between paragraph, logical and sequencing.
 3. Vocabulary. The writer has a lot of words and idioms to convey intended information, attitudes and feeling. Besides, he can use the appropriate word including prefix and suffix and express the ideas.
 4. Language use. The writer can apply the basic agreement between sentences, tenses, numbers, words order or functions, articles, pronouns and preposition.
 5. Mechanics. The writer is able to write in appropriate spelling, functional, and capitalization.
- Based on explanation above there are five steps to make the good writing through component of writing.¹⁵

2. Media

The definition of media relate to language teaching according to Brinton in the technological innovations in language teaching, the

¹⁵ Holly L. Jacob, *Testing ESL Composition A Practical Approach*, (London: Newbury House Publisher,1981),p.30.

mechanical paraphernalia, and glossy, polished audiovisual aids-with all the media anxiety that these can conjure up teachers¹⁶.

Media also provide a density information and richness of cultural input not otherwise possible in the classroom, they can help the students to process information and free the teacher from excessive explanation, and they can provide contextualization and a solid point of departure for classroom activities. According to Scott and Ytreberg, media provide teacher with means of presenting material in a time-efficient and compact manner, and of stimulating students' senses, thereby helping them to process information more readily¹⁷.

3. Pictorial Story

a. Defenition of Picture

Pictures is a sketch of object visualized in a surface of paper, board, wall, etc. in teaching media, it belongs to visual aid. Picture as media is able to motivate students, to make the subject they are dealing with clearer, and to illustrate the general idea and forms of an object or action which are particular to a culture. Pictorial story is one of the

¹⁶ Donna M. Brindon, *The Use Of Media In Language Teaching*, (VA: Tesol, 1999), p.62.

¹⁷ A. Wendy Scott and Ytreberg Elisabeth, *Teaching English to Children*, (New York: Longman Inc. 2004), p.19.

medium that can help students in writing English. This story consist of several images and explained by a story.

b. Advantages of Using Pictures in Teaching Writing

According to Wright in language learning pictures can contribute to interest and motivation, a sense of context, and a specific stimulus.¹⁸ According to Harmer state, this will help the teacher to choose writing tasks either because students need them or because they are likely to be motivated by them because the tasks are engaging in themselves. An engaging writing task involves students not just intellectually but emotionally as well. To make an engaging writing task, the teacher should provide stimulus to encourage the student to write. The stimulus can be pictures for those who are stimulated by visual input.¹⁹

In EFL teaching, pictures are considered as and efficient tool for limited English proficiency learners to increase there comprehension. So, it can be concluded that picture is very helpful for the teacher and the students in teaching in learning writing for it benefits.

Wright cities some roles for pictures in productive skills.

¹⁸ Wright, Andrew. *Pictures For Language Learning*. (Cambridge: Cambridge University Press, 1981)

¹⁹ <https://www.scribd.com/document/370170653/Arum-Wahyuningsih-06202241049>

- a. Pictures, can motivate the student and make him or her want to pay attention and want to make part.
- b. Pictures contribute to the context in which the language is being used.
- c. The pictures can be described in an objective way or interpreted or responded to subjectively.
- d. Pictures can cue responses to questions or cue substitutions through controlled practice.
- e. Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.²⁰

This research focus on students pictorial story media to do this research to improve students' writing skill in writing recount text.

- c. The procedure of using pictorial story
 - 1) Show the picture to the students and have them work in groups to prepare some questions about the photo.
 - 2) When the students are working together monitor and help with the question forming.
 - 3) When you feel the students have produced enough question ask students to ask you the questions orally.
 - 4) When you receive a questions ask another group to answer
 - 5) When they answer (using their imaginations) write their answers on the board
 - 6) When you have exhausted all the questions, have the students work in pairs and tell a story to each other based on the answer

²⁰ Wright, Andrew. *Pictures For Language Learning*. (Cambridge: Cambridge University Press, 1989)

given. If they want to change any details tell them that this is fine

- 7) Change pairs and have the students tell their stories again
- 8) Now change pairs again. This time ask them to write the story they have told together
- 9) Monitor and offer advice and help if necessary
- 10) Stick the finished stories on the walls and encourage students to read each others and comment.²¹

4. Recount Text

a. Definition of Recount

According to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. the tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.²²

b. Generic Concepts of recount

There are three generic structure of recount. They are:

²¹ Derek Spafford, “*Pictures To Story*” British Council, submitted 7 years 8 months ago, (<https://www.teachingenglish.org.uk/article/picture-story>, diakses 16 September 2018 Pukul 10.10 WIB).

²² Ken Hyland, *Genre and Second Language Writing*, (The United State Of America: The University of Michigan Press, 2004), p.29.

- 1) Orientation: provides the setting and produces participants. It provides information about “who”, “where”, and “when”.
- 2) Record of Events: tell that happened, present event in temporal comments and/or evaluative remarks, which are interspersed throughout the record of events.
- 3) Re-Orientation: optimal-closure of events. It is “rounds off” the sequence of events.²³

c. Grammatical Features of Recount

The common grammatical features of recount text are:

- 1) Use of nouns and pronouns to identify people, animals, thing involved
- 2) Use of actions verbs to refer to events
- 3) Use of past tense to locate events in relation to speaker’s or writer’s time
- 4) Use of conjunctions and time connectives to sequence of events
- 5) Use of adverb and adverbial phrase to indicate place and time
- 6) Use of adjective to describe nouns.²⁴

Based on explanation above to make good recount text we must be careful in using grammatical features of recount.

²³ Ken Hyland, *Op., Cit., p.135.*

²⁴ *Ibid.,*

d. Types of recount

There are three types of recount:

- 1) Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).
- 2) Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).
- 3) Imaginative recount: taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave: how I invented).

Here the example of recount text:

From the three types of recount text the researcher choose personal recount to retell an activity of writer.

My first time in Yogyakarta

Orientation

My family and I went to my grandmother's house in Yogyakarta last moth. It was my first trip to this city. We went there two days after my sister's graduation ceremony in semarang. We arrived at Yogyakarta at night. We spent a week staying in my grandmother's house which is 5 minutes away by foot to Malioboro street.

Event 1

In the first morning, we were still too tired after a long trip from Semarang to Yogyakarta. So we decided to stay at home to recharge our energy. I walk around the neighborhood with my

sister just to experience how it is like to be in Yogyakarta. There were too many house, I think, which made the space between a house and the other was so small, even the road was also small that only bicycle and motorcycle can go through.

Event 2

On the second day, all of us went to Malioboro street. We saw so many merchant with various of product which they claim to be a traditional product of Yogyakarta. I bought some wooden figure and t-shirt with the word “Yogyakarta” printed on it, while my sister bought some leather handbag. My mom and dad were busy choosing some merchandise to be brought home when we go back.

Event 3

On the third day, we went to Taman Sari and Keraton Nga Yogyakarta Hadiningrat to see some historical building in Yogyakarta. We took a lot of picture there. We also took some picture of the building so we can check it again at home. We found some place providing Yogya traditional food around the building and we jumped in right away.

Re-Orientation

We spent the rest of our week in Yogyakarta by visiting some shopping malls such as Jogja City Mall, Malioboro Mall, Hartono Mall and Ambarrukmo Plaza. We realized that Yogyakarta turned out to be very warm during the day, that was

the reason why we decided to spend more time in air conditioned Building like this.

Here, the researcher chooses only recount text to discuss about students' writing skill.

So, from some definitions above, the researcher concluded that recount text is type of text which retell about events, experiences or what happened in the past time.

B. Review of Related Findings

Actually, there are some researchers related to this research. Many researchers had done research about students' skill in writing recount text.

The first, Raja Inal Siregar said that the students at grade VIII had some problems in writing skill such as: students writing achievement were low. Students did not have good strategy and knowledge in writing. Teacher strategy in teaching English was still traditional, and students could not share their writing directly. To solve these problems, he concluded the research by using Blogging Media. In this research, the researcher used two online tests and two cycles. Moreover, the participants of this research were the class of VIII-1 consisted of 21 students and also there was collaboration with an English teacher. Meanwhile, the data was derived from writing tests, observation notes, and also interview.

Based on the research result, showed the improvement mean score of the students. The first test in the first cycle was 70.23 (47.61%) and the

second test in the second cycle was 81.90 (95.00%). It can be concluded that the mean score in the second cycle was higher than the first cycle. Based on the observation notes stated that the students got improvement and the students were more active and interested in learning process. Related to the interview result, it could be known that students' writing skill had improved. It asserted that Blogging Media improved students' writing skill.²⁵

The second, Eni Yusnita, Clarry Sada and Dewi Novita they said that the students had some problems in writing skill, the problem are: the students were difficult to get ideas in recount text paragraph. For example students difficult to get ideas without the clue of pictures series. The methodology of this research is classroom action research which consisted of 2 cycles. The subject of this research was the tenth grade students'. The number of participant in this research was 40 students. In completing the research, the researcher used the observation, written test and note us instruments of collecting the data. By conducting the classroom action research, it was found out that using pictures series improve the students' recount text writing. The result of this research has shown that the students progress in improves writing in each cycle. First cycle was 61.5 (last than 65, not achieved). The second cycles, was 66.0 (Achieved) which was higher than the KKM score.

²⁵ Raja Inal Siregar, *Improving Students' Ability in Writing Recount Text Throught Blogging Media* (A Classroom Action Research At Grade VIII SMP Negeri 2 Batang Toru), (Unpulished Thesis),

So, the use of pictorial series will help the students' in improving recount text writing.²⁶

Based on related findings above, it can be concluded that writing skill is one of big problem in the some schools, and researchers will do a research about writing skill by using some strategies or techniques to solve the writing problem. The first research, give the explanation about Blogging Media can improve students achievement in writing skill, the kind of this research is class Action Research (CAR). The second research, gives the explanation about picture series can improve students in writing skill, the kind of this research is Class Action Research (CAR).

Hence, this research is made by researcher to complete the researches above, therefore, researcher wants to solve writing problems at grade VIII SMP N 1 Batang Angkola-Tapanuli Selatan by using pictorial story media. The researcher found that there not found yet a research for specifically in teaching writing recount text to students through pictorial story at Junior High School context in Batang Angkola. Hopefully, this research was complete and contribute a finding in writing teaching focus to enrich knowledge in language teaching literature for students. Therefore, the researcher choose pictorial story media.

²⁶ Eni Yusnita, Dkk., *Improving Students' Recount Text Writing By Using Pictures Series*. (an action Research at Thent Grade of SMK Panca Bhakti Kubu Raya in Academic Year 2011/2012). , <https://media.neliti.com-210376-none>, Retrieved 16/09 2018 at 10.10 Wib

C. Conceptual Framework

Every subject has some problems that will be solved. Writing also has the problem in writing genre of text especially of recount text at grade VIII Of SMP N 1 Batang Angkola-tapanuli Selatan. It can be seen from the source data said that writing score is low. They are troubled to find the solution in writing recount text, it finds the specific information such as main character, setting, event or problem. In order to get it, Pictorial story media is beloved to solve the problem.

