

**THE EFFECTIVENESS OF PICTURE AND PICTURE MODEL
IN IMPROVING THE STUDENTS' WRITING SKILLS.**
(An Experimental Research at 8th Grade Students of SMPN 2 Pangkajene)



A Thesis

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment
Of the Requirement for the Degree of Education in English Department*

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY
2018**



**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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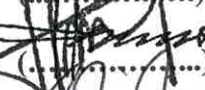




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Day / Date	Chapter	Note	Sign
Thursday 21/11/2017	IV	Show the description of the students' content & organization in both pre test & post test in discussion	
Thursday 30/11/2017	IV	- Use SPSS - - In discussion just explain the result of data & give example from the students' writing	

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Day / Date	Chapter	Note	Sign
2 Dec, 2017		- NO table of contents & acknowledgement - Revise: o abstract o Discussion - Some corrections	
3 Dec, 2017		- still little corrections	
3 Dec, 2017		- Oke. - learn your thesis well & prepare yourself to be examined!	

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Yang Membuat Perjanjian

INCE REZKY NAING

MOTTOS

MAKE GOD AS A TRUE LOVE IN YOUR LIFE

EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE CHANGE THE
WORLD

---NELSON MANDELA---

LIFE IS LIKE RIDING BICYCLE. TO KEEP YOUR BALANCE, YOU MUST KEEP MOVING

---ALBERT EINSTEIN---

MOTIVATION IS WHAT GETS YOU STARTED. HABIT IS WHAT KEEPS YOU GOING

---JIM ROHN---

USE YOUR YOUTH AS GOOD AS POSSIBLE.

---INCE REZKY NAING---

KERJA KERAS, KERJA CERDAS, KERJA IKHLAS, SUKSES !

KEEP ISTIQAMAH

ALWAYS BE YOURSELF (◡‿◡)

DEDICATIONS

**In the name of Allah, I dedicate my thesis for:
My beloved parents, Ince Naing and Nurhaedah,
My sisters,
And all my best friends,
You are my greatest rewards.**

Thanks for always praying for me, supporting me and standing by my side.

ABSTRACT

Ince Rezky Naing. 2017. *The Effectiveness of Picture and Picture Model in Improving The Students Writing Skills (An Experimental Research at 8th Grade Students of SMPN 2 Pangkajene)*. Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Ratna Dewi and Radiah Hamid)

This research aimed to verify whether the use of Picture and Picture Model effective to improve the students' writing skills that focused on content and organization at 8th Grade Students of SMPN 2 Pangkajene.

The researcher applied Pre-experimental Method with One Group Pretest Post-test Design, and collected the data by giving Pre-test, treatment and Post-test. The sample of the research was Class VIII A of SMPN 2 Pangkajene which consisted of 23 students. The sample was taken by using Purposive Sampling Technique.

The research findings showed that the 8th students of SMPN 2 Pangkajene had poor score in Pre-test. After treatment, their writing skills was significantly increase. The result of the research were the mean score of content obtained by the students through Pre-test was 55 and Post-test was 75.43 with the t-test value content is greater than t-table ($8.19 > 2.07$). Mean score of organization Pre-test 50.87 and Post-test 74.13 with the t-test value organization is greater than t-table ($10.10 > 2.07$). The hypothesis testing also was done by using SPSS 23 and showed that Sig (2-tailed) lower than level of significance ($.000 < 0.05$). It means that there is significance difference between before and after giving the treatment. It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It was concluded that the use of Picture and Picture Model in writing activity could improve the students writing skills in Recount Text exactly in making good content and organization.

Keywords: Picture and Picture Model, Recount Text, and Writing Skills.

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Makassar, Februari 2018

Ince Rezky Naing

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CHAPTER I

INTRODUCTION

A. Background

The English teaching and learning process in Indonesia determines this language as a foreign language. It means that students only have this language in limited area, such as in schools, English courses, or some other places that they rarely have any significant objection to do there. In Indonesia, English is commonly taught as one of primary subjects started at Junior High School. English lesson starts on 7th grade on Junior High School and it continuous until 12th grade at Senior High School. The English classroom activities contain four main skills in English. The activities are reading, listening, speaking and writing.

Writing is a tool to get along with the world. There are so many communication media which use written language, such as newspaper, magazine, blog, website, and even social media. Based on those reasons, it is clear that writing skill is also important to be mastered in order to maintain a good communication with other people (Lundsteen in Puspitasari, 2014: 2). Therefore, English teaching and learning process in the class should include teaching writing skill in a correct way in order to help the students to build their ability and competence in English written language.

Writing is a process of communication among people to share information. Writing is an efficient learning process which is utilized to communicate information, clarify thinking, and learn new concept and information. In the process of writing, a

writer shares and clarifies her thoughts and feeling to the readers. Writing is also a process of communicating the writer's idea to the reader in a written form. The purpose of writing is to convey ideas and messages. In the process of writing, a writer should explore her mind to find new ideas that make her writing meaningful (Robert and Ur in Nurhasanah, 2014: 1).

In this study, the researcher focused on teaching writing at Junior High School. Writing at Junior High School focus on short functional texts and simple essay in daily life. It means that the students are expected to able to write short functional texts and simple essay, such as narrative, recount, descriptive, etc. (Depdiknas, 2006: 32). Teaching writing at junior high school is a process where teachers help students to convey information communicatively in written form. In teaching writing, teachers' creativity is really needed. They should be able to teach different text of writing by using different method and different media.

Based on an interview did by the researcher with English teacher at SMPN 2 Pangkajene, the students were still having low score in writing. It was proven by the result of the regular evaluation of student, only 8 students (27%) of 30 students in VIII A are in good writing. The students' learning motivation had not developed maximally. Students at 8th graders were chosen to be the subjects of the research because of some reasons. The first one, they were considered to be medium learner. They were on 5 the age of 14 – 15 years old. The second one, the curriculum was using genres of texts to make writing products.

Learning to write is new subject for young learners, especially junior high school. Because of that, the teachers should have many ways to make students capable to express their ideas. In this case, the researcher would expose about teaching writing by using picture. It is hoped that using picture can activate the students' creativity in writing activity. There were some activities using picture in teaching learning process. The first activity is describing pictures. In this task the students have to describe the pictures. The teacher also gives the limitation to demand the students to finish the task. The teacher could make the activity more engaging by asking students about the pictures. The second activities were suspects and objects. In this task, the teacher gave the students a variety of pictures. The students have to describe only one of them. The students then gave their description to another student who had to identify which pictures is being described, and stick the description under the correct picture. The students will be more interested in learning writing if the teacher teaches writing by using picture (Harmer, 2004: 155).

One of the learning model that suits the demand of using picture in teaching writing is cooperative learning model of picture and picture type. Cooperative learning model of picture and picture type is a learning model that uses images and paired / sorted into a logical sequence. This model has already used in 19th centuries that developed by Johnson and Johnson brother. The advantages of cooperative learning model of picture and picture type are (1) teachers know more about the ability of each student, (2) students are trained to think logically and systematically, (3) students are assisted to learn thinking based on a point of view Subject matter by giving students

freedom in practice of thinking, (4) Student motivation to learn progressively developed, and (5) student involved in planning and management of class (Huda, 2013: 239).

There were several researches talking about Picture and Picture. First, Nazah (2015: 39) the researcher used Picture and Picture model in mastering report text which involved two classes of eleventh grade students, namely class experiment and class controls. Second, Ryan and Zuhri (2013: 2) The research is an experimental research and the objective of this study to find out whether there is significant effect between the students who have been taught writing using picture series and students who have not. The subject of this research was the Tenth grade students of SMA Negeri Bandarkedungmulyo Jombang. The researcher used test as the research instrument. Third, Purwaningsih (2012: 34) the researcher used Picture and Picture Model to see the improvement of students' writing skill which involved the Eight grade students of SMP Muhammadiyah 2 Ponorogo. The researcher used three research instruments. There are observation check list, questionnaire, and test.

Based on the previous researches above, the researchers had investigated the Picture and Picture Model in learning Process. From All those researches, the researcher made inference that they were using same research instrument that is Pictures Stories in a paper for collecting data. Picture Stories was not simple illustration of the pictures, they are by definition, series of three pictures, normally depicting logical or continuous action situation. But from those paper, none of them has

examined the use of Picture and Picture Model in improving students' writing recount text especially on content and organization.

The purpose of this present investigation was to ascertain the use of Picture and Picture Learning Model in improving students' writing skills. Specifically, the research investigated: (1) the use of Picture and Picture Learning Model in improving students' writing recount text based on content and organization. Beside that, (2) the researcher saw the use of picture which is provided by students itself related to their experience in writing recount text.

