

IMPROVING STUDENTS' RECOUNT TEXT WRITING BY USING PICTURE SERIES

A Classroom Action Research to the Tenth Grade Students of
SMK Panca Bhakti Kubu Raya in Academic Year 2011/2012

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Abstract: This research is about improving students' recount text writing by using picture series. The objective of this research is to improve the students' recount text writing by using picture series. Based on the writer experience during teaching, the students were difficult to get ideas in recount text paragraph. For example the students were difficult to get the ideas without the clue of picture series. The methodology of this research is a classroom action research which consisted of 2 cycles. The subject of this research was the tenth grade students. The number of participants in this research was 40 students. In completing the research, the researcher used the observation, written test and field note as the instruments of collecting the data.

By conducting the classroom action research, it was found out that using picture series improved the students' recount text writing. The result of this research has shown that the students progress in improves writing in each cycle. First cycle was 61.5 (less than 65, not achieved). The second cycles, was 66.0 (Achieved) which was higher than the KKM score. So, the use of picture series will help the students in improving recount text writing.

Key Word: Improving Students' Recount Text Writing

Abstrak: Penelitian ini adalah tentang meningkatkan kemampuan siswa dalam menulis teks berbentuk recount dengan menggunakan gambar berseri. Tujuan penelitian ini adalah untuk meningkatkan kemampuan siswa dalam menulis teks berbentuk recount dengan menggunakan gambar berseri. Berdasarkan pengalaman penulis selama mengajar, siswa sulit menemukan ide dalam paragrap teks berbentuk recount. Sebagai contoh, siswa sulit menemukan ide tanpa ada panduan untuk membantu siswa dalam menemukan ide didalam paragrap tersebut. Metode penelitian ini adalah penelitian tindakan kelas yang terdiri dari dua siklus. Subyek penelitian ini adalah siswa kelas XPJ, yang berjumlah 40 siswa. Dalam melengkapi penelitian ini, penulis menggunakan cara observasi, tes tertulis dan catatan lapangan, sebagai alat dalam pengumpulan data. Dengan melakukan penelitian tindakan kelas, ditemukan bahwa dengan menggunakan gambar berseri dapat meningkatkan kemampuan siswa dalam menulis teks berbentuk recount. Hasilnya dapat terlihat dari proses-proses peningkatan dalam meningkatkan kemampuan menulis siswa disetiap siklusnya. Siklus pertama didapati nilai rata-rata 61,5 yang berarti dibawah KKM dan siklus kedua didapati nilai rata-rata 66.0 yang artinya diatas KKM. Jadi, penggunaan gambar berseri dapat membantu siswa dalam meningkatkan kemampuan siswa dalam menulis teks berbentuk recount.

Kata Kunci: Meningkatkan Kemampuan Menulis Teks Recount

This research is about improving students' recount text writing by using picture series, in the process of writing, sometimes the students make mistakes. For example the students are difficult to get ideas in written form. So, the teacher thinks what they have to do to solve the problem above, like giving the media to teach writing, so the students followed the lesson more easily. And picture series as one of the media that will help the teacher to overcome this matter. In this research the writer used picture series to guide the students to organize ideas in recount text. The writers provide picture series that show last experienced that done by person or an action that is repeated or usual. Picture series can be used by students as their guidance in developing recount text writing. For example, the students will be given a sequence of picture or picture series to guide them in making a sentence. From these pictures the students supposed to start writing the orientation, sequence of events and re-orientation. In addition, the teaching learning process for recount text writing did not apply the specific technique in order to encourage the students' learning achievement, particularly in organizing the ideas. Because, the students looked like confuse to start making the ideas and organizing them into a good recount text paragraph. The sequence of story might be jumping when they had no idea to focus on the writing. The writers focus on the students' problem in organizing ideas and formulate them with sufficient vocabulary to construct the text as the generic structure and language features. So, the writer tried to conduct a classroom action research to find out how picture series improves the students' writing recount text. It was hoped that with this strategy can improve the students' ability in recount text writing, especially in starting and organizing the ideas.

