1. **FINDINGS**

This section discusses the students’ participation and students’ writing achievement.

1. **The Students’ Participation in the Teaching-Learning Process**

Most students completely kept their mind on the teacher’s explanation. The students were always enthusiastic in asking and responding to the teacher’s questions.

In the first meeting, 2 Students (6 %) were Superb Active (SA), 6 Students (20 %) were Very Active (VA), 9 Students (31%) were Active Enough (AE), 6 Students (20%) were Fairly Active (FA), and 6 Students (20%) were Not Active (NA). Two students were absent in this meeting.

In the second meeting 4 Students (14%) were Superb Active (SA), 5 Students (18%) were Very Active (VA), 8 Students (29%) were Active Enough (AE), 6 Students (20%) were Fairly Active (FA), and 4 Students (14%) were Not Active (NA). Four students were absent in this meeting.

In the third meeting, 7 Students (23%) were Superb Active (SA), 7 Students (23%) were Very Active (VA), 6 Students (20%) were Active Enough (AE), 5 Students (16%) were Fairly Active (FA), and 4 Students (13%) were Not Active (NA). Two students were absent in this meeting.

Figure 2 The Students’ participation in the learning process for cycle one

It could be concluded that the students’ participation in the learning process as carrying out the using pictures was good enough.

In the first meeting from the second cycle, 5 Students (16%) were Superb Active (SA) as they met five of the indicators, 14 Students (46%) were Very Active (VA), 4 Students (13%) were Active Enough (AE), 3 Students (10%) were Fairly Active (FA), and 4 Students (13%) were Not Active (NA). One student was absent from this meeting.

In the second meeting of cycle two, 5 Students (16%) were Superb Active (SA), 14 Students (46%) were Very Active (VA), 4 Students (13%) were Active Enough (AE), 3 Students (10%) were Fairly Active (FA), and 4 Students (13%) were Not Active (NA). All students were present at this meeting.

In the third meeting of cycle two, 7 Students (22%) were Superb Active (SA), 12 Students (38%) were Very Active (VA), 5 Students (16%) were Active Enough (AE), 3 Students (9%) were Fairly Active (FA), and 3 Students (9%) were Not Active (NA). All students were present at this meeting.

Figure 3 The Students’ participation in the learning process for cycle two

From the data, it could be concluded that the students’ participation in the learning process was very good.

1. **The Finding of Students’ Writing Achievement**

The students did not have many problems to generate their ideas in the sentences because the pictures helped them recall their experiences in writing sentences. The pictures provided an easy way to write and lead them to arrange the chronological events. In the context of the organization, the students did not have any problem to write orientation, chronological events, and reorientation. The students had problems to write past tense in regular verb and irregular verb although they were trained to use a dictionary from the first meeting up to third meeting. They still had difficulties to write the story in English and their writing was influenced by Indonesian style. The students also had difficulties to write capital letters and articles. See figure 4. The example of students’ writing in a group as below:

1. Please write a revised draft based on your friends’ feedbacks

MID-TEST

Last year, I went to school. In the morning arrive at there. I came in class for did a test at 07.00 a.m. until 10.00 a.m.

Before that, I prepared touch. Then, my teacher gave a letter for all students. After that I read a test to answering the questions. I thought with carefull. Then I wrote answering a letter with carefull.

It was so difficult. I sad when that come mid-test. but I very happy because I can meet with my friends

Figure 4 The example of students’ writing in cycle 1

2. Please write your final draft

MID-TEST

Last year, I went to school. In the morning I arrived there. I came in class for doing a test at 07.00 a.m. until 10.00 a.m.

Before that, I prepared utensils. Then, my teacher gave a test for all students. After that I read a test to answer the questions. I thought with careful. Then I wrote answering a test with careful.

It was so difficult. I was sad when mid-test came. But I was very happy because I can answer the test.

Figure 5 The example of students’ writing in cycle 1

See students’ writing scores the figure 6 as below;

Figure 6 The Finding of Students’ Writing Scores in Cycle One

From the students’ average score, there was a student who got 86. It was the best score. In the other hand, the worst score was 45. Overall, there were 16 students who got better than or equal to 70.00 and 15 Students who got less than 70.00. Hence based on the criteria of success that the students’ writing scores got the scores better than or equal 70.00, it could be concluded that the finding did not already meet the criteria of success because of only 16 of the students who got it.

In cycle two, it was known that the finding of students’ writing scores has been improved. They were able to generate their ideas and upgraded the sentences into a paragraph. In the context of writing quality, several students performed their progress well. It could be seen from their progress how to write the sentences using grammar. During the peer-editing and revising steps, they performed their skill to edit the sentences and paragraph, and also to give feedbacks and revise the recount texts. The sample of students’ writing in the group as follows:

1. Please write a revised draft based on your friends’ feedbacks

LEARNING IN THE SCHOOL

I went to school at 05.45 a.m. with my friends by motorcycle.

In the school we followed ceremony. Then we stood in the yard. After that we came to the class together and started lesson at 07.30 a.m. untill 12.05 p.m. After that we went home

These activities added our knowledge and we felt happy although we were so tired.

Figure 7 The example of students’ writing in cycle 2

1. Please write your final draft

LEARNING IN THE SCHOOL

I went to school at 05.45 a.m. with my friends by motorcycle.

In the school we followed ceremony. Then we stood in the yard. After that we came to the class together and started lesson at 07.30 a.m. until 12.05 p.m. After that we went home

These activities added our knowledge and we felt happy although we were so tired.