By doing this research, the research hoped that Picture and Picture Model gives positive impacts and effective to improve the students writing skill. That's why, the researcher conducted a research entitled *“The Effectiveness of Picture and Picture Model in Improving Students' Writing Skills. (An Experimental Research at 8th Grade Students of SMPN 2 Pangkajene).*

B. Research Questions

Based on the background of the problem, the teacher should give a strategy or model to the students in improving their writing skill. Therefore, the questions of the research are:

1. Is Picture and Picture Model effective to improve the students' writing skills in Terms of Content at 8th Grade Students of SMPN 2 Pangkajene?
2. Is Picture and Picture Model effective to improve the students' writing skills in Terms of Organization at 8th Grade Students of SMPN 2 Pangkajene?

C. Objective of The Research

The objective of this research was to verify whether the use of Picture and Picture Model effective to improve students' writing skills at 8th Grade Students of SMPN 2 Pangkajene In Terms of Content and Organization.

D. Significances of The Research

The significances of this research were divided into two aspects, those were theoretically and practically. Theoretically, the result of this research can be used as the reference for researchers who want to do research in improving students' skill in writing recount texts. Practically, this research gives insight and information that the use of the Picture and Picture Model can help the students in improving their writing skills such as to help them generate the ideas, choose the appropriate vocabularies and organize their ideas when they write their recount texts. In addition, the result of this research also can be used as a guidance and a valuable resource for enlarge the teachers' way to teach especially in teaching writing and make the English teaching and learning become more interesting and effective.

E. Scope of The Research

The research was restricted to the effect of Picture and Picture Model to improve students' writing skills. In this research, the students provided their pictures in learning process and write their own experiences. The researcher only focused on the Content which consisted of Completeness (topic and details) and also Organization of writing. The researcher used a recount text. Recount text is one of the texts that should be mastered by 8th Grade students of SMPN 2 Pangkajene based on syllabus.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Findings

There were several researches talking about Picture and Picture.

1. Nazah (2015: 39) this research entitled *Using Cooperative (Picture and Picture) in increasing Students Ability in Mastering Report Text at MAN Manyak Payed Kab. Aceh Tamiang*. The researcher used Picture and Picture model in mastering report text which involved two classes of eleventh grade students, namely class experiment and class controls. The result of this study showing that there is the effect of using cooperative Learning by (picture and picture) in increasing students' report text mastery to the MAN Manyak Payed Kab. Aceh Tamiang
2. Ryan and Zuhri (2013: 2) this research entitled *The Effectiveness of Using Picture Series as Media to Teach Writing Procedure Text for Tenth Graders of SMA Negeri Bandarkedungmulyo Jombang*. The objective of this study to find out whether there is significant effect between the students who have been taught writing using picture series and students who have not. The subject of this research was the tenth grade students of SMA Negeri Bandarkedungmulyo Jombang. The researcher used test as the research instrument. The researcher find that picture was easy to use so they could write with picture easily. Writing procedure through picture brought the students to new kind of situation. It would help both the teacher and students to revise the students' writing and made writing more fun than the way it used to be.

3. Purwaningsih (2012: 34) this research entitled *Improving Students' Writing Skill Through Picture and Picture at The Eight Grade Students of SMP Muhammadiyah 2 Ponorogo in Academic Year 2012/2013*. The researcher used Picture and Picture Model to see the improvement of students' writing skill which involved the picture and picture could improve students' competence in writing descriptive texts at 8th grade students of SMP Muhammadiyah 2 Ponorogo. The researcher used three research instruments. There are observation check list, questionnaire, and test. Based on the result of this research, the implementation of

Based on findings above, picture and picture is one of learning model which can be implemented in the classroom activity. It is effective to motivate students and increase students' achievement. The similarity between those research and this present research is about teaching writing skill such as report text, procedure text, and descriptive text, but in this research is different from thesis above, this research focused on teaching writing recount text using picture and picture model with experimental research approach, so as a researcher only need one class. In addition, not only the teacher who provided those pictures as a media but the students also prepared their own pictures based on their experience to be lesson material during learning process. The participants are students on 8th at SMPN 2 Pangkajene.

B. Writing

1. The Nature of Writing

Writing is the skill that processed by human being to produce his or her ideas and thought into written-forms, although the ideas or thought can also produce through spoken-forms. It means that through spoken forms will be transfer in written forms. Therefore, writing is one of important skill can produce of human thought in written forms. Writing is one of the language skills among the four skills in learning English. Writing involves all aspects of language such as: grammar, vocabulary, word order spelling and logical arrangement of ideas.

There are many experts who give their views about the definition of writing. According to Bader cited in Khieder (2011: 9) writing is means of communication between people. It should follow some conventions that are unique of all which relate letters to words and words to sentence which must be well organized to have a coherent who called “text”. For Nunan cited in Sapkota (2013: 70) also suggests that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.

Writing is essentially a thinking process and those thoughts are finally imprinted in a written form as writing. Not only it can help to reconstruct thinking

into the written form, it also supplies important clues for improving the coherence of the text. It can give us a fascinating insight into what goes on as we struggle to translate meaning into words (Sapkota, 2013: 71). Below is another view maintained by Rogova cited in Alfian (2012: 18):

Writing as a skill is very important in teaching and learning a foreign language; it helps pupils to assimilate letters and sounds of the English language, its vocabulary and grammar, and to develop habits and skills in pronunciation, speaking, and reading. The practical value of writing is great because it can fix patterns of all kinds (graphemes, words, phrase and sentences in pupils' memory, thus producing a powerful effect on their mind

Rogova's words show the importance of writing. Writing skill is needed in teaching and learning process in which the students try to combine English knowledge including vocabulary and grammar in resulting a text. Writing also helps students express their ideas and it can explain something unclear when they communicate to others.

In conclusion, there are many views about how to define the nature of writing. Overall, those views explain that writing as a product of written language has some characteristics that can differ it from the spoken one. Moreover, writing is an act that not only involves deep thinking in arranging the ideas and converting them into some words and sentences, but also making them suitable with the context, purpose, and audience.

2. The Purpose of Writing

Rains in Maemunah (2010: 9) classifies the purpose why people need to write as follows:

a. Writing for Reinforcement

This is for the aim for reinforcement the students to write in what they have just learnt to understand or say in order to reinforce a grammatical concept that has just been introduced.

b. Writing for Training

This is similar for reinforcement but writing for training, the purpose of training in initially presents with patterns or linguistic and the original form that might be new to them and gives them practice in using manipulating these new patterns.

c. Writing for Communication

The main purpose of writing for communication is to make the students write the essential element of writing communication of course, there is then feedback from reader.

3. The Approaches of Writing

According to Prasad (2009: 15) there are some approaches of writing as follows:

- a. Product approach: This is a traditional approach that focuses on the ability to produce correct texts or products. This approach values the construction of end product. It emphasizes on the development of grammatical and syntactic accuracy.

- b. Process approach: In this approach, any piece of writing goes through various stages: pre-writing phase, drafting, editing, redrafting, and finally producing a finished version. It goes through several steps: identify why to write (purpose), identify who to write (reader or audience), gathering information or ideas, making a plan for a format, preparing the first draft, editing and revising, and preparing the second draft. The process writing is not linear but rather recursive. This means that writers plan, draft, and edit but then often re-plan, re-draft and re-edit as their mind goes changing.
- c. Genre: This approach focuses on writing for a particular discourse community or for specific purposes. For example, letter to the editor, approval letter, formal letter, news articles, etc. The writer uses special pattern of lexis, grammar, organization etc. According to Harmer cited in Prasad (2009: 15) creative writing: This is setting students for imaginative and harder efforts to produce a greater variety of correct and appropriate language. To define creative writing as ‘a journey of self-discovery and self-discovery promotes learning’. The writer has to select the correct vocabulary or structure to express the experiences. Some tasks may be writing narratives or poems or plays etc.
- d. Cooperative writing: Though not much done in our context, cooperative writing, as a writing process, helps in producing a good product because the writers in a small number of groups can discuss at each other and reach to the conclusion after synthesizing the ideas of all. It can be done well in computer. If impossible to practice in computer, the students are in groups. Each student starts writing

on a topic. He writes only two sentences and gives it to another friend. Turn by turn, they write two sentences in each other's text. Then the second round begins. This way everyone writes on everyone's text. Make them sure that whatever they add should proceed the narrative in a proper way, no matter where it goes. Finally, everyone gets the story, perhaps quite interesting one.

