

CHAPTER IV

RESULT OF THE STUDY AND DISCUSSION

In this chapter, the writer presented the data which had been collected from the research. The data were obtained from the implementation teaching writing recount text by using picture series and the data obtained of the students' response in the implementation of picture series in teaching writing recount text.

Most of the important thing in a research is the result of the study and discussion. In this chapter the writer is going to present the data which had been collected from the research in the field. The important point of this chapter is to answer problems of study. And this chapter presents the research findings result of the study of the implementation of in teaching writing recount text by using picture series. The findings are divided into four times. There were in the first which held on Monday, August 24, 2015. Second this held on Monday, August 31, 2015. Third this held on Monday, September 07, 2015.

A. The Implementation of Teaching Writing Recount Text by Using Picture Series at MA Muslimat NU palangka Raya

To implement writing recount text using picture series in teaching writing, there were several important procedures to be done, such writing a recount text using picture series, designing lesson plan, and setting the learning objectives. The process of learning writing recount text using picture series did by the English teacher at the tenth grades student of MA

MuslimatNU of Palangka Raya was good, especially when the teacher used picture series as a media. It could be known based on the result of observation which held four times on August and until September have done. The teacher always tried to teach and give the best for her students. It could be seen from her teaching. She often used media in teaching English especially in teaching writing recount by using picture series.

The first meeting until fourth meeting, Based on the observation, the teacher activities were divided into three activities: pre-writing teaching, whilst teaching writing, and post teaching activities. The teacher always to do greet the students said "*AssalamualaikumWr, Wb and good afternoon*". Then, the students answered her greeting by saying "*Wassalamu'alaikumWr. Wb and good afternoon*" together loudly. And the next, the teacher ask students for to reading a pray before play the activities in classroom. The students reading a pray before play the activities in classroom. The teacher checked the presence list by mentioning the students name one by one. Students raised their hand if they were present. After have done present list, but in first meeting the teacher question to student "ever or never" study form recount text at MTs or SMP before present the material. And the students' answer "ever" when they study at MTs or SMP. After that, Teacher mentioned of the goal of lesson then introduces the topic. All The students prepared their condition then also they prepared their books, dictionary, and their attention. Then, the teacher prepared the media and medium to before teaching learning processes. And students

helped the teacher prepared the media. The next activity in teaching was the implementation of writing recount in the classroom.

To implement writing recount text by using picture series in whilst teaching writing, for the first, the teacher explained the model and form of recount text such as; meaning, generic structure, grammatical future and type of recount text before she showed using picture series in writing recount text. The students looked and listened and also pay attention to teacher's explanations in material. After explained the material, the teacher questions to students have get it or not get it, before she continue the material. The students responding and answer teachers' question. Then teacher asked one of the students for repeat the meaning of recount text also type and steps. And then some of the students responded also explained the meaning of recount and also steps. After all students has understood, teacher given the manner of writing recount text in paragraph. The students looked and listened and also pay attention to teachers' explanation the manner. After that the teacher continued her explanation, she gave example and form paragraph of recount text. All students look and listened also pay attention to teachers' explanation example. After explaining in detail about recount text, the teacher opened question-answer sessions. Some students asked questions related to the topic and the teacher responded the students' questions. As described below:

T: "Based on my explanation, do you have any questions? Before we did the next step."

S: "I had a question that what is the other example about recount text?" it was according to an experience, so what else?"

T: “some examples of recount text types are: conversations and letters. They had similar with an experience. In thus, they used past tense to explained”

After have done question-answer session, The teacher give assignment to the student for wrote form recount text in paragraph, was students' experience after they have understand of teachers' explained recount text. The students work their task in writing of recount text. After all students have done work task, teacher asked the students to collect work they have done and check task of the students then Student gather their task has been answered.

