

**THE USE OF PICTURE SERIES TO INCREASE STUDENTS' RECOUNT  
TEXT WRITING ACHIEVEMENT**

**(Undergraduate Thesis )**

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## **ABSTRACT**

### **THE USE OF PICTURE SERIES TO INCREASE STUDENTS' RECOUNT TEXT WRITING ACHIEVEMENT**

**By**

**Shafa Khairunnisa**

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 hypothesis 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.*

**THE USE OF PICTURE SERIES TO INCREASE STUDENTS' RECOUNT  
TEXT WRITING ACHIEVEMENT**

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**ENGLISH EDUCATION STUDY PROGRAM DEPARTMENT OF  
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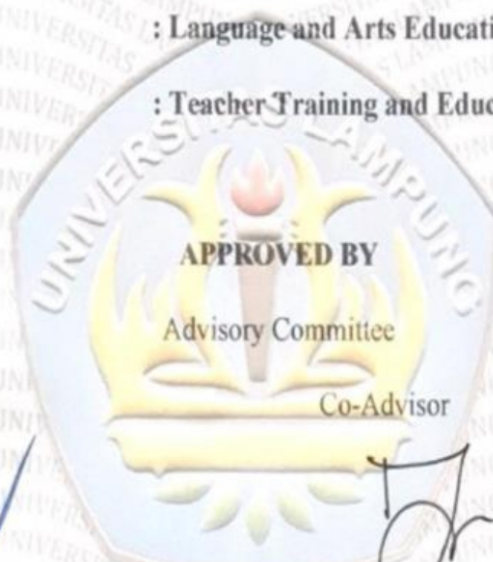
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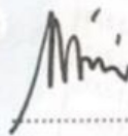
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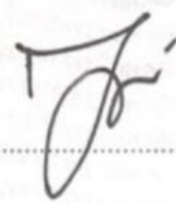
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Dengan ini menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Dari apa yang saya tahu, materi yang ditulis dalam skripsi ini tidak didapatkan dari karya orang lain, tetapi pada beberapa bagian tertentu memuat kutipan yang bersumber dari penulis lainnya yang saya jadikan sebagai acuan untuk menunjang penyelesaian karya ini. Jika pernyataan ini tidak benar adanya, sepenuhnya akan menjadi tanggung jawab saya nantinya.

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## **CURRICULUM VITAE**

Shafa Khairunnisa was born on October 30<sup>th</sup> 2001 in Pringsewu. She is the last child of Suradi S and (alm) Rusmiyati. She has two sisters, namely Priska Dewi Maharani and Erly Ria Wulandari.

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## **MOTTO**

“The best of people are those who are most beneficial to people.”

**(HR. Ahmad)**



## **DEDICATION**

The writer dedicates this script to:

Her beloved parents – Suradi S, (alm) Rusmiyati, and Desi Tapiaty

Her sisters - Priska Dewi Maharani and Erly Ria Wulandari

Her Almamater – University of Lampung

Her Friends in English Study Program

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## I. INTRODUCTION

This chapter provides an overview of the research's contents, including the background, research questions, objective, scope, and definition of key terms.

### 1.1 Background

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: 335), 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 (2002:303), 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. Raimes (1987) states that 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. A study was conducted by Riyanto in Ariningsih (2010:18), who found that most of the students' problems in writing were due to some factors: lack of vocabulary, lack of understanding of the English grammar, and lack of practice. Students should have good capabilities in writing in order to write appropriately. In making good

writing, five aspects should be considered when making a composition. Jacob (1981) states there are five writing aspects: content, organization, vocabulary, grammar, and mechanics. Those five aspects should be covered so that the readers can understand the information the writer shares effectively.

Teaching writing is a process as a base of writing ability. According to Williams (2003:119), teaching writing is a process to help students understand that writing is a social action and that their work is inherently intended for others to read. Monaghan (2007:4) states teaching writing would include writing strategies, defined as methods of imparting necessary knowledge of the conventions of written discourse and the basics of grammar and syntax through various pedagogical methods. Ultimately, teaching writing means guiding students toward achieving their highest potential in communicating in words.

Teaching writing is not easy for a second language, foreign language, or even first language. It should be noted that to get students used to writing and producing good results, teachers cannot show it up in a short period. 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. It is difficult to practice because the students must produce language by themselves as a productive skill (Harmer, 2007:265). Teaching writing strategies or media are used in the teaching writing process. Thus, the

teachers should have a good strategy or media to make it easy for the students to start learning writing in English. Based on the curriculum, for the eighth grade of junior high school, one basic competence is to have a good ability in writing recount text. The students must be able to write text based on the material in recount text.

Based on the investigation of 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 beach 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 message 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 (1981:49) 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.

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.

Based on previous research, Fitriani (2020) this result of research was the use of picture series also improve the students' skill in five aspects of writing namely, content, organization, vocabulary, grammar, and mechanic by seeing the analysis of the students' works in the pretest and the posttest in each aspect at the tenth grade of SMAN 10 Bandar Lampung. She found that the major problem that students faced was to get ideas and generate them into a piece of a good writing. Beside that, another problem was related to the interesting media especially to produce a coherent and understandable text. Because of those problems, students still cannot create a good recount text.

Another similar previous research by Desti Ariska (2019), she conducted the research titled *The Implementation of Picture Series in improving Students' Writing in Recount Text at The First Grade of SMAN 1 Pesisir Tengah Hui*. The result of the research showed that there is significant effect of using Picture Series on students ability in writing recount text.

Aida (2017) based on the data, by using picture series media the teacher can understand the correct method and evaluate the teaching learning process especially in writing. It means that the researcher found there was significant effect of the use of picture series as media at eight grade at SMPN 9 Tarakan.

Based on explanation above, some previous studies applied Picture Series to the eight grade of junior high school and vocational high school. Then, the previous studies that focus and recount text. For this reason above, the researcher conducted a research, titled **“The Use Of Picture Series To Increase Students' Recount**

**Text Writing Achievement.”** The researcher hopes by using Picture Series students will be easier to compose sentences when writing, so that problems in writing, will be solved.

### **1.2 Research Question**

Based on the background of the study, the problem of this study if formulated as follows: “Is there any significant improvement in students' writing recount texts after they are taught by using picture series?”