4. The Writing Process

To make a good-structured writing, a writer should refer to a certain checklist. Nation (2009: 95) states that in order to focus on the different aspects in writing, the best way is to face writing as a process. When we try to make a product of writing, we need to go through several steps as parts of a process. It is not merely putting words together into a sentence and then compiling sentences into a text. The steps act as guidelines for students to start their writing until they can finally finish it. In the process of writing, there are four stages proposed by Harmer cited in Muflikhati (2013: 15) :

- a. **Planning** Before starting to write down on paper, a writer needs to decide what to write. That is why the plan must be set up first. What we are going to say, what message we want to deliver, what information we want to tell to others. The plan can be made by writing down every single thought which is still in pieces on a note. But some may prefer to do all the planning on their heads. During the moment of making plan, there are 3 main points which must be kept on mind. First, a writer must determine the purpose of writing as its importance can influence on what type of text he wants to make, what language we want to

use, and what information he is going to deliver. Second, it is important to consider who the audiences are. After knowing that, a writer can choose the tone of his writing or whether he wants to make it formal or informal. The last one is the content structure. It is crucial as it can help the readers to understand the writing. Moreover, a writer also needs to make determination on putting best order of facts, arguments or ideas on his writing.

- b. Drafting The very first piece of writing a writer makes is usually called a draft as it will be going through editing steps. The draft can be considered as the raw writing which is needed to be fixed and revised before the final product is completed.
- c. Editing (Reflecting and Revising) After the first draft, a writer needs to reread his work to see which one is working, which one is not and also to see some parts which are not grammatically accurate or some words which have to be changed to make clearer meaning because some of them may create ambiguity and confusion on the audience. In reflecting and revising, sometimes, there is a helper who points out the errors and mistakes and also suggests for the best final product.
- d. Final Version After all of the steps above, the last one is the final writing which is ready to be delivered to the audience. The first draft and the final version will be very different as it has gone through a process which makes many changes on its content.

5. The Characteristics of Good Writing

The teaching of writing is directed to have good result writing there are some characteristic of good writing as Adelstein and Pival (1980: 79) state as follows:

- a. Good writing reflects the writers' ability to organize the material into a coherent whole, so that it moves logically from a central, dominant idea to the supporting points and finally to a consistence ending, and then convening to the reader a sense of well thought out plan.
- b. Good writing reflects the writers' ability to write clearly and unambigiously, to use structure, language and example so that one possible meaning as the writers' intended.
- c. Good writing reflects the writers' ability to criticize the first draft and then revise it. Revision is the key of effective writing.

6. The Components of Writing

Jacob et al in Suardi (2012: 12) point out five components of writing, they are grammar/language use, mechanics, vocabulary, content, and the last is organization.

a. Content

The writing content have to clear for the readers to be able to understand the message and information from it. There are two parts of content in writing,

they are unity and completeness. This content become characteristics of good writing.

b. Organization

Organization in writing concern with coherence. It could be coherence order, order of information, general to specific to general, chronological order and spatial order. It means that the writer has arranges and organizes the ideas. The paragraph can be coherence if the ideas are putting in the right order.

c. Language Use/ Grammar

Language use in writing consist of correct language and point of grammar. Grammar in writing description involve the use of verb, adjective, adverb and use simple present tense. A good grammar will help the reader understand the meaning of the text.

d. Mechanics

Part of mechanics in writing are capitalization, punctuation, and spelling. Incorrect spelling and punctuation will make the loss or different meaning in the text. So, the use of this aspect in wrioting have the big effect in understanding the meaning in written text.

e. Vocabulary

Vocabulary in writing involve the use of right words (selection words). The writer has to know the exact word to putting in the sentence. This is important to form a writing, but particularly in personal description are more effective

than those mainly transmit information. The readers cannot understand the writing passage without having a lot of vocabulary.

7. The Types of Writing Taught at Junior High School

Based on the competencies standard and basic competencies recommended by the government, there are some types of writing which have to be taught in junior high school, they are; procedure, descriptive, recount, and narrative (Alawi, 2011: 14).

a. Recount

Recount is a piece of text that retells past events, usually in the order which they happened. The aim of a recount is to tell the audience an experience or factual of what occurred and when it occurred. Some example of recount text types are; newspaper, reports, conversation, speeches, television interviews, etc.

b. Descriptive

Descriptive presents the appearance of things that occupy space, whether they are object, people, buildings, or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words.

c. Procedure

A procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instruction for making something, doing something or getting somewhere. Example of procedure texts include: recipes, itineraries, instruction manuals, directions.

d. Narrative

The narrative text is type of written text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener. It is related to the recount type.

8. The Importance of Writing

According to Hairston in Saleha (2008: 11) there are a lot of reasons why writing is important:

- a. Writing is a tool for discovery. We stimulate our thought process by the act writing into information and tab into information and image we have our unconscious mind.
- b. Writing helps us to organize our ideas. We can arrange them in coherent form.
- c. Writing generates new ides by helping us to make connection and see relationship.
- d. Writing down ideas allow us to dictate ourselves form them.
- e. Writing helps us to observe and process information when we write a topic, we learnt it better.
- f. Writing enables us to solve the problems by putting the elemnt of them into written form; we can examine and manipulate them.
- g. Writing on a subject makes us active rather than passive learns of information.

C. Picture and Picture Learning Model

Picture and Picture Learning Model is a form of cooperative learning model. Cooperative learning model is a model of learning that prioritizes the existence of groups. Cooperative learning is a learning that consciously and systematically develops

mutual interactions. Picture and Picture learning model is a learning model that uses images that are paired or sorted into a logical sequence (Hamdani, 2011: 89).

Learning by Picture and Picture model has an active, innovative, creative, and fun characteristic. Learning models should always emphasize the active students in every learning process. Innovative means that every learning should provide something new, different and always attract students. Creative means that every learning must generate interest to students to produce something or can solve a problem by using models, techniques or ways that are mastered by the students themselves obtained from the learning process. Picture and Picture models rely on images as a medium in the learning process. The use of image media in learning writing aims for students to write quickly and precisely. Images media can stimulate students to be more motivated and interested in learning. Students can see directly the image to be written object, so that students get ease in writing activity. The images become the main factor in the learning process (Suyatno, 2004: 85).

This learning model relies on images as a medium in the learning process. These images are a major factor in the learning process. So, before the learning process the teacher has prepared the image that will be displayed either in the form of cards or in the form of treasures in large sizes. Or if at school already using ICT in using power point or other software.

According to Johnson (2011: 105) the basic principles in the picture and picture model are as follows:

- a. Each member of the group (student) is responsible for everything done in his group.

- b. Each group member (student) must know that all group members have the same goal.
- c. Each member of the group (student) must share the same duties and responsibilities among the members of his group.
- d. Each member of the group (students) will be subject to evaluation.
- e. Each member of the group (students) shares leadership and requires skills to learn together during the learning process.
- f. Each member of the group (students) will be required to individually account for the materials handled in the cooperative group. As the name implies, this type uses the image media in the learning process that is by installing / sorting the pictures into a logical sequence. Through this way students are expected to think logically so that learning becomes meaningful.

The steps of the implementation of this Picture and Picture model there are seven steps (Jamal, 2011: 62) as follows:

- a. The teacher conveys the competence to be achieved.

In this step the teacher is expected to convey what the subject's basic competencies are. Thus, the student can measure to what extent should be mastered. Besides, the teacher also must convey the indicators of KD achievement, so that where the KKM that has been set can be achieved by the learners.

- b. Present the material as an introduction

Presentation of the material as an introduction becomes very important, from here the teacher gives the momentum of the beginning of learning. Success in the learning

process can start here. Because teachers can provide motivation that attracts the attention of students who have not been ready.

- c. Teacher shows pictures related to the material.

In the process of presenting the material, the teacher invites students to be actively involved in the learning process by observing each picture shown by the teacher or by his friend. With pictures we will save our energy and students will more easily understand the material being taught.

- d. Teachers appoint / invite students alternately to install / sort pictures into a logical sequence.

In this step the teacher must be able to innovate, because direct appointment is sometimes less effective and students feel punished. One way is by lottery, so the students feel they have to perform the task that must be given. Existing pictures are required by students to be sorted, created, or modified.

- e. The teacher asks the reason / rationale of the sequence of images.

Students are trained to express reasons for thinking or opinion about the sequence of images. In this step the role of the teacher is very important as a facilitator and motivator for students to express their opinions.

- f. From the reason / sequence of images, teachers begin to embed the concept or material, in accordance with the competence to be achieved.

In this process the teacher should place emphasis on the things to be achieved by asking other students to repeat, write or other forms with the student's goal of

knowing that they are important in achieving the KD and the predefined indicators.

Make sure that the student has mastered the predefined indicator.

g. Students are invited to conclude / summarize the material they have just received.

Conclusions and summaries are done in conjunction with students. The teacher helps in the process of making conclusions and summaries. If students do not understand what things should be considered in the observation of the picture the teacher gives reinforcement of the image.

