DEVELOPING WRITING SKILL OF GRADE VIII STUDENTS AT MTs ALKHAIRAT MAMBORO THROUGH PICTURE SERIES

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Abstrak
Penelitian ini bertujuan untuk mengembangkan keterampilan menulis siswa melalui gambar berseri. Penelitian ini didesain sebagai penelitian tindakan kelas yang dilaksanakan di MTs Alkhairaat Mamboro. Subjek penelitian ini adalah 20 siswa kelas Delapan, terdiri dari 11 siswa dan 9 siswi. Penelitian ini terdiri dari dua siklus melalui langkah-langkah perencanaan, tindakan, observasi, dan refleksi. Setiap siklus terdiri dari dua pertemuan. Peneliti dan kolaboratornya mengumpulkan data melalui lembar observasi, catatan lapangan, dan butir soal menulis. Data dianalisis secara kualitatif dan kuantitatif. Data yang didapatkan dari tes diabalisa secara kuantitatif sedangkan data dari lembar observasi dan catatan lapangan tidak dianalisa secara kuantitatif. Kriteria kesuksesan adalah siswa harus meraih nilai individu 65 dan harus dicapai oleh lebih dari 75% siswa dari total jumlah siswa dikelas. Hasil dari analisis data menunjukkan terdapat 5 siswa (25%) yang meraih criteria kesuksesan dipertemuan pertama dan 6 siswa (30%) dipertemuan kedua (siklus 1). Sedangkan disiklus 2, terdapat 14 siswa (70%) yang mencapai criteria kesuksesan dipertemuan pertama dan 17 siswa (85%) dipertemuan kedua. Hasil dari siklus dua menunjukkan keberhasilan siswa mencapai criteria kesuksesan. Hal ini mengindikasikan teknik gambar berseri mampu mengembangkan kemampuan siswa dalam menulis teks recount.

Kata Kunci: Kemampuan Menulis, Gambar berseri, dan Text Recount.

English is the foreign language taught in Indonesia. The purpose of English teaching and learning process is to develop the language skills: listening, speaking, reading, writing and mastering language components namely: vocabulary, pronunciation, and grammar. Those components should not be taught separately. Therefore, it must be taught integratedly to support the mastery of the four language skills.

Writing skill is a specific ability which help writers put their thought into words in a meaningful form. Writing skill helps students gain comprehensibility, fluency and creativity in writing. A teacher of English plays an important role in teaching writing in order to improve the students writing ability. She or he needs to train, motivate and help them very often if they got difficulties in writing.

The teacher who taught writing should have the ability to lead the students how to write. Writing is a process to produce ideas, thought, and feeling into written form by giving more attention to the use of the language necessary, available, and be prepared to look at students work as it is in progresses, offering advice and suggestions in a constructive tactful way. Teacher should respond positively and encouragingly to the particular stage of their student, and on the tasks they have undertaken.

Teaching writing to the students in the level of SMP/MTs as stated in KTSP is based on genres of text. The genres of text are recount, narrative, descriptive, report, and procedure. The teaching of recount refers to the teaching genre by which student are enabled to write past – eventual text. While, the teaching of narrative is meant that the students are enabled to understand particular text which is written regarding to time sequences. Furthermore, both report and descriptive text try to show the factual condition of the object. The difference is report text describes an object in general, while descriptive text describes the
object specifically. Besides these four types of texts, another one is procedural text, which explains how to do, to make, or to operate something from the beginning to the end.

According to the school-based curriculum (KTSP), the goal of English language teaching at SMP/MTs is to have the students achieve functional level to be able to communicate orally and written form for daily life context. The teaching of writing is expected to enable the student to express their idea, thought, and meaning in written form in various genres, procedural, descriptive, recount, narrative and report.