Writing is producing something in written form so that people can read, perform and use it (Caroline, 2003). It means that in teaching writing the teacher reinforces students to produce something in written form so that people can read it. In producing written from well, the students can not do it by themselves, but they should through a process in teaching and learning.

In the process of writing, sometimes the students make mistakes. For example the students are difficult to get ideas in written form. So, the teacher thinks what they have to do to solve the problem above, like giving the media to teach writing, so the students followed the lesson more easily. And picture series as one of the media that will help the teacher to overcome this matter.

Based on the current implement Kurikulum Tingkat Satuan Pendidikan (KTSP 2006) and its syllabus, students should be able to express and understanding meaning either in functional, recount, narrative, descriptive, procedural or reporting text. In recount text for example, the students need to understanding the use of simple past tense, because one of the language features of a recount text is the use of simple past tense, therefore simple past tense is important for students to learn.

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into a good recount text paragraph. The sequence of story might be jumping when they had no idea to focus on the writing.

To have a good writing, the writer had to know the various writing strategies and should be done from the simple one to the difficult stages or advanced levels. Different techniques must be used to teach different materials.

Anthony (1983:5) says: “Technique depends on the teacher, his individual artistry, and on composition of the class. Particular problem can be tackled equally successfully by the use of different technique”.

Knowing the complexity of writing and there is no special methods to teach it, the teacher is requires to apply the accurate technique to present the writing materials to the students, Robinnet (1983:233) says that there are two kinds of writing, which are guided writing or controlled writing and free writing.

a. Controlled writing

It refers to activities in which are presented with a set of sentences or a written text and given directions regarding ways in which these should be modified. This technique suggest that the teacher presents the writing materials by giving directions of how to do writing activities.

b. Free writing

It refers to writing with no restrictions. A free writing does not have to conform to the rules of spelling, grammar, and punctuation. In free writing the teacher should try to inspire the students to write.

According to Anderson and Anderson (2002:3), recount text is a recount is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order). The purpose of the Recounts text is to retell events with the purpose of either informing or entertaining their audience (or both).

The Basic Recount consists of three parts such as (a) The setting or orientation - background information answering who? when? where? why? (b) Events are identified and described in chronological order (c) Re-orientation which is concluding comments express a personal opinion regarding the events described. Beside that the language features of the recount text such as (a) the language is written in simple past tense (b) frequent use is made of words which link events in time, such as next, later, when, then, after, before, first, etc.

Recount text can be occurred in the form of personal recount (such as biography), factual recount, or imaginative recount. The major difference between recount and narrative text is the generic structure. If a passage doesn't have a conflict and it retells past events that is called as a recount text.

According to Hart and Hicks, media in the classroom are appropriate for triggering ideas, making difficult subjects more understandable, and for holding attention on important ideas. It should lead students to remember ideas by becoming more involved with them. What is not always obvious is that students should first know what media is and ways to think about it. Critical skills in understanding media are extremely important; without them the film, video, record or slide presented in relation to a subject is only one dimensional.

In teaching and using various media in the classroom are somewhat skewed in that teaching art or media or some combination. The nature of the classes dictated that the teachers may

demonstrate most of the expressive media that we use to communicate with - print, books, drawing, slides, film, video, audio, computer screens (Hart and Hicks, 2002:8).

As a result, what the teachers gained from these efforts was both a knowledge of what these media are and how they can be used (or not used) in the classroom. Although, the teachers probably are not teaching math or science (although technically television is a wonderful way to teach physics and they did have a physicist come to my video classes to explain how images got from reality to the screen) they have since employed what they learned (in some experiences) to help the other teachers from a variety of subjects visualize their subjects with multimedia computing technology. This technology "models" what is done in the classroom to some degree but has the added feature of being able to connect this model to electronic libraries.

