

**IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT
TEXT BY USING PICTURE SERIES
(A Classroom Action Research at Eighth Grade of SMP
Negeri 2 Mondokan, Sragen in 2011/2012 Academic Year)**

MANUSCRIPT PUBLICATION



by

**SITI JUMADILAH
S. 200070135**

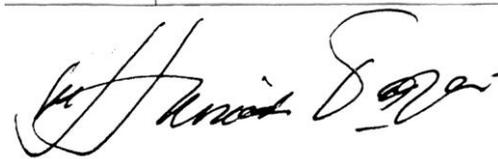
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ABSTRACT

Siti Jumadilah. S 200070135. *Improving Students' Ability in Writing Recount Text by Using Picture Series (A Classroom Action Research at Eighth Grade of SMP Negeri 2 Mondokan, Kab. Sragen in 2011/2012 Academic Year)*. Thesis. Surakarta: POST GRADUATE PROGRAM, MAGISTER OF LANGUAGE STUDY, MUHAMMADIYAH UNIVERSITY OF SURAKARTA

This study is based on the needs to improve the students' ability in writing recount text. Therefore, it is designed to improve the students' writing skill especially in writing recount text through the use of picture series technique. In this technique, the students practice writing recount text based on the picture series given. This technique is believed to improve the students' writing ability and their involvement in the teaching and learning process.

This study constitutes a classroom action research. Employing an action research design, it was conducted collaboratively with a fellow English teacher in observing the implementation of the technique. This study was conducted in two cycles. Each cycle encompassed three meetings. The subjects of the study are the eighth grade students of SMP Negeri 2 Mondokan Sragen.

The findings of the study indicate that picture series media was successful in improving the students' ability in writing recount text as well as increasing their involvement in the teaching and learning process. It can be seen from the percentage of students' who gained scores set in the criteria of success which was at least 6.5. In the first cycle, only 21 students (56.7%) of the students gained scores higher than and/or equal to 6.5. Meanwhile in second cycle, 37 students (100%) of the students gained scores higher than and/or equal to 6.5. Besides, the finding indicated that picture series media was effective in enhancing the students' involvement in the writing activities, especially when they worked in groups.

With the findings above, it can be inferred that picture series media has been proven to improve not only the students' ability in writing recount text but also the students' involvement in the teaching and learning process, particularly in writing recount text. Therefore, it is suggested that English teachers apply this technique as one of the alternatives that can be used in teaching recount skill. For next researchers, it is recommended to do further research about the use of picture series in the teaching of English which focus on improving students' grammar mastery. The use of picture series is beneficial not only in improving the students' ability in writing recount text but also the students' involvement in the teaching and learning process, it is advisable that this technique be used by students as their learning strategy to practice their recount text ability, and even more to practice their writing skill as well. Therefore, teachers should always try to create interesting picture series and text for their teaching. Based on the result, teachers can apply recount text to improve the students' ability in writing recount text.

Key words: improvement, writing, picture series, recount text

ABSTRAK

Siti Jumadilah. S 200070135. *Improving Students' Ability in Writing Recount Text by Using Picture Series (A Classroom Action Research at Eighth Grade of SMP Negeri 2 Mondokan, Kab. Sragen in 2011/2012 Academic Year)*. Tesis. Surakarta: PROGRAM PASCA SARJANA. MAGISTER PENGAJIAN BAHASA, UNIVERSITAS MUHAMMADIYAH SURAKARTA.

Penelitian ini didasarkan atas kepentingan untuk meningkatkan kemampuan siswa di dalam menulis teks *Recount*. Dengan demikian, penelitian ini dirancang untuk meningkatkan ketrampilan menulis siswa, khususnya di dalam menulis teks *Recount* melalui teknik penggunaan gambar berseri. Di dalam teknik ini, siswa-siswa dilatih menulis teks *Recount* berdasarkan gambar berseri yang diberikan. Teknik ini dipercaya dapat meningkatkan kemampuan menulis siswa and peran serta di dalam proses belajar mengajar.

