

**THE USE OF PICTURE SERIES TO FACILITATE THE FIRST GRADE
OF MA AL-FATAH LAMPUNG TO IMPROVE THEIR WRITING
ACHIEVEMENT**

(A Script)

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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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UNIVERSITY OF LAMPUNG**

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ABSTRACT
THE USE OF PICTURE SERIES TO FACILITATE THE FIRST GRADE
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The objective of the research was to find out whether there is any significant difference of students' writing achievement between the pre test and post test after the implementation of picture Series.

The result of the research showed that there was a any significant difference of students' writing achievement between the pre test and post that the mean score of the pretest is 50.239 and the posttest is 57.217 with the significant level 0.000 from pretest to posttest after they were taught using picture series. Picture series gave students a chance to think critically and interpret events in the picture and wrote their ideas. In addition, the aspect of writing that improved the most was organization. Picture series helped them to produce a text; wrote their ideas into sentences to make the coherence and the unity of recount text, so the organization of the text could be improved. This suggests that picture series can be applied in teaching a recount text writing to improve students' ability.

Keywords: *writing, recount text, picture series*

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A Script

Submitted in a Partial Fulfillment of

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In

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FACULTY OF TEACHER TRAINING AND EDUCATIONP

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2024

Research Title : **THE USE PICTURE SERIES TO FACILITATE
THE FIRST GRADE OF MA AL-FATAH
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ACHIEVEMENT**

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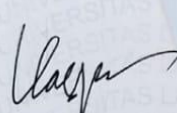
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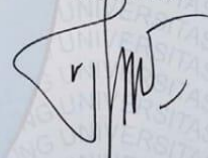
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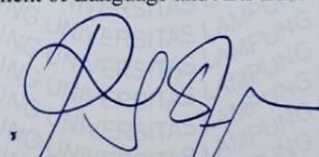
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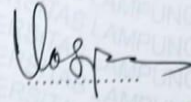
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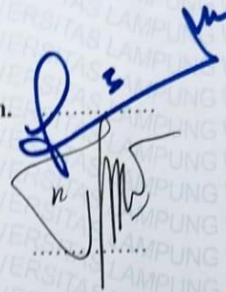
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Menyatakan bahwa skripsi ini adalah karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya akan menjadi tanggung jawab saya.

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CURRICULUM VITAE

Fina Mujahidah was born on 04th January 2002 in Muhajirun, as the third child of Siswandi and Rasini. She has 1 older sister named Asna Lathifah and two brothers named Abu Nafi and Aunillah Al-Murtaqi.

Having done her first formal education at RA Al-Fatah, she continued her education at MI Al-Fatah. Graduated in 2015, she continued her education at MTS Al-Fatah and graduated in 2017. Then, she enrolled into MA Al-Fatah Natar and successfully graduated in 2020. In the same year, she was accepted in English Education Study Program of Lampung University.

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DEDICATION

By the name of Allah who always blesses my life and gives me strength, this script is fully dedicated to my beloved family who provide endless support to finish the script.

MOTTO

“What misses me will never be my destiny, and what is destined for me will never miss me.” – Umar bin Khattab

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Alhamdu Lillahi Rabbil 'alamin, Praise is only for Allah, the Almighty God, for blessing the author to accomplish this script entitled “The Use Of Picture Series To Facilitate The First Grade Of MA Al-Fatah Lampung To Improve Their Writing Achievement”. This work is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as a partial fulfillment of the requirements for S-1 degree.

Having done this work, the author realized that there are many individuals who gave a generous suggestion for finishing this script; therefore, the author would like to express her sincere gratitude and respect to:

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Finally, the author believes that her writing is still distant from perfection. There might be flaws in this research. Thus, the author would like to expect any suggestions for the improvement of it. Somehow, the author hopes this research would give a positive contribution to the educational development, to the readers, and to those who want to conduct further research.

Bandar Lampung, 14 Juni 2024

Fina Mujahidah

Contents

ABSTRACT.....	ii
COVER.....	iii
APPROVAL	iv
ADMISSION	v
LEMBAR PERNYATAAN.....	vi
CURRICULUM VITAE	vii
MOTTO.....	viii
DEDICATION	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENTS	xii
LIST OF TABLES.....	xvi
LIST OF APPENDICES.....	xvii
I. INTRODUCTION.....	1
1.1 Background of the Problem.....	1
1.2 Research Question.....	3
1.3 Research Objective.....	4
1.4 The Use of the Research.....	4
1.5 Scope of the Research	5
1.6 Definition of Terms	5
II. LITERATURE REVIEW.....	6
2.1 Theories of Writing	6
2.2 Aspects of Writing.....	7
2.3 Teaching Writing.....	8
2.4 Recount Text.....	9
2.4 Defenition of Picture Series.....	12
2.5 Picture series in Teaching Writing Recount Text	13

