

**THE EFFECTIVENESS OF PICTURE MEDIA IN WRITING BIOGRAPHY
RECOUNT TEXT**

THESIS



By

FEBY VIGARA

NIM. 204180031

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO**

MAY 2022

P O N O R O G O

APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name : Feby Vigara

Student Number : 204180031

Faculty : Tarbiyah and Teacher Training

Department : English Education

Title : The Effectiveness of Picture Media in Writing Biography Recount Text

has been approved by the advisor and is recommended for approval and acceptance.

Advisor



Dr. Tintin Susilowati, M.Pd.
NIP. 197711162008012017

Ponorogo, 26th May 2022

Acknowledged by
Head of English Education Department of
Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Ponorogo



Dr. Dhunik Pasopita Kirana, M.Pd.
NIP. 198903272011012007

P O N O R O G O



**MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

RATIFICATION

This is to certify that *Sarjana's* thesis of:

Name : Feby Vigara
Student Number : 204180031
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : The Effectiveness of Picture Media in Writing Biography Recount Text

has been approved by the board of examiners on:

Day : Friday
Date : 17 June 2022

and has been accepted as the requirement for the degree the *sarjana* in English Education on:

Day : Wednesday
Date : 22 June 2022

Ponorogo, 22 June 2022
Certified by
The Acting Dean of Tarbiyah and Teacher
Training
State Institute of Islamic Studies Ponorogo



Dr. H. Miftachul Choiri, M.A.
NIP. 197404181999031002

Board of Examiners

1. Chairman : Dr. Ahmadi, M.Ag
2. Examiner I : Winantu K.S.A., M.Hum
3. Examiner 2 : Dr. Tintin Susuillowati, MPd

P O N O R O G O

SURAT PERSETUJUAN PUBLIKASI

Saya yang bertanda tangan dibawah ini:

Nama : Feby Vigara

NIM : 204180031

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Study : Tadris Bahasa Inggris

Judul Skripsi : The Effectiveness of Picture Media in Writing Biography Recount Text

Menyatakan bahwa naskah skripsi telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di ethesis.iainponorogo.ac.id. Adapun isi dari keseluruhan tulisan tersebut sepenuhnya menjadi tanggung jawab penulis.

Demikian surat pernyataan saya untuk dapat digunakan semestinya.

Ponorogo, 08 September 2022

Penulis



Feby Vigara

NIM. 204180031

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Feby Vigara

NIM : 204180031

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo

Judul Skripsi : The Effectiveness of Picture Media in Writing Biography Recount Text

dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya aku sebagai hasil tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 27 May 2022

Yang Membuat Pernyataan

(Tanda tangan di atas materai 10.000)



Feby Vigara

ABSTRACT

VIGARA, FEBY. 2022. The Effectiveness of Picture Media in Writing Biography Recount Text. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo. Advisor Dr. Tintin Susilowati, M.Pd.

Key Words : *Picture Media, Writing Ability, Recount Text*

Writing is the ability to use language patterns and their delivery in writing to express an idea or message which includes productive activities in language. Picture media is defined as a medium that combines facts with clear and strong ideas by expressing various words and picture visually. Picture media is chosen as one of the effective media used to address the scholars writing problems within the teaching getting to know technique.

The purpose of this research was to find out the effectiveness of picture media in writing biography recount text. To know the significance different on writing biography recount text between students who are taught using picture media and the students who are not taught by using picture media.

The research applied quantitative approach and used the true experimental design. This research, used two classes as experimental group and control group. The population was taken from the tenth grade students of SMAN 1 Jetis Ponorogo in academic year 2021/2022. The number of the sample in this reseach were 40 students of experimental group and control group. The procedure of data collections were test and questionnaire. To analysis it, used t-test formula to kow whether there was significant difference on students' who are taught by picture media and students who are not taught by picture media.

The result show that the difference between students taught picture media and conventional media is 1.470. The results are used to determine whether is a significant coefficient and also to determine the basis for generating a population. The result of the study from the transcript of the value between the pre-test and post-test, there is a significance value increase where treatment is administered.



ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin, praise be Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon to our Prophet Muhammad SAW, as well as his family and followers.

This thesis entitled "The Effectiveness of Picture Media in Writing Biography Recount Text" is submitted as a compulsory fulfilment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Ponorogo (IAIN) Ponorogo.

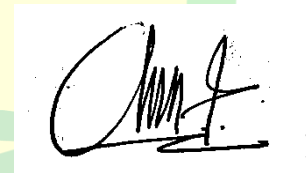
When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Dr. Hj. Evi Muafiah, M.Ag as rector of State Institute of Islamic Studies Ponorogo.
2. Dr. H. Moh. Munir, Lc. M.Ag as the Dean of Tarbiyah and Teacher Training State Institute of Islamic Studies Ponorogo.
3. Dr. Dhinuk Puspita Kirana, M.Pd as the Head of English Department English of Tarbiyah and Teacher Training Faculty State Institute of Islamic Studies Ponorogo.
4. Dr. Tintin Susilowati, M.Pd as the advisor of this research, the researcher would like to thank a million for her suggestion, correction, guidance, and her time for this research from beginning until the end.
5. All lecturers of English Department of IAIN Ponorogo, who have taught the researcher since the beginning of the study.
6. Drs. H. Mukh. Aslam Ashuri, MM. the Headmaster of SMAN 1 Jetis for allowing the researcher to conduct the research.
7. Sulikah, S.Pd, the English teacher of SMAN 1 Jetis Ponorogo for being helpful during the research process and giving suggestion during the research and the students at the second

semester of tenth grade of SMAN 1 Jetis Ponorogo for allowing to carry out the research in their institution and for giving the contribution and being cooperative while the researcher was conducting the research there.

Finally, it has been admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Ponorogo, 22 June 2022



Feby Vigara
204180031



IAIN
P O N O R O G O

TABLE OF CONTENTS

COVER	i
PAGE TITLE	ii
APPROVAL SHEET	iii
RATIFICATION	iv
DEDICATION	v
MOTTO	vi
ABSTRACT	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	x
LIST OF TABLE	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Scope and Limitation of the Study	4
C. Statement of the Problems	4
D. Objective of the Study	4
E. Significances of the Study	4
F. Organization of the Thesis	5
CHAPTER II THEORITICAL BACKGROUND	
A. Literature Review	5
1. Definition Recount Text	5
2. Writing	9
3. Media in Teaching Writing.....	14
4. The Important of Instruction in Teaching.....	17
B. Previous Related Study	18
C. Theoretical Framework.....	23
D. Hypothesis	23
CHAPTER III RESEARCH METHOD	
A. Research Design	25
B. Research Setting and Schedule	26
C. Population and Sample	28
D. Operational Definition of Variable	29
E. Instrument and Data Collection	29
F. Validity and Reliability	32
G. Data Analysis Technique	34
1. Assumption Test	34
2. Hypothesis Test	35

CHAPTER IV RESEARCH RESULT AND DISCUSSION

- A. Statistical Description37
 - 1. Post-Tese.....37
 - 2. Post-Test38
 - 3. Questionnaire38
- B. Statistical Infention43
 - 1. Assumption Test43
 - 2. Hypothesis Test45
- C. Discussion47

CHAPTER V CLOSING

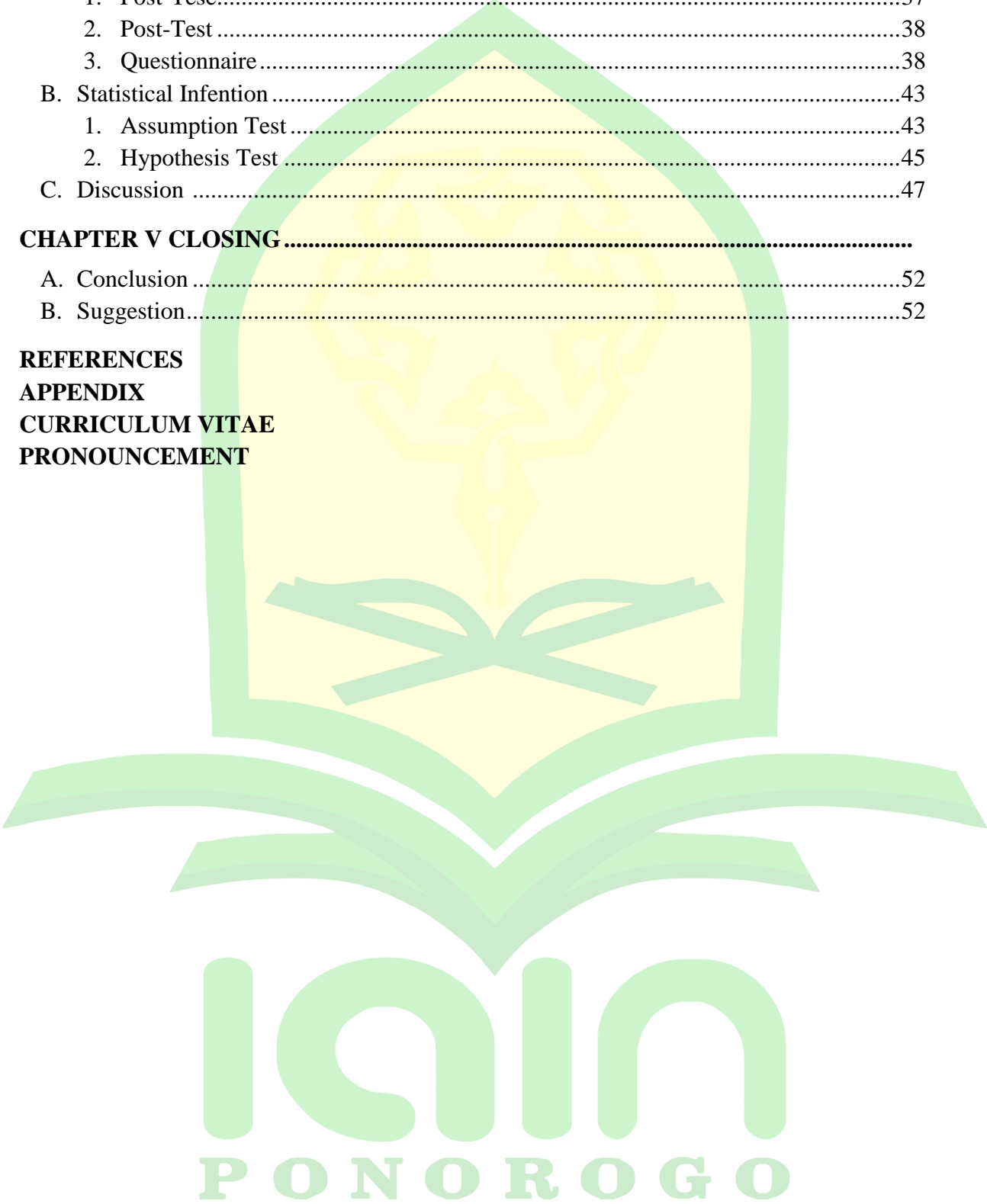
- A. Conclusion52
- B. Suggestion.....52

REFERENCES

APPENDIX

CURRICULUM VITAE

PRONOUNCEMENT



LIST OF TABLES

Table 3.1 Design of Research for Experimental Class.....	23
Table 3.2 Design of Research for Control Class.....	26
Table 3.3 Research Schedule	27
Table 3.4 Population	28
Table 3.5 Sample.....	29
Table 3.6 Table of Instrument.....	31
Table 3.7 Result of Validity.....	33
Table 3.8 Result of Reliability	34
Table 3.9 Result of Normality Test	34
Table 3.10 Result of Homogeneity Test.....	35
Table 3.11 Result T-Test.....	36
Table 4.1 Score Pre-Test Experimental Class.....	37
Table 4.2 Score Post-Test Experimental Class	38
Table 4.3 Result Questionnaire	39
Table 4.4 Score Pre-Test Control Class	40
Table 4.5 Score Post-Test Control Class.....	40
Table 4.6 Pre Post Test Value Transcript Experimental Class	41
Table 4.7 Pre Post Test Value Transcript Control Class.....	42
Table 4.8 Result of Normality Test Experimental Class.....	43
Table 4.9 Result of Normality Test Control Class	44
Table 4.10 Result of Homogeneity Test Experimental Class	45
Table 4.11 Result of Homogeneity Test Control Class.....	45
Table 4.12 T-test Result	46
Table 4.13 The Result of T-test Calculation	46



LIST OF APPENDICES

Appendix: 1 RPP Satu Lembar

Appendix: 2 Lembar Questionnaire

Appendix: 3 Materi Pembelajaran

Appendix: 4 Contoh Soal Pre-Test dan Post-Test

Appendix: 5 Lembar Post-Test Siswa

Appendix: 6 Dokumentasi





IAIN
PONOROGO

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the International languages that people around the world should master. It is to make communication with each other easier, English in Indonesia is one of the languages that must be learned in the school from elementary school level to senior high school. Language has an important role in our life. Therefore many people want to study the English language to communicate with people all over the world. In the teaching and mastering process of English situations, college students are required to grasp four English skills; they are speaking, reading, listening, and writing. Speaking and writing consist of active or efficient competencies, while reading and listening consist of the passive or receptive ability².