Generally when the teachers came to the effective use of media of teaching in classroom teaching activity, some questions would arise such as "How do they usually teach this? How do they present the material? By lecturing? How do they work with the blackboard? Do they use overhead slides? Do they use video or films? Do they teach and then take questions? Which concepts in the course are hardest to get across? What questions are always asked? Are students playing active roles in the class or are they taking notes? What kind of examples do they use? What classes, or TV shows, or performances have they seen that they thought were possibly relevant to their subject? If they had any means at their disposal what is their dream method for teaching this course?. So, from the some of the question above, media is necessary to develop in order to get something more exciting in learning, for example picture series. In general terms, Ivers and Barron (2002: 2) define that *media* is the component of teaching that support the teaching and learning process. Forms of media may include text, graphics, animation, pictures, video, and sound.

When media is used to support our teaching and learning process, perhaps many teachers believe that media encourage students to work in groups, express their knowledge in multiple ways, solve problems, revise their own work, and construct knowledge. Students have the opportunity to learn and apply real-world skills (Ivers and Barron, 2002: 2).

Moreover, Ivers and Barron (2002: 2) also argue that the students learn the value of teamwork; the impact and importance of different media, including design issues, media appropriateness and validity, and copyright laws; the challenges of communicating to different audiences; the importance of research, planning, and organization skills; the significance of presentation and speaking skills; and how to accept and provide constructive feedback. Creating media projects helps to reinforce students' technology skills and to prepare them for the demands of future careers.

When the students write a text, they will produce many sentences. The sentences in the text might be as their ideas and thoughts. However, in fact it is hard for the students to get ideas. They cannot write smoothly because they do not know how to write and develop the topic and they get stuck in the middle of writing. Besides, they also have difficulty in how to compose sentences. Because the students are lack of vocabulary and also lack of grammar acquisition.

As a result, the students have no motivation to write, and writing becomes uninteresting and hard activity for them. From those problems, the teacher should have a strategy, which can assist them in getting the ideas to write. To overcome this problem, using picture series can be used to guide the students to get the ideas in recount text writing.

Schwartz (2000: 1) says pictures are a great incentive for language production and can be used in many ways in the classroom. "Specifically, pictures contribute to: interest and motivation; a sense of the context of the language; a specific reference point or stimulus". Many pictures in junk mail catalogs are especially suitable for small group activities. Speaking, writing, vocabulary, grammar and cross - cultural lessons at all levels can be designed around the use of pictures.

In addition, picture is two-dimensional visual representation of person, place, or things. It can be painted or drawn. Yunus (1981:49-53) classifies pictures into three types such as composite picture, picture series and individual picture. In relation to the use of pictures in teaching, Gerlach et al (1980: 274) assert that there are six reasons of using pictorial material; they are: (a) Pictures are very useful for presenting new grammatical and vocabulary items (b) Pictorial material allows for meaningful practice of vocabulary and structures presented by the teacher (c) Pictorial material can also provide a stimulus for using the language at the reproduction and manipulation stages to speak, to read, and to write (d) Pictures can be used for revision from one lesson to another as well as for long- term revision of vocabulary and structure (e) Pictorial material can be used to supplement whatever textbook the teacher is using or whatever course he is following. Pictures can be used to provide more practice of the exercise that student have done using the textbook (f) Pictorial material is easy to collect, to make and to transport.

In relation to above notion, Cowan (1982: 1) argues that recount text writing is an activity with some stages or steps. She said that recount text writing is what you will be doing in this class in similar in several ways to building a cabin. The use of pictures in teaching writing is able to support the students to study (Raimes, 1983:11). Besides that Crimmon (1983: 3) states that writing is the skill of arranging words to form sentences and paragraph in the larger units so that those ideas, facts, and impression may be communicated to others.

According to Crimmon (1983: 5), there are many kinds of picture could be used in teaching and learning of writing in the classroom. These kinds of pictures would be described to the area of its appropriateness for teaching activity, namely individual picture, situational picture, and picture series. In this research only focused in teaching and learning writing using picture series. Picture series could be used as a support to teach writing since they could motivate students in making composition and also brought a difference situation and a new variation of teaching learning activity at the classroom.