2.6 Procedures of Applying picture series in Teaching.....	14
2.7 The advantage and Disadvantages of picture series	15
2.8 Theoretical Assumption	15
2.9 Hypotheses	16
III. METHODLOGY	17
3.1 Research Design	17
3.2 Population and Sample	17
3.3 Data Collecting Technique	18
3.3.1 Pretest	18
3.3.2 Post-Test.....	18
3.4 Research Procedure	18
3.5 The Implementation of Teaching Writing Recount Text by Using Picture Series	19
3.6 Scoring Rubric.....	21
3.7 Instruments of the Research	24
3.8 Variable	24
3.9 Validity and Reliability of the Instruments	24
3.9.1 Validity	25
3.9.2Reliability	25
3.10 Data Analysis	28
3.10 Normality Test.....	28
3.11 Hypotheses Testing	29
IV. RESULTS AND DISCUSSION.....	31
4.1 The students' achievement of writing between pretest and the posttest....	31
4.1.1 The pretest including mean	31
4.1.2 The posttest including mean	32

4.1.3 Statical calculation comparing mean of pre and the post test.....	32
4.2 Discussion of Findings	32
V. CONCLUSION AND SUGGESTION.....	35
5.1 Conclusion.....	35
5.2 Suggestion	36
REFERENCES	37
APPENDICES	41

LIST OF APPENDICES

Appendix 1: Pretest	41
Appendix 2: Posttest.....	42
Appendix 3: Lesson Plan.....	43
Appendix 4: Lesson Plan.....	50
Appendix 5: Lesson Plan.....	56
Appendix 6: Result Score Pretest between Two Raters	63
Appendix 7: Result Score Posttest between Two Raters.....	64
Appendix 8: Inter-rater Reliability of Pretes	65
Appendix 9: Inter-rater Reliability of Posttest	65
Appendix 10: Normality	66
Appendix 11: Repeated Measure T-test	66
Appendix 12: T-table.....	67
Appendix 13: Example of Students' Pretest.....	70
Appendix 14: Example of Students' Posttest	72
Appendix 15: Pictures of Teaching-Learning Process	74
Appendix 16: Surat Izin Penelitian	76
Appendix 17: Surat Tanda Pelaksanaan Penelitian.....	77

I. INTRODUCTION

This chapter discusses the background, research questions, objectives, uses of the Research, scope of the research and definition of terms.

1.1 Background of the Research

Writing is one of skills that has to be learned by English learners. It is a complicated skill that needs processes because many aspects should be considered. Brown (2001: 335) states that written products are the result of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise a text for clearer meaning and how to edit a text for appropriate grammar and how to produce a final product.

In line with the purpose of teaching English in curriculum 2013, the teachers have to: (1) develop the ability of communication in oral and written. These capabilities include in listening, speaking, reading, and writing; (2) grow awareness of the importance of English as a foreign language. Thus, according to Educational Unit Curriculum (K13), English is one of language skill that should be mastered by students. In writing aspect, the competence that students should master is understanding the various meanings (interpersonal, ideational, textual) in a variety of written texts interactional and monologue especially in the forms of descriptive, narrative, spoof or recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review. They also should able to produce short spoken and written text (Kemdikbud, 2016). It means that writing has

important role in English teaching and learning in this curriculum. In both of the curricula, writing is taught from the first until the last grade.

In order to make a good writing, there are many aspects that have to be paid attention to make a good piece of writing. Since English is a foreign language in Indonesia, some writing aspects such as grammatical rules, organization of ideas, motivation to write, and vocabulary mastery can be some of the problems faced by students.

In the teaching learning process, it can still be found that students still have problems in writing. As claimed by Campbell (2002) that the most difficult part of writing for students is putting their ideas and facts into papers because they are scared that their ideas will not be written appropriately. This situation demonstrates that many students still struggle to express thoughts and develop their ideas into written forms, particularly in paragraph writing. In writing, students focus not only on how to write good sentences or paragraphs, but also on how to write good content. However, there are some aspects of writing that must be addressed before they begin writing. As stated by Jacobs et al (1981), that there are five aspects of writing that students need to consider in order to make a good writing, they are: content, organization, vocabulary, language use, and mechanic. In supporting the above statement, Subhan (2011) the importance of pictures in language teaching. First, pictures talk more than words. Second, pictures can be used to teach vocabulary and grammar. Third, about 10 new words can be introduced through pictures.

Based on the explanation above, the researcher uses the picture series as a technique in teaching writing recount text. Apsari (2017) found that Picture Series is an effective way to get and to develop student's ideas. By using picture series, the students will be easily to do brain storming and they will enjoy the teaching and learning process. Gutierrez, Puello, and Galvis (2015), Yuliarsih (2016), and Akim (2017) also conducted experimental research by using picture series in teaching writing and revealed the effectiveness of picture series in teaching writing. However, their findings did not explore more on the aspect of writing that improved the most after the students are taught by using picture series. Pictures serve as

stimuli to generate ideas and stimulate imagination in students (*Content*), teachers can provide pictures that depict a chronological order or a specific process, prompting students to organize their writing accordingly (*Organization*), pictures help enrich students' vocabulary they can observe the details in the pictures and use appropriate descriptive words to explain what they see (*Vocabulary*), Pictures provide a visual context that can aid students in understanding and applying *grammar* and *mechanics* rules. When students see an image, they can make connections between the visual elements and the language structures they are learning. This contextualized learning can enhance their understanding of how grammar and mechanics function in real-life situations.