This ability must be mastered through students, especially in the field of writing skills because according to Harmer, "writing ability is someone who expresses thoughts, ideas, ideas, using a series of good and correct written language². Their personal first language"³. Writing is used for extensive type which is produced in various forms. Writing, moreover complex has attitudes related to the value of written texts and premises that are built with "truth" and the gravity of human error⁴. Writing is the maximum skill that must be mastered by students because it must produce language communication that asks students to compile their concepts into written form.

Therefore, it could be stated that organizing English texts is not easy and needs tough work and more exercise due to the fact writing has it is very own traits based totally on its analytical scale together with content material (development of ideas), organization

²Jeremy Harmer, *The Practice of English Language Teaching* (Essex: Longman, 2001).

(introduction, body, and conclusion), vocabulary, mechanics, and grammar³. As a topic depend that should be trained, English language additionally has writing ability in its syllabus. Primarily based on Indonesian curriculum, there are numerous text kinds that taught which include descriptive, narrative, procedure, recount, report, and many others.

Recount text is a type of text that must be understood because it is considered a harsh text³. During the learning process, several problems could be observed as compliance, including the writer observed that students had problems providing coherent and understandable recount texts⁴. However, almost all of the Recount Biography texts in textbooks for Indonesian high school students grade X now do not reach the . One way to evaluate the factors of a Biographical Recount text is the use of the Transitivity tool in Systemic Functional Linguistics⁵.

A biographical recount tells the story of people' existence the usage of a third character narraton (he, she, and they). In this situation of an autobiography, first individual narration (I, we) is used. Additionally it is factually accurate and information particular names, instances, region and events. A in simple terms actual, informative biography, but, might lack the attraction provided with the aid of personal responses and remarkable anecdotes. There is frequently an evaluation of the concern's achievements in very last section⁴.

³H. Douglas Brown, *LANGUAGE ASSESSMENT Principles and Classroom Practices* (New York: Longman, 2010).

⁴Derewianka, "Improving the Students' Proficiency in Writing Skill at SMAN 1 Pinrang," *Thesis FKIP Makassar* (2011).

Consistent with Lindstormberg, using student series pictures that make students interested and can have fun in the teaching and learning process⁴. The picture directs students to awareness of the word⁵.

Via the usage of the best method, lesson substances can be greater fun. Those comparable issues also arisen within the previous semester or year, according to another English teacher of SMAN 1 Jetis, which implies that students want solutions in handling those issues. Picture series is chosen as one of the efective approach used to address the scholars writing problems within the teaching getting to know technique. Picture are meaningful aids and stimuli in improving students' ability⁵.

Previous research and to obtain empirical evidence of the effectiveness of using series on students' writing skills in recount texts and to find out to what extent picture series can affect students' writing skills in recount texts. (Fadhilah Nur Rohmah (2017) with the title, "Effectiveness of Using Picture Series on Students' Writing Skills in Recount Text" (A Quasi-Experimental Study of Class X Students at MAN 5 Jakarta in the 2016/2017 Academic Year). Meanwhile, in my research, the aim is to use image media in writing biographical text. The similarity of this research is to see the effectiveness of the use of images in writing biographical texts of recount text, while the difference is in the purpose of use.

Previous research aimed to prove whether the use of Picture and Picture Models is effective in improving students' writing skills that are focused on content and organization in Class VIII SMPN 2. Students" (Experimental Research on Class VIII Students of SMPN

⁵Katerina Jokloya, "Using Picture in Teaching Vocabulary," *Bachelor's thesis in Faculty of Education Department of English Language and Literature in Masaryk University* (2009).

2 Pangkajene). Meanwhile, in my research, the aim is to use image media in writing biographical recount text. The similarity is to see the effectiveness of the image, while the difference is in the purpose of use.

Therefore, the researcher will conduct a search under the title, "Effectiveness of Picture Media in Writing Biography Recount Text".

B. Scope and Limitation of the Study

Based on the background of the study that explained above, the scope and limitation of this study are:

1. The subject is the tenth grade students of SMAN 1 Jetis.
2. The object is to measure the effectiveness of picture media in writing biography recount text.
3. The material of this study in teaching writing is explanation text using picture media.

C. Research Question

Is there any significance difference on writing biography recount text between students who are taught using picture media and the students who are not taught using picture media?

D. Research Objective

To find out the effectiveness of picture media in writing biography recount text.

E. Significance of the Study

The significance of this observe may be considered from the theoretical and realistic factors, as describe below, the end result of this observe could be expected to provide advantage for the students, teacher, and another research herself, as follows:

1. For students, this look at is expected to help the students examine writing recount text in a terrific writing and can improve writing skill of the students.
2. For teacher, the result of this research will be easier for teachers to help students receive material more easily and quickly understand.
3. For further researcher, author hope that the result of this research will be a reference to an upcoming study and that it will help others.

F. Organization of the Study

The writer organizes the process of this research report systematically. This thesis covers five chapters in which the organization of the thesis. They are:

1. Chapter I (Introduction)

Introduction is general description of the thesis. The first chapter consist of background study, limitation and statement of the problem, objective, significance of the study, and organization of the study.

2. Chapter II (Literature Review)

The second chapter consists of previous research findings, theoretical background, theoretical framework and hypothesis. In this chapter, the researcher gives about the definition and generic structure of biography recount text, definition and function of writing ability, definition of picture media, benefit and weakness of picture media, and picture series of recount text.

3. Chapter III (Research Methodology)

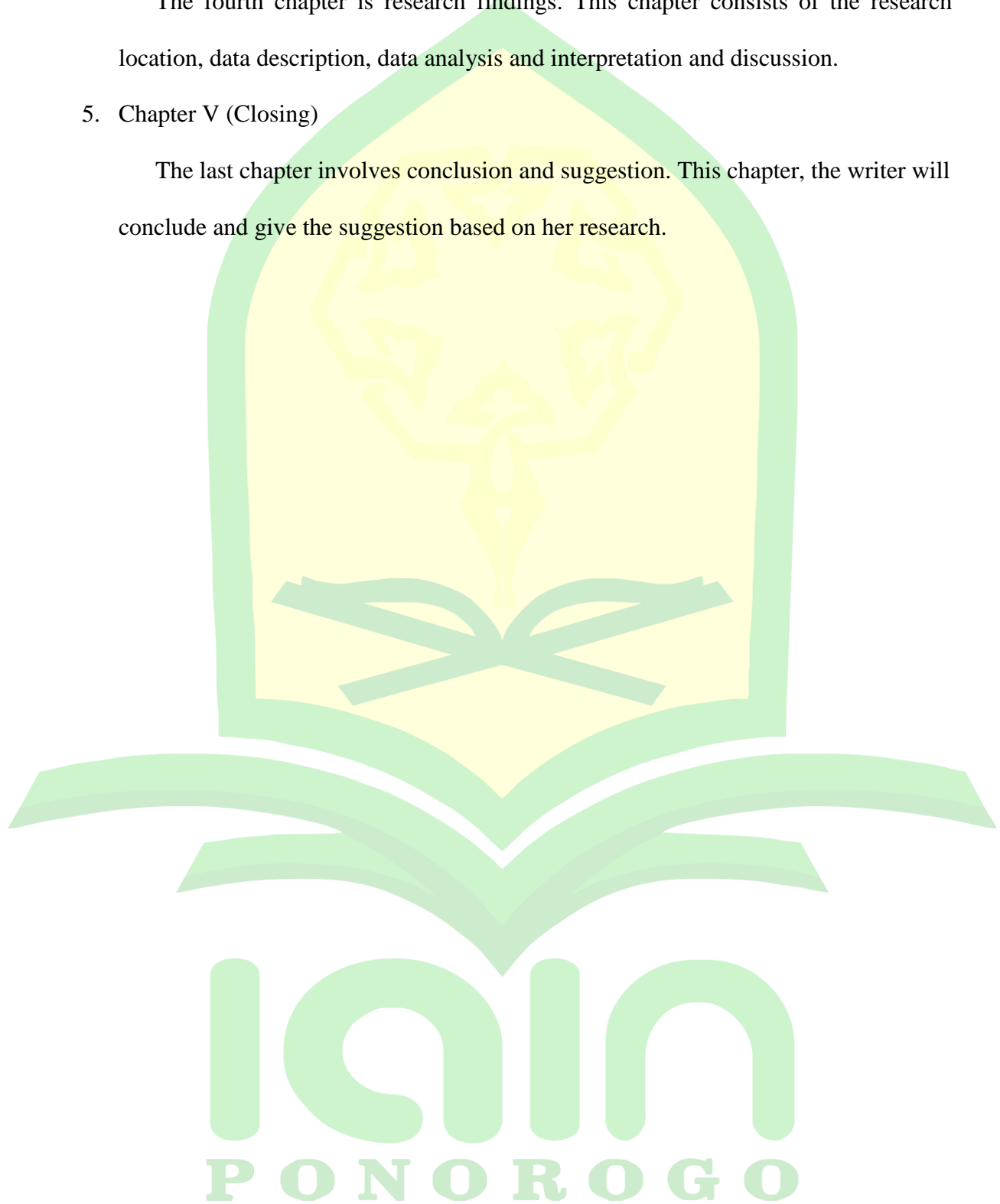
The third chapter is research methodology. This chapter involves research design, population and sample, data collection instrument, technique of data collection, and technique of data analysis.

4. Chapter IV (Research Result)

The fourth chapter is research findings. This chapter consists of the research location, data description, data analysis and interpretation and discussion.

5. Chapter V (Closing)

The last chapter involves conclusion and suggestion. This chapter, the writer will conclude and give the suggestion based on her research.



CHAPTER II

THEORICAL BACKGROUND

A. Literature Review

1. Recount Text

a. Definition of Recount Text

A recount text is defined as writing that contains various events in the past where part of the text serves to retell an event in a coherent sequence of events. The purpose of this recount text is to retell past events of a person or experience sought in chronological order.⁶

Peter Knapp and Megan Watkins write that recount text known as narrating or narrative because it's far a style that students pick up and write their tale. In addition, they say that recount text officially is a sequential textual content that does little greater than sequence a series of occasions. It means that when humans tell a story, they no longer only write a collection of events however also they write the characters set up, especially time and location.⁷

Thus, the biographical text is one of the writings that use one specific name where usually these people are involved in the biography. This recount biographical text is usually written in the simple past tense.

⁶Yeny Dwi Pujiastuti, "A Descriptive Study on Teaching Writing Recount Text to the Second Year Students of SMP N 2 Banyudono," *Journal of Publication* (2010): 1–10.

⁷ Peter Knapp and Megan Watskin. Genre, *Text, Grammar (Technologies for Teaching and Assesing Writting)*, Sydney: Universitas of New South Wales Press. (2005),pp. 222.

b. Types of Recount Text

There are three kinds of recount text such as factual, procedural, and literary recount. For a detailed explanation read below:

1. Factual Recount

The purpose of a factual recount is to retell a few occasions that have occurred chronologically. It affords three capabilities in telling memories. First of all, the writer desires to write down background records about who, when, and where. It may be stated that the writer tells about individuals who were concerned when the events occurred, and wherein the setting took area. Secondly, the writer has to explain the series of occasions, so he/she needs to explain the stories that occurred to her or him in sequential order. Lastly, the writer has to conclude the tales, she or he tells approximately what he or she is feeling after having an experience.

2. Procedural Recount

The purpose of a procedural recount is to tell how something became created or carried out chronologically and as it should be. It has 3 capabilities identical to factual recount however has an exceptional form of capabilities. It starts to evolve to describe a declaration of what was created or carried out. Moreover, it tells about what turned into carried out in chronological order. Lastly, it is described and written the usage of past tense. An example of this recount is documentaries, retelling a science experiment and its result.

3. Literary Recount

The purpose of a literary recount is to retell occasions from novels, plays, films, and personal tales to entertain human beings. It has three capabilities like each of the recounts above however it has exceptional sort of capabilities. It starts evolved by describing background facts like factual recount, so the writer has to tell approximately who (human beings) involved, when (time) occurred, and where (area) positioned. Moreover, the writer tells approximately the events that came about in sequential order. It finally ends up giving a conclusion or personal remark approximately the people or the occasions. In short literary retells works like have been informed before.⁸

4. Biography Recount Text

Biography recount text a type of recount text that contains and discusses the history that has happened in ancient times or tells the life of heroes using third person (She/He).

Thus, from some types of Recount Text, this research focused only on the Biography Recount Text. As the researchers of the type was consistent with the RPP and the materials taught in school that were studied.

c. Generic Structure of Recount Text

Generic structure is parts of the structure in a text and generally serves to set the grooves of a text. A text must have a generic structure to make it easier for readers to understand the text as well as the writer's memoirs to

⁸ State of NSW through the Department of Education and Communities 2011, *Text Type (different type of writing)*. 2017. Pp. 1-3. (www.Schoolatoz.com.au).

determine the text's storyline. Recount text has three-part in general, that is:⁹

1. Orientation

Orientation usually takes in the first paragraph and contains an introduction in an article, for example, the specific name of the character in the biography, where he lived and was born, the date of birth, and an explanation of who the biographical character is.