### **1.3 Uses**

The benefits of the research are as below:

#### a. Theoretically

The researcher expects that the result of the research useful information for the future for future research regarding and contribute contribute the theory that solves students' problem in writing achievements.

#### b. Practically

From this research expects that it can be used as a reference for English teachers or students in teaching or learning writing, provide specific procedures of how to improve students' writing achievement in writing using picture series, and can be used as reference for those who want to analyze students' problem in writing.

### **1.4 Objective**

Based on the research problem, the study is intended to find out the significant achievement in students' writing recount text after teaching using picture series.

### **1.5 Scope**

This research was a quantitative method. Quantitative is in term of collecting numerical data that analysed using mathematically based methods. It conducted in the eight grade of SMPN 1 Pringsewu. The subject of the research is one class that consist of 31 students. The scope of this study is teaching writing by using picture series. In teaching writing there are many kinds of text in English such as: narrative, descriptive, recount, news item, and many other. In term of teaching media, it is widely know that media can be divided into three kinds: visual, audio,

and audio visual. Therefore, in order to be more focused on teaching writing of using picture series toward students writing ability in recount text. This research, picture series was used as the technique and the material of the research was limited only to personal recount text covering content, organization, vocabulary, grammar, and mechanic. The basic theory of recount text referred to Siswanto (2005:202) while for picture series referred to Yunus (1981:49).

### **1.6 Definition of Key Term**

Definition of key term are important to be given in order to avoid misunderstanding. Referring to the topic discussed in the present study some terms used need to be defined. The title “The Use of Picture Series to Increase Students’ Recount Text Writing Achievement.”

The definition of key terms are as follow :

#### a. Writing

Writing is the term of ability which defined as skill or power. Concisely, writingability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed (Rupperd, 1999 : 2).

#### b. Teaching Writing

Teaching writing used to produce recount text correctly. It is by using generic structure and linguistic feature. According to Finnochiaro (1964: 129) teaching writing is to teach the students how to express the idea or imagination in written form. In order to be successful in writing, the material presented should be relevant to their needs, interest, capacities, and ages until they are able to make composition with view or even no error.

#### c. Recount Text

According to (Siswanto (2005: 202) recount text is a text that tells someone’s past experiences in a chronological order.

#### d. Picture Series

Picture Series is one of the media of communication that can show people, place and thing that are far from us. Pictures series are pictures, which show some actions or events in chronological order. They tend to range from four to eight

pictures. Picture series is also a kind of media which belongs to picture category (Yunus, 1981: 49).

e. Achievement

Travers (1970: 447) states that achievement is the result of what an individual has learned from some educational experiences.

Those all above are what this chapter discusses, including background, research question, objective, scope, and definition of key term, and uses.



## **II. LITERATURE REVIEW**

This chapter consists of some theorists who support this study. related to the topic from many sources, this chapter explains about previous studies, concepts of writing, aspects of writing, teaching writing, process of writing, recount text, definition of picture series, teaching writing using picture series, applying picture series in teaching writing recount text, the advantages and disadvantages of picture series in teaching writing, theoretical assumption, and hypotheses.

### **2.1 Concept of Writing**

Writing involves communicating a message with a sign or symbol on a page (Spratt et al, 2005: 26). It needs to make a series of words or sentences in the writing process to communicate in the writing language. Writing is a productive skill. It is one of the four language skills, reading, listening, speaking, and writing. According to Heaton (1989:135) writing skill is complex and sometimes difficult to teach. Writing focuses on how to produce language rather than receive. Therefore, writing has several steps to do. According to Oshima & Houge (1997:2), writing is progressive activity which is open with the result of thinking about what the writer is going to say. After finishing writing a text, the writer should read the draft and make corrections. So, writing is not a one-step action.

Writing covers other skills and it is the most difficult skill in language especially in English. Scott and Ytreberg (2010:63) state there are difficulties in writing in the foreign language. Writing needs some process of thinking. It means that students need to gather ideas to write and have a number to write a good story or text. Sparrt et al (2005:27) describe that the nature of writing has a number of stages such as brainstorming, making notes, planning, writing, drafting, editing, producing another draft, and proof-reading or editing again. Those stages can help the students in the writing process. In addition, Brown (2001:335) states

that the one major theme in pedagogical research on writing is the nature of the compassing process of writing. It's because before the writer transforms the information to the readers, they should arrange their idea into words and arrange it into good sequences, so the reader will understand easily. Barrton (2005:5) states that writing is a complicated components and often mysterious process although the writers may think of it as little more than arranging letters and words on a page, a few moments reflection reveal that it is much more than that. It means that writing is not only to write something about what the writers wants to tell but also writing is about how the writers can deliver information through right words in order to express their idea about something without missing or reducing the sense.

Besides that, in order for the readers to comprehend the writing, the writers must follow to certain writing elements. The elements of writing will help the writers create writing that is easy to grasp since it is produced through well-organized material, grammar, mechanics, and language. Referring to the statements above, it can be inferred that writing is writers' written expression of ideas, thoughts and feelings in order to communicate to readers so that they are able to understand the message or the information well by using the elements of writing such as content, grammar, vocabulary, organization and mechanics.

For most students, writing in English requires great effort. This is because in writing the mastery of sentence structure and the ability to choose appropriate words for the expression of the thoughts are required. According to O'Malley and Pierce (1996: 137-138) there are at least three purpose of writing that describes the kinds of students writing, those are:

#### 1. Informative Writing

Informative writing helps writers integrate new ideas and examine existing knowledge. So, writers can share knowledge and give information, directions, or ideas. Examples of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, and developing new ideas or relationships.

## 2. Expressive Recount Writing

Expressive or Recount Writing is a personal or imaginative expression in which the writer produces a story or essay. This type of writing is often used for entertainment, pleasure, discovery, poems, or short play.

## 3. Persuasive Writing

In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing includes evaluations of a book, movie, consumer product, or controversial issues. Since the purpose of teaching writing in school should be based on curriculum, the teachers should match their teaching purposes according to the syllabus of 2013 Kurikulum Tingkat Satuan Pendidikan for SMP and MTS.

