SMALL GROUP DISCUSSION WITH PICTURE SERIES IN ENHANCING EFL LEARNERS' WRITING PERFORMANCE

A thesis

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ABSTRACT

SMALL GROUP DISCUSSION WITH PICTURE SERIES IN ENHANCING EFL LEARNERS' WRITING PERFORMANCE

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This study investigated the effectiveness of small group discussion with picture series in enhancing students' writing performance. It focused on three objectives: (1) to find out whether the small group discussion with picture series improves students' writing performance better than the original small group discussion, (2) to find out which aspect of writing increases the most in the experimental class compared to the control class after the implementation of small group discussion with picture series, and (3) to find out the process of implementing the lesson being reflected by the researcher. A mixed method, quantitative with quasi-experimental design and qualitative was applied in this study. This research was conducted at SMAN 9 Bandar Lampung, involving XI 6 as the experimental class and XI 1 as the control class. The experimental group received small group discussion with picture series instruction, while the control group used the original small group discussion. The Independent-Sample t-test showed a significant improvement in the experimental class (t = -5.331, p = 0.000). The experimental class demonstrated superior gains in rhetorical structure (29.89%), while the control class excelled in mechanics (17.09%). This indicates that the method effectively enhanced students' writing performance to organize and present ideas. Reflection analysis using Toom et al.'s (2015) framework revealed that the teacher's active self-reflection and professional growth. In conclusion, small group discussion with picture series significantly improved students' writing performance, particularly in higher-order skills like rhetorical structure, and fostered reflective practices for the teacher.

Keywords: **Refelctive Journal Writing, Small Group Discussion, Picture Series, Writing Performance**

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Atas pernyataan ini, apabila dikemudian hari ternyata ditemukan adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya, saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

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CURRICULUM VITAE

Nada Nabila was born in Bandar Lampung on December 30, 2000. She is the second child of H. Farizal, A.Md. and Zuriah, S.E. She has two brothers, Muhammad Rfiki Wijaya and Muhammad Ardan Akbar.

She began her educational journey at Al-Azhar 6 Kindergarten, followed by MIN 5 Bandar Lampung. After completing her elementary education in 2013, she pursued her studies at Daarul Huffaz Islamic Boarding School, where she graduated in 2016. She then continued her education at MA Al-Fatah Lampung and graduated in 2019.

In the same year, she successfully passed the SNPMTN selection and was admitted to the English Education Study Program at Lampung University. She completed her undergraduate degree in 2023 and immediately continued her studies in the Master's Program in English Education at the same university.

DEDICATION

All praise and gratitude are solely for Allah SWT, whose infinite mercy and countless blessings continue to guide and strengthen His servant. I proudly dedicate this thesis to the following:

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"And if you never bleed, you're never gonna grow."

(Taylor Swift)

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The writer acknowledges the limitations within this study and welcomes constructive input and suggestions for improvements that can guide future research.

Bandar Lampung,
The writer

Nada Nabila

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I. INTRODUCTION

This chapter is concerned with several points covering the background of the questions. It contains reasons for conducting the research about the small group discussion with picture series in enhancing EFL learners' writing performance, identification of the questions, objectives of the research, uses of the research, scope of the research, and definition of terms. The contents of the chapter are provided briefly below.

1.1 Background

Writing is an essential skill in studying English alongside listening, speaking, and reading (Ganie and Rangkuti, 2019; Hossain, 2015; Purba et al., 2021; Raudatus, 2020). Besides, writing is a process of expressing the ideas, information, knowledge, or experience (Firdani and Fitriani, 2017; Nunan, 2003; Sulaiman and Pakaya, 2020). For many years, the dominant perspective has been to view writing as a ready-made text, consisting of a coherent organization of components arranged according to a set of rules (Hyland, 2009). To sum up, writing is an important English language skill that involves the expression and understanding of ideas and information to facilitate learning and sharing.

There are two common approaches of writing: process and product. The product approach to writing usually involves presenting a model text for discussion and analysis. Students then create a text that is similar or parallel to the model. While this may seem mechanical, this approach allows students to understand discourse structure, linguistic characteristics, and organization of ideas. In contrast, the process approach emphasizes the development of language use through activities such as brainstorming, group discussion, and rewriting (Klimova, 2014).

In addition, writing is one of language skill that should be mastered by senior high school students. They should be able to produce short spoken and written text. In many schools, students are asked to write simply to demonstrate their knowledge of decontextualized facts with little awareness of an audience beyond the teacher-examiner. In such situations, grammatical correctness and clear exposition are often the main criteria for good writing (Hyland, 2009). It can be inferred that writing has an important role in English teaching and learning process.

Despite the importance of writing in learning English, students often face difficulties. Previous research has investigated these challenges, including grammar issues (Kifli et al., 2024; Tadesse and Gobena, 2022; Wang, 2019), difficulty choosing the appropriate words (Buana et al., 2021; Pramesti et al., 2023; Suryani, 2022), problems with content and difficulty in putting together the correct structure (Aini et al., 2022; Labira, 2023; Toba et al., 2019).

In addition, the importance of making learning attractive through effective teaching cannot be overstated. When learning is engaging and captivating, it not only captures the interest of students but also encourages them to actively participate in the learning process. It is in line with Nama and Ate (2022) students' English skills will improve significantly if teachers apply methods that are appropriate to the context. In such an environment, students are more likely to retain information and apply what they have learned, as they find the subject matter relevant and exciting. Moreover, attractive teaching methods help create a positive and motivating educational atmosphere, fostering a love for learning that can last a lifetime. As Darani et al. (2023) state student-led discussions are considered to foster more active learning than teacher-led discussions, as students are more inclined to take the initiative and gain insights from their peers.

Numerous studies have explored techniques and methods to address students' difficulties in the writing process. However, limited research has directly examined the incorporation of collaborative learning with a series of pictures, which requires a

complex process. This current study focuses on small group discussions as an effective technique to help students overcome their challenges in writing. Galanes and Adams (2019) state by collaborating, individuals in a group can accomplish more than they could individually.

Moreover, it is easy to implement in the class and can be understood well by the students. As Lestari (2019) found that students said that the activity of writing is easier because the parts of the text have been discussed and it is done in group. It means that small group discussion helps the student in writing because the parts of the text have been discussed and the activities also do in group. Besides, this technique promotes active, cooperative, and interactive learning. Small group discussions engage learners and encourage them to collaborate and share ideas. Interactive methods can be more engaging and enjoyable, making the learning process more effective. To sum up, small group discussion provides opportunities for the entire participant in group to be active in the process of learning.

There are some previous studies that have investigated the benefit of the use of group discussion related to the students' writing ability (e.g. Davison and Hasaneen, 2024; Elbalqis and Yufrizal, 2023; Fiialka et al., 2021; Lestari, 2019; F. Li and Liu, 2018; H. H. Li and Zhang, 2021; Pospelova, 2021; Septia et al., 2022; Wibowo and Zainurroziqin, 2021). All of the previous studies have found that the implementation of group discussion showed a better impact on students' writing ability compared to individual learning. This technique helps the students to help one another to produce good quality of writing product. It also helps the students to have confidence, and the students will get sense of social values in their life.

Small group discussion is an activity where the students work together to achieve goals. The students in the classroom are divided into several groups that consist of 4-5 students, and then each group should point a group leader. After making the students into group, the teacher provides a case study question or problem that should be answered by the students through work collaboratively. It is essential for the teacher

to ensure that all group members actively participate in the discussion. Eventually, the discussion is summarized and evaluated to assess understanding and their progress.

However, small group discussion has some weaknesses in its implementation. According to Lestari (2019), there are two main challenges that often arise: students find it difficult to translate words accurately, and some cannot apply the correct structure when writing. These weaknesses are particularly relevant in the context of small group discussions, where effective collaboration depends on each student's ability to contribute meaningful language input. When students struggle with vocabulary and grammar, it disrupts the flow of group work and can lead to uneven participation. As a result, the expected benefits of group discussions may be reduced, especially in activities that require clear and accurate written outcomes.

Despite its drawbacks, small group discussion remains a useful and effective teaching strategy in the classroom. One of the main advantages of this technique is the increased of students engagement. When students work in small groups, they are more likely to actively participate, express their opinions, and engage in meaningful discussion. This collaborative learning promotes a feeling of togetherness and prompts students to learn from each other (Mogea and Oroh, 2022). In addition, small group discussions encourage critical thinking and problem-solving skills. By addressing case study questions or problems together, students can explore different perspectives and develop a deeper understanding of the subject matter.

Moreover, small group discussion helps the students build an essential communication and teamwork skills. From this collaborative learning, students learn how to listen to others, clearly articulate their ideas, and negotiate different viewpoints (Prayudha., J. and Solihah, 2023). Furthermore, small group discussion offers a chance for peer learning. This environment makes the students feel more comfortable to ask questions and address their confusion because of the less formal setting (Baltzersen, 2023). These peer interactions can lead to a more supportive learning environment where students help each other.

The current study presents a modified implementation of small group discussion. The purpose of this incorporated technique is to overcome the challenges that faced by students and to improve overall the learning process. By improving the original technique, the modified one aims to create a more effective and attractive learning experience. As O'Brien (2005) states it may not be wise to spend a lot of time helping students become more with technique that they do not find engaging and beneficial, considering the requirement for them to acquire new skills quickly.

As an alternative way to address the weaknesses of small group discussions, the implementation of picture series seems will be suitable media to help students generate ideas about what they are going to write. Additionally, it helps reduce the time required during the teaching-learning process. In the implementation of picture series, it serves not only as a media but also as guidance for students to write in a correct structure. This is supported by Aminatun and Putri (2023), picture series are commonly used to aid in the teaching or presentation of writing topics since they explain the activities from beginning until the end. It is like a story, presented in chronological order.

As one kind of media, picture series are the appropriate way to solve students' difficulty in writing skill, especially in arranging the idea into paragraph in the written form. Some studies also have provided the benefit of the use of picture series in teaching writing (e.g. Aminatun and Putri, 2023; Clarita et al., 2023; Deviga et al., 2021; Menawan and Binawan, 2023; Wahono and Afifah, 2022). Based on those previous studies, it is found that the use of picture series is effective in teaching writing. Additionally, the students became more motivated to learn.

