**THE IMPLEMENTATION OF PICTURE SERIES IN IMPROVING THE STUDENTS’ WRITING OF RECOUNT TEXT AT THE FIRST GRADE STUDENT OF SMAN 1 PESISIR TENGAH KRUI**

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***Abstrak.*** Penelitian ini bertujuan untuk meneliti apakah ada peningkatan pada kemampuan siswa dalam menulis setelah penerapan *picture series* sebagai media dalam pembelajaran menulis teks recount. Penelitian ini merupakan penelitian ekperimen. Subjek penelitian ini adalah 36 siswa dari kelas X IPS 3 di SMAN 1 Pesisir Tengah Krui. Tes menulis recount dilakukan sebagai alat dalam pengumpulan data. Tes tersebut diberikan untuk melihat sejauh mana peningkatan kemampuan siswa dalam menulis teks recount setelah diadakan perlakuan. Data yang diperoleh dianalisis menggunakan *paired sample t-test* dengan tingkat signifikan level p<0.05 menggunakan SPSS versi 16.0. Hasil menunjukkan bahwa ada peningkatan pada kemampuan siswa menulis. Hal ini menandakan bahwa *picture series* dapat di terapkan untuk meningkatkan keterampilan menulis siswa.

***Abstarct.*** The aim of this study was to find out whether there is an improvement of the students’ writing ability after the implementation of picture series as a media in teaching writing in recount text. This research was an experimental study. The subjects of this reasearch were 36 students of class X IPS 3 at SMAN 1 Pesisir Tengah Krui. The writing tests of recount were administered in collecting the data. The tests were given to see how far the improvement of the students’ recount text writing ability after the treatment. The data were analyzed by using paired sample t-test with the significant level p<0.05 through SPSS version 16.0. The result reveals that there is an improvement of the students’ writing ability. This suggests that teaching writing using picture series facilitates the students to improve their writing ability.

*Keywords: writing ability, recount text, picture series*

**INTRODUCTION**

As it is stated in basic competence of 2013 Curriculum for senior high school, the students must be able to communicate in oral and written text. Writing is one of the language skills that should be mastered in studying English besides listening, speaking and reading. Raimes (1983:76) states that writing is a skill in which we express the ideas, feelings and thought arranged in words, sentences and paragraphs using eyes, brain and hand. In addition, regarding to the English Curriculum 2013, writing in form of recount text is crucial to master by the first grade students.

However, this objective is very hard to achieve. Most of the students’ skills are far away from their learning target (Sukendar, 2012). It is supported by (Indah, 2018) that during Teachers Training Program (PPL) in SMPN 2 Negeri Agung, it was found that the students’ writing achievement was still low. This can be seen from the results of students’ writing that often consisted of some mistakes in vocabulary, grammar use, organization, mechanic, and also the ability of the students in expressing and developing their ideas. Furthermore, Yuniarsih (2008: 65), in her research at SMPN 1 Ambarawa found that many students could not express their idea smoothly in written form. Although they had been given a topic to write, they could not automatically start their writing assignment. In other words, although they had written several lines, they mostly found difficulties on how to continue their writing. These make the students frustrated and as the result, they tend to stop their writing. This is because they do not know specific technique that can guide them in developing their ideas and put them in written form. It is strengthened by Byrne 1988:4) who says that writing is difficult activity for most people, both in mother tongue and in foreign language. In short, it can be said that students’ capability in writing still need to be developed due to the mistakes they often made in writing, such as inappropriate language use, inability in generating ideas and organization.

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 (1981:49) describes picture series as numbers of linked pictures which form series of sequences in order to tell a sequence of events or a story. The researcher chose picture series to develop the students’ ability in writing recount text because it will help the students to produce a text; write their idea into sentences to make the coherence and the unity recount text, so the organization of the text will be improved. Harmer (2007:330) also states that pictures can provide stimulation for writing-habit activities. In another words, it can be said that picture can translate abstract ideas into more realistic forms. From those statements, it is obvious that pictures could be used as media to teach writing especially in helping the students to express the ideas in the written form.

