THE EFFECTIVENESS OF PICTURE SERIES IN TEACHING WRITING RECOUNT TEXT

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Abstract : The purpose of this research is to know whether using picture series is effective in teaching writing recount text. The writer conducted the study at the tenth years students of SMA Negeri 1 Remboken at the 2022/2023 year of academic. The research design used was an experimental design with a quantitative approach, Pre-test, treatment, and post-test procedures were used in this pre-experimental study. A test (pre-test and post-test) with a writing exercise connected to retelling about a holiday was the instrument utilized in this study. The participants in this study were the students of SMA Negeri 1 Remboken. 28 students from class X A served as the research samples. The findings results show that The pre-test mean score was 63.21, and the post-test mean score was 92.75. The mean score on the post-test was higher than it was on the pre-test. The results of the investigation showed that the difference between the 14.500 in Tcount and the 2.052 in Ttable was significant at 5%. This outcome served as proof that the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. Therefore, using image series significantly improved the tenth-year students' recount narrative writing at SMA Negeri 1 Remboken.

Keywords : *Picture series, Teaching writing, Recount text*

INTRODUCTION

The ability to write effectively is of great significance in developing one's English language proficiency. It is a skill that must be honed by those who aspire to articulate their knowledge, experiences, and ideas through the written medium. According to Liando, Tatipang, and Lengkoan (2022), writing is considered one of the four fundamental language skills that pose the greatest challenges in terms of acquisition (Maru, et al, 2022). In the English language, one must possess the ability to effectively organize and generate ideas, as well as proficiently transform those ideas into coherent and readable written writing. According to Liando et al (2020) that with writing enable the students can indicated their experiences, feelings and ideas. Writing is one of most important parts in language learning to involve the use of words in sentences or in paragraph (Pabur & Liando, 2018). While the acquisition of writing skills can be challenging, it is undeniably necessary for the process of acquiring a second language.

Brown (2000:5) states, "Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable member of a given community to communicate intelligibly with one another." Language can be categorized into four distinct categories. This academic discourse encompasses the four fundamental language skills: reading, speaking, listening, and writing. The skills of listening and reading can be categorized as receptive skills. The classification of productivity skills now encompasses both oral communication and written expression. The act of writing has greater challenges as a productive talent compared to speaking. Speaking and writing are two distinct forms of communication that utilize language as a means of expression.

However, Knapp and Watkins (2005:15) argue that these two modes of communication possess subtle differences.

The instruction of writing plays a pivotal role in fostering the acquisition of writing skills. According to Williams (2003:119), the objective of teaching writing is to foster students' comprehension of writing as a communal endeavor, wherein their written compositions are intended for consumption by others. The act of instructing writing, regardless of whether it is in a second language or a first language, presents inherent difficulties. In the study conducted by Saleh, Pelenkahu, and Muntuuntu (2022), it was found that a common issue among students is the absence of motivation to develop proficient writing practices. The process necessitates a systematic methodology in which students acquire the skills to generate ideas through personal experiences, construct an outline, establish a distinct central concept, organize sentences into coherent paragraphs, establish connections between paragraphs to ensure textual coherence, and ultimately revise and polish their writing until its final iteration.

Unfortunately, the instruction of writing in the Indonesian language continues to pose a significant challenge for contemporary students'. Among the four skills, writing is regarded as one of the most difficult language skills to be acquired and taught (Klimova, 2014). The pedagogical strategy utilized by educators in the instruction of writing significantly impacts the development of students' writing skills. Educators who exclusively prioritize superficial aspects of writing fail to recognize the significance of cultivating students' authentic enthusiasm for the craft. As a result, a considerable number of students demonstrate a dearth of excitement when it comes to the act of writing. In order to tackle this issue, educators require efficacious methodologies and instructional resources

that can support the acquisition of English writing skills. Yamin & Syahrir (2020) said that the aims of the Merdeka Curriculum actualize the concept of innovative and creative critical thinking, followed by the ability to collaborate and communicate In accordance with the Merdeka curriculum, the acquisition of good text writing skills is deemed indispensable for tenth-grade students' enrolled in senior high school. Therefore, it is imperative for students to possess the ability to generate written compositions derived from narrative textual resources.