In addition, given the challenges students face in translating words and applying correct structures during small group discussions, additional instructional support is needed to help them succeed in collaborative writing tasks. One effective approach is the use of scaffolding, which is in line with Vygotsky's sociocultural theory. Vygotsky (1978) introduced the concept of Zone of Proximal Development (ZPD), which highlights the gap between what students can do independently and what they can achieve with

guidance. Scaffolding serves as a support system that helps students move through this zone, allowing them to gradually develop their skills. Therefore, incorporating scaffolding into teaching and learning strategies can increase the effectiveness of small group discussions by helping students overcome their linguistic and structural difficulties.

According to Suherdi (2008), scaffolding is an instructional help to provide the learners to master certain knowledge or competencies. This support is gradually omitted as students become more proficient, promoting independent learning and self-confidence. It is in line with Widhiasih et al. (2022) the teachers mostly take part in this process during teaching. In scaffolding, the teacher provides temporary assistance. That is, the teacher only helps the students at the beginning and slowly lets the students do it independently. The incorporation of scaffolding into small group discussions and picture series ensure that students get the guidance they need in their learning process.

In implementing the small group discussion and picture series, it is important for teachers to continuously monitor and reflect on the effectiveness of the learning process. This strategy aims to address common challenges in students' writing, such as difficulties in translating ideas and applying correct structures. To strengthen its effectiveness, scaffolding can be applied to provide students with the necessary support in overcoming linguistic and structural difficulties during group work. As this approach requires careful planning and continuous adjustment, teachers should pay attention to students' responses and progress during the learning session. To support this process, teachers need to develop strong self-awareness, as this can encourage deeper reflection on classroom dynamics and learning effectiveness (Ningrum and Ariani, 2020). One useful tool to facilitate this reflection is reflective journal writing. Through regular journaling, teachers can systematically evaluate their teaching practices, identify challenges that arise during the implementation of instructional strategies, and develop more informed and adaptive teaching scenarios. This continuous reflective process plays an important role in improving teacher performance and student learning outcomes.

As Ningrum and Ariani (2020) maintain that every learning process invites reflection to express an in-depth view of what has happened in the classroom and how to respond better if it happens again in the future. Moreover, journaling will help the teachers observe and find areas that need improvement and maintain areas that have shown positive results. According to Siregar et al. (2023) reflective journal is a collection of notes in the form of reflective statements about the learning process and learning experiences on a particular topic. Recognizing the importance of self-reflection in learning, reflective journals are increasingly being used as a reflection tool in higher education (Ramadhanti, 2024). With a view to striving for sustainable and meaningful learning, this research will reflect the learning process using reflective journal.

The reflection was documented in written forms, to ensure that insights and observations are clearly formulated and maintained for future reference. In addition, this reflection will be carried out by the teacher itself, reporting on classroom dynamics and teaching strategies directly. By carrying the written reflection, the teacher can systematically analyze the teaching methods, students' interaction, challenges and issues, and the overall classroom experience. This practice not only increases self-awareness, but also enables teacher to improve more applicable and responsive teaching strategies.

Eventually, relating to the need for further research to overcome the weaknesses of small group discussion and considering the benefit of the use of picture series, it is assumed that incorporating the technique and media in teaching writing will provide a good impact on the students' writing. From now on, the combination between small group discussion and picture series is mentioned as the incorporation technique. Therefore, the researcher is interested in doing the research about "Small Group Discussion with Picture Series in Enhancing EFL Learners' Writing Performance".

1.2 Research Questions

Dealing with the issues presented in the background, this study was intended to answer following research questions:

1. Is the small group discussion with picture series better than the original small group discussion in improving students' writing performance?
2. Which aspect of writing increases the most in the experimental class compared to the control class after the implementation of small group discussion with picture series?
3. How is the process of implementing the lesson being reflected by the researcher?

1.3 Objectives

Regarding the problems above, this research intended to find out the follow purposes:

1. To find out whether the small group discussion with picture series improves students' writing performance better than the original small group discussion.
2. To find out which aspect of writing increases the most in the experimental class compared to the control class after the implementation of small group discussion with picture series.
3. To find out the process of implementing the lesson being reflected by the researcher.

1.4 Uses

The researcher expected that this research would provide the benefits in the study of English. There were two kinds of the uses in this research.

1. **Theoretically**

   This research told about the small group discussion with picture series. Moreover, this research provided reflections that are expected to provide a contribution for the school development. This research was expected can be a reference for the further researcher conducting such kind of research in the future.

2. **Practically**

The English teachers might consider the small group discussion with picture series as an alternative way in teaching writing; recognize the importance of doing a reflection.

1.5 Scope

This research focused on investigating the effectiveness of using small group discussions with picture series in writing instruction, particularly on recount texts. The scope of this research included both quantitative and qualitative approaches. Quantitatively, the study examined whether this modified teaching strategy improved students' writing performance compared to the original small group discussions, and identified which aspects of writing in terms of content, rhetorical structure, grammatical form, diction and tone, or mechanics showed the most improvement. Qualitatively, the study explored the lesson implementation process as reflected through the researcher's reflective journal. All stages of the small group discussions were implemented and enhanced with scaffolding and visual aids through a picture series, which aimed to address students' specific challenges in the writing process.

1.6 Definition of Terms

In this research, there were some terms that mostly appear in the explanation of each chapter. Those terms are:

1. Scaffolding is an instructional aid that helps students to master knowledge and skills.
2. Writing is a complex process to deliver thoughts and ideas that involves thinking, organizing, and expressing those using words in the written form which cannot be separated from certain context to be clear for the reader so that they are able to understand the message or the information well.
3. Small group discussion is defined as a process where in a group of students get together to exchange experiences, information, ideas to solve a problem.
4. Pictures series are visual aid to explain concepts and make topics interesting.

5. Reflective journal is a highly value way of thinking to reflect in the fields of education to unravel any challenging during the learning process.

6. Recount texts typically involve the retelling of historical events, personal experiences, or imaginative narratives that commonly provide a descriptive and commentary-rich account of a chronological sequence of events.

The components above including background, research questions, objectives, uses, scope, and definition of terms are considered as essential framework of this research. Further detailed explanations will be provided in the next chapter.

II. LITERATURE REVIEW

Regarding to answer the research questions which are: is the small group discussion with picture series better than the original small group discussion in improving students' writing performance, which aspect of writing increases the most in the experimental class compared to the control class after the implementation of small group discussion with picture series, and how is the process of implementing the lesson being reflected by the researcher, therefore this chapter covers the essential components, including the concept of writing, aspects of writing, the writing process, types of text, recount text, teaching writing, the concept and procedure of small group discussion, the concept of picture series, scaffolding in small group discussion and picture series, teaching writing through small group discussion and picture series, small group discussion with picture series procedures, concept of reflective journal includes it procedures and the six categories of it. This chapter also discusses the advantages and disadvantages of these approaches, reviews relevant previous research, elaborates theoretical assumptions, and presents hypothesis to provide readers with a deeper understanding.

2.1 Concept of Writing

Writing is one of the skills apart from listening, reading and speaking in learning a language that must be mastered by the students in learning English. Nunan (2003) describes writing as the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the reader. In line with the previous definition, Hyland (2009) states that writing as a ready-made text, consisting of a coherent organization of components arranged according to a set of rules. In other words, the writers have to deliver their ideas clearly to avoid the readers' confusion in grasping the meaning.

Gibbons (2009) explains that writing involves writing something, producing a written product of some kind, and that product cannot be divorced from its purpose and from the context in which it will be read. This definition provides explicit meaning that writing may not be separated from the context and the purpose of writing itself.

Writing is the complex process. That is because before the writer transforms the information to the readers, they should arrange their idea into words and good sequences, so the reader will understand easily. In line with Deane et al. (2008) writing can be seen relatively narrowly, as a specific type of verbal production skill in which texts are produced to fulfill discourse demands, or more broadly as a complex and integrated performance that cannot be understood apart from the social and cognitive purposes it serves. This 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, the writers must follow some aspects of writing in order to make the readers understand the writing.

To evaluate students' writing, this research used a scoring rubric aligned with key writing aspects: content, rhetorical structure, grammatical form, diction and tone, and mechanics. The rubric assessed content based on clarity and development of ideas, rhetorical structure on organization and transitions, grammatical form on sentence structure and accuracy, diction and tone on vocabulary and consistency, and mechanics on spelling, punctuation, and formatting. This rubric provided clear expectations, structured feedback, and guidance to help students improve their writing.

Based on definitions above, it can be summarized that writing is a complex process to deliver thoughts and ideas that involves thinking, organizing, and expressing them using words in the written form which cannot be separated from certain context to be clear for the reader so that they are able to understand the message or the information well.

2.2 Aspects of Writing

Basically, writing has some essential substance. They are content, organization, vocabulary, mechanic and grammar. Brown (2018) highlights several key aspects to consider when scoring student writing. They are explained below:

a. Content

This pertains to the topic and its explanation, discussion, and conclusion. The content should be clear, specific, and relevant to the topic. The topic sentence provides the experience of the main idea (unity), such as the group of related statements that the writer presents as a unity in developing the subject in discussion, which ends with a conclusion. In other words, the body paragraph does the work of conveying ideas rather than fulfilling the specific functions of transition, restatement, and emphasis.

b. Organization

This involves how the writers structure their ideas. It is more than just an attempt to bring together all the jumbled masses of facts and ideas. They must create a cohesive piece of writing that flows well from the beginning to the end.

c. Vocabulary

This is crucial in writing. The writers must select appropriate words and construct sentences correctly. This is done under the assumption that they want to express ideas clearly and directly. Choosing words that express meaning precisely, rather than contradicting or ambiguous it.

d. Grammar

This aspect is mainly concerned with the use of grammar and syntax patterns in separating, combining and grouping ideas in words, phrases, clauses, sentences to bring out logical relationships in text writing. Good writing depends on proper grammar; effective writing consists of grammatically correct sentences.

e. Mechanics

This relates to the rules of writing that refers to the use of graphics that are commonly used in language. Mechanics are print conventions that do not exist in spoken language, including spelling, punctuation, capitalization, and paragraphing. The writers must ensure that each paragraph is well-developed and all words are spelled correctly.