Penelitian ini adalah penelitian tindakan kelas. Penelitian tindakan kelas ini, dilakukan secara kolaboratif bersama dengan sesama Guru Bahasa Inggris di dalam observasi dan pelaksanaan. Subyek penelitian ini adalah siswa-siswa kelas VIII SMP Negeri 2 Mondokan, Tahun Pelajaran 2011/2012.

Hasil penelitian ini menunjukkan bahwa media gambar berseri telah berhasil meningkatkan kemampuan menulis siswa di dalam menulis teks *Recount*, serta meningkatkan peran serta di dalam proses belajar mengajar. Hal ini dapat dilihat dari prosentase siswa yang berhasil adalah yang dapat mencapai nilai 6,5. Pada siklus ke-1, hanya 21 siswa (56,7%) yang dapat mencapai nilai lebih dari sama dengan 6,5. Sementara pada siklus ke-2, 37 siswa (100%) dapat mencapai nilai lebih dari sama dengan 6,5. Disamping itu, hasil penelitian menunjukkan bahwa media gambar berseri efektif dalam menangani keterlibatan siswa di dalam kegiatan menulis, khususnya ketika mereka bekerja secara kelompok.

Dari hasil penelitian di atas, ini dapat dikategorikan bahwa media gambar berseri telah membuktikan bahwa tidak hanya meningkatkan kemampuan siswa di dalam menulis teks *Recount*, tetapi juga meningkatkan keterlibatan siswa di dalam proses belajar mengajar, khususnya di dalam menulis teks *Recount*. Dengan demikian, teknik ini dapat dipakai sebagai salah satu alternative di dalam mengajar ketrampilan menulis. Bagi para peneliti yang akan datang, dapat derekomendasikan penggunaan media gambar berseri di dalam mengajar bahasa Inggris untuk memfokuskan pada penguasaan Tata Bahasa. Penggunaan gambar berseri bermanfaat tidak hanya di dalam meningkatkan kemampuan menulis siswa khususnya menulis teks *Recount*, tetapi juga meningkatkan keterlibatan siswa di dalam proses belajar mengajar, maka disarankan bahwa teknik ini dapat dipakai oleh siswa sebagai strategi belajar untuk berlatih menulis teks *Recount*, bahkan juga ketrampilan menulis. Maka dari itu, para guru seharusnya selalu mencoba berkreasi dengan teks gambar berseri yang menarik sebagai media dalam mengajar. Berdasarkan dari hasil penelitian, para guru dapat menerapkan teks *Recount* untuk meningkatkan kemampuan siswa di dalam menulis teks *Recount*.

Kata-kata kunci: peningkatan, menulis, gambar berseri, teks *Recount*

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Sragen in 2011/2012 Academic Year)**

by

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Abstract

The purpose of the study is to improve the students' ability in writing recount text by using picture series in SMP Negeri 2 Mondokan Sragen. In this technique, the students are taught by using picture series as a media in writing skill especially writing recount text. This study constitutes a classroom action research.

The result shows that picture series technique has been proven to improve not only the students' ability in writing recount text but also the students' involvement in the teaching and learning process, particularly in writing recount text activities.

key words: improvement, writing, picture series, recount.

A. INTRODUCTION

The four basic competences especially in writing has benefit to train the students to show his or her idea to other people logically. Raimes (1983: 4) says that writing is a means of communication between reader and writer. Meanwhile, Elbow (in Brown 1994: 321) states that writing is a two-step process, first it needs to figure out the meaning then put into language.

Writing is both a process and product of critical thinking (Bean 1996; Zeiser 1999). While writing and critical thinking skills arise independently,

appropriate writing assignments offer an opportunity to simultaneously nurture both skills.