In the second meeting, the activity of whilst the teaching, The teacher show back the material form of recount text was learn last week, before continue learned. And, students looked and listened and also play attention to teachers' explanations in material. After that, the teacher asked some of students for brainstorming then explained the material recount text last week. Then, Students response and brainstorming then explain it. After have done brainstorming then explained the material, the teacher introduction a picture series media to students. And, all the students attention when teacher spoken. After that, the teacher showed picture series then explained the picture series before picture series using in writing recount text. And also, the students looked and listened also play attention to the teacher. And after that, the teacher explained a picture series can used in form text, such as; narrative text or recount text. The students looked and listened and also play attention to teachers' explanations. Before teacher showed the example of recount text by using picture series and steps it, the teacher gave procedure in writing sentence

or paragraph in picture series. All of student the students listened and also play attention to teachers' explanations. After teacher has to give procedure in writing sentence or paragraph in picture series, the teacher showed example of using picture series in writing recount text. Then, explained steps of writing recount text using picture series. The students still looked and listened and also play attention to teachers' explanations. After that, the teacher gave time for students question if there are not understand and difficult. Then the students responding teachers' said. Then he teacher gave a picture series assignment to the student for wrote in form recount text based on the picture series. All of students work their task in wrote form of recount text using picture series. After all the tasks has to worked and have done, the teacher asked the students to collect work they have done and check task of the students. And students gather their task has been answered.

In the third meeting, the activity of whilst the teaching the teacher back explained the material form of recount text, and explained step of writing recount text using picture series. And all the students looked and the students listened and also play attention to teachers' explanations in material. After explained the teacher made a group for students. And Students responded teacher speak. Then the teacher asked students gather at each their group. The student gathered at each their group. After all group have to collect with their each groups, the teacher explained steps of writing recount text by using picture series at groups. The students looked and the students listened and also play attention to teachers' explanations. Then the teacher gave example of

writing recount text by using picture series. And the students looked and listened and also pay attention to teachers' explanations example. After that, the teacher opened question-answer sessions. There of the students asked questions related to the topic and the teacher responded the students' questions. The next the teacher asked students based on each group writing recount text by using pictures based on their each topic and idea. The student response teacher speaks. Then the teacher gave homework to each group. Each groups doing it the home work.

Table 4.1
The Fourth Observation

Aspect	Teacher's Activities	Student's Activities
Pre-writing Teaching	In first meeting until fourth meeting, he teacher always to do opened the teaching learning by greeting the students said <i>"AssalamualaikumWr. Wb or Good Afternoon"</i>	The student answered the teacher greeting by saying <i>WassalamualaikumWr.Wb and Good afternoon</i> Together loudly.
	The teacher ask students for to reading a pray before play the activities in classroom	The students reading a pray before play the activities in classroom
	The teacher checked the presence list by mentioning the students name one by one.	The raised their hand if they were present.
	The teacher mentioned. The goal of lesson then introduce the topic	The students prepared their condition; they prepared their books, dictionary, and their attention.
	The teacher always prepared the media and medium to before teaching learning processes	The students helped the teacher prepared the media
Whilst Teaching	<ul style="list-style-type: none"> In first meeting, The teacher showed the 	<ul style="list-style-type: none"> The students looked and The students listened

	<p>material form of recount text, and explained meaning of recount text and also explained steps, such as: generic structure recount, grammatical futures recount, type of recount text</p> <ul style="list-style-type: none"> • The teacher questions to Students have to get it or not get it. • The teacher asked one of the students for repeated the meaning of recount text and steps. • The teacher given the manner of writing recount text in form paragraph • the teacher opened question-answer sessions. • The teacher gave assignment to the student for wrote form recount text in paragraph, was students' experience after they have understand of teachers' explained recount text • The teacher asked the students to collect work they have done and check task of the students 	<p>and also play attention to teachers' explanations in material</p> <ul style="list-style-type: none"> • Students response and answer questions' teacher • The student explained the meaning of recount text and steps. • The students looked and the students listened and also play attention to teachers' explanations the manner • The students asked questions related to the topic and the teacher responded the students' questions. • Student work their task in wrote form of recount text • Students taking their task one by one
	<ul style="list-style-type: none"> • In the second meeting, the teacher show back the material form of recount text was learn last week, before continue learned • The teacher asked some of students for brainstorming then explained the material recount text last week 	<ul style="list-style-type: none"> • The students looked and the students listened and also play attention to teachers' explanations in material • Students response and brainstorming then explain it

