

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English as international language has an important role in the world. In globalization era, communication becomes more important. People want to get as much information as possible. There are many languages in this world. One of international language is English. This realization made many countries bring the teaching of English into main subject of education. Considering that, English has been taught in all levels of formal education for many years.

Basically, there are four skills required in English teaching learning program. They are reading, speaking, listening and writing. Based on those skills, writing is one of the most important in language learning. By writing, the people can express ideas, tell a message and a way of sharing information and maintain social relationship by communicating with others. Every person alive has the desire to communicate. By writing we are able to communicate with other people.

Curriculum 2013 (School Based Curriculum) stated English for Junior high school, nowadays there are two kinds of text that should be learnt by the student in writing skill. The first one is functional text and the second is monolog text. There are twelve genres of text, they are: analytical exposition, descriptive, discussion, explanation, hortatory exposition, narrative, news item, procedure, spoof, report, review and recount text.

Based on researcher's experience during teaching practice (PPL) in SMPN 15 Medan, the researcher found the students were lazy to write since it's complicated. In addition to that, when the researcher observed about their writing recount text. It was found that several students' wrote without orientation. It's to indicate that their competences on generic structure of recount

are lack. The next problem is on about lexico grammatical features. Actually recount should use material process, however in fact, the process (verb) are used by the students are dominant by using other process, like mental process. In addition to that the student average is writing recount is 68.75. However the minimum score must be 70.

Table 1.1
Research Observation

NO	Initials' Name	Score
1	AN	75
2	RA	65
3	SA	70
4	FE	60
5	GO	70
6	HE	55
7	JU	65
8	KE	70
9	ME	75
10	ZO	70
11	NI	65
12	RI	70
13	VE	80
14	NA	65
15	LA	75
16	JA	55
17	YO	70
18	EV	65
19	WI	80
20	TR	75
	SUM	1,375
	MEAN	68.75

Gerot and Wignel (1994:194) stated recount is retelling past events in order to inform or entertain about what and when it happened. The recount text have generic structures are orientation, events and re-orientation. Language features of recount text are focus on specific

participant, use of material processes (action verb), circumstances place, and time, use past tense, and focus on temporal sequence. The social function of recount text is to tell what happened or to retell events for the purpose of informing and entertaining.

Media consist into three parts: audio, visual and audiovisual. Visual media is term used to include teaching aids which depend on the use visual communication. Visual media are able to make easily understanding and unifying of remembering. In this research, the researcher will use picture series as a teaching media. Apsari (2017:53) states that Picture series is a kind of media which belongs to picture category. In addition to that, Wright (1997) suggest the pictures series are pictures, which show some actions or events in chronological order. The researcher used this media since Apsari (2017) categorized success to improve students writing recount text on her research.

Based on the explanation above, the researcher offer a picture series media as an alternative teaching writing recount to solve this problems. This research will be done at SMPN 15 Medan for grade eighth. The researcher hopes that it will influenced students' competence, cause the researcher believe it will encourage, and motivate students to use their English without fear in making mistake.

1.2 The Problem of the Study

Based on the background discussed above, the researcher underlines the problem as :
Does the picture series media have an effect the students' writing recount text on 8th Grade Students At SMPN 15 Medan?

1.3 The Objective of the Study

Based on the research problem above, the researcher formulate. The objective to know whether or not affect the effect of picture series as media on students' writing recount text at 8th Grade Students SMPN 15 Medan.

1.4 The Scope of the Study

Writing skill is not merely the activity writing down some words or sentences into written language, but also must be performed into well organized of writing. Tomkins (1990:87) stated other sequences of stages that are called the five-stage writing process. This stage is commonly used by the teacher. It consist of prewriting, drafting, revising, editing and publishing. In this research the writer only focused on writing recount text. In writing recount text the students can write recount text with a free topic about their experience in the past. The students recount text should be consist of orientation, events and re-orientation. The recount text based on their experience in the past consist of maximal 100 words.

1.5 Significance of the Study

There are three significances of this study. When the research is completed, the result is expected to give some advantages:

1. The writer wants to introduce that Picture Series can be one alternative in teaching recount text for Eight Grade of Junior High School. This research will be useful to increase the knowledge about how to teach recount text by using Picture Series.

2. Students. The use of the picture series as media can help the students improve their writing skills such as to help them generate the ideas to tell about their experience in the past, use the generic structure: orientation, even and re-orientation, Language features and Social function when they write their recount texts.
3. English teachers. The result of this research can be used as a reference and a valuable resource of information to improve students' writing skills especially on writing narrative texts by using picture series to make the English teaching and learning become more interesting and effective.