Based on the researcher previous experience in MTs Alkhairaat Mamboro especially the grade eight students, there are some problems found when teaching writing materials, in relation to the recount text. The first problem is that the students writing is not comprehensible because the content of the composition is not relevant to the topic, the ideas are not clearly stated, sentences are not well organized. The second problem is that there are many errors in vocabulary and grammar. Another problem is that the students have low motivation and are not interested in doing the task since the writing activities are not interesting. Usually, the students are asked to write sentences and paragraphs without being given some clues. So that, it is difficult for them to express their ideas on a piece of paper. In reference to the explanation above and the strong desire of finding the solution of these problems, the researcher has motivation to do the research in developing the teaching of writing in eighth grade students by using pictures series as the instructional media. It is expected that the use of media can develop the students ability in writing skill.

The researcher choose picture series as a material of writing skill because many students do not like to write, for one reason or another. While picture series is a thing we see that is produced by painting, drawing or photography of objects, places and people. Therefore, by using picture series students can understand easily what happening in the pictures as they provide material that offer guidance and vocabulary, sentence structures, and organization yet lets the student write about new subject matter.

Objective of the Research

The objective of this research was to find out how the implementation of picture series to develop students writing skill. The result of this research was expected to be able to provide a practical contribution to the students, the teachers, and the readers:

1) For the teachers, it was expected that the results of this research can help them to get valuable input in applying technique or method in teaching writing.
2) For the students, it was expected to help them to identify their weakness and make some improvement on it.
3) The readers will have some ideas related to the research in education, especially in teaching writing English.

This research was limited only to develop students writing skill especially to write recount text. Writing components which were assessed by the researcher were content or feature, organization, grammar, vocabulary and mechanics. She, then, used picture series as media of teaching and learning process.

REVIEW OF RELATED LITERATURE

Previous Studies

There are some previous studies which are relevant to this research. Lanjau (2005) develops using picture series as media for teaching writing. He concludes that students’ attention and motivation in writing activity will rise. Their ideas are stimulate and so more students get stuck connecting to what they write. Picture is valuable tools used in teaching learning situation. The use of them may rise up students’ imagination and creativity: they may also encourage the students’ active role. Moreover, Ariningsih (2008) conducts a research by using picture series to improve students’ writing skill. She finds that picture series is more than effective than translation to
teach writing, the writing skill achievement of the students having high motivation is better than of those having low motivation, and there is an interaction between teaching technique and learning motivation. She gained quantitative data for her research and analyzed the data using ANOVA or analysis of variance and Tukey test. So, it can be concluded that picture series is an effective technique used to improve the writing skill.

The Importance of Writing Skill

Writing skill is a specific ability which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Teaching English, writing in particular, provides a great challenge for the English teacher. There is no doubt that writing is the most difficult skill for students. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. According to Heaton (1988:135), writing skills are complex and sometime difficult to each, requiring mastering not only of grammatical and rhetorical devices but also of conceptual and judgement, because of the difficulties of writing, some effort have been done to solve the problem. The main objectives is to make the writing become easier to learn for the students. So, it can be concluded that writing is the most challenging language skills, it is an important subject because in writing the students must share their ideas from their mind, it is not easy process to translate concept in their mind to be a written language.

From the quotations above, I concludes that writing is very important to be taught for the students. Donough (1993: 162) states that a characteristic of the last decade in particular has been a growing interest in what a language skill entails. Initially, attention was focused on the receptive skill, especially reading: more recently, research into writing—much of it concerned with writing has become more accessible to second language teachers, and is beginning to have a significant on the design of material and on attitudes to teaching writing.

The Components of Writing

This below I would like to present the components of writing, they are content, organization, language use, vocabulary and mechanics. Talking about writing components, Brown (1994: 342) explains some general categories as follows:
1) Content
2) Organization
3) Language Use
4) Vocabulary
5) Mechanics

Recount Text

There are text types namely: narrative text, recount text, procedure text, report text and descriptive text.

There are some definitions related to recount that derived from some resources firstly recount text is one kinds of story genre recount tells somebody about something, especially something that you have experienced (Hornby,1995:975). Secondly, Anderson and Anderson (2003a:48) explain that a recount text is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred. Next, Sudirman (2010:18) stated recount text is a text that tells us about what had happened in series of events in sequence. The social function of recount text is to retell events for the aims of informing or entertaining. The last, Ken Hyland, Second Language Writing. (Cambridge, Cambridge University Press,2003). P,20. In his book Second Language also mentioned the purpose of recount is to reconstruct past experiences by retelling events in original sequences.