The learning of the Picture and Picture model is one of the active learning models that uses images that are paired or sequenced into a systematic sequence, such as arranging images sequentially, showing images. With the images related to the material, students learn more creative and can achieve the ultimate goal of the learning process so that the competency standards and basic competencies of the aspects of writing in learning can be achieved.

D. Integrating Writing Process and Picture and Picture Learning Model

The writing process is about how the stages of writing applied by the writer. As stated in the nature of writing, there are four stages in writing process. Those are planning, drafting, editing and final draft. The writer should think the topic that they want to write down on a paper. Using pictures in writing process have a contribution to help students to comprehend the teacher's explanation easily. Besides that, Harmer cited in Muflikhati (2013: 15) stated the use of picture creates natural situation to attract students' attention in teaching writing process.

1. Planning

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. After that, the students look for picture which is used for writing. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they write for and the content and sequence of facts, ideas or arguments in the text.

2. Drafting

After the students have a list of ideas related to the topic and provide some pictures, it is the stage for the students to start writing the first draft. They write the ideas which they are going to write related to the pictures without paying attention to making mistakes.

3. Editing

In this stage, students should re-write their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be taken from written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, it also encourages students to find and correct their mistakes in writing

4. Final draft (publishing)

In this last stage, the students re-write their draft after revisin gwith peers and teachers. The students have a good written text in the final product since they do the editing process before.

E. Conceptual Framework

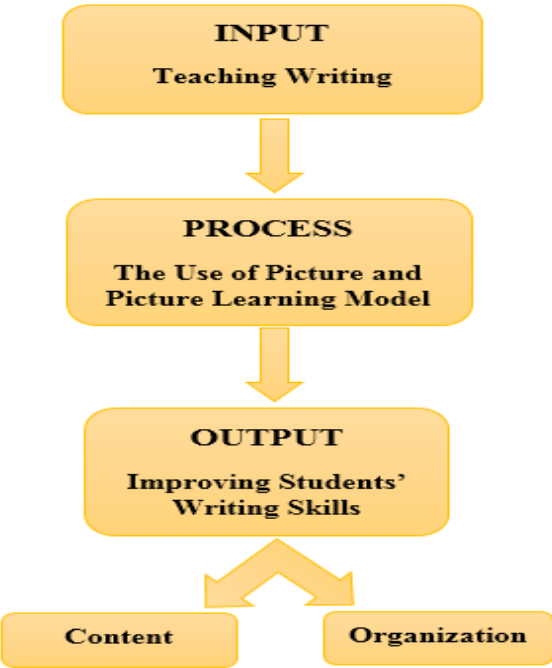


Figure 2.1 Conceptual Framework

Based on the conceptual framework above, Picture and Picture is applied as a model to improve the students writing skills. This research focused on improving the writing skill at the level of Content and Organization.

F. Hypothesis

According to Arikunto (2014: 110) hypothesis is a temporary answer to the research problem until it is proved by the data that will be collected". Based on the theoretical framework and conceptual framework above, the hypothesis can be formatted:

1. H_1 : There is a difference between Pre-test and Post-test on students' score in writing recount text using Picture and Picture Model.
2. H_0 : There is no difference between Pre-test and Post-test on students' score in writing recount text using Picture and Picture Model.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Method

The design of this research was a Pre-Experimental Method with One Group Pre-test and Post-test design which involves pre-test (**O₁**), treatment (**X**), and tested post-test (**O₂**). Thus, the results of treatment can be known to be more accurate, because it can be compared to the situation before being given the treatment. The design of this study is presented in the following table.

Tabel 3.1 One Group Pre-Test and Post-Test Design

O1	X	O2
Pre-Test	Treatment	Post-Test

(Sugiyono, 2014: 75)

O1 = Pre-Test Value (before using picture and picture model)

O2 = Post-Test Value (after using picture and picture model)

The Effectiveness of picture and picture model to improve students' writing skills = (O₂ – O₁).

B. Population and Sample

1. Population

The population of the research was the 8th Grade Students of SMPN 2 Pangkajene in 2016/2017 Academic Years. There were 5 classes (VIII A, VIII

B, VIII C, VIII D, AND VIII E) and each class consisted of 25-30 students. The number of population are 225.

2. Sample

The researcher took only one class as the sample of this research. The members of the sample were 23 students in class VIII A. This sample was chosen by using Purposive Sampling. Purposive Sampling is used if the target of the sample under study has certain characteristics so that no sample may be taken that does not meet the specified characteristics. The sample of this research was class VIII A because in this class still less in writing skills and the students' score was still low because it did not reach the minimum mastery criteria that is 70. It was proven by the result of the regular evaluation of student, only 8 students (27%) of 30 students in VIII A were in good writing or have a value above 70.

C. Research Variables and Indicator

There were two variables in this research; they were independent variable and dependent variable:

1. Independent variable (X)

Picture and picture model of the independent variable was used to improve the writing skills

2. Dependent variable (Y)

The dependent variable was the students' writing skill especially problem in brainstorming the ideas in writing.

3. Indicators

After the students were trained to write recount text by using Picture and Picture Learning model, the students have a good quality on content and organization in their writing. Beside that, the students' score higher than before.

D. Procedures of Collecting Data

The procedures of the research described as follows:

a. Pre-test

Pre-test was administered on the first meeting. The researcher asked to the students to write a recount text.

b. Giving treatments

After giving pre-test, the students were given recount text use picture and picture model. It took time about six meetings and spent 90 minutes in each meeting.

c. Post-test

The post test was given after treatments; the purpose was to know the students' achievement in writing skills after applied picture and picture model.

E. Research Instruments

To collect data, the researcher tested the students to write. The test consisted of pre-test and post-test. The pre-test was given before the treatment to know the students' prior knowledge in writing skill. The post-test was aimed at finding out the students' achievement in writing skills after treatment. In analyzing the data related to the students' test of writing ability, the researcher used analytical scoring rubric

adapted from Brown. There were five components presented in the analytical scoring rubric for writing, i.e., content, organization, vocabulary, language use, and mechanics. In this study, the researcher combined content and organization component. The following table is the analytical scoring rubric used by the researcher to analyze the students' paragraph writing.

Table 3.2 Analytical Scoring Rubric

Aspects	Score	Explanations
Content (Completeness)	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
	17-15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
	14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
	11-6	Ideas complete; essay does not reflect careful thinking or was hurried written; in adequate effort in area of content.

	5-1	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully.
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(Brown, 2004: 244)

Aspects	Score	Explanations
Organizations (Introduction, Body and Conclusion)	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
	14-12	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the

		evidence given; problems of organization interfere.
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).

(Brown, 2004: 244)

F. Technique of Data Analysis

The steps were undertaken in quantitative employing the following formula:

- a. Scoring the students correct answer of Pre-test and Post-test by using this formula:

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{Total Number of Items}} \times 100\%$$

- b. Calculating the mean score of the students, the researcher applied IBM Statistic SPSS 23 Software. After collecting the data of the students, the researcher classified the score of the students into the following criteria:

Table 3.3 Classification of The Students' Score

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 65	Fair
36 – 55	Poor
00 – 35	Very Poor

(Depdikbud in Amirullah, 2012:32)

- c. The significance difference (t-test) between the students' Pre- test and Post- test, the researcher applied IBM Statistic SPSS 23 Software. The criteria for the hypothesis testing is as follows:

Table 3.4: Hypothesis Testing

Comparison	Hypothesis	
	H ₀	H ₁
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

Table 3.4 meant (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

Besides that, the criteria of hypothesis testing is if Sig (2-tailed) lower than level of significance, $\text{Sig} < \alpha$ ($0.000 < 0.05$), so it indicates that the students score of content between Pre-test and Post-test is significantly different and surely improve.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter answers of problem statement in the previous chapter and consists of findings and discussion. Findings shows description of result from the data that had been collected through writing test in pre-test and post-test which are described in graphic or chart or table form. Then, discussion contains explanation of findings which reflect to the result of the data. In this discussion, the researcher uses their own word to explain it.