1.6 The Hypothesis of the Study

In order to answer the research question, the following hypothesis is proposed the null hypothesis (H_0) and the alternative hypothesis (H_a). If the null hypothesis (H_0) is rejected, the alternative hypothesis (H_1) is will accepted.

(H_0) : There is significance effect in teaching writing recount text by using picture series as media.

(H_a) : There is no significance effect in teaching writing recount text by using picture series as media.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

This study is conducted on some theories to get the point clearly for the readers. The concept of this study should be explained from the beginning to give relevant knowledge about some concepts applied in this study.

2.2 Writing

Writing skill is useful for human to make good and smooth communication. By writing, a writer can tell a message and information to the readers. Writing is an important medium for self-expression in a language and it can help the writer to think critically.

2.2.1 Definition of Writing

Writing is one of the language skills in which one can express one's ideas in written form. This skill is taught to high school students so they can learn to write sentences that are correct and can arrange them into good paragraphs. Therefore, the students need to master grammar, vocabulary, organization, and mechanics to write a good text.

Sharpley (1999:8) stated that writing is virtually an opportunity; it allows students to express something about themselves, explore and explain ideas. Students can convey their ideas in their mind by organizing them into a good paragraph so that others recognize them. In addition, they can think critically.

Deporter and Heracki (2002:179) stated that writing is a whole brain activity, which use bright brain side (emotion) and left-brain side (logic). Although right and left-brain sides are used in writing, right brain side has a big position because it consists of new ideas and emotion. To state that, writing is a whole brain activity to formulate and organize ideas in right words to deliver and communicate the aims to the reader and present it on a piece of paper.

From the definitions above, they can be conclude that writing is a complex process to have some idea and gathering them all into a good paragraph, to make them need much time to and attention to get the topic and information of writing.

2.2.2 Criteria of Good Writing

Oshima and Hogue (1999:16) stated that a paragraph is a basic unit of organization in writing in which a group of related sentence develops one main idea. A paragraph can be as short as one sentence or as long as ten sentences. However, the paragraph should be long enough to develop the main idea clearly. A paragraph may stand by itself.

Rini (2008:13) stated that paragraph is collection of sentences that each other's have a relationship, in which the sentences themselves build one idea. And the basic purpose of the paragraph is to widen the learner's perspective, expand their mental horizon and to strengthen their writing skill for a larger composition. In generally, paragraph consists of three parts:

1. Introduction (opening)
2. Discussion (content)
3. Conclusion (closing)

In introduction part, the author delivers a thing that will be discussed in discussion part. The discussion part occupies the largest part of paragraph. The discussion part includes the explanations that support the introduction part.

For conclusion, the author uses it as place for completing the discussion part or summarizing sentences in the discussion part.

2.3 Teaching Writing

Brown (2001:335) stated a simplistic view of writing would assume that written language is simply the graphic representation of spoken language. Writing is more complex than this; hence writing pedagogy is important, as Brown stated by claiming that writing is "as different from speaking as swimming is from walking" (2001:335). He explains that "Genre adherents argue that people don't just write, they write something to achieve some purpose

(2004:5). The genre approach is more than just teaching writing in order to practice grammar or learning structure, it also focuses on context and audience.

Hyland (2004:4) stated “Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations”). Hyland (2004:5) stated “Genre adherents argue that people don’t just write, they write something to achieve some purpose.

Collins (2006:182) stated there are several strategies in teaching of writing :

1. Identify a strategy worth teaching, means looking for strategies that will be helpful.
2. Introduce the strategy by modeling it, some form of media show in front of students
3. Scaffold students' learning of the strategy, helping students to try the strategy with teacher assistance.
4. Repeated practice and reinforcement, giving them opportunities to use the strategy many times with decreasing amounts of assistance each time.

2.3.1 .Teaching Writing Recount Text Through Picture Series

Based on the results from observation above, it can be concluded that the picture series that was used in the teaching writing recount text is divided into three stages; pre-writing, writing, and post-writing as proposed by Nunan (1991).

1. Pre-writing stage

Based on the data obtained, there were some learning activities used by the teachers in pre-writing stage as follows

- 1) Brainstorming by asking the students about their activity in last holiday.
- 2) show the pictures about person and asking the students to mention several verbs related to the picture given.

- 3) give an example of recount text.
- 4) Ask the students to analyze and explore the text in terms of generic structure of a recount text, the verbs ,and the connectors.
- 5) Group the students by asking them to count until six and those who mentioned the same number become one group.