Related to the previous research was done by Rambe (2019). The objective of the study is to describe whether pictures can improve the students' recount text writing. The result of the research can be concluded that pictures are significantly effective to be applied toward students' writing recount skill. By using pictures, it helps students to improve their writing skill in writing recount text in terms of content, organization, vocabulary, grammar and mechanics.

Within this context, this research seeks to investigate the students' writing ability in writing recount text through picture Series. The writer uses picture Series in writing recount text to see whether there is significant improvement in students' writing ability.

1.2 Research Questions

In line with the background explained above, the researcher formulated a research question as the main problem: is there any significant difference of students' writing achievement between the pre test and post test after the implementation of picture Series?

1.3 Research Objectives

The objective of the study is To find out whether there is any significant difference of students' writing achievement between the pre test and post test after the implementation of picture Series.

1.4 The Uses of the Research

This researcher is hopefully useful both theoretically and practically.

Theoretically

- a. The result of the research is expected to support the implementation of picture series in improving students' writing achievement.
- b. The result of the research is expected to support the theory of picture Series that play an important role in students; writing achievement.
- c. The result of the research is expected to contribute the theory that solves students' problem in writing achievement.

Practically

- a. The result of the research can be used as a reference for English teachers or students in teaching or learning writing.
- b. The result of the research is expected to provide specific procedures of how to improve students' writing achievement in writing using picture Series.
- c. The result of the research can be used as reference for those who want to analyze students' problem in writing..

1.4 Scope of the Research

This research is focusing on using picture series in teaching writing through quantitative method. The subjects of study are 23 students from the first grade of MA Al Fatah Lampung.

1.5 Definition of Terms

In order to avoid misunderstanding from the readers, definitions of terms are provided as follows:

1. Writing is a form of communication to deliver thought or to express ideas through written form of grammatically organized sentence.
2. 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 errors (Finnochiaro, 1964: 129).
4. Picture seriess is a number of related composite pictures linked to form a series Seriess (Yunus, 1981: 49).
5. Improvement is the process of a thing moving from pretest score to posttest considered to be better.

II. LITERATURE REVIEW

This chapter deals with the following topics: theories of writing, aspects of writing, teaching writing, recount text, definition picture series, picture series in teaching recount text, procedure of applying picture series in teaching, advantages and disadvantages of using picture series, theoretical assumption, and hypothesis.

2.1 Theories of Writing

Writing is one of the skills of language that is studied in the classroom. In curriculum 2013, it is the activity requiring the ability to make the word become sentence. It is also activity of constructing sentence into a text. Writing is not easy because it is the most difficult subject in the school since the students have to produce a text by using English. It takes series of practices to develop this skill, it cannot be learnt only one time. The students have to write what they think in their mind and state it on a paper by using correct procedure. Learning to write either in the Junior High School or even in the Senior High School is one of the most difficult tasks a learner encounters and few people can master.

Raimes (1983: 76) states that writing is a skill in which we express ideas, feeling and thought which is to be arranged in words, sentences and paragraph. Writing is also reinforces the use of sentence's structure and tenses, idiom and vocabulary correctly in order to make the reader get the idea clearly.

The process of writing is a way of bringing about improvement in learners' writing by providing help at the various stages of the process instead of focusing only on the finished product. This statement implies that writing, as a process, needs a kind of technique to enable the students to improve their writing achievement. Hence, the existence of certain technique is needed to make the writing process valuable.

From the opinions above, it can be said that writing is a significant skill since it involves a process of communication to express feeling, ideas, thought in written form. Furthermore, to improve students' achievement in writing text, a technique is needed.

According to Chaffee (1999:10), writing is an activity that represents our thoughts, feelings and experiences. Furthermore, Harmer (2004: 86) states that writing is a process and what we write is often heavily influenced by constrain.

2.2. Aspects of Writing

In writing, there are several aspects which should be considered by students in order to write well. 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, vocabulary, and mechanics. Content deals with thesis statement, related ideas, development ideas, and the use of description. Organization covers the effectiveness of introduction, logical Series of ideas, conclusion, and appropriate length. Discourses include topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical convention, reference, fluency, economy, and variation. Mechanics include the use of spelling, punctuation, citation of reference, and appearance.

Harris (1979: 68-89) also states that there are five aspects of writing. They are:

1. Content refers to the substance of writing, the idea expressed (unity).
2. Grammar refers to the employment of grammatical form and syntactic patterns.
3. Form refers to the organization of the content (coherence).
4. Style refers to the choice of structure and lexical items to give a particular tone or flavor to the writing.
5. Mechanics refers to the conventional devices used to clarify the meaning.