Ferris and Hedgcock (2005) also state that there are five aspects of writing. They are:

a. Content

This aspect refers to the substance of writing, encompassing the ideas, themes, and messages expressed by the writer. It is the essential core of any piece of writing, which determines what is communicated to the reader.

b. Rhetorical Structure

Rhetorical structure refers to the organization of the content in a piece of writing. It entails structuring ideas in a coherent and logical manner, ensuring that readers can follow the progression of ideas with ease. By clearly articulating and organizing ideas, writers make content understandable.

c. Grammatical Form

Grammar is the use of grammatical forms and syntax patterns, which are the rules that organize the structure composition of clauses, phrases, and words in a particular language.

d. Diction and Tone

This aspect is the choice of structure and lexical items to provide a particular tone flavor to the writing. It includes word choice, sentence length, and syntax that gather to form of the voice of writing. This style can vary depending on the intended readers and purpose.

e. Mechanics

Mechanics refers to the conventional graphic use of language; the act of putting together letters, words, paragraphs, using knowledge of structure and a few other things that relate to each other. The writers must pay attention to the use of punctuation and the application of words in sentences.

Moreover, Rukmini and Saputri (2017) maintain several aspects of writing. They are:

a. Writing Authenticity

This aspect refers to the genuine and original expression of ideas, thoughts, and emotions in a piece of writing. It involves presenting content in a way that is true to the writer's voice and perspective, rather than imitating others or conforming to a certain external expectation.

b. Content Accordance with the Title

The title serves as a preview to the readers, indicating what writing will cover, so the content should accurately reflect and fulfill this expectation. This includes ensuring that the main ideas and themes discussed relate directly to the title, maintaining focus by avoiding digressions, and making the connection between the title and the content clear and easy to understand.

c. Text Harmony

Text harmony refers to the smooth and coherent integration of various elements in a piece of writing. It ensures that all parts of the text-such as ideas, sentences, and paragraphs together to create a unified and coherent whole. Achieving text harmony means consistency in tone, style, and voice throughout the document, as well as using effective transitions to guide the reader smoothly from one point to the next.

d. Vocabulary Selection

Vocabulary selection refers to the careful selection of words in a piece of writing to effectively convey the intended message. It includes choosing words that are suitable for the audience and appropriate for the context. Good vocabulary selection will enhance clarity, ensure the right tone, and add to the overall impact of the writing.

e. Grammar Options

Grammar options include the rules that manage the use of language, ensuring clarity, coherence, and effective communication. By following the principles of grammar, writers can construct well-structured sentences that improve the overall quality of their writing.

f. Vocabulary Writing

Vocabulary writing is very precise emphasizes the importance of choosing words carefully to convey the right meaning and nuance in writing. By using the right vocabulary, writers can improve clarity, avoid ambiguity, and communicate their ideas effectively to readers.

g. Writing Tidiness

Writing tidiness refers to the quality of writing that is neat and easy to read. A tidy writing ensures that the text is visually attractive and easily accessible, improving readability and comprehension for the reader. This involves consistent use of spacing, appropriate font style and size, well-structured paragraphs, and a logical flow of ideas. By maintaining the tidiness of writing, writers can effectively engage their audience and convey information clearly and coherently.

All three sources (Brown, 2018; Ferris and Hedgcock, 2005; Rukmini and Saputri, 2017) provide a comprehensive framework for evaluating writing, each with a different emphasis. Despite the differences, they have the same elements in common: content, grammar, mechanics, and vocabulary. However, Brown and Ferris and Hedgcock discuss organization/form, while Rukmini and Saputri discuss it under "text alignment". Ferris and Hedgcock include "diction and tone" for tone and voice, while Rukmini and Saputri emphasize "authenticity of writing." Based on these comparisons, the researcher used Ferris and Hedgcock's aspects for clarity, understandability, and familiarity, making it ideal for evaluating student writing effectively.

2.3 Process of Writing

The process of writing is about how the writer applies the stages of the writing. According to the nature of writing, there are four stages in the writing process. Those

are planning, drafting, editing, and final draft. Harmer (2004) explains the stages of the writing process. The stages are:

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, but 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 (1994), there are three steps of writing process. The steps are:

a. Pre-writing

Pre-writing is the thinking, talking, reading, and writing you do on your topic before writing your first draft. Pre-writing is a way to warm up your brain before writing, just as you warm up your body before exercising. In the pre-writing step, we collect ideas to write. Take notes to gather ideas.

b. Writing

After completing the pre-writing step, we can move on to the next step, writing. When we write the first draft of a paragraph, we need to use the ideas we got while writing it.

c. Revising

Once the writer has created a draft, they usually read what they have written to see where it works and where it does not. The order of the information may not be clear. Perhaps something is written in an ambiguous or confusing way. You can then move the paragraph or write a new introduction. You can use different word forms for specific sentences.

Besides, Williams (2003) maintains that there eight stages of writing process. They are:

a. Pre-writing

Prewriting is the initial stage of the writing process, which involves gathering ideas, strategies, and information related to the assigned writing task. This stage is crucial for organizing thoughts and ensuring a clear direction before starting the first draft. Prewriting activities may include brainstorming, outlining, researching, and free writing.

b. Planning

Planning requires writers to think about their readers, the tone they want to convey, and the overall goal they want to achieve with their writing. By synchronizing these elements with the ideas and strategies developed in the prewriting stage, writers can ensure a cohesive and purposeful approach, increasing the effectiveness and clarity of their final draft.

c. Drafting

Drafting is the stage of the writing process where writers begin to translate their pre-writing notes and plans into a structured format. This includes developing ideas into complete sentences and paragraphs, which form the initial version of the text. During drafting, the focus is on developing content and flow rather than perfecting grammar or style.

d. Pausing

The moment when the writer is not writing, but rather reflecting on what they have produced and how it fits into their plan. The writer considers factors such as how well the text fits the plan, how well it meets the needs of the reader, and the overall organization.

e. Reading

Reading is the moment of pause when writers read what they have written and compare it to their plan. Reading and writing are intertwined activities.

f. Revising

Revising is an important stage in the writing process where writers re-evaluate and refine their drafts to improve clarity, coherence, and overall effectiveness. Revising is done after the writer has completed the first draft. Writers focus on restructuring sentences and paragraphs, improving transitions, and eliminating repetition or inconsistencies.

g. Editing

Editing is done after revising. Its purpose is to give a professional look to the writer's work. It focuses on sentence-level issues, such as punctuation, sentence length, and spelling, appropriateness of subject and predicate, and style.

h. Publishing

Distributing finished manuscripts from authors to intended readers. Publishing is not limited to printing manuscripts in journals. Publishing also includes sending manuscripts to teachers, publishers or institutions.

The writing processes described by Blanchard and Root (1994); Harmer (2004); Williams (2003) are similar and different in their approaches. All of them highlight stages such as planning/pre-writing, drafting, revising/editing, and finalizing/publishing. Harmer and Williams include distinct planning and prewriting stages, while Blanchard and Root combine them into one prewriting step. Harmer includes a separate editing stage before the final version, similar to Williams, who also adds unique stages such as pausing and reading for reflection. Williams expands the process with more detailed steps, including pausing and reading, which are not explicitly mentioned by Harmer or Blanchard and Root. Despite these differences, all frameworks aim to produce well-structured and coherent writing through repetitive improvement. Given this comparison, the researcher used the process proposed by Blanchard and Root (1994) due to its practical and effective guidance for researchers. This simplified approach facilitates clear and manageable steps to develop a strong paper.

2.4 Types of Text

There are four main types of writing: descriptive, narrative, expository, and recount. Each writing style serves a specific purpose, and a single text may include more than one style. According to Hughes (2003), texts can be categorized into five types: descriptive, expository, argumentative, narrative, and recount.

1. Descriptive text

   Description tells how something looks or feels or sounds. It talks about such features as size, shape, color, sound, or taste. Description sometimes follows space order.

2. Narrative text

   Narration tells "what happened". It tells a story. It is the kind of writing found in novels, short stories, and biographies. Narration usually follows time order.

3. Exposition text

Exposition is writing that explain something. It often answers the questions what, how, and why. Its purpose is to present ideas and to make them as clear as possible. It can be said that exposition follows logical order. This means that paragraphs are arranged in such a way that the reader can understand the writer's thought. In logical order, the writer guides the reader from one idea to another.

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, diary, personal letter, biography, travel report, police report, sport report, history, etc.

The provided explanation suggests that various types of writing are taught in senior high school based on the English syllabus in the curriculum. For this research, the focus was on teaching recount text as it aligned with the syllabus of the sampled students.

2.5 Recount Text

A recount text is a genre that narrates a specific experience, aiming to inform or entertain readers. Its communicative purpose is to convey information about events. Writing a recount text serves the purpose of helping students memorize events or experiences by structuring them in a sequential story format. This involves following the generic structure of recount text, including orientations, events, and reorientation. Additionally, recount text writing contributes to the development of students' abilities in using past tense and connectors such as "first," "then," "after that," "next," and "finally." According to Asni and Susanti (2018), recount text serves a social function by retelling events for the purpose of informing or entertaining. In essence, recount text recounts past stories with the aim of engaging and informing the readers.

Recount texts typically involve the retelling of historical events, personal experiences, or imaginative narratives. These texts commonly provide a descriptive and commentary-rich account of a chronological sequence of events. The generic structure of a recount text consists of three main parts: orientation, events, and reorientation.

According to Rosyadi (2011), recount texts have three generic structures and some language characteristics.

    a. Orientation

       Identifying the participant, the location, and the date of the event

    b. Events

       Describing a sequence of events that occurred throughout the story

    c. Reorientation

       Expressing the writer's personal reaction to the story

Rosyadi (2011) explains that language features of recount text are:

    a. Introducing personal participant. For examples I, my group, etc.

    b. Using chronological connection. For examples then, first, etc.

    c. Using linking items to do with time. For examples on Wednesday, next, later, etc.

    d. Using action verb. For examples, look, go, bring, etc.

    e. Using simple past tense. For examples looked, went, brought, etc.

To sum it up, recount text is a text that tells about experiences in the past with chronological order to inform or entertain the readers. They follow a structure: start with orientation, and then talk about events, and reorientation. These texts can be about history, personal stories, or creative ideas. When writing them, people use specific language features like using names, describing things, using different action words, and organizing events with words like "first" and "then." Recount texts help students practice past tense and connecting ideas. Overall, they are about sharing stories to engage and inform readers.

2.6 Teaching Writing

There are four fundamental language skills: writing, speaking, listening, and reading. Among these, writing holds significant importance as it aids students in enhancing their

other language skills. Basyirudin and Marhaeni (2013) emphasize the role of teachers in teaching writing skills to facilitate the development of overall language proficiency. Expanding on this, Sattayatham and Ratanapinyowong (2008) elaborate on how writing serves as a valuable learning tool, enabling students to grasp idioms, grammatical structures, and vocabulary. Engaging in the writing process involves the students grappling with expressing ideas or arguments on paper, thereby necessitating the use of correct and contextually appropriate language.

