The use of picture series to increase students' Recount text writing achievement

Shafa Khairunnisa[1], Patuan Raja[2], Khairun Nisa[3]
FKIP Universitas Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No. 1, Bandar Lampung[1,2,3]

[1]Correspondence e-mail: shafakh30@gmail.com

ABSTRACT

This research was to find out the increase of the students' writing achievement of recount text after the students were taught by using picture series as the media in teaching writing. This research used quantitative research conducted through one group the pre-test and the post-test design, because the students' writing performance was measured in one group of participants before and after the treatment. The population was the eighth-grade students of SMPN 1 Pringsewu in the academic year of 2022/2023. The sample of this research was VIII.3 class, which consisted of 31 students. This research used a writing test as the instrument. The pre-test and the post-test were used to collect the data, and then the pre-test and the post-test scores were analyzed using Paired Sample T-test. The result showed there was a statistically significant difference between the mean score the pre-test and the post-test (63.21 to 79.27) with the gain 16.064 and the significant value $0.000 < 0.05$ (based on the hyphothesis criteria) and t value 11.132 is higher than the t table 2.0423. Regarding the findings, all aspects of writing improved. Organization showed the most improvement, while the language use aspect showed the least improvement. The problems faced by students were a lack of vocabulary, confusion with the use of simple past tense, and difficulties in developing their ideas. Based on these results, it can be concluded that the use of picture series significantly enhances students' writing achievement in recount text.

Keywords: *Picture Series, recount text, writing.*

I.   INTRODUCTION

Writing skill is important and must be learned. In fact, the basic skill is not easy to master well, especially for English students in learning English as a foreign language. Writing is a complicated skill for learners at all of levels. According to Brown (2001), written products are the result of thinking, drafting, and revising, which require specialized skills on how to generate ideas, organize them coherently, discourse markers and rhetorical conventions coherently into a written text, revise a text for clearer meaning, edit a text for appropriate grammar and produce a final product.

According to Richards and Renandya (2002), writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. Although writing is difficult to learn, but in fact, writing is needed to learn a second language. Writing is not easy, especially for students, because writing is not just about putting ideas on paper.

According to Raimes (1987), writing is a skill in expressing ideas, feelings, and thoughts arranged in words, sentences, and paragraphs using eyes, brains, and hands. From this statement, it can be said that in writing, we involve our brain to think about the ideas and then write them down into sentences. But in reality, many students complain that they do not know how to write and can not connect the sentences into coherent ideas.

Teaching writing is not easy for a second language, foreign language, or even first language. It needs a process in which a learner will learn to think about the topic, bridge their experiences, make outlines, set main ideas, and develop sentences into good paragraphs until

they come to a final version of their writing. That is why when students learn to write, at the same time, they also learn to think.

According to this, Tchudi and Yates (1983) state that learning to write involves learning to think, and writing is unique in allowing students to think and display the products of their thinking in a form that invites further contemplation. Based on the explanation above, teaching writing not only focuses on how to write but also concerns maximizing the brain's capacity to think. It will help students to get used to use their thoughts.

In this research, the researcher focuses on writing because writing is the more difficult to teach. Based on the curriculum, for the eighth-grade of junior high school, one basic competence it to have a good ability in writing recount text. The students must be able to write text based on the material in recount text. The eighth-grade students at SMPN 1 Pringsewu, the teacher explained that teaching writing is very difficult. The students' writing ability in recount text was not satisfying, because there are some factors like not using grammar correctly, not having enough vocabulary, and they considered writing boring and difficult. For example on grammatical error such as, *"I go to the beach last week ago".* It's wrong because based on the grammar it should *"I went to the becah last week".* In addition the data above, the teacher also explains that they have low motivation and are not interested in doing their assignment since the writing activities. Besides the reason above, usually the students feel fed up with the media used in teaching writing process. Based on the explanation above, the researcher concludes that the students need effective media to help them learn writing.

In this study, the researcher used picture series as the media to make learning writing easier because it has many chronological illustrations that it is helpful way for students to write. By using a picture series, the attention of students will be more focused, so pictures can create their inspirations. Their hope to know the content of the massage of that picture and they can write it in a composition. To improve students' writing skill in recount text writing, this study applied picture series as a media to help students in their writing ability. Yunus (1981) describes picture series as numbers of linked pictures which form series of sequences in order to tell a sequence of events or a story.