To strengthen this research, the researcher provided some previous studies that are related to this research. Fathimbara (2017), who conducted a research at the second grade students of SMK 2 Mei Bandar Lampung to find out whether there is any significant increase or not of the students’ speaking achievement after being taught by using picture series. She found that there is a significant difference of the speaking achievements after being taught by using picture series as the media. Based on the result, the researcher tried to apply picture series as media in writing skill. Another previous research was also conducted by Sarinten (2010), saying that picture series as teaching media improves the students’ interest and motivation in writing narrative text. Similar research was conducted a research by Guttierrez, Puello, and Galvis (2015) at the ninth grades of Institucion Educativa Simon Araujo, Columbia to develop EFL narrative writing through picture series. It was found that there was improvement of students’ writing skill in narrative text by using picture series. From those previous studies that had been taken in SMP level, the researcher tried to conduct further research in senior high school.

In short, those previous studies also show that picture series is effective in improving students’ speaking ability, students’ vocabulary achievement, and students’ writing ability in narrative text. To justify the research question of this research, the researcher used those previous studies as turning point for a better research. This study focused on the students’ recount text writing ability taught by using picture series as a media of teaching writing in order to see the improvement of their writing achievement in recount text at the First Grade of Senior High School. The researcher assumed that picture series would help the students arrange their ideas coherently. By this means, the problems faced by the students when they do not know what they are going to write, would be solved since the questions made before writing flow coherently from the beginning to the end of writing process.

Considering the explanation above, this research was conducted to find out whether there is an improvement of the students’ writing in recount text after they learn writing through picture series and to find out whether there is aspect that improves the most after learning writing through picture series.

**METHOD**

This study was a quantitative research which used a one group pretest-posttest design. This one group pretest postest design involves a single group that pretest (T1), expose to a treatment (X), and posttest (T2). The writer compares between the score in pretest and post test to see whether the treatment has an intended effect or not on students’ writing ability.

The population of this research was the first grade of SMAN 1 Pesisir Tengah Krui. There are 11 classes of class X at SMAN 1 Pesisir Tengah Krui. 5 classes are social class and 6 classes for science class. The sample in this research was class X IPS 3 of SMAN 1 Pesisir Tengah Krui that consisted of 36 students.

The instrument for collecting data in this research was a writing test that focused on recount text in forms of pretest and posttest. The raters measured students’ writing by following scoring rubric by Jacobs (1981). There are five aspects to be tested: content, organization, vocabulary, language use and mechanic.

According to Hatch and Farhady (1982:250-251), a test can be said valid if the test measures the object to be measured and suitable with the criteria. There are two basic types of validity, they are content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity were analyzed. The test in this research was considered as valid in content validity since the test of writing constituted a representative sample of the language skill and structure and also the material was chosen based on 2013 English Curriculum and the objectives in the syllabus of the first grade students at SMAN 1 Pesisir Tengah Krui. This research administered a writing test and the researcher measured the result of students’ writing with the scoring criteria proposed by Jacobs et al (1981). The scoring rubric consists of five aspects of writing; they are content, organization, language use, vocabulary, and mechanic.

To ensure the reliability of the pre-test and post-test score and to avoid subjectivity of the writer, *inter-rater reliability* had beenevaluated. It was evaluated by two raters. In this research, the first rater was the writer herself and the second rater was the English teacher at school.

Before applying the treatment, the writer administered a pretest to find out the students’ writing ability in recount text. The treatments were applied in three meeting with different picture series in every meeting. After applying the treatments, the writer administered a posttest to find out whether picture series is effective or not on the students’ writing ability in recount text.

**RESULT AND DISCUSSION**

**Results**

After conducting the research, the researcher gathered the result of pretest and posttest. The posttest was administered on February 19th, 2019. The difference of mean score of students’ writing ability in pretest and posttest can be seen in table 4.1. as follows:

**Table 1. Students’ Pretest and Posttest Results**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pretest** | **Posttest** | **Gain** |
| **N** | 36 | 36 | - |
| **Mean** | 60.86 | 71.81 | 10.95 |
| **Minimum** | 49.00 | 63.00 | - |
| **Maximum** | 72.00 | 85.00 | - |

From Table 1, it can be seen that the students mean score for the pretest is 60.86 and 71.81 for the posttest. The result indicates that there is an improvement on the students’ writing ability after the implementation of *picture series*. To be more concrete, the highest score of the pretest is 72.00 and that of posttest is 85.00. The lowest score also improves from 49.00 to 63.00.