Strategy is part of the process used by teachers to carry out teaching activities. It aims to implement ideas, plans, goals within a period of time (Rianti et al., 2022). Moreover, according to Indrilla and Ciptaningrum (2018) effective writing lessons allow students to learn easily and enjoyably. Therefore, it takes the role of the teacher to help and guide students so that learning objectives can be achieved. For example, teachers have a role in choosing and using the right approach for the writing learning process. It means that strategy in teaching writing is important in order to achieve the goals of the learning process.

In considering that writing is a difficult skill to teach, teachers have an important role to play in helping students develop their writing. Therefore, teachers are expected to apply the right methods or strategies in teaching writing (Argawati and Suryani, 2020). In general, there are several ways to approach the teaching of writing. Two of the known approaches and usually practiced by many teaching practitioners are teaching writing as product and process. The product-based approach, although a traditional way of teaching writing, still exists in the field of writing pedagogy. This is because many ELT practitioners seem to prefer this approach over other approaches (Burhansyah and Masrizal, 2021).

The product-based approach is focus mostly on grammar and cohesive devices. It also focuses on specific types of language such as past simple or present simple. When students use the product approach, they read a displayed model and do exercises that focus on the language in the model text. The goal and focus of the product approach is

on grammatical accuracy (Al Bloushi and Al Shuraiaan, 2024). In addition, another feature of product-based approach is its focus on the organization of ideas, where good writing is also seen by how well the ideas are put together by the students. Therefore, the emphasis is more on the organization of ideas, rather than the communicative content itself. Overall, whether or not students are competent in writing is shown by their ability to combine the lexical and syntactic forms they have been taught to produce a product as the end result of their learning process (Burhansyah and Masrizal, 2021).

Considering the important role of writing in improving overall language skills, it is imperative for teachers to use effective strategies in teaching this skill. These strategies should aim to make the learning process easy and enjoyable for students. Writing is a complex skill to tech, therefore using the proper methods and strategies are crucial to achieve the learning objectives. Among the kind approaches of writing, product-based approach stands out for its focus on grammatical accuracy, cohesion, and organization of ideas. This approach allows students to develop a strong foundation in the structural aspects of writing, ensuring they can produce well-organized and grammatically correct texts. Therefore, this study adopted a product-based approach, with an emphasis on grammatical accuracy and structured learning, which was crucial for developing competent writing skills in students.

2.7 Concept of Small Group Discussion

According to Galanes and Adams (2019), small group discussion involves a collective oral interaction among individuals striving towards a common goal. In Ningis's et al. (2021) view, small group discussion also means the process of two or more individuals interacting globally and facing each other about a specific goal or objective through exchanging information, defending opinions, or solving problems. In such situation creates free communication and students can use their language freely in class without hesitation (Crisianita and Mandasari, 2022). Overall, implementing small group discussions is seen as beneficial for creating a positive learning atmosphere.

Small group discussion is a form of cooperative learning where students collaborate in a small group size. It is because group size affects social interactions within groups and teams in several ways. Increasing the number of individuals in a group can also negatively impact the attention of group members. Unavoidably, this distraction negatively impacts members' efforts to complete the task (Akcaoglu and Lee, 2016). In these small groups, the members, who are a cohesive unit of individuals, engage in interactions that depend on interdependence, working together to achieve a common goal.

According to Kendall and Khuon (2006) teaching small group strategies to English language learners offers many benefits. Firstly, it creates a low-anxiety environment where students feel more comfortable and less intimidated, thus encouraging better engagement and participation. In addition, small groups provide more opportunities for interaction between teachers and students, allowing for more personalized guidance and support. This setting also encourages guided interactions between students, enhancing collaborative learning and communication skills. In addition, small groups encourage more task-appropriate behavior, as students are more focused and less distracted. Teachers can more easily check students' understanding, ensuring that each student understands the material. Finally, the small group setting facilitates monitoring and adjusting instruction, thus teachers can effectively personalize their approach to meet students' specific needs.

Furthermore, with small group, the teachers have strived to build sessions that engage the students in a way that allows them to contribute and develop individually according to their preferred learning style. We have also helped them to develop their least preferred style so that they begin to be more skillful as a whole (Nash et al., 2011). Additionally, small group work can be highly beneficial for both teachers and students. With the right tasks and problems, students can learn to collaborate with each other, develop interpersonal awareness, and debate passionately about subjects (Gunn, 2007).

In conclusion, small group discussions offer an effective teaching method that encourages active student participation and creates a positive learning environment. This approach, which involves oral exchanges in small groups, encourages problem-solving, communication skills and teamwork. In addition, small group discussions help in a deeper understanding of the subject. Overall, this method contributes to an interactive and enriching learning experience, emphasizing the importance of student interaction, responsibility, and collaborative achievement of goals.

2.7.1 Procedure of Small Group Discussion

In the context of small group discussions, students are organized into groups of four to six participants. The implementation of small group discussions outlined by Lestari, (2019) are as follows:

1. Pre-Activity

- The teacher opens the class by greeting, praying, and checking attendance.
- The teacher explains the learning objectives and emphasizes the importance of writing skills, particularly recount text.
- Instructions on how to carry out small group discussion are provided.
- The teacher motivates students to actively participate in their groups.

2. Whilst-Activity

- Students are divided into small groups (around 4–6 students per group).
- The teacher provides a stimulus such as picture series or real-life experiences to be discussed.
- Group members discuss the main ideas, sequence of events, and the structure and language features of a recount text.
- Each group collaboratively writes a draft of a recount text based on the discussion.

- The teacher moves around the classroom, monitors the discussions, and offers support or guidance when students face difficulties.

3. Post-Activity

- Each group presents their written text in front of the class.
- The teacher and other students give constructive feedback on the group's writing.
- The teacher provides general feedback and summarizes the lesson.
- The session ends with a brief reflection to review the students' learning process and outcomes.

All of the provided steps were adopted in this research.

2.8 Concept of Picture Series

Harmer (2007) suggests that pictures serve as a type of teaching aid, employed to explain language meaning and structure, involve students in a topic, or form the foundation of an entire activity. Moreover, Brown (2000) contends that pictures are valuable resource for generating both the purpose and content of writing. They not only provide learners with fundamental materials for composition but also inspire their creative faculties. Despite being considered old-fashioned, pictures remain highly beneficial as instructional media.

According to Fayal (2020) there are many possible interpretations that can result from an image. Pictures can be a wonderful and amazing media that can help teachers to illustrate the learning process. Picture series can also be used to increase students' interest in teaching and learning activities. For centuries, pictures have aided students in comprehending various aspects of foreign languages. These pictures serve as motivation, enhancing the students' understanding of the subjects at hand. They effectively illustrate the general concepts and cultural specifics associated with objects or actions. It is supported by Pateşan et al. (2018) the use of visuals in the classroom makes students more interested and pay more attention to the topics presented as they

are given a more meaningful context. Thus, they become more participative and communicative.

Using pictures in language learning is like using aids to explain concepts and make topics interesting. Pictures are not just for decoration; they are essential for writing, sparking creativity and helping students know what to write. Although some people think of pictures as something out of date; pictures are always valuable for teaching. Different types of pictures, such as a series of pictures showing events in sequence, can be very useful. Working together in a learning community or through cooperative learning is also beneficial, reducing teacher dominance, increasing student participation, and allowing everyone to practice and learn together, with the teacher playing a supporting role. In this way, students become more actively involved in their own learning process.

2.8.1 Steps of Giving Picture Series

In the context of picture series, students are given a series of picture that tell a story. The implementation of picture series involves five steps, as outlined by Ligon et al. (1990)

1. Students look at the picture and describe them
2. As student generate vocabulary for each frame, write their words on the whiteboard
3. Students expanding their vocabulary into sentences
4. The teacher guides the telling story with questions
5. Students are asked to tell the whole story

All of the provided steps were adopted in this research.

2.8.2 Scaffolding in Small Group Discussion and Picture Series

Scaffolding, as defined by Suherdi (2008), is an instructional aid provided to support learners in mastering specific knowledge and competencies. This concept is likened to a temporary structure that supports a building under construction, which will be

removed once the building is able to stand on its own. In educational contexts, scaffolding plays a crucial role in guiding students toward independence in learning.

Van de Pol et al. (2010) explain that scaffolding refers to temporary support given to students to help them complete tasks they might not be able to accomplish independently. This support is dynamic, meaning it must be adjusted based on the learner's progress and the nature of the task. The support can come in various forms, such as modeling, questioning, or providing cues, and should be gradually withdrawn as students develop greater competence.

In the context of this study, both Small Group Discussion (SGD) and Picture Series (PS) embody the principles of scaffolding, albeit in different ways. In Small Group Discussion, scaffolding occurs through peer interaction and teacher facilitation. Group members assist one another in developing and articulating ideas, often by offering suggestions, asking questions, or rephrasing concepts. This peer support reflects what van de Pol et al. (2010) describe as responsive and adaptive assistance, where the level of support adjusts based on the needs and input of the learners. The teacher's role also aligns with this principle, as they observe group discussions, provide prompts or clarification when necessary, and encourage deeper thinking—actions that can be seen as modeling or questioning techniques as forms of scaffolding.

Meanwhile, the use of Picture Series supports learners in organizing and sequencing their thoughts in writing. For students who struggle with idea generation or narrative structure, Picture Series offer visual guidance that reduces cognitive load and stimulates imagination. This aligns with Dwigustini et al. (2022), who emphasize that scaffolding not only assists learners in achieving tasks but also provides pedagogical benefits for teachers, such as enabling them to offer structured yet flexible support. Through the structured flow of images, students are guided to build their stories logically and meaningfully, making the writing process more accessible. As learners become more accustomed to this process, they are expected to rely less on visual aids and demonstrate increased independence in writing.

Therefore, although the scaffolding in SGD and PS is not always labeled explicitly, both strategies incorporate its core characteristics: temporary, targeted support tailored to students' needs, and gradually reduced as competence increases. This underlying scaffolding mechanism ensures that learners are progressively empowered to write more confidently and independently.