	<ul style="list-style-type: none"> • The teacher introduction a picture series media to students • The teacher showed picture series then explained the picture series before picture series using in writing recount text • The teacher explained a picture series can used in form text, such as; narrative text or recount text. • The teacher gave procedure in writing sentence or paragraph in picture series • The teacher showed example of using picture series in writing recount text then explained steps of writing recount text using picture series • The student gave time for students question if there are not understand and difficult • The teacher gave a picture series assignment to the student for wrote in form recount text based on the picture series • The teacher asked the students to collect work they have done and check task of the students 	<ul style="list-style-type: none"> • The students attention when teacher speak • The students looked and The students listened and also play attention to teachers' • The students looked and listened and also play attention to teachers' explanations • The students listened and also play attention to teachers' explanations • The students looked and listened and also play attention to teachers' explanations • The students response teachers' said • Student work their task in wrote form of recount text using picture series • Student gather their task has been answered
	<ul style="list-style-type: none"> • In the third meeting, the teacher back explained the material form of recount text, and explained step of writing recount text using picture series • The teacher made a group for students 	<ul style="list-style-type: none"> • The students looked and The students listened and also play attention to teachers' explanations in material • Students responded teacher speak

	<ul style="list-style-type: none"> • The teacher asked students gather at each their group • The teacher explained steps of writing recount text by using picture series at groups • The teacher given example of writing recount text by using picture series • the teacher opened question-answer sessions • The teacher asked students based on each group writing recount text by using pictures based on their each topic and idea • The teacher gave homework to each group. 	<ul style="list-style-type: none"> • The student gather at each their group • The students looked and The students listened and also play attention to teachers' explanations • The students looked and listened and also play attention to teachers' explanations example • The students asked questions related to the topic and the teacher responded the students' questions. • Student response teacher speaks • Each group do it the home work
Post writing Teaching	The teacher explained again the material of recount text	Student attention the teacher
	The teacher gave conclusion of the material	Student attention and listen to explanations from the teacher
	The teacher asked student learn again and remember the material	The student listen and attention teacher speak
	The teacher provided motivation and advice to students to always keep to learn and asked the students to try read recount text by using picture series	Student received advice from teacher
	The teacher ask one of the students for guided to reading a pray in front of and all students following it before close the meeting	The students reading a pray and following their friend in front of

	The teacher closed lesson with say " <i>hamdalah</i> " and good or see you next time"	Students answered the greeting of teacher
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B. The Students' Resposes in The Implementation of teaching writing recount text by using picture series

The problem of the study stated: "How is the students' response in the implementation of teaching writing recount text by using picture series at the tenth grades student of MA Muslimat NU Palangka Raya?" Hence, the question looked for an answer about the students' response in the implementation of teaching recount text by using picture series at the tenth grades students of MA Muslimat NU Palangka Raya.

Based on the result of questionnaires, and when the writer gave the students a questionnaire. The students had various answers. For the statement number (1) "I am happy to learn writing recount text by using picture series". There were 7 (18.42%) students answered to strongly agree, 31 (81.57%) students answered agree, there no was student answered disagree and strongly disagree. There were 99.99% students answered agree and 0% answered disagrees. In other hand, the students' response about the implementation of writing recount text by using picture series, were agree.

The statement number (2) "using picture series in teaching writing recount text can help improving the writing ability". There were 7 (18.42%) students answered strongly agree, 31 (81.57%) students answered agree, there was no student answered disagree and answered strongly disagree. There were 99.99% students answered agree and 0% answered disagrees. In thus,

the students' response about diary writing can help improving the writing ability were good. They were agreeing that using picture series in teaching writing recount text could help their writing ability.

The statement number (3) "Learning recount text using picture series is easy to understand". There were 9 (23.68%) students answered strongly agree, 26 (68.42%) students answered agree, 3 (7.89%) students answered disagree and there was no student answered strongly disagree. There were 92.1% students answered agree and 7.89% answered disagree. In other hand, students felt easy to understand how to write a recount text by using picture series.

The statement number (4) "when learning writing recount text by using picture series more easily to get idea and arrange the word". There were 5 (13.15%) students answered strongly agree, 10 (26.31%) students answered agree, 20 (52.63%) students answered disagree and 3 (7.89%) student answered strongly disagree. There were 39.46% students answered agree and 60.52% answered disagree. In thus, many students thought that.

The statement number (5) "learning using picture series in writing recount text is a good technique for learns writing". There were 9 (23.68%) students answered strongly agree, 24 (63.15%) students answered agree, 5 (13.15%) student answered disagree and there was no students strongly disagree. There were 86.83% students answered agree and 13.15% answered disagree. In other hand, the students were very enthusiast to write a recount text by using picture series. It could help improve their practicing in writing.

The statement numbers (6) “learn using picture series in writing recount text is more practicing”. There were 4 (10.52%) students answered strongly agree, 19 (50%) students answered agree, 10 (26.31%) student answered disagree and 5(13.15%) answered strongly disagree. There were 60.52% students answered agree and 39.46% answered disagree.

