IMPROVING STUDENTS' WRITING IN RECOUNT TEXT THROUGH SEQUENCE OF PICTURES AT THE SECOND GRADE OF MTSN 1 BANDARLAMPUNG

As'ad Rizki As-shidiqi, Patuan Raja, Ari Nurweni

asadkiki@gmail.com

Abstrak. Tujuan dari penelitian ini ialah untuk mengetahui peningkatan kemampuan menulis siswa dalam pembelajaran teks *recount* dengan menggunakan *sequence of pictures* dan mengetahui aspek kemampuan menulis siswa yang paling meningkat setelah mereka diajarkan menggunakan *sequence of pictures*. Penelitian ini ialah penelitian kuantitatif. Desain yang digunakan ialah satu kelompok *pretest posttest* karena kemampuan menulis siswa diukur dalam satu kelompok sebelum dan setelah perlakuan diberikan. Subjek penelitian ini ialah 30 siswa kelas VIII C MTsN 1 Bandar Lampung. Instrumen yang digunakan ialah tes menulis. Data dalam bentuk skor yang diambil dari *pretest* dan *posttest* dan dianalisis dengan menggunakan *Paired Sampel t-test*. *P*enelitian ini menemukan adanya peningkatan statistik kemampuan menulis siswa dalam pembelajaran teks *recount* dilihat dari skor *pretest* ke skor *posttest* (58,9 menjadi 70,8) setelah menggunakan *sequence of pictures*. Aspek penulisan yang paling meningkat ialah konten karena sifat *sequence of pictutres* memandu siswa untuk mengembangkan ide-ide. Hal Ini menunjukkan bahwa *sequence of pictures* memudahkan siswa untuk meningkatkan kemampuan menulis mereka secara keseluruhan.

Abstract. The aims of this study were to find out whether there was any improvement of the students' writing skill in recount text after they have been taught by using sequence of pictures and to investigate which aspects of the students' writing skill improved the most after they have been taught by using sequence of pictures. This research is a quantitative research. The design used was one group pretest posttest because the students' writing skill was measured in one group of participants before and after the treatments were administered. The subjects were 30 students of class VIIIC of MTsN 1 Bandar Lampung. The instrument was a writing test. The data were in form of scores taken from the pretest and posttest and were analyzed by using Paired Sampel t-test. The result showed there was a statistically improvement of students' writing skill in recount text viewed from the pretest score to the posttest score (58.9 to 70.8) after they have been taught by using sequence of pictures. The aspect of writing that improved the most was content. This is because the nature of sequence of pictures mainly guides the students to develop the ideas. It suggests that a sequence of pictures facilitates the students to improve their writing ability as a whole.

Keywords: sequence of pictures, recount text, writing.

INTRODUCTION

Writing is one of the skills that should be mastered by the English learners in studying English beside listening, speaking, and reading. It is complicated skill that needs processes because many aspects should be considered. Brown (2001: 335) states that written products are the result of thinking, drafting, and revising that required specialized skills on how to generate ideas, organize them coherently, use 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.

In order to make a good writing, the students must pay attention to many aspects to make a good piece of writing. Some aspects are grammatical rules, vocabulary mastery, and motivation to write. Based on the researcher's experience in Teacher Training Practice (PPL) in MAN 1 Tanggamus and pre-observation in MTsN 1 Bandar Lampung, most of the students' problems in writing are due to some factors. Those are using inappropriate words, using ungrammatical sentences, having lack of practice and difficulties to express their ideas but the main problem is motivation.