Based on the researcher's experience, during the implementation of the Practice Program (PPL) in a study conducted with tenth grade students at SMA Negeri 1 Remboken, it was observed that the instructor expressed the challenging nature of teaching writing. Upon recalculating the text, it becomes evident that the writing skills of pupils were deemed unsatisfactory. This assessment is attributed to several problems, namely deficiencies in grammar, insufficient vocabulary, and the presence of monotonous and arduous writing styles. Furthermore, it is noteworthy that the researcher has also made an observation on the English teacher's motivation, which appears to be poor, leading to a lack of interest in completing their assigned tasks following the act of writing. In addition to the aforementioned rationale, students commonly experience fatigue with regard to the instructional material employed in the facilitation of the writing process. Based on the aforementioned elucidation, the researcher arrives at the conclusion that students necessitate efficacious media in order to acquire writing skills.

Educators commonly utilize various forms of media as instructional aids in order to support students in attaining their educational objectives. Learning media is very influential in teaching and learning activities, especially in improving students' learning abilities and interests. Media plays an important role as a tool to create

better and more effective learning situations Halim (2020). The media assumes a vital role in facilitating the teaching and learning process within the confines of the classroom. According to Brown (2001:257), the utilization of instructional media throughout educational endeavors has a substantial influence on the efficacy of learning results. In this specific study, the researchers employed a set of visuals as a means to enhance the acquisition of writing skills. These images were chosen for their ability to provide sequential depictions that aid students in their writing endeavors. The incorporation of sequential visual imagery supports pupils in directing their attention and deriving inspiration from the visual stimuli. The primary objective of the researcher is to investigate the various messages that might be conveyed through these visual representations and provide guidance to students in effectively expressing these messages within their written works. Images possess the ability to foster creativity among pupils of diverse linguistic backgrounds, while also functioning as potent instruments for elucidating intricate subjects or matters. According to Ramli (2013), writing refers to the ability of students to organize ideas across paragraphs and establish connections between them in a manner that is both cohesive and coherent, resulting in a logical and comprehensible piece of writing. This observation suggests that the process of writing encompasses both the act of writing itself and the ultimate result it produces.

The study's goal is to determine the effectiveness of employing image series to students' writing recount text at the tenth grade students of SMA Negeri 1 Remboken based on the research questions. The proficiency in written expression holds considerable significance in our daily lives, embracing diverse facets of interpersonal connection. Language has multiple functions, including the transmission of information, the

facilitation of negotiation, the act of persuasion, the expression of emotions, and the dissemination of knowledge to others.

RESEARCH METHOD

The present study employed a quantitative research methodology, characterized by the collection of numerical data and subsequent analysis utilizing mathematical techniques, with a special emphasis on statistical methodologies (Miles, Huberman & Saldana, 2014). In this reseaech the usage of picture series in teaching recount texts as independent variable and The success of a student in creating recount text serves as the dependent variable.

Furthermore, according to Scott and Usher (2011), quantitative research use clearly delineated categories. The utilization of experimental design, a quantitative research method, is employed to assess the effectiveness of including image series in targeted writing courses as a novel strategy for teaching recount narratives. This approach regards the data as extensional. The researcher utilized a pre-experimental design known as a one-group, pre-test, and post-test design. According to Sugiyono (2011), the one-group pretest-posttest design was identified as the most accurate form of pre-experimental design. The study compared pretest-posttest designs in one group to a group that received therapy both before and after the intervention.

Table 1. Pre-Test and Post-Test design

Pre test	Treatment	Post Test
Y1	X	Y2

All of the students enrolled in grade ten at SMA Negeri 1 Remboken for the academic year 2022–2023 made up the population for this study.