The statement number (7) “teaching writing recount text by using picture series can improve skill writing”. There were 8 (21.05%) students answered strongly agree, 24 (63.15%) students answered agree, 6 (15.78%) student answered disagree and there was no students strongly disagree. There were 84.2% students answered agree and 15.78% answered disagree.

The statement number (8)“teaching writing recount text by using picture series can be increase vocabulary. There were 9 (23.68%) students answered strongly agree, 18 (47.36%) students answered agree, 7 (18.42%) student answered disagree and 4 (10.52%) strongly disagree. There were 71.04% students answered agree and 28.94% answered disagree.

The statement number (9).“Difficulties, when to writing recount text by using picture series”. There were 6 (15.78%) students answered strongly agree, 24 (63.15%) students answered agree, 7 (18.42%) student answered disagree and 1 (2.63) strongly disagree. There were 78.93% students answered agree and 21.05% answered disagree.

The statement number (10) “does not difficulty when writing recount text by using picture series”. There were 2 (5.26%) students answered strongly agree, 13 (34.21%) students answered agree, 17 (44.73%) student answered

disagree and 6 (15.78) strongly disagree. There were 39.47% students answered agree and 60.51% answered disagree.

To conclude, the students' response in the implementation of teaching writing recount text by using picture series in teaching gave positive responses (1) felt happy to learn writing recount text by using picture series (99.99%), (2) Agree that writing recount text by using picture series can help improving their writing ability (99.99%), (3) Agree that learning recount text by using picture series is easy to understand (92.1%), (4) Agree that when learning recount text by using picture series more easy to get idea and arrange the word. (39.46%), (5) Agree that learning using picture series in writing recount text is a good technique for learn writing (86.36%). (6) Agree that learn using picture series in writing recount text is more practicing. (60.52%), (7) agree that teaching writing recount text by using picture series can improve skill writing. (84.2%), (8) agree that teaching writing recount text by using picture series can be increase vocabulary. (71.04%), (9) agree that difficulty when writing recount text by using picture series. (78.93%), (10) Agree that not difficulty when writing recount text by using picture series. (39.47%)

C. Discussion

According to Naizhao, there were three models of teaching writing, such as pre-writing activities, while-writing activities, and post-writing activities. From all the data above, the writer discussed the process of the implementation and responds" students of teaching writing recount text by

using picture series in learning writing at the tenth graders student of MA Muslimat NU of Palangka Raya were as follows:

a. Important Activities in Teaching Writing recount text by Using picture series

Designing lesson plan was an essential thing that the teacher should undertaken before conducting the teaching and learning activities. Designing the learning objectives was a statement of the intended learning outcomes. It described what the students would be able to do when an instruction has been completed.

Therefore, before conducting a teaching and learning activity, the teacher had to design the instructional objective. It would guide her to achieve the expected result from her teaching plan. The learning objectives provided the framework for teachers as they guided the students to the topic they were teaching.

In the line with this, Teacher and Educational Development state:
A learning objective is an outcome statement that captures specifically what knowledge, skills, attitudes *learners* should be able to exhibit following instruction.

1. The Implementation of Teaching Writing recount text by using picture series

the appropriate of the implementationteaching writing recount text by using picture series including prewriting, whilst writing and post writing.Grasha. Anthony F. (2002)Teaching is a process of internal and external dialogue about things of importance conducted with passion and discipline. Teaching is an activity where one person tries to pacilitate in

another person an appreciation of the complexities involved within an area of study. Teaching involves getting people to think critically about such issues.

In addition, teaching is a performance art. Like actors on a stage, faculties play their assigned roles before an audience of students, and like any good performer. Teachers must prepare what they will say and do in advance to have a maximum effect on that audience. That impact, however, lasts for only a brief amount of time during the performance. What happened is soon forgotten or becomes a distant memory stripped of much of its content.¹

a. Pre-writing Activities

To implement the writing recount text by using picture series, The teacher and students opening teaching activity with take pray before continue next activities. And the teacher prepares what will say and do in advance to maximum effect on the students, before continue the next activities.