A. Findings

The findings of the research that teaching writing through Picture and Picture Model could improve writing skill in Content and also could increase writing skill in organization. For further interpretation of the data analysis are given below:

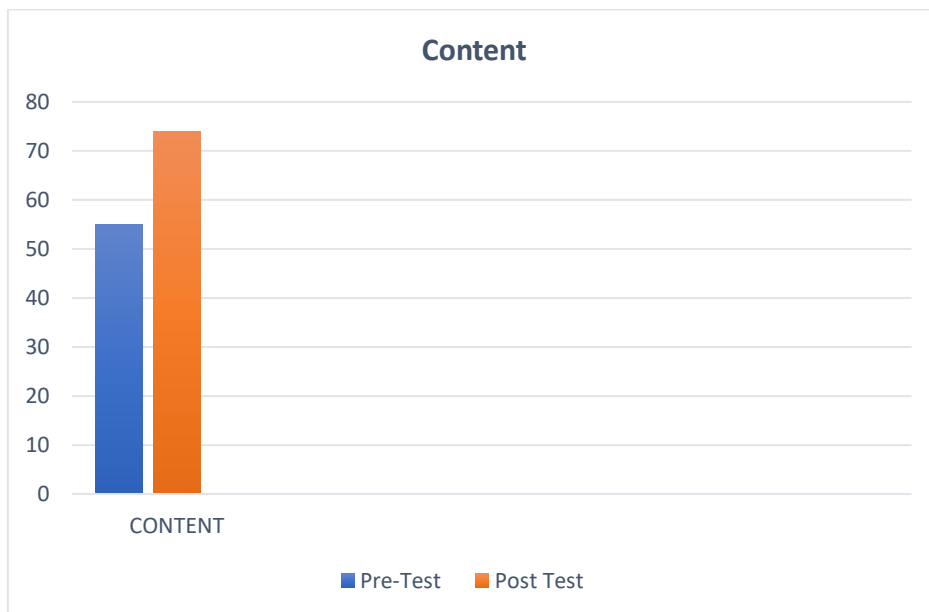
1. Students' Writing Recount Text Using Picture and Picture Model in Terms of Content

Students' writing skill using Picture and Picture Model had different in Pre-test and Post-test. In pre-test students still less understand about Content but after applying Picture and Picture Model the students more understand about Content, can be seen clearly in the Table 4.1:

Table 4.1 Students' Writing Recount Text Using Picture and Picture Model in Terms of Content

No	Component of Writing Skill	The Student's Score	
		Pre-Test	Post-Test
	Content	55	75.43

Table 4.1 shows that the mean score of content skill from students in post-test improved after teaching Writing Recount Text in terms of content by using Picture and Picture Model. The mean score of the students in Pre-test were 55 and Post-test which to be 75.43



Graphic 4.1. The Mean Score of The Students' Writing Recount Text Using Picture and Picture Model in Terms of Content

Table 4.2. Classification of the Students' Writing Recount Text Using Picture and Picture Model in Terms of Content (Pre-test and Post-test)

No	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	96-100	-	-	-	-
2	Very Good	86-95	-	-	2	8.7
3	Good	76-85	-	-	7	30.4
4	Fairly Good	66-75	5	21.7	11	47.8
5	Fairly	56-65	6	26	3	13
6	Poor	36-55	10	43.4	-	-
7	Very Poor	0.0-35	2	8.7	-	-
Total			23	100	23	100

Table 4.2 shows that the Classification of the students Score in Content Skill from pre-test there are 5 (21.7%) students fairly good, 6 (26%) students got fairly, 10 (43.4%) students got poor, 2 (8.7%) got very poor and none of them got good, very good and excellent. While, from post-test there are 2 (8.7%) students very good, 7 (30.4%) students got good, 11 (47.8%) students got fairly good, and 3 (13%) students got fairly and none of them got excellent, poor and very poor.

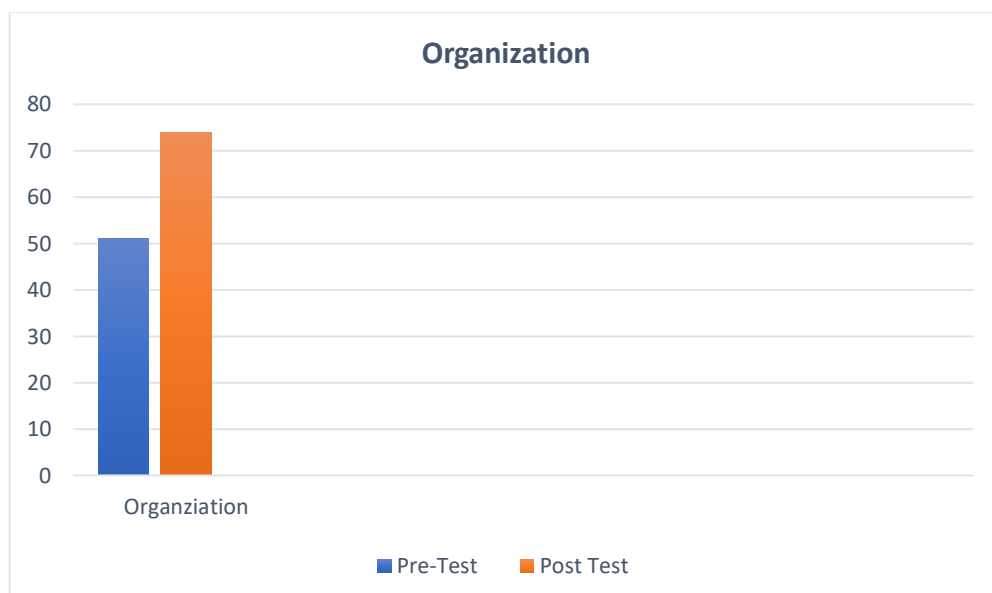
2. Students' Writing Recount Text Using Picture and Picture Model in Terms of Organization

Students' content skill in Writing Recount Text using Picture and Picture Model had different in pre-test and post-test. In pre-test students still less understand about organization but after applied Picture and Picture Model the students more understand about organization, can be seen clearly in the table 4.3:

Table 4.3 Students' Writing Recount Text Using Picture and Picture Model in Terms of Content

No	Component of Writing Skill	The Student's Score	
		Pre-Test	Post-Test
	Organization	50.87	74.13

Based on the table 4.3 above, it shows that the mean score of students' Organization Skill in post-test improved after teaching writing Recount Text in by using Picture and Picture Model. The mean score of the students in pre-test were 50.87 and post-test which to be 74.13.



Graphic 4.2. The Mean Score of The Students' Writing Recount Text Using Picture and Picture Model in Terms of Organization

Table 4.4. Classification of the Students' Writing Recount Text Using Picture and Picture Model in Terms of Organization (Pre-Test and Post Test)

No	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	96-100	-	-	-	-
2	Very Good	86-95	-	-	2	8.7
3	Good	76-85	-	-	5	21.7
4	Fairly Good	66-75	4	17.4	10	43.5
5	Fairly	56-65	2	8.6	6	26.1
6	Poor	36-55	13	56.5	-	-
7	Very Poor	0.0-35	4	17.4	-	-
Total			23	100	23	100

Table 4.4 shows that the Classification of the students score in Organization Skill from pre-test there are 4 (17.4%) students fairly good, 2 (8.6%) students got fairly, 13 (56.5%) students got poor and 4 (17.4%) students got very poor and none of them got good, very good and excellent. While, from Post-test there are 2 (8.7%) students got very good, 5 (21.7%) students got good, 10 (43.5%) students fairly good, and 6 (26.1%) students got Fairly and none of them got very poor, poor and excellent.

3. Hypothesis Testing

The hypothesis is tested by using T-test analysis. In this case, the researcher used t-test (test of significance) for paired sample test, that is, a test to know the significant difference between the result of students' mean scores in pretest and post test the researcher used t-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = N – 1, where N = Number of subject (23 students)

then the value of t-table is 2.07 the t-test statistical, analysis for paired sample is applied. The result of the data analysis t-test of the students' writing skill through Picture and Picture Model are showed in the table below;

Table 4.5 The Significance between Pre-Test and Post-Test Score of the Students' Writing Recount Text in Terms of Content

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences			95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Content-hypothesis testing - Content-hypothesis testing	20,435	11,958	2,493	15,264	25,606	8,196	22	,000

Table 4.5 shows the hypothesis testing that was done by Using IBM Statistic SPSS 23 Software shows that Sig (2-tailed) is 0.000, because of Sig < α ($0.000 < 0.05$), so it indicates that the students score of content between Pre-Test and Post-Test is significantly different. Besides that, the value of the t- test is higher than the value of t-table. The t-test value of content was greater than t-table ($8.19 > 2.07$). Thus, the alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected

Table 4.6 The Significance between Pre-Test and Post-Test Score of the Students' Writing Recount Text in Terms of Organization

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences			95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Organization-hypothesis testing - Organization-hypothesis testing	23,261	11,038	2,302	18,498	28,034	10,106	22	,000

Table 4.6 shows the hypothesis testing that was done by Using IBM Statistic SPSS 23 Software shows that Sig (2-tailed) is 0.000, because of Sig < level of significance (α) ($0.000 < 0.05$), so it indicates that the students score of Organization between Pre-Test and Post-Test is significantly different. Besides that, the value of the t- test is higher than the value of t-table. The t- test value of content was greater than t-table ($10.10 > 2.07$). Thus, the alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected

B. Discussion

The description of the students' writing skill in Terms of Content and Organization deals with the result of data that is explained previously in findings and the description of the students' writing between Pre-test and Post-test. Students' Content Skill is supported by the mean score of students on Pre-test and Post-test in Content was 55 (poor) and 75.43 (fairly good). Before applied Picture and Picture Model the students could not make a good content in writing recount text. But after applied Picture and Picture Model the students easily to make content in writing as well.