Table 2. Total of the Students in the Tenth Grade

NO	CLASS	TOTAL MEMBERS
1	X A	28

2	X B	30
3	X C	29
4	X D	31
Total		118

Purposive sampling was employed by the researcher in this study. There are no underlying theories or a set minimum number of participants needed for this nonrandom technique. As a result, the researcher chose class X A (28 students) as the sample.

Table 3. Sample of the Research

Class	Male	Female
X A	15	13
Total	28	

There were two kinds of tests used in this research the pre test and post test. The researcher gave students pre test essay recount text with the topic "My Holiday at Beach". The text should consist of approximately 50 words and the time allocations were 45 minutes. And the researcher gave students post test writing recount text with picture series. The students must write the story based on picture series. The researcher gave students treatment with Power Point and the research explain about recount text. The researcher used SPSS version 22 to analysis the data.

The scoring system of the test is base on rubric criteria that taken from English text for tenth grade published by JP Books (2010) as follow:

Table 4. Scoring System

Aspect	Score	Performance Description
Content (C) 30%	4	The specifics relate to the issue, which is clear and fully developed.
	3	The details are almost related to the issue, despite the fact that the topic is entire and clear.
	2	The subject is comprehensive and straightforward, but the specifics have little to do with it.
	1	The details are unrelated to the issue and the topic is not made clear in the topic.
Organization (O) 20%	4	keeps the reader's attention on the subject, follows a logical structure, and conveys a sense of totality and completion.
	3	Shows a topic focus that is inconsistent, attempts to follow a pattern, and is not ineffective.
	2	Has little to no focus, no sign of an organizational structure, and is not in the wrong paragraph.
	1	Unrelated collection of facts or occurrences, no discernible structure, and no paragraphs or improperly formatted paragraphs
Grammar (G) 20%	4	extremely few grammatical or agreement errors.
	3	Several grammatical or agreement errors, although they have no bearing on the meaning.
	2	Multiple grammatical or agreement errors.
	1	a pattern of grammatical or agreement errors.
Vocabulary (V) 15%	4	Effective word and word form selection
	3	Occasionally words and word forms are misused without changing the meaning.
	2	limited vocabulary, strange word formations, and

			unintelligible
	1		extremely low vocabulary, word formations, and comprehension
Mechanic (M) 15%	4		It employs appropriate capitalization, punctuation, and spelling.
	3		It occasionally uses capitalization, punctuation, and spelling.
	2		It frequently makes mistakes with spelling, punctuation, and capitalization.
	1		The majority of it contains spelling, punctuation, and capitalization mistakes.

FINDINGS AND DISCUSSION

The research was conducted to find out how employing picture series affected the tenth-year students at SMA Negeri 1 Remboken when composing recount texts. As a result, the researcher discovered how well SMA Negeri 1 Remboken students wrote recount texts. This research, which was quantitative in nature, was categorized as pre-experimental research. The pre-test and post-test scores of the students were used to collect the research's data. A rater was required for both the pre- and post-tests to assign grades.

Before starting the study, the researcher gave the students a pre-test. Essay questions were used in the pre-test. The pre-test was conducted on May 10, 2023, and it began at 10.30 a.m. The test was completed in 60 minutes. The objective of the pre-test was to determine how well the first-year students could write recount texts. The following table shows how the researcher presented the students' writing recount text pre-test scores.

Table 5. The students' Results of Pre-Test and Post-Test

No	Students	Pre Test	Post Test
1	FNF	50	88
2	KJK	65	92
3	CCK	75	96
4	IFM	50	96
5	SRM	55	90
6	ET	60	95
7	CT	80	91
8	AP	60	92
9	MR	60	91
10	DR	60	95
11	VP	65	92
12	NM	75	91
13	MR	50	88
14	AR	60	95
15	SW	75	100
16	OT	65	95
17	SM	65	96
18	AW	65	96
19	AD	45	95
20	RW	60	88
21	RS	75	96
22	HJM	50	89
23	CM	75	91
24	JT	80	96
25	RS	60	88
26	JR	55	95
27	VL	80	94
28	DT	55	91
	Total	1770	2597
	Mean	63.21	92.75

Table above presents the outcomes of the pre-test conducted to assess the students' proficiency in composing recount texts. Based on the data presented in the table, it can be observed that the example class (X a) at SMA Negeri 1 Remboken consisted of a total of 28 students. Additionally, the cumulative score obtained by the students in the pre-test was recorded as 1770. The mean score of the pre-test was determined to be 63.21 by summing the total scores of the pre-test.