There are four main categories of writing: expository, recount, narrative, and descriptive. Each of these writing styles has a particular use. More than one writing style may be present in a single work. According to Hughes (2003:140), there are five categories in the text. They include narrative, expository, argumentative, descriptive, and recount texts. According to Harmer (2003: 257), writing is one of the productive abilities and can take many different forms, including narrative, argumentative, and descriptive writing. While Fachrurrazy (1990: 38) lists the different forms of writing as follows:

### 1) Narrative text

Narrative describes "what happened." It narrates a tale. Novels, short stories, and biographies all contain this style of writing. Typically, time is related in the narrative.

### 2) Descriptive text

Descriptive text describes how something seems, feels, or sounds. It speaks of characteristics like size, form, color, sound, or taste. Space order occasionally comes after description.

### 3) Exposition text

Writing that explains something is called exposition. It frequently provides answers to the what, how, and why questions. Its objective is to present concepts in the most understandable way possible. It can be claimed that exposition

proceeds logically. This indicates that the paragraphs are structured such that the reader can follow the writer's thought process. The writer leads the reader from one thought to the next in a logical succession.

#### 4) Recount text

Recount to tell past events for the purpose of informing or entertaining. Events are usually arranged in a temporal sequence. It's usually found or presented in journals, diaries, personal letters, biography, travel report, police report, sport report, history, etc.

From the explanation above, it can be concluded that there are some types of writing that are taught in junior high school based on the English syllabus in curriculum 2013. In this research, the researcher teaches writing recount text because this text is suitable with the syllabus of the sample in this research. In fact, the students are not able to master the recount text, especially in the aspect of writing recount text. In consequence, this text is an appropriate teaching material and it will be understood by the students when it is using picture series as a technique and could be learned easily by the students.

## **2.2 Aspects of Writing**

Basically, there are some fundamental components in writing. They are content, organization, vocabulary, mechanics and grammar. Brown (2001) proposes six major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, syntax, vocabulary, and mechanics. Furthermore, according to Jacobs (1981: 90), there are five aspects of writing:

#### a. Content

This aspect refers to the substance of writing, the experience of the main idea (unity). Content is related to convey ideas/topic rather than fluffing a special function of transition, restatement is also used in content text to state again or in a new form a message that is stated.

#### b. Organization

The aspect refers to the logical organization of the content (coherence). It is scarcely more than attempt to piece together all collections of facts and jumbles ideas.

c. Vocabulary

This aspect refers to the selection of words that are suitable with the content. It begins with the assumption that the writer wants to express the ideas clearly and directly. Choosing words that express meaning is precisely rather than skew it or blur it.

d. Language Use

This refers to the use of appropriate language by paying attention to tenses with several time sequences, and grammatical patterns and choosing the right syntactic patterns. How to arrange sentences correctly by knowing the best grammatical elements is a skill that a writer must have in writing.

e. Mechanics

This aspect refers to the use of graphic convention in the language. Mechanic is the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization, and paragraphing.

In this research, the researcher applies the aspects of writing by Jacobs et al (1981) in evaluating the students writing score because it provides a well-defined standard. First, the content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph. Second, Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas. Third, Vocabulary refers to the selection of words that are suitable to the content. It can be identified by seeing the word choice or diction in order to convey ideas to the reader.

In short, writing comprises five important elements: content, organization, vocabulary, language use, and mechanics. These five important elements related one to another that can make a recount text into a good text.

### **2.3 Teaching Writing**

According to Westwood (2008) written language is probably the most difficult skill among the others to obtain because its development involves the effective coordination of different cognitive, linguistic, and psychomotor processes.

Because of this, many students typically view writing as a challenging task. When instructed to write something, students frequently write whatever comes to mind without considering the mechanics of writing. As a result, the writing that they produce is not satisfying enough, having the readers getting confused to get the point of their writing.

Saddler (2006) states that poor writers usually deal with major difficulties at two levels. While the upper level struggles to come up with ideas, organize the information, and revise, the lower level frequently makes mistakes in language, spelling, and punctuation. However, in teaching writing, the teacher needs to know how to handle those problems. Giving appropriate guidance that covers those difficulties is the best solution to do by the teacher. The teacher needs to build awareness of the writing process – generating ideas, planning scope and sequence, drafting and revising as well as to the writing aspects – content, organization, vocabulary, language use, and mechanics.

In addition, Mulyasa (2005) states that the teacher must help their students gain information, comprehension, and the skills necessary to apply it. The teacher must guide the students as they steadily develop their writing skills since the purpose of teaching writing is to help students produce a good piece of writing. The level of the students must be considered by the teacher. Before moving on to more complicated writing activities like essays and articles, the students are taught systematically through writing exercises that start with simple material like summaries.

Furthermore, according to Nunan et al. (2003) there are four principles for teaching writing that can be adapted to any kind of learning situation, such as:

1. Understanding students' reasons for writing . The greatest dissatisfaction with writing instruction comes when the teacher's goals do not match the students, or when the teacher's goals do not match those of the school or institution in which the student studies. It is important to tell the learning goals to students in a way that makes sense to them.

2. Providing many opportunities for student to write. Writing is a productive skill which requires an individual to share their ideas in the form of text. Hence, the teacher has to ask the students to write something often. It will make the students get used to writing which will make their writing skill improved. The teacher should give many opportunities for students to write by providing them with different types of writing.
3. Making feedback helpful and meaningful. Students need feedback on their writing. Give feedback that can be understood by the students in order to help them to develop their writing skill. Feedback should entail correcting a student's writing. The teacher can provide a summary of comments that instruct students to find their problems and correct them on their own to foster independent research.
4. Clarify students on how their writing will be assessed. Students often feel that the teacher evaluate their writing subjectively. That is why the teacher need to know what is valued in writing. The teacher should consider the elements of writing that are being evaluated and explain each point to the students.

It believed that teachers would be able to assist students in making the most of their writing abilities in order to perform better while writing by taking into account these ideas to be utilized in the teaching and learning process.

#### **2.4 Process of Writing**

The writing process is about how the stages of writing are applied by the writer. As stated in the nature of writing, there are four stages in the writing process. Those are planning, drafting, editing and final draft. The writer should think of the topic that they want to write down on a paper. Harmer (2004: 11) explains some stages of the writing process. The stages are presented as follows:

##### **a. Planning**

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments.

#### b. Drafting

After the students have a list of ideas related to the topic, it is the stage for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

#### c. Editing

In this stage, students should re-write their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, it also encourages students to find and correct their mistakes in writing.

#### d. Final Version

In this last stage, the students rewrite their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before.