2. Event

The event contains the experience and tells what happened with the biographical character. Usually is recounted in chronological order complete with the time of year and namely is event 1, event 2, and event 3.

3. Re-orientation

The repeat phase of the introduction is in the first stage. It summarizes all the events related, and it can also write a comment or personal impression of the event.

4. Closure of event/ending, this is optional

Thus, there is the generic structure of recount text. When we want to make some recount text and we don't involve any of the above structures, an imperfect text becomes the recount text.

d. Language Feature

There are some features of the recount text:

1. Using the simple past tense, past continuous tense, past perfect tense and past perfect continuous tense.

⁹Hardy and Judy Klarwein, *Written Genres in the Secondary* (Queebksand: Brisbane : Departement of Education, 1990).

2. Using temporal sequence.
3. Focus on specific participant.
4. Using the conjunctions, such as then, before, after, etc.
5. Using adverb and adverbial phrase.

e. Biography Recount Text

1. Definition of Biography Recount Text

Biography recount is a text which has a purpose to retell the event of famous person's life. A detailed description or account of a person's life and written by someone else, it is nonfiction text. In other definition Biography Recount Text a type of recount text that contain and discusses the history that has happened in ancient times or tells the life of heroes using third person.

2. Function of Biography Recount Text

There are some functions of biography recount text:

- a. To know a person's story about his/her life outside of any accomplishments this person may be known for.
- b. To give many information easily and educate the readers.
- c. To inform by retelling past events and achievements in person's life.
- d. To share the life of another person with an readers.

2. Writing

a. Definition of Writing

Writing is the maximum skill that must be mastered by students because it must produce language communication asks students to compile their concept into written form.¹⁰ Writing moreover complex because it has attitudes that associated with the value of written text and premises constructed with “correctness” and the gravity of humans error.¹¹ Meanwhile, Abas explained that writing is the ability to use language patterns and their delivery in writing to express an idea or message which includes productive activities in language. This writing activity starts from the formation of ideas through semantic rules, then recorded with syntactic rules, then held in the order of the writing system.¹²

From this, it can be concluded that writing ability is an individual’s ability or skill in carrying out activities to formulate an idea in written form.

b. The Function of Writing

The function of writing is as an indirect means of communication between the writer and the reader. Writing is essential in education to make it easier for students to think critically. Writing has some functions that are:

1. The function of writing is as an indirect means of communication between the writer and the reader. Writing is essential in education to make it easier for students to think critically. Writing has some functions that are:
2. The structuring function is the structuring function of ideas, thoughts, opinions, images, and others, as well as the use of language so that they

¹⁰ Jeremy Harmer, *How to Teach Writing*, Essex: Longman 2004.

¹¹ Innessa Spelkova and Nicolas Hurst (Teachers Attitudes to Skill and The Writing Process in Latvia and Portugal) 2005.

¹² Saleh Abas, *Pembelajaran Bahasa Indonesia Yang Aktif Di Sekolah Dasar* (Jakarta: Depdiknas, 2006).

become structured.

3. The preservation function is to preserve the arrangement of something in the form of a written document.
4. The function of creation is to compose means to create something new.
5. The function of delivery is that composing functions in conveying ideas, thoughts, imaginations, and others that have been preserved in an essay. In conveying it not only to close people but also to those who are far away.
6. The function of describing is to describe or describe something.
7. The function of giving instructions means that in the essay the author gives instructions on how or rules to carry out something.
8. The commanding function is that the author gives orders, requests, and suggestions so that the reader does it or prohibits the reader from doing what the author prohibits.
9. The function of remembering is that the author records an event, situation, information, or other with the intention that nothing is forgotten in the essay.

Writing has an attendance of one's thoughts, opinions and imagination. So, the writing produced by the writer can clearly describe and describe his thoughts, thoughts ideas, opinion, and imagination.

c. The Element of Writing

A writer needs knowledge of the content (substance) of writing. Meanwhile, knowledge of how to write is knowledge concerning aspects of language and writing technique, so we must pay attention to the important components of writing. There are five-point out of components of writing, they

are grammar, mechanics, vocabulary, content, and the last is organization.

a. Content

The writing content should be clear for the readers to recognize the message and information from it. There are two parts of content material in writing, they are unity and completeness. This content material turns out to be traits of properly writing.

b. Organization

Organization in writing issues with coherence. It can be coherence order, order facts, general to specific to general, chronological order, and spatial order. It approaches that the writer has arranges and organizes the thoughts. The paragraph can be coherent if the thoughts are put in the proper order.

c. Grammar

Grammar in writing includes accurate language and point of grammar. Grammar in writing descriptions contains using verbs, adjectives, adverbs, and use simple gift tense. Excellent grammar will assist the reader to recognize the means of the text.

d. Mechanics

A part of the mechanics in writing are capitalization, punctuation, and spilling. Incorrect spiling and punctuation will make the loss of different which means in the textual content. So, using this element in writing have a massive impact on understanding the meaning of the written text.

F O N O R O G O

e. Vocabulary

Vocabulary in writing involves using proper words (selection words). The writer has to understand the exact word to install the sentence. This is essential to form writing, however specifically the personal description is a greater power than the ones especially transmit information. The readers can not recognize the writing passage without having a whole lot of vocabulary.¹³

That are the importance elements of writing which is usually considered before compiling a text.

d. Teaching Writing

Jeremy Harmer stated that writing has always been used as a means of reinforcing language that has been taught.¹⁴ It means that writing is a good instrument for students to learn English. They can put their ideas on the paper by using grammar and vocabulary which have been studied.

Teaching is guiding and facilities learning, enabling the learner to learn and setting the condition for learning.¹⁵ It means that teaching is a facility to inform the knowledge. The success in teaching is how the teacher can give the best way to inform it. According to Brown, there are some principles for teaching writing: Understand your student's reason for writing, provide many opportunities for students to write, make feedback helpful and meaningful and

¹³ Rahmad, Suwardi. *The Students Writing Ability Through Dictation Method (A Classroom Action Research At Xi Program Students Of Sma 2 Bantaeng)*. Thesis. Makassar:Unismuh. 2012. P.12

¹⁴ E-book: Harmer, Jeremy, "How to Teach writing," p.31-32.28

¹⁵ H. Doglas Brown, *Principles of Language Learning and Teaching*, (Usa: San Fransisco State University, 2004), P. 7

clarify for yourself, and for your students, how their writing will be evaluated.¹⁶

When teaching writing, the teacher should choose the appropriate writing activities. The writing activities the teacher choose should be interesting and motivating, be appropriate to learners' level, and be appropriate for the kind of learners the teacher in teaching.

That are the importance elements of writing which is usually considered before compiling a text.

e. Assessing Teaching Writing

Process of writing involves planning, drafting, revising, and editing. However, those are the process done by the students. In order to know how well students' works are the teacher makes a judgement about their works. The teacher assesses the students' work by scoring them in particular scale. Weigle mentions that there are two central considerations in scoring students' writing; those are defining the rating scale and ensuring that raters use the scale appropriately and consistently.¹⁷

There are three main types of rating scale in the composition literature according to Weigle. They are primary trait scale, holistic scale, and analytic scale. Furthermore, each of them will be discussed below.

1. Primary Trait Scoring

In primary trait scoring, the rating scale is defined with respect to the specific writing assignment and essays are judged according to the degree of success with which the writer has carried out the assignment.¹⁸

2. Holistic Scoring

In holistic scale, raters read whole text, and then judge against a rating

¹⁶ Ibid, P. 92-94

¹⁷ Weigle, S.C. 2002. *Assessing Writing*. Cambridge: Cambridge University Press.

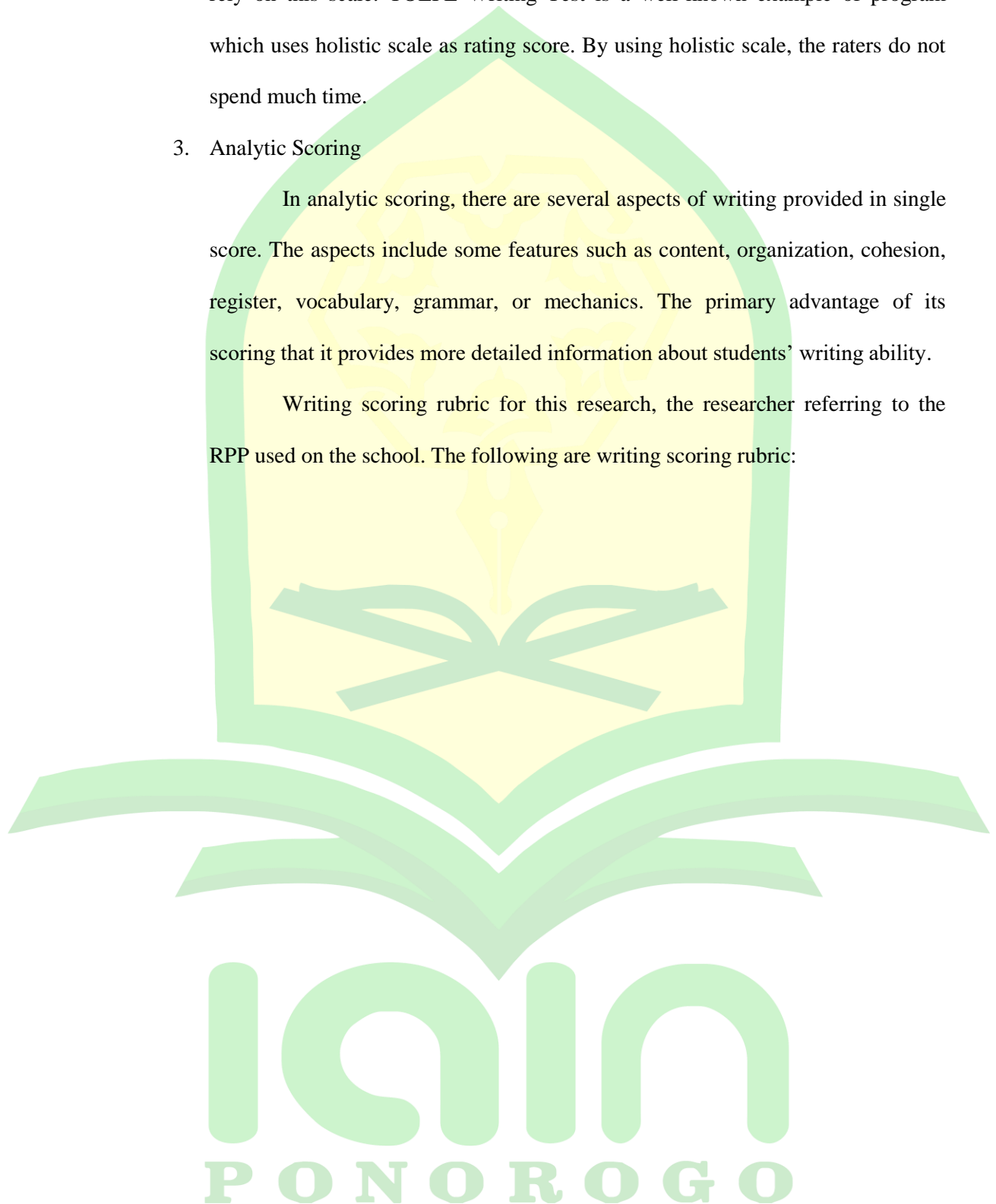
¹⁸ *Ibid*, p. 110.

scale, or scoring rubric, which describes the criteria. Many assessment programs rely on this scale. TOEFL Writing Test is a well-known example of program which uses holistic scale as rating score. By using holistic scale, the raters do not spend much time.

3. Analytic Scoring

In analytic scoring, there are several aspects of writing provided in single score. The aspects include some features such as content, organization, cohesion, register, vocabulary, grammar, or mechanics. The primary advantage of its scoring that it provides more detailed information about students' writing ability.