In details, the results of the students’ pretest and postest are shown in Table 2:

**Table 2. Frequency Distribution of Students’ Writing Score of Pre-test and**

**Post-test**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Score of pretest | Fi-Pretest | Percentage | Score of posttest | Fi-Posttest | Percentage |
| 1 | 49-52 | 1 | 2.9% | 63-66 | 6 | 16.6% |
| 2 | 53-56 | 3 | 8.3% | 67-70 | 11 | 30.5% |
| 3 | 57-60 | 13 | 36.1% | 71-74 | 8 | 22.2% |
| 4 | 61-64 | 13 | 36.1% | 75-78 | 7 | 19.4% |
| 5 | 65-68 | 3 | 8.3% | 79-82 | 1 | 2.9% |
| 6 | 69-72 | 3 | 8.3% | 83-86 | 3 | 8.3% |
|  | Total | 36 | 100% | Total | 36 | 100% |

It can be seen in Table 2. that students’ pretest scores are so varied. The number of student who get the score between 49-52 is 1 student (2.9%). There are 3 students (8.3%) who get the score between 53-56, 13 students (36.1%) who get the score between 57-60, 13 students (36.1%) who get the score between 61-64, 3 students (8.3%) who get the score between 65-68 and 3 students (8.3%) who get the score between 69-72. The table above indicates that the mean score of the pretest is 60.86.

Meanwhile in the post test, there are 6 students (16.6%) who get the score between 63-66, 11 students (30.5%) who get the score between 67-70, 8 students (19.4%) who get the score between 71-74, 7 students (19.4%) who get the score between 75-78, 1 student (2.9%) who get the score between 79-82 and 3 students (8.3%) who get the score between 83-86. From the table above, it can be seen that the mean score of the posttest is 71.81.

It can be concluded that the students’ writing increased after they learn writing through picture series. The increase of the mean score of the pretest and the posttest is 10.95.

**Table 3. T-Test Result of The Hypothesis Analysis**

| **Paired Samples Test** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Paired Differences | | | | | t | df | Sig. (1-tailed) |
|  |  | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | |
|  |  | Lower | Upper |
| Pair 1 | posttest - pretest | 11.028 | 3.416 | .569 | 9.872 | 12.184 | 19.368 | 35 | .000 |

Alternative hypothesis is accepted if t-value> t-table with the level of significance at <0.05. From the data in Table 4.3., it can be seen that 19.368 > 2.030 and 0.00 < 0.05. Therefore, for the hypothesis, the alternative hypothesis is accepted. It means that there is an improvement of students’ writing of recount text after the implementation of picture series in teaching writing for the first grade of SMAN 1 Pesisir Tengah Krui.

The researcher scored the students’ writing based on the writing aspect and the scoring criteria adopted from Jacobs (1981). The differences of students’ achievements are presented as follows:

**Table 4. The Increase of Students’ Writing in Each Aspect of Writing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aspects of writing** | **Mean score of the pretest** | **Mean score of the posttest** | **Gain** | **Percentage** |
| Content | 17.00 | 21.21 | 4.21 | 14.03% |
| Organization | 14.18 | 16.76 | 2.58 | 12.9 % |
| Vocabulary | 13.33 | 14.76 | 1.43 | 7.15% |
| Language Use | 13.54 | 15.69 | 2.15 | 8.6% |
| Mechanic | 2.81 | 3.39 | 0.58 | 11.6% |
| **Total** | **60.86** | **71.81** | **10.95** | **54.28%** |

Based on table 4. it can be seen that there is an improvement in all aspects of writing after the implementation of picture series in teaching recount text for three times where the highest improvement is on the aspect of content. The other aspects that improved after the content aspect were organization, and then mechanic, language use, and the last was vocabulary.

Finally, according to the results above, it can be concluded that picture series increased the students’ writing of recount text. In other words, the result of this study proved that picture series gave improvement to the students’ writing especially in terms of content.