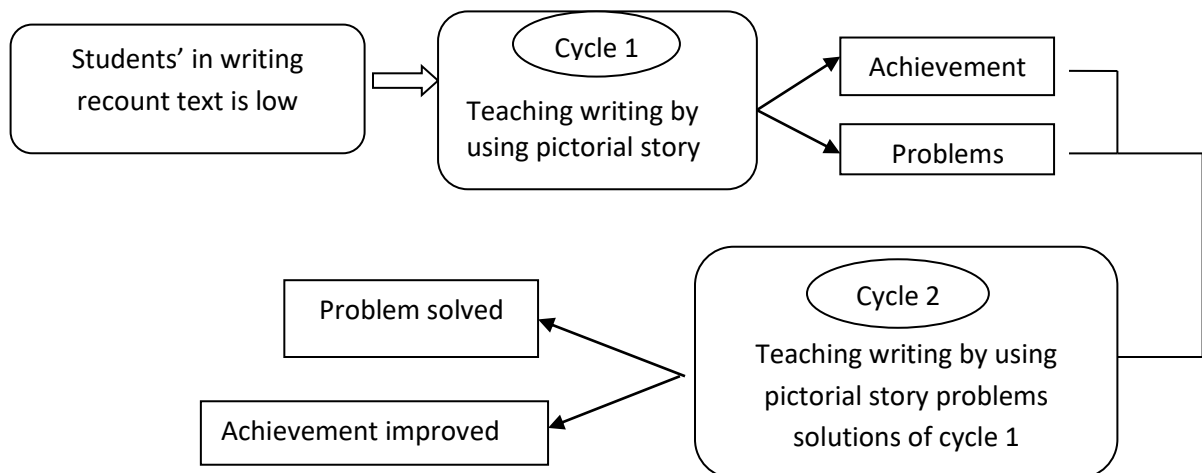


Figure 1. Research Conceptual Framework

D. Hypothesis of the Action

The hypothesis of this research is that: "pictorial story media can improve students' in writing recount text at grade VIII of SMP N 1 Batang Angkola-Tapanuli Selatan.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The Research is going to be done through classroom action research (CAR). Classroom action research was different from the other types of research. It was focused on individual or small group professional practice and it was not concern with making general statement. Classroom action research was a type of practitioner's research that was used to improve the practitioner's practice, action implies doing or changing something.¹

The research design of this research is follow action research because this form is one of the best models as it summaries very succinctly the essential steps of the classroom action research process. So, this research is done by four steps namely were planning, acting, observing, and reflecting.

B. The Time and Place of the Research

The location of the research was at SMP Negeri 1 Batang Angkola-Tapanuli Selatan. Kec. Batang Angkola Kab. Tapanuli Selatan, This research was conducted in academic year 2018/2019. The research started from 12 nov until 29 nov 2018.

¹ L.R. Gay And Peter Airasian, *Educational Research*, (New Jersey: Prentice Hall Inc, 2000), p.593.

C. Participant

The participant of this research are the students at grade VIII-E, second semester in academic year 2017/2018 SMP Negeri 1 Batang Angkola Tapanuli Selatan. The total of the students' in VIII-E is 21 students'. Then, there was be also a collaboration with an English Teacher.

D. Research Cycles

This action research followed the model that is developed by Ortrun Zuber-Skerrit . It is famous representation of the action research “spiral” that contained four stages; planning, acting, observing and reflecting. The model is described in the following figure.

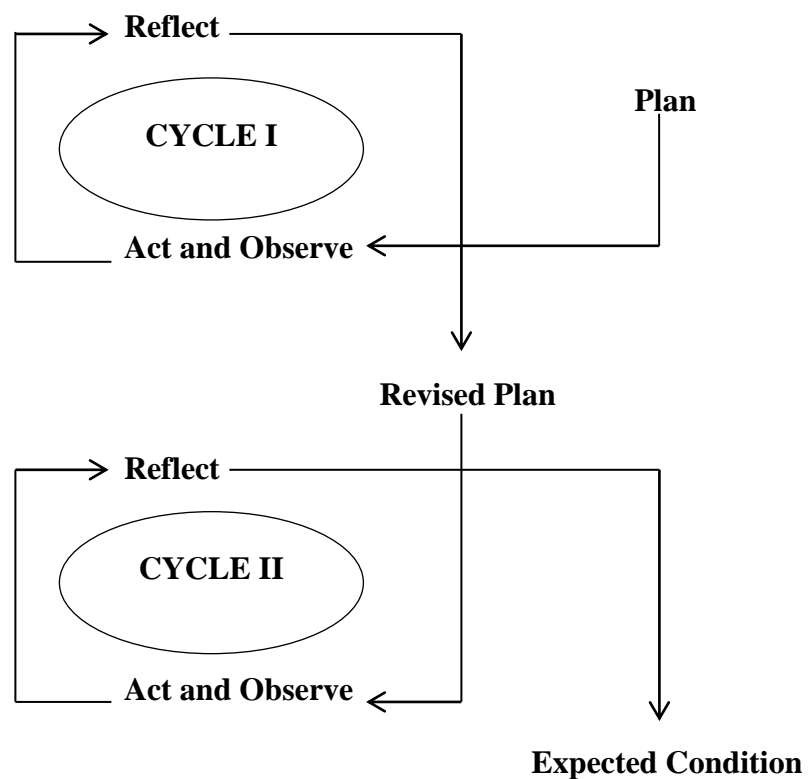


Figure 2: Action Research Spiral²

E. The Procedures for Classroom Action Research

This research, the research was applying two cycles to improve students' writing skill by using pictorial story media. There are planning, acting, observing and reflecting steps in the research procedures.

1. Cycle 1

a. Plan

- 1) Making a research schedule
- 2) Arranging the lesson
- 3) Determining the lesson material about the recount text of "adventure"
- 4) Designing the procedure teaching writing through pictorial story for students
- 5) Preparing the test each cycle
- 6) Preparing instruments to be used by students
- 7) Preparing instruments for observation guide, teacher observation guide, and students observation guide
- 8) Making a set of interview questions.

²Ortrun Zuber-Skerrit. *New Direction in Action Research*, (London: the Falmer Press, 1996), p. 14.

b. Action

- 1) Starting the class by checking attendance list
- 2) Explain the material about recount text
- 3) The students was get some brainstorming about the recount text
- 4) The researcher was be devides the students into four groups
- 5) The researcher set a pictorial story media and each group get one pictorial story media
- 6) The researcher giving four different topics for the groups
- 7) Each group choose one topic to be discussed
- 8) The researcher determining some aspects that students must focus on their text such as causes and effects (pictorial story) about the topic
- 9) The researcher asking the students to change their pictorial story to others and checked their pictorial story
- 10) Each group correcting the other group's pictorial story and added some information
- 11) Each group was write a recount text based on pictorial story media that they make
- 12) Each group showing their text in front of the classroom in paper
- 13) The researcher observation sheet list and gave score for students' text

14) The students were asking to answer several questions related to material

15) The researcher also asking the difficulties for students along the teaching and learning process.

c. Observation

1) Discussion with English teacher to observation planning

2) Monitoring to using pictorial story in teaching

3) The collaborator was fill teacher observation sheet and students observation sheet

4) Discussion with English teacher about weakness or finding activity during observation.

d. Reflection

1) Analyzing the finding the observation

2) Analyzing the weakness and teacher progress was related to the application of using pictorial story media

3) Evaluating the data getting from the class and made my decision for the next decision of the next meeting.

2. Cycle 2

a. Plan

1) The researcher was make some revision in the cycle 2 which helped by the collaborate with an English teacher

- 2) The researcher prepared the lesson plan about recount text but more focus on developing the students' understanding the material
- 3) The teacher was explained about media that the teacher had modified in order to get the students' understanding in filling media
- 4) The teacher was fill teacher observation sheet and students' observation sheet
- 5) The researcher preparing the writing test for the students
- 6) The researcher only focus on individual task order to reduce the noise in the classroom
- 7) The researcher giving some interesting topic and would more paid attention to the effectiveness in teaching and learning process
- 8) Made set of interview questions.

b. Act

- 1) The researcher preparing the class in order to make the class more attractive
- 2) The researcher always monitored the students who were talking before going material
- 3) Teacher explanation the material
- 4) Ask students to identify what they get from the topic

- 5) Teacher draw a pictorial story example from identified object
- 6) Teacher ask students to generating sentence and paragraph
- 7) Teacher ask students to arrange the word in to phrase
- 8) Teacher ask students to compile them into a simple sentence
- 9) Finally students arranged it into a recount text
- 10) Teacher prepare the students individually before test
- 11) Teacher give directions before do the test
- 12) Giving the limited 50 minutes for students
- 13) Monitoring time allocation with all activity in the classroom.

c. Observation

- 1) Monitoring the teaching learning by using pictorial story media in teaching learning process
- 2) Recording in the differences being in learning
- 3) Discussing the problem in process learning and giving solution

d. Reflection

- 1) Analyzing the weakness and progress when pictorial story media apply
- 2) Reflecting the pictorial story media that using in learning process
- 3) Reflecting of teaching activity and students learning result that using pictorial story media
- 4) Evaluating or interpreted the data gotten from the class and made any decision for the next meeting

F. Instruments of Collecting Data

Instrument of collecting data is important to support every research. In this research, the researcher use three instruments of collecting data, as follow:

1. Test

The researcher used essay test in doing the test. test as a method of measuring a person's ability: knowledge or performance in a given domain.³ The researcher taken some indicators of writing test as the table below:

Table 3.1

Indicators of writing

Aspect	Indicators	Score
Grammar	Few if any noticeable errors of grammar or word error;	20
	Some error of grammar or word which do not however, interfere with comprehension	15
	Error of grammar or word order fairly, frequent occasional re-reading necessary for full comprehension	10
	Error of grammar of word order frequent: efforts of interpretation sometimes required an reader's part	5
Vocabulary	Use of vocabulary and idiom rarely (it at all) distinguishable from that of educated native writer	20
	Occasional uses in appropriate terms or relies in circumlocution: expression or ideas maybe limited because of in adequate vocabulary	15
	Uses writing or inappropriate word fairy frequently expression of ideas maybe limited because of in adequate vocabulary	10

³H. Douglas Bown, *Language Assesment ...*, p. 3.

	Limited vocabulary and frequent errors clearly hinder expression of ideas	5
Mechanic	Few if any noticeable lapses in punctuation or spelling	20
	Occasional lapses in punctuation or spelling which do not, however interfere with comprehension	15
	Errors in punctuation and spelling fairly frequent occasional rereading necessary for full comprehension	10
	Frequently error in spelling and punctuation sometimes to obscurity	5
Fluency	Choice of structures and vocabulary consistently appropriate: like that of educated native writer	20
	Occasional lack of consistency in choice of structure and vocabulary which does not	15
	Patchy with some structures or vocabulary items noticeable inappropriate to general items	10
	Structure of vocabulary items sometimes not only inappropriate but also misuses little sense of ease of communication	5
Form	Highly organized clear progression of ideas well linked: like educated native writer	20
	Material well organized linked could occasionally be clearly but communication not impaired	15
	Some lack organization re-reading required for clarification of ideas	10
	Little or no attempt at connectivity through reader can deduce some organization ⁴	

From explanation above, the students write the recount text with the title “when I was a child” in giving score for the students’ writing text. The researcher give 100 score for every good text, the researcher give five values namely: grammar, vocabulary, mechanics, fluency and form

⁴ Arthur Hughes, *Testing For Language Teacher*, (New York: Combrige University Press: 1990), p. 91-93.

(organization). Researcher gives 20 for every very good value. So the high score was 100.

In this research, the researcher used content validity to establish the validity of the instrument. The logical validity was done by divided variable to be sub variable and indicator of variable. Actually, content validity is the degree to which a test measures an intended content are. So, the researcher showed the test to validator as a specialist test to measure the test to be valid.

2. Observation guides

The instrument for observing the class was observation guide. It was developed by the researcher based on the need on the research. The content validity of the observation guide was assessed through expert judgment, in this case, the researcher's consultants. The researcher used observation notes because it is a simple form and the data were counted. The researcher observed the learning-teaching activities in the classroom.

3. Interview guide

The instruments for interview the students and the teacher was interview guide. It was developed by the researcher based on the need of the research. The researcher was use the interview to know the condition of the students' problem in writing skill by using media in teaching writing skill.

G. The Technique of Data Analysis

The collecting data must be summarized and interpreted in order to help teacher to make decisions about practice. In analyzing the data the researcher used quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text. It involved preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making interpretation of the large meaning of the data.

The quantitative data analyzed from the observation sheet. Quantitative data used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of writing skill by using essay test. To know the means score of students for each cycle, the researcher uses the following formula:⁵

$$M = \frac{\sum fX}{N}$$

Explanation:

M : The mean of students

fX : The total score

N : The number of the students

⁵ Hartono, *Statistic untuk Penelitian*, (Yogyakarta: Pustaka Pelajar Offset, 2004), p. 30.

The percentage of students writing skill by using pictorial story media is calculated by applying the following formula:⁶

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : the percentage of students who get the score up 75

R : the number of students who get the score up 75

T : the total numbers of students do test

After calculating and scoring students' writing ability, their score was consulted the classification quality on the table below:⁷

Table 3.2
Table Quality Classification of Students' Score

No	Percentage	Criteria
1	0% - 20%	Very Low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61%-80%	Good
5	81% - 100%	Very Good

⁶ZainalAqib, et. al., *PTK untuk Guru SMP, SMA, SMK* (Bandung: CV. YramaWidya, 2008), p. 205.