METHOD

Characteristics of Classroom Action Research

According to Arikunto et al (2006: 110), there are three major characteristics of classroom action research; inquiry reflective, collaborative and reflective.

1) Inquiry Reflective

Conducting classroom action research (CAR) should be based on the real problems are faced by the teachers in teaching and learning process. Inquiry reflective means that a research that is conducted by the teachers in order to overcome or solve the problems in teaching learning process. The teacher might initiate an action research concerning the classroom's problems during the teaching and learning process. The results of this research are aimed at finding the solution on how the process of teaching and learning should be carried out. The solution might be on the use of media, teaching strategy, the improvement of classroom management and so on.

2) Collaborative

One of the characteristics of CAR is a research can be conducted collaboratively with other teachers. The teachers can share about their problems in teaching together with others and find the appropriate solutions concerning the problems faced. In the process of research, all the participants/researchers can work together to conduct a research based on the problems identification they have from participants in the same or different schools. In other word, CAR can be conducted together to find out the solutions on the problems faced in teaching and learning process.

3) Reflective

One of the characteristics of CAR is different from other kinds of research is in its efforts to find out a solutions on teaching continuously. The focus of this research is on the reflections on the process and the results of the research. A research will not be stopped if the results are not significantly change the conditions occurred before the research. Some reflections might be done by identifying some aspects that affect the results of research.

Another distinguishing characteristic of action research is the degree of empowerment given to all participants. Involvement is of a knowing nature, with no hidden controls or preemption of direction by the researcher. All participants including the university researchers, the teachers and the students negotiate meaning from the data and contribute to the selection of interventionary strategies. Elliott (in Kemmis&McTaggart, 1990b: 122) considers the need for communication between all participants to be of paramount importance:

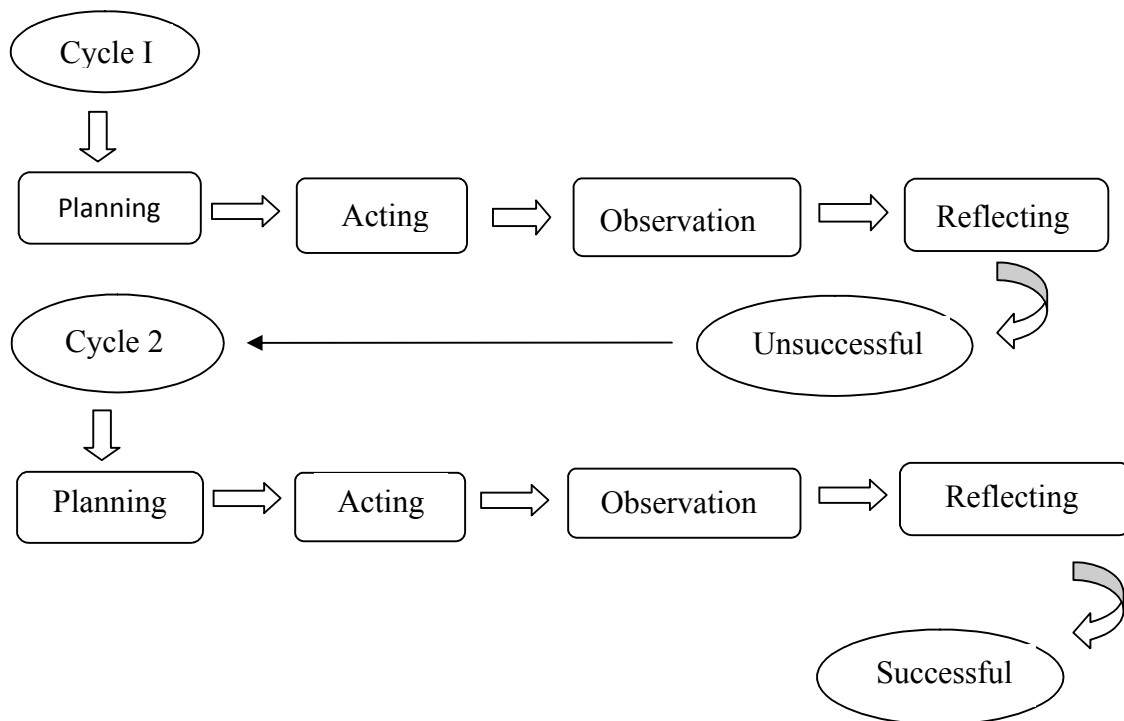
Since action research looks at a problem from the point of view of those involved it can only be validated in unconstrained dialogue with them. ...Since action research involves unconstrained dialogue between "researcher" (whether he be an outsider or teacher/researcher) and the participants, there must be free information flow between them.