Figure 8 The example of students’ writing in cycle 2

See students’ writing scores the figure 9 as below;

Figure 9 The Finding of Students’ Writing Scores in Cycle Two

From the students’ average score, there was a student who got 95. It was the best score. In the other hand, the worst score was 62. Overall, there were 25 students who got better than or equal to 70.00 and 6 students who got less than 70.00. Hence based on the criteria of success that the students’ writing test got the scores better than or equal 70.00, it could be concluded that the finding already achieved the criteria of success.

1. **Discussions**

This section covers the discussion of the results for instance: the activities in implementing the writing process approach with pictures and the achievement of the students’ writing skill.

1. **Discussion on the Activities in Using Pictures**

Based on the finding of this study, it is evidence that the suitable strategy of teaching recount text by implementing a writing process approach with pictures needs the English teacher to conduct some procedures.

In the pre-activity step, first, the teacher explains the objectives of the teaching and learning activities. Second, the teacher starts the teaching and learning activities by asking their condition and feeling to make relax the good atmosphere between teacher and students in the classroom and asks them several questions in line with the topic to write. Third, the teacher makes some groups based on their relationship to share their knowledge with each other

In the whilst-activity, first, the English teacher displays the students some pictures of the topic they are going to write on the worksheets and on the whiteboard. Second, he distributes the worksheets with the pictures and the pictures must be color and big enough for all the students to look at. The teacher has to walk around where the students are sitting and ensure that the pictures are clear and could be seen clearly as suggested by Mandel, Adler et al. in Cottrell (1999). Third, he gives a model of how to generate their ideas by writing the keywords on the worksheets and enlightens the characteristics of recount texts, so the students do not compose other text-types. Fourth, he encourages the students’ ideas to write on the rough draft and they may open the dictionary to find the difficult keywords and check verb 2. Fifth, he assigns the students to write the first draft based on the generic structure of recounts. Sixth, he assigns them to discuss their first draft with their friends and teacher. In this part, the English teacher invites them to share and discuss their ideas they write. He always reminds them that irrelevant ideas have to be omitted; they can spoil the clarity of the meaning in the paragraphs. For that, the teacher always walks around to lead them and assigns them to read the pictures to find more ideas. Seventh, the English teacher asks them to exchange their draft to other groups, do peer-editing and check the content, organization, language use, vocabulary, and mechanics. In reality, the students only focus their correction on grammatical and mechanics aspects. This phenomenon is supported by Chenoweth in Cahyono (2001) that writers tend to correct only surface errors of grammar and punctuation or to change their choice of words. Eighth, the English teacher assigns asks the students to revise the draft. This opportunity is provided so that the students are able to review what they have written on the basis of the input or feedback from their friends as well as from the teacher and to correct the mistakes. Ninth, the English teacher asks them to publish and stick on the whiteboard.

In the post-activity, tenth, the English teacher assigns them to submit their final draft. Eleventh, the teacher asks the students what they have learned. Thirteenth, the teacher assigns the students to write recounts individually at home.

In the context of media, the pictures were used in inspiring and recalling the students’ prior knowledge. In this research, the keywords were increased on the pictures which assisted the students to generate their ideas based on the pictures and keywords. While, they were admitted to using a dictionary to look for the meaning of vocabulary or find verb 2, and discuss the materials using Indonesian and English which attended to assist the lower students and moderate achievers to take part actively in producing the sentences and chronological events.

During the teaching recount texts by implementing writing process approach with pictures, the English teacher is assigned to involve actively the students’ interest in the writing process by relating the topic they will write with their prior knowledge, to make the clear instructions, and lead the students in the writing procedures. It is conducted especially when the students do not answer quickly at the beginning of teaching and learning activities. The teacher provides some questions in line with the topic. The teacher’s instruction should be clear, and his voice should be louder for all the students to listen.

Although the instructional strategy has been done appropriately, it does not mean that automatically the students’ skill progress. Their writing still has many mistakes in the area of content, organization, vocabulary, language use and mechanics. This problem appears because of the students’ lack of experience in the writing process. To solve their vocabulary they may discuss, share with their friends and also open the dictionary. In the context of language use, the teacher should explain in details by practicing simple past tense with the focus of the sentence pattern of “Subject + Verb 2 + Object + Adverb”. For the time being, when the students are assigned to combine from sentences to a form of paragraphs, they are asked to practice the use of conjunction such as and, also and however or the use of chronological order such as first, second, third, and so on.

1. **The Achievement of the Students’ Writing Skill**

The students’ writing skill of recount text can be improved by implementing a writing process approach with pictures. The achievement can be measured from the findings of the students’ writing based on the writing task provided in the classroom and from the findings of the writing test administered at the end of the cycles. Before this teaching strategy is conducted, the students faced some problems in English writing. Their writing consists of several mistakes in the area of content, organization, language use, vocabulary, and mechanics, therefore their writing is not understandable. In addition, the students were not able to distinguish the text types. Exercised with the teaching recount texts by using pictures, the students were able to produce the understandable recount text, as the area of the content and organization have been progressed meanwhile the number of mistakes has been decreased. The students had several improvements in writing recounts since the teacher always corrected and marked the mistakes in their writing. In addition, the students always shared suggestions and feedback from their friends during writing activities.

The proof that the students’ writing skill had an achievement can also be measured from the percentage of the students who got the greater scores than or equal to 70.00 in the writing test administered at the end of the cycle one and cycle two.

**Note: Upper Average Score means equal to or greater than 70**

**Under Average Score means lower than 70**

Figure 10 The Students’ number who got equal to or more than 70