2. Writing

This stage covered several activities as follows:

- 1) Give each member of the groups a picture about My last Sunday Activity, which is different from the picture if other member of the groups. So, in a group will be four different pictures.
- 2) Then, based on the given pictures, ask the groups make one or more sentences.
- 3) Asked each group to present its work before the class.

3. Post-writing

- 1) Submit the results of the students' group work
- 2) Close the class activity by summarizing the lesson.

2.3.2 The Orientation Teaching Writing

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that conveys one's meaning.

Mc Crimmon (1998:88) stated there are four requirements of a good paragraph as the following:

1) Unity

The paragraph should be related to a single controlling idea (often expressed in the topic sentence of the paragraph). A unified paragraph makes clear reading, one which digress or drifts

away from the topic puts extra demands and sometimes thwarts him in his efforts to follow the author's thought.

2) Complements

A paragraph is complete when it does all it is intended to do, where the brief paragraph poses a question and provides an answer.

3) Coherence

The sentence should be arranged in a logical manner and should follow a definite plan for development. A coherent paragraph brings the reader easily from one sentence to the next sentence without feeling the grasp in the thought, puzzling jumps or points not made.

4) Well developed

Every idea discussed in the paragraph should be adequately explained and supported through evidence and details that work together to explain the paragraph's controlling idea.

Oshima and Hogue (1999:17) stated a paragraph has three major structural parts: a topic sentence, supporting sentence, and a concluding sentence.

2.4 Genre

Genre is a type of discourse that occurs in a particular setting, that has distinctive and recognizable patterns and norms of organization and structure, and that has particular and distinctive communicative functions. For example: business reports, news broadcasts, speeches, letters, advertisements.

2.4.1 Kinds of Genre

Feez and Joyce (1998:1) stated writing is the craft of written text. There are several genres that are taught in the junior high school and every genre has characteristics such as objective, structure of the text and linguistic characteristic, they are as follows:

1. Spoof, to retell an event with humorous twist.
2. Report, to describe the way things are, with reference to arrange of natural, man-made and social phenomena in our environment.
3. Analytical exposition, to persuade the reader or listener that something is the case.
4. News item, to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.
5. Anecdote, to share with other an account of unusual or amusing incident.
6. Narrative, to amuse entertain and to deal with actual or vicarious experiences in different ways. It deals with problematic events that lead to crisis or retiring point of some kinds, which in turn to find resolution.
7. Procedure, to describe how is something accomplished through a sequence of actions of steps.
8. Description, to describe a particular person, place or thing.
9. Hortatory exposition, to persuade the reader or listener that something should not be the case.
10. Explanation, to explain the process involved in the formation or working of natural or socio-cultural phenomena.
11. Discussion, to present (at least) two points of view about an issue.
12. Review, is to critic an artwork or event for a public audience (film, performance, books and etc).

13. Recount, to retell events for the purpose of informing or entertaining.

2.4.2 Writing Recount

Gerot & Wignell (1994:194) stated “Recounts are genre that retells events for the purpose of informing and entertaining”. Anderson (1997:48) stated “Recount text as a piece of text that retells past event, usually in the order in which they happened”. The purpose of a recount is to give the audience a description of an event covering what occurred, when and how it occurred. Some examples of recount texts are: newspaper reports, conversations, speeches, television interviews, eyewitness accounts, and letters.

Grace (2007:30) stated recount text is a text that tells the reader or listener what happen in the past through a sequence of events. The generic structures of recount text are orientation, event, and re-orientation. It is one kind of text that had been learnt by students when they were in junior high school. It means that students had known about recount text because it had studied in some meetings and they had good comprehend about recount text.

Recount is a text which retells events or experiences in the past. That text is telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

Generic Structure of Recount

1. Orientation: Introducing the participants, place and time.
2. Events: Describing series of event that happened in the past.
3. Reorientation: It is optional, stating personal comment of the writer to the story.

Language Feature of Recount

1. Introducing personal participant; I, my group, etc.
2. Using chronological connection; then, first, etc.
3. Using linking verb; was, were, saw, heard, etc.

Social Function

To retell events for the purpose of informing or entertaining.

When writing recounts you should:

1. Focus on individual people i.e. use the words, I or we.
2. Use words which indicate when (e.g. after lunch) and where the events took place (e.g. in the shed).
3. Write in the past tense (e.g. had, visited).
4. Use action words (e.g. helped, crutched).
5. Using action verb; look, go, change.
6. Using simple past tense.

The Example of Recount Text as Below

Our Trip to the Blue Mountain

On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court. On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower. In the afternoon we went home.

Orientation

On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.