To become better writers, students may need to read good— even great—literature, that can serve as a model for their own efforts. Hearing and reading about the lives of great men and women writers and how they developed their talents may stimulate them. Direct contacts with professional writers, such as novelists and news reporters, may be inspirational. Inquiry and discovery also inspire great writing. Having topics that a person cares deeply about, as a consequence of personal interest and investigation, may prove decisive for a fine writing and even lead to a life devoted to writing.

In this research, the researcher is interested in improving students' ability in writing recount text in grade VIII A of SMP Negeri 2 Mondokan, Sragen. The researcher in cooperating with collaborator determined the elements in making and scoring the criteria. They were five elements to mark. They were content, vocabulary, word order, grammar, and mechanic. The score of each element or group of elements rank from 1 to 20. The five element' score are 100.

In the curriculum 2006 (KTSP), students will have predicate understand the materials if they pass the Passing Grade. The Passing Grade (*Kriteria Ketuntasan Minimal*) is used as the criteria to see does the student have passed the exam or not. Here the final total score of passing grade in English subject is 65 The result of the beginning study shows that English lesson specially in writing competence in Grade VIIIA in SMP Negeri 2 Mondokan

do not show appropriateness with minimum requirement of study. It is proved from the five elements to be tested by researcher and his collaborator. The student's average score from each element were 60.27 for content's score; 61.28 for vocabulary's score; 60.26 for syntax's score; 61.22 for grammar's score; and 58.31 for mechanic's score.

The problem statements in this research formulates in three kinds, they are; (1) How is the effectiveness of picture series used to improve the students' ability in writing recount text in class VIIIA of SMP Negeri 2 Mondokan ? (2) How is the improvement the students' participation of class VIIIA of SMP Negeri 2 Mondokan in writing recount text? (3) What are the strengths and weaknesses of using picture series in writing recount text as media in teaching and learning process in class VIIIA of SMP Negeri 2 Mondokan?

This research focuses on improving the student's ability in writing recount text using a series of picture to develop the writing competency in SMP Negeri 2 Mondokan, and describe the result: (1) To describe the effectiveness of picture series in improving the students' ability in writing recount text, and (2) To describe the strengths and weaknesses of the use of picture series in improving students' ability in writing recount text.

B. THEORETICAL FRAMEWORK

Language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact (Finocchiaro in Brown, 1994: 4).

Learning a second language is a long and complex undertaking; people are affected as they struggle to reach beyond the confines of their first language into a new language, a new culture, a new way of thinking, feeling and acting.

Lyon in (O'Malley, 1995: 136) stated that writing is a personal act in which writers take ideas or prompt and transform them into "self initiated".

Harris defines that writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft. (1993: 10). Lyon proposed that writing is a personal act in which writer takes idea or prompts and transform them into "self-initiated" topic (Hamp-Lyon in O'malley, 1996: 136).

Brown (2001: 327-330) states five major categories of classroom writing performance, as follows:

1. Imitative, or writing down.

At the beginning level of learning to write, students will simply "write down" English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into this category, although dictations can serve to teach and test higher-order processing as well.

2. Intensive or Controlled

This intensive writing typically appears in controlled, written grammar exercises. A common form of controlled writing is to present a paragraph to students which they have to alter a given structure

throughout. So, for example, they may be asked to change all present tense verbs to past; in such a case, students may need to alter other time references in the paragraph.

3. Self-writing

The most salient instance of this category in classroom is note-taking, where students take notes during a lecture for the purpose of later recall. Other note-taking may be done in margins of books and on odd scraps of paper.

4. Display writing

For all language students, short answer exercises, essay examinations, and even research reports will involve an element of display. For academically bound ESL students one of the academic skills that they need to master is a whole array of display writing techniques.

5. Real writing

The two categories of real and display writing are actually two end of a combination of display writing and real.

Based on the elaboration of the theory of writing, the macro and micro skills of writing, the writer may conclude that the indicators of skills that should be achieved by the students in writing a recount text are:

1. They are able to use the appropriate vocabulary.
2. They are able to use the correct grammar.
3. They are able to use the correct syntax (word order).
4. They are able to use the correct mechanics.