In addition, according to Jacobs et al (1981) there are five aspects of writing. They are:

1. 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.
2. 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.
3. Vocabulary refers to the selection of words that are suitable to the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.
4. Language Uses/Grammar refers to the use of the correct grammatical form of syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.
5. Mechanics refers to the use of graphic conventional of the language, i.e., the steps or arranging letters, words, sentences, paragraphs by using knowledge of structure and some others related to one another. In this research, the writer applied the aspects of writing by Jacobs et al (1981) in evaluating the students writing score because it provides a well-defined standard. In short, writing comprises five important elements namely content, organization, vocabulary, language use, and mechanics.

2.3. Teaching Writing

Brown (1994) defines teaching as "showing or assisting someone in learning how to do something, providing knowledge, causing to know or understand." In other words, teaching can be a process of giving instruction or guidance to the students. It means that in teaching, the teacher is the person who gives guidance to students in order for them to learn new skills or knowledge.

According to Richards and Renandya (2002), The four language skills taught in schools (listening, speaking, reading, and writing), writing is the most difficult subject for the students. The difficulties are in generating and organizing idea as well as translating the ideas into readable text. It is necessary for the teacher to produce the technique which are suitable to the students' interest and need. The

technique has to be capable of help the students in generating and organizing their ideas into a text.

In addition, Richards and Renandya (2002) states that the teacher's correction may lead to the students' improvement on writing work and may make writing interesting, challenging, and enjoyable. Responding and giving feedback to the students' writing can be both oral and written form.

Moreover, according to Nunan (2003), teaching writing is the process of delivering ideas and thoughts into sentences and paragraphs. Thus, teacher is hoped to enable students to organize the ideas, sentences and paragraphs correctly. A writer selects the topic to write, organize the ideas, write a draft, read, and revise it. So, the process of writing needs long time. It means a teacher should let the students to use the time longer in writing a task.

From the explanations above, it can be said that teaching writing is a process in which the teacher gives a guidance to the students not only to write sentence but also to organize their ideas into written form properly.

2.4 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. 17 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 sturture of recount text which are: orientation, events, and reorientation.; there some kinds language features and kinds of recount text.

2.5 Defenition of Picture Series

Picture series is one of the instructional media to overcome the writing problems especially in writing recount text. Picture series is a creative idea to develop concepts of the story written by the students. Previously, they are difficult to integrate sentence in making a composition because they are lack of ideas. By using picture series, students can build concepts and raise the ideas of the story they write. According to Metiawati in Nurkamri (2014) "Picture series is a number of related composite linked to the form of series or series of events". According to Alex in Muna (2016) "Picture Series is one of the media that is support the process of brainstorming during the process of writing as visual aids that stimulate to provide inspiration to express something". Picture series contains the picture series forming a story. Kreidler in Nurkamri (2014) states, "A picture series can be used as cues for the retelling of a story." Picture series guided them to write and compose each pharagraph.

Wright (1988) states that pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. Harmer (2004:33) adds that pictures are often used to present situations to help students work with grammar and vocabulary. It is enjoyable for the students because it encourages activity in guessing the messages from the picture based on their imagination. Students can understand the content of the whole picture series because the pictures are related. Pictures series are arranged as media to help students express their ideas and feelings fluently. Picture series can be used in various teaching learning activities especially teaching writing in narrative text. By using picture series, students are able to develop their ideas so that it eases students to build concept of the story will be written by them.

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.

2.6 Picture series in Teaching Writing Recount Text

Generally, teaching is not only transferring knowledge to the student, yet it is guiding the students that they are able to succeed. Brown (2000:7) states that teaching is guiding, facilitating learning, and enabling the learners to learn to get the condition for learning.

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 usually use in the classroom especially in teaching writing. One of them is Picture series. There were three Series of pictures and the researcher applied one Picture series in each treatment. In the first treatment, the researcher showed the example of the Picture series of recount text. In the second treatment, the researcher gave them the same Picture series then the students worked in pairs to write it into a good paragraph. In the third meeting, the researcher provided Picture series then each student wrote the recount text based on the Picture series.

There are some previous studies about the effect of Picture series in teaching writing:

Based on Ramadhani (2017), there is an increase in students' procedure 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 coherence and unity procedure text, so the organization of the text will be improved.

Gunawan (2013) also investigated that there was an improvement of students' narrative paragraph writing by using Picture series. She did classroom action research that conducted in two cycles, each cycle consisted of: planning, action, observation and reflection.

The last, Prasetianingtias (2008) found that applying Picture series was successful in increasing student's writing ability. It happened because Picture series can guide the students in composing the procedure text well.

Those previous studies above were used as references for the researcher in conducting this research and also as the comparison between those relevant studies with the study conducted by the researcher at the present time.

The researcher chose Picture series as the media in teaching a recount text because this was suitable with the recount text which has series of events. It was easier for students to develop their ideas of one event if each event was given one picture. Picture series also had been successfully applied in some schools; the process could trigger students' creativity.