Writing scoring rubric for this research, the researcher referring to the RPP used on the school. The following are writing scoring rubric:



No	Aspek	Kriteria	Skor
1	Tata bahasa.	Semua benar.	4
		Kurang tepat, tetapi tidak mempengaruhi makna.	3
		Kurang tepat dan mempengaruhi makna.	2
		Tata bahasa tidak tepat.	1
2	Koherensi.	Hubungan antar gagasan jelas.	4
		Terdapat transisi hubungan antar gagasan.	3
		Hubungan antar gagasan kurang jelas.	2
		Hubungan antar gagasan tidak jelas.	1
3	Keterbacaan.	Makna jelas dan diungkapkan secara efektif.	4
		Makna jelas, tetapi tidak diungkapkan secara efektif.	3
		Makna kurang jelas.	2
		Makna tidak dapat dipahami.	1
4	Diksi.	Hampir sempurna	4
		Ada kesalahan tapi tidak mengganggu makna	3
		Ada kesalahan dan mengganggu makna	2
		Banyak kesalahan dan mengganggu makna	1
5	Tujuan komunikatif teks.	Jelas.	4
		Cukup jelas, tetapi masih ada kesalahan.	3
		Sulit dimengerti.	2
		Tidak jelas.	1

$$\text{Nilai Perolehan} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

3. Picture Media

Media can be interpreted as an intermediary or introductory word derived from the word medium.¹⁹ Within the scope of education, media is defined as a means or type of component contained in the student learning environment which

¹⁹Arif S Sadiman, *Media Pendidikan, Pengertian, Pengembangan, Dan Pemanfaatan* (Jakarta: PT Grasindo, 2003).

has the aim of being able to stimulate the learning process in students. Picture are meaningful aids and stimuli improving students' ability.²⁰ The examples of components in the learning referred to as media are textbooks, teachers, and the school environment. This media usually carries messages or information that aims to convey teaching so the media are often referred to as learning media in the teaching and learning process.²¹

Meanwhile, picture media is defined as a medium that combines facts with clear and strong ideas by expressing various words and pictures visually.²² The existence of this image media is expected to be able to help teachers and students to be able to convey and receive learning and can attract and help students' memory. Waskito also explained that picture media is a symbol that represents objects, scenery, thoughts, and ideas which are finally visualized in two-dimensional form.²³ By using picture media the students may be interested and could revel in the teaching and studying.²⁴

Thus, it can be concluded that the image media is an image that contains certain information to support the learning process between teachers and students which is expressed in a 2-dimensional visual form.

a. Benefits and Weaknesses of Picture Media

²⁰ Katerina Jokloya. (Using Picture in Teaching Vocabulary), Bachelor's Thesis in Faculty of Education Department of English Language and Literature in Masaryke University. 2009.

²¹ Azhar Arsyad, *Media Pembelajaran* (Jakarta: Rajawali Press, 2009).

²² Endang Poerwanti, *Perkembangan Peserta Didik* (Malang: Universitas Muhammadiyah Malang, 2015).

²³ Muhammad Fadillah, *Desain Pembelajaran PAUD* (Yogyakarta: Ar-Ruzz Media, 2012).

²⁴ Lindstormberg, S. (Language Activites Teenagers). Cambridge University. 2004.

If want to use picture media things to consider are the benefits and weaknesses in it is application. Researcher have to think about whether this method can be used effectively in overcoming the existing problems by looking at the many benefits.

1. Benefits

There are several benefits to using image media, such as:

- a. Solid nature
- b. Images can overcome the limits of boundary problem space and time
- c. Can overcome the limits of image observation
- d. Can explain the problem, and
- e. Cheap, and easy to get.

2. Weaknesses

Easy to use, without the use of special equipment. In addition to these benefits, there are pictures or photos some weaknesses, such as:

- a. Pictures or photographs only emphasize perception eye perception
- b. Pictures or images of very complex objects are less effective and very limited in size for learning activities and big groups.²⁵

So, it means if more benefit can obtained when using the media, most of the results will be positive or the media is effective when used.

b. Picture Series of Recount Text

²⁵Ibid.

In picture series, recount text means that a series of stories can describe the plot in the recount text. This story can be interpreted as a description that describes how something or an event happened in the form of graphic art in the form of images.²⁶ Thus, a series image is a series of images arranged in sequence so that they can form a storyline.

c. **Kinds of Picture**

As Wright said in his book, there are twenty kinds of the image that may be utilized in the teaching and studying process: (1) pictures of a single item (2) pictures of famous human beings (3) pictures of human beings in action (4) picture from records (5) picture of one individual (6) picture of several people (7) picture of locations (8) picture of places (9) picture with a variety of information (10) picture of fantasies (11) pairs of picture (12) picture of the news (13) picture of maps and symbol (14) related pictures (15) students and teacher drawings (16) ambiguous picture (17) image series (18) explanatory picture (19) weird pictures (20) single stimulating pictures.²⁷

Thus, of the many types of pictures above, this research focuses on picture of famous people like heroes or their idol. So, make it easier for students to get their creative ideas focuses only on specific themes.

4. The Importance of Instruction in Teaching

²⁶Asri Galih Cempaka, "Penerapan Media Story Pictures Dalam Pembelajaran Membaca," *UPI* 1, no. 1 (2013): 35.

²⁷ Andrew Wright. *Picture for Language Learning*. Cambridge: Cambridge University Press. (1989). p. 193

Each level of education has a teacher's role and the application of methods instruction that supports different self-regulatory learning strategies. For example, in learners adults in teacher universities, providing facilities from teachers in the form of workshops, providing feedback, and teaching practices that can improve ability and use of self-regulation strategies in student learning

While in high school students, studies point out the role of the teacher seen from how they assess various student learning styles so that can create teaching that is right for each individual. Students will regulate their behavior when they are interested in achieving specific purpose. The problem is, this goal is not always positive in experience study them. Therefore the teacher must use a guide efficient and effective instruction/teaching to encourage students to achieve learning goals. One way to make the impact of self-regulation on achievement academics will be bigger is to apply instruction design and practice good education. Self-instruction according to Reigeluth and Carr-Chellman is defined as: as anything that is done intentionally to facilitate learning.²⁸

While instruction design focuses on efforts to understand, develop, and applying instructional methods. More he identify that as a professional activity of teachers and developers instructions, instruction design is a process of determining methods the most appropriate instructions for bringing about changes in knowledge and students' expertise on the subject matter and specific student population.

B. Previous Related Study

²⁸ Yulinda Dwintasari Farida Kurniawati. Jurnal Psikologi Indonesia Volume 8, No. 1, Juni 2019 ISSN. 2301-5985

The first one is research from Hana Habibah (2018) which entitle “The Use of Holiday Picture As a Media in Writing Recount Text At The Eight Grade of Smp N 4 Percut Sei Tuan 2017/2018 Academic Year”.²⁹

This research aims to increase the writing skills of the eighth grade students of SMP N 4 Percut Sei Tuan in the academic year of 2017/2018 through Holiday Picture as Media. The subjects of the research were 27 students of VIII-5 of Percut Sei Tuan. The data collected were qualitative data (observation sheet, interview sheet, diary notes, and documentation) and quantitative data (Recount Text Test). The results of the research indicated that the use of Holiday Picture as Media improved the students’ skills in writing a Recount Text. This study was action research that was conducted in two cycles. The students respond in teaching and learning process when holiday picture media was being applied well.

The different the research with this research is the data collection. This research collected data were qualitative data (observation sheet, interview sheet, and diary notes). While my research using test and documentation to collected the data. The similarity is that the two studies both studies discuss using picture media to increase writing skill students.

The second one is research from Heki Sahrawan (2019), with title “The Correlation Between Students’ Reading and Writing Abilities in Recount Text At The

²⁹Habibah Hana, “The Use Of Holiday Picture As A Media In Writing Recount Text At The Eight Grade Of Smp N 4 Percut Sei Tuan 2017/2018 Academic Year,” *UIN Sumatra Utara Medan* (2018).

Second Semester of The Tenth Grade of SMA PiriJati Agung South Lampung in The Academic Year of 2016/2017.³⁰

The objective of the present research was to know the correlation between students' reading and writing abilities in recount text at the second semester of the tenth grade of SMA PiriJati Agung South Lampung in the academic year of 2018/2019. The research methodology was experimental research with 3 times of meeting, 60 minutes for each meeting. This design used pre-test and post-test to find out students' recount text writing and reading abilities and before the treatment and after the treatment. The population of this research was the second semester of the tenth grade of SMA PiriJati Agung South Lampung in the academic year of 2018/2019. There are four classes and consist of 162 students. The writer took two classes of the six classes. In collecting the data, the writer used instruments in the form of writing test and multiple choice test (reading test). After being tried out, the instruments were used for the pre-test and post-test. The result of the data analysis shows that the correlation coefficient between two variables is 0.762, while the critical value for the 25 samples of 5% confidence level is 0.381. It means that there is a positive correlation between the two variables. The value of the correlation coefficient obtained is 0.762, while the criteria of the calculation between 0.60 to 0.79 indicates a high level of relationship which means that there is a significant correlation between the students' recount text reading ability and the students' recount text writing ability the second semester of the tenth grade of SMA Piri Jati Agung South Lampung in the academic year of 2018/2019.

³⁰Sarahwan Heki, "The Correlation Between Students' Reading and Writing Abilities in Recount Text At The Second Semester of The Tenth Grade of SMA PiriJati Agung South Lampung in The Academic Year Of 2016/2017," *UIN RadenIntan, Lampung* (2019).

The differences the research with this research are, at the first this research using experimental research while my research using research design true-experimental. For the data collection this research using writing test and multiple choice test (reading), while my research just using writing test. The similarity that are the two studies both studies discuss using picture media to increase writing skill students and the instrument both of the studies using pre-test and post-test.

The third research is from Fadhilah Nur Rohmah (2017), which is entitle, “The Effectiveness of Using Picture Series Toward Students’ Writing Skill in Recount Text” (A Quasi-experimental Study at the Tenth Grade of MAN 5 Jakarta in 2016/2017 Academic Year).³¹

This research was aimed to obtain empirical evidence of the effectiveness of using picture series toward students’ writing skill of recount text. To get the further information about the result, this research also tried to find out how well picture series work on students’ writing skill of recount text. The method used in this research was a quantitative method. The design was a quasi experimental study and the primary instrument of this research was test. The samples were taken from the tenth grade students of MAN 5 Jakarta by using purposive sampling. The result there was a positive effect of picture series toward students’ writing skill of recount text. Furthermore, Cohen’s formulation which was calculated in order to see the effect size of picture series result was 0.49. It meant that the effect of this treatment was modest.

The differences of the research with this research are, at the first this research using research design quasi experimental. While my research using true experimental.

³¹Rohmah Nur Fadhilah, “The Effectiveness of Using Picture Series Toward Students’ Writing Skill in Recount Text” (A Quasi-Experimental Study at the Tenth Grade of MAN 5 Jakarta in 2016/2017 Academic Year), *UIN SyarifHidayatullah, Jakarta* (2017).

The second, the sample were taken of this research by using purposive sampling, while my research using simple random sampling. The similarity that are the two studies both studies discuss using picture media to increase writing skill students.

The fourth previous study from Ince Rezky Naing (2018), with the title “The Effectiveness of Picture and Picture Model in Improving The Students’ Writing Skills”. (An Experimental Research at 8th Grade Students of SMPN 2 Pangkajene).³²

This research aimed to verify whether the use of Picture and Picture Model effective to improve the students’ writing skills that focused on content and organization at 8th Grade Students of SMPN 2 Pangkajene. The researcher applied Pre-experimental Method with One Group Pre test Post test Design, and collected the data by giving Pre-test, treatment and Post-test. The sample of the research was Class VIII A of SMPN 2 Pangkajene which consisted of 23 students. The sample was taken by using Purposive Sampling Technique. The research findings showed that the 8 th students of SMPN 2 Pangkajene had poor score in Pre-test. After treatment, their writing skills was significantly increase. It means that there is significance difference between before and after giving the treatment. It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It was concluded that the use of Picture and Picture Model in writing activity could improve the students writing skills in Recount Text exactly in making good content and organization.

The differences of the research with this research are, at the first this research using research design pre experimental. While my research using true experimental. The second, the sample were taken of this research by using purposive sampling

³²Naing Rezky Ince, “The Effectiveness of Picture and Picture Model in Improving The Students’ Writing Skills,” (An Experimental Research at 8th Grade Students of SMPN 2 Pangkajene), Universitas Muhammadiyah Makasar. (2018).

technique, while my research using simple random sampling. The similarity that are the two studies both studies discuss using picture media to increase writing skill students and the instrument both of the studies using pre-test and post-test.

The fifth is the research has done by Ahmad Ibnu Fahrizal (2015). It was entitled, "Using Picture Series as an Effort to Improve the Writing Skill of the Eighth Grade Students of SMP N 6 Yogyakarta in the Academic Year of 2014/2015."³³

This research is about improving the students' writing skill by using picture series. The objective of this research is to improve the writing skill of the eight grade students of SMPN 6 Yogyakarta. The nature of this research is classroom action research. The subject of this research were 33 students of the eight grade of SMPN 6 Yogyakarta. The data were collected in two forms, qualitative and quantitative data. The qualitative data were collected by observing the teaching learning process and interviewing the students while the quantitative data were obtained by conducting data pre-test and post test for the students. The result of the research indicated that the use of picture series was able to improve the students' writing skill.

The differences of the research with this research are, at the first this research using classroom action research while my research using quantitative method. The second this research using two form to collect the data, there are quantitative and qualitative form, while my research using test and documentation data. The similarity that are the two studies both studies discuss using picture media to increase writing skill students and the instrument both of the studies using pre-test and post-test.