According to Blanchard and Root (2003) state that there are three steps in writing process. The steps are:

#### a. Pre-writing

Pre-writing is a step before writing process (thinking, talking, reading, writing) that you do on your topic before writing the draft. It gives a warming up to gather ideas which are going to write.

#### b. Writing

After doing the pre-writing step, we can continue on the next step of writing.

When we write the first draft of paragraph, we need to use the ideas we got while writing it.

#### c. Revising

After making a draft, we have to analyze the content of the draft which may be unclear, ambiguous or confusing. Therefore, in this step, we can improve the content of our work by adding new sentences to support other ideas or by deleting some sentences that are unrelated to the topic.



Based on the explanation above, it can be concluded that the processes of writing consist of pre-writing, writing, and revising.

## **2.5 Recount Text**

This part describes the definition of recount, generic structure, linguistics feature, and types of recount text. Recount text tells story that happened in the past. According to Anderson and Anderson (1998:24) explain that a recount text is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred. According to Cahyono (2011:14) also states that a recount text present the past experience in the series of events in detail. It does not expose the struggle on how to make happen. The event happened smoothly. To some extent, actually the recount text is not limited to talk about someone's experience only. They have many kinds of form, for example newspaper report, conversations speeches, television interviews, eyewitness accounts, and letters. According to Mark Anderson (1998:24) recount is a piece of text that retell past events, usually in the order which they happened. Recount texts do not include conflicts but only retell a sequence of events which occurred in the past.

According to Wardiman (2008:61), there are some steps for constructing a written recount. They are:

### **1. Orientation**

It introduces the main characters and possibly some minor characters. Some indication is generally given of where or when the action happens.

### **2. Event**

Events are where the researcher tells the characteristics of the events. It includes his/her feelings and what he/she does. It can be chronological order (the order in which they happened).

### **3. Reorientation**

Reorientation or personal comment is the evaluated remark, which is interspersed throughout the record of events, but it is optional.

The language features according to Emilia (2011:76) are:

- a. Telling about specific participants: brother, sister, father, mother, or friends;
- b. Using simple past: she injured, I went, he he fell;
- c. Using action verb: went, saw, fed, returned, Using conjunction : when, after, before, during, “first, next, then”;
- d. Using pronoun: I, we; explanation event with specific, usually chosen text more interesting.
- e. Using the word that show the order to events: first, next, then.

According to Barwick (1999: 4-5), there are different types of recount text with varying levels of language and content according to the audience and purpose.

#### 1) Personal Recount Text

A personal recount is a description of an event that the author or speaker has personally experienced. It may be expressed as an oral story, a letter, or a journal entry and includes sentimental and personal comments and stories. We are used as personal pronouns throughout first-person writing. Who, what, when, where, and occasionally why are all mentioned, but the order in which they are related.

#### 2) Factual Recount

The events in a factual recount text are presented in order, and their importance is discussed. The presentation of this can take the form of a historical account, a scientific experiment, a traffic or sports report, or it can appear on film, television, or in a video. Recounts at this stage include thorough research on novel subjects, which students should do with the aid of print and technological resources. Appropriate technical language, precise details of time, place and manner and retelling with appropriate explanations and justifications assists readers to accurately reconstruct what happened. The focus is on language that shows time sequence (before shifting, while they were, after a number) using evaluative language (importance, significance, influence, achievement) and emphasizing assessment language (amazing, successes influence, achievement). In recount texts is usually written in third person using pronouns he, she and they. It may be written in the passive voice.

### 3) Imaginary Recount

The imaginary details of a literary or story recount are placed in a realistic context. Character development is emphasized with the narrator responding emotively to the events. The sequence of details may be changed but who, what, when and where are still included. The literary recount is generally written in the first person using me or us, establishing a relationship between the writer and reader or speaker and listener, for example my diary as a child in space.

### 4) Procedural Recount

Procedural recounts record, in an oral or written form, the sequential steps needed to achieve a result. This is written after the completion of a procedure. Procedural recounts are found in information books, television, films and books that explain how things were made.

Based on the statements above, it can be concluded that there are three generic structure of recount text which are: orientation, events, and reorientation.; there some kinds language features and kinds of recount text.

## **2.6 Picture Series**

As English teachers, it is useful to use some varieties of language to help them in teaching English. They are able to engage the students in a topic or as the basis of the whole activity. Using pictures is one of the ways that can be used in teaching English. According to Raimes in Akbari (2008) pictures can help the teachers and students in teaching and learning vocabulary and other components of language.

Picture is one of the visual aids which are used by the teacher in teaching learning process. Picture series is a kind of media which belongs to picture category. There are many kinds of pictures that can be used in teaching and learning of writing in the classroom. Yunus (1981) classifies picture into three types, they are composite picture, picture series and individual picture. These pictures can represent the image of people, animals, things, or events. Harmer (2004:69) 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. The researcher tried to implement picture series as an alternative way in teaching learning process. 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. Below is an example of picture series:



The sequences of pictures showing several actions are called picture series. According to Wright (1989:201) sequences of pictures can be kept as they are and used to contextualize a story or a description of a process. According Yunus (1981) states that “A *picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events.*” Picture series consist of three or more pictures. 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.

According to Wright (1989:17), the use of pictures as media can help to attract students’ interest and encourage their motivation in learning, make them want to pay attention and want to take part. Pictures can be a specific reference point or stimulus to the students. Pictures also can stimulate and provide information in the conversation and discussion

Meanwhile, Harmer (2004:67) states that picture can stimulate students’ creativity, especially in writing. Picture works in provoking the imagination and

creativity so that they can produce a good piece of writing. He explains that some situations, grammar, and vocabulary works can be presented by pictures. He also states some ways to have pictures as media to teach writing. They are describing pictures, writing postcards, story tasks and so on. In this research, the researcher will use one of them, which is a story task to be used as media in teaching writing. Harmer (2007:330) states that pictures can provide stimulation for writing-habit activities. Pictures bring challenges for students in learning writing skill. Pictures are used as the means of describing, identifying, predicting, discussing, matching, grouping, sequencing, ordering and memorizing. Pictures also bring opportunities to learn writing skills to express opinions, express experiences and feelings, speculate and express opinion, express and debate opinion and to dramatize.