2.9 Teaching Writing through Small Group Discussion and Picture Series

There are several studies related to using small group discussion in teaching writing. Davison and Hasaneen (2024) found that both collaborative and independent writing groups showed a significant increase in the use of cohesive devices, which was most likely due to the instruction rather than the type of writing. Although cohesive devices were not discussed extensively during collaboration, frequent discussions regarding language use suggest that collaborative writing may better support learning in this aspect. This is in line with the findings of Fiialka et al. (2021) and H. H. Li and Zhang (2021). The study also revealed positive attitudes from students and teachers towards collaborative writing, leading to improved learning outcomes and teamwork skills. The highest scores were achieved by individually written texts after prewriting discussions, with self-selected groups performing better than randomly assigned groups. Despite uneven participation in groups that did not know each other, collaborative writing proved important, as texts without collaboration scored the lowest. Statistical analysis showed significant performance improvement in the intervention group, with collaborative prewriting discussions improving content, organization, vocabulary and language use. The findings emphasize the importance of structured collaborative prewriting activities in improving learning to write English as a second/foreign language (L2).

In addition, Wibowo and Zainurroziqin (2021) and Septia et al. (2022) found statistically significant effect between pre-test and post-tests on the students' writing test score. In other words, there is any difference taught by using Small Group Discussion. The significant improvement on the posttest score of the experimental group was affected by several reasons. Firstly, the implementation of Small Group

Discussion/Interaction helped students to organize the information they got from the material in an effective way. Secondly, the implementation of Small Group Discussion prevented the students' feeling as they never felt before. Additionally, the students' perception after the implementation of technique portrayed a positive result (Elbalqis and Yufrizal, 2023).

Moreover, the findings suggest that the technological features of the discussion board provide EAP students with more writing opportunities, so they can write, receive feedback, and revise more frequently and more effectively than in a traditional classroom. Writing reading reflections and peer reviews on the discussion board motivated students to write more carefully and thoughtfully, thus fostering a sense of learning community outside the classroom (F. Li and Liu, 2018) . Furthermore, Pospelova (2021) found collaborative prewriting tasks in the mixed-ability experimental group encouraged deeper reflection on content and language, with texts produced after using the Collaborative Discussion Method (CDM) scoring higher, especially in task response and lexical resources. This suggests that prewriting discussions can improve writing ability and CDM can be a valuable complementary activity to address the challenges of academic writing.

On the other hand, Lestari (2019) revealed some disadvantages of using small group discussion. It was found that the students need more times to write, they are difficult in translate the word, disability of implementing correct structure makes some of students did not participate, students' motivation of writing is still low, take long time because there are four stages that should be done by the students. Therefore, to overcome those problems, the current research tries to incorporate this technique with one kind of media.

There are several studies related to using picture series in teaching writing. According to Aminatun and Putri (2023) the research findings revealed that the use of serialized pictures to improve students' writing skills, particularly recount texts, was very beneficial. Students' attitudes towards learning English also improved, as shown by

their increased participation in class. It can be concluded that, by using the serial picture media, students' writing ability improved.

There is good interaction between teacher and students by using picture series. In addition, by using picture series, the students can have the ideas how to start writing recount text well. They can arrange the picture series to help them in composing the writing. Thus, the learning process is supported that the students are better to write from their experiences to compose recount text. Then, the use of picture series is effectively used in helping students improve their performance in writing recount text (Deviga et al., 2021). Besides, teaching writing using a picture series can improve students' ability to write narrative texts (Clarita et al., 2023; Wahono and Afifah, 2022). Moreover, Menawan and Binawan (2023) found that the use of pictures series can build students' vocabulary mastery effectively to help their basic writing skills.

In conclusion, various studies (Aminatun and Putri, 2023; Clarita et al., 2023; Deviga et al., 2021; Menawan and Binawan, 2023; Wahono and Afifah, 2022), consistently highlight the effectiveness of using picture series in teaching writing. The evidence suggests that this method enhances students' writing skills, improves their ability to structure texts, fosters interaction between teacher and students, and boosts motivation for both teachers and learners. Overall, the positive impact on writing proficiency, motivation, and understanding of writing techniques makes the use of picture series a valuable tool in the teaching and learning of writing, particularly in genres like recount texts.

2.10 The Procedures of Small Group Discussion with Picture Series

Combining small group discussions, picture series and scaffolding is a smart way to make learning more fun and effective. When students discuss in small groups, everyone is engaged, sharing ideas and thinking critically. Pictures help by providing visual aids, making it easier to understand and generate new ideas. Scaffolding further enhances this by offering temporary assistance tailored to students' needs, helping them progress step by step. Therefore, combining small group discussions, picture series and

scaffolding creates a lively, fun and supportive learning environment. In this study, the researcher integrated all of them to teach writing. However, as a modified method, there are some differences between the original and the incorporated small group discussion. The following table shows the comparison.

Table 2.1 The Procedure of Small Group Discussion with Picture Series

No.	Types of Scaffolding	Original Steps of Small Group Discussion	Steps of Giving Picture Series	Incorporated Small Group Discussion and Picture Series	Stages of Writing
1.	Hard scaffolding (organizational)	Class members are divided into several small groups and appoint one to be the group leader		Class members are divided into several small groups, each appointing one member to be the group leader.	
2.	Hard scaffolding (task support)	Provide case study questions or problems that have been prepared by the teacher		The teacher provides case study questions or problems along with a series of pictures that align with the Learning Objectives (TP) and the Learning Outcomes (CP) as outlined in the *Kurikulum Merdeka*.	Pre-writing
3.	Soft scaffolding (peer collaboration), conceptual scaffolding		Students look at the picture and describe them	Students work with their groups to examine the pictures and describe them, generating vocabulary for each frame.	
4.	Linguistic scaffolding		As student generate vocabulary for each	As all groups generate vocabulary for each frame, they share their words, which the	

			frame, write their words on the whiteboard	teacher writes on the whiteboard.	
5.	Linguistic scaffolding		Students expanding their vocabulary into sentences	Students work with their groups to expand their vocabulary into sentences, laying the groundwork for their narratives.	
6.	Hard scaffolding (modeling)			The teacher provides sentence structures, examples, and sentence starters to help students construct meaningful sentences.	
7.	Soft scaffolding (questioning)		The teacher guides the telling story with questions	The teacher guides the telling story with questions	
8.	Metacognitive scaffolding			Teacher asks questions for each group, helps them to structure their stories with an orientation, events, and reorientation.	
9.	Reciprocal scaffolding (peer-to-peer)		Students are asked to tell the whole story	Each group is asked to tell the whole story aloud, focusing on creating a coherent and logical recount text.	
10	Soft scaffolding			The teacher monitors group interactions, providing support and advice to ensure active participation	

				and effective collaboration.	
11.	Conceptual scaffolding	Instruct the whole group to complete the questions that have been given by the teacher		Each group is instructed to collectively brainstorm and compose a text using another picture series, ensuring that all members participate.	
12.	Soft scaffolding	Ensure all group members participate in the discussion forum		Each student individually writes their own recount text, using the ideas and vocabulary generated during the group discussion.	Writing
13.	Individualized scaffolding (soft+hard)			Teachers offer individualized help by moving from one group to another, addressing specific student needs and providing resources such as writing templates.	Revising
14.	Metacognitive and evaluative scaffolding	Conclude and evaluate the discussions that have been carried out		The teacher concludes and evaluates the discussions and writing activities, providing feedback to help students revise and improve their individual texts.	

In conclusion, the small group discussion with picture series provides an engaging and effective approach to writing instruction. The procedure table developed not only clarifies the steps of the modified method but also serves as a practical guide for implementation in the classroom. Moving forward, this table was used as a framework

to carry out the teaching process, ensuring that each stage supported students in developing their writing.

2.11 Advantages and Disadvantages

In the growing landscape of education, finding innovative and effective ways to make learning interesting and impactful is crucial. One promising initiative is the small group discussions with a series of pictures. This incorporation not only actively engages students, but also takes advantage of different learning styles, creating a lively and engaging learning environment. By incorporating these elements, particularly in the context of teaching writing, teachers aim to unlock the potential for collaborative idea generation and clearer understanding. However, like any other method, this incorporated method has its own advantages and disadvantages which will be discussed in detail to better understand its implications for teachers and students.

Advantages

1. By discussing through small group discussion and looking at pictures can attract the students' engagement.
2. Pictures are visual aids that help students to see things, they can imagine something through it, thus make it easier for them to express their ides.
3. Every student can actively participate, join, and share ideas with their friend through discussion.
4. The stories will be more interesting because of the pictures series help the students to explore their imagination
5. By looking picture series, it can help students to write in a correct structure.
6. Discussing and summarizing at the end of the learning process help students maintain the memory about the material.

Disadvantages

1. It may be difficult for teachers to know how well the students do when they are in a discussion and use picture series. The teachers need to figure out a clear and fair way to evaluate and assess them.

2. The small group discussion with picture series may be overwhelming for students, resulting in cognitive exhaustion and preventing effective information processing.

3. Measuring the effectiveness of both techniques and providing meaningful feedback to students at the appropriate time can be challenging, especially in larger classes.

In conclusion, the small group discussions with picture series brings a refreshing and engaging dimension to learning. Collaborative discussion and picture series enhance understanding, spark creativity and make the learning experience enjoyable. However, it is important to be aware of potential challenges, such as the need for fair assessment methods, the risk of cognitive burnout, and the importance of addressing different levels of participation. Achieving a wise balance between benefits and challenges will ensure a fully holistic and effective learning environment, where students and teachers can maximize the advantages of these interactive techniques for a well-rounded learning experience.

2.12 Concept of Reflective Journal

The word reflection can indicate a concept that can be explained with a series of examples or definitions. Other meanings refer to a phenomenon in the human brain, a method or technique of thinking, a mental act, or a particular process in the brain. It can also mean the result of such activity. The activity can be transitive, analogous to the reflection of light by a mirror (mirroring); or intransitive, such as thinking (Vos and Cowan, 2009). Reflection is the process of connecting theory and practice through a continuous thought process (Salim et al., 2021). According to Ningrum and Ariani (2020) reflection is an activity that uncovers any obstacles during the learning process to measure the significance of the instruction used and map out possible solutions in the future. It implies that reflection a highly value way of thinking to reflect in the fields

of education to unravel any challenging during the learning process. In fact, although teacher reflections are often more descriptive in nature, they still play a crucial role in supporting the adaptation and improvement of teaching practices (Cendana, 2020). This ensures that students receive meaningful feedback and guidance to enhance their learning outcomes, such as improving their writing skills.