The improvement of students' writing skill in Terms of Content can be seen between Pre-test and Post-test. The students' result is significantly different before and after applied Picture and Picture Model in teaching writing. The students' text in Terms of Content in Pre-test does not reflect careful thinking or was hurried written; in adequate effort in area of Content and development of ideas is not complete. The sample of their writing are presented below:

...In the mountain they tired because hot next the finish in up mountain next they take picture; in the moment they wish finish, they tired and to hot and they spirit in the top of mountain (S-12)

The students' did not know the process to make a good-structured in writing as explained by Harmer in Muflikhati that writing is started by making planning. Before starting to write down on a paper, a writer makes a draft that it will be going through editing steps. Editing means that reflecting and revising, and the last one is the final writing which is ready to be delivered to the audience.

On the other hand, the students' content in writing recount text in Post-test is better than Pre-test. Development of ideas has been completely developed; their writing have been coherent enough to the topic as explained before by Jacob in Suardi that the writing content have to be clear for the readers to be able to understand the message and information from it. The sample of their writing are presented below:

...we saw the wave rolling beautiful on the beach. A lot people all already swam at the beach, we walked on the beach and touched the water; after that I try to swim in the sea that so happy but the water is cold, I so fear but no more because my grandma beside me (S-12)

Therefore, it can be concluded that Picture and Picture Model could improve the students' writing skill in Terms of Content.

Students' Writing Skills in Terms of Organization is supported by the mean score of students on Pre-test and Post-test. The students' mean score in Pre-test and Post-test were 50.87 and 74.13 which are classified as poor and fairly good. Before applying Picture and Picture Model, the students were difficult to have a good

Organization in writing recount text as well. But after applying the model they are easily to make detail explanation. It means that the use of Picture and Picture Model is effective to improve the students' writing skill.

The improvement of Students' Writing Skills in Terms of Organization can be seen between Pre-test and Post-test. The students' result is significantly different before and after applying Picture and Picture Model in teaching writing. The students' text in Terms of Organization in Pre-test is absence of introduction or ended their writing without conclusion; the body is not organize well and students have not made any effort to organize the composition so, could not be outlined by reader. The sample of their writing are presented below:

have picture, I see there is two a piece the thing which while climb in a mount; Mountain very beautiful in view the weathers is pretty good to; he is tired because street so fart they to in up mountain they take picture (S-19)

Whereas, Jacob in Suardi have explained that the good organization in a text is when the writer has arranges and organizes the ideas. The paragraph can be coherent if the ideas are putting in the right order.

On the other hand, the students' organization in writing in Post test is better than Pre-test. Generally, Introduction is minimally recognizable; organization can barely be seen and the students can begin to order ideas in body as well. The sample of their writing are presented below:

last week I went to Kuta Beach. I went to Kuta Beach with my grand mother. We started our trip to kuta beach at 10 o'clock in the

morning; we saw the wave rolling beautifully on the sea. The wind blew softly at Kuta; at 1 o'clock afternoon, I picked up my father for return my home; it was fun holliday at the beach, I would like to Bira Beach next time. (S-19)

So, the researcher concludes that 8th Grade Students at SMPN 2 Pangkajene have a good result writing after taught Recount Text using Picture and Picture model. According to Adelstein and Pival, Good writing reflects the writers' ability to organize the material into a coherent text, so that it moves logically from a central, dominant idea to the supporting points and finally to a consistent ending, and then convening to the reader sense of well thought out plan. Therefore, it can be concluded that Picture and Picture Model could improve the students' writing skill in Organization.

By seeing the effectiveness of the students' Content and Organization in writing skill. It is concluded that Picture and Picture Model could improve the students' writing skill in Terms of Content and Organization. It could be showed from the students' writing test in Pre-test and Post-test. In Pre-test, some students were difficult to write recount text especially the Content and Organization. But, the students' writing recount text in Post-test, which the content and organization could be understood. And then, the students were easy to generate their ideas and write it to be a good recount text. It is also supported by Purwaningsih in her research that explained Picture and Picture Model could improve Students Writing Skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting The Experimental Research about The Effectiveness of Picture and Picture Model in Improving The Students' Writing Skill and based on the researcher findings in the previous chapter, the researcher concluded that:

1. Picture and Picture Model is effective to improve the students' writing skill in Terms of Content, it was shown by the mean score of content before and after giving treatment is 55 becomes 75.43 with the t-test value of Content is greater than t-table ($8.19 > 2,07$) and the Sig (2-tailed) of Content is lower than level of Significance $.000 < 0.05$. It means that there is significance difference between before and after giving the treatment.
2. Picture and Picture Model is effective to improve the students' writing skill in Terms of Organization, it was shown by the mean score before and after giving treatment is 50.87 becomes 74.13 with the t-test value of organization is greater than t-table ($10.10 > 2,07$), and the Sig (2-tailed) of Organizaton is lower than level of Significance $.000 < 0.05$. It means that there is significance difference between before and after giving the treatment.

B. Suggestion

Based on the conclusion above , the researcher presents some suggestions as follows:

1. It is suggested that the teacher especially for the English Teacher at the 8th Grade Students of SMPN 2 Pangkajene, to use Picture and Picture Model as one alternative among other teaching that can be used in teaching writing skill.
2. For the next researcher, it is suggested to this thesis as an additional reference with different discussion.

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LESSON PLAN

School	: SMPN 2 Pangkajene
Subject	: English lesson
Class / Semester	: VIII / 1 (odd)
Time Allocation	: 8 x 45 minutes (6 meetings)
Aspects / skills	: Writing

A. Core Competence

KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study specific to his or her talents and interests to solve problems.

KI 4: Cultivate, reason, and serve in the realm of concrete and abstract realms related to the development of the self-study in schools independently, and able to use methods according to scientific rules

B. Basic Competence

3.12 Apply text structures and linguistic elements to carry out the social function of the recount text by stating and asking about events, events, and events, short and simple, according to the context of its use.

4.14 Capturing the meaning of the oral and written recount text, short and simple, about events, events, events.

4.15 Arrange the oral and written recording text, short and simple, about activities, events, events, taking into account the social functions, text structures, and linguistic elements that are true and contextual.

C. Indicators of Competence Achievement

3.12.1 Identify the social function of the recount text

3.12.2 Identify generic structure and language features of recount text.

4.14.1 Identify meaning in simple recount text about experiences / events / events.

4.15.1 Write a simple recount text based on the image provided.

D. Learning Objectives

At the end of the lesson, students can:

- Determine the sequence of events of a story in accordance with the image provided the picture and picture model (series of events a story in the form of a picture card).
- Write recount text smoothly and use grammar, as well as various vocabulary in recounting recount text according to the sequence image they have specified.

E. Learning Model

Cooperative Learning Model, Picture and Picture Type

F. Learning Materials

- Recount texts

“My Grandpa’s Day” (Attachment 1)

“My Grandpa’s Brithday” (Attachment 2)

“Amazing Experience” (Attachment 8)

- **Generic structure**

A recount text is a text that telling the reader about one story, action, or activity. Its goal is to entertaining or informing the reader.

- a. Orientation : it tells who was involved, what happened, where the events took places, and when it happened.
- b. Sequence of events : it tells what happened and in what sequence.

c. Reorientation : it consist of optional-clisure of events/ending.

- **Language features of recount text**

- Simple past tense is used to express something that happened in the past. Here is the pattern.

S + Verb 2

For example:

a. I *woke up* at half past seven.

b. I *played* computer games until bedtime

- Adverb of Time

- yesterday, last week, last Friday, last month, Ago.

- Word showing order

One of the language features of recount is the use of words that show the order in which the events in the text happened

- First, next, then, after that, afterwards, meanwhile

G. Steps of Learning Activities

Introduction the Activities

- Teachers and students say hello and pray together.
- Teachers attend students.
- Teacher gives brainstorm in the form of questions appropriate to the material to be delivered related to the nearest environment.
- After the student answers the brainstorming question, the teacher asks questions about what learning topics related to brainstorming have been given such as: based on my question previously, now, please guess! what topic are we going to discuss today?