5. They are able to use the correct content.

According to Derewianka (1990 : 14) a recount text is the unfolding of a sequence of events over time. Recount generally begins with an orientation which gives the reader the background information needed to understand the text. Recount text uses language to keep the past alive and help us to interpret experience.

Derewianka (1990:15) explains that common grammatical patterns of a recount text include:

1. Specific participants to identify people, animals or things involved.
2. Use of simple past tense (e.g. she smiled, it barked, he pointed)
3. Use of action verbs (material processes) (e.g. went, climbed, ate)
4. Use of linking items to do with time (on Wednesday, then, at the same time, next, later, before).
5. Details irrelevant to the purpose of the text should be avoided.

Arikunto (1987: 13) stated that one of the components in the process of teaching and learning is media. All of thing which is used by the teacher to explain the material can be media. This is used to facilitate the teacher in presenting the material.

Media is important to improve teachers' knowledge in presenting teaching material. The major problems of teaching English in class seem that learners are not interested in studying. In order to make them interested in learning, and make them motivate in learning, it is suggested that English

teachers should use media in their teaching and learning process and the class will be more meaningful and enjoyable.

According to Sukartiwi in Ruis (2009: 4), there are some advantages of using media in teaching and learning process. Those are:

1. To increase the learner's motivation.
2. To avoid learners' boredom
3. To make the learners easy to understand the instructional material
4. To make the teaching learning process more systematic.

According to Kushartati (2008: 23) there are many categories of media that are used in teaching and learning activity as follows:

1. Visual: picture, sketches, illustration, pattern, diagram, photo, film, slide, charts, graphs (pictorial, cycle, block, line), drawing, bulletin, newspaper, magazine, book (text, reference, library), encyclopedia, dictionary, comic, cartoon, caricature, map, calendar, advertisement, brochure, route and timetable of train and plane, desk presenter.
2. Audio: music, sound and sound effect, recording, tape, radio, story, poem, etc.
3. Audio-visual: sound moving pictures television, LCD, and computer.
4. Tactile: specimen, object, artifact, sculptured figured, line and stuffed animal, etc.

Wright (1989) suggests the use of "picture series". According to him picture series are pictures, which show some actions or events in chronological order. They tend to range from four to eight pictures. They

usually tell some short stories, but they may also be used to depict a process (e.g. how to make something).

Picture series provide the context for the students to write. Using picture series really appeals to visual learners who may suffer in writing based classroom. Picture series are absolutely most effective means to get them how to be written in English.

Related to the previous description of related theories and the basic assumption above, the writer can formulate the action hypothesis as follows:

1. The implementation of using picture series in teaching writing can improve the students' ability in writing recount text for class VIIIA students effectively, so there will be a significant advance of the writing skills of the students.
2. The use of picture series can give positive effects for the students toward the teaching and learning process and can motivate the students' participation in writing English.

C. REVIEW OF RELATED LITERATURE

Some of the previous studies below are related to the applying of teaching English Writing. The first research has been conducted by Joep van der Werff (Interlingua: Mexico City, Mexico) with the title "*Using Pictures from Magazines to Teach English*". The findings of his study is summarized as follows: he had tried to show that pictures are a good source of material for practicing speaking, listening, writing, vocabulary and grammar. The activities above are just a few examples of what teachers can do with pictures.

He hoped the sample activities above will stimulate teachers to come up with their many more effective and enjoyable activities.

The second researcher is Jiaping Gao (2007) in his title “*Teaching Writing in Chinese University: Finding an Eclectic Approach*”. It attempts to address the major problems of college English writing: a heavy emphasis on linguistics accuracy; overlooking the development of students’ writing ability; over-emphasis on the “product”; a lack of input of genre knowledge; and a lack of variety of assessment. Based on the discussion of current approaches to teaching writing, three implications are introduced to improve Chinese college English writing instruction as well as enhance effective learning: implementing diverse types of feedback; extending genre-variety process writing practice; and forms and language use.