Despite there are many types of substitutes that can promote Reflective Teaching, journal writing is considered as one of the commonly used ones. Reflective writing, commonly known as journal writing, can help a teacher in promoting reflection to improve the quality of classroom teaching. Additionally, it helps a teacher to learn about himself/herself as a teacher and as a human being. A teacher can reflect on past experiences or reflect on the contents of the journal he or she writes. Thus, the teacher will become a teacher who always thinks about improving the quality of teaching and learning (Shanmugavelu et al., 2020). Therefore, writing a reflective journal is not only remembering and describing personal experiences, but also considering them critically. This act of writing reflectively not only increases self's awareness of their own thought processes, but also helps them to look at things critically and objectively (Abrouq, 2024). Moreover, reflective practice is closely linked to teachers' sense of self-efficacy. As highlighted by Moradkhani et al. (2017), teachers who engage in reflective practices tend to have higher self-efficacy, which boosts their confidence in using various teaching methods, including providing scaffolding to students. Through reflection, teachers can identify and validate the effectiveness of their strategies, thereby supporting the success of their instructional approaches.

Journal writing has long been used by educators and teachers as a tool to engage students in literacy practices, especially reading and writing while promoting thinking and reflection (Maneepakhathorn, 2023). According to Balbay (2021), by using reflective journal writing to document their weaknesses and strengths, monitor the strategies they can or cannot implement, and anticipate future performances, teachers and students are expected to develop specific strategies to enhance their effectiveness. This process of reflection and self-evaluation is further enriched when done

collaboratively. Altun and Yucel-Toy (2023) found that collaborative-reflective training models can significantly facilitate teacher transformation by encouraging critical analysis and continuous improvement of instructional practices. To conclude, reflective journal writing is helpful to both teachers and students in reflecting on their performance and improving future outcomes.

However, a great deal of research has been done on reflective practice in second/foreign language education. Sahin et al. (2019) conducted a research to find out gain a more in-depth understanding of early childhood pre-service teachers' experiences with reflective journal writing. The findings from this study are reported based on two focal points: the role of reflective journals and the content of reflective journals. For the role of the reflective journal, the three themes obtained from the data were gaining insights, detailed evaluation, and developing strategies for the future. On the content analysis of reflection, meeting the real classroom environment and positive experiences gained from the field were the two themes that emerged from the data. This study shows that reflective journal writing can be considered an important tool for self-evaluation and professional growth.

Another study comes from Donyaie and Afshar (2019) that examines the extent to which Iranian EFL teachers are familiar with reflective journal writing (RJW), the possible contribution of an interactive awareness-raising workshop to participants' individual and collective journal writing, and their perceptions of barriers to RJW. The results showed an increase in participants' familiarity with RJW after the event. Moreover, the pre-service teachers through reflective journaling developed in terms of leadership and teaching skills. The findings also show that most participants were happy with the progress they made through the training. They stated that they had increased their awareness in evaluating their current practice, which is the main scope of reflection (Davut Göker, 2016).

There are several key questions to guide the writing of reflective journal. The teacher can start by considering what they set out to teach and whether they were able to

accomplish their goals. It can be continued by reflecting the effectiveness of technique and teaching materials. Any challenges during the learning process also should be thought by the teacher. The students' engagement and participation should be evaluated. Finally, teacher can consider what the students like most and respond well during the learning process. Those are some key questions that can help teacher to generate the reflections.

To sum up, reflection, particularly through journal writing, is a valuable tool for educators and students. It encourages a continuous thinking process that bridges theory and practice, allowing for critical evaluation and professional growth. Research has shown that reflective journal writing not only aids in self-evaluation, but also improves teaching skills and strategies, ultimately improving educational outcomes. Therefore, having reflective practices such as journal writing integrated into education is essential for continuous improvement and development in teaching and learning.

2.12.1 Procedure of Reflective Journal Writing

In order to do the reflection, the researcher followed some steps based on Husu's et al. (2008) pattern. The steps are provided in the table below:

Table 2.2 Procedure of Reflective Journal Writing

Step	Activity	Description	Time Frame
1	Lesson	Classroom events occur as part of teaching and learning.	During class
2	Videotaping	Teacher's classroom actions are recorded for future review.	Max. 2 days after lesson
3	Identifying Incidents	Teacher selects specific classroom incidents for deeper reflection.	After videotaping
4	Critical Incident Selection	Among the incidents, teacher chooses a critical one (commonplace but meaningful) for professional development reflection.	After incident selection

5	Stimulated Recall	Teacher is asked guiding questions about the incident, such as: – What happened?– What did you think?– Why is it meaningful?– What will you do?	Within weeks after lesson
6	Reflective Discussion	Teacher discusses incident in depth using guiding questions: – Why did you comment?– Importance?– Impact?– What will you do?	Within weeks after lesson
7	Portfolio	Reflections are collected and organized into a portfolio.	Ongoing

The guided reflection procedure outlined in the table served as a clear and structured guide to analyze and improve my teaching practice. Moving forward, I followed each step in this framework-from recording classroom activities, identifying and selecting key events, to engaging in reflective discussions and compiling a reflection portfolio. By following this process, I could develop deeper insights into my teaching, make more informed decisions, and continue to grow as a reflective practitioner.

2.12.2 Six Forms of Reflection

In this research, reflective journal writings written by researchers were analyzed to gain deeper insights into the teaching and learning process. The analysis was conducted using the six categories of reflection proposed by Toom et al. (2015), which serve as a framework to identify the type and depth of reflection present in the journals. These categories are described in the following sections.

1. Introspection

   Introspection means that reflection involves looking inwards and reconsidering one's thoughts and feelings about some issue in teaching. The stance emphasizes the personal meaning of situations.

2. Association

Association means that student teachers link their prior knowledge, feelings or attitudes with new knowledge and insights. Researcher reported incidents that were similar to her prior experiences as pupil or teacher. She also reflected on experiences in which she had discovered that her prior knowledge and beliefs were no longer consistent with her new experiences.

3. Integration

Integration involves a reflective attitude where researcher actively mapped out the understandings provided from her teaching experience and its associations. In this process, she actively explored the relationships between her teaching experiences and theoretical viewpoints and drew tentative conclusions from them.

4. Validation

Validation means testing the old and new ways of thinking and acting in teaching situations. Researcher often balanced the pros and cons of her new understandings and her prior knowledge and beliefs. She also explored the consistency of her experiences with her previous experiences and even with the experiences of her colleagues. Validation requires the application of some sort of new learning so that it can be tested in practice.

5. Appropriation

Appropriation refers to the process of making learning one's own and reacting to it in a personal way. Such learning, which the researcher reported to be a significant influence on her professional knowledge and action, was appropriated in this way.

6. Transformation

Transformation concerns experiences that are reported to affect the personal and professional foundations of researcher. There were statements that predicted readiness in testing new manners and methods, change in future teacher behaviors and commitment to action.

Through this analysis, the researcher aimed to gain a clearer understanding of the reflective processes that occurred during the implementation of the modified teaching method. Identifying the categories of reflection not only supported the evaluation of teaching effectiveness, but also contributed to the researcher's professional development as a reflective practitioner.

2.13 Theoretical Assumption

The teaching of writing is widely recognized as a complex skill that presents significant challenges in classroom practice. Achieving success in writing requires not only effective teaching techniques, but also a supportive learning environment that encourages student engagement and idea development. Previous research studies have shown that small group discussion is an effective strategy to help students generate and elaborate on their ideas through peer interaction. This collaborative approach fosters mutual support and allows students to learn from each other.

However, discussion alone is not enough. Many students still struggle to organize their ideas into a coherent structure and often face time constraints when starting the writing process. To address this, the use of pictures series can provide visual aid that guides students in sequencing events and developing ideas logically. When combined with small group discussions, this strategy offers instructional aid that helps bridge students' current abilities and desired writing outcomes - especially in producing recount texts.

In this study, although reflective journal writing was not part of the instructional intervention, it played an important role for the researcher's reflection. It served as a tool to document observations, evaluate the implementation of teaching strategies, and analyze the teaching-learning process. The insights gained from this reflective process contribute to the refinement of instructional decisions and a deeper understanding of how these methods impact student writing.

Therefore, it is theoretically assumed that the small group discussion with picture series, supported by appropriate scaffolding, will improve students' writing performance. In particular, improvements are expected in the rhetorical structure of

writing, as students benefit from collaborative discussion and visual support in organizing their ideas.

2.14 Hypotheses

Based on the problem and the literature review, there are two hypotheses which can be described as follows:

1. The small group discussion with picture series is more effective in improving students' writing performance compared to the use of original small group discussion
2. Rhetorical structure is aspect of writing that increases the most in the experimental class compared to the control class after the implementation of small group discussion with picture series.

This chapter already discussed concept of writing, aspects of writing, the writing process, types of text, recount text, teaching writing, the concept and procedure of small group discussion, the concept of picture series, scaffolding in small group discussion and picture series, teaching writing through small group discussion and picture series, a small group discussion with picture series procedures, concept of reflective journal includes it procedures and the six categories of it, the advantages and disadvantages, relevant previous research, theoretical assumptions, and hypotheses. The following chapter will go into the methods of this research.

III. METHODS

The most fundamental part of conducting research is determining the method. Thus, this chapter comes up with research design, variables, data source that consists of population and sample and setting, data collection instruments, data collection procedures, scoring rubric, data analysis, data treatment, and hypothesis testing.

3.1 Design

This research utilized mixed methods. According to Gay et al. (2012) mixed method research integrates quantitative and qualitative approaches in a single study. Moreover, this study used explanatory sequential mixed methods. It was one in which the researcher first conducted quantitative research, analyzed the results and then built on the results to explain them in more detail with qualitative research. It was considered explanatory because the initial quantitative data results were explained further with the qualitative data. It was considered sequential because the initial quantitative phase is followed by the qualitative phase (Creswell, 2014).

This study employed a quasi-experimental design to manipulate improvement in students' writing performance on small group discussion (Gay et al., 2012). The data collected from the experimental class was utilized to address the first research question, employing Independent Group T-test analysis in SPSS. Moreover, descriptive analysis was applied to analyze the data from the second research question, as the study aimed to find out the aspect of writing increases the most in the experimental class compared to the control class after the implementation of small group discussion and picture series. Consequently, the two classes underwent different instructional methods, with the control group participating in original small group discussions and the experimental group engaging in small group discussion with picture series.