Perhaps the key component involved in action research is the notion of praxis. Action research is intended to be the reflective counterpart of practical diagnosis (Elliott, 1978). Schon (1983) describes the use of reflection to generate models from a body of previous knowledge. These models are used to re-frame a problem; then experiments are performed to bring about outcomes

which are subjected to further analysis. This model (called reflection-in-action) frames means and ends interdependently and recognizes that there is little or no separation of research from practice, little or no separation of knowing and doing. Schon's model of reflection-in-action compliments the iterative and investigative natures of action research. In conducting this research, the writer used a classroom action research. Kemmis and McTaggart in Cohen et al. (2005: 227) argue that the action plan of classroom action research has four stages, planning, and implementation of action, observation and reflection.

1. Planning: arranging the lesson plan, equipment, and appropriate technique to solve the students' problem in writing skill. The technique should be appropriate and can be helpful for the teaching and learning process and to solve the problem.
2. Acting: doing the research with special technique and it has cycles to complete the classroom action research.
3. Observing: to monitor the process of learning in cycle by employing the collaborator.
4. Reflecting: to see whether the processes have been done based on the procedures or not and to see how well the students' progress in learning of the cycle. From this analysis, the writer can recommend whether she should conduct the next cycle or not.

Furthermore, the researcher planned an activity that may overcome the problem that appears in the classroom. Putting plan in action of a real treatment, the researcher then observed the process and finally reflected the treatment.



To get a clear understanding and limit this research, the researcher used a sample. A sample is a part of population which as the resources of the research data. A sample is small proportion selected for classroom action research which requires on class X PJ only without any other

control classes, the writer took one of the classes as the sample of research. In this research, the researcher took class X PJ which consists of 40 students as the sample of research. The writer used the quantitative and qualitative measurement technique. Quantitative measurement technique is a technique of measurement that uses some score formula to score the students' achievement but qualitative, a kind of technique of measurement, which measures the process of teaching and learning in recount text writing that was conducted by the researcher. The tools of data collecting of this research are using the essay written test form and field note. The students are instructed to write a recount text based on the themes/titles given. The recount text writing can be measured and analyzed using the rubric score as follows:

The items to be evaluated	Score	Description
1. Content Orientation	7	Show the complete parts of orientation that are the people involved, the time, the places and the situation which make the readers understand and interest to read a story.
	6	Well focused idea based on the topic of an activity. Does not show one part of orientation, e.g there is no place. Therefore the readers has not received the complete information from the story.
	5	The writer focuses idea based on the topic of an activity. Does not show two parts of the orientation, therefore the readers get confused the story given.
	4	The writer focuses idea based on the topic of an activity. Does not show three parts of the orientation, therefore the story is hard to understand for the readers.
	3	The writer not focuses idea based on the topic of an activity. Directly explains the events without orientation.
Sequent of events	7	State two events/more in a logical and has write in each events that makes the story flow in coherence.
	6	Stated two events but has no unity in each event that disturb the coherence of story.
	5	Stated only one event and the story have unity so the story is easy to understand.
	4	Stated only one event and the story have to unity so the story is not easy to understand.
	3	Show the complete parts of reorientation that are signals the end, summarize the story and leaves his/her comment. Therefore, readers get the idea of story.
Re-orientation	7	The idea of personal opinion about the topic or event is clear. Does not show one part of re-orientation, but the reader still get the idea of the story.
	6	The idea of personal opinion about the topic or event is unclear. Does not show two parts of reorientation, but the reader still get the idea of the story.
	5	The idea of personal opinion about the topic or event is unclear. End the story with short comment but the reader still get the idea of the story. The idea of personal opinion about the topic or event is