The next researcher is Darwis Sasmedi (2008) in his title “*Improving the Students’ Ability to Speak English Using Their Own Pictures through Pair Work*”. This paper outline summarized that: (1) the implementation of teaching English in this action research using students’ own pictures through pair work as teaching strategy could nurture the students’ motivation in improving their ability to speak English both at the first cycle and second cycle; (2) the use of students’ own pictures through pair work as teaching strategy could improve the students’ ability to speak English significantly. This led to the conclusion that using students’ own pictures through pair work as a teaching strategy is a need in English language teaching and learning in

improving their ability to speak English in the term of vocabulary, grammar, discourse, and their performance based on the context of situation.

Another research is “*Using Picture Dictation Exercises for Practising All Four Skills*” by Sylvia Sao Leng Jeong in University of Macau (Macao SAR, PR China). The findings can be explained that both pre-service student teachers and in-service teachers have tried this method with beginners, pre-intermediate- and intermediate-level learners. Their response is very encouraging. Learners like picture dictation because it is positive and interesting. Some teachers report that there are no more failures in this kind of dictation. However, these teachers could not find enough appropriate texts or passages available for picture dictation and they have difficulty in creating such texts suitable for picture dictation.

The next researchers are Liu Wenyu & Lu Yang from School of Foreign Languages, Dalian University of Technology, China entitled “*Research on EFL Writing Strategy Using SRP: An Empirical Study in DUT*”. The findings of the present study are summarized as follows: Firstly, as for writing strategy use between English majors and non-English majors. Secondly, English majors hold a more positive attitude towards English writing. Most of the English majors like English writing, while none of the non-English majors like English writing.

The last researcher is Laila Wati (2009) with the title “*Using Incomplete Picture Series Technique to Improve the Speaking Ability of the Second-Year Students at MTs. Hikmatussyarif NW Salut, Lombok*”. The

findings of the study indicated that Incomplete Picture Series technique has been proven to improve not only the students' speaking ability but also the students' involvement in the learning process, particularly in the speaking activities. Therefore, it is suggested that English teachers apply this technique as one of the alternatives that can be used in teaching speaking skill. Besides, it is also suggested to future researcher to conduct a similar study by using Incomplete Picture Series technique on different settings and subjects to see whether or not this technique is also effective and applicable to be implemented in improving the students' speaking ability. It can also be for another productive skill like writing. It is beneficial not only in improving the students' speaking ability but also the students' involvement in the learning process, it is advisable that this technique be used by students as their learning strategy to practice their speaking ability, and even more to practice their writing skill as well.

From the previous researches above it can be concluded that picture series as one of teaching media, can be applied in all kinds of language skills. It can also as a good source of material for practicing all four skills. There are many ways to improve students' ability in writing. It depends on the teacher to choose the appropriate technique to be applied to the students. A good teacher should prepare his/herself by various and up to date techniques, mastering the material in order to understandable by students, and also students should perceive interested and happy in teaching and learning process in classroom.

The teacher could be motivated and encouraged to prepare a good technique, a suitable material in order to gain the target of language teaching to the children.

D. RESEARCH METHODOLOGY

The research was carried out in SMP Negeri 2 Mondokan in Sragen. The subject of this research was the eighth grade, especially in class A students of SMP Negeri 2 Mondokan Sragen. There are 37 students, consisting 18 female and 19 male students.

This study was carried out under an action research method. It is done by systematically collecting data on one's everyday practice analyzing it in order to come to some decisions about what your future practice should be. Bogdan and Biklen (In Burns, 1999:30) says that action research is the systematic collection of information that is designed to bring about social change.