There was also no research yet in Lampung which observed the use of Picture series in teaching writing especially recount text. Hence, the researcher wanted to examine "Picture series to improve students' writing in recount text". Thus, the researcher wanted to analyze whether teaching writing by using Picture series can improve students' writing in recount text.

2.7 Procedures of Applying Picture series in Teaching

Every teacher has to use an appropriate technique in order to make the 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. In this research, the researcher will use picture Series. The researcher uses recount text in conducting the research. In practicing to write a recount text by using picture Series and observing the process, the researcher will follow the procedure proposed by Blanchard and Root (2003). The procedure can be described as follows:

1. Pre-writing

Pre-writing activity warms up the brain to gather the ideas to write about. The teacher introduced to the students the topic of learning which was about recount text. After being taught by using picture series, the students memorized many vocabularies that have been written before. It means that picture series helped them in generating ideas when they start to write.

2. Writing/Drafting

After that, the teacher asks the students to create the first draft. The teacher asks them to start writing their recount text individually based on the theme

that is given. The result of brainstorming in the prewriting process is as a guide for the students to write paragraphs. The students should be concerned about developing ideas.

3. Revising

In this step, the students focus on the clarity of their message such as organizing ideas and selecting more precise vocabulary. In editing, the students proofread for and correct errors in spelling, punctuation, capitalization, and usage.

2.8 Advantages and Disadvantages of Picture series

According to Lathuru in Nurkamri (2014), pictures have several functions in the teaching and learning process. First, pictures can translate abstract ideas into more realistic forms. Second, pictures are easily obtained, for example from schoolbooks, newspapers and magazines. Third, pictures are usable in different kinds of academic levels. Fourth, pictures can save the teacher's time and energy. In addition, Rames in Nurkamri (2014), pictures in series provide for a variety of guided and free writing exercises. A picture series, such as a comic strip, provides the subject matter for writing recounts and for speculating about the story beyond the pictures in the strip. By using picture series, the attention of students is focused on the picture. So picture series creates their inspiration. Picture series can be used in every material and whatever the emphasis of the syllabus that the teacher is following.

While the disadvantages of picture series, students pay attention to the picture series more than learned material. It takes time and costs much to provide attractive pictures. And small and unclear pictures may arise problems in the teaching learning process since the students may misunderstand about the sequence of pictures.

2.9 Theoretical Assumption

Picture series is an effective media to be used in teaching writing like recount text since pictures give students a chance to think critically and interpret events in the picture and write their ideas. Picture series is also really suitable for teaching writing because it helps the students to complete ideas and stimulate their imagination.

Based on the explanation of Picture series, the researcher believes 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 assumes that Picture series will help students to develop the ideas in composing a recount text since it helps students to organize their thought systematically.

2.10 Hypotheses

The researcher states the hypotheses as follows:

1. Ho: There is no improvement of the students' achievement in writing a recount text after the students are taught by using picture series.
2. H₁: There is an improvement of the students' achievement in writing a recount text after the students are taught by using picture series.

Those all above are what this chapter covers, such as, theories of writing, aspects of writing, teaching writing, Picture series, Picture series in teaching recount text, procedure of applying Picture series in teaching, advantages and disadvantages of using Picture series, theoretical assumption, and hypotheses.

III. METHODOLOGY

3.1 Research Design

In conducting this research, the researcher conducted a quantitative research using one group pretest-posttest design. This design was used for answering the research question, is there any significant difference of students' writing achievement between the pre test and post test after the implementation of picture Series. The students were given a pretest before the treatment and a post-test after the treatment in this research. The research design as follow:

T1 X T2

Notes:

T1 refers to the pretest that is given before the researcher teaches through Picture series in order to measure the students' achievement before they are given the treatment.

X refers to the treatments given by the researcher through Picture series to improve students' writing.

T2 refers to the posttest that is given after implementing Picture series and to measure how far the students' improvement after they get the treatment.

3.2 Population and Sample

Population is a group of individuals who have the same characteristics. As a result, population is defined as a collection of elements or examples, whether humans, things, or events, that meet certain characteristics and to which we intend to generalize the research findings. MA Al-Fatah Lampung, it was selected as the research setting because the location was

reachable for the researcher to conduct the research. Therefore, the researcher is interested in conducting the research there. The population in this research was the class X C of MA Al-Fatah Lampung. The number of the entire students was 23.

3.3 Data Collecting Technique

In collecting the data, the researcher used a test as an instrument as. There were two tests that were used:

3.3.1 Pretest

The pretest was given before the treatment in order to know their writing ability before the treatment. The researcher gave a pretest to the class.

3.3.2 Post-Test

The post-test was given after the researcher conducted the treatment of Picture series in the class.

The duration of the pretest and post-test was 60 minutes of each. Moreover, the system and degree of difficulty of post-test were the same as pretest in order to know the development of the students' writing ability.

3.4 Research Procedures

The researcher used procedure of conducting the research as follow:

1. Determining the population

The population was the students at the tenth grade of MA Al-Fatah Lampung. For the research, the researcher took 23 sample students from class X C.