From those definitions the researcher concludes that recount text is a text tells about something occurred in the past in order to give information into chronologically in other words, recount text is a text type which retell past events chronologically in order to give information or entertainment.
Linguistic Features of Recount Text.

In writing recount text, there are some linguistic features that must be concluded according to Hyland (2004:135), the common grammatical features of recount text are:
1. Use of nouns and pronouns to identify people, animal, things 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
4. Use of conjunction and time connectitives to sequences of events.
5. Use of adverb and adverbial phrase to indicate place and time.
6. Use of adjective to describe nouns.

Teaching Writing Skill through Picture Series

In teaching writing, the teacher needs method to make the teaching effective. Picture series method is one of method that suggested by the researcher in teaching writing especially in recount text. Through this method, the students ask to think together and can increase the students’ creativity. Because through picture learning students asks to think together, sharing ideas and solved the problem. Picture learning encourages students to stimulate their imaginative power so that they will have a concept in their mind about what they are going to write. As Anyasari (2010) writes that students were not reluctant to star writing because they could easily generate ideas to write when they get a picture series about the material that they are going to write. It means that applying picture series to students in writing activity, students can generate their idea in writing a text. The picture series assist them because the picture series can guide the students in writing activity.

The Procedures of Teaching through Picture Series.

The learning theories underlying the use pictures in language learning are the connectionism approach and the situation method. Lightbown and Spada, (2011:42) state that the connectionism approach sees learners regularly embody their knowledge of language through experience to thousand of illustration of the linguistic elements they eventually learn. The present of one situational or linguistic context as input activate something in learners’ mind. The specific situational or language context is developed a learning method with started of situational method. Finochiaro and Brunfitt (1983:8) explain that many good techniques come out from this method. Number of pictures, real object, and situational context are utilizes to stimulate learner’s performance. Therefore, coming from those theories, the use of any pictures as stimulating media is effective to use. They are also as one kind of picture series.

In addition the procedures of teaching use picture series to improve the students’ ability in writing are:
1) Dividing the students in groups
2) Assigning the students to arranged jumble pictures into series picture.
3) Assigning the students to gain any vocabulary and information from the picture.
4) Asking the students to determine the outline of each picture.
5) Giving a sample of recount text to the students.
6) Having the students to identify the verbs used in the text.
7) Having the students identify the connective words used in the text.
8) Asking the students to discuss the parts of the text.
9) Asking the students to discuss the content of the text by asking some questions
10) Having the students identify the use of capital letter and punctuation in a sample recount text.
11) Asking the students to rearrange jumbled sentences into a good recount text based on picture series.
12) Asking the students individually write a recount text based on picture series.
13) Asking the students to read their writings in front of the class.

The Advantages and the Disadvantages of Using Picture Series

There are some the advantages and disadvantages that will be gotten by using pictures series in the teaching writing activity. They are:

The advantages of picture series are:
1) Pictures series create the enjoyment in the writing process.
2) Pictures series develop students’ creativity in writing.
3) Pictures series can increase students’ vocabulary.

While the disadvantages of picture series are:
1) Students are not able to use oral language skill effectively.
2) Using pictures series as media to teach writing is the teachers do not have enough time to teach and evaluate the writing process.

METHOD

Research Design

This research was CAR (Classroom Action Research). Kemmis and McTaggart (1988: 25) propose the procedure of action research starts with small cycles of planning, acting, observing and reflecting. It means the teacher should identify the causes of students’ problem first and then plan the action. The researcher employed the procedure of the action research as shown in the following scheme:

The Procedure of the Research

The procedure of this action research consists of planning, acting or implementing the plan, observation, and reflection.

Revised Plan

The teaching plan revised if the result of research in the reflection required then the researcher will continue the action to the next cycle. In other words, the researcher going to revise the plan if the criteria of success were not obtained yet within the implementation of plan in cycle 1. The revision of course based on the data in the reflection.

Subject and Setting of the Study

The researcher carried out this action research at MTs Alkhairaat Mamboro. This school consists of three classes. The school is located on Jl. Trans Sulawesi No 168 b Mamboro. The subject of the study was the grade eighth that consisted of twenty students.