Events

On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Reorientation

In the afternoon we went home.

2.5 Picture Series as Media

Media picture is a paint of the illustration of the people or things that the teacher uses to explain the method to the students to understand well. A proverb says that 'A picture is worth ten thousand words'. Picture can be used to teach everything such as vocabulary, language skills and grammar.

The use of pictures can provoke the creativity of the students. Pictures are often used to present the situations in the learning process. For this reason, teacher can also use the pictures in their activity. The teacher can make the activity more engaging by asking students about the pictures. Teacher gives the students a variety of pictures. The students have to describe only one of them.

Teacher should make use of picture while planning lesson as it can keep the lesson interesting and learners would not be bored and fatigued. Picture can be used to reinforce the language skill by developing motivation and producing positive attitude of learners towards the language.

2.5.1 Picture Series

Picture is a painting or drawing representation a person or thing that replace as object can be represented to the subject or receiver to get the point or understand the main point from the picture. Heidari & Araghi (2015) stated Pictures in the form of graphs, comic, poster, cartoon, board drawing, pictures in newspaper, magazines, calendar, photograph, maps, wall chart and many more are widely used as teaching aids in language classroom .

Picture series is a kind of media which belongs to picture category. There are some roles that pictures can have in the teaching of writing:

1. Pictures can motivate students and make them want to pay attention and take a part.
2. Pictures contribute to the context in which language is used.
3. Pictures can be described in an objective way or responded to subjectively.
4. Pictures can cue responses to questions. Finally, pictures can stimulate and provide information to be referred to in conversation, discussion and story telling.

2.5.1.1 The Advantages and Disadvantages of Picture Series

1. Advantages of Picture Series

Klasek (1972:39) stated that there are several advantages of using pictures as follows:

1. The picture is inexpensive, familiar medium of communication. It means that picture can be met any printed media, like; magazine, newspaper. If we want, we can draw it by our self. So, we do not need money to get the picture.
2. Picture can be arranged in sequence and can be adapted to many subjects.
3. Picture has a multiplicity of uses – by individual student, on bulletin boards and on flame board.
4. Picture can assist in the prevention of, and correction of, misconceptions. Besides, picture can translate word symbols, record events, explain process, extend experiences, draw comparison, show contrast, show continuity, focus attentions, and develop critical judgment.
5. Pictures help the students understand a more general context, which may be made of pictures, the teacher's actions, the student's action, sound effect and words. This overall context of new language will have meaning to the students.

The other advantages are the students can predict or make up the story based on the picture they see:

1. The students can acquire new vocabulary by predicting what the people are doing in the picture series.
2. The pictures, in this case, can be seen as the real situation.
3. It is rather difficult for the students to understand what the meaning of the difficult words without seeing the real thing.

2. Disadvantages of Picture Series

Leny (2006) stated some disadvantages of using picture series in teaching and learning process:

1. Small and unclear picture may cause problem in teaching and learning process since the students may misunderstand about the picture.
2. Students pay more attention to the pictures than on the learned material.
3. Students find it a bit difficult to relate their statement of each picture into the whole picture to compose a smooth story.
4. It takes a long time costs much to provide interesting and attractive pictures.

2.5.1.2 Characteristic of the Media Picture

Daryanto (2011:4) stated these are some characteristics of media which are traditional media, modern media; there are some media forecast/projection, media visual, media audio, and media kinesthetic and others. But here the researcher has been chosen only one media, which is media visual.

Because there are some characteristic that can be reasonable for the researcher to do survey research in the schools. These are the reason that the researcher has:

1. Concrete; picture/photo more realistic to show the basic problem to compare verbal only media.
2. Picture can solve the limitation of time and place.
3. Media picture or photo can solve our weakness of research.
4. Photo or picture can make clear a problem, in every area and for the level of ages can help the prospective or our sight of different things.
5. The picture can get without paying much money and also we can draw ourselves to explain the lesson.

These are characteristics of media picture, we cannot bring the things or the event but we can bring only a picture to describe the situation using a picture, so to explain using media picture is really best way to do in the classroom. We can bring many things as teaching material but we can draw the picture of the things in a paper.

2.5.1.3 The Use of Media Picture

Yunus (1981:49) stated the use of media picture to teach the recount text in school is giving good clarification of the recount text to the students to get or understand the point, mainly recount text; easy way to teach to students' recount text is using media visual.

Here are some useful of using media picture in the classroom to teach the students in the classroom:

1. Media picture (visual) can help the students' improving (example through elaboration of structure and organization) and to remind the students to remember.