Based on the explanation above, the researcher uses the sequence of pictures as a technique in teaching writing recount text. Cahyono (2009: 35) has stated that by using picture sets, students will become more interested and will enjoy the teaching-learning process; the topic pictures lead students to focus directly on words or texts. The use of picture sequences is suggested as one alternative way to improve the students' capability in writing especially in writing recount text. Lutfiyah (2009) states that the use of pictures in the classroom provides a stimulating focus for the students' interest because everybody likes to look at pictures. Sequence of pictures can improve students' motivation in learning writing. In addition, Yunus (1981: 49) states that sequence of pictures is a number of related composite pictures linked to form a series sequences. Its main function is to tell the sequence of story or event. Because sequence of pictures contains a story or a sequence of events, they can help students to develop their ideas. By using sequence of pictures, the students can produce a coherent and well organized writing because sequence of pictures gives the students a chance to think critically and interpret events in the picture and write their ideas. Besides, sequence of pictures can build students motivation; the students like to see pictures.

Prakash (2007) explained that motivation is the heart of significant age level. When the students have high motivation, they learn things without taking much time, but when it is low, they take longer time to learn the writing skill aspects and they are exposed to make many errors in learning the material. It means that motivation will enable the students to solve the problems. The students who have high motivation will be more active in writing. They will adjust themselves to the learning condition with the teacher's guidance. And at least, the students will be interested in writing. Student's writing motivation has correlation with the students' writing skill. It can be assumed that the higher the students' motivation,

the better the students' writing skill; the lower the students' motivation, the worse the students' writing skill.

Based on the explanation above, it can be inferred that by using sequence of pictures, the students will have imagination about pictures they see. It helped them to produce a text; write the supporting sentences to make the main sentence clearer. It also makes the text be coherent and be unity.

METHODS

This research was a quantitative study. The design was one group pretest and posttest design (T1 X T2). The formula of the design is proposed by Hatch and Farhady (1982: 20). The population of this research was the second-grade students in the second semester of MTSN 1 Bandar Lampung in academic year of 2018/2019 and the sample of this research was class VIIIC consisting of 30 students. The activities were started from administering pretest, treatments, and posttest.

The instruments used for this research were pretest and posttest. The pretest was given in the beginning of meeting before students' get the treatments, while the students would get the posttest after students got the treatment. In analyzing the data, the researcher used paired sample T-test to prove the hypothesis and ANOVA to find the significant difference between one aspect of writing and the others.

According to Hatch and Farhady (1982: 281) there are two basic types of validity; content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity are analyzed. The test has content validity because the researcher makes this test based on the course objectives in syllabus of the second grade students at MTsN 1 Bandar Lampung. The type of the text is recount text. The topic is the representative of writing materials of curriculum 2013. Five aspects of writing were things would be measured by the researcher since this research focused on writing. So, it can be said that the test had been covered with the construct validity. It can be said that the instrument of this research was valid because it had construct and content validity.

Hatch and Farhady (1982:243) establish that the reliability of a test could be defined as the extent to which a test produces consistent result when it administered under similar conditions. In order to ensure the reliability of scores and to avoid the subjectivity of the research, the researcher used inter-rater reliability. The first rater was the researcher and the second rater was an English teacher in the school. They used scoring criteria devised from Jacobs et al (1981: 90). The result of reliability score of the pretest was 0.96 (very high reliability) and the posttest was 0.98 (very high reliability).

RESULTS AND DISCUSSION

Results

After conducting the research, the researcher gathered the result of the pretest and the posttest as follows:

Table 1. Distribution of Students' Score of Pretest and Posttest

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	posttest	70.8000	30	6.74869	1.23214
	pretest	58.9167	30	6.31102	1.15223

From table 1, it shows that the mean score of the pretest is 58.9 and the posttest is 70.8. It can be concluded that there is an improvement between students' pretest and posttest. The improvement of the mean score of the pretest and posttest is 11.83.