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

The researcher chose the material based on the syllabus. The researcher selected some samples of recount text from the internet.

3. Preparing and conducting the test

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

4. Conducting the treatment

The treatments were conducted in three meetings. The researcher explains the characteristics of recount text such as social function, structure, and language features. Then the students are asked by the teacher to make a recount text in which the topic was about factual recount.

5. Administering the posttest

The posttest was done after the treatments. This posttest was similar to the pretest. The researcher was going to ask the students to write a recount text in which the topic was about factual recount.

6. Analyzing the data

In this step, the researcher analyzed the data that were obtained from students' pretest and post-test by using SPSS.

7. Interpreting the report findings

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

Analyzing the data, the researcher assessed the students' final work, in the pretest and posttest. After that, the researcher analyzed it by seeing the comparison of two scores.

3.5 The Implementation of Teaching Writing Recount Text by Using Picture Series

In this research, this study only used one class as the sample that was X of MA Al Fatah. At the beginning of the activity, the pretest was conducted to find out the basic students' ability in writing recount text before being given the treatment. It can be seen from the result of the pretest that the students' score was not really good. It was because most of students had lack of vocabularies to write a recount text. From the aspects of writing, the content was not elaborated well and the organization was not organized well too. Besides, there are some mistakes in producing sentences in form of simple past tense.

After conducting the pre-test, the researcher conducted the treatment by using pictures in three meetings. In every meetings there were three sessions of learning activities, pre-activity, whilst activity, and post activity. For the first meeting, the researcher greeted the students and checked the students' attendance list. The

researcher gave brainstorming by giving one picture series. The researcher showed the picture series and asked the students to give their opinion related to the picture. To help the students, the researcher also asked some guided questions related to the such as "Who is she? How old is she?" After that, the researcher explained about recount text by telling what is recount text, what kind of recount text and its social function and language features. Then, by using the pictures series the students are asked to identify the background information, major achievements, and personal life based on the pictures and after that, the students are given the exercise to make simple sentences by using the words that they have mentioned. Moreover, to close the meeting, the researcher asked the difficulty that they faced while identifying the pictures and the text.

In the next meeting, there were also three activities. In pre-activities, teacher checked the attendance list of the students and she asked the students about the previous lesson. In whilst-activities, the researcher gave pictures that was different from the one used in the first meeting and also gave the example of recount text, then reviewed the text. In post-activity, the researcher evaluated the teaching learning process by correcting the volunteers' work directly, from the structure, the language features and the content of the text.

In third meeting as the last treatment, the students were firstly asked about the previous topic that they have learned. Then, they were given picture series by the researcher. After comprehending the picture, the students are asked to write down some keywords based on the pictures, then the students were asked to compose a recount text based on the pictures series. After finished composing the text, they were asked exchange their work with their friend to do correction. The students' errors in punctuation, capitalizing, spelling, and grammar were checked in this step. After proofreading correction, the students work collected to the teacher. After collecting the students' work' the researcher monitored and marked their work and gave comment and suggestion in the paper. Then, the teacher closed the meeting.

Furthermore, after delivering the treatment, the researcher administered the post-test to measure the improvement of students' writing in recount text after receiving

the treatment using pictures. The students were given 60 minutes to write a recount text about.

In conclusion, the research was successfully conducted in five meetings although there were also some problems such as the students were so noisy in the class, and they have not learnt recount text about factual recount.

3.6 Scoring Rubric

For giving students' scores, the following criteria are used (adapted from the criteria of the scoring system based on the rating sheet from Jacob et al (1981). There are five aspects: content, organization, vocabulary, grammar, and mechanics. Below is the percentage of each aspect:

- 1) Content : 30%
- 2) Organization: 20%
- 3) Grammar : 25%
- 4) Vocabulary : 20%
- 5) Mechanics : 5%

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

	<p>Fair to poor. Limited range, frequent errors of idiom/words, meaning confused or obscure.</p> <p>Very poor. Essentially translation, little knowledge of English vocabulary, not enough to evaluate</p>	9-7
Grammar	<p>Excellent to very good. Effective complete constructions, few errors of agreement, tense, number, word order, function, pronouns, and preposition.</p> <p>Good to average. Effective but simple construction, minor problems in complex construction, several errors of agreement, prepositions but seldom obscured.</p> <p>Fair to poor. Major problem in simple construction, frequent error of negation, agreement, tense. Number, word, pronoun. Meaning confused.</p> <p>Very poor, virtually no mastery of sentence construction rules, dominated errors, does not communicate, not enough to evaluate.</p>	<p>25-22</p> <p>21-18</p> <p>17-11</p> <p>10-5</p>
Mechanic	<p>Excellent. Few errors of punctuation, spelling, and capitalization/ used correctly</p> <p>Good. Occasional errors of punctuation, spelling, and capitalization.</p> <p>Fair. Numerous errors of punctuation, spelling, and capitalization</p> <p>Very Poor. No mastery of convention, dominated by errors of punctuation, spelling, and capitalization</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p>

(Jacobs et al, 1981: 90).