		unclear. End the story without any comment, signal or summary so the reader do not realized that story is finish.
	4	
	3	The idea of personal opinion about the topic or event is unclear.
2. Vocabulary	20	The paragraph shows that the usage of words such as noun, action, verbs, conjunction and adjectives is used appropriately.
	15	1-3 errors of words form such as noun, action verbs, conjunction and adjective show in the paragraph but the meaning is not obscured.
	10	4-6 errors of words form such as noun, action verbs, conjunction and adjective show in the paragraph and the meaning is not obscured.
	5	7-9 errors of words form such as noun, action verbs, conjunction and adjective show in the paragraph and the meaning is not obscured.
	1	More than 9 errors of words form, so the paragraph does not show that the writer understand the usage of words such as noun action verb and conjunction.
3. Grammar	15	The paragraph contains complete sentences and correct in form of past tense.
	10	Mostly complete sentence, there are 1-3 errors in form of past tense.
	5	There are 4-6 errors in form of past tense.
	3	There are 7-9 errors in form of past tense.
	1	More than 9 errors in form of past tense, so the paragraph shows that the writer does not master the grammar or not enough to be evaluated in form of past tense.
4. Spelling	15	The words are correct in writing, so the writer is good in spelling.
	10	Makes 1-3 errors in spelling in the story.
	5	Makes 4-6 errors in spelling in the story
	3	Makes 7-9 errors in spelling in the story
	1	More than 9 errors in spelling in the story
5. Punctuation	15	The paragraph shows that there are no mistakes in punctuation and capitalization so the paragraph is exceptionally easy to read.
	10	The paragraph shows that 1/2 mistakes in using punctuation and capitalization but the paragraph is still easy to read.
	5	The paragraph shows that 3/5 mistakes in using punctuation and capitalization but the paragraph is still easy to read.
	3	The paragraph shows that 5/7 mistakes in using punctuation and capitalization but the paragraph is still easy to read.
	1	The paragraph shows more than 7 mistakes in using punctuation and capitalization, the writer does not master the usage of punctuation and capitalization.

FINDINGS

For the first cycle, it conclude that the students ability in writing recount text still poor. It found that the first cycle was not satisfying and still needed much effort to gain the goal of the media picture series applied. The result of the first cycle is 61.5 point, that is under of *KKM* is 65.0 point. It meant that the second cycle should be conducted. So, in next cycle the writer had to give more detail explanation about recount text writing. The writer should re-explain about recount text briefly and clearly in the next cycle. The writer also had to monitor all the students during the teaching and learning process in the classroom. The writer also had to provide picture series which could motivate the students in writing recount text. And in the second cycle, after the treatment was applied, it conclude that the students ability in writing recount text was improves.

Based on the indicator of success, this result was satisfying. It could be concluded that the students shown their good progress. It was found that by using picture series in improving the students' recount text writing was good. It was proved that the students' achievement score of *KKM* was better than before this CAR has been conducted. After having the treatment in two cycles, the students' score was achieved into 66.0 (sixty six). From this result, the increasing point was occurred from the cycle 1 to cycle 2.