Besides, it can be seen that sequence of pictures can improve the students' writing in recount text in each aspect of writing. The improvement of each aspect is presented in the following table:

Table 2. The Improvement of Students' Achievement in Writing Recount Text

Aspects of Writing	Percentage	Mean Score of Pretest	Mean Score of Posttest	Gain	The Improvement
Content	30%	15.83	19.15	3.31	28%
Organization	20%	13.48	16.01	2.53	21.38%
Vocabulary	20%	13.36	15.75	2.38	20.11%
Language Use	25%	13.66	16.83	3.16	26.71%
Mechanic	5%	2.6	3.05	0.45	3.80%
Total	100%	58.91	70.8	11.83	100%

As mentioned earlier, the five aspects of writing increased and there was a difference between one aspect and the others numerically, so the researcher used ANOVA test to find out if there are significant differences among all the aspects of writing statistically. It can be seen in the following table:

Table 3. ANOVA Test of the Aspects of Writing Recount Text

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	157.323	4	39.331	14.571	.000
Within Groups	391.392	145	2.699		
Total	548.715	149			

The criteria are:
H1: If significance (sig) < 0.05, so the groups do not have equal mean.

Table 4.5 shows that the value of tailed significance was 0.000 or (p<0.05). It means that H1 is accepted; it can be revealed that the mean of the aspects of writing in recount text is unequal.
The researcher administered the hypothesis of this research to find out whether it is accepted or not. The researcher used Paired Sample T-Test to test the hypotheses and this was the result of the test.

Table 3. Hypothesis Testing

Paired Samples Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 posttest – pretest	1.18833E1	6.66266	1.21643	9.39545	14.37121	9.769	29	.000

The table shows that the results of the computation of the value of two tailed significance is 0.000. It means that H1 is accepted and H0 is rejected since 0.00<0.05. It proves that there is improvement on students' writing achievement from pretest to posttest after being taught by sequence of pictures for writing recount text. Then, if the t-value (9.769) compared with t-table (2.042), it can be seen that the students' writing improves since t-value > t-table. It can be concluded that there is an improvement of students' writing in recount text through sequence of pictures for the second grade students of MTsN 1 Bandar Lampung.

Discussion

The results of the research showed that the students' writing achievement improved after being taught by sequence of pictures at the second grade of MTsN 1 Bandar Lampung. From the results presented before, it can be seen that the score of the students' posttest was higher than the score of pretest. This can be seen from the mean score of the pretest was 58.9 that improved to 70.8 in the posttest.

In this research, there was only one class used as the sample of the research. The research was begun by conducting the pretest. The aim of the pretest is to see how far the ability of the students in writing recount text. In the pretest, the researcher found out many students did not have a good idea or content to produce a good text. It can be seen from the students' work, they had limitation in developing the idea. It also still found the problem in the organization that the students were confused to organize their paragraph coherently. The students who did not know

some words in English, they would look up in the dictionary. As the result, it made them not use the proper word in sentences. From the language use aspect, some students still used present tense. In fact, they should write in past tense form because recount text tells about past experiences. They also made many mistakes in mechanic aspect like not using comma correctly, omitting the full stop at the end of the sentence and using capital letter at the beginning of words or after full stop.

After being taught by sequence of pictures, the students could improve their writing and the aspects of writing on the result of posttest. The most improvement aspect of writing is content. The gain score of content aspect was 28%. It increased because sequence of pictures helps the students to generate ideas about what they are going to write as the students are sometimes confused about what they will write firstly. Sequence of pictures provides information of which one comes first and which comes next. In aspect of mechanic, the students made a little improvement among other aspects because the sequence of pictures focused on the content and did not discuss the mechanic specifically. The gain of the mechanic aspect was only 3.80%. Sequence of pictures is effective in teaching writing recount text, but it needs much time to apply it. The teacher should prepare the learning tools such as laptop and LCD projector before starting the lesson. Besides, the students have different comprehensions when they analyze the pictures.