The writer conducted classroom action research method which covers observations, analysis and adjustment where the educators involve themselves in action to come into the goal of understanding teaching and learning process in the classroom and to bring about a better change in classroom practice. She firstly conducted a pre research to know what problem that the students had and then she conducted meeting in her trial of solving students' problem. She observed and investigated occurrences and changes happened during the classroom activities to know what should be maintained and what should be revised to adjust students' necessity in improving their writing competence.

This research was conducted in two cycles, in which each cycle covers four stages of activities, namely: (1) the planning of the action, (2) the implementation of the action, (3) class observation or monitoring and evaluation, (4) data analysis and reflection of the action. The details of the research procedures are as follows:

1. Planning

In this stage, the writer identified the problems referring to the reaching and learning process that would be researched in this study. In this case, the writer identified the students' problem in writing. The following steps were making a plan about what kind of action which would be implemented in the classroom and preparing some equipments dealing with the action research requirements such as the material that was going to be taught to the class, the lesson plans with the student worksheets, the students' questionnaires, some observation sheets to record the students' activities, teaching media and the test instruments, etc.

2. Implementing the Action

In this procedure, the lesson plan was carried out in the classroom. The steps of the teaching learning activities were based on her lesson plan. In this case, the teaching and learning activities of writing a recount text using picture series to class VIII A, the students of SMP Negeri 2 Mondokan, Sragen. The lesson plan of each cycle was the improvement of the lesson plans in the previous cycle. The followings were general steps of the teaching procedures, namely:

a. Opening (Pre – Activity)

b. Main Activities

- (1) Building Knowledge of Text
- (2) Modeling of Text
- (3) Joint Construction of Text
- (4) Independent Construction of Text

c. Closing

3. Observing

The researcher recorded the important occurrences during the teaching and learning process. The researcher was also helped by a collaborator to observe the students' activities during the teaching and learning process. The class observation or monitoring was conducted when the teaching of writing by using picture series was going on. Since the classroom action research was conducted in two cycles, the observation sheets (in the form of checklists) containing the indicators and the observation items were also provided in the first and second cycles.

Evaluation was carried out to know whether the use of picture series could improve the learner's writing competence. The evaluation that was done in this action research was product evaluation. The success of the actions was seen from the result of the writing test. The criteria used to evaluate the success of the action were the learners had achieved the minimum average score of ≥ 65 in the writing test.

4. Reflecting

The phase of reflection was intended to know whether the actions which were implemented in the teaching and learning process were successful or not. The result of the observation in the first cycle was used to inform the strengths and the weaknesses of the first cycle. The information was, then, used as a guide to revise the lesson plan of the first cycle to produce the lesson plan for the second cycle. The result of the observation in the second cycle was also used to inform the result of the action in the second cycle and so on.

There are two kinds of data, those are quantitative data and qualitative data. Quantitative data refers to the students' writing scores which she took both in pre test and in post test. Qualitative data deals with any occurrences and changes happened during the classroom activities. Student's behaviors, classroom situation, the process of the classroom activity are the example of qualitative data. The researcher collected the qualitative data by using observation, field notes, recording, and interview.

Data analysis in action research involves moving away from the 'action' components of the cycle, where the main focus is on planning and acting, to the 'research' aspects, where the focus changes to more systematic observing and reflecting.

E. RESEARCH FINDINGS

A. The Effectiveness of Picture Series in Improving of the Students' ability in Writing Recount Text

The researcher gave a test and a modification of analytic score to write paragraphs. All the result of each cycle can be seen in the table below:

Elements of writing	Scores		
	Pre- test	Cycle 1	Cycle 2
Contents	60.27	65.88	70.95
vocabulary	61.28	66.42	71.49
Syntax (word order)	60.27	66.62	68.11
Grammar	61.22	66.35	71.08
Mechanic	58.31	68.04	7.27
Average score	60.27	66.66	70.38

Table 1. The Progress of Statistical Account of Elements Writing in Cycle 1 and Cycle 2

From the table can be seen that there were the improvement of each elements of writing skill. The improvement to fulfill the score of 65 of Minimum Completeness Criteria ended in the cycle 2. The observation stage was done to know the effectiveness of action in solving problems in writing recount text by using picture series. Based on the observation, there were many results, we noted, namely: 1) The effectiveness of picture series applied in writing recount text; 2) The improvement of student's participation; 3) The strengths and the weaknesses of the strategy.