In the pre-writing activities, There are three steps in writing process; they are prewriting, writing, and revising. All of those steps are important to make our writing better and systematic

¹Anthony F. Grasha, *Teaching With Style*, USA: Alliance Publisher, 2002, p. 113.

a. Prewriting

Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about. There are several ways to warm up before we write.²

➤ Brainstorming

Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, research write down every single thing that passing through or come into our minds.³

➤ Clustering

Clustering is another technique to bind ideas. Research visualizes our ideas using circles and lines which are interconnected one to others. The topic is positioned in the center of blank paper as a core circle, while the ideas are spread around.⁴ There are the steps of clustering process:

- a) Write our topic in the center of a blank piece of paper and drawn a circle around it.
- b) Write any ideas that come into our mind about the topic in circles around the main circle.
- c) Connect those ideas to the center word with a line.
- d) Think about each of our new ideas, and then connect them.
- e) Repeat this process until you run out of ideas.

²Karen Blanchard and Christine Root, *Ready to Write*, (New York: Pearson Education, Inc, 2003), 3rd Ed. p. 41

³Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Penerbit Kanisius, 1995), p.64.

⁴Karen Blanchard and Christine Root, *Ready to Write*, p. 42.

b. Whilst-writing Activitie

The teacher explained about recount text, model and form of recount text such as; meaning, generic structure, grammatical future and type of recount text before she showed using picture series in writing recount text and etc. The teacher give assignment to the student for wrote form recount text in paragraph, was students' experience after they have understand of teachers' explained recount text. And the students work their task in writing of recount text an. taught her students how to write well. A teacher had to enable the students to get their ideas. Then she should lead the students in organizing their ideas on any writable form. She kept the students to be stay good in the ways creating their writing. After have done students work the task then collecting their task to teacher. The teacher check students' task.

In the whilst-writing activities, Brown theories this support: states recognition of the compositional nature of writing has changed the face of writing classes. A half a century ago, writing teachers were mostly concerned with the final product of writing: the essay, the report, the story, and what that product should “look” like. Compositoins were supposed to:

- a. Meet certain standards of prescribed English rhetorical style.
- b. Reflect accurate grammar.
- c. Be organized in conformity with what the audience would consider to be conventional.⁵

⁵H. Douglas brown, *Teaching*, p. 335-336.

A good deal of attention was placed on “model” compositions that student would emulate and on how well a student’s final product measured up againsts a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and pronunciation. It began to develop what is now termed the process approach to writing instruction. Process approaches do most of the following:

- a. Focus on the process of writing that leads to the final written product.
- b. Help student writers to understand their own composing process.
- c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting.
- d. Give students time to write and rewrite.
- e. Place central importance on the process of revision.
- f. Let students discover what they want to say as they write.
- g. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention.
- h. Encourage feedback from both the instructor and peers.
- i. Include individual conferences between teacher and student during the process of composition.⁶

c. Post-writing Activities

In the last, teacher always give conclusion and give suggestions to students. Before retune, the teacher always gives little explained back about

⁶*Ibid.*

material has she explained at whilst teaching to students. After that the teacher gives conclusion and suggests, the teacher always give suggest to students. Ask they can remember and learn again in theirs house. .

2. The Students' Response in The Implementation of Teaching Writing recount text by using picture series

There gave positive responses from the students when teaching writing recount text by using picture series was implemented. They were **(1)** felt happy to learn writing recount text by using picture series (99.99%), **(2)** Agree that writing recount text by using picture series can help improving their writing ability (99.99%), **(3)** Agree that learning recount text by using picture series is easy to understand (92.1%), **(4)** Agree that when learning recount text by using picture series more easy to get idea and arrange the word. (39.46%), **(5)** Agree that learning using picture series in writing recount text is a good technique for learn writing (86.36%). **(6)** Agree that learn using picture series in writing recount text is more practicing. (60.52%), **(7)** agree that teaching writing recount text by using picture series can improve skill writing. (84.2%), **(8)** agree that teaching writing recount text by using picture series can be increase vocabulary. (71.04%), **(9)** agree that difficulty when writing recount text by using picture series. (78.93%), **(10)** Agree that not difficulty when writing recount text by using picture series. (39.47%)

The use of the picture series also promoted the students' positive behavior toward the learning process. This is supported by the observation checklist data showing that the students' degree of seriousness was considered

high according to the criteria stated in the description of the instrument. It was found that almost all the students paid attention to the teacher's explanation and instruction. Most of them (approximately more than half the class) were actively involved in the learning process, making comments or asking questions about the instruction as well as about the picture to either the teacher or their classmates. Almost all of them observed the pictures closely.