DISCUSSIONS

After having the results of this research, the writer will discuss some findings concerning the process of CAR. The findings of this research can be seen in the process of cycle 1 and cycle 2. From the result of cycle 1, it was mentioned that in this cycle the students' achievement of recount text writing was not achieved. It was also described in the findings of cycle 1 that the students difficult to understand the way to apply the pictures series in recount text writing practice. Many students failed to do the practices and as a result their cycle test was not achieved from the *KKM* (*Kriteria Ketuntasan Minimum*). From this result, the writer concluded that the procedures of picture series and the students' understanding of recount text writing is the problems. It was known that the students difficult to connect the pictures and the draft of writing in all the writing practices of cycle 1. Therefore, in the reflection part, the writer obtained the important information to settle the next cycle in order to increase the students' understanding in using the picture series and also the ability to write the recount text. In the cycle 2, the writer really focused on the procedures of using the picture series in writing practice. Some pictures is a point the parts of recount text writing, there are; orientation, sequence of event and re-orientation. By dividing the pictures based on their parts, the students could have better improvement in connecting the ideas of the writing. After having this part, the writer then focused on the way to relate the pictures to the appropriate words should be used in the sentences. In this part, the activities more difficult than previous parts because the students should be given the clues of determining the appropriate words in the sentences. When this strategy was used in the drafting process, the students really enjoyed the activity because they felt the key of the activity. From the result of the cycle test 2 of the tenth grade students of SMK Panca Bhakti Kubu Raya, it determined that the scores were 66.0. This result indicated that the students' achievement score of recount text writing was achieved at all. Because the students' average scores were 100%

achieved; the teacher/writer decided to complete the action in two cycles only. In conducting the CAR, the teacher/writer has done two major cycles that was divided into two meetings (one meeting of each cycle). In accordance with the results of the students' achievement score from the first and second cycles, the increase of the achievement score was not separated from the successful of applying the picture series in teaching recount text to the students. In CAR, the strategy that was applied in teaching process should be applicable and easy to be understood by the students. Picture series is one of the pictorial aids in form of picture context has closed related to the vocabulary development in writing practice. The ideas of using the picture series are based on the assumption that through picture clues, the students directly practice their writing by developing their vocabulary through guessing the activities in the pictures. In relation to results of this research, using picture series was good to develop the students' recount text writing because the students, indeed, had some opportunities to use guessing or predicting skill to define the activities and the students are also guided with the activities in the pictures in sequence from one picture to others. In the meantime, the students also had some difficulties in adapting this strategy in their writing of recount text. In the beginning process, the students difficult to elaborate the use of picture series to their writing activity. They confuse to using of the picture in making the sentences. With their lack of vocabulary, to using the picture series the teacher could not directly succeed to guide the students in composing the sentences because the picture series was the media to help the students to get the ideas and to guide them in writing the sequence of events. In addition, one of the important aspects of language learning is teacher's education background. It must be understandable that the higher teacher's education background the better learning outcomes will be obtained. When the teacher's capacity of teaching might be influenced by his/her education background, it can be concluded that the teachers those who are graduated from university (Sarjana degree) will be better in transforming the knowledge to their students rather than graduation from senior high school or Diploma III.

CONCLUSION

After having the results of this research, the writer will discuss some findings concerning the process of CAR. The findings of this research can be seen in the process of cycle 1 and cycle 2. From the result of cycle 1, it was mentioned that in this cycle the students' achievement of recount text writing was not achieved. It was also described in the findings of cycle 1 that the students difficult to understand the way to apply the pictures series in recount text writing practice. Many students failed to do the practices and as a result their cycle test was not achieved from the KKM (Kriteria Ketuntasan Minimum). From this result, the writer concluded that the procedures of picture series and the students' understanding of recount text writing is the problems. It was known that the students difficult to connect the pictures and the draft of writing in all the writing practices of cycle 1. Therefore, in the reflection part, the writer obtained the important information to settle the next cycle in order to increase the students' understanding in using the picture series and also the ability to write the recount text. In the cycle 2, the writer really focused on the procedures of using the picture series in writing practice. Some pictures is a point the parts of recount text writing, there are; orientation, sequence of event and re-orientation. By dividing the pictures based on their parts, the students could have better improvement in connecting the ideas of the writing. After having this part, the writer then focused on the way to relate the pictures to the appropriate words should be used in the sentences. In this part, the