In order to get a reliable score, the researcher used inter-raters. There were two raters who scored the students' writing achievement. And the researcher used scoring system based on Jacob et al (1981).

3.7 Instrument of the Research

An instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that you establish or develop in advance of the study.

The research instrument that was used in this research is a writing test. Test is usually performed by using that element of the survey and determining how it works. The test was conducted twice. Regarding with the validity, the researcher used content validity which meant that the researcher makes the test based on the curriculum where the research was conducted. There are two writing test that were used: pretest and pots-test.

3.8 Variable

In order to assess the influence of the treatments in this research, variables were defined as dependent and independent variables. Independent variable is a major variable that a researcher hopes to investigate; the dependent variable is the variable that the researcher observes and measures to determine the improvement of the independent variable (Hatch and Farhady, 1982). These were the variables:

X: Picture Series as the independent variable.

Y: Writing ability as the dependent variable.

3.9 Validity and Reliability of the Instruments

Validity shows how good a test is for a particular situation; reliability shows how trustworthy a score on that test will be. It cannot be drawn valid conclusions from a test score unless it can make sure that the test is reliable. Even when a test is reliable, it may not be valid.

3.9.1 Validity

Ghuri and Gronhaug (2005) stated that validity explains how well the collected data covers the actual area of investigation. Validity basically means “measure what is intended to be measured” (Field, 2005). To measure the test, in this research content validity, and construct validity.

a) 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 MA Al Fatah Natar

b) 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 asked 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.

3.9.2 Reliability

Reliability involves the degree to which a phenomenological measure provides stable and consistent results (Carmines and Zeller, 1979). Reliability is also about repeatability. For example, a weighing scale or test is reliable when repeated measurements under constant conditions yield the same result (Moser and Kalton, 1989). Reliability testing is important because it relates to the consistency between parts of the meter (Huck, 2007).

A test considered reliable if the tests have a consistent result. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there will be inter-

rater reliability. Inter-rater reliability was used when the score of the test is independently estimated by two or more judges or raters. In this case, the first rater was the English teachers at MA Al-Fatah Lampung and the second rater was the researcher. it was important to make sure that both raters used the same criteria for scoring the students' writing test. To measure how reliability the scoring , this study used *Rank Spearman Correlation* with the formula:

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

p : Coefficient of rank order

d : Difference of rank correlation

N : Number of students

1-6 : Constant number

(Hatch & Farhady, 1982)

After calculating the result of the students' descriptive writing, the data was calculated by the researcher, with the standard of reliability below:

- a) A very low reliability (ranging from 0.00 to 0.19)
- b) A low reliability (ranging from 0.20 to 0.39)
- c) An average reliability (ranging from 0.40 to 0.59)
- d) A high reliability (ranging from 0.60 to 0.79)
- e) A very high reliability (ranging from 0.80 to 1.00)

(Arikunto, 2005)

Based on the standard of reliability above, it can be concluded that the writing tests are considered reliable if the tests reach the range of (0.60 – 1.00).

Table 3.1 Reliability of Pretest

			TotalR1Pretest	TotalR2Pretest
Spearman's rho	Rater 1	Correlation Coefficient	1.000	.840**
		Sig. (2-tailed)	.	.000
		N	23	23
	Rater 2	Correlation Coefficient	.840**	1.000
		Sig. (2-tailed)	.000	.
		N	23	23

** . Correlation is significant at the 0.01 level (2-tailed).

From the table above, it is clearly seen that the reliability of the pretest is 0.840. Hence, it can be concluded that the pretest used to know students' prior ability is considered to have a very high reliability. On the other hand, the reliability of posttest is picturized on the following table:

Table 3.2 Reliability of Posttest

			TotalR1Posttest	TotalR2Posttest
Spearman's rho	Rater 1	Correlation Coefficient	1.000	.857**
		Sig. (2-tailed)	.	.000
		N	23	23
	Rater 2	Correlation Coefficient	.857**	1.000
		Sig. (2-tailed)	.000	.
		N	23	23

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the second table, the reliability of the posttest is 0.857. According to the specification of Arikunto (2006), if the value of the test is 0.80000 to 1.0000 it means that the test has a very high reliability level.

To sum up, the results show that both tests have high reliability by getting score 0.840 for pretest and 0.857 for posttest. It indicates that all of the tests have a good consistency of assessment results.

3.10 Data Analysis

The data obtained after teaching using picture Series was analyzed with SPSS version 16 to answer the question “is there any significant difference of students’ writing achievement between the pre test and post test after the implementation of picture Series toward the students’ teaching writing ability at first graders of MA Al-Fatah Lampung.” The researcher used the formula:

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

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

Notes:

Md: Mean (average score)

$\sum d$: The total score of the students

N: The total number of the students

(Hatch and Farhadi, 1982,p. 25)

To determine whether is there any significant difference of students’ writing achievement between the pre test and post test after the implementation of picture Series, the researcher used the following formula:

$$I = M2 - M1$$

Notes:

I: The improvement of students’ achievement

M1: The average score of pre-test

M2: The average score of post-test

3.9.1 Normality Test

In order to find out if there was any significant difference of students’ writing achievement between the pre test and post test after the implementation of picture Series, the data were statistically analyzed by using Paired Sample T-Test in SPSS. Before analyzing the data, the researcher analyzed the normality of the data. The researcher used normality test to know whether the data were normally distributed or not with the hypotheses stated below:

H_0 : The distribution of the data is normal

H_1 : The distribution of the data is not normal.