Instruments and Procedure of Data Collection

The researcher employed some instruments to collect data. The instruments were observation sheets, field notes and writing test item. The test was given to the students at the end of each meetings. It means that the students conduct writing test when they were presenting recount text through picture series and the researcher assessed their performance.

Technique of Data Analysis

The data was collected and analyzed qualitatively and quantitatively. It means the researcher combined between qualitative and quantitative technique in analyzing the data. The data was gathered from the observation sheet and field-notes were analyzed qualitatively. Meanwhile, the data was collected from the test were analyzed through quantitative technique. The researcher employed a scale of scoring system. The scoring rubric was adapted from Cohen (1994: 328-329). There were five writing components to be score content, organization, grammar, vocabulary, and mechanic. The lowest score of each was 1 and highest score is 4. Therefore the total maximum score is 20. The students score was counted by employed the formula suggested by Sugiono as follows:

\[
\text{Score} = \frac{\text{Achievement Score}}{\text{Maximum Score}} \times 100
\]

The scoring rubric of this research can be seen on this following figure.
Criteria of Success

The criteria of success employed in this action research is as follows:

1) The individual scores is 65.00 and the percentage of classical achievement is $\geq 75\%$ (this is the minimum of mastery standard that is employed at MTs Alkhairaat Mamboro). In the research, it was used one criterion of success. It was 75\% of the students or more were able to write a simple recount text with the score of 65 or above based on the picture series provided. This standard indicated that the students who got (equal to or over) 65 (≤ - 100) state as successful scores.

2) The students’ interest in learning in terms of providing recount text is good. It means the students are interested in employing their prior knowledge about writing recount text through picture series. This data is obtained from the observation sheet and field-notes.

<table>
<thead>
<tr>
<th>Components of writing</th>
<th>level</th>
<th>Scale and Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: Orientation event(s), reorientation</td>
<td>4</td>
<td>The content (orientation and even reorientation) is complete and clear.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>The content (orientation and event, event reorientation) is almost complete and clear.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>The content (orientation and even reorientation) is not complete and clear.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The content (orientation and events, even reorientation) is not complete and not clear, hard to understand.</td>
</tr>
<tr>
<td>Organization: Chronological events are linked with proper connectives like first, after that, finally</td>
<td>4</td>
<td>Events arranged with proper connective</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Events arranged with almost true connectives</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Events arranged with few misuse of connectives.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Events arranged with misuse of connections.</td>
</tr>
<tr>
<td>Sentences structure - Use Past Tense - Word order</td>
<td>4</td>
<td>No grammatical or word order inaccuracy</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Few grammatical and word order inaccuracies but not affect on meaning.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Numerous grammatical and word order in accuracy</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent grammatical and word order inaccuracies</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>4</td>
<td>Effective choice of word order form</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Few misuse of vocabulary, word forms but not change</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Limited range confused words and word forms</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Very poor knowledge of words, and word forms and not understandable</td>
</tr>
<tr>
<td>Mechanics - Spelling - Punctuation - Capitalization</td>
<td>4</td>
<td>It uses correct spelling, punctuation, and capitalization</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>It has occasional errors of spelling, punctuation, and capitalization</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>It has frequent errors of spelling, punctuation, capitalization</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>It is dominated by errors of spelling, punctuation, and capitalization</td>
</tr>
</tbody>
</table>

Source: Adapted from Cohen, 1994: 328-329

Then, the data obtained from the writing test was analyzed to measure students’ achievement whether they are successful or not. It can be seen through the categories of the students’ successful which is illustrated as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Qualification</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Very Good</td>
<td>Successful</td>
</tr>
<tr>
<td>76-90</td>
<td>Good</td>
<td>Successful</td>
</tr>
<tr>
<td>65-75</td>
<td>Fair</td>
<td>Successful</td>
</tr>
<tr>
<td>≤64</td>
<td>Poor</td>
<td>Failed</td>
</tr>
</tbody>
</table>

(adapted from Depdikbud, 1994)

DATA PRESENTATION AND ANALYSIS

Before presenting and analyzing data of the research, the researcher needed to categorize the kinds of the data. This research consisted of two kinds of data, namely qualitative and quantitative data. The qualitative data was obtained by observation sheets and field-notes while the quantitative data was gathered by test. This chapter presents the data and discussion of the result from the series of planning, implementing, observing, reflecting and revising the plan. The findings reported in this chapter were based on the
research flow that was obtained from two meetings in two cycles, two meetings in cycle 1 and two meetings in cycle 2.