C. Theoretical Framework

³³Fahrizal Ibnu Ahmad, "Using Picture Series as an Effort to Improve the Writing Skill of the Eighth Grade Students of SMP N 6 Yogyakarta in the Academic Year of 2014/2015," *UNY Yogyakarta* (2015).

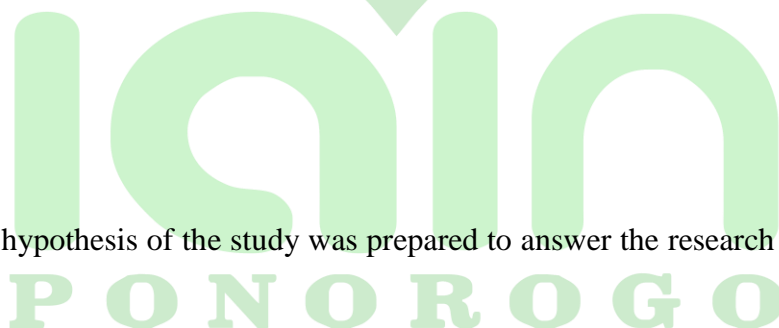
Writing is one of the language skills that must be mastered by students, including in learning English. By writing, a person's ability to convey an idea can be conveyed well in written form. This writing can be used as a benchmark for students' understanding of a topic to be discussed. For this reason, writing skills are very important to be reviewed in learning English so that students can convey ideas, messages, and information, especially in writing biography recount text.

Based on observations that I have made at SMAN 1 Jetis, students usually write and recognize biography recount text in written form where the actual understanding of students, in this case, is not too satisfactory. This is the problem that is taken up in this research.

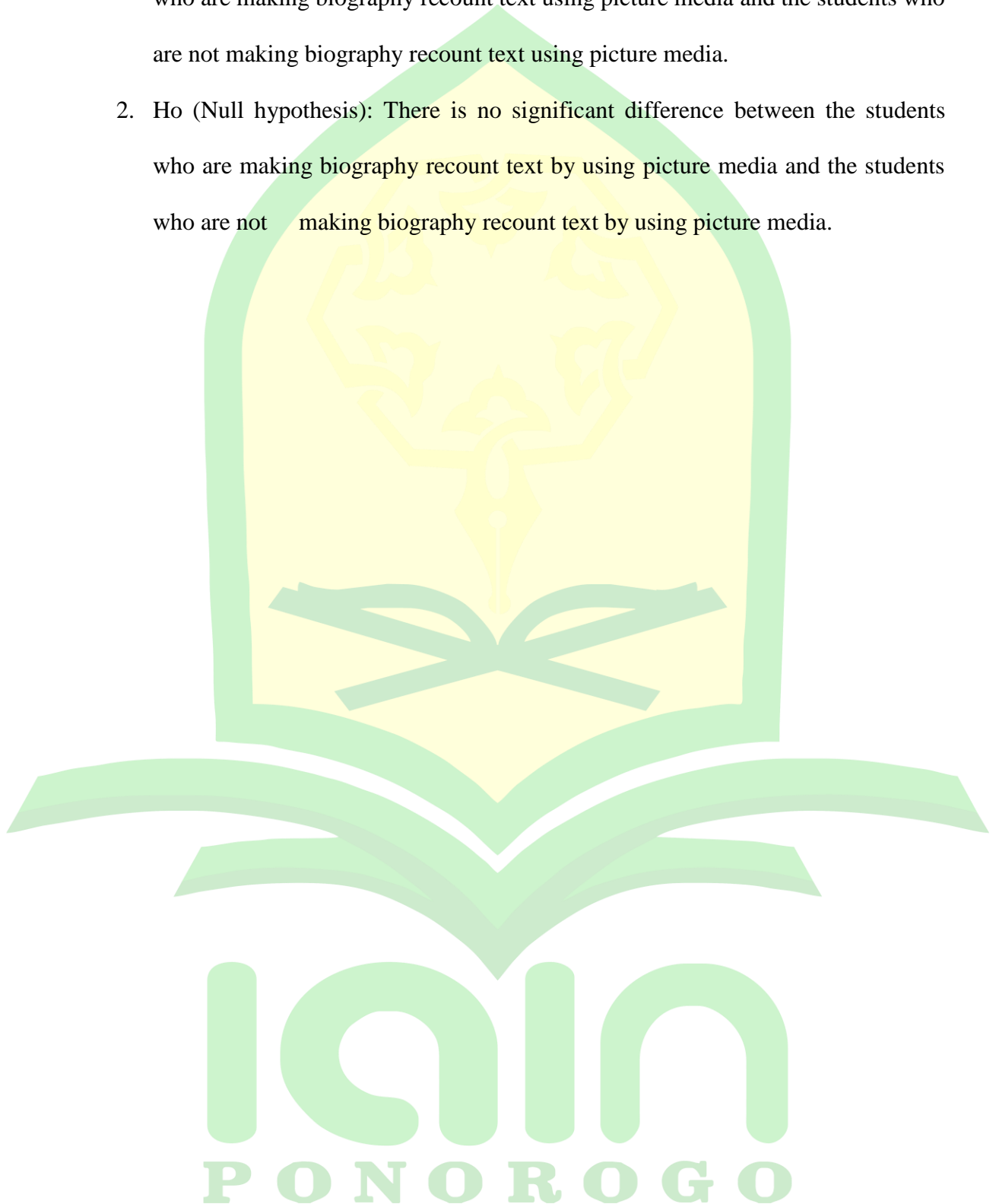
For this reason, one solution to dealing with this problem at SMAN 1 Jetis is to use a different learning method that is more enjoyable. Picture series was chosen as an effective approach that can be used as a learning method to overcome students' writing problems in teaching techniques to recognize recount text.

D. Hypothesis

The hypothesis of the study was prepared to answer the research problem, which are:



1. H_a (Alternative hypothesis): There is significant difference between students who are making biography recount text using picture media and the students who are not making biography recount text using picture media.
2. H_o (Null hypothesis): There is no significant difference between the students who are making biography recount text by using picture media and the students who are not making biography recount text by using picture media.



CHAPTER III

RESEARCH METHOD

A. Research Design

Research designs are plans and the techniques for research that span the selections from extensive assumptions to detailed techniques of data collection and analysis. The selection of a research design is likewise primarily based on the nature of the research problem or problem being addressed, the researchers' personal experiences, and the audiences for the study.³⁴

In this study, the research design used was true experimental were one of the characteristics of this research design was that the samples used as research and control data were taken at simple random from a predetermined population. In this study, experimental subjects in the control class and experimental class are selected randomly to minimize systematic error in the study.

This true experimental method is investigated a real causal relationship between the treatment group and the control group, after which a comparison is made between the results of the treatment and the control group.³⁵ With this method, the internal and external validity is quite intact.

This research using two variables, namely Picture Media which is the X variable, and Writing Biography Recount Text which is Y variable. The research design applied can be seen in table 3.1 below:

³⁴JohnW.Creswell,*ResearchDesignQualitative,Quantitative,andMixedMethodsApproaches*,(USA:SAGE, 2009),22.

³⁵Sumadi Suryarata, *Psikologi Penelitian*, 1990.

Table 3.1 Design of research for experimental class

Step 1	Step 2	Step 3	Step 4
Pre-Test	Treatment by using picture media	Post-Test	Questionnaire

Steps:

1. The researcher give all the students material on the paper.
2. The researcher wrote the structure about recount text on the whiteboard
3. The researcher wrote some example about biography recount text and then indentifying the sample text together.
4. For post-test the researcher give a piece of paper with picture of the patriot and makes some biography recount text about the picture, complete with structure of recount text.
5. When finished, the sheets were collected and the researcher give questionnaire sheets to students.

Table 3.2 Design of research for control class

Step 1	Step 2	Step 3
Pre-Test	Treatment by using conventional method	Post-Test

Steps:

1. The researcher wrote the structure about recount text on the whiteboard.
2. The researcher and the students indentifying structure recount text together
3. The researcher give all the students sheets to wrote the text.
4. When finished, the sheets were collected by researcher.

B. Research Setting and Research Schedule

SMAN 1 Jetis is one of the public schools located in Ponorogo district. The exact location is Jl. Sukowati, Kutuwetan, Jetis, Ponorogo. SMAN 1 Jetis is one of the schools that has a double tracker program in Ponorogo, so it is not surprising to have many extracurriculars that often achieve growth levels of up to the national level. The school had also been accredited B, so it became one of the choice schools around the population to trust their children to learn.

The first research was began on Thursday March 10, 2022. Research was conducted over a month or so with four meeting. For such a short time the researcher had to be good at scheduling each meeting. The reason why only one month because the students at SMAN1 Jetis had examination, so the researcher have only a month chance to do the research. Meanwhile the research schedule can be seen in table 3.3 below :

Table 3.3 Research schedule

No.	Date	Class	Teaching Material
1.	Thursday, 10 March 2022	Treatment	Pre-Test
2.	Friday, 11 March 2022	Control	Pre-Test
3.	Thursday, 17 March 2022	Treatment	Study material about Biography Recount Text using picture media method
4.	Friday, 18 March 2022	Control	Study material about Biography Recount Text using conventional method
5.	Thursday, 24 March 2022	Treatment	Identification structure text and making biography recount text about famous people/idol
6.	Friday, 25 March 2022	Control	Making biography recount text about famous people/idol
7.	Thursday, 31 March 2022	Treatment	Post-Test
8.	Friday, 01 April 2022	Control	Post-Test

C. Population And Sample

1. Population

The population is the entire individual that meets the characteristics which are suitable for research. Population is also defined as all members in a group that have the same characteristics for research.

The population in this study was 54 students consisting of 3 classes, namely class X IPA 1 as many as 20 students, X IPA 2 as many as 20 students, and X IPS as many as 14 students. Summarized in the following table:

Table 3.4 Population

No.	Class	Students
1	X IPA 1	20
2	X IPA 2	20
3	X IPS	14
Total		54

2. Sample

Meanwhile, the sample is a description of individuals who can be representatives of the population. If the research is carried out by taking part, not the whole part of the population, then that number is a sample in the population that will be used as the subject of data collection.

This research is using simple random sampling technique. Simple random sampling is defined as a sampling method in a population that is carried out

randomly without being influenced by strata or other things in the population³⁶.

The sample that represents the population for data collection are two classes, it's X IPA 1 and X IPA 2 grade as many as 40 students, see in table 3.5 below:

Table 3.5 Sample

Classes	Students in the class
X IPA 1	20
X IPA 2	20
Total of sample	40

D. Operational Definition of Variable

The operational definition of variable of this research were:

- a. Picture media was a strategy for teaching writing used by the researcher. Writing a text using picture media will be easier for students to develop ideas in textual writing. As some experts suggest that learning to use visual media makes it easier for our brain to understand them and also stimulates our brain to develop ideas after viewing the picture media.
- b. Writing Biography Recount Text was the ability to retell the events that the character experiences in various stages or events that fall. The writing of this text must be based on the structural text of orientation, events, and re-orientation. Apart from having to fit that structure, writing a text must also take note of the content of the text, organization, vocabulary, grammar, and mechanical corresponding writing.

³⁶Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D* (Bandung: ALFABETA, 2013).

E. Instrument and Data Collection

In this study, the research instrument was used pre-test and post-test. In the class that is the object of experimental research, all students were given a pre-test and post-test, which were then compared with the results of the two tests, namely comparing the scores in the treated and untreated classes. Thus, it could be measured regarding the understanding of concepts in students between using biography recount text in written form using serial image media on the ability to write English in students.

The pre-test was carried out before applying the learning model regarding the biography recount text, while the post-test was carried out after the learning process takes place or as a form of evaluation of all the material that has been delivered. Later, there were differences in the treatment of students in the control class who study biography recount text in written form and students in the experimental class who study recount text using serial image media. And then, there was a difference between students who were making biography recount text and ability in writing skills provided by picture media and the students who were not making biography recount text and ability in writing skills provided by picture media.

To gain data on this research, the researcher used two technique to get valid data and objective information, as follow:

a. Written Test

This research is using test as the technique of data collection. Arikunto explained that the test is a tool or procedure carried out with the aim of

measuring something in a predetermined way.³⁷ In this study, the test used was a written test in the form of an essay to measure students understanding of recount text learning in English subjects. This test is carried out to measure students' ability to understand Biographical Recount when in written form and after using new learning media, namely using picture media.

In making test questions, validity tests are used. The validity test itself is a test carried out to ensure the extent to which the measuring instrument used can measure the data to be measured. A validity test is used to measure the level of validity of the test that will be used as one of the forms of the accuracy of measurement. The expert validity test will be made a questionnaire that must be filled out by the expert, to find out how valid the test will be submitted to the students who are the research samples. The validity test is also carried out empirically, namely the validity that has been obtained based on experience and the method tested in previous research.³⁸

b. Questionnaire

Questionnaire is one of the data collection techniques of both the list of questions or statements used to obtaining information from respondents.³⁹ There are two kinds of questionnaire, they are open question and close question. For this research, the researcher used close question or used statement. The workmanship mechanism is 15 statements on effectiveness using picture media in writing biography recount text. On the sheet there are five possible answer

³⁷Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis* (Jakarta: Rineka Cipta, 2002).