The level of the significance used is 0.05. H_0 is accepted if the results of the normality test is higher than 0.05 (sign > 0.05). Moreover, the result of the normality test is shown on the table below:

Table 3.4 Test of Normality

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest	23	28.0	37.5	65.5	50.239	6.5190
Posttest	23	29.0	41.5	70.5	57.217	6.0318

One-Sample Shapiro-Wilk

	Shapiro-Wilk		
	Statistics	df	Sig.
TotalPretestMean	.969	23	.668
TotalPosttestMean	.966	23	.603

Table 3.4 proves evidence that both of the data are distributed normally. It can be seen that H_0 is accepted as the data from both tests are 0.668 for the pretest and 0.603 for the posttest, it means higher than 0.05. So the tests are proven to have normal distribution.

3.11 Hypotheses Testing

In this study, there is a hypothesis to be answered. However, it is necessary to perform a hypothesis test to know whether the hypothesis “the picture series was significantly improved in teaching writing skills at 10th grade at MA Al-Fatah Lampung” is accepted. By using the Social Science Statistical Package's repeated measures, the researchers looked at the test's level of significance. The hypothesis

was proven when the sign is $< p$ in which $p = 0.05$. The results of the analysis are shown in the table below.

The researcher formulates the hypotheses as follows:

H0: The picture series has not significantly improved in teaching writing ability at tenth grade of MA Al-Fatah Lampung.

H1: The picture series has significantly improved in teaching writing ability at tenth grade of MA Al-Fatah Lampung.

The criteria of acceptance or rejection of hypothetical test are:

H1 is accepted if $\text{Sig.} < \alpha = 0.05$

H0 is accepted if $\text{Sig.} > \alpha = 0.05$

Table 3.5 Repeated Measures Test

		Paired Samples Test							
		Paired Differences			95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pai	Pretest	-6.9783	5.4219	1.1305	-9.3229	-4.6336	-6.172	22	.000
r 1	–								
	Posttest								

Table 3.5 shows the calculation results for the two-tailed values. We can see that the significance of the test is 0.000. This means that H1 is accepted because $0.000 < 0.05$. After being taught by using picture series, students' writing skills have been proven to improve from pretest to posttest.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use pictures as a media in teaching writing and for those who want to conduct similar research.

5.1. CONCLUSION

Writing plays important roles in English language teaching and learning. However, it is claimed as the most difficult skill to be mastered. This difficulty is caused by the complexity of writing process. Moreover, the product of writing should have good organization, sufficient content, correct grammar, various vocabulary, and appropriate mechanics. In order to solve this complexity, teachers should provide appropriate instructional media. Picture series as one of instructional media is beneficial to improve students' writing ability. Picture series are chosen since they are interesting and contain chronological order in sequence that ease the students to generate and organize their ideas in written form. Therefore, teachers are suggested to be more creative in choosing and creating interesting media in order to success the teaching of writing. They are expected to conduct research to explore more about the use of picture series in improving students' writing ability.

The researcher concludes the implementation of pictures as media could improve students' writing achievement of recount text. To see whether there is improvement or not, it can be seen from the difference score between pre-test and post-test, because the comparison of pre-test and post-test score is an indicator that there is

an improvement. In this research, the mean of pre-test is 50.239 and post-test is 57.217 with the increase 6.978. Moreover, the hypothesis proposed in this research is proven by statically result of Paired Sample T-test that significant value is lower than alpha ($0.00 < 0.05$).

5.2. SUGGESTION

In reference with the conclusions above, the writer gives some suggestions as follow:

1. Suggestions for English Teachers

There were also some problems that can be seen such as the students were so noisy in the class, and they have not learnt kind of recount text. Therefore, the researcher suggests for the teacher make sure that they have taught recount text such as the kind of recount text and also make sure that there is a projector to show the pictures to the students. So that the English teacher can apply pictures as media to improve students' descriptive writing ability easily and effectively since it will help the students to produce concept through their thoughts by seeing the pictures.

2. Suggestions for futher researchers

The researcher can investigate the use of picture series to teach other skills, even though there is an improvement, the students' writing results in this research still contain errors. Therefore, the researcher suggests for future researcher must be smart to control the class in order to make students pay attention and explore the difficulties experienced by students in writing using picture series as the media. And also because of the students' condition is different each other, the researcher must be smart to control the class in order to make the students to pay attention for every researcher's explanation. Not only that, before conducting the research, the researcher should improve their English skills.

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