⁷Ridwan, *Belajar Mudah Penelitian Untuk Guru Karyawan dan Penelitian Pemula*, (Bandung: PenerbitAlfabeta, 2012), p. 89.

After the researcher find the mean scores of all students, it is consulted to the criteria as follow:

- a. If the value of mean score 81 - 100%, it can be categorized into very high.
- b. If the value of mean score 61 - 80% it can be categorized into high.
- c. If the value of mean score 41 - 60% it can be categorized into enough.
- d. If the value of mean score 21 - 40% it can be categorized into low.
- e. If the value of mean score 0 - 20% it can be categorized into very low.

Finally, the researcher took conclusion. It was done to conclude discussion solidty and briefly.

Qualitative has six steps as suggested by Creswell as in the follow:

- Step 1 :organize and prepare the data for analysis. This involves transcribing observation, scanning material, typing up field notes, or shorting and arranging the data into different type depending on the source of information.
- Step 2 : read through all the data. It is done by obtaining a general sense of the information and reflecting on its overall meaning.
- Step 3 : begin the detail analysis with a coding process it organize material into chunks before bring meaning to those chunks. It involves take the data into categories and labeling those with a term (a term based in the actual language of the participant).
- Step 4 : use the coding process to generate a description of the setting or people as well as categories or analysis. Description is involving a detail rendering of information about the notes. Then, researcher uses this to generate themes or categories.
- Step 5 : advance how the description and themes are represent in the qualitative narrative. This may be discussion that mention a chronology of events, the detail discussion of several themes or interconnecting themes. Researcher uses visual or figure to convey descriptive information about participants in table.

Step 6 : make interpretation or meaning of the data. It is researcher's personal interpretation; meaning will be derived from a comparison of the finding with information gleaned from the literature.⁸

These steps were very useful for analyzing data accurately. The researcher would be easier to get the information of the data after doing these steps one by one. The relationship among the data gave the researcher about the representation to show the result of the research.

⁸ Norman k.Denzin and YvonnaS.Lincoln, *A Handbook of Qualitative Research, Translated by Dariyanto and Friends*, (Yogyakarta: PustakaPelajar, 2009),p.499.

CHAPTER IV

THE RESEARCH FINDING AND DISCUSSION

A. Data Description

After the research, here, the researcher would like to describe students' writing skill improvement by using pictorial story media at SMP N 1 Batang Angkola-Tapanuli Selatan as follow:

1. Students' achievement

a. Cycle 1

The first cycle was done at 18th until 19th of November 2018. Here, the cycle was conducted for two meetings. In SMP Negeri 1 Batang Angkola-Tapanuli Selatan, every meeting was done for 2 x 40 minutes. It means that the time allocation was 160 minutes. It caused 4 x 40 minutes was 160 minutes. Furthermore, the researcher explained about pictorial story media, and asked students to write a text by using pictorial story media as model in writing recount text and the last the researcher gave the students test for evaluation. This was the data description in first cycle, as follow:

1) Learning Process in First Cycle

Chronologically, researcher would describe the learning process and the activity of researcher in cycle 1. There were some criterias of teaching learning process every cycle especially in cycle 1. There were some stages in teaching activity.

- a) *Classroom management* was strategies used by researcher when organizing classroom, learning process, and student. First for seating arrangement researcher asked them to be more consistent on their sitting (do not move wherever or whenever they want) while teaching learning process. Further if they noise, the researcher gave motivation to them like this you are very lucky people in compare with them which not have occasion to school. However you do not thank god. Second researcher walked around class for checking learning and providing support as necessary. Last teacher evaluated their understanding about material that had learned by asking question.
- b) *Researcher physical appearance* when the first time came to the class. The first researcher use black shirt, and white shoes with bring a bag. The second researcher stood in front of class and showed a picture of pictorial story media in whiteboard. The third researcher gave smile face to students, friendly, good manners, smart, and neat in the classroom. If students made

noisy, researcher ask them about material and explain briefly to all students about material.

- c) *Researcher whiteboard written* when write something in the whiteboard. The first the researcher toad and wrote sideway. Second researcher divided whiteboard in two part if is needed. The third researcher writes definition about pictorial story media and parts in pictorial story media while explain that researcher draw a media in whiteboard. Then researcher wrote the function parts in media and while explain it, and example of media when collect idea. The last teacher written not too small and not too big in whiteboard and students can read from all side room.
- d) *Researcher opening* while start learning process. The first researcher greeted to students and students respond. After that researcher ask students to brainstorming about Recount text. When students mention their answer, researcher writes down a simple explanation about recount text in the whiteboard. After that researcher introduce pictorial story media to students and how to used media into paragraph recount text.
- e) *Researcher explanation* process while teaching. The first teacher showed some example media in collecting idea. Second researcher explains to student about the meaning of media. After that researcher divided students in some group and gave theme

material about describe a baby. The last teacher asks students to mention one by one the word and fill their ideas into whiteboard. After that researcher ask students to make a paragraph based on pictorial story media.

- f) *Researcher reinforcement* while teaching in the classroom. Researcher gave students reward such as good job, that's right and wrong when students mention their answer. Then researcher says to Cahaya wow your answer is good because you have been wrote and draw well about pictorial story media and your ides good. Then researcher invite other group to follow Cahaya group written and their sentence. As addition researcher also give comment, suggestion, and impression in their groups. After researcher motivated students to always active in learning English process caused importance for their life in the future. So you must study hard in your learning next time.
- g) *Researcher classroom interaction* in the classroom. First researcher gave students feedback on each person's progress such as openly soliciting student idea and feelings. Second researcher valuing and respecting what student think and say. Third researcher also make funny story to students and not at them. Last working with them as team and not against them.

h) *Teaching procedure* was the proper way of doing or applying pictorial story media by researcher to students. First researcher explained learning process that targeted. It means researcher explained the objective of material by using pictorial story media. Second teacher explained how to using pictorial story when collect their ideas into media. Third researcher asked students to choice a title based on theme was to describe picture. Fourth researcher asked student to identify needs to help student in their project and make that as head of fish. Fifth with using paper, Sixth researcher command students to check their structure was same with needs. Seventh Then researcher asked students again to fill all parts media. Eighth after students finish identifies the all of structure, researcher asks students to arrange a sentence or paragraph recount text based on their pictorial story media.

1) **Result of test in cycle 1**

After count and calculating the result of test in cycle 1, shown from 21 students there are some levels score of them. Then students' achievement in learning writing skill in cycle 1 was low. There are only 8 students who pass the KKM (70). The score of students writing in cycle 1 could be seen on table below:

Table 4.1. student writing score in cycle 1

No	Students Initial	Students' Score
		Cycle 1
1	AA	25
2	AF	65
3	AI	75*
4	AI	30
5	AR	65
6	AR	70*
7	CJ	65
8	CK	35
9	EA	35
10	IE	70*
11	MF	65
12	NAZ	65
13	P	70*
14	RAI	25
15	RE	35
16	S	75*
17	SA	70*
18	SE	35
19	TP	65
20	WS	70*
21	YA	70*
Total Score		1180
Mean Score		56.19
Percentage		38.09%

In this stage, the researcher analyzed the result in cycle one and evaluate the teaching learning process which was helped by the collaborator. They were being noisy, did not have pretension to complete with other students, and they got difficulties in vocabularies using right grammar and punctuation and form, but the researcher found the students' progress in writing skill. Observation result showed that there were some improvements achieved by the students after doing the action.

In general, the data above shows low category of students' achievement in learning process. Number of student is 21 students, the minimum score is 25, and the maximum score is 75. Distribution of student achievement is shown in the following table below:

Table 4.2 Distribution score of student

No	Interval	Frequency
1	75 – 84	2
2	65 – 74	12
3	55 – 64	0
4	45 – 54	0
5	35 – 44	4
6	25 – 34	3
	$i=8$	21

Based on table above, shows distribution score of student achievement which process frequency with intervals. There are eight intervals of data. The first range 75-84 which is consist 2 students. The second range 65-74 which consist of 12 students. The third range and fourth range 55-64 and 45-54 nothing student get score. The fifth range 35-44 which consist of 4 students. The last

range 25-34 consists of 3 students. Based on explanation the researcher concludes that most of student gets score under criteria mastery of learning (KKM). It needed more attention for researcher to increase in cycle 2. To see the different student achievement researcher shows that in the following diagram below:

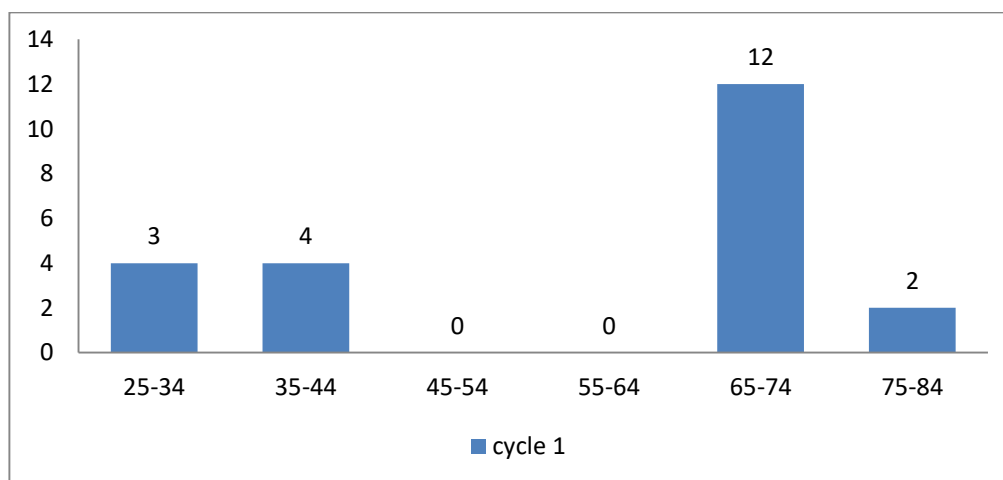


Chart 4.1 Student score in cycle 1

In cycle 1, the result of indicator writing such as; grammar, vocabulary, mechanic, fluency, and form unsatisfied because the students writing skill still low and bad. Many students did not increase the mean score in each indicators writing. However their mechanic good to arrange the sentence but while teaching learning process and test, the researcher still found the fewer students especially like in grammar and vocabulary students still low. The

indicators mean score in writing skill could be seen through that following table below:

Table 4.3 Students Writing Score in Cycle 1

Criteria of Writing	Mean Score	Percentage
Grammar	9.04	38.09%
Vocabulary	11.66	
Mechanic	11.19	
Fluency	13.09	
From(Organization)	11.21	
Total	56.19	

From the table above it could be seen that the students writing skill is still low. It almost can beside that their scores was little improve than who pass the score. It was happened because the students did not already to learn and did not understand and difficulties to learn pictorial story media related to the recount text which the researcher gave in the previous meeting before. The results of the test showed the low improvement of the students writing skill in using pictorial story media. It could be seen from the mean score in cycle 1 was 56.19.

Based on the table above and result of cycle 1, the researcher concludes that the students still low in arrange grammar and vocabulary in to recount text. It is as problem that researcher should anticipate in the next cycle. Therefore the researcher had to continue it to learning process in cycle 2.

b. Cycle 2

The cycle II was conducted in two meetings. Each meeting conducted in 2 x 45 minutes or there was 90 minutes again. In each cycle there some step must doing by the researcher again, there are; planning, action, observation, and reflection. The second cycle conducted on 28th November 2018 until 29th November 2018. Therefore researcher made activities for first cycle as follow:

1) Learning process in cycle 2

Learning process describe the students series to do something that would be expected in this research. In sum up this section describe the learning process and teacher activity in cycle 2. Same as the first cycle, There were some stages in research activity.

- a) *Classroom management* was strategies by used teacher in organizing classroom, learning, and student. Similarity with cycle 1, for sitting arrangement researcher ask student to be consistent on their sitting (don't move whenever or wherever they want) while teaching learning process was going on. Second researcher walked around class for checking learning and providing support as necessary. Different with cycle 1, in cycle 2 Third action researcher answered student question clearly (explain material with simple ways as possible). Researcher gave simple clue for students understanding difficult or unfamiliar word in their media.