2. Using media picture to draw the differentiation of the concepts, into one concept in two things in one place to be understood by the students.
3. The use of media picture is to slide or visualize the real object is a picture to be clear for the students to know and understand the recount text.

These are the use of the media picture; the picture has unique because two things can combine into one. The students are able to understand two things for the same recount text. The use of the picture can help the students to understand the recount text. The main purpose show kind of picture is to visualized concept which has been taught to the students.

2.5.1.4 The Benefit of Media Picture

Raimes (1983:27)There are some benefits of media picture that the researcher has are:

1. The media picture can helps the researchers to solve the students in teaching vocabulary in the school by using it, because the researcher cannot bring the real material so the classroom to teach vocabulary.
2. Media picture helps the students to memorize easy and always remember it.
3. Not get wrong perception of the vocabulary but they will get real and understand the vocabulary by using media picture, media picture will help students to bring the real area through the picture.

2.5.1.5 The Use of Pictures in Language Teaching

Some of the teaching techniques involve the use of pictures from a variety of sources - pictures from computers; photographs; drawings or diagrams on the board; and pictures from books. It will be interesting in this study to see which sources teachers use.

Wall-pictures and posters, Harris and Hofer (2009) stated that wall pictures can be used promptly and at repeated times. Pictures are therefore good for presentation of a new language.

They make the learning of a language meaningful since the contextual situation of a vocabulary is clearly seen. This is very important for easier retention of words learnt.

Language classes require big wall pictures since they can be seen clearly. These pictures are displayed on walls hence create a conducive learning environment. They are a valuable way of natural language acquisition. They therefore reinforce what the learner is taught in class.

Jaklova (2009) stated complex pictures can be used to illustrate a lot of words and a variety of sentence structures hence an improved controlled practice for the learner. A teacher can use various types of activities and games to improve controlled practice. These could be games on memorization such as hide and seek among others.

2.5.2 Media

Arsyad (2004:3) stated the word media is derived from Latin word *medius* which is mean “middle”. Arabic, *media* means mediator or someone who transfers messages from sender to receiver. Media is important things in reconditioning process of educational, because the use of media can make the students more interested in teaching and learning process. Media can be divided into three parts, audio, visual, and audiovisual.

Visual media is term used to include teaching aids which depend on the use visual communication channel. Levie and Lenzt (2013:192) stated simulation of visual media fortunately give students result of teaching and learning more effective and efficient as good as possible as like re-remembering and knowing the material. Visual media are able to make easily understanding and unifying of remembering.

The role of media in conveying the message is very crucial. It actually bridges the gap between the two parties of sender and receiver so that the message can be understood. Rohani (1997:21) stated Media picture is media from as reproduction the real form in two dimensions

such as photo or arts. Arsyat (2006:113) stated the main purpose to slide this kind of picture is for visualized the concept that want to tell to the students. Musfigon (2012:73) stated the media is tool to slide the object of two dimensions to explain to the students to be understood and apply it.

2.6 Previous Research

In the process of composing this proposal, it is need to find some references or similar studies related to the title and have the same field of study problem. It is useful as guidance to succeed the study and evaluate wisely the strength as well as the weakness of other studies. As the researcher, it is needed then to take the strength and to avoid the weakness of other researcher.

Pratiwi, Tutut (2017) conducted the research to find out *The Effectiveness of Using Picture Series in Teaching Recount Text at MTS Darul Hikmah Tawang Sari Tulungagung in Academic year 2016/2017*. The similarities of the thesis to this research using picture series as media and has purpose to identify the effect of picture series to achieve students writing skill. But the differences are at the thesis the researcher identify how is the students' achievement before being taught by using picture series, how is the students' achievement after being taught by using picture series. And then we can see the differences from the research design. The research design of the thesis is experimental design with quantitative approach by using Quasi-Experimental Design with Nonrandomized Control group, pretest – post test design. The finding of their research shown that by using a picture series the attention of students will be more focused so pictures can create their inspiration. The result of the research is showed that the mean achievement of the experimental group was higher than the mean achievement of the control

group through picture series. And the contribution of this research to my research is how the student achievement between before and after being taught by using picture series.

Vania (2014) presented the research about *The effectiveness of Teaching Writing Through Pictures Series to grade VIII Students of SMPN 3 Sleman 2013/2014*. The similarities of the thesis to this research using picture series as media and has purpose to identify the effect of picture series to achieve students writing skill. But the differences at the thesis the researcher are to describe the writing ability of the students learning through picture series, to describe the writing ability of those learning not through picture series, and to find out the difference in the writing ability between those learning not through picture series.