activities more difficult than previous part because the students should be given the clues of determining the appropriate words in the sentences. When this strategy was used in the drafting process, the students really enjoyed the activity because they felt the key of the activity. From the result of the cycle test 2 of the tenth grade students of SMK Panca Bhakti Kubu Raya, it determined that the scores were 66.0. This result indicated that the students' achievement score of recount text writing was achieved at all. Because the students' average scores were 100% achieved; the teacher/writer decided to complete the action in two cycles only. In conducting the CAR, the teacher/writer has done two major cycles that was divided into two meetings (one meeting of each cycle). In accordance with the results of the students' achievement score from the first and second cycles, the increase of the achievement score was not separated from the successful of applying the picture series in teaching recount text to the students. In CAR, the strategy that was applied in teaching process should be applicable and easy to be understood by the students. Picture series is one of the pictorial aids in form of picture context has closed related to the vocabulary development in writing practice. The ideas of using the picture series are based on the assumption that through picture clues, the students directly practice their writing by developing their vocabulary through guessing the activities in the pictures. In relation to results of this research, using picture series was good to develop the students' recount text writing because the students, indeed, had some opportunities to use guessing or predicting skill to define the activities and the students are also guided with the activities in the pictures in sequence from one picture to others. In the meantime, the students also had some difficulties in adapting this strategy in their writing of recount text. In the beginning process, the students difficult to elaborate the use of picture series to their writing activity. They confuse to using of the picture in making the sentences. With their lack of vocabulary, to using the picture series the teacher could not directly succeed to guide the students in composing the sentences because the picture series was the media to help the students to get the ideas and to guide them in writing the sequence of events. In addition, one of the important aspects of language learning is teacher's education background. It must be understandable that the higher teacher's education background the better learning outcomes will be obtained. When the teacher's capacity of teaching might be influenced by his/her education background, it can be concluded that the teachers those who are graduated from university (Sarjana degree) will be better in transforming the knowledge to their students rather than graduation from senior high school or Diploma III.

Based on the previous chapter, the conclusions of this research are drawn in the following paragraph. In teaching writing the teacher must be able to attract the students' attention because of that, teacher must choose appropriate writing genre to be taught. One problem faced by most of students is difficult to get the ideas of recount text. So, the teacher must have to think what she have to do to solve the problem above, like giving the media to teach writing more easily to learn. It means that the teacher should be able to choose appropriate media and material in teaching learning process. The students should be able to express and understanding meaning of the material that the teachers are given. For example recount text, it is about past experiences which is tells about orientation, sequence of events and re-orientation as the generic structure of recount paragraph. In addition, the teacher used the picture series as the media of teaching that was hoped with this strategy can improves the students' ability in recount text writing. So, the teachers conduct a classroom action research to find out how to improve the students' writing recount text. In this research, the writer done into 2 cycles as the tools of collecting data and get the achievement of the students' in recount text writing. From the result of cycle 1, the students score is unsatisfying that is 61.5. Based on the result, it could be conclude that the first cycle was

not satisfying and still needed much effort to gain the goal. It means that the second cycle should be conducted. In cycle 2, the students score was satisfying that is 66. Based on the result, it could be concluded that the students shown their good progress. It was found that by using picture series in improving the students' recount text writing was good. It was proved that the score of the students test is fulfill of the KKM. It is important nowadays to use media in teaching learning process because it can help the students to understand the picture series. The used media to display the pictures can arouse the students' attention on teaching leaning process.

SUGGESTION

Based on the result of the research, the writer made some suggestions to the following paragraph. The teacher should consider in using interesting material, such as picture series to get the students ideas in starting the writing. To keep the students' motivation in learning process of recount text writing, the activity should involve the term of competition environment toward writing skill activity such as weekly or monthly writing competition among the students. And finally to increase the students' skills in making a topic sentence, detail information, sentence structures, writing style, and mechanism the teacher can start from developing the aspects of writing. This also can be done to the aspects of generic structure of recount text.

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