Fifth teacher evaluated their understanding about the material that had been learning in cycle 1 before. Last told to students that English in fun ways and useful for their second language. It means researcher build or create a good rapport or relationship with student.

In this case researcher did some action for adding and improving from the first cycle. They were: first teacher use speak pattern and loudly to communicative. The last researcher use different intonation while explain material.

b) *Researcher physical appearance* was ways of researcher performing based on for her physical for doing teaching learning process. Similarity with cycle 1, First researcher used blue shirt, gold skirt, and white shoes and dressed cleanly. Third researcher taught the learning loudly, enthusiastically and clearly. Fourth researcher always gave her smile for students, smart, friendly, good manners, and neat in the classroom. Different with cycle 1, in cycle 2 researcher did some action for adding and improving writing student from cycle 1. The way researcher gave some example of pictorial story media and recount text and relationship between the two of them. Last researcher used hand and faced gesture to enhance meaning of word and sentence that might otherwise be unclear.

- c) *Researcher whiteboard written* when write something or word in whiteboard. Similarity with cycle 1, First researcher stood and wrote sideway. Second researcher divided whiteboard in two parts. Different with cycle 1, in cycle 2 Third action researcher draw a picture while explain that to collect their ideas into pictorial story. Then researcher write function of media and while explain it, and write example paragraph while explain relationship about two of them. The last researcher writing was right, nice, and readable from all side classrooms. That is not too small and not too long.
- d) *Researcher opening* while start learning process. Similarity with cycle 1, the first researcher greeted to students and students respond. After that researcher ask students to brainstorming about media. When students mention their answer, researcher writes down a simple explanation about recount text in the whiteboard. Different with cycle 1, in cycle 2 after that researcher made a picture to student and how to used media into paragraph recount text.
- e) *Researcher explanation process*. Different with cycle 1, in cycle 2 first action researcher showed a draw about picture in the whiteboard. Second researcher mentions the part of pictorial story. Third researcher gave material and topic about person and ask student to describe. If student confused, last researcher gave to student example of pictorial story and recount text about person by

researcher before. For his action, researcher adding some information and improving student writing from previous cycle. They are: researcher gave related example about pictorial story and recount text with student experience. Second researcher guided student in writing recount text that was given explanation and hint about the topic (recount text about person).

- f) *Researcher reinforcement* in the classroom. Similarity with cycle 1, researcher gives reward to student such as good job, that's right, ok, and smart. Researcher said to them wow your good miss and one hundred for you! However you don't bore for study cause success have waited you. In addition the researcher gives applause, impression, motivation, and comment in their action. With like that student always enthusiasm in writing English learning.
- g) *Researcher classroom interaction* in the classroom. Different with cycle 1, in cycle 2 First action students showing interesting while learning process. It seen student ready and happy while get knowledge from researcher. Researcher also prepares all addition to ordering material to student. Similarity with cycle 1, Second researcher give feedback on each person progress, openly soliciting student's idea and feeling. Third researcher valuing and respecting on what student think and say. Fourth laughing with them and not at

them. Fifth researcher working with them as team and not against them.

Different with cycle 1, in cycle 2 for this researcher action add improving from cycle 1. It was moved around class and gave time for student questioning. With like that student enthusiasm in writing learning.

- h) *Teaching procedure* was the proper way of doing or applying pictorial story media by researcher to students. Similarity with cycle 1, First researcher explained learning process that targeted. It means researcher explained the objective of material by using pictorial story media. Second researcher explained how to using pictorial story when collect their ideas into media. Third researcher asked student to make a title based on theme is to describe picture. Fourth researcher asked student to identify needs to help student in their project and make that as head of fish. Fifth with using paper, Sixth researcher command students to check their category of part is same with needs. Seventh Then researcher asked students again to fill all parts media. Eighth after students finish identifies the all structure, researcher asks students to arrange a sentence or paragraph recount text based on their pictorial story media.

2) Result of test in cycle 2

In the test cycle 2, the students got better understanding about pictorial story media, how to organize ideas with picture, and identify pictorial story into descriptive text. They got better understanding about the materials. It almost can be said that their scores was improve. It was happened because the students had already good background knowledge related to the topic which the researcher gave in the previous cycle before. The score of student writing in cycle 2 could be seen on table below:

Table 4.4 Student writing score in cycle 2

No	Students Initial	Students Score
		Cycle 1
1	AA	70*
2	AF	75*
3	AI	90*
4	AI	70*
5	AR	50
6	AR	70*
7	CJ	50
8	CK	80*
9	EA	45
10	IE	85*
11	MF	75*
12	NAZ	65
13	P	85*
14	RAI	70*
15	RE	80*
16	S	45
17	SA	35
18	SE	30
19	TP	25
20	WS	45
21	YA	70*
Total Score		1310
Mean Score		62.38

Percentage	57.14%
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In general, the data above shows enough category student achievement in learning process. Number of student is 21 student with minimum score 25, and the maximum score is 90. In this cycle most students had gotten the passing grade of criteria mastery of learning (KKM) 70. Distribution of student achievement is shown on following table below:

Table 4.5 Distribution Student Score

No	Interval	Frequency
1	88 – 100	1
2	75 – 87	6
3	62 – 74	6
4	49 – 61	2
5	36 – 48	3
6	23 – 35	3
	<i>i=12</i>	21

Based on table above, the distribution of student achievement in cycle 2 which process frequency maximum 70 with interval 12. The first range 88-100 which consist of 1 student. The second range 75-87 consists of 6 students. The third range 62-74 consists of 6 students. The fourth range 49-61 consists of 2 students. The fifth range 36-48 consists of 3 students. The last range 25-35 consists of

3 students. After getting this result, the researcher complete that research can be end in this cycle. To see the student achievement in cycle 2 researcher shows that in diagram below:

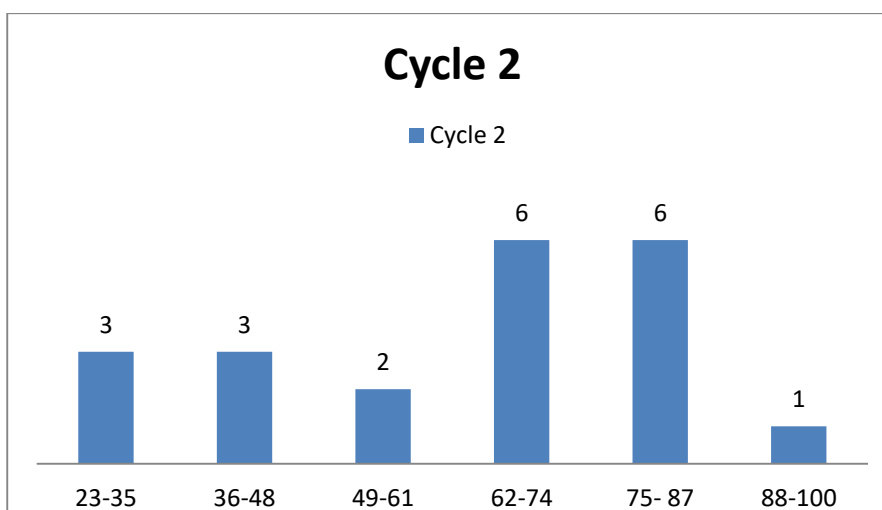


Chart 4.2 students score in cycle 2

The results of the test showed the improvement of the students writing skill in using pictorial story media. It could be seen from the mean score between cycle 1 and cycle 2 where the mean score in cycle 1 was 56.19 and mean score of cycle 2 was 62.38. The researchers showed indicators mean score in writing skill could be seen through that following table below:

Table 4.6 Students Writing Score in Cycle 2

Criteria of Writing	Mean Score	Percentage
Grammar	10.71	57.14%
Vocabulary	10.71	
Mechanic	12.14	

Fluency	13.80	
From(Organization)	15.02	
Total	62.38	

After during the research, the researcher had known that result of the test. Actually the result showed improved did in the cycle 2. Most of the students were able to identify and increase indicators writing, such as grammar, vocabulary, mechanic, fluency, and form in text recount. The mean score of students writing skill through pictorial story media in the cycle 2 was 62.38 with the higher mean score in grammar, vocabulary, and fluency. The researcher would be seen in chart below:

Based on the result of cycle 2, the researcher conclude that the students score that pass standard score was 12 students or 50% and 12 students or 50% did not pass standard score. Therefore the researcher concludes that the result from during the research, observation note sheet, teacher observation note sheet the researcher concluded that the indicator of success in this research had been achieved. Therefore the research could be ended in this cycle.

c. Comparison mean score Cycle 1 and Cycle 2

The comparison score of students in cycle 1 and cycle 2 based on test showed that from 8 students (who pass the standard KKM) in cycle 1 became 12 students (who pass the standard KKM) in cycle 2 with the

percentage 50%. It can conclude that the students writing skill in teaching learning process by using pictorial story media improve from the previous cycle. To see the improvement of the result of student writing score from cycle 1 until cycle 2, researcher describe as follow:

Table 4.7 Student writing improvement in cycle 1 and cycle 2

No	Students Initial	Students Score		State
		Cycle 1	Cycle 2	
1	AA	25	70*	70*
2	AF	65	75*	75*
3	AI	75*	90*	90*
4	AI	30	70*	70*
5	AR	65	50	50
6	AR	70*	70*	70*
7	CJ	65	50	50
8	CK	35	80*	80*
9	EA	35	45	45
10	IE	70*	85*	85*
11	MF	65	75*	75*
12	NAZ	65	65	65
13	P	70*	85*	85*
14	RAI	25	70*	70*
15	RE	35	80*	80*
16	S	75*	45	45
17	SA	70*	35	35
18	SE	35	30	30
19	TP	65	25	25
20	WP	70*	45	45
21	YA	70*	70*	70*
Total Score		1180	1310	Improve
Mean Score		56.19	62.38	Improve
Percentage		38.09%	57.14%	Improve

The table above shows that was clear improvement from cycle 1 to cycle 2 in the research. Based on test in every cycle, from 21 students in cycle 2, most students passing the criteria mastery of learning (KKM). In

cycle 1, there are 8 students fulfilled the minimum passing grade 70. But in cycle 2 most students or 12 students had fulfilled the minimum passing grade 70. The frequency distribution score of student researcher shows on table below:

Table 4.8 Comparison Student Distribution Score in Cycle 1 and Cycle 2.

Cycle 2			Cycle 1		
No	Interval	Frequency	No	Interval	Frequency
1	88 – 100	1	1	75 – 84	2
2	75 – 87	6	2	65 – 74	12
3	62 – 74	6	3	55 – 64	0
4	49 – 61	2	4	45 – 54	0
5	36 – 48	3	5	35 – 44	4
6	23 – 35	3	6	25 – 34	3
	<i>i=12</i>	21		<i>i=8</i>	21

Based on table above, researcher concludes that all students in cycle 1 are improved. However still has less in some students, it is caused their never tray to practice and practice about their writing in outside of the classroom. After did the research, researcher found different level and their means in each indicator writing. Here researcher describes it could be seen in the following table below:

Table 4.9 Students Mean Score Writing Skill in Cycle 1 and Cycle 2

Criteria of Writing	Mean Score Cycle 1	Percentage	Mean Score Cycle 2	Percentage
Grammar	9.04	38.09%	10.71	57.14%
Vocabulary	11.66		10.71	
Mechanic	11.19		12.14	
Fluency	13.09		13.80	
From(Organization)	11.21		15.02	
Total	56.19		62.38	

Same with explanation previous above, the students improvement based on indicators writing showed significant between cycle 1 and cycle 2. In cycle 1 many students still low in grammar and vocabulary however in mechanic and fluency still good. But after implementing pictorial story media and test in cycle 2, showed the student understanding in grammar and vocabulary improve than previous cycle.