And then we can see the differences from the research design. The research design of the thesis is a quasi-experimental study. The findings of the research showed that there was a significant difference in the writing ability between the eighth grade students of junior high school taught by picture series and those who were not taught by picture series. The scores indicated that there were improvements from the result of the students' pre test and post test. And the contribution of this research to my research is showed that the scores indicated that there were improvements from the result of the students' pre test and post test. The mean of pretest experimental class was higher than the mean of pre test of control class.

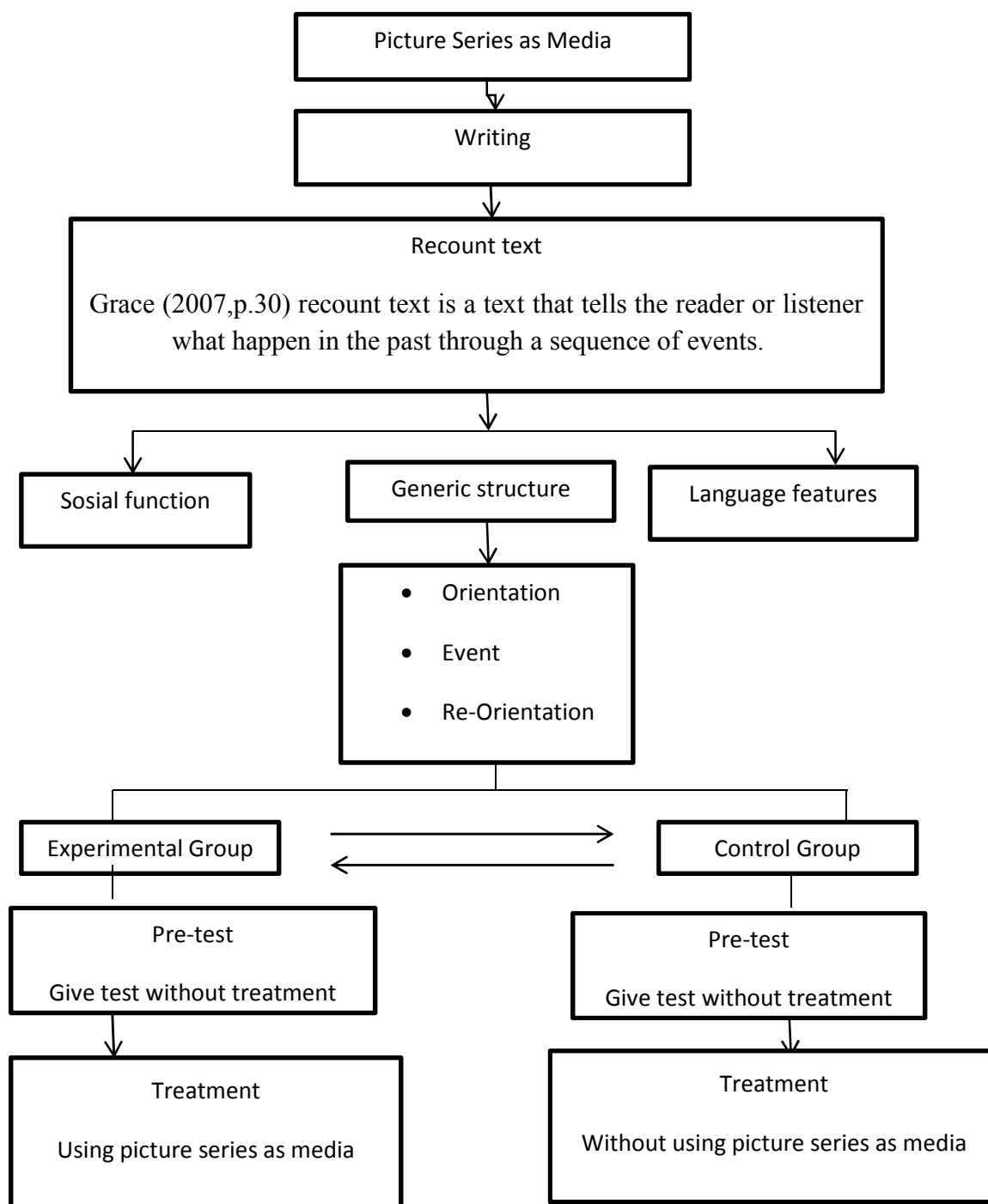
Another study was conducted by TITIS (2016) presented the research about *The Effectiveness of Using Pictures Series in Teaching Writing Recount Text to The Tenth Grade Students of SMA Muhammadiyah 1 Surakarta in 2015/2016 Academic Year*. The similarities of the thesis to this research using picture series as media and has purpose to identify the effect of picture series to achieve students writing skill. But the differences at the thesis the researcher are to describe the implementation of the teaching writing recount text using picture series, to