Furthermore, to gather the data, the researcher administered two kinds of test namely pre-test and post-test. In the first meeting, the students were asked to do a pre-test. After that, the students received treatment for around three meetings. Then, the students were provided post-test at the end of the treatment. The design is illustrated as follows:

G1: T1 X1 T2

G2: T1 X2 T2

Where:

G1 : Group 1

G2 : Group 2

T1 : Pre-test

X1 : Treatment (Integrated Small Group Discussion)

X2 : Treatment (Original Small Group Discussion)

T2 : Post-test

(Setiyadi, 2018)

Moreover, this research used qualitative methods to answer the third research question. The researcher was directly involved in the world under study, as the main data came from reflective journal written by the researcher herself. The data was then analyzed in depth using coding method analysis to produce interpretations and descriptions that lead to the development of conceptual categories and assumptions supported by the data.

3.2 Variables

In this study, variables are defined as entities that can assume a range of values (Gay et al., 2012). This study involved two main variables: the independent variable, small

group discussion with picture series, and the dependent variable, EFL learners' writing performance. The independent variable refers to the instructional technique implemented to improve students' writing performance, while the dependent variable represents the measurable outcome of students' writing performance. This design allows for a clear examination of how instructional approaches affect students' writing performance. Meanwhile, reflection, as a qualitative aspect of this study, was not treated as a variable. According to Creswell (2014), qualitative research focuses on exploring and understanding phenomena in depth, emphasizing on participants' experiences and context rather than measuring variables or testing hypotheses. Therefore, reflection serves as rich qualitative data to gain insight into the teaching and learning process, not as a variable to be quantified.

3.3 Data Source

This sub-chapter is going to discuss the sources for the current research. It is started by providing the population and sample; it is ended up by stating the setting of the research.

3.3.1 Population and Sample

Population is a group of individuals who have the same characteristics. As a result, population is defined as the entire group of interest to the researcher is rarely available (Gay et al., 2012). The population in this research was the students at eleventh grade of SMAN 9 Bandar Lampung.

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. The researcher used non-probability sampling type purposive sampling technique. Purposive sampling, also referred to as judgment sampling, is the process of selecting a sample that is believed to be representative of a particular population. In other words, the researcher selects the sample using her experience and knowledge of the group to be sampled (Gay et al., 2012). The sample of this research used 2 classes as the control and experimental group.

3.3.2 Setting

The research was conducted at SMAN 9 Bandar Lampung which is located in Segala Mider, Bandar Lampung. It is one of favorite high schools in Lampung that has been established for around 50 years. Moreover, the researcher collected the data from the eleventh grade students at SMAN 9 Bandar Lampung on August-October 2024.

3.4 Treatment of the Research

This section outlined the steps and procedures implemented during the research to examine the effectiveness of the original Small Group Discussion in the control class and the Small Group Discussion with Picture Series in experimental class on students' writing performance.

3.4.1 The Process of Teaching in Control Class

The researcher implemented the Small Group Discussion in the control class, involving 36 students over five meetings. During the first meeting, a pre-test was distributed to measure students' initial performance before being taught using Small Group Discussion. The second to fourth meetings were dedicated to treatment sessions, during which the researcher applied the Small Group Discussion. In the last meeting, a post-test was distributed to evaluate students' improvement after the treatments.

In the first session, the teacher introduced recount texts by explaining the social function, structure, and language features. After warming up with a discussion about memorable experiences, the teacher guided students to analyze a model recount text. Students worked in pairs and groups to brainstorm ideas and outline their own texts, focusing on orientation, events, and reorientation. Each student wrote an individual recount text, and the teacher provided feedback. The session ended with reflection, feedback, and a closing prayer.

In the second session, the teacher reviewed previous material and introduced new examples of recount texts. Students identified structure, language features, and tenses in the texts, marking past tense sentences. In groups, they brainstormed and outlined

ideas for their recount texts, which they later developed individually. The teacher gave feedback on their writing. The session concluded with reflection, feedback, and a prayer.

In the third session, the teacher reinforced understanding of recount texts by reviewing their structure and features. Students collaborated in groups to refine ideas for their recount texts and then wrote their individual texts, ensuring coherence and proper language use. The teacher provided feedback for improvement. The session ended with reflection, feedback, and a closing prayer.

To sum up, the three sessions provided a comprehensive learning experience, guiding students to understand and apply the social function, structure, and language features of recount texts. Through interactive discussions, group work, and individual writing tasks, students developed their performance and gained confidence in crafting recount texts. The teacher's consistent feedback and reflection activities ensured continuous improvement and meaningful learning.

3.4.2 The Process of Teaching in Experimental Class

The researcher implemented the Small Group Discussion with Picture Series in the experimental class, involving 40 students over five meetings. A pre-test was distributed at the first meeting to measure students' initial writing performance before introducing the Small Group Discussion with Picture Series. The second through fourth meetings focused on the treatment and the post-test was distributed at the last meeting.

At the first meeting, the teacher began the pre-activity by greeting students, leading a prayer, and checking attendance. The teacher then warmed up the session by discussing students' memorable past experiences, linking these to the topic of recount text. The teacher briefly explained the lesson's goals and learning objectives to set a clear focus. In the main activity, students worked in small groups to engage with a series of pictures. They generated vocabulary, expanded it into sentences, and sequenced the pictures to create a logical story. The teacher guided the discussions, provided feedback, and

explained recount text, including its definition, structure, and language features. Using another picture series, students brainstormed and outlined ideas for their recount texts in groups. Each student then wrote an individual recount text, supported by teacher feedback and templates. Completed texts were submitted, and the teacher provided feedback for revision. In the post-activity, the teacher and students reflected on the lesson, summarized the material, and evaluated the learning process. The teacher gave feedback on overall performance, shared plans for the next session, and concluded the lesson with a prayer.

During the second session, the pre-activity began with the teacher greeting the students, leading a prayer, and checking attendance. The teacher warmed up the session by discussing the students' day and brainstorming previous material. The teacher linked the current lesson to students' prior experiences, briefly explained the goals of the day's topic, and outlined the learning objectives. During the main activity, students gathered in their groups to analyze the generic structure and language features of their previous work through discussion. The teacher provided feedback to clarify any misunderstandings. Next, students worked with a new series of pictures in their groups, generating ideas, vocabulary, and phrases to outline a recount text. With teacher guidance, they focused on creating a coherent structure of orientation, events, and reorientation. Each student then wrote an individual recount text using the group-generated ideas, supported by writing templates and personalized assistance. The texts were submitted, and the teacher provided feedback to help students improve their writing. In the post-activity, the teacher and students reflected on the lesson, summarized the material, and evaluated the learning process. Feedback was given on overall performance, the next session's plan was shared, and the lesson concluded with a prayer.

The third session, the lesson began with a pre-activity where the teacher greeted the students, led a prayer, and checked attendance. To engage the students, the teacher discussed their day and brainstormed previous material. The session was connected to prior lessons, and the teacher briefly explained the goals and learning objectives for the

day. In the main activity, students worked in their previous groups to discuss and identify the generic structure and language features of their prior recount text. The teacher provided feedback to address misunderstandings. Next, the teacher introduced a series of pictures for the groups to analyze. Students collaborated to generate ideas and outlined the text, focusing on creating a coherent orientation, sequence of events, and reorientation. The teacher guided discussions by offering support and asking probing questions. Using the group discussions as a basis, each student individually wrote their own recount text, incorporating the outlined ideas while maintaining coherence and clarity. Writing templates and individual assistance were provided as needed. Students submitted their texts, and the teacher offered constructive feedback to help improve their work. The post-activity involved a reflection and summary of the lesson, where the teacher and students evaluated the learning process. The teacher provided feedback on the session and shared plans for the next meeting. The lesson concluded with a closing prayer.

In conclusion, over the course of these three meetings, students had actively engaged with recount texts, developing their understanding of their structure, language features, and application in writing. From identifying the key elements of recount texts to generating ideas through group discussions and applying them in their individual writing, students had made significant progress in mastering the skills necessary for crafting well-structured recounts. The teacher had guided students with feedback and support to help refine their work and deepen their understanding. Through reflection and evaluation, both students and the teacher had gained valuable insights into the learning process. Moving forward, students will continue to build on these skills, and the teacher looks forward to further fostering their growth in the next session.

3.5 Data Collection Instruments

The validity and reliability of the instruments adopted in a study must be verified by the researcher. As mentioned by Setiyadi (2018) that the justification whether an instrument used is valid and reliable becomes the key factor to take into account while constructing an instrument. It can be said that the requirements for a good test are

determined by an instrument's validity and reliability. Hence, those two components cannot be separated regarding the measurement of the instrument. As a result, the researcher is eager to find out whether or not the tests used as the research instruments are suitable.

3.5.1 Validity of Writing Test

Validity refers to the extent to which a test measures what it is supposed to measure and, consequently, allows for appropriate interpretation of the assessment scores (Gay et al., 2012). It is in line with Setiyadi (2018) that the validity of an instrument has to show how well that instrument measures what is supposed to be measured. Therefore, the two types of validity below provided evidence to achieve the validity of the test:

a. *Content Validity*

   Content validity is the extent to which a test measures its intended content area. Content validity is particularly important for achievement tests. Test scores cannot accurately reflect student achievement if they do not measure what students are taught and supposed to learn (Gay et al., 2012). In this research, the test referred to the Kurikulum Merdeka and it was mentioned that the second grade of Senior High School is expected to comprehend the material of recount text. This research used recount text as the content of items in testing. It is suitable for the second grade students at SMAN 9 Bandar Lampung. In addition, the test is made based on phase E Kurikulum Merdeka.

b. *Construct Validity*

   Construct validity is the most important form of validity because it asks fundamental validity questions (Gay et al., 2012). The construct validity of a test should be demonstrated by an accumulation of evidence. It means that the test items or tasks should be written based on the theory of what is being tested (Nurweni, 2018). In this research, the researcher designed the test based on the theory of writing. Besides, the aspects of writing were also applied during the teaching and learning process. The researcher used the scoring system arranged

based on the theory from Ferris and Hedgcock (2005) which has been proved for examining writing tasks.