After implementing and teaching in the classroom, there is some strategy researcher used to improve student achievement in writing skill. Such as give related example in media and descriptive text or give briefly explanation in using picture to collect idea and combine it into sentences or paragraph. Researcher gives direction and show and evaluates all the implication in every cycle. Researcher divided that into teaching skill, classroom management, and classroom applying. Researcher shows that in table below:

Table 4.10 Action of teaching in the classroom

Teaching Skill		Classroom Management		Classroom Applying	
Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
<p>- <i>Physical appearance</i> Researcher used black shirt, white shoes and bring bag to give impression for student</p> <p>- <i>Researcher written</i> Researcher wrote the function parts in media and give example of pictorial story</p> <p>- <i>Researcher explanation</i> Researcher introduce pictorial story to student</p> <p>- <i>Researcher classroom interaction</i> - Researcher explain</p>	<p>- <i>Physical Appearance</i> Researcher used blue shirt, white shoes and bring bag to give impression for student</p> <p>- <i>Researcher written</i> Researcher draw a picture in whiteboard and collect ideas into pictorial story</p> <p>- <i>Researcher Explanation</i> Researcher made a pictorial story and the using in collect idea</p> <p>- <i>Researcher interaction</i> Researcher gave related example to stimulate student understanding</p> <p>- <i>Researcher closing</i> Researcher</p>	<p>- Researcher give some roll to student while learning process</p>	<p>- Researcher give simple clue to help student in understanding difficult in pictorial story</p>	<p>- Researcher apply picture to collect their ideas</p>	<p>- Researcher apply all parts to collect student ideas into or sentences paragraph</p>

pictorial story and all parts	give feedback to student				
- <i>Researcher Closing</i>					
Researcher motivated student in learning process					

Based on the table above, the score of indicators students in writing skill through pictorial story media at grade VIII SMP N 1 Batang Angkola-Tapanuli Selatan was increased in cycle 1 to cycle 2. It could be seen from the result of students that mean score indicators was improvement in every cycle in chart below:

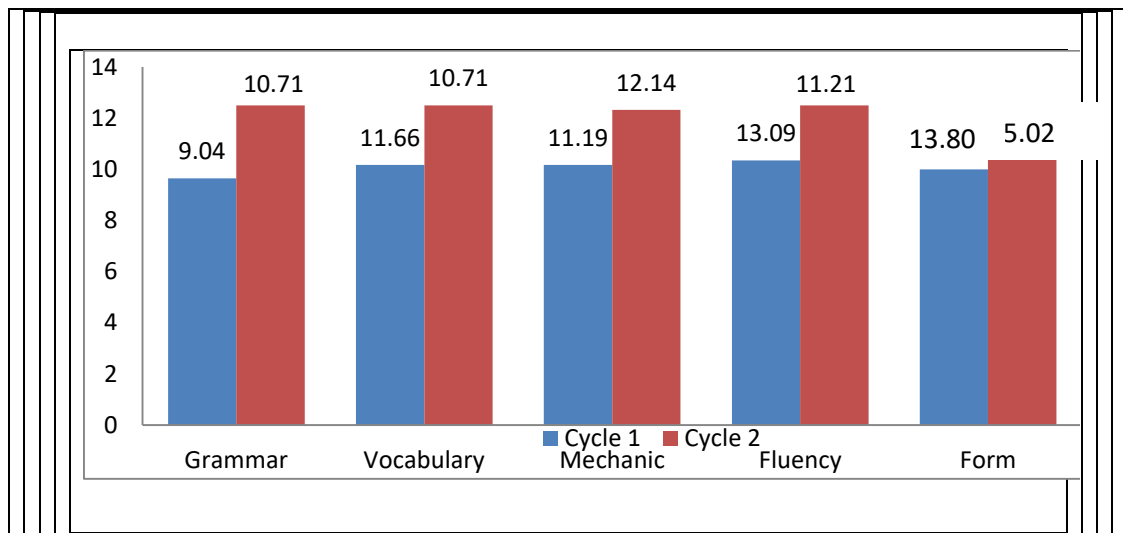


Chart 4.3 students indicators writing improvement in cycle 1 and cycle 2

From the analysis of the mean score of the writing skill test, it can be concluded that the use of pictorial story media in teaching and learning

writing of State 1 Junior High School does improve the students writing skill. The improvement of the writing skill can be seen from the students score.

After doing the test, the researcher had known that the improvement were in the skill mostly in making content of text, choosing appropriate words in vocabulary, making correct sentences of grammatical use, and correct all the grammatical uses in recount text. The improvement of the students writing score from the mean score of cycle 1 and cycle 2 could be seen on chart below:

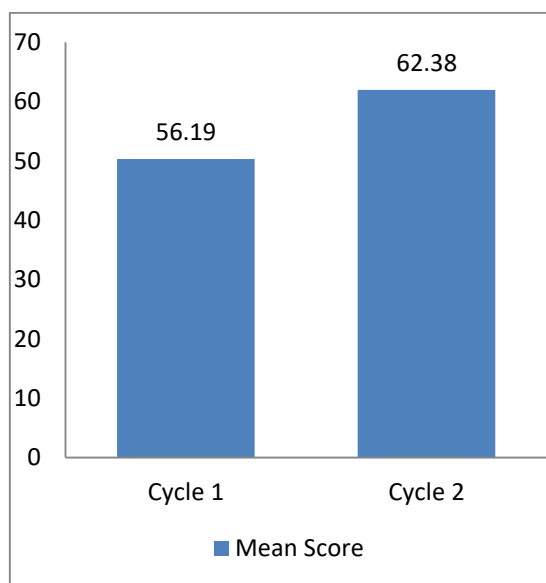


Chart 4.4 comparison mean score in cycle 1 and cycle 2

Based on analysis the result and research finding, it can be summarized that students writing skill improved. From the test in cycle 1, the students mean score was 56.19 increased to become 62.38 in test

cycle 2. It means that the implementation of pictorial story media can improve students writing skill.

B. Discussion

Based on the data this gathered from the results of cycle 1 and cycle 2, observation note sheet, and interview the researcher concluded several findings that answer the problem statement of the research as stated in chapter one. That is the achievement of the students. In this process, the researcher identified some factors causing the writing skill of the students VIII-E was low. Theca uses came from internal and external of students. For the students of VIII-E, writing is the most difficult skill than the others. There are some difficulties faced by the students were in using right grammar, still lack of vocabularies, content, punctuations, and sentence structure while build a sentences. They also had low motivation in English lesson, especially in writing a text. The teacher does not implement a media to giving chance for the students to be active writers in the classroom. Therefore, the students lack of time to practice writing.

Based on the explanation above, It relate to related findings in chapter two that the researcher used as a related finding. The result of this research was also similar to the previous studies. The first was the research from Arum

Wahyuningsih;¹ mention that using pictorial story media could improve students' writing skill.

The problems in writing skill such as: students writing achievement were low. Students did not have good strategy and knowledge in writing. Teacher strategy in teaching English was still traditional, and students could not share their writing directly. To solve these problems, he concluded the research by using Blogging Media. In this research, the researcher used two online tests and two cycles. Moreover, the participants of this research were the class of VIII-1 consisted of 21 students and also there was collaboration with an English teacher. Meanwhile, the data was derived from writing tests, observation notes, and also interview.

Based on the research result, showed the improvement mean score of the students. The first test in the first cycle was 70.23 (47.61%) and the second test in the second cycle was 81.90 (95.00%). It can be concluded that the mean score in the second cycle was higher than the first cycle. Based on the observation notes stated that the students got improvement and the students were more active and interested in learning process. Related to the interview result, it could be known that students' writing skill had improved. It asserted that Blogging Media improved students' writing skill.

¹ Arum Wahyuningsih, "Improving Students' Writing Skill Through Picture Media In Grade x Of Office Administration 2 Of SMK Negeri 1 Tempel" Nitro^{pdf} Professional, <https://www.scribd.com/document/370170653/Arum-Wahyuningsih-06202241049>, Retrieved 16/09 2018 at 10.10 Wib

The last previous study was from Eni Yusnita dkk;² By conducting the classroom action research, it was found out that using pictures series improve the students' recount text writing. The result of this research has shown that the students progress in improves writing in each cycle.

The students had some problems in writing skill, the problem are: the students were difficult to get ideas in recount text paragraph. For example students difficult to get ideas without the clue of fictures series. The methodology of this research is classroom action research which consisted of 2 cycles. The subject of this research was the tenth grade students'. The number of participant in this research was 40 students. In completing the research, the researcher used the observation, written test and note us instruments of collecting the data. By conducting the classroom action research, it was found out that using pictures series improve the students' recount text writing. The result of this research has shown that the students progress in improves writing in each cycle. First cycle was 61.5 (last than 65, not achieved). The second cycles, was 66.0 (Achieved) which was higher than the KKM score. So, the use of pictorial series will help the students' in improving recount text writing.³

²Yusnita Eni, Clarry Sada And Dewi Novita,. *Improving Students' Recount Text Writing By Using Pictures Series*,an action Research at Thent Grade of SMK Panca Bhakti Kubu Raya in Academic Year 2011/2012, <https://media.neliti.com-210376-none>, Retrieved 16/09 2018 at 10.10 Wib

³Eni Yusnita, Dkk,. *Improving Students' Recount Text Writing By Using Pictures Series*.(an action Research at Thent Grade of SMK Panca Bhakti Kubu Raya in Academic Year 2011/2012). , <https://media.neliti.com-210376-none>, Retrieved 16/09 2018 at 10.10 Wib

Based on related findings above, it can be concluded that writing skill is one of big problem in the some schools, and researchers will do a research about writing skill by using some strategies or techniques to solve the writing problem. The first research, give the explanation about Blogging Media can improve students achievement in writing skill, the kind of this research is class Action Research (CAR). The second research, gives the explanation about picture series can improve students in writing skill, the kind of this research is Class Action Research (CAR).

C. Threats of the Research

Including this research, researcher found some threats of this research. Are:

1. Data of this research was objective because it was processed by the researcher test, interview guidance, and observation note sheet on increasing student writing skill.
2. Student need more for learning cause' some students did not get score criteria of mastery learning (KKM) and others get score KKM. It is cause' students not focus in learning process and did not want to write what teacher said. Some of student made a noisy and disturb others in learning process.
3. This media can increase students writing skill but did not increase student criteria of mastery learning (KKM). It needed research more, but the school cannot give time to researcher cause' can annoy teacher and students learning process based on the school curriculum.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After getting the result of research here, the writer concluded:

Pictorial story media can improvement students' writing recount text at grade VIII-E SMP Negeri 1 Batang Angkola. Based on test, students mean score in cycle 1 was 56.19(38.09%) increased and became 62.38 in cycle 2 (57.14%). The increasing from cycle 1 and cycle 2 was 18% and it could be conclude that the answer has been achieved. This media can increase the students writing skill in learning process but did not increased student criteria mastery of learning (KKM)

B. The Suggestion

Based on the conclusion above, the researcher suggested:

1. For the teacher, it is very wise to use pictorial story media in teaching writing recount text because this media can make the students more active in organizing their experience information in their mind like more creatively.
2. For the students, it is hoped that by using pictorial story media the students more interested in studying English especially writing recount text, because pictorial story media provides free time to improve the

students' writing ability. It also can give deep concentration for the students when they are writing a recount text.

3. For other researcher, the findings of this research are to develop all information and knowledge for those who are interested in doing research related to this research.