describe the effectiveness of teaching writing recount text using picture series and, to describe the strengths and weaknesses the effectiveness of teaching writing recount text using picture series. And then we can see the differences from the research design. The research design of the thesis is descriptive qualitative research. The finding of their research shown that there are three steps in implementating teaching writing recount text using picture series. The procedure to teaching writing recount text includes: opening, main activity and closing. And the contribution of this research to my research is showed that using picture series is effective. The strengths of using picture series are that the learning become more interesting, the material presented was easier to understand, the students become more motivated. While the weaknesses include the difficulties in finding appropriate picture, the material being taught, and the clear printed picture.

Based on three previous researches above, the researcher will use it as referrals in her research. In this research the researcher will use picture series as media to teach writing recount text. Focusing on the picture series in recount text, because for use the picture series as a media can give the good feedback for the students in writing test as recount text as a skill for students' achievement.

For my experimental quantitative is my research design in my thesis. So on the purpose of this media is the picture series take the strength on the students writing. Especially writing recount text to find out the social function show that the achievement and increasing the picture series as media to be the good media for students learning.

2.7 Conceptual Framework



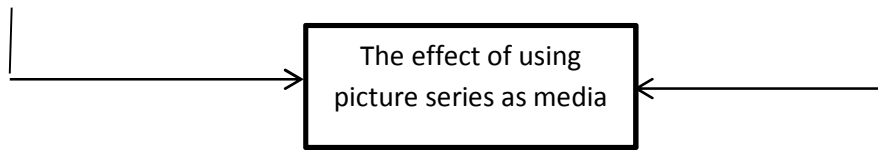


Figure 2.7

The Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Creswell (2012:35) stated one type of experimental quantitative research is causal-comparative research in which the investigator compares two or more groups in terms of a cause (or independent variable) that has already happened. Key (1997), stated experimental research is a researcher's attempt to control all factors that may affect the result of an experiment. The design of this study consists of pre-test, treatment and post-test.

Schwardt (2007), Creswell and Tashakkori (2007), and Teddlie and Tashakkori (2007), stated methodologies explicate and define the kinds of problems that are worth investigating; what constitutes a researchable problem; testable hypotheses; how to frame a problem in such a way that it can be investigated using particular designs and procedures; and how to select and develop appropriate means of collecting data.

Another non experimental form of research is the correlational design in which investigators use the correlational statistic to describe and measure the degree or association (or relationship) between two or more variables or sets of scores. The design of this study was be experimental quantitative research. In this case, the researcher wanted to investigate whether the independent variable affects the dependent one or not.

Furthermore, in conducting the experimental research, there was be two different groups; that is experimental group that was be received the treatment by applying Picture Series as media and control group which was be treate without special treatment. Then both of them was be given pre-test and post-test with the same item.

Table 3.1
The Design of the Study

Group	Pre-Test	Treatment	Post-Test
Experimental	√	Using Picture Series as Media	√
Control	√	Conventional Teaching	√

3.2 Population and Sample

The population and sample of this study was be the Eighth grade of SMPN 15 Medan.

3.2.1 Population

The population of this research will be the Eighth grade of SMPN 15 Medan. There are eighth parallel classes in VIII grade. The writer would take two classes as the population of the research. They are VIII-2 and VIII-4 consists of 40 students. Class VIII-4 will be experimental group and VIII-2 will be control group.

3.2.2 Sample

Arikunto (2002:109) stated random sampling is a single way to obtain the representative sample, but the probability is higher for this procedure than any other". The sample of this research was be the Eighth grade of SMPN 15 Medan. The writer would take the population to be sample of this research. The writer was take 40 students in two classes, VIII-4 and VIII-2,

class VIII-4 consist 20 students as an experimental group and VIII-2 consist 20 students as a control group.

3.3 Instrument of Collecting the Data

The writer was use writing test as an instrument to collect the data. Students would ask to write a recount text about their experience whether it is happy, sad, funny or scary experience. In this case, the same test in pre-test and post-test would give to experimental groups and control groups.

3.4 Technique of Collecting Data

In doing the research, the sample separated in two groups. The first group is experimental group. The writer was applied the picture series as media. Meanwhile, the second group is control group the writer was not applied picture series as media. There are some procedures that would be done in collecting data, namely: Pre-test, Treatment and Post-test.