In conclusion, the researcher believed that picture series could be an effective way to be applied in teaching and learning of writing. It helped students to imagine, generate their ideas and write optimally. Besides, pictures also could stimulate students' creativity and attract students' attention and increase their enthusiasm in writing.

### **2.7 Picture Series as Media in Teaching Writing**

Pictures are media which can be easily modified to adjust the teaching and learning condition. Wright (1989:1) mentions that pictures are suitable for teachers who have: any kind of students from beginners to advanced, from children to adults; little time for preparation; little money or sophisticated media; Little time and examination syllabus to follow.

In general, teaching is more than just transferring knowledge to the student, it also involves the students in achieving success. The process of teaching has three main components, the components are teacher competency, students who accept the knowledge, and the last is material or knowledge itself, which is taught.

According to Brown (2000:7), teaching is a guiding, facilitating, learning, and enabling the learner to learn getting the condition for learning. The process of teaching English writing will be successful if it is supported by some factors such

as qualified teacher, supplementary materials, teaching method and teaching aids. Each of those factors must have function in teaching learning process. The function of teaching aids is for helping teacher to deliver their idea or knowledge in order that it can be understood by students easily. According to Kreidler (1965:1) pictures are recognized way of a representing a real situation so they can be served as an example of the advantages in using visual aids. In the classroom, picture can help the students to associate with their real life experience.

In this research, the picture series is chosen to teach the recount text because it can make the students easily understand the organization, content, and temporal conjunction of recount texts. Furthermore, recount text is a text which is often faced by students in their daily life, they can use their experience to writing recount text. Pictures are used as visual aids in helping students in learning to write recount text.

## **2.8 Previous Studies**

There are several studies dealing with investigating the use of picture series to increase students' recount text achievement. Below are a few previous studies related to picture series in students writing.

1. "Improving Students' Achievement in Writing Recount Text Through Picture Series Strategy at the First Grade of SMAN 10 Bandar Lampung."

A research by Fitriani Firanda Dias Indah (2020) was conducted using interviews, observation sheets, and writing test. This result of research was picture series improved the students' skill in five aspects of writing namely, content, organization, vocabulary, grammar, and mechanic by seeing the analysis of the students' works in the pretest and the posttest in each. The problem faced by the students were lack of vocabulary, confused with the use of tense, and the right diction. After teaching by using picture series, the students can develop their ideas and found another word based on the picture.

2. "The Effectiveness of Picture Series in Improving Students' Writing Score at Eight Grade Students of SMPN 9 Tarakan."

A research by Aida Kamilla Nur (2017) conducted a research by using a quantitative research, which employed pre-experimental design. The steps of this research were pre-test, treatment, and post-test. In this research, researchers used picture series in narrative text. The result of students score increased after taught by using picture series. The researcher found that the students did not know how to write text appropriate with the criteria of writing. But, after teaching by using picture series the students can fixed the mistakes, however there were students make little mistakes. Based on the data, by using picture series not only the students got the effect, but also the teacher can understand the correct method and evaluate the teaching learning process especially in writing. It meant that the researcher found there was significant effect of the use of picture series as media at eight grade at SMPN 9 Tarakan.

3. "The Effect of Using Picture Series on Students' Writing Recount Text at the Eighth Grade Students in SMPN 6 Jambi Academic Year 2018/2019."

A research by Anggraini, Ria (2020) used two classed as the sample; a control class and a experimental class. This research used a writing test as a design. The researcher found that the students had difficulties to produce coherent recount text, and the students did not know how to get ideas especially on writing generic structure of recount text. The result of the research showed that there was significant progress in students' writing recount text by seeing a higher score if students used picture series to help them in writing as it can help to build their ideas.

4. "The Implementation of Picture Series in Improving Students' Writing in Recount Text at The First Grade of SMAN 1 Pesisir Tengah Krui."

A research by Ariska Desti (2019) was an experimental study that used a writing test as a design. The researcher found that the students did not know what they were going to write. Based on th result showed thatusing picture series helped to generate their ideas and write recount text well. It had proven by seeing the scores' of the postest most increased than the pre-test. In meant

that the research of this research had significant effect of using Picture Series on students ability in writing recount text

##### 5. “The Use of Picture Series in Teaching Writing Recount Text.”

A research by Taufik (2018) was qualitative research which different with other previous. The research conducted using observation, interviews, and students’ sample of writing. The result showed that using picture series helped the students to improve their skill in writing recount text. Moreover, the students could gain new ideas as they learn new vocabularies from picture series as a learning media during this activity. Then, they could arrange the vocabularies into several sentences chronologically by following the sequence of the pictures. In this research, the researcher used qualitative research in a form of teacher as researcher in which one class of grade ninth at junior high school.

Based on several previous studies above, it can be concluded that using picture series is strongly related to students’ language skills, including writing skills. Many researches have proven that using picture series is effective in increase students’ recount text writing achievement. The content aspect was the most aspect increased in ithe previous studies, but also any another aspect increased the most as vocabulary on Taufik’s research. It stimulates the students’ interest and imagination in their writing and gives students a chance to think critically about the interpretation of the events in the picture and write their ideas. So, in this research the researcher analysis 5 aspects: content, organization, vocabulary, language use, and mechanic.

### **2.9 Procedures of using Picture Series in Teaching Recount Text Writing**

Every teacher has to use an appropriate technique in order to make his or her students be more active in the classroom. There are some techniques that are usually used in the classroom, especially in teaching writing. One of them is picture series.

The researcher chose picture series as the technique in teaching a recount text because this technique is suitable with the recount text which has sequence of



events. It was easier for students to develop their ideas of one event if each event will be given one picture. Picture series also had been successfully applied in some schools; the process could trigger students' creativity. After applying picture series in classroom, the researcher asked to make a group for discussing the pictures that given by the teacher. It was because the pictures series will be given again on the other days. On the third time, the students understood how to make an idea from the picture before and did revising the text that they made before. Therefore, in the first picture series were warming up, and the last pictures students can make a perfect copy.

In practicing to write by using picture series technique and observing the process, the researcher will follow the following procedure proposed by Blanchard and Root (2003):

1. Pre-writing

Pre-writing activity gave warming up to the brain in gathering the ideas to write about. The researcher had given a brainstorming to the students related to the topic they were going to learn which was about recount text. Students were asked about their activities last weekend or last holiday. They were also asked about their feeling. After that, researcher gave a chance for students to share their ideas. The students wrote the answers on the whiteboard.