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APPENDIX 1

Lesson Plan 1 Cycle 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP Negeri 1 Batang Angkola
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VIII/2
Alokasi Waktu	: 4 x 40 menit (2 pertemuan)

A. Kompetensi Inti

- K1.** Menghargai dan menghayati ajaran agama yang dianutnya
- K2.** Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- K3.** Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

K4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

NO	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Sebagai bukti bahwa siswa mensyukuri mendapat kesempatan belajar bahasa Inggris: bertanggung jawab, peduli, bekerja sama dan cinta damai dalam belajar menghargai menghayati ajaran agama yang dianut.
2	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan	2.2.1 menghargai dan menghayati perilaku jujur, disiplin, peduli (toleransi, gotong royong) santun percaya diri dalam berinteraksi secara efektif

	teman. (Cetak tebal: Fokus untuk pembelajaran dalam RRP ini)	dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3	3.11 menerapkan struktur teks dan unsure kebahasaan untuk melaksanakan fungsi social menyatakan dan menanyakan tindakan / kejadian yang dilakukan / terjadi di waktu lampau, sesuai dengan konteks penggunaannya.	3.3.11 siswa mampu menerapkan struktur teks dan keahasaannya tentang kejadian yang terjadi di masa lampau. Siswa mampu menyatakan dan menanyakan tindakan/ kejadian dilakukan / terjadi di waktu lampau.
4	4. 13 menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa.	4.13 siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan. Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis Siswa mampu menangkap tentang kegiatan/ peristiwa dan kejadian.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulisan yang menyatakan dan menanyakan tindakan / kejadian yang dilakukan / terjadi di waktu lampau untuk melaporkan menceritakan, menjelaskan dan sebagainya menggunakan ungkapan dengan struktur teks yang runtut dengan unsure kebahasaan yang benar yang sesuai dengan konteks, secara jujur disiplin, percaya diri dan tanggung jawab, peduli, kerjasama dan cinta damai (sikap pengetahuan dan keterampilan)

D. Materi Pembelajaran

Fungsi Sosial : teks lisan dan tulis untuk menyatakan dan menanyakan tentang unsure kebahasaan dan struktur teks pada teks recount.

Struktur Teks:

1. Memulai
2. Menanggapi (di harapkan/ di luar dugaan)

Topik: menceritakan kejadian yang telah berlalu dengan menggunakan jenis teks recount.

Metode Pembelajaran

1. Pendekatan : scientific Approach
2. Model pembelajaran : problems based learning

E. Media, Alat, dan Sumber Pembelajaran

1) Media

English Book, When English Rings a Bell

2) Alat

spidol , papan tulis

3) Sumber Pembelajaran

- a. Bahasa Inggris, *When English rings the bell* Kementerian Pendidikan dan Kebudayaan. 2013, Jakarta
- b. Lingkungan sekitar: Nama dan lokasi lingkungan sekitar sekolah

F. Langkah-langkah Kegiatan Pembelajaran

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
Pendahuluan : 1) Guru memberi salam (<i>greeting</i>); 2) Guru memeriksa kehadiran siswa; 3) Guru menyapa kesiapan murid dalam memulai pelajaran 4) Guru menjelaskan tentang pelajaran yang akan dipelajari 5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.	1) Siswa menjawab salam 2) Menyatakan kehadirannya dengan mengatakan “present” 3) siswa menyatakan kesiapan mereka dalam belajar. 4) siswa mendengarkan penjelasan tentang pelajaran yang akan di pelajari	20

<p>6) Guru membacakan teks pelajaran terlebih dahulu dan diikuti oleh peserta didik</p>	<p>5) siswa mendengarkan cakupan materi dan uraian kegiatan sesuai silabus.</p> <p>6) Siswa mendengarkan Guru membacakan teks pelajaran</p>	
<p>Kegiatan inti :</p>		
<p>1. Guru meminta siswa untuk membentuk kelompok yang terdiri dari lima orang siswa</p>	<p>1. Siswa membentuk beberapa kelompok</p>	
<p>2. Guru memperlihatkan beberapa gambar kepada siswa dan meminta mereka menyiapkan pertanyaan tentang gambar tersebut, berikan saran dan koreksi dan saran jika perlu</p>	<p>2. Siswa memperhatikan guru memperlihatkan gambar dan menyediakan beberapa pertanyaan tentang gambar tersebut jika perlu</p>	
<p>3. Guru meminta siswa untuk mengajukan pertanyaan</p>	<p>3. Siswa mengajukan beberapa pertanyaan</p>	
<p>4. Guru meminta siswa agar berinteraksi dengan menyampaikan pertanyaan</p>	<p>4. Siswa berinteraksi dengan menyampaikan beberapa pertanyaan dan kelompok lain menjawab pertanyaan</p>	<p>40</p>

<p>dan kelompok yang lain menjawab pertanyaan tersebut</p> <p>5. Guru mencatat pertanyaan dan jawaban masing-masing group tersebut di papan tulis</p> <p>6. Guru meminta siswa untuk membentuk group baru yang terdiri dari dua orang siswa dan meminta masing-masing group menuliskan sebuah cerita berdasarkan gambar</p> <p>7. Guru meminta siswa untuk menempel cerita yang sudah mereka tulis di papan tulis dan meminta mereka untuk membacanya dan kelompok lain memeberikan komentar mengenai cerita tersebut</p>	<p>5. Siswa memperhatikan pertanyaan yang di catat oleh guru</p> <p>6. Siswa membentuk group yang baru yang terdiri dari dua orang siswa dan masing-masing group menuliskan sebuah cerita berdasarkan gambar</p> <p>7. Siswa menempelkan cerita yang sudah mereka tulis dan mereka membacanya dan kelompok lain memberikan komentar.</p>	
<p>Penutup</p> <p>Peserta didik dan guru melakukan refleksi</p>	<p>1) Siswa melakukan repleksi terhadap</p>	

<p>terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</p> <p>1) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.</p> <p>2) Guru memberikan penugasan berupa tugas mandiri</p> <p>3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>4) Peserta didik dan guru mengucapkan salam perpisahan.</p>	<p>kegiatan pembelajaran dan manfaatnya</p> <p>2) Siswa memeberi umpan balik terhadap proses dan hasil pemebelajaran</p> <p>3) Siswa mengerjakan beberapa tugas mandiri yang di berikan oleh guru</p> <p>4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>5) Siswa mengucapkan salam perpisahan</p>	20
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G. Penilaian

Indicator pencapaian kompetensi	Teknik penilaian	Bentuk instrument	Instrument soal
1. Mengidentifikasi topic yang terkait dalam teks	Tes tulisan	Essay test	Write the recount text through

berbentuk recount 2. Memahami grammar yang di gunakan dalam teks recount 3. Mengidentifikasi informasi penting yang terdapat dalam teks 4. Memahami kosa kata yang terdapat dalam teks 5. Menarik kesimpulan yang ada dalam teks			pictorial story media as modeling for you before
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a. Pedoman penilaian

1) Jumlah skor maksimal keseluruhan adalah 100

2) Setiap jawaban yang benar diberi skor 20, 15, 10, dan 5. Jumlah skor keseluruhan $5 \times 2 = 100$. (Test Tertulis)

3) Nilai Rata-rata = $\frac{\text{Total Nilai Keseluruhan}}{\text{Jumlah siswa}}$

Jumlah siswa

b. Instrument: write the recount text through pictorial story media as modeling for you before

c. Rubrik penilaian

Indicators	Score			
Grammar	20	15	10	5
Vocabulary	20	15	10	5
Mechanic	20	15	10	5
Fluency	20	15	10	5
Form(organization)	20	15	10	5

Padangsidimpuan,

2018

Validator

Researcher

Ilmi Hasjulinarti, S.Pd.

NIP 197507082008012002

Yusmita Harahap

NIM: 14 203 00155

APPENDIX II

LIST OF TEST

Test of Cycle I

Test of cycle I

A. Pendahuluan

1. Instrument ini digunakan untuk mengetahui kemampuan siswa dalam teks tertulis recount.
2. Jawaban anda tidak akan mempengaruhi/prestasi anda di sekolah ini.
3. Hasil tes anda akan di jaga kerahasiannya.

B. Pedoman

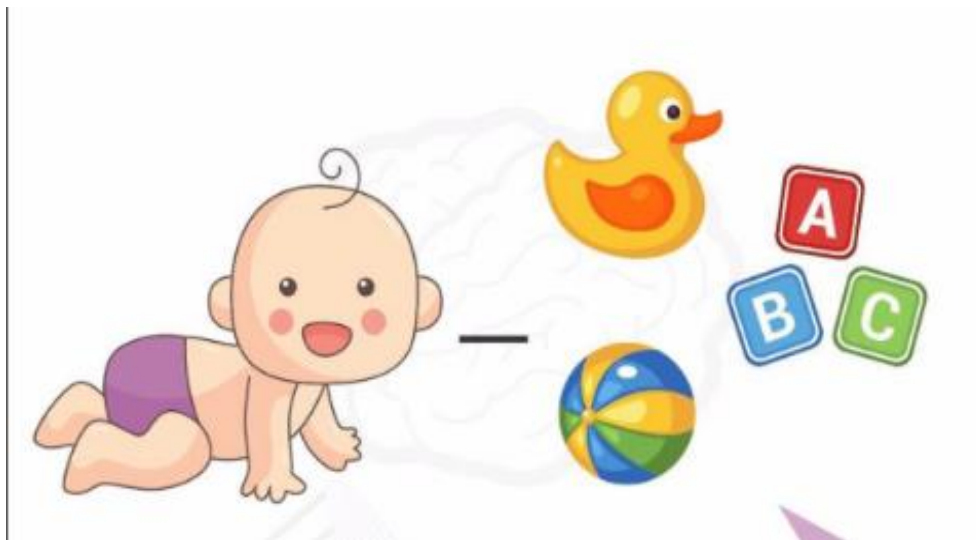
1. Baca pertanyaan dengan hati-hati.
2. Jika kamu memiliki pertanyaan, Tanya pada guru!
3. Lakukan tes sendiri.

C. Questions

1. Write recount text through pictorial story media as modeling to you before!

2. The text should be consist generic structure: orientation, events, and orientation!
3. Choose one of the tittles and discuss with your group:

a. When I was a child



b. My kindergarten



c. My primary school



a. d. sweet memories in primary school



Padangsidimpuan, 2018

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APPENDIX III

Lesson Plan 2 Cycle 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP Negeri 1 Batang Angkola
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VIII/2
Alokasi Waktu	: 4 x 40 menit (2 pertemuan)

H. Kompetensi Inti

- K1.** Menghargai dan menghayati ajaran agama yang dianutnya
- K2.** Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- K3.** Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

K4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

I. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

NO	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.2 Sebagai bukti bahwa siswa mensyukuri mendapat kesempatan belajar bahasa Inggris: bertanggung jawab, peduli, bekerja sama dan cinta damai dalam belajar menghargai menghayati ajaran agama yang dianut.
2	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan	2.2.1 menghargai dan menghayati perilaku jujur, disiplin, peduli (toleransi, gotong royong) santun percaya diri dalam berinteraksi secara efektif

	teman. (Cetak tebal: Fokus untuk pembelajaran dalam RRP ini)	dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3	3.11 menerapkan struktur teks dan unsure kebahasaan untuk melaksanakan fungsi social menyatakan dan menanyakan tindakan / kejadian yang dilakukan / terjadi di waktu lampau, sesuai dengan konteks penggunaannya.	3.3.11 siswa mampu menerapkan struktur teks dan keahasaannya tentang kejadian yang terjadi di masa lampau. Siswa mampu menyatakan dan menanyakan tindakan/ kejadian dilakukan / terjadi di waktu lampau.
4	4. 13 menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa.	4.13 siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan. Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis Siswa mampu menangkap tentang kegiatan/ peristiwa dan kejadian.

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J. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulisan yang menyatakan dan menanyakan tindakan / kejadian yang dilakukan / terjadi di waktu lampau untuk melaporkan menceritakan, menjelaskan dan sebagainya menggunakan ungkapan dengan struktur teks yang runtut dengan unsure kebahasaan yang benar yang sesuai dengan konteks, secara jujur disiplin, percaya diri dan tanggung jawab, peduli, kerjasama dan cinta damai (sikap pengetahuan dan keterampilan)

K. Materi Pembelajaran

Fungsi Sosial : teks lisan dan tulis untuk menyatakan dan menanyakan tentang unsure kebahasaan dan struktur teks pada teks recount.

Struktur Teks :

3. Memulai
4. Menanggapi (di harapkan/ di luar dugaan)

Topik: menceritakan kejadian yang telah berlalu dengan menggunakan jenis teks recount.