The First Meeting

Core Activities

1. The teacher asks questions as lead-in to the students.
2. PRE TEST
3. Teacher introduces sample recount text to students. (attachment 1)
4. Students with directions from the teacher identify the generic structure of the text.
5. Students identify the language feature of the text along with the teacher.
6. Students are asked to match the picture with a randomly arranged sentence in pairs (attachment 2)
7. Students are asked to identify the language feature of the text given in pairs. Students are required to compose a random sentence according to the image independently. (Attachment 3)
8. Students make a sentence based on the given picture.

The Second Meeting

Core Activities

1. Students learn examples of recount text. (attachment 4)
2. Students are asked to read and identify the generic structure and language features of the text.
3. Students are required to change the appropriate verb in the recount text provided by the teacher. (attachment 5)
4. Students are asked to match words with the meaning of the word correctly.
5. Students in pairs write a paragraph based on the picture sequence. (attachment 6)
6. Students are required to write a recount text based on the picture the teacher has given independently. (attachment 7)
7. Students should create text with regard to the organization and content of the posts made.

The Third Meeting

Core Activities

1. Teacher gives example of recount text. (attachment 8)
2. Students are asked to identify the generic structure, language feature and social function of the text.
3. Students are required to complete a story with the correct form verb. (attachment 9)
4. Teachers with students discuss the exercises that students have been working on.
5. Students are required to write a recount text based on the order of images that have been given with attention to the organization and content of the story. (attachment 10).

The Fourth Meeting

Core Activities

1. Teacher asks students to form 6 groups, one group consists of 4-5 students. The teacher attaches a random image on the board, the picture provided by the student itself.
2. Teacher explains the rules of the game.
3. Students in groups discussing to make the story according to the drawings obtained in each group, then write the story.
4. Each group is first asked to interpret and describe the sequence of events according to the context of the image and then write down whatever ideas they think.
5. Students are required to make the sentence according to the picture given by the teacher.
6. Students make a sentence based on the given image.
7. Teachers provide corrections to students' mistakes in writing stories in the form of recount text and conclusions.

The Fifth Meeting

Core Activities

1. The teacher asks each student to provide some pictures related to each student's experience.
2. Students must exchange pictures with other students first before writing
3. Students are individualized to create stories according to the images provided, then write the story.
4. Each student must make the appropriate recount text with regard to the recount text structure along with the story content.
5. Teachers provide corrections to students' mistakes in writing stories in the form of recount text and conclusions.

The Sixth Meeting

POST-TEST

Closing Activity

- Teacher asks students' difficulties during the teaching and learning process.
- Teachers with students conclude learning materials.
- Teachers and students pray together and say goodbye.

H. Media and Learning Resources

- Media : series of image
- Learning resources : Relevant book of Junior High School and Internet

I. Assessment of Learning Outcomes

- Technic : written test
- Assesment : Analytical scoring rubric adapted from Brown (2004: 244)

Aspects	Score	Explanations
---------	-------	--------------

Content (Topic and details)	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
	17-15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
	14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
	11-6	Ideas complete; essay does not reflect careful thinking or was hurried written; in adequate effort in area of content.
	5-1	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully.

Aspects	Score	Explanations
	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be

Organizations (Introduction, Body and Conclusion)		lacking, some ideas aren't fully developed; sequence is logical but transactional expression may be absent or misused.
	14-12	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization..
	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).

Makassar, Oktober 2017

Teacher

Researcher Student

(Nirmala Nuhung, S.S)

(Ince Rezky Naing)

APPENDIX B

B. 1 The Students' Scores of Pre-test (X_1) and Post-test (X_2),

B.1.1 Content

Samples	Content	
	Pre-test	Post-test
S-1	55	65
S-2	40	60
S-3	45	70
S-4	65	70
S-5	70	70
S-6	75	90
S-7	30	70
S-8	30	70
S-9	60	90
S-10	40	75
S-11	40	70
S-12	50	75
S-13	65	75
S-14	70	85
S-15	65	70

S-16	60	80
S-17	50	85
S-18	40	75
S-19	60	80
S-20	55	80
S-21	55	65
S-22	70	80
S-23	75	85
Total	$\sum X=1265$	$\sum X=1735$

B.1.2 Organization

Samples	Organization	
	Pre-test	Post-test
S-1	55	65
S-2	35	65
S-3	40	70
S-4	65	70
S-5	70	75
S-6	70	85

S-7	25	70
S-8	25	65
S-9	55	85
S-10	35	70
S-11	40	65
S-12	45	75
S-13	60	75
S-14	70	85
S-15	55	65
S-16	55	80
S-17	50	90
S-18	55	80
S-19	55	75
S-20	45	70
S-21	50	65
S-22	45	70
S-23	70	90
Total	$\sum X=1170$	$\sum X=1705$

APPENDIX B

B.2 DATA ANALYSIS OF THE STUDENTS' SCORE BASED ON IBM STATISTICS SPSS 23 SOFTWARE

B.2.1 Data Analysis of Content

		Statistics	
		Content-Pre	Content-Post
N	Valid	23	23
	Missing	0	0
Mean		55,00	75,43
Std. Error of Mean		2,864	1,690
Median		55,00	75,00
Mode		40	70
Std. Deviation		13,734	8,106
Variance		188,636	65,711
Range		45	30
Minimum		30	60
Maximum		75	90
Sum		1265	1735

Frequency Table

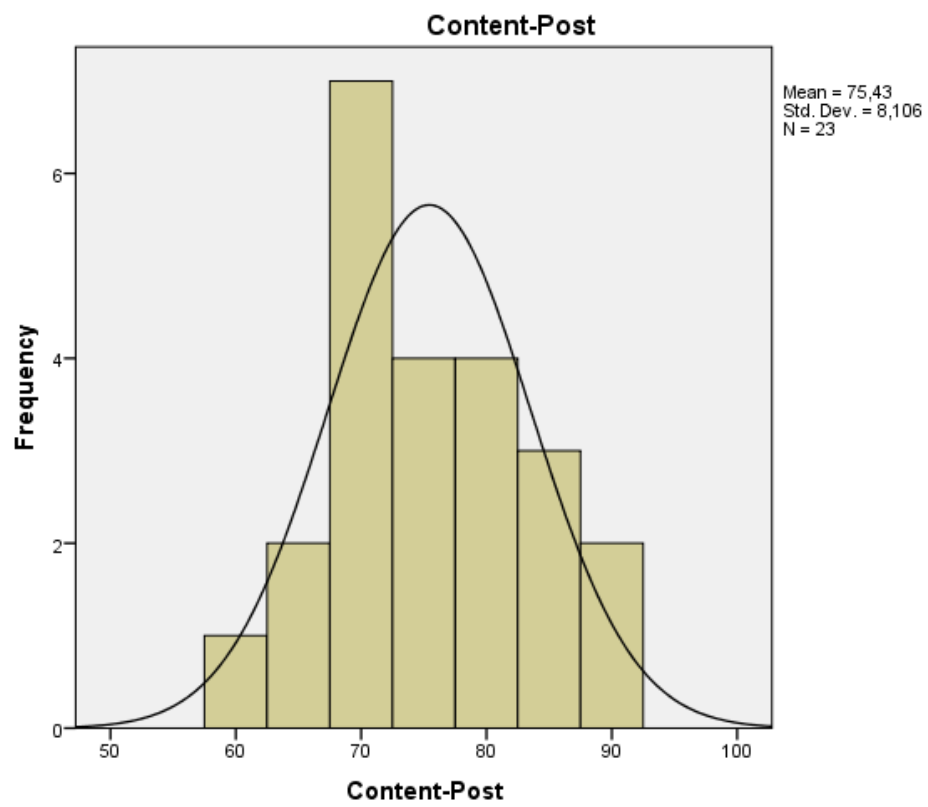
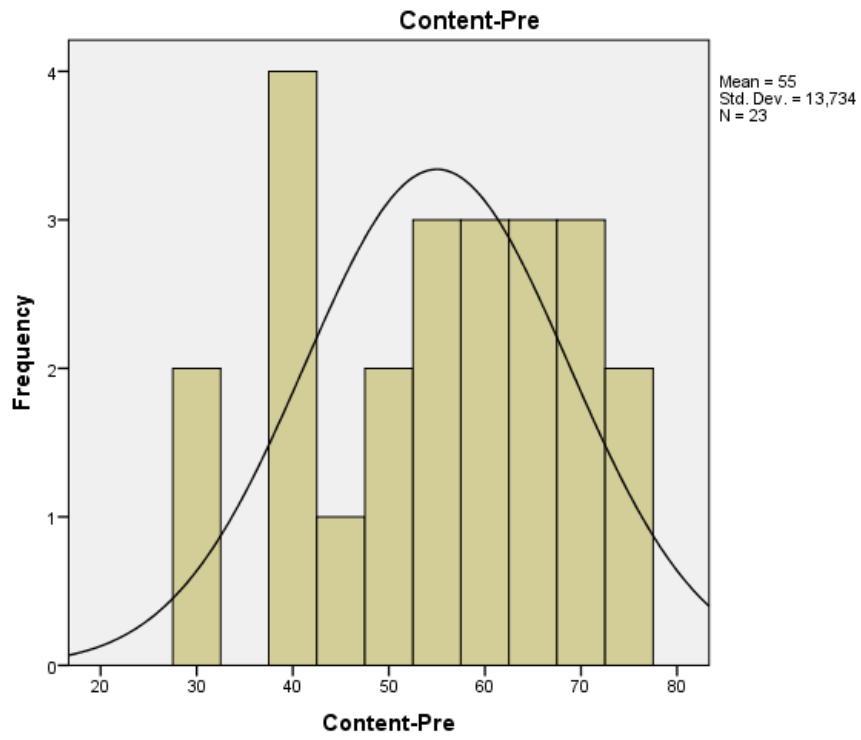
		Content-Pre			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	8,7	8,7	8,7
	40	4	17,4	17,4	26,1
	45	1	4,3	4,3	30,4
	50	2	8,7	8,7	39,1
	55	3	13,0	13,0	52,2
	60	3	13,0	13,0	65,2
	65	3	13,0	13,0	78,3
	70	3	13,0	13,0	91,3
	75	2	8,7	8,7	100,0