There are several previous studies about the use of sequence of pictures in teaching writing. The first study is conducted by Ramadhani (2017). The population of this research was the third year students of SMPN 23 Bandar Lampung in the academic year at 2017/2018. The finding of her study concluded that picture sequence technique can be applied in teaching a procedure text writing to improve students' ability. It can be seen from the mean score that improved from 59.77 to 72.63. The implementation of picture sequence also could improve students' ability in procedure text writing, especially in aspect of organization. It is because the use of picture sequence in the materials and writing practice could generate the students' ideas.

The second previous study is conducted by Gunawan (2013), The research was conducted at SMP Negeri 2 Adiluwih-Pringsewu at the second grade in the academic year 2012 - 2013. This Classroom Action Research was conducted in two cycles, each cycle consisted of: planning, action, observation and reflection. The result showed that there was an improvement of students' narrative paragraph writing by using sequence of pictures. It can be seen from the mean score that improved from 60 to 87.

The third previous study is conducted by Prasetianingtias (2008), the objective of the research is to find out the effectiveness of using picture sequence technique in writing procedure text of the first year students of SMA N 15 Bandar Lampung. Based on the results of the research, it can be concluded that applying sequence of pictures was successful in increasing student's writing ability. It can be seen from the mean of pretest was 42.03 and the mean of posttest was 68.11. It means that the increase of the students' score was 26.08.

There are differences between this research and the previous studies. The first is the other studies do not add the guiding sentence below the first picture which was given in the second treatment. The second is in the procedure of teaching learning process. In this research, the researcher used pre writing, writing, and revising, while another research used classroom action research which was divided into two cycles.

According to the findings of the previous studies above and this research, the students gained improvement after the implementation of sequence of pictures for their writing scores. Interestingly, the improvement of students' scores did not only happen in recount text, but also in another type of text as it had been tested by the previous researcher. In addition, it can be concluded that the implementation of sequence of pictures can improve student's writing in recount text especially in terms of content and also other English skill.

CONCLUSION AND.SUGGESTIONS

Conclusion

After the researcher conducted the research at the second grade students of MTsN 1 Bandar Lampung, and analyzed the data, it could be concluded that the implementation of sequence of pictures was effective to improve the students' writing skills. It could be seen from the improvements of students' writing score in the pre-test and post-test. The mean score improved from 58.9 to 70.8. The mean is below the minimum standard of English lesson in the school which is 73. Sequence of pictures also improved the students' skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanic by seeing the analysis of the students' works in the posttest in each aspect. The most improvement aspect of writing is content because sequence of pictures helps the students to generate ideas about what they are going to write as the students are sometimes confused about what they will write firstly. Sequence of pictures provides information of which one comes first and which comes next. The implementation of sequence of pictures could improve students' ability in recount text writing. It is because the use of sequence of pictures could generate students' ideas into chronological order. Sequence of pictures combines between pictures and the stories. Every picture tells a story. Using a picture will help the students to illustrate it in a story. In addition, sequence of pictures could make the students interested in the teaching learning process. It is because the pictures were colorful. Thus, the students loved it. It implies that sequence of pictures increased students' enthusiasm in the teaching and learning process of writing.

Suggestions

This research has implication that the English teachers are offered to use sequence of pictures since it improves the students' writing achievement. Nonetheless, the suggestions for English teachers are 1) considering the advantages of sequence of pictures, the researcher suggests that English teachers of the class apply sequence of pictures as an alternative way in teaching writing especially recount text. Sequence of pictures not only helps the students to improve students' writing in recount text but also increases the teachers' performance and the students'

participation in the classroom. 2) It needs much time to apply sequence of pictures in teaching writing because the teacher should prepare the learning tools such as laptop and LCD projector before starting the lesson. Therefore, the teacher should allocate the time efficiently.

Besides, the suggestions for the further researchers are 1) this study was conducted in a Junior High School level. Therefore, further researchers can try to find out the effect of using sequence of pictures in different level of school. 2) Obviously, the students' scores were still low in mechanics aspect. Thus, the further researcher is suggested to find out another strategy to improve students' writing particularly in terms of mechanics.

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