Metode Pembelajaran

St

3. Pendekatan : scientific Approach
4. Model pembelajaran : problems based learning

L. Media, Alat, dan Sumber Pembelajaran

1) Media

English Book, When English Rings a Bell

2) Alat

spidol , papan tulis

3) Sumber Pembelajaran

- c. Bahasa Inggris, *When English rings the bell* Kementerian Pendidikan dan Kebudayaan. 2013, Jakarta
- d. Lingkungan sekitar: Nama dan lokasi lingkungan sekitar sekolah

M. Langkah-langkah Kegiatan Pembelajaran

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
<p>Pendahuluan :</p> <ol style="list-style-type: none"> 1) Guru memberi salam (<i>greeting</i>); 2) Guru memeriksa kehadiran siswa; 3) Guru menyapa kesiapan murid dalam 	<ol style="list-style-type: none"> 1) Siswa menjawab salam 2) Menyatakan kehadirannya dengan mengatakan “present” 	

<p>memulai pelajaran</p> <p>4) Guru menjelaskan tentang pelajaran yang akan dipelajari</p> <p>5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.</p> <p>6) Guru membacakan teks pelajaran terlebih dahulu dan diikuti oleh peserta didik</p>	<p>3) siswa menyatakan kesiapan mereka dalam belajar.</p> <p>4) siswa mendengarkan penjelasan tentang pelajaran yang akan dipelajari</p> <p>5) siswa mendengarkan cakupan materi dan uraian kegiatan sesuai silabus.</p> <p>6) Siswa mendengarkan Guru membacakan teks pelajaran</p>	<p>20</p>
<p>Kegiatan inti :</p>		
<p>8. Guru meminta siswa untuk membentuk kelompok yang terdiri dari lima orang siswa</p> <p>9. Guru memperlihatkan beberapa gambar kepada siswa dan meminta</p>	<p>1. Siswa membentuk beberapa kelompok</p> <p>2. Siswa memperhatikan guru memperlihatkan gambar dan menyediakan beberapa pertanyaan</p>	

<p>mereka menyiapkan pertanyaan tentang gambar tersebut, berikan saran dan koreksi dan saran jika perlu</p> <p>10. Guru meminta siswa untuk mengajukan pertanyaan</p> <p>11. Guru meminta siswa agar berinteraksi dengan menyampaikan pertanyaan dan kelompok yang lain menjawab pertanyaan tersebut</p> <p>12. Guru mencatat pertanyaan dan jawaban masing-masing group tersebut di papan tulis</p> <p>13. Guru meminta siswa untuk membentuk group baru yang terdiri dari dua orang siswa dan meminta masing-masing group menuliskan sebuah cerita berdasarkan gambar</p> <p>14. Guru meminta siswa untuk menempel cerita yang sudah mereka tulis di</p>	<p>tentang gambar tersebut jika perlu</p> <p>3. Siswa mengajukan beberapa pertanyaan</p> <p>4. Siswa berinteraksi dengan menyampaikan beberapa pertanyaan dan kelompok lain menjawab pertanyaan</p> <p>5. Siswa memperhatikan pertanyaan yang di catat oleh guru</p> <p>6. Siswa membentuk group yang baru yang terdiri dari dua orang siswa dan masing-masing group menuliskan sebuah cerita berdasarkan gambar</p> <p>7. Siswa menempelkan cerita yang sudah mereka tulis dan mereka membacanya dan kelompok lain memberikan komentar.</p> <p>8. Siswa menyelesaikan</p>	<p>40</p>
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<p>papan tulis dan meminta mereka untuk membacanya dan kelompok lain memeberikan komentar mengenai cerita tersebut</p> <p>15. Guru menyelesaikan permasalahan di siklus I</p>	<p>permasalahan di siklus I</p>	
<p>Penutup</p> <p>Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</p> <p>5) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.</p> <p>6) Guru memberikan penugasan berupa tugas mandiri</p> <p>7) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan</p>	<p>1) Siswa melakukan repleksi terhadap kegiatan pembelajaran dan manfaatnya</p> <p>2) Siswa memeberi umpan balik terhadap proses dan hasil pemebelajaran</p> <p>3) Siswa mengerjakan beberapa tugas mandiri yang di berikan oleh guru</p> <p>4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan</p>	<p>20</p>

berikutnya. 8) Peserta didik dan guru mengucapkan salam perpisahan.	berikutnya. 5) Siswa mengucapkan salam perpisahan	
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N. Penilaian

Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrument	Instrument soal
B. Mengidentifikasi topic yang terkait dalam teks berbentuk recount C. Memahami grammar yang di gunakan dalam teks recount D. Mengidentifikasi informasi penting yang terdapat dalam teks E. Memahami kosa kata yang terdapat dalam teks F. Menarik kesimpulan	Tes tulisan	Essay test	Write the recount text through pictorial story media as modeling for you before

yang ada dalam teks			
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a. Pedoman penilaian

4) Jumlah skor maksimal keseluruhan adalah 100

5) Setiap jawaban yang benar diberi skor 20, 15, 10, dan 5. Jumlah skor keseluruhan $5 \times 2 = 100$. (Test Tertulis)

6) Nilai Rata-rata = $\frac{\text{Total Nilai Keseluruhan}}{\text{Jumlah siswa}}$

Jumlah siswa

b. Instrument: write the recount text through pictorial story media as modeling for you before

c. Rubrik penilaian

Indicators	Score			
	Grammar	20	15	10
Vocabulary	20	15	10	5
Mechanic	20	15	10	5

Fluency	20	15	10	5
Form(organization)	20	15	10	5

Padangsidimpuan,

2018

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APPENDIX IV

LIST OF TEST

Test of Cycle II

Test of cycle I

A. Pendahuluan

1. Instrument ini digunakan untuk mengetahui kemampuan siswa dalam teks tertulis recount.
2. Jawaban anda tidak akan mempengaruhi/prestasi anda di sekolah ini.
3. Hasil tes anda akan di jaga kerahasiannya.

B. Pedoman

1. Baca pertanyaan dengan hati-hati.
2. Jika kamu memiliki pertanyaan, Tanya pada guru!
3. Lakukan tes sendiri.

C. Questions

1. Write recount text through pictorial story media as modeling to you before!

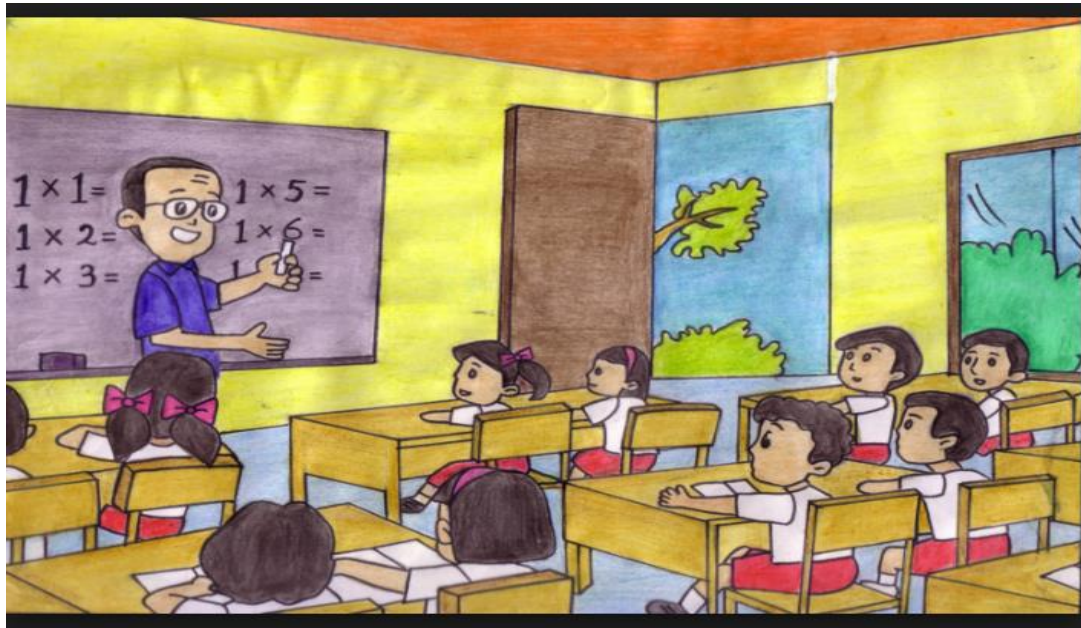
2. The text should be consist generic structure: orientation, events, and orientation!
3. Choose one of the tittles and discuss with your group:
 - d. When I was a child



e. My kindergarten



c. My primary school



d. sweet memories in primary school



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APPENDIX VII

**TEACHER OBSERVATIONS' SHEET IN TEACHING LEARNING
PROCESS (CYCLE 1)**

No	Activities	Checklist		Notes
		Yes	No	
1	Physic appearance and written			
	a. Dress cleanly and neatly	✓		researcher use black shirt, white shoes, and bring bag.
	b. Standing and writing face to students		✓	Researcher write something in whiteboard with sideways or faced to students
	c. Energetic and enthusiasm		✓	Researcher always smile, friendly, good manners, smart and neatly
	d. Writing is nice and readable		✓	Researcher did not writing nice to look and readable
	e. Writing is read from the all room side		✓	Researcher did not can read from all room Side
	f. Having certain sequence system		✓	Researcher did not use sequence system to teach student
2	Sound and classroom management			
	a. Loud voice		✓	Voice of Researcher not loud but

				weak
	b. Talking intelligibly		✓	Researcher not talking intelligibly to control student
	c. Talking fluently	✓		Researcher talking very fluently
	d. Rhythm: it is clear in important part		✓	Researcher did not use rhythm in clear explanation
	e. Class noise control		✓	Researcher did not control students who made noisy
	f. Class formation arrangement	✓		Researcher are good in arrange student in Group
3	Opening			
	a. Doing the apperception		✓	Researcher did not use apperception in teaching learning process
	b. Explaining the purpose of the learning outcome		✓	Researcher did not explain to student about outcomes of material
4	Implementing of learning material			
	Explaining pictorial story material by using media picture	✓		
	1) Researcher poses a question related to the text	✓		Researcher give question to students based on question related to text
	2) Researcher demonstrates how to make relevant information on the media	✓		Researcher good demonstrate in using

			Media
	3) Researcher demonstrates example information, using the media to infer or predict a possible Information	✓	Researcher good give demonstrate information using media
	4) Researcher demonstrates the third possibility, the information must be located closed to the text,	✓	Researcher good in arrange demonstrate about possibility in identify of pictorial story media
	a. Giving the suitable example in pictorial story media material	✓	Researcher good in give suitable example in pictorial story media
	b. Guiding students to practice the using of pictorial story media with additional questions	✓	Researcher help students to practice in using pictorial story media
5	Evaluation		
	a. Asking the students to do test and the researcher looks students during the test time	✓	Researcher good in asking student about Material
	b. After students finish in answering the test, the researcher collect the answer to give the assessment that appropriate with lesson plan	✓	Researcher collect the test and give assessment based on indicator writing in lesson plan
6	Reinforcement and interaction with students		
	a. Individual performance reward		✓ Researcher did not gave a reward for student who finish the task
	b. Stimulating students' questions		✓ Researcher did not stimulate student to

				asking in learning process
	c. Stimulating students' responses	✓		Researcher good in stimulate student Respond
	d. Responding students' questions			Researcher good in respond and friendly about question student
7	Closing			
	a. Making the conclusion based on pictorial story media material	✓		Researcher good in conclude material
	b. Asking the difficulties of students about pictorial story media material	✓		Researcher asks wit said "it is difficult?"
	c. Giving the motivation to students to apply pictorial story media in Writing Skill	✓		Researcher motivated student in apply Pictorial story media in another subject in English
No	Activities	checklist		notes
1	Researcher open the class by giving question or brainstorm activities to call the students background knowledge	✓		Researcher start meeting with greeting to Student
2	Researcher explain the material	✓		Researcher good in explain material
3	Researcher explain the use of pictorial story media	✓		Researcher good in explain used pictorial story media

4	Researcher give example how to use pictorial story media	✓		Researcher good in arrange example
5	Researcher give question to the students	✓		Researcher nerves when give question to Student
6	Researcher answer the students question	✓		Researcher also answer student question
7	Researcher check students understanding	✓		Researcher ask student about their understanding about material
8	Researcher gives feedback		✓	Researcher did not give feedback to student in while learning process
9	Researcher observe the students project	✓		Researcher good in observed and help student in their project
10	Researcher help students in group work	✓		Researcher good in help student in group Project
11	Researcher gives reinforcement	✓		Researcher good in give reinforcement to Student