These pictures can represent the image of people, animals, things, or events. Harmer (2004) proposes several activities of story tasks that the students can have. They are dramatic pictures, a series of pictures of random objects, a series of pictures in sequence, and a headline or caption. . It helps the students to develop ideas to write a text.the students are able to see the picture clearly. The students also can understand the whole content of the pictures because the first picture related to the second picture, and so on. It also can build the students' motivation in learning English especially in writing. In this research, the researcher modified the picture series to teach writing a recount text for eighth grade students of junior high school.

The researcher believed that by implementing picture series as a media in teaching writing recount text can help the students develop the ideas that they will put in their recount text writing. In other words, by looking at the series of picture, it will help the students to make the content of their writing relate with the topic and the students will have imagination about pictures they see.

II. METHODS

This research used a quantitative method which used pre-experimental design. The researcher investigated whether there was a significant improvment of students' writing

achievement. The instruments of this research was a writing test. The population of this research was the eighth-grade students of SMPN 1 Pringsewu and the sample was VIII.3 which consisted of 31 students. The researcher gave a pre-test to the students to know their initial writing ability. After giving a pre-test, the researcher conducted the treatment using picture series as media in writing. Then, the researcher gave a post-test to find out the students' writing achievement after being taught by using picture series. And the last, the researcher calculated the data to find out the result by using Repeated Measures T-Test.

III. RESULT AND DISCUDDION
Result

In order to see whether the objectives of the research can be achieved or not, the researcher analyzed the test result of the pre-test and the post-test which is displayed in table 1.

Table 1. Gain of Students' Writing Score in the Pre-Test and Post-test

Mean Score of Pret-test	Mean Score of Pos-test	Gain
63.210	79.274	16.064

In the table 1, it can be seen that the mean score of the pre-test is 63.21 and the mean score of the post-test is 79.24. The gain between the score of the pre-test and the post-test is 16.06. It means that there is a significant improvement of students' in recount text writing by using Picture Series.

Table 2. The improvement of students writing achievement in each aspect of writing

Aspect of writing	Mean score of Pre-test	Mean Score of Post-test	Gain Score	Percentage
Content	19.94	24.78	4.84	16.13%
Organization	13.54	17.09	3.55	17.75%
Vocabulary	13.04	16.43	3.39	16.95%
Language use	13.56	17.22	3.66	14.64%
Mechanics	2.88	3.70	0.82	16.40%

From the table, it can be seen the aspect of writing that improves the most and the least after the use of picture series in teaching writing recount text are organization and language use.

Table 3. Repeated Measures Test

Paired Samples Test

	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			

				Lower	Upper			
Pair 1	Pre-Test Pos-test	-16.06 45	8.0351	1.4431	-19.0118	-13.1172	-11.132	30	.000

From the table 2, showed the calculation results for the two-tailed values. We can see that the significance of the test is 0.000. It can also supported by evidence that veriefies those statement was the t-value which showed higher number than t-table by having the result 11.132 > 2.0423. It means that H1 is accepted. It indicates that the treatments that given by the researcher had better beneficial impact on the students' improvement in writing recount text. It can be said that using the Picture series has significantly improved the students' achievement in writing recount text at the eighth grade of SMPN 1 Pringsewu.

Discussion

This section discussed the research findings. From the result explained before, it was found that there was a significant improvement in students' writing recount text after teaching by using picture series. The detail of the implementation picture series can improve students' in writing recount text achievement. Based on the statistical calculation on SPSS, it was a significant improvement in students' writing recount text. The researcher analyzed the students' scores to know whether there was an improvement of students' writing achievement. The result showed that the mean score of the pre-test was 63.21 and the post-test as 79.27. The improvement of the means score was about 16.064. It can be seen from the fact that during the pre-test, the students were still confused about recount text.

Before the researcher conducted the research, the researcher also asked an initial observation where the researcher asked the English teacher whether the students' grades at the school were still relatively low. Most of them also had a lack of vocabulary and they could not express their ideas well. In this research, recount text was used as treatment, but the students forgot what kind of tense they must use when they want to write a text requiring certain type of aspect like recount text, which uses past tense in one of the language features. The example for the ideas did not stand out well and confusing sentences with a wrong sentence structure, capitalization, and vocabulary, "We go to the beach in lampung barat the famously beautifull." In the sentence, the verb was still wrong. Recount text used past tense not present tense, the word "go" it should be "went". The capitalization place "lampung barat" it should be "Lampung Barat", and the spelling of the word "beautifull" it should be "beautiful".