³⁸Suharsimi Arikunto, *Prosedure Penelitian : Suatu Pendidikan Praktis* (Jakarta: Renika Cipta, 2010).

³⁹ Ibid.

which students will select with the student's choice. The final score is obtained, because at every choice there is a value of each.

Table 3.6 Table of Instrument

Variables	Indicators	Test	Item Number
X (Picture Media)	1. Identifikasi struktur Text Recount dengan benar. (Beverly Schmit, 1997-2002)	Questionnaire	1,17,5,8,1
Y (Students' Writing Skill)	2. Menggunakan tense dan struktur generic dengan benar dalam membuat text Recount (Beverly Schmit, 1997-2002)		3,2,18,6,1
	3. Mengidentifikasi, menangkap makna, dan arti text Recount. (Anderson, 1997:53)		0,14,3,11,
	4. Memahami cara menyusun text Recount. (Anderson, 1997:53)		15,4,8.
	5. <i>Fluency, Pronunciation, Intonation, Diction.</i>	Written Test	Constructing Paragraph

F. Validity and Reliability

Validity test is used to measure the validity or validity of a questionnaire. The point is to measure the validity of the questionnaire when viewed from the questions in the questionnaire, it is able to reveal something that will be measured by the questionnaire. The validity test in this study uses the Pearson Product Moment methods. The calculated r value from the test results was compared with the r table value, if r arithmetic $>$ r table then the instrument is declared valid otherwise if r arithmetic $<$ r table then the instrument is declared invalid.⁴⁰

⁴⁰ Sugiyono, Metode Penelitian Bisnis. P.172

The formula used is:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{(N\sum x^2 - (\sum x)^2)\{(N\sum Y^2 - (\sum Y)^2)\}}}$$

Where :

$r_{(xy)}$ = Correlation Coefficient in search

N = Number of Subjects with value

X = Variable Value 1

Y = Variable Value 2

The validity for writing tests was be measured using SPSS 18 which general statistical data that is often used in research. To test the validity, the researcher used sample to class X IPS. The researcher gave a sheet to wrote the biography recount text according to the picture of the hero on the paper and after that the researcher gave a sheet of questionnaire. The criteria r table at a level of significance 0.05 where $N = 20 - 2 = 18$ 3 was obtained value r-table of 0,443. The validity test of the variable portion of the study follow:

Tabel 3.7 Result Validity

Item	r-hitung	r-tabel	Keterangan
Q1	0,795	0,443	VALID
Q17	0,560	0,443	VALID
Q5	0,574	0,443	VALID
Q9	0,602	0,443	VALID
Q13	0,696	0,443	VALID
Q2	0,795	0,443	VALID
Q18	0,691	0,443	VALID
Q6	0,675	0,443	VALID
Q10	0,614	0,443	VALID
Q14	0,636	0,443	VALID
Q3	0,675	0,443	VALID

Q7	0,357	0,443	TIDAK VALID
Q11	0,658	0,443	VALID
Q19	0,336	0,443	TIDAK VALID
Q15	0,588	0,443	VALID
Q4	0,608	0,443	VALID
Q8	0,712	0,443	VALID
Q20	0,292	0,443	TIDAK VALID

For the validity test, the result of the questionnaire valid was 15 statements from 20 statements. So, the questionnaire that was used in experimental class 15 statements.

The reliability test was conducted to test the consistency of the answers from the respondents through the questions given. Reliability shows the consistency and stability of a score (measurement scale). The reliability test in this study uses the Cronbach Alpha method to determine whether each instrument is reliable or not. A constructor variable is said to be reliable if it gives a Cronbach Alpha value > 0.60 accepted. A constructor variable is said to be reliable if it gives Cronbach's alpha value > 0.60 .⁴¹ The result reliability test for the questionnaire see table below :

Table 3.8 Result reliability

Reliability statistics	
Cronbach's Alpha	N of Items
.885	20

Based on the results of reliability testing, it can be seen that the questionnaire has a Cronbach's Alpha value of 0.885 which is greater than 0.60. It can be concluded

⁴¹ ibid. p.173

that the data from the questionnaire is reliable or the data from the questionnaire is consistent if it is measured twice or more.

G. Data Analysis Technique

1. Assumtive Test

The data analysis technique used in this study is the calculation of the paired T-test. Paired t-test or paired-sample t-test can be interpreted as a test in parametric statistics which aims to determine the comparison of the average sample in one population. Paired t-test is also known as a before-after test. The purpose of the paired t-test or one-sample test is to find out whether a certain value given as a comparison is significantly different or not from the average of a samples. ⁴² The assumption test is a step that must be met in statistical research and must be done before testing the hypothesis. In this study, the assumptions will be made using normality and homogeneity tests.

a. Normality test

For normality test in this study, researcher using SPSS 18 and Kolmogorov Smirnov test, the data are considered normally distributed if $p \geq 0,05$. The result could be seen in the table below:

Table 3.9 Result of normality test

	N	Std. Deviation	Sign. (2-tailed)
Pair 1 Experimental class	20	16.67018	.534
Control class	20	9.93068	.325

⁴²Suhaisimi Arikunto, *Prosedure Penelitian : Suatu Pendidikan Praktis* (Jakarta: Renika Cipta, 2010).

Based on the results listed in the table above, it could be seen that the samples from the experimental class and control class were distributed. This could be seen from the sign value (20tailed) which is higher than α . In the experimental class $0,534 \geq 0,005$ and in the control class $0,325 \geq 0,005$.

b. Homogeneity test

In this study, the paired t-test aims to determine the difference in the values contained in the results of the pre-test and post-test. The use of the t-test formula is to test the mean significance of the post-test scores of the experimental class and the control class. If t-test (**to**) < t-table (**tt**) in significant degree of 0.05, **Ho** (null hypothesis) is rejected. If t-test (**to**) > t-table (**tt**) in significant degree of 0.05, **Ho** (null hypothesis) is accepted. In this study, the results of the homogeneity test in general are as shown in the table below :

Table 3.10 Result homogeneity test

	Levene statistic	df1	df2	Sign.
Experimental	2.123	5	14	.123
Control	1.526	4	9	.274

Based on the result in the table above, it is concluded that the data is homogeneous. This can be seen from the higher statistical value. In the experimental class $0,123 \geq 0,005$ and in the control class $0,274 \geq 0,005$.

2. Hypotesis Test

This research was conducted using SPSS 18 for testing hypothesis. Homogeneity was first performed to determine that the data in this study were normally distributed. A t-test was performed in the sketch to verify the validity of the hypothesis. the effect of each independent variable used on the dependent variable is known from this test. If there is a discrepancy between the results after the test of both classes, then the picture media strategy is considered effective in improving the biography of students writing the text. The results of the test can be seen in the table below :

Table 3.11 Result T-test

Column 1	Mean	Std. Deviation	t	Sig. (2-tailed)
Experimental & Control	- 11.25000	20.44730	- 2.461	.024

From the result in the table above, it can be concluded that H_1 is accepted. This is indicated by the value of Sig. (2-tailed) which is higher than α , that is $0,024 \geq 0,022$. Which means, there is an average difference between experimental class and control class.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Statistical Description

This research was conducted in grade 10 SMAN 1 Jetis Ponorogo. This research took two classes as samples, for experimental class using X IPA 2 and for control class using X IPA 1. The total of the samples is 40 students. The experimental class consisted of 20 students and for control class consisted of 20 students.

The experimental class was taught writing biography recount text using picture media strategy, while the control class students were taught using the usual method. Then the results of the pre-test and post-test for the two classes are as follows :

1. Pre-test of experimental class

The pre-test in the experimental class was carried out by giving a writing test about biography recount texts famous people. From the test researcher corrects by considering some of the qualifications like content, grammar, vocabulary, and mechanic. The score can be seen in table 4.1 below :

Table 4.1 Score pre-test experimental class

No	Score	Frequency	Presentage	Category
1	81-100	0	0%	Excellent
2	61-80	3	15%	Good
3	41-60	6	30%	Fair
4	21-40	11	55%	Poor
5	0-20	0	0%	Very Poor
Total		20		

In experimental class, there were 20 students who took the pre-test and most of them had low scores. The highest at number 40 and even then only a few students.

In fact, no one students achieved excellent scores. Most of students had fair and poor scores.

2. Post-test of experimental class

Post-test in experimental class was carried out by giving writing test similar with pre test, but the using the different theme. For this test using Patriot theme, that is specified by researcher and each students had different patriots. Here are the result of the post-test experimental class :

Table 4.2 Score post-test experimental class

No	Score	Frequency	Presentage	Category
1	81-100	6	30%	Excellent
2	61-80	14	70%	Good
3	41-60	0	0%	Fair
4	21-40	0	0%	Poor
5	0-20	0	0%	Very Poor
Total		20		

The post-test in the experimental class which consisted of 20 students, showed that there was an increased score from the pre-test conducted previously. Many students get scores above 60. There are even more than 5 students who get scores in the range of 81-100. Meanwhile, in the post-test, there were no students who got scores below 40. The lowest score they got was 65 scores. The result indicates that the experimental class was significant.

3. Questionnaire

To support data, researchers also use questionnaires to students in the care class, to find out whether this method is effective or not. The questionnaire consists of writing a biography telling the text and method of image media.

From the data questionnaire, researchers can illustrate that the cause of the problem in writing a biography tells the text using image media. The contents of the questionnaire correspond to the indicators of the material recount text and techniques used by the authors.

From the data, the researcher received the result or might conclude that students were more interested in using photo media methods in writing the biography recount text. From the data generated by the student questionnaire, ideas could be more readily released if assisted with visual media images. So, the methods used by researchers are likely to be significant. The result of the questionnaire could be seen in the table below :

Table 4.3 Result questionnaire

No	Pernyataan	STS	TS	RG	S	SS
1	Saya senang belajar menggunakan media gambar				18	2
2	Saya tidak tertarik dengan metode ini	3	14	2	1	
3	Saya bisa memahami penggunaan tense yang benar dengan mudah jika menggunakan media gambar			3	15	2
4	Saya bisa dengan mudah memahami isi teks jika menggunakan media gambar			4	14	2
5	Saya menjadi tertarik untuk menulis Recount Text dengan menggunakan media gambar			1	12	7
6	Saya bisa mengidentifikasi struktur teks Recount dengan mudah menggunakan media gambar	2	11	6	1	
7	Saya suka belajar menggunakan media visual	2	8	9	1	
8	Saya kesulitan menggunakan tense yang benar jika menggunakan media gambar			1	13	6
9	Saya kesulitan menyusun kalimat jika menggunakan media gambar			4	12	4
10	Saya rasa menyusun teks jadi lebih menarik			1	13	6
11	Saya bisa membedakan bagian struktur teks dengan jelas menggunakan media gambar			4	12	4
12	Metode ini membantu saya dalam mengembangkan kemampuan menulis saya			1	9	10
13	Saya lebih mudah mengeluarkan ide-ide dengan adanya media visual tersebut				12	8
14	Saya kesulitan mengidentifikasi menggunakan media gambar	4	6	9		
15	Saya mudah memahami isi teks dengan menggunakan media gambar.				17	3
Total		11	39	45	139	54

Filial records show that many of the statements approved by students concerning picture media methods of writing the biography recount text. It could be concluded that the method was significant by the data questionnaire.

4. Pre-test of control class

The question used in the pre-test control class are also the same as pre-test experimental class. The students were given a paper to write the biography recount text about famous people/idols. For the result, see in table 4.4 below :

Table 4.4 Score pre-test control class

No	Score	Frequency	Presentage	Category
1	81-100	0	%	Excellent
2	61-80	1	5%	Good
3	41-60	3	15%	Fair
4	21-40	12	60%	Poor
5	0-20	4	20%	Very Poor
Total		20		

The class control pre-test was attended by 20 students. The test results showed that most of them scored below 50 and only one had scores in the 61-80 range.

5. Post-test of control class

The post-test in the control class was carried out by giving a writing test similar to the post-test in the experimental class. This test used the Patriot theme, which is specified by the researcher and each student had different patriots. Here is the result of the post-test experimental class :



Table 4.5 Score post-test experimental class

No	Score	Frequency	Presentage	Category
1	81-100	1	5%	Excellent
2	61-80	8	40%	Good
3	41-60	3	15%	Fair
4	21-40	8	40%	Poor
5	0-20		0%	Very Poor
Total		20		

Similar to the pre-test, the post-test control class was attended by 20 students. The results of the post-test showed that there were increased scores, but not as much as in the experimental class. In the experimental class, 6 students got excellent scores and 14 students got good scores. While in the control class there was only 1 student who got an excellent score and 8 students got good scores.