**DISCUSSION**

From the results of pre-test, the researcher found out the ability of the students. They were still lack of knowledge of writing aspects. For instance, it was difficult for the students to generate the ideas well. It was found that the students still made simple mistakes in using grammar. In addition, the students could not find some proper words in English even they have looked up to dictionary. From the organization aspect, the students were confused to organize the paragraph coherently. Besides, they also made mistakes for the mechanic aspect, such as omitting the use of full stop and comma and also made a mistakes in capitalization. Generally, the students did not know how to compose a good text in pretest; they tend to write what came to their mind. Therefore, the observer conducted treatments and gave them material that was relevant to students’ capacities.

After being taught by using picture series, students could improve their writing and improve aspects of writing on the result of the posttest. The highest improvement can be seen on content aspect. It was because during the treatments students were provided some pictures series. It helped the students to build up their imaginative powers by looking at the events or activities presented in a picture. The students were able to get involved actively in the process of writing in stimulating their ideas, generating their ideas and associating the picture with their real life. It is supported by Heaton (1991: 142) who mentions that the use of pictures is an excellent device for providing both purpose and content for writing. A picture or series of pictures not only provides the students with the basic material for their composition but stimulates their imaginative powers. Meanwhile, vocabulary aspect has the lowest improvement. It was because during the research, the students were still confused in choosing a proper word even they looked up in a dictionary.

The finding was also supported by the previous study about the implementation of picture series in teaching writing. The first study was conducted by Setyawan (2015), in his research, the finding revealed that picture series was effective for teaching analytical exposition text. The component of writing which improved best was support for position which contains arguments. The arguments of students were better after getting the treatment because picture series with colors contributed significantly to the visual appeal to argue and moved readers emotionally and imaginatively. The lowest improvement was on grammar because learning grammar was considered tricky. It needs time not just the theories or particular aids since in mastering it needs practicing regularly in the daily activity.

In contrast with this, some other studies found that content was not the aspect improved the most. According to Muhibbudin (2016), organization was the aspect of writing with the highest improvement. It was because picture series helped the students in organizing their writing by looking at the sequences on each scene of pictures in series. The last study was done by Guttierrez et al (2015). In their research, the finding showed that there was improvement of students’ writing skill in narrative text by using picture series. Spelling, logical sequence and ideas exposure were the components of narrative writing criteria that obtained the highest significant growth, while vocabulary and grammar had the lower evidence of increase.

With regard to the findings of the previous studies above and in this research, the students gained improvement after the implementation of picture series in their writing scores. Interestingly, the improvement of students’ scores happened in other types of text as it had been tested in the previous studies. In fact, picture series not only able to improve the students’ writing achievement, but also the students’ achievement in every single aspect of writing. In another word, the aspects are content, organization, vocabulary, language use, and mechanic in this study improved.

**CONCLUSIONS AND SUGGESTIONS**

**Conclusions**

In relation to results of the study, it is concluded that: (1) The implementation of picture series can improve the students’ writing in a recount text. It happened because picture series can stimulate the students’ ideas, it helps them to generate their ideas and write a recount text well. It means that there is an improvement of the students’ writing in recount text after they learn writing through picture series. Therefore, the first hypothesis is accepted. (2) After the students learn writing through the implementation of picture series the aspects of writing improved. The highest aspect that improves the most is on the content aspect. Picture series works in provoking the imagination, so, it helps the students to build up their imaginative powers. Because by looking at the activities or events presented in a picture, the students can stimulate their ideas and associate the picture with their real life, so that they can produce a good piece of writing.

**Suggestions**

In reference with the conclusions, the writer gives some suggestions: (1) Since picture series can improve students’ recount text writing ability, the english teacher should apply it in writing class to develop their ideas to write. (2) Since, the vocabulary aspect has the lowest improvement, so, the researcher suggests the English teacher to add more activities in improving the students’ vocabulary. (3) In this research, the researcher only focused on the increase of students’ recount text writing ability. The researcher suggests other researcher to find out the effect of picture series for improving other skills such as reading, listening and speaking. (4) Further researcher also can try to find out other types of texts besides recount text, for example: procedure text, hortatory and news item text. (5) The researcher suggests the other researchers to implement a picture series in different level and in language elements.

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