After that, the researcher gave the example of picture series in recount text with specific topics bad experience "My Terrible Day. Before the researcher gave some questions related to the picture, the researcher asked students to make a group. Then, the researcher started to explain generic structure of recount texts. Then, they were given topic questions containing questions that expected their ideas as the answers so that they managed to utilize their ideas related to the topics.

It meant that picture series helped them generate ideas when they started writing. Therefore, the students did not to be stuck because of their lack of vocabularies.

## 2. Writing

After discussing the topic, the researcher asked students to create their first draft in a group. Students started to write based on pictures were given. The students managed to organize their ideas in pre-writing process as a guide for the students to write a paragraph. Then, the pictures series, students made the blank sentence/paragraph and identified the language features. Students must concerned about developing ideas.

## 3. Revising

In this stage, the students clarified their message by organizing ideas and selecting more precise vocabulary. In revising, the students looked for and corrected errors in their writing from the researcher. The students edited the text for use, capitalization, punctuation, and spelling mistakes.

In applying picture series in teaching writing recount text, the researcher will use the procedures such as pre-writing, writing, and revising.

### **2.10 The Advantages and Disadvantages of Pictures Series in Teaching Writing**

The utilization of picture series as a communication tool both advantages and disadvantages, each contributing to the teaching learning in English class. Understanding these aspects is crucial in evaluating the use of picture series across various contexts. While the visual medium possesses the ability to convey information with clarity, it also introduces challenges related to improve the way on learning in class.

#### **2.10.1 The Advantages of Picture Series in Teaching Writing**

Teaching media like picture series can help in the teaching-learning process. According to Smaldino (2005:9), there are some advantages of picture series:

- Picture series will make the students interested in writing English because picture series is one of the visual teaching media.
- Picture series will stimulate the students to develop and use their imagination so that they will be able to write well.
- Picture Series help students in expressing their ideas.
- Picture series will improve students' motivation in writing.

### **2.10.2 The Disadvantages of Picture Series in Teaching Writing**

On the other hand, there are some disadvantages of using picture series to teach recount text to the students, according to Sarni (2016):

- Students are not able to use oral language skill effectively.
- Teachers do not have enough time to teach and evaluate the writing process.

From the definition above, the researcher concluded that “picture series” was a method in teaching English, especially writing genre by using a picture series. One picture correlates with each other, showing a sequence of events to make it easy for the students to arrange words and sentences to be a good paragraph.

### **2.11 Theoretical Assumption**

As the statements above, media are the important thing in the process of teaching and learning. Media can help the learners who have the lack of experiences to be able to connect the learners out of the environment and can improve their motivation. Visual media are more preferable because most people learn more easily by their sight than other sensory perception. Picture is one of the visual media which can help the students to learn English.

With those reasons, the researcher thought that picture series is suitable medium to help the students write recount texts because it has many benefits in the teaching and learning process. First, picture series can help the students to retell their experiences in a good sequence. Second, picture series can stimulate the students' ideas and develop their ideas in chronological order. Third, by using

picture series, students were engaged in the writing process. Picture series-based activities can also improve the students' writing skills such as vocabularies and language use. And also, researcher believed that there is an improvement in students' recount text writing. By using picture series, the students will have imagination about pictures they see. It will help them to produce a text; write their idea into sentences to make the text be coherent and be unity, so the content of the text will be improved. The researcher also assumed that picture series will help students to develop the ideas in composing a recount text since it helps students to organize their thought systematically.

### **2.12 Hypothesis**

Based on the problem, theories, and theoretical assumption, which are discussed above, the hypothesis is formulated below:

H1 : There is a significant improvement in students' writing after they are taught by using picture series.

Those all about what this chapter discusses such as, previous studies, concepts of writing, aspects of writing, teaching writing, process of writing, recount text, definition of picture series, teaching writing using picture series, applying picture series in teaching writing recount text, the advantages and disadvantages of picture series in teaching writing, theoretical assumption, and hypotheses.

### **III. METHODS**

This chapter has presented of the description of the method employed in the research. The description covered research design, participants, instrument, validity and reliability testing, data collecting method, and data analysis.

#### **3.1 Design**

The researcher used a quantitative research based on experimental design. The design is important because it determines the study's variable. This is the ability to reach valid conclusions about the dependent variable's experimental treatment. It meant that experimental design is used to find the influence of one variable research.

In this research, the researcher used one group the the pre-test and the post-test design. The students were given the pre-test, treatments, and the post-test. The teaching treatments through picture series will be implemented three times. According to Setiyadi (2006:143), one group pre-test post-test design is represented as follows:

#### **T1 X T2**

Where :

T1 : It refers to the pre-test that is given before the researcher teaches through picture series to measure the students' achievement before they are given the treatment.

X : Treatment is the application of picture series

T2 : It refers to the post-test that is given after teaching by using picture series and to measure how far the students improved after they get the treatment.

#### **3.2 Variables**

A variable is defined as anything that has quantity or quality that varies. According to Santrock (2004:47), a variable is the characteristic or attribute of an

individual, group, or educational system that the researcher is interested in. There are two types of variable as follows:

1. Independent Variable (X)

Independent variable is a factor that affects a dependent variable. In this study, the independent variable was used picture series in teaching recount texts.

2. Dependent Variable (Y)

Dependent variable is a variable that the researcher is interested in changing or being affected. In this study, the dependent variable was a student's achievement in writing recount text.

### **3.3 Population and Sample**

The population in this study was the students at the eight grade of SMP N 1 Pringsewu within the educational year of 2022/2023. There were nine classes of the eight grade (VIII.1-VIII 6), where one class was taken as the sample of this research. Based on the consideration that every student has the same chance (Setiyadi:2006). Thus, the researcher chose VIII.3 , which consisted 31 students, as the sample of this research.

### **3.4 Data Collecting**

In this research, there are two variables: independent variable (X) and dependent variable (Y). The picture series was considered as the independent variable (X) since it was the one which is investigated. Furthermore, writing skill was considered as the dependent variable (Y) because it measured in order to see the effect of it in picture series. In this research, the researcher conducted her research at the eight grade of SMPN 1 Pringsewu. This research was one group the pre-test and the post-test, and used picture series as the treatment. There was the pre-test, three times treatments, and the post-test already done in this research. In collecting the data, the researcher used:

- a. Pre-Test

The pre-test was aimed to know the students' writing achievement before the treatments were carried out. This test was administered before the treatment. The

pre-test had conducted before the students were taught by picture series. It was aimed to see the basic quality of students' writing performances in recount text before the students were given the treatments. The pre-test was a writing test. For the writing test, the students were asked to write a short recount text about past experience based on instructions and focused on a content paragraph, especially in a generic structure consisting of orientation, events, and re-orientation. It was conducted in 40 minutes.