**FINDING OF CYCLE 1**

**Planning the Action**

Planning of cycle 1 was conducted before implementation stage. The researcher and her collaborator designed lesson plans, observation sheet, questioner items and criteria of success.

**Implementing the Action**

The implementing stage for cycle 1 was carried out on Wednesday the 19th of August 2015 and on Friday the 21st of August 2015. The meetings were adjusted to the formed schedule of the class. One period of the lesson was forty minutes. The implementation of using picture series in writing recount employed three-phase technique in the instructional activity, in which the activity was divided into three activities: pre activity, while activity, and post activity.

**Observing the Implementation**

The observation was accomplished simultaneously with the implementation stage. This section describes how the use of picture series in teaching writing recount text implemented in every meeting. In the observing, it was described the data presentation of each teaching and learning process of the cycle 1.

**Analysis of the Students’ Writing Achievement**

1) Meeting 1

The students’ writing achievement was rated based on the scoring rubrics. There were five writing components: content, organization, grammar, vocabulary, and mechanic which would be aspect of rated the writing product.

<table>
<thead>
<tr>
<th>No</th>
<th>Initial Name</th>
<th>Component of Writing</th>
<th>Total Score</th>
<th>Final Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Cont</td>
<td>Org</td>
<td>Struct</td>
<td>Voc</td>
</tr>
<tr>
<td>1</td>
<td>ADLA</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>AKBR</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>ADRN</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>FIRM</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>FHRL</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>FLSA</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>IDL</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>IRWN</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>MRSK</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>MSRN</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>MYHY</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>NDLA</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>RDSY</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>RHMT</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>RRIN</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>SFL</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>RSKD</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>WLNSH</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>19</td>
<td>WLDR</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td>WRND</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Score</strong></td>
<td><strong>53</strong></td>
<td><strong>27</strong></td>
<td><strong>38</strong></td>
<td><strong>45</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Maximum Score</strong></td>
<td><strong>80</strong></td>
<td><strong>80</strong></td>
<td><strong>80</strong></td>
<td><strong>80</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Mean Score</strong></td>
<td><strong>66,25</strong></td>
<td><strong>33,75</strong></td>
<td><strong>47,5</strong></td>
<td><strong>56,3</strong></td>
</tr>
</tbody>
</table>
The table showed that there was a student (WLDR) who obtained the highest score 70. There were only four students obtained 65 (the minimum score of the criteria of success). It means that only five students (25%) who obtained the criteria of success in this meeting.

2. Meeting 2

The same as in the first meeting, the researcher assessed students’ ability in writing recount text. She provided picture series for guiding students’ imagination in writing. The result of the assessment showed that there was improvement to the students’ achievement in this meeting.

Reflection

The researcher did reflection of what she was already done in the first cycle that made the students’ score under the minimum standard. One of the troubles was because the students still found difficulties on how to organize sentences. They also often made mistakes in word choices, tense, spelling, and punctuation. The way of grouping the students’ was also became the problem. The smarter students sometimes were joining in one group, while the slower ones could not do their part maximally when did the task.

The findings from the analysis the teaching and learning process indicated that the next cycle was needed to improve students’ writing ability. The revision of the procedures in using picture series in teaching writing recount text was needed for cycle 2.

Finding of Cycle 2

Planning the Action

The planning of the action for cycle 2 was based on the result finding of cycle 1. There were two meetings of this cycle. The researcher and her collaborator designed lesson plans for this each meeting with some revision and modifications. The lesson plans in this meeting included the standard competence, the basic competence, instructional objective, indicators, the teaching learning activity, the instructional material, media and the assessment.