Zoltan' theory was support with this finding, the questionnaire is well constructed; processing the data can also be fast and relatively straightforward, especially by using some modern computer software. These cost benefit considerations are very important, particularly for all those who are doing research in addition to having a full-time job. The writer gave the questions or statements to which the students to react either by writing out their answers or selecting from among existing answers. This technique coveral for the students' response of in the implementation of teaching writing recount text by using picture series at the tenth grade at MA Muslimat NU Palangka Raya.⁷

Wright' theory was support with this finding. The writer found the positive response from the students about the implementing of teaching writing recount text by using picture series. It deals with the theory that shown to the students gets the best score in writing. Pictures have been suggested as teaching aids in the classroom also used to help students understand various aspects of foreign language. There are some roles for pictures in writing:

⁷Zoltan Dornyei, *Questionnaires in Second Language Research Construction, Administration, and Processing*, London: Lawrence Erlbaum Associates, Inc., Publishers, 2003, p. 8

- 1) Pictures can motivate student and make him/her want to pay attention and to take part.
- 2) Pictures contribute to the context in which the language is being used.
They bring the world into the classroom
- 3) Pictures can be described in an objective way or interpreted or responded to subjectively.
- 4) Pictures can cue responses to questions or cue substitutions through controlled practice.
- 5) Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling. Pictures may also be used to test the students'' knowledge. But, before pictures are applied in the classroom the teacher must consider some criteria of how they are used in teaching and learning process.⁸ There are five criteria as selected by Wright as follows:
 - a. Easy to prepare. The pictures should be easy to prepare to be used by the teacher in teaching and learning process.
 - b. Easy to organize. The teacher has to decide whether the efforts of organizing the pictures are complicated or not
 - c. Interesting. The pictures as the material given should be interesting to the students and the teacher.
 - d. Meaningful and authentic. The pictures should be meaningful and authentic when it is used for learning the new language.

⁸ Andrew, Wright. 1997. *Pictures for Language Learning*. Cambridge: Cambridge University Press. P. 17.

- e. Sufficient amount of language. The activity gives rise to a sufficient amount of language in the language lesson. From the explanation above, it can be assumed that the role of pictures is really essential in teaching English. It can be said then, the role of using pictures is quite appropriate in teaching writing.⁹

Based on the result of research, the writer found the similarities of the student's response in the implementation of teaching writing recount text by using picture series, according to the result of questionnaires. Many students answered "like" and agree that related to the students' interested in writing recount text by using picture series.

3. The Result of Interview Guideline with The teacher

Based on the result of interview, that was support of found research the implementation of teaching recount text by using picture series and students' responses, at the Tenth Graders of MA Muslimat NU palangka Raya.¹⁰ Was of Teacher: Mrs. DesiArianti:

- a. This study, she used procedure of teaching recount text by using picture series that is step by step. As follow: First, she given explained of recount text and some of procedure or steps of writing recount text. The second, she given explained of recount text using picture series as media teaching and also procedure and steps of using picture series in writing recount text. And the third, she gave the task group to students in writing recount text using picture series and presentation each groups their task
- b. For the strengths of writing recount text by using picture series, can develop students' idea, then can improve students' vocabulary. And also students more practice in teaching writing or writing.

⁹*Ibid.*, p. 3.

¹⁰Mrs. Desi.Arianti, *Personal Interview*, teacher's room, at 09.15 a.m on September 18,

- c. For the weaknesses when students writing, students difficult at words or arrange a words in writing a sentence. Because, they weaknesses of vocabulary.¹¹
- d. In activity teaching writing recount text by using picture series, there some of steps she did. Such as: pre-teaching writing, whilst-teaching writing, and post-teaching writing. For pre-teaching writing, she do opening class activity with take a pray then saying *Assalamualaikum. Wr. Wb.* And say something. For whilst-teaching writing, she given the material and explained and also procedure with steps and example of the material and she gave students a task. And post-teaching writing, she gave suggestion and conclusion of the material and close the meeting with take a pray and say *hamdalah* or other.
- e. For students' respond is good. Because, with this teaching writing recount text using picture series many students like it. And that give positive responses.
- f. For difficult of this teaching writing recount text using picture series, she must repeats for explained the material. Because there are some different of students not yet understand and understand. There are slow understand, and also speed understands.
- g. Different of teaching writing recount text using picture series and not used picture series, more easy to explained the material and students can responding at a picture.¹²

¹¹*Ibid.*

¹²*Ibid.*