3.4.1 Pre-Test

The pre-test will give experimental group and control group. The aims to do the pre-test would to find out whether both have the same skill in writing recount text. It was expected that the differences average score between experimental group and control group.

3.4.2 Treatment

After the pre-test, the treatment was conducted only in experimental group. The students in the experimental group, was teach by applying picture series as media, while control group was teach by applying convetional method. The teaching procedures can be seen in Table 3.4

Table 3.4

Teaching in Experimental Group and Control Group

No	Experimental Group	Control Group
1.	Fist meeting	Fist meeting
	Opening Phase	Opening Phase
	<ol style="list-style-type: none"> 1. Teacher greets the students to open the class (introduction). 2. Teacher motivation the students and gives instruction to the students before the test. 	<ol style="list-style-type: none"> 1. Students response the teacher's greeting. 2. Students listen to the instruction and motivation form the teacher.
	Main Activities	Main Activities
	Pre- Test	Pre- Test
	<ol style="list-style-type: none"> 1. Teacher given the Pre-test to the students by giving multiple choice question consist 20 question. Times given 30 minute. 2. Teacher to collects the students answer 	<ol style="list-style-type: none"> 1. Teacher gives pre-test to the students by giving multiple choice question consist 25 question. Times given 30 minutes. 2. Teacher to collects the students answer.
	Closing activity	Closing activity
	Teacher gives conclusion about the lesson.	Students give conclusion about the lesson.
2.	Second Meeting	Second Meeting
	Opening activity	Opening activity
	<ol style="list-style-type: none"> 1. Teacher greets the students to open the class (introduction) 2. Teacher motivates the students 3. Teacher reviews about recount text. 	<ol style="list-style-type: none"> 1. Students response the teacher's greeting. 2. Students listen the motivation that is given by teacher
	Main activities	Main activities
	<i>Treatment</i>	<i>Treatment</i>

	<ol style="list-style-type: none"> 1. Teacher explains definition recount text by use picture series. 2. Teacher explain about the generic structure about recount text. 3. Teacher ask the student to focus on a student explanation. 4. Teacher use picture series as media in teaching recount text. 5. Teacher asks to the students to answer the multiple choice question based on explanation before. 6. Teachers collect the task and give the right answer and teach again about the topic after know the score. 7. Teacher check their works and then scores them. 	<ol style="list-style-type: none"> 1. Teacher ask the students to open their book to get information about recount text by writing. 2. Teacher explain about recount text. 3. Teacher asks the students to answer the multiple choice question based on explanation before.
	<i>Closing activity</i>	<i>Closing activity</i>
	<ol style="list-style-type: none"> 1. Teacher asks the students to tell or present the result of their work. 2. Teacher and students make conclusion about the recount text that they have learned. 	<ol style="list-style-type: none"> 1. Teacher and students make summary about the material that they have learned.
3.	Third Meeting	Third Meeting
	<ol style="list-style-type: none"> 1. Teacher gives the direction related to test 2. Teacher gives post-test. 	<ol style="list-style-type: none"> 1. Teacher gives the direction related to the test 2. Teacher gives post-test

3.4.3 Post-Test

After teaching recount text, both of experimental and control group, the post-test was given to the both groups after treatment is complete. The test items in the post-test are exactly same as those in the pre-test. This post-test was use to find out the mean score of experimental group and control group. The post-test was use picture series as media.

3.4.4 Scoring System

To score the test, the writer was use score ranging from 0 to 100 by counting the counting the corret answer and applying the formula:

$$S = \frac{R}{N} \times 100\%$$

Where : S= the score

R= the right answer

N= number of test items

3.5 Technique of Data Analysis

To analyze the data, the writer would use score of post-test of the experimental and control groups. These scores was be analyzed by using statistical analysis. The data was analyze by using T-test (pair sample t-test).To know the effect of result of this research, the test is calculated using-test formula as follow that developed by Arikunto (2010:165):

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{dx^2 + dy^2}{(N_x + N_y) - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Where:

M_x = the mean of experimental group

M_y = the mean of control group

dx^2 = standard deviation of experimental group

dy^2 = standard deviation of control group

N_x = the total number of experimental group

N_y = the total number of control group

3.6 Validity of the Test

Arikunto (2010:168) stated the validity is a measurement with shows the level of the instruments validity. An instrument can be said valid if it can measure what is supposed to be measured. There are four types of validity, namely, content validity, construct validity, concurrent validity and . this research was conducted with content validity. Content validity considers whether a test will the necessary and appropriate content to measure what is supposed to. So in this case the validity of the test is to know whether the test really measures the students' writing skill or not.