To clarify the data, the table below is a pre-test and post-test value transcript of the pre and post-test from control class and experimental class. See in table below :

Table 4.6 Pre Post test value transcript experimental class

No	Name	Pre-Test	Post-test	Gained Score
1	Aril Dimas T.	25	75	50
2	Dia Nur Eliza R.	65	85	20
3	Diastirta E.	55	85	30
4	Difa Fajar H.	45	85	40
5	Dimas Fatur M.	35	70	35
6	Erfian Nanda S.	25	80	55
7	Febri Catur S.	55	75	20
8	Fitriana S.	40	85	45
9	Irene Khusmaul K.	50	80	30
10	Khoirul Hendrik S.	35	70	35
11	Nila Afrida A.	70	100	30
12	Okyesa Ardy K.	25	65	40
13	Shindy Amaylia R.	30	75	35
14	Siska Dwi N.	25	65	40
15	Sofi Triana A.	55	80	25
16	Tsani Febrio D.A.	35	70	35
17	Wahyu Sarofah	35	75	40

18	Zakiya Z.A.	75	100	25
19	Sulung Alfian H.	25	75	50
20	Muh. Faza	45	70	25
	SUM	850	1.565	715
	MEAN	42,5	78,25	35,75
	MAX SCORE	75	100	
	MIN SCORE	25	65	

Table 4.7 pre post test value transcript control class

No	Name	Pre-Test	Post-test	Gained Score
1	Adji Sumianto	15	30	15
2	Alvin Wahyu B.S	15	35	20
3	Ayu Wulandari	40	75	35
4	Davin Febri K.K	15	80	65
5	Dimas Arif N.A	30	45	15
6	Dina Fatmawati	55	75	20
7	Edna Restu P.	35	70	35
8	Fitria Mar'atus S.	70	85	15
9	Ichsani Pramesti H.	35	80	45
10	Indah Prasetya A.	25	35	10
11	Irene Anggun F.	25	70	45
12	Nurhestik H.	25	35	10
13	Reza Restian E.	25	70	45
14	Ridwan Ahmad A.	60	40	20
15	Riga Setyawati	40	50	10
16	Rizal Andrian N.F	35	30	-5
17	Sandy Arifianto	25	55	30
18	Tiana Widiанти P.	55	80	25
19	Tio Ramadhani	10	25	15
20	Afrido Prames S.	25	35	10
	SUM	660	1.100	440
	MEAN	33	55	22
	MAX SCORE	70	85	
	MIN SCORE	10	25	

For the results, both the experimental class and the control class had an increase after teaching in four meetings. However, because these two classes are given different methods, the experimental class taught using picture media strategy has a higher improvement than the control class that using conventional method.

B. Statistical Infention

1. Assumption Test

The assumption test is a step that must be met in statistical research and must be done before testing the hypothesis. In this study, the assumptions will be made using normality and homogeneity tests. This research was conducted to determine the sample distribution, whether it came from normal or not. The normality test is carried out using several procedures, the first must formulate the hypothesis formula. While the homogeneity test is carried out to determine the sample variant, whether it comes from a homogeneous sample or not.

a. Normality test of experimental class

For normality test in this study, researcher using SPSS 18 and Kolmogorov Smirnov test, the data are considered normally distributed if $p \geq 0,05$. On the other hand, the data is considered not normally distributed if $\leq 0,05$.

For the result of normality test experimental class see the table below :

Table 4.8 Result of normality test experimental class

One-Sample Kolmogorov-Smirnov Test

		pretest	Posttest
N		20	20
Normal Parameters ^{a,b}	Mean	42.50	78.2500
	Std. Deviation	15.853	9.77039
Most Extreme Differences	Absolute	.182	.180
	Positive	.182	.180

	Negative	-.135	-.099
Kolmogorov-Smirnov Z		.814	.806
Asymp. Sig. (2-tailed)		.522	.534

Based on calculating the SPSS 18 at the table above, it is seen that the test was used by Kolmogorov Smirnov sample. Data from experimental class is normality distributed. This could be seen from the result of the value in Sign. (2-tailed) which is higher than α ($0,534 \geq 0,05$).

b. Normality test of control class

The normality test on the control class was also used SPSS 18 and the results were analyzed using the Kolmogorov Smirnov. For the result of normality test control class see the table below :

Table 4.9 Result of normality test control class

One-Sample Kolmogorov-Smirnov Test

		pretest	Posttest
N		20	20
Normal Parameters ^{a,b}	Mean	33.0000	55.0000
	Std. Deviation	16.33530	20.96363
Most Extreme Differences	Absolute	.188	.213
	Positive	.188	.180
	Negative	-.112	-.213
Kolmogorov-Smirnov Z		.840	.952
Asymp. Sig. (2-tailed)		.481	.325

Based on calculating the SPSS 18 at the table above, it is seen that the test was used by Kolmogorov Smirnov sample. Data from experimental class is normality distributed. This could be seen from the result of the value in Sign. (2-tailed) which is higher than α ($0,325 \geq 0,05$).

c. Homogeneity test experimental class

In this study, a homogeneity test was performed to determine whether the

data used had homogeneous variance or not. When calculating the data, the researcher used SPSS 18. in the homogeneity test, the assumption is met if the results are given in the drawing column ≥ 0.05 . For the result of the homogeneity test experimental class sees the table below :

Table 4.10 Result of homogeneity test

Levene Statistic	df1	df2	Sig.
2.123	5	14	.123

Based on the results of the calculations shown in the table above, it can be concluded that the data in the experimental class is homogeneous. It could be seen from the physical results which are higher than α ($0,123 \geq 0,05$).

d. Homogeneity test control class

Homogeneity test control class also carried out using SPSS 18. The data was declared homogeneous if the final result higher than 0.05. For the result of homogeneity test experimental class see the table below :

Table 4.11 Result of homogeneity test

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.526	4	9	.274

Based on the table of homogeneity test results above, it can be concluded that the data is homogeneity distributed. It is indicated by a statistical value which is higher than α ($0,274 \geq 0,05$).

2. Hypothesis Testing and Interpretation

This research was conducted using SPSS 18 for testing the hypothesis. Homogeneity was first performed to determine that the data in this study were normally distributed. Secondly, a t-test was performed, the function of which was to find the difference in the mean value of the population group.

A t-test was performed in the sketch to verify the validity of the hypothesis. the effect of each independent variable used on the dependent variable is known from this test. If there is a discrepancy between the results after the test of both classes, then the picture media strategy is considered effective in improving the biography of students writing the text. The results of the test can be seen in the table below :

Table 4.12 T-test results

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test control class	24.0000	20	16.67018	3.72756
	Post-test experimental class	35.2500	20	9.93068	2.22057

Based on the data in the table above, it can be seen that the experimental class consists of 20 students and the control class consists of 20 students. The average score after the test in the experimental class was 35.2500, while in the control class 24.0000. Therefore, it can be concluded that there is a difference in the post-test average between the experimental class and the control class. The average of the experimental class is shown to be higher than the average of the control class with a difference of 11.25. For the calculation of T-test see the table below :

Table 4.13 The result of T-test calculation

Paired Samples Test				
	Paired Differences	t	Df	Sig. (2-

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				tailed)
				Lower	Upper			
Pair 1 posttest control class posttest experimental class	-11.2500	20.44730	4.57216	-20.81963	-1.68037	-2.461	19	.024

The research results with $t = 2.461$, $df = 19$, and $\text{sig. (2-tailed)} = 0,024$. Then "t" result more than t-table ($0,024 \geq 0,022$). It can be concluded that the students taught by using the picture media strategy got a better score on the writing test than the students who are not taught by using the picture media strategy. Seeing the results of the t result with the t table which is only slightly different, the researcher assumes that the instructions given to students are still not optimal. Why does instruction affect student learning outcomes, if the teacher believes his students can solve problems independently, the higher the student's performance. However, this must be accompanied by direct and clear instructions from the teacher. Although the results differ slightly, the method used is already effectively applied, only if the instructions from the researcher are clearer, the results will be better.

In the experimental class, the frequency is higher because the class uses an image media strategy. The method used in the experimental class engages students and develops the ideas they have when looking at a series of pictures. Application of a picture media to the classroom by the researcher to provide a sheet of material that is

about the understanding, the structure, the characteristics of the recount text as well as the sample in the accompanying image.

After the material has been distributed, the researcher, as well as students, discuss and identify events in each picture by using sequential and clarity. To help students become more aware and have an easy way of creating the biography recount text, the researcher assists students when working on it and ensures that students got it. While in control class, students are not given the material sheets. It is just that researcher explained direct materials related to the biography recount text. The material discussed in these two classes is just the same but uses a different method.

C. Discussion

In the research entitled *The Effectiveness of Picture Media in Writing Biography Recount Text*, the researcher discusses several points in chapter 2. The first discussion is about biography recount text. Peter Knapp and Megan Watkins write that recount text known as narrating or narrative because it's far a style that students pick up and write their tale. In addition, they say that recount text officially is a sequential textual content that does little greater than sequence a series of occasions. It means that when humans tell a story, they no longer only write a collection of events however also they write the characters set up, especially time and location.⁴³

On the point of biography recount text, the researcher focuses on discussing the types of recount text, including there are four kinds of recount text such as factual, procedural, literary recount, and biography recount text. Next, discuss the generic structure of recount text including orientation, events, re-orientation, and ending

⁴³ Peter Knapp and Megan Watskin. Genre, *Text, Grammar (Technologies for Teaching and Assesing Writting)*, Sydney: Universitas of New South Wales Press. (2005),pp. 222.

(optional).

The second point discussed by the researcher in this study is about writing ability. The ability to write is considered as something that does not exist automatically but must be done after a long process, namely lots of and regular practice and experience. ⁴⁴ Meanwhile, Abas explained that writing is the ability to use language patterns and their delivery in writing to express an idea or message which includes productive activities in language. ⁴⁵ At the point of writing ability, the researcher focuses on two aspects of the discussion, namely the first about the function of writing. The functions of writing include:

- a. The structuring function is the structuring function of ideas, thoughts, opinions, images, and others, as well as the use of language so that they become structured.
- b. The preservation function is to preserve the arrangement of something in the form of a written document.
- c. The function of creation is to compose means to create something new.
- d. The function of delivery is that composing functions in conveying ideas, thoughts, imaginations, and others that have been preserved into an essay. In conveying it not only to close people but also to those who are far away.

The second discussion is the element of writing, knowledge of how to write is knowledge concerning aspects of language and writing technique, so we must pay attention to the important components of writing. There are five-point out of components of writing, they are grammar, mechanics, vocabulary, content, and the last is organization. The writer has to understand the exact word to install the sentence.

⁴⁴ Ahmad Susanto, *Teori Belajar Dan Pembelajaran Di Sekolah Dasar* (Jakarta: Kencana, 2016).

⁴⁵ Saleh Abas, *Pembelajaran Bahasa Indonesia Yang Aktif Di Sekolah Dasar* (Jakarta: Depdiknas, 2006).

This is essential to form writing, however specifically the personal description is a greater power than the ones especially transmit information.⁴⁶

The third point about picture media is, Media can be interpreted as an intermediary or introductory word derived from the word medium.⁴⁷ The examples of components in the learning referred to as media are textbooks, teachers, and the school environment. This media usually carries messages or information that aims to convey teaching so the media are often referred to as learning media in the teaching and learning process. Meanwhile, image media is defined as a medium that combines facts with clear and strong ideas by expressing various words and pictures visually.⁴⁸

On this point, the researcher focuses on three discussions. The first is about the benefits and weaknesses of picture media, there are several benefits to using image media, such as solid nature, images can overcome the limits of boundary problem space and time, and can overcome the limits of image observation. The weakness such as Pictures or images of very complex objects is the less effective and very limited size for learning activities and big groups.⁴⁹ So, it means if more benefits can be obtained when using the media, most of the results will be positive or the media is effective when used.

The second discussion is about picture series. In picture series, recount text means that a series of stories can describe the plot in the recount text. This story can be interpreted as a description that describes how something or an event happened in the

⁴⁶ Rahmad, Suwardi. *The Students Writing Ability Through Dictation Method (A Classroom Action Research At Xi Program Students Of Sma 2 Bantaeng)*. Thesis. Makassar:Unismuh. 2012. P.12

⁴⁷ Arif S Sadiman, *Media Pendidikan, Pengertian, Pengembangan, Dan Pemanfaatan* (Jakarta: PT Grasindo, 2003).

⁴⁸Endang Poerwanti, *Perkembangan Peserta Didik* (Malang: Universitas Muhammadiyah Malang, 2015).

⁴⁹ Asri Galih Cempaka, "Penerapan Media Story Pictures Dalam Pembelajaran Membaca," *UPI* 1, no. 1 (2013): 35

form of graphic art in the form of images.⁵⁰ The last is about the kinds of pictures. There are several kinds of pictures in the teaching and studying process such as pictures of several people, pictures of locations, pictures of places, pictures of famous people, and pictures of heroes.⁵¹ Thus, of the many types of pictures above, this research focuses on a picture of famous people like heroes or their idols. So, make it easier for students to get their creative ideas focused only on specific themes.