#### b. Post-Test

The researcher gave the post-test to the control class. In this case, the researcher asked the students to make recount text based on the correct order of its generic structure. The post-test was conducted after the students were taught by using picture series. It aimed to see the improvement of students' skill in writing a simple recount text. The test had the same form as the pre-test, in which the students created a short recount text about past experience and focused on content paragraph especially in generic structure and language features of recount text. It was conducted in 30 minutes.

### **3.5 Instrument**

Instrument is a tool of collecting data that should be valid and reliable. According Ary et al (2010:201) tests are valuable measuring instruments for educational research. The instrument to collect the data in this research is tests. The data was in the form of students' achievement on writing tests. The test was used to measure students' ability in writing recount text. The test was performed twice, before and after treatments (the pre-test and the post-test). The pre-test was used to see the students' achievement in writing recount text before the researcher gave treatment and the post-test was used to see students' achievement in writing recount text after given treatment. To assess students writing, the researcher set up a scoring rubric with the criteria covering Content, Organization, Vocabulary, Language Use, and Mechanic.

### 3.6 Research Procedures

The procedures of this research are as follows:

1. Determining the population and selecting the samples.

In this stage, the researcher chose SMPN 1 Pringsewu as the population of this research. In this research, the researcher took 31 sample students from VIII.3. It was eight grade as an experimental class.

2. Selecting and arranging the materials to be taught as a pretest

The researcher chose the material based on the syllabus. The topic was about personal experience (vacation and/or bad or good childhood experience).

3. Preparing and conducting the test

The researcher prepared the pre-test before the treatment and after that gave it to the class.

4. Conducting the treatments during the teaching and learning process

The treatments were conducted in three meetings. The researcher explained the characteristics of recount text such as social function, structure, and language features. Then, the students were asked by the teacher to make a recount text in which the topic was about personal experience (vacation and/or bad or good childhood experience). The researcher gave the picture series in a group and asked the students to make suitable paragraphs in the blank sentence/paragraph that given by the researcher. The students asked to make outlining based on the picture series and write down the story based the result of outlining.

5. Administering the post-test

The post-test was carried out after the treatments. This post-test was similar to the pretest. The researcher asked the students to write a recount text in which topic is about personal experience (vacation and/or bad or good childhood experience).

6. Analyzing the data

After scoring the pre-test and the post-test, the researcher analyzed the data by using SPSS. It was to find out the means of the pre-test and the post-test.



### 7. Interpreting the report findings

The last step, the researcher made a report of the students' score. And finally made a conclusion.

Analyzing the data, the researcher assessed the students' final work in the pre-test and the post-test. After that, the researcher analyzed it by comparing two scores.

### 3.7 Scoring System

The researcher used Jacob et al. (1981)'s scoring rubric for giving the students score. There are five aspects: content, vocabulary, grammar, language use, and mechanics.

**Table 3. 1 Scoring Rubric by Jacobs (1981)**

Aspects	Criteria	Scores
Content	<b>Excellent to very good:</b> Knowledgeable, substantive, through development of thesis, relevant theory.	27-30
	<b>Good to average:</b> Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.	22-26
	<b>Fair to poor:</b> Limited knowledge of subject, little substance, inadequate development of topic.	17-21
	<b>Very Poor:</b> Does not show knowledge of subject, no substantive, not pertinent, not enough to evaluate.	10-16
Organization	<b>Excellent to very good.</b> Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.	18-20
	<b>Good to average.</b> Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.	15-17
	<b>Fair to poor.</b> Non-fluent, ideas confused or disconnected, lack logical sequence and development.	10-14
	<b>Very poor.</b> Does not communicate, no organization, not enough to evaluate	7-9
Vocabulary	<b>Excellent to very good.</b> Sophisticated range, effective words/idioms and usage, word form mastery, appropriate register.	18-20
	<b>Good to average.</b> Adequate range, occasional errors of idiom choice, usage but meaning not obscured.	15-17
	<b>Fair to poor.</b> Limited range, frequent errors of idiom/words, meaning confused or obscure.	10-14
	<b>Very poor.</b> Essentially translation, little knowledge of English vocabulary, not enough to evaluate	7-9

Language Use	<b>Excellent to very good.</b> Effective complete constructions, few errors of agreement, tense, number, word order, function, pronouns, and preposition.	22-25
	<b>Good to average.</b> Effective but simple construction, minor problems in complex construction, several errors of agreement, prepositions but seldom obscured.	18-21
	<b>Fair to poor.</b> Major problem in simple construction, frequent error of negation, agreement, tense. Number, word, pronoun. Meaning confused.	11-17
	<b>Very poor,</b> virtually no mastery of sentence construction rules, dominated errors, does not communicate, not enough to evaluate.	5-10
Mechanic	<b>Excellent.</b> Few errors of punctuation, spelling, and capitalization/ used correctly	5
	<b>Good.</b> Occasional errors of punctuation, spelling, and capitalization.	4
	<b>Fair.</b> Numerous errors of punctuation, spelling, and capitalization	3
	<b>Very Poor.</b> No mastery of convention, dominated by errors of punctuation, spelling, and capitalization	2

The score percentage of writing based on five aspects can be drawn as follows:

Content	30%
Organization	20%
Vocabulary	20%
Language use	25%
Mechanics	5%
<u>Total</u>	<u>= 100%</u>

### 3. 8 Validity and Reliability of The Instrument

In the research, Validity and Reliability are important. Validity was used to determine whether or not the instrument measured what it was supposed to measure, whereas reliability was used to determine the instrument's consistency.

#### 3.8.1 Validity

Validity is the most important consideration in developing and evaluating measuring instruments, (Ary, et.al, 2010:225). Fraenkel and Wallen (2009:147) add that validity is the most important idea when preparing or selecting an instrument. More than anything else, researchers want the information they obtain by using an instrument to serve their purposes. The

drawing of correct conclusions based on the data obtained from an assessment is what validity is all about.