APPENDIX VIII

**TEACHER OBSERVATIONS' SHEET IN TEACHING LEARNING
PROCESS (CYCLE 2)**

No	Activities	Checklist		Notes
		Yes	No	
1	Physic appearance and written			
	a. Dress cleanly and neatly	✓		researcher use pink shirt, white shoes, and bring bag.
	b. Standing and writing face to students	✓		Researcher write something in whiteboard with sideways or faced to students
	c. Energetic and enthusiasm	✓		Researcher always smile, friendly, good manners, smart and neatly
	d. Writing is nice and readable	✓		Researcher did not writing nice to look and readable
	e. Writing is read from the all room side	✓		Researcher did not can read from all room Side
	f. Having certain sequence system		✓	Researcher did not use sequence system to teach student
2	Sound and classroom management			
	a. Loud voice	✓		Voice of Researcher not loud but

				weak
	b. Talking intelligibly		✓	Researcher not talking intelligibly to control student
	c. Talking fluently	✓		Researcher talking very fluently
	d. Rhythm: it is clear in important part		✓	Researcher did not use rhythm in clear explanation
	e. Class noise control		✓	Researcher did not control students who made noisy
	f. Class formation arrangement	✓		Researcher are good in arrange student in Group
3	Opening			
	a. Doing the apperception		✓	Researcher did not use apperception in teaching learning process
	b. Explaining the purpose of the learning outcome		✓	Researcher did not explain to student about outcomes of material
4	Implementing of learning material			
	Explaining pictorial story material by using media picture			
	1) Researcher poses a question related to the text	✓		Researcher give question to students based on question related to text
	2) Researcher demonstrates how to make relevant information on the media	✓		Researcher good demonstrate in using

			Media
	3) Researcher demonstrates example information, using the media to infer or predict a possible Information	✓	Researcher good give demonstrate information using media
	4) Researcher demonstrates the third possibility, the information must be located closed to the text,	✓	Researcher good in arrange demonstrate about possibility in identify of pictorial story media
	a. Giving the suitable example in pictorial story media material	✓	Researcher good in give suitable example in pictorial story media
	b. Guiding students to practice the using of pictorial story media with additional questions	✓	Researcher help students to practice in using pictorial story media
5	Evaluation		
	a. Asking the students to do test and the researcher looks students during the test time	✓	Researcher good in asking student about Material
	b. After students finish in answering the test, the researcher collect the answer to give the assessment that appropriate with lesson plan	✓	Researcher collect the test and give assessment based on indicator writing in lesson plan
6	Reinforcement and interaction with students		
	a. Individual performance reward		✓ Researcher did not gave a reward for student who finish the task
	b. Stimulating students' questions		✓ Researcher did not stimulate student to

			asking in learning process
	c. Stimulating students' responses	✓	Researcher good in stimulate student Respond
	d. Responding students' questions	✓	Researcher good in respond and friendly about question student
7	Closing		
	a. Making the conclusion based on pictorial story media material	✓	Researcher good in conclude material
	b. Asking the difficulties of students about pictorial story media material	✓	Researcher asks wit said "it is difficult?"
	c. Giving the motivation to students to apply pictorial story media in Writing Skill	✓	Researcher motivated student in apply Pictorial story media in another subject in English
No	Activities	checklist	notes
1	Researcher open the class by giving question or brainstorm activities to call the students background knowledge	✓	Researcher start meeting with greeting to Student
2	Researcher explain the material	✓	Researcher good in explain material
3	Researcher explain the use of pictorial story media	✓	Researcher good in explain used pictorial story media

4	Researcher give example how to use pictorial story media	✓		Researcher good in arrange example
5	Researcher give question to the students	✓		Researcher nerves when give question to Student
6	Researcher answer the students question	✓		Researcher also answer student question
7	Researcher check students understanding	✓		Researcher ask student about their understanding about material
8	Researcher gives feedback		✓	Researcher did not give feedback to student in while learning process
9	Researcher observe the students project	✓		Researcher good in observed and help student in their project
10	Researcher help students in group work	✓		Researcher good in help student in group Project
11	Researcher gives reinforcement	✓		Researcher good in give reinforcement to Student

APPENDIX IX

Table students' writing skill in Cycle 1

No	Students Initial	Indicator					Score
		Grammar	Vocabulary	Mechanic	Fluency	Form	
1	AA	5	5	5	5	5	25
2	AF	15	5	10	15	20	65
3	AI	15	15	10	15	20	75*
4	AI	5	5	5	10	5	30
5	AR	5	15	15	20	10	65
6	AR	15	15	15	15	10	70*
7	CJ	5	15	10	15	20	65
8	CK	5	5	5	10	10	35
9	EA	5	15	10	15	10	35
10	IE	15	15	10	15	15	70*
11	MF	5	15	20	15	10	65
12	NAZ	15	20	15	15	10	65
13	P	15	15	15	10	15	70*
14	RAI	5	5	5	5	5	25
15	RE	5	5	5	10	10	35
16	S	15	10	15	20	15	75*
17	SA	10	15	15	15	15	70*
18	SE	5	5	5	10	10	35
19	TP	5	15	15	15	15	65
20	WS	5	15	15	15	20	70*
21	YA	15	15	15	10	15	70*
Total Score		190	245	235	275	225	1180
Mean Score		9.04	11.66	11.19	13.09	11.21	56.19

Percentage						38.09%
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$$\text{Mean Score} = \frac{\text{total score}}{\text{Total of the students}} = \frac{1180}{21} = 56.19$$

$$\text{Percentage} = \frac{\text{total of the students who get 70}}{\text{Total of the students}} = \frac{8}{21} = 38.09\%$$

APPENDIX X

Table students' writing skill in Cycle 2

No	Students Initial	Indicator					Score
		Grammar	Vocabulary	Mechanic	Fluency	Form	
1	AA	10	10	15	15	20	70*
2	AF	15	15	15	15	15	75*
3	AI	15	15	20	20	20	90*
4	AI	10	15	10	15	20	70*
5	AR	5	5	10	15	15	50
6	AR	10	15	10	20	15	70*
7	CJ	10	5	5	15	15	50
8	CK	15	15	20	10	20	80*
9	EA	10	5	5	10	15	45
10	IE	15	15	20	15	20	85*
11	MF	10	15	15	20	15	75*
12	NAZ	10	15	15	10	15	65
13	P	15	15	20	20	15	85*
14	RAI	10	10	15	15	20	70*
15	RE	15	15	10	20	20	80*
16	S	5	5	5	10	15	45
17	SA	5	5	5	10	10	35
18	SE	5	5	5	5	10	30
19	TP	5	5	5	5	5	25
20	WS	15	15	10	10	15	45
21	YA	15	15	20	15	15	70*
Total Score		225	225	255	290	330	1310
Mean Score		10.71	10.71	12.14	13.80	15.02	62.38

Percentage						57.14%
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$$\text{Mean Score} = \frac{\text{total score}}{\text{Total of the students}} = \frac{1310}{21} = 62.38$$

$$\text{Percentage} = \frac{\text{total of the students who get 70}}{\text{Total of the students}} = \frac{8}{21} = 57.14\%$$

Appendix XI

Table Details Comparative of Students Writing Skill

No	Students Initial	Students Score		State
		Cycle 1	Cycle 2	
1	AA	25	70*	70*
2	AF	65	75*	75*
3	AI	75*	90*	90*
4	AI	30	70*	70*
5	AR	65	50	50
6	AR	70*	70*	70*
7	CJ	65	50	50
8	CK	35	80*	80*
9	EA	35	45	45
10	IE	70*	85*	85*
11	MF	65	75*	75*
12	NAZ	65	65	65
13	P	70*	85*	85*
14	RAI	25	70*	70*
15	RE	35	80*	80*
16	S	75*	45	45
17	SA	70*	35	35
18	SE	35	30	30
19	TP	65	25	25
20	WP	70*	45	45
21	YA	70*	70*	70*
Total Score		1180	1310	Improve
Mean Score		56.19	62.38	Improve

Percentage	38.09%	57.14%	Improve
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Appendix XII

Table Factor Influenced In Writing Learning Process

Internal Factor	External Factor
<p>Base on indicator :</p> <ol style="list-style-type: none">1. Grammar2. Vocabulary3. Mechanic4. Fluency5. Form	<ol style="list-style-type: none">1. The students very noisy because difficult to understand material2. Some students are bored in teaching learning process

Appendix XIII

Table Observation Sheet Comparison in Cycle 1 and Cycle 2

Cycle 1	Cycle 2
1. Did not pay attention	1. Pay attention
2. Did not understand about material	3. Know material and media
4. Some students did not finish their task and still confused with the material	5. All students finish their task and more comprehend with the material
6. When researcher explain the material, some students start talk about something else	7. More active and focus to hear explanation the researcher about material

Appendix XIV

Table Interview Guidance Comparison in Cycle 1 and Cycle 2

Cycle 1	Cycle 2
1. first we difficult and did not understand with pictorial story media	A. using pictorial story media helpful to collect the ideas in made a sentence or paragraph
2. When Miss taught us at the first time, Miss was too focus on the material so Miss was less care of students in behind. Miss should go there and give them a warn to pay attention on the lesson brother.)	B. After using pictorial story media, we can arrange text systematize, and then We can collect the idea in media
3. Before used this pictorial story media, my writing always category bad and easy in write but difficult in arranged	4. after using this pictorial story, it easy in my writing because sometimes we not direct to write and not understand
5. Before I don't know how to make paragraph recount text be better	6. After using pictorial story media I fell easy to make a paragraph and sentences
7. I don't understand how to using media in writing	By using pictorial story media that easy in writing skill

Appendix XV

Table Students Score Category in Cycle 1

Category	Standard Score	Frequency	Percentage
Pass	>70	8	38.09%
Not Pass	<70	13	61.90%

Appendix XVI

Table Students Score Category in Cycle 2

Category	Standard Score	Frequency	Percentage
Pass	>70	12	57.14%
Not Pass	<70	9	42.85%

Curriculum vitae

A. Identify

Name : Yusmita Harahap
Reg. Num. : 14 203 00155
Place/Birth : Simongi/08 november 1994
Sex : Female
Religion : Islam
Address : somongi, kec. Kota Pinang, kab. Labuhan Batu Selatan

B. Parents

Fathers Name : Jalaluddin harahap
Mothers Name : Sania Lubis

C. Educational Background

1. Elementary School : SD N No 117873 Pasir Tuntung(2006)

2. Junior High School : MTS Dar Al-Ma'arif B.Baru (2009)
3. Senior High School : SMA N 2 Kota Pinang (2013)
4. University : IAIN Padangsidempuan (2019)



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Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 2165 /In.14/E/TL.00/11/2018
Hal : Izin Penelitian
Penyelesaian Skripsi.

Yth. Kepala SMP N Batang Angkola Tapanuli Selatan
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Yusmita Harahap
NIM : 1420300155
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan ilmu Keguruan
Alamat : Kota Pinang Labuhan Batu Selatan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul: "Improving Students' Writing Skill Through Pictorial Story Media AT SMP N Batang Angkola Tapanuli Selatan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Padangsidempuan, 23 November 2018
Dekan



Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002 9



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sibolang 22733
Telephone 0634- 22080 Faksimil: 0634-24022

Nomor : 59 /In.14/E.6a/PP.00.9/ 09 /2017
Sifat : Biasa
Lampiran : -
Perihal : *Pengesahan Judul dan Pembimbing Skripsi*
Padangsidempuan, 20 September, 2017

Kepada Yth Bapak/Ibu:
1. Rayendriani Fahmei Lubis, M.Ag. (Pembimbing I)
2. Zainuddin, S.S., M.Hum. (Pembimbing II)

Di-
Padangsidempuan

Assalamu'alaikum Wr. Wb


Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

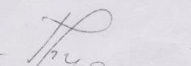
Nama : Yusmita Harahap
Nim : 14 203 00155
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI-4
Judul Skripsi : **IMPROVING STUDENTS' WRITING SKILL BY USING PICTORIAL STORY MEDIA AT SMP N 1 BATANG ANGKOLA-TAPANULI SELATAN**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris

Sekretaris Jurusan Tadris Bahasa Inggris


Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001


Fitri Kayani Siregar, M.Hum.