During the treatment, students were excited to use picture series as the media in teaching writing; students had enthusiasm in learning especially when they discussed in the class. When they were asked to work in groups, their enthusiasm increased and they paid attention when the researcher explained the material. According to Wright (1989), by using picture series can contribute to improving the students' interest and motivation in the teaching learning process. Students felt excited and enjoyed the writing activity.

The result of the post-test was better. The students had shown better performance in their writing tasks. Their spelling was getting better. They also managed to identify the verb tense and

verb correctly. The capitalization was also getting better. Then, they can easily develop their ideas. It is because the learning process using picture series focused to make it easier for students to compose and think about a sentence and arrange it into a paragraph, and there was also a revising process so that students could correct mistakes in writing. So, this result made a good significant progress in students' writing performance, it because the use of picture series after they taught.

In this research, all of the aspects were improved. The organization aspect improved the most, while the language use aspect improved the least. It happened because picture series inherently provide a visual chronology of events. This visual aid helped students organize their thoughts sequentially, making it easier for them to structure their recount text in a coherent and chronological manner. Before students even begin writing, the picture series is a planning tool. Students can create an idea or written outline of the key events they want to include in their experience by analyzing the visuals. When students had a plan, it contributed to a more organized and well-structured narrative. While in language use aspect, the problem was when students had visual aids such as a series of pictures, they may focus more on describing the events rather than using past tense as the language features. This can result in students forgetting that the language use in recount text is past tense, not present tense, so that the sentences they make do not match the language style.

It can be seen from the comparison between the students' the pre-test score and the post-test score. And, It concluded that there was a significant improvement in students writing achievement of recount text after they taught by using picture series.

IV.   CONCLUSION AND SUGGESTIONS
Conclusion

This research aims to determine whether there was a significant improvement in students writing recount text after being taught by using picture series in students' recount text writing achievement. Concerning the study, it was concluded that:

The use of Picture Series in teaching writing recount text positively affects students' ability to write recount text. It could be seen from the significant improvements of students' writing score in the pretest and post-test. It happened because picture series can stimulate the students' ideas; it helps them generate their ideas and write recount text well. Unlike before the treatment, the students had the problem of lacking ideas and vocabularies. It can be concluded that the implementation of Picture Series effective in improving students' achievement in writing recount text, as it serves as a helpful media for students to write more conceptually and structuredly.

Suggestions

Based on conclusion that have been presented, the researcher proposes several suggestions that could be considered in finding of the research, the researcher would like to recommend some suggestions as follows:

1. Suggestion for English Teacher

a. Since picture series can improve students' achievement in writing ability, the English teachers should apply it in writing class to develop their ideas to write. By using picture in this case students' photo, their memory will appear about what to write, making it easier and more effective in the learning process.

b. The teacher should be more creative and modify the media, strategy, method, and other ways that are suitable for the material. Finding an interesting topic is required to build an interaction with students.

c. Teachers should give students writing tests or assessments more often because they rarely get to writing assessments, so at first, they think they would be bored. But after using picture series as media, writing becomes one of the media that attracts students to learn to write and makes it easier for students to develop ideas.

2. Suggestion for Future Researcher

a. In this research, the researcher only focused on increasing students' recount text writing ability. The researcher suggests other researchers to find out the effect of picture series for improving other skills such as reading, listening and speaking

b. In this research, recount text was used as a measurement tool to assess how much Picture Series improved students' writing ability. The future researcher can also try to find out other types of text beside recount text, such as procedure text, narrative text, and news item text.

c. In this research, the researcher also found the difficulties in managing the time in class. The future research can also estimate the pictures and explanation with the time in class.

REFERENCES

Brown, H. D. (2001). *Teaching by Principles: an Interactive Approach to Language Pedagogy*. New York: A Pearson Education Company.

Harmer, J. (2004). *How to teach writing*. New York: Longman.

Raimes, A. (1983). *Technique in Teaching Writing.* (London: Oxford American English Publishing).

Richard, C. Jack and Renandya, A. Willy. (2002). *Methodology in Language Teaching*. USA: Cambridge University Press.

Tchudi, N.S., Yates, J. (1983). *Teaching Writing in The Content Areas: Senior High School.* Washington, D. C: National Education Association.

Wright, A. (1989). *Pictures for Language Learning*. Cambridge: Cambridge University Press.

Yunus, N. A. (1981). *Preparing and Using Aids for English Language Teaching.* Kuala Lumpur: Oxford University Press.