The findings score achieved by the students in the post-test amounted to 2597. The mean score of the post-test was judged

to be 92.75 based on the overall score of the post-test.

The researcher proceeded to analyze the paired sample test in order to ascertain the dissimilarities between the two assessments. The findings are presented in the subsequent table.

Table 6. Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test	63.21	28	10.293	1.945
Post-Test	92.75	28	3.284	.621

According to Table 6, the aggregate student count amounted to 28. Furthermore, the table presented data indicating that the average score before the intervention was 63.21, whereas the average score after the intervention was 92.75. The table displays a pre-test standard deviation of 10.293 and a post-test standard deviation of 3.284. Furthermore, the study revealed that the standard error of the mean for the post-test was 0.621, whereas for the pre-test it was 1.945. Based on the statistical analysis conducted by the researcher, it was observed that subsequent to the implementation of the intervention, there was a notable enhancement in the writing scores of the students, namely in the domain of recount texts. This finding suggests that the inclusion of picture series in recount narratives has had a discernible influence. The paired correlation test from the table then came next.:

Table 7. Paired Sample Correlations

	N	Correlation	Sig.
Pair 1 Pre-Test & Post-Test	28	.008	.967

According to the data presented in Table 4.4, it can be observed that out of the total of 28 students, the correlation

coefficient between the pre- and post-tests was found to be 0.008. Additionally, the sample significance was calculated to be 0.967.

Table 8. Table Paired Sample Text

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of The Difference		T	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pre-Test Post-Test	-29,536	10,779	2,037	-33.715	-25.536	14.500	27	.000

Based on Table 7, the analysis of the data using SPSS revealed that the paired sample T-test revealed paired differences that revealed the same variance.

If sig. (2-tailed) > 0.05 Ho is accepted and Ha is rejected.

If sig. (2-tailed) < 0.05 Ho is rejected and Ha is accepted

Furthermore, the table presented a threshold of significance of 0.000, indicating a value lower than the commonly accepted level of 0.05. Consequently, the alternative hypothesis (Ha) was deemed acceptable, but the null hypothesis (Ho) was deemed invalid. The utilization of image series in the composition of students' narrative texts for their tenth-year research papers at SMA Negeri 1 Remboken yielded significant outcomes.

Discussion

The present discourse aims to engage in a comprehensive analysis and examination of the topic at hand. The researcher conducted an evaluation of the pre-test, post-test, and final results of the hypothesis, utilizing data analytic techniques. Based on the pre-test data of the sample class, the aggregate score of the students was 1770, exhibiting a mean value of 63.21. In contrast, an analysis of the post-test data from the sample class revealed that the aggregate score of the

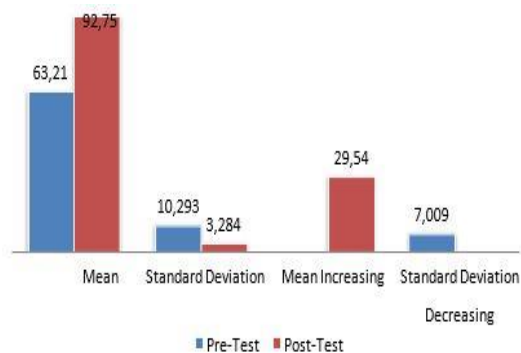students amounted to 2597, yielding a mean score of 92.75.

Figure 1. Comparison between pre-test and post-test.

The ultimate outcome demonstrated a mean score augmentation of 29.54. Furthermore, it is worth noting that the pre-test and post-test exhibited standard deviations of 10.293 and 3.284, correspondingly. The data indicates a reduction of 7.009 in the standard deviation of the test. The findings of this study indicate that the utilization of picture series had a discernible influence on the writing abilities of first-year students at SMA Negeri 1 Remboken when composing recount narratives.