Implementing the Action

The researcher implemented the action for each meeting by using the picture series in writing recount text. The implementation of the action in the Cycle 2 was carried out on Wednesday, 26th August 2015 and Friday, 28th August 2015. This Cycle consisted of two meetings.

Observing the Implementation of the action

The observation was conducted simultaneously with the implementation of the action. The data presented for each meeting, then analyzed the students’ writing achievement and the teaching and learning process.

Data presentation of the Cycle 2

The data presentation described the data about the implementation of using picture series in teaching writing recount texts. The data were presented for each meeting.

Analysis of the Students’ Achievement

Learning activities were evaluated by assigning each student to construct simple recount text individually based on the picture series given. This activity was done in each meeting in the cycle 2. The purpose of this activity was to know students individual progress during the teaching and learning process by using the picture series in writing simple recount text.
1) Meeting 1
As in the Cycle 1, the students’ writing achievement was rated based on the writing scoring rubrics from Cohen (1994: 328-329). There were five writing components: content, organization, grammar, vocabulary, and mechanic. Beside the score, each writing component that was rated also analyzed. It was done to know in which component the students were weak on. In this meeting, the researcher asked students to compose recount text based on the picture series given. This activity was done by students after some activities, such as arranging the jumbled picture, investigating vocabulary from the pictures. The students’ achievement in writing simple recount text can be seen in the following table.

Reflection of Cycle 2
The result of revised plan implementation in the cycle 2 showed improvement. From the observation checklist, and field notes jotted down the researcher did his task successfully. Students’ attitude during the activity in cycle 2 showed progress to be better. The researcher optimally controlled the class, so the situation during the teaching and learning process was going on joyfully. Some students were braver and felt free to communicate to the teacher when they have idea to consult.

From the data analysis and students’ writing scores, it was found that there were 17 students who got score above 65. It meant that the number of students who had met the criterion was 85%. In other word, the criterion of success had been achieved.

Based on the data analysis result, shown in the data presentation and the students’ active involvements, this research was ended after the second meeting of cycle 2. The reason was the criteria of success had been achieved. The next cycle did not to do. Therefore, the research also finished.

DISCUSSION
The Teaching and Learning of Writing Recount Texts by Using Picture Series
In teaching of writing, teachers not only teach the students to find right words and to use correct grammar, but also to help students to find ideas to express in new language (Raimes, 1983:12). Providing the students’ ideas to write through picture series is very effective to use.

Coming from the finding of the researcher, the implementation of picture series in the teaching and learning of writing recount texts was not limited only to stimulating students’ idea through appropriate of using picture series, but it also could be used to lead them how to express the ideas and how to arrange the ideas into understandable and complete texts.

Firstly, in pre-writing activity, the activity to arrange jumbled picture into picture series made the students accustomed to have well ordered ideas. Secondly, in while-writing activity the students were doing drafting based on what they had done in pre-writing activity. Last, in post-writing activity, the existence of picture series when the students read aloud their writing in front of the class by displaying the picture series would make the listener understand more about what the writing was.

CONCLUSIONS AND SUGGESTIONS
Conclusion
Based on the research question, the objective and data analysis in this research, the researcher finally drew conclusion that the implementation of the picture series in teaching writing is effective to improve the students’ ability in writing recount texts for the grade VIII students of MTs Alkhairaat Mamboro. The increasing of the students’ writing scores shows the improvement. The mean score of students’ writing is 70.00 in which 85% students’ obtained above the criteria of success.
Suggestion
Based on the researcher’s experience in implementing picture series in teaching writing recount text and based on the conclusion above, the researcher would like to offer some ideas for those who involve in English teaching-learning process. First, in implementing the strategy or the media, the English teacher has to give clearer instructions to the students, because there are picture series of tasks, the students need clear and step by steps instruction. If the students get confused, the teacher can use simple languages as well, English and Indonesia. Second, in relation to the time allocation, it is suggested to arrange the time as effective as possible. Because a number of tasks are required, giving time limit to the students in doing group work is necessary. Last, to make the teaching and learning process meaningful for the students, it is recommended to select topic and picture series which are close to the students life. It is hard to brainstorm the students’ prior knowledge if the topic and pictures that are too strange for them.

REFERENCES
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