Total	23	100,0	100,0
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Content-Post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	4,3	4,3	4,3
	65	2	8,7	8,7	13,0
	70	7	30,4	30,4	43,5
	75	4	17,4	17,4	60,9
	80	4	17,4	17,4	78,3
	85	3	13,0	13,0	91,3
	90	2	8,7	8,7	100,0
	Total	23	100,0	100,0	

Histogram



B.2.2 Data Analysis of Organization

		Statistics	
		Organization-pre	Organization-post
N	Valid	23	23
	Missing	0	0
Mean		50,87	74,13
Std. Error of Mean		2,823	1,740
Median		55,00	70,00
Mode		55	65 ^a
Std. Deviation		13,539	8,346
Variance		183,300	69,664
Range		45	25
Minimum		25	65
Maximum		70	90
Sum		1170	1705

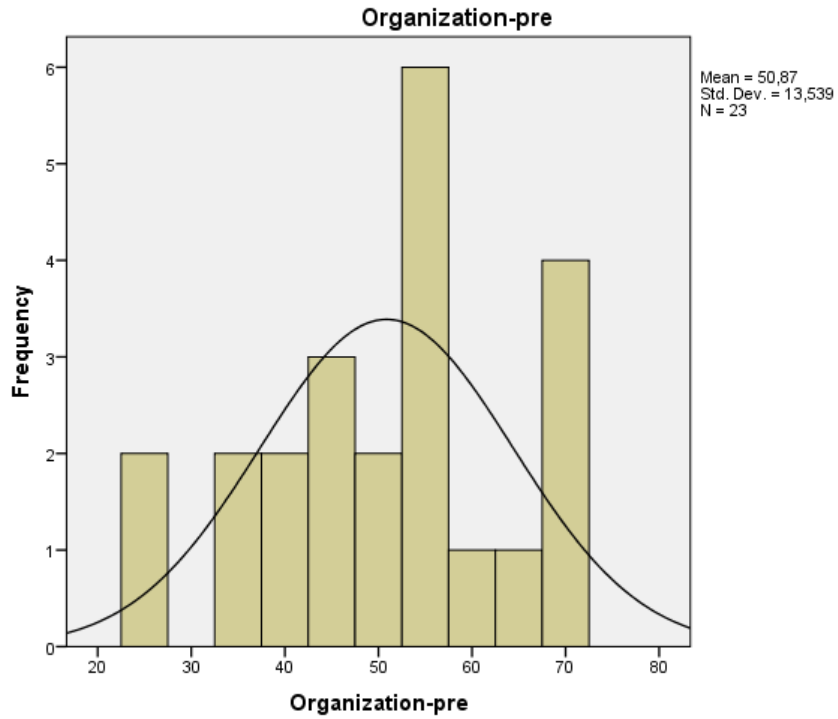
Frequency Table

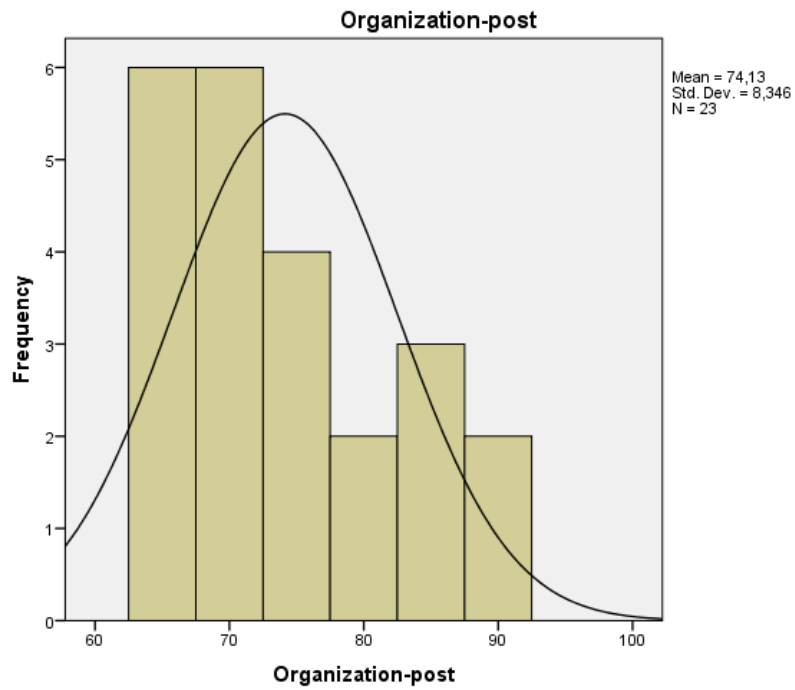
		Organization-pre			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	2	8,7	8,7	8,7
	35	2	8,7	8,7	17,4
	40	2	8,7	8,7	26,1
	45	3	13,0	13,0	39,1
	50	2	8,7	8,7	47,8
	55	6	26,1	26,1	73,9
	60	1	4,3	4,3	78,3
	65	1	4,3	4,3	82,6
	70	4	17,4	17,4	100,0
	Total		23	100,0	100,0

Organization-post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	6	26,1	26,1	26,1
	70	6	26,1	26,1	52,2
	75	4	17,4	17,4	69,6
	80	2	8,7	8,7	78,3
	85	3	13,0	13,0	91,3
	90	2	8,7	8,7	100,0
	Total	23	100,0	100,0	

Histogram





B.2.3 Hypothesis Testing of Content

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Content-hypothesis testing	75,43	23	8,106	1,690
	Content-hypothesis testing	55,00	23	13,734	2,864

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Content-hypothesis testing & Content-hypothesis testing	23	,500	,015

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Content-hypothesis testing - Content-hypothesis testing	20,435	11,958	2,493	15,264	25,606	8,196	22	,000

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Organization-hypothesis testing	74,13	23	8,346	1,740
Organization-hypothesis testing	50,87	23	13,539	2,823

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Organization-hypothesis testing & Organization-hypothesis testing	23	,580	,004

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Organization-hypothesis testing - Organization-hypothesis testing	23,261	11,038	2,302	18,488	28,034	10,106	22	,000

APPENDIX B. 3

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = N – 1=23 – 1= 22, T- table= 2.07387

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127
40	0.6806	1.30308	1.68385	2.02108	2.42326	2.70446	3.3068

B.4 DOCUMENTATIONS OF RESEARCH



CURRICULUM VITAE



INCE REZKY NAING was born on July 17th, 1995 in Pangkep regency. He is the last child from 4 siblings, He has 3 old sisters from the marriage of his parents Ince Naing and Nurhaedah.

In 2003 the researcher registered as a student in SDN 10 Bontomangape in Pangkep regency and He graduated in 2007. The next, in the same year the researcher registered as a student in SMP Negeri 1 Pangkajene graduated in 2010. Then the researcher registered in SMA Negeri 1 Pangkajene graduated in 2013. In the same year, the researcher continued his study in English Department, Muhammadiyah University of Makassar.

At the end of his study, He could finish his thesis with title *“The Effectiveness of Picture and Picture Model In Improving Students’ Writing Skills (An Experimental Research at 8th Grade Students of SMPN 2 Pangkajene).*