The objective of this study is to investigate the potential impact of utilizing a sequence of photos on the composition of recount texts, with the aim of determining whether a statistically significant effect exists. The researcher employed SPSS software to conduct data analysis for this investigation. The analysis of the data yielded an analytical result indicating that the estimated value of T (t0) in the sample group was 14.500, but the tabulated value of T (tt) at a significance level of 5% was 2.052. The comparison of 14,500 and 2,052 indicates that the estimated value of T (t0) exceeded the corresponding value of T (tt) from the table. Additionally, it is evident that the observed p-value (two-tailed) in the sample class was 0.000, which is below the predetermined significance level of 5% (0.000 < 0.05). Consequently, the alternative hypothesis (Ha) was deemed

valid whereas the null hypothesis (H0) was deemed invalid. The utilization of image series is believed to have a significant influence on the writing proficiency of students in producing recount texts at SMA Negeri 1 Remboken.

The inclusion of graphic series in teaching writing has proven to be successful. Not only does it facilitate the ability of students to articulate their thoughts through the composition of imaginative recount texts, but it also engenders a heightened level of engagement, fostering a climate within the classroom that is favorable to learning and relaxation. The utilization of picture series as a teaching tool has been found to positively impact students' writing skills. The research findings indicate that the incorporation of picture series into language learning activities has a positive impact on students' writing skills. Furthermore, Joklova (2009:19) explains that photographs play a crucial role in providing contextual relevance and serving as distinct reference points or stimuli for students. It is noteworthy that the utilization of images is done in a purposeful and authentic manner, rather than only presenting them for students to verbally depict their visual content.

Furthermore, the use of picture series provides a multitude of advantages in the context of writing instruction. One notable benefit is its capacity to aid students in the process of generating ideas and collecting information for their written work. Moreover, picture series exhibit characteristics of simplicity, cost-effectiveness, and easy accessibility. This study highlights the several benefits associated with the utilization of picture series, such as the promotion of interest and motivation, enhancement of contextual comprehension of the language, and provision of distinct and noteworthy stimuli. According to Smaldino (2005:9), picture series offer several benefits as a visual instructional tool. These advantages include generating students' enthusiasm for

writing in English, fostering creativity, facilitating the expression of ideas, and increasing students' motivation to engage in writing activities.

The findings from the experimental class indicate that the utilization of picture series is a viable approach for enhancing writing proficiency in the genre of recount texts. The results presented in this study align with the conclusions reported in prior research undertaken by Koraag et al. (2019), Darmaini (2019), and Pratiwi (2017). The aforementioned research have brought attention to the efficacy of utilizing picture series as a pedagogical tool for instructing students in the composition of recount texts. This strategy has been found to be successful in facilitating idea generation among students, as well as fostering increased motivation and attention during the teaching and learning process. Furthermore, this study has effectively showcased the deployment of image series, as indicated by the observed improvement in average writing skill ratings among the student participants. Therefore, the utilization of image series as an alternative instructional medium in English language training, specifically for the development of writing skills, has advantageous outcomes. The students readily embrace the instructional materials presented by their teachers during classroom instruction, and their excitement for learning is enhanced by the utilization of visual aids such as image series.

CONCLUSION

The primary aim of this pre-experimental study was to investigate the potential impact of utilizing picture series during the instructional and learning process on students' proficiency in composing recount texts. The average score of each group increased. The mean score of the pre-test was evident to be 63.21. The findings of the study employing visual stimuli were unveiled, indicating that the average score on the post-test for the selected group of participants was 92.75. Stated otherwise, the average score of the post-test exhibited a higher value compared to the average score of the pre-test. The results of the pre-test and post-test conducted on students at SMA Negeri 1 Remboken, examining the impact of using pictures in the teaching and learning process, indicate an improvement in the students' ability to write recount texts. The incorporation of visual aids within the educational context facilitates the development of students' writing proficiency in a positive manner, yielding improved outcomes.

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