The last discussion is the importance of instruction in teaching. Each level of education has a teacher's role and the application of methods of instruction that supports different self-regulatory learning strategies. While in high school students, studies point out the role of the teacher seen from how they assess various student learning styles so that can create teaching that is right for each individual. Students will regulate their behavior when they are interested in achieving a specific purpose. The problem is, this goal is not always positive in experience study them. Therefore the teacher must use a guide to efficient and effective instruction/teaching to encourage students to achieve learning goals. To achieve better student learning outcomes, the role of instruction is very influential.⁵² When an instruction is more emphasized on aspects of student difficulties in the learning process, the results achieved by students will be better.

From the calculation result described above, the results show that the difference between students taught picture media and conventional media is 1.470. The results are used to determine whether is a significant coefficient and also to determine the basis for generating a population.

⁵⁰ Ibid.

⁵¹ Andrew Wright. *Picture for Language Learning*. Cambridge: Cambridge University Press. (1989). p. 193

⁵² Yulinda Dwintarsi Farida Kurniawati. *Jurnal Psikologi Indonesia* Volume 8, No. 1, Juni 2019 ISSN. 2301-5985

The hypothesis test with the result of 2.461 was compared with the "t" index (t_t) with the formula $t_0 \geq t_t$. Then if H_a is accepted, the conclusion is that the difference in the mean between the control and experimental class has a significant difference. Seeing the results of the t result with the t table which is only slightly different, the researcher assumes that the instructions given to students are still not optimal. Why does instruction affect student learning outcomes, if the teacher believes his students can solve problems independently, the higher the student's performance? Although the results differ slightly, the method used is already effectively applied, only if the instructions from the researcher are clearer, the results will be better.

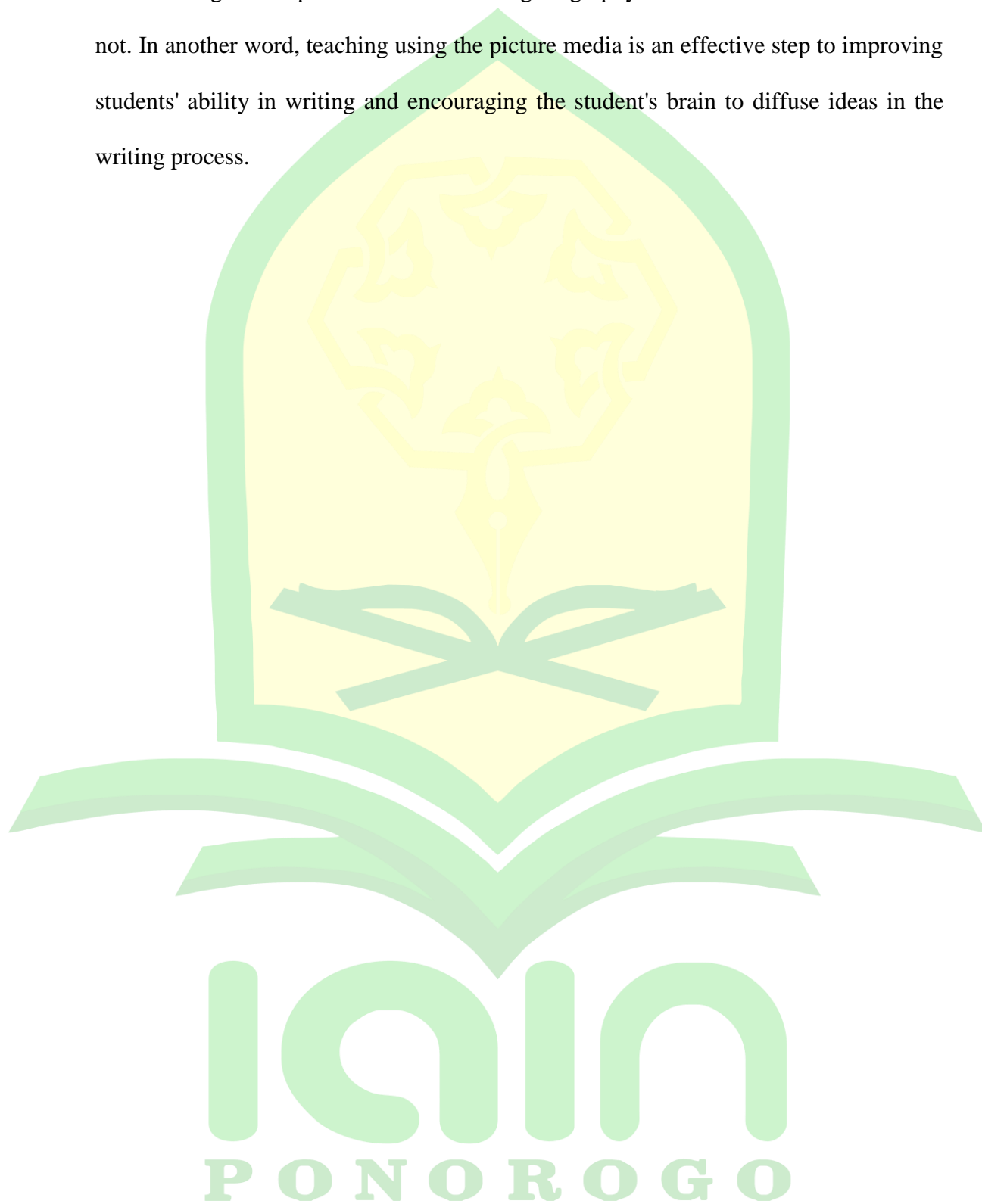
The result of the study from the transcript of the value between the pre-test and post-test, there is a significant value increase where treatment is administered. For the control class, there's also an increase in treatment, though still under the treatment class.

Showing a picture of the students' learning process can be given maximum for class X, because it is a transition period from junior high school to senior high school which will help students adjust the learning materials that are easily learned. In this study, the research sample was class X at SMAN 1 Jetis Ponorogo.

In experimental class, this strategy provides a significant improvement when applied to teaching writing text. This method also makes the students more enthusiastic because can attract their attention and makes students focus wrote the text.

While in control class, the situation in classroom students feels bored with the conventional method. So the researcher actively engages in discussions and asks students for a more active class setting, and students to be happy and enjoyed the classroom.

So, it could be concluded that there is a significant difference between the students taught with picture media in writing biography recount text and those who are not. In another word, teaching using the picture media is an effective step to improving students' ability in writing and encouraging the student's brain to diffuse ideas in the writing process.



BAB V

CLOSING

A. Conclusion

Based on the data description and data that has been explained previously, the researcher concludes that there is a significant difference between classes taught in picture media in writing biography recount text and those using conventional methods. The research results with $t = 2.461$, $df = 19$, and $\text{sig. (2-tailed)} = 0,024$. Then "t" result more than t-table ($0,024 \geq 0,022$). It can be concluded that the students taught by using the picture media strategy got a better score on the writing test than the students who are not taught by using the picture media strategy.

The results show that the difference between students taught picture media and conventional media is 1.470. The hypothesis test with the result of 2.461 was compared with the "t" index (tt) with the formula $t_0 \geq tt$. Seeing the results of the t result with the t table which is only slightly different, the researcher assumes that the instructions given to students are still not optimal. Although the results differ slightly, the method used is already effectively applied, only if the instructions from the researcher are clearer, the results will be better. The result of the study from the transcript of the value between the pre-test and post-test, there is a significant value increase where treatment is administered.

B. Suggestion

Based on the conclusions that have been described previously, the researchers provided various suggestions as follows :

1. Suggestion to the teachers

In learning process usually some difficulties are found, for example to get the attention from students when the teacher explained. Because of the problem, teachers must have special technique in teaching learning process. Using interesting method could makes the students happy and interested in the lesson.

2. Suggestion to readers

The researcher hopes that in the future this research can be use not only for English teacher, but also teachers of others subject. This is based on the importance of teaching English to every students. Because, English has the potential to guide towards a stronger globalization. Readers can apply the media as described in this study to improve their mastery of English.

3. Suggestion to researcher on the future

It is possible that in the future there will be other studies using the same methods as the one used in this study. In this testicle itself, the researcher realized that the discussin was not very broad and there were some things that were still missing, like a lack of explicit emphasis on instruction to the students who are turned out to be influential in the students' study result. However, as a whole, this thesis has been prepared based on valid and accountable data. However, it is recommended for future research to also take from other sources as a support and reinforcement of research theory.

REFERENCES

- Abas, Saleh. *Pembelajaran Bahasa Indonesia Yang Aktif Di Sekolah Dasar*. Jakarta: Depdiknas, 2006.
- Ahmad, Fahrizal Ibnu. "Using Picture Series as an Effort to Improve the Writing Skill of the Eighth Grade Students of SMP N 6 Yogyakarta in the Academic Year of 2014/2015." *UNY Yogyakarta* (2015). <http://eprints.uny.ac.id>
- Anderson, Mark, and Kathy Anderson. *Text Types in English 3*. South Yara: Macmillan Education Australia PTY LTD, 1998.
- Arikunto, Suhaisimi. *Prosedure Penelitian : Suatu Pendidikan Praktis*. Jakarta: Renika Cipta, 2010.
- Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktis*. Jakarta: Rineka Cipta, 2002.
- Arsyad, Azhar. *Media Pembelajaran*. Jakarta: Rajawali Press, 2009.
- Brown, H. Douglas. *LANGUAGE ASSESSMENT Principles and Classroom Practices*. New York: Longman, 2010.
- Cempaka, Asri Galih. "Penerapan Media Story Pictures Dalam Pembelajaran Membaca." *UPI* 1, no. 1 (2013): 35. <http://repository.upi.edu>
- Derewianka. "Improving the Students' Proficiency in Writing Skill at SMAN 1 Pinrang." *Thesis FKIP Makassar* (2011).
- Fadhilah, Rohmah Nur. "The Effectiveness of Using Picture Series Toward Students' Writing Skill in Recount Text" (A Quasi-Experimental Study at the Tenth Grade of MAN 5 Jakarta in 2016/2017 Academic Year)." *UIN SyarifHidayatullah, Jakarta* (2017). <http://repository.uinjkt.ac.id>
- Fadillah, Muhammad. *Desain Pembelajaran PAUD*. Yogyakarta: Ar-Ruzz Media, 2012.
- Hana, Habibah. "The Use Of Holiday Picture As A Media In Writing Recount Text At The Eight Grade Of Smp N 4 Percut Sei Tuan 2017/2018 Academic Year." *UIN Sumatra Utara Medan* (2018). <http://repository.uinsu.ac.id>
- Hardy, and Judy Klarwein. *Written Genres in the Secondary*. Queebksand: Brisbane : Departement of Education, 1990.
- Harmer, Jeremy. *How To Teach Writing*. Essex: Longman, 2004.
- . *The Practice of English Language Teaching*. Essex: Longman, 2001.
- Heki, Sarahwan. "The Correlation Between Students' Reading and Writing Abilities in Recount Text At The Second Semester of The Tenth Grade of SMA PiriJati Agung South Lampung in The Academic Year Of2016/2017." *UIN RadenIntan, Lampung* (2019).<http://repository.radenintan.ac.id>
- Henny, Lesna. "Improving Students' Skills of Writing Recount Texts by Using Picture Series for the Eighth Grade Students of SMPN 1 Seyegan in the Academic Year of 2012/2013." *Skripsi Sarjana Pendidikan Yogyakarta State University* (2012): 4. eprints.uny.ac.id
- Ibrahim, and Laela Aufar Fina. "An Analysis of Biography Recount Texts in English Textbooks for Senior High School Grade 10." *Universitas Indonesia* (2015). onsearch.id
- Ince, Naing Rezky. "The Effectiveness of Picture and Picture Model in Improving The Students' Writing Skills." (An Experimental Research at 8th Grade Students of SMPN 2

- Pangkajene*), Universitas Muhammadiyah Makasar. (2018). digilibadmin.unisma.ac.id
- Jokloya, Katerina. "Using Picture in Teaching Vocabulary." *Bachelor's thesis in Faculty of Education Department of English Language and Literature in Masaryk University* (2009).
- Poerwanti, Endang. *Perkembangan Peserta Didik*. Malang: Universitas Muhammadiyah Malang, 2015.
- Pujiastuti, Yeny Dwi. "A Descriptive Study on Teaching Writing Recount Text to the Second Year Students of SMP N 2 Banyudono." *Jurnal of Publication* (2010): 1–10.
- Sadiman, Arif S. *Media Pendidikan, Pengertian, Pengembangan, Dan Pemanfaatan*. Jakarta: PT Grasindo, 2003.
- Spelkova, Inessa, and Nicolas Hurst. *Teachers' Attitudes to Skill and the Writing Process in Latvia and Portugal*, 2005.
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D*. Bandung: ALFABETA, 2013.
- Suryarata, Sumadi. *Psikologi Penelitian*, 1990.
- Susanto, Ahmad. *Teori Belajar Dan Pembelajaran Di Sekolah Dasar*. Jakarta: Kencana, 2016.