1. The Effectiveness of Picture Series Applied in Writing Recount Text

Picture series is effective to be applied in teaching and learning process. The students' ability in writing could be seen from the result of the final drafting of each cycle. The product of writing recount text covered five elements, which improved significantly, especially in aspects of content, vocabulary, syntax (word choice), grammar, and mechanic.

2. The Improvement of Students' participation

All the students and the English teachers in that research that joined in the classroom felt that they were happy in teaching and learning English by using picture series. Especially when the students discussed together about their result group, arranged the picture series in a good position, matched the pictures and its description. They were more active and creative in cooperative interaction among the students in their group to finish their work as well as possible.

The student's participation improved in studying English in the class. The colorful and attractive picture made the students interested in the lesson. It also could encourage the students to answer the teacher's question based on the picture. It can help the students to lead them with the lesson.

Finally, the student's improvement writing capability can be seen from the result of the students' pre-test and posttest, which has been done in the end of each cycle. The result of the average score of pre-test is 60.27 and the result of post-test of cycle 1 is 66.66, so there is a progress than before. It happens after the writer or the researcher uses the picture as a

teaching media. There is improvement in student's achievement in writing recount text in teaching and learning process by using picture series. The average of the students score in the cycle 1 is 66.66, and in cycle 2 is 70.38. It can be concluded that there is a significant improvement of the students capability in writing recount text based on the picture series in teaching and learning process. Nevertheless, not all the result of them in writing is useful in the research if the result do not continue in some stages to improve and look after their result in some activities, which support them always to write in the next time. Some of the activities of them include: establishing teams or committee on writing, publishing writing product on the wall magazine school, discussing about the basic knowledge of writing skill, establishing writing competition that will stimulate the students write in all topics and aspects based on their experience and knowledge.

3. The strengths and the weaknesses of the strategy

The strengths of using picture series in improving students' ability in writing recount text are:

- a. The strategy or implementing pictures in teaching and learning was able to develop the students' ability in writing skill, especially in writing recount text.
- b. The strategy or implementing pictures in teaching and learning was able to motivate the students to write English well.
- c. The strategy or implementing pictures in teaching and learning was able to improve the students' participation in learning English

The weaknesses in mastery of basic language for writing recount text by using picture series need a large time in the teaching and learning process because of the preparation in class and discussing in the group.

CONCLUSION

The research findings show some important points as follows: (1) the improvement of the student's ability in constructing recount text; (2) the improvement of the student's vocabulary; (3) the improvement of motivation and interest; (4) the improvement of elements language (grammar, punctuation, and spelling); (5) the improvement of exploring their idea; and (6) the improvement the student's relationships by developing cooperative studying with their friends in teaching and learning process.

Based on the result of the improvements above, the researcher classified the points into two main themes: (1) Picture series are effective in improving the students' ability in writing recount text (2) Picture series improve the students' participation in practicing writing English.

The weaknesses in mastery of basic language for writing recount text by using picture series need a large time in the teaching and learning process because of the preparation in class and discussing in the group.

Based the findings, strengths, and weaknesses we found in the previous section it was strongly suggested when the picture series was applied there should be crusted in condition as following:

1. The students should have to set in groups and pictures would have advantages and comfortable if the picture were applied in group activities.

2. The English teacher should use various und color pictures that the students increased their motivation and focused in topic of the lessons.
3. The English teachers who apply this strategy to give clearer instructions to the students, to manage the time as effective as possible, to give more control and guidance in group working, and to select topics and picture sequences which are close to the students' life.

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