There are four types of validity; content validity, criterion-related validity, constructs validity, and face validity. In this study, the instrument test by using *content validity and construct validity* because those are relevant with this research. A test's validity indicates how well it measures what is supposed to be measured (Setiyadi, 2006). The test items are said to be valid if they can correctly investigate the data, there are two types of validity: content validity and construct validity.

#### 1. Content validity

According to Hatch and Farhadi (1982), Content Validity refers to whether the test is sufficiently representative and comprehensive for the test. In terms of content validity, the material provided must be appropriate for the curriculum. It means that the material should be based on the core competence and basic competence in the eighth-grade junior high school syllabus at SMPN 1 Pringsewu.

#### 2. Construct validity

Construct Validity is concerned with the quality of the test. Furthermore, construct validity refers to whether or not the test content is appropriate for the intended testing and assessment. In this study, the researcher asks the students to write a recount text in order to assess their writing achievement. The researcher assesses students' writing using the scoring criteria proposed by Jacobs et al (1981). The scoring rubric is divided into five categories : Content, organization, language use, vocabulary and mechanics. Those are the aspects of the test that were covered by construct validity

In this research, the content of items in testing used recount text. It was suitable for the eighth-grade students of SMPN 1 Pringsewu. It can be concluded that the instrument in this research was valid because it had content and construct validity.

### 3.8.2 Reliability of The Test

The consistency of this writing test can be seen from the use of inter-rater reliability. There were two raters who observe the students' writing. The first rater is the English teacher of SMP N 1 Pringsewu, and the second rater is the researcher. The assessment turned into based totally on that proposed via Jacobs et al. (1981).

The results of the two raters were in comparison to decide reliability. Therefore, the researcher used Rank Order Correlation to identify the correlation of the two raters.

Statistical formulation by (Hatch and Farhady, 1982: 206) that used as follows:

$$P = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

p : coefficient of rank order

d : difference of rank correlation

n : number of students

1-6 : constant number

The reliability coefficient can be analyzed with the reliability standard proposed by (Arikunto, 1998: 260) below:

- a. A very low reliability (range from 0.00 to 0.19)
- b. A low reliability (range from 0.20 to 0.39)
- c. An average reliability (range from 0.40 to 0.59)
- d. A high reliability (range from 0.60 to 0.79)
- e. A very high reliability (range from 0.80 to 0.100)

According to the above reliability standard, it can be concluded that the writing tests will be considered as reliable if they achieve at least 0.60. (high reliability). The reliability of this research could be seen on the explanation below

### 1. The result of reliability of the pre-test score

$$P = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$P = 1 - \frac{6.46}{31(31^2 - 1)}$$

$$P = 1 - \frac{276}{29.760}$$

$$P = 1 - 0.00927419$$

$$P = \mathbf{0.990726}$$
 (Very High Reliability)

### 2. The result of reliability of the post test score

$$P = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$P = 1 - \frac{6.51}{31(31^2 - 1)}$$

$$P = 1 - \frac{306}{29.760}$$

$$P = 1 - 0.01028226$$

$$P = \mathbf{0.989718}$$
 (Very High Reliability)

Based on the result, it showed that both tests have very high reliability by getting score 0.990 for the pre-test and 0.98 for the post-test. It indicates that all the tests have a good consistency of assessment results.

### 3.9 Data Analysis

In this study the writer used the following steps to analyze the data that has been collected based on (Hatch & Farhady, 2006):

1. Assessment of all pre-test and post-test using an inter-rater.
2. Calculate the mean of the test results using this formula:

$$Md = \frac{\sum d}{N}$$

Md : mean (average score)

$\sum d$  : total student score

N : number of students

3. Knowing the significant differences in students' writing before and after being taught using interactive learning using the formula:

$$I = M2 - M1$$

I : Significant Improvement students' learning achievement of writing procedure text.

M1 : The students' average pretest scores.

M2 : The students' average posttest score.

4. Discuss the results that have been obtained to answer the research questions.

### 3.10 Normality Test

Before testing the hypothesis using T-test, it is necessary to find out whether the data in the experimental class is normally distributed or not. Since the objective of this study was to find out the improvement of students' writing achievements, the data was treated by using normality test.

This test was used to measure whether the data was normally distributed or not. The data was tested by *One-sample Kolmogorov-Smirnov* Formula (SPSS 26).

The criteria of normal distribution are:

HO: the distribution of the data is normal

HI: the distribution of the data is not normal.

The hypothesis will be accepted if the result of the normality test is higher than 0.05 (sign.α). in this research, the researcher uses the level of significance of 0.05 to find out whether the data is distributed normally or not the test of normally was used as follows:

**Table 3. 2 Table of Normality Test**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.082	31	.200 <sup>*</sup>	.968	31	.453
Posttest	.063	31	.200 <sup>*</sup>	.980	31	.816

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From table 3.2 proves evidence that both of the data are distributed normally. it can be seen that H0 is accepted as the data from both tests are pre-test (0.200) and the post-test (0.200), it means higher than 0.05. So, the tests are proven to have normal distribution.

### 3.12 Hypothesis Testing

In this study, there was a hypothesis to be answered. However, it was necessary to perform a hypothesis test to know whether the hypothesis “There is a significant improvement of students’ writing achievement” is accepted by using Paired Sample T-Test of Statistical Package for Social Science (SPSS 26). The researcher uses the level of significance 0.05 in which the hypothesis is approved if  $\text{sign} < p$ . it means that the probability of error in the hypothesis is only 5%. The hypotheses are:

H1 : There is a significant improvement in students' writing recount text after they are taught by using picture series.

In short, this chapter include: design, variable, population, sample, data collecting, research procedure, scoring system, validity and reliability of the instrument, procedure treatment, data analysis, and hypothesis testing.



## **V. CONCLUSION AND SUGGESTION**

This final chapter has presented the conclusion of the research findings and suggestions for English teachers who want to use picture series as media in teaching writing and those who want to conduct similar research.

### **5.1 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.

### **5.2 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.

#### **5.2.1 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.

### **5.2.2 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.

This final chapter has presented the conclusion of this study during the research of using Picture Series in teaching writing at the eight grade of SMPN 1 Pringsewu. Moreover, the suggestions above can be considered to conduct further research on recount text.

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