To validate the writing test instrument, two experts were engaged in a detailed evaluation process aligned with the Expert Validation Form in Appendix 7. Firstly, the experts reviewed the test items to ensure they align with the theoretical framework proposed by Ferris and Hedgcock (2005), which includes content, rhetorical structure, grammatical form, diction and tone, and mechanics. They checked if each item accurately measures these components and fits the theoretical constructs of writing skills.

The experts then reviewed the structure, format and instructions of the test to ensure that it was aligned with relevant theories and appropriate for the students' proficiency levels. They also considered content validity by checking whether the test reflected broad and specific learning objectives, measured basic competences, language functions, learning topics, and genre-based texts.

For construct validity, the experts ensured that the test measures students' overall writing ability, content, rhetorical structure, grammatical form, diction and tone, and mechanics. Additionally, the experts assessed the test procedure, ensuring that instructions are clear, the duration is reasonable, and the difficulty level is appropriate. To analyze the results, Content Validity Ratio (CVR) developed by Lawshe (1975) was employed as a statistical method to calculate the content validity coefficient. The formula for calculating CVR is as follows:

$$CVR = \frac{n_e - \frac{N}{2}}{\frac{N}{2}}$$

Where:

- ne = the number of experts who rated the item as "essential" (Yes)
- N = the total number of experts

In this study, two experts evaluated the instrument, consisting of five questions. Since both experts marked all items as "Yes," the calculation for each item is:

$$CVR = \frac{2 - \frac{2}{2}}{\frac{2}{2}} = \frac{2 - 1}{1} = 1$$

Since all five items received a CVR value of 1, the Scale Content Validity Index (S-CVI), which measures the overall validity, is calculated as follows:

$$S - CVI = \frac{\sum CVR}{N}$$

$$S - CVI = \frac{5 \times 1}{5} = 1 \quad (100\%)$$

Based on the calculation, the CVR value for each item is 1, and the S-CVI value for the entire instrument is 1 (100%), indicating strong content and construct validity. According to Lawshe (1975), a CVR value of 1 suggests that all validators agree on the relevance and essentiality of each item. Therefore, the instrument used in this study is considered highly valid and appropriate for data collection.

3.5.2 Reliability of Writing Test

Reliability is the extent to which a test consistently measures whatever it is measuring. The more reliable a test is, the more confident we can be that the score obtained from the test is essentially the same score that would be obtained if the test were re-administered to the same test taker at a different time or by a different person (Gay et al., 2012).

A test considered reliable if the tests have a consistent result. In testing the reliability of the writing test, inter-rater reliability was used in this research. In this case, the first rater was the researcher herself, and the second rater was the English teacher at SMAN

9 Bandar Lampung. The following is table of the inter-rater score. To measure reliability of the scoring, this study used *Rank Spearman Correlation* with the formula:

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

p : Coefficient of rank order

d : Difference of rank correlation

N : Number of students

1-6 : Constant number

Picture 3.1 Inter-rater Reliability Statistics of Pre-test Writing Score

Correlations

			Rater_1	Rater_2
Spearman's rho	Rater_1	Correlation Coefficient	1.000	.705**
		Sig. (2-tailed)	.	.000
		N	36	36
	Rater_2	Correlation Coefficient	.705**	1.000
		Sig. (2-tailed)	.000	.
		N	36	36

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

Picture 3.2 Inter-rater Reliability Statistics of Post-test Writing Score

Correlations

			Rater_1	Rater_2
Spearman's rho	Rater_1	Correlation Coefficient	1.000	.754**
		Sig. (2-tailed)	.	.000
		N	36	36
	Rater_2	Correlation Coefficient	.754**	1.000
		Sig. (2-tailed)	.000	.
		N	36	36

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

The results showed that the *Rank Spearman Correlation* score in writing pretest was 0.705 and 0.754 in writing post-test. Moreover, Setiyadi (2018) explains the level of standard reliability as follow:

Score	Standard
0.00 – 0.20	Very low Reliability
0.20 – 0.40	Low Reliability
0.40 – 0.60	Medium Reliability
0.60 – 0.80	High Reliability
0.80 – 1.00	Very high Reliability

Based on the level of standard reliability of Setiyadi (2018), if the score is between 0.60 – 0.80, it has high reliability.

3.5.3 Journal

Observations, interviews, questionnaires, phone calls, personal and official documents, photographs, recordings, drawings, journals, email messages and responses, and informal conversations are sources of qualitative data. Clearly, many sources of data are acceptable, as long as the collection approach is ethical, appropriate, and contributes to the understanding of the phenomenon under study (Gay et al., 2012). In this research, the instruments used for data collection were document analysis and stimulated recall interviews, which are common tools in qualitative inquiry (Creswell, 2014; Merriam, 2009). The documents in this study were reflective journal writings written by the researcher, which provided opinions, ideas, and descriptions of the teaching and learning process. The guided questions for writing the reflections were adapted from Toom et al. (2015). See Appendix 9 for details.

3.6 Data Collection Procedures

In conducting a study, the researcher needed to arrange and follow some steps so that the research could be done well and sequentially. Hence, the procedures of first and second research questions were as follows:

a. Preparing and conducting the pre-test

    The researcher prepared the pre-test that was provided before the treatment. Pre-test was administered to the students at the first meeting before they receive treatment using both small group discussion methods.

b. Conducting the treatment

    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 experience and events.

c. Administering the post-test

    At the end of the treatment, the students were required to have post-test. The difficulty level of this post-test was similar to the pre-test.

d. Analyzing the data

    In this step, the researcher analyzed the data that were obtained from students' pre-test and post-test. Their writings then were assessed by the two raters according to Ferris and Hedgcock's writing criteria and the scores were analyzed by using statistical software in order to answer the research questions. In this study, the first rater was the researcher herself and the second one was the English teacher at SMAN 9 Bandar Lampung.

e. Interpreting the report findings

    The last step, the researcher made a report of the students' score. Eventually, the researcher made discussion based on the findings to answer the first and second research questions.

In addition, there were some steps that the researcher had to follow in collecting the data from the third research question. Here were the procedures:

a. Lesson Planning and Preparation

Before each lesson, the researcher organized and reviewed the lesson plan to ensure clear teaching objectives. The researcher also identified specific areas to focus on for reflection during the lesson. This preparation provided context for the reflection process.

b. Lesson Implementation

The researcher carried out the lesson as planned, focusing on teaching methods, student reactions, and classroom dynamics. The researcher made mental notes during the lesson about key moments that would be important for later reflection.

c. Reflective Journal Writing

After each lesson, the researcher wrote a reflective journal entry.

d. Organize Reflective Journal Entries

After writing multiple journal entries, the researcher organized them into categories for easier analysis.

e. Synthesis of Reflections

The researcher then reviewed the organized journal entries, identifying patterns and themes related to lesson implementation. This synthesis allowed the researcher to better understand their teaching practices and the impact of the lesson strategies over time.

3.7 Scoring Rubric

The researcher decided to use a scoring rubric created by Ferris and Hedgcock (2005) for the research. This choice was all about being careful and accurate in how they evaluate things, moreover due to its up to date. This rubric was well-known for being thorough and having clear rules. It helped the researcher looked at different parts of the study in a structured way. By using this tool, the researcher wanted to make sure their evaluations were fair and consistent. This meant having clear guidelines for judging things and sticking to them. In order to get a reliable score, the researcher used inter-

raters. There were two raters who scored the students' writing performance. The table of scoring rubric can be seen in table 3.1 in Appendix 8.

3.8 Data Analysis

Data analysis was used to analyze a data of the research. In this research, there were three data analysis: data analysis of the first research question, data analysis of the second research question, and data analysis of the third research question.

3.8.1 Data Analysis of the First Research Question

In order to get the result of this research, the data were analyzed by using some steps below.

1. Tabulating pre-test and post-test scores for both of groups.
2. Conducting an Independent Sample t-test.
3. Comparing results between the control and experimental groups.
4. Discuss the findings and answer the first research question.

3.8.2 Data Analysis of the Second Research Question

The data in this research were in form of scores. In order to get the results of this research, the data were analyzed by using some steps as follows:

1. Finding the means of pre-test and post-test in each aspect of writing in experimental class.
2. Analyzing the significant improvement of each aspect of writing.
3. Conducting descriptive analysis.
4. Discuss the findings and answer the second research question.

3.8.3 Data Analysis of the Third Research Question

The data in this research were in the form of reflective journal writing, written by the researcher after each teaching session. In order to get the results of this research, the data were analyzed using several steps as follows:

1. Organizing and preparing the data

2. Reading through the data thoroughly

3. Initial coding based on reflection categories adapted from Toom et al. (2015), namely: introspection, validation, appropriation, transformation, integration, and association

4. Grouping data by category

5. Identifying patterns from the analysis

6. Interpreting the findings

3.9 Data Treatment

There were three basic assumptions that should be fulfilled in using Independent Group T-test to examine the hypothesis (Setiyadi, 2018), those are:

1. The data are an interval.

2. The data are taken from random sample in population (non-absolute).

3. The data are distributed normally.

Thus, it was essential to find out the normality and the homogeneity of the test before having further analysis of the result.

3.9.1 Normality Test

The main goal of normality test is to investigate whether the data are normally distributed or not. In order to determine the value, the researcher utilized the *Saphiro Wilk* to analyze the data. Below is the formula:

H0: The distribution of the data is normal
H1: The distribution of the data is not normal.

The level of the significance used is 0.05. H0 is accepted if the result of the normality test is higher than 0.05 (sign > 0.05).

After collecting the pre-test and post-test data, the analysis was conducted using SPSS Statistics version 27. The first step was to test the data for normality. The normality

test determined whether the data from the experimental and control classes were normally distributed. The Shapiro-Wilk test was applied to assess the normality of the pre-test and post-test results. The result of normality test is presented in the table below.

Picture 3.3 Test of Normality

Tests of Normality

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pretest	Control	.082	36	.200[*]	.951	36	.116
	Experiment	.129	40	.091	.957	40	.135
Posttest	Control	.156	36	.027	.955	36	.148
	Experiment	.090	40	.200[*]	.946	40	.056

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

a. Lilliefors Significance Correction

The sample size consisted of 40 students in the experimental class and 36 students in the control class. This research used Shapiro-Wilk test due to the amount of the students that less than 50. Based on the table, the significant levels (Sig.) were .116, .135, .148, .056 for the pre-test and post-test in both the experimental and control classes. It can be said that all significant levels were higher that 0.05 means that H0 was accepted. This indicates that the data from the experimental and control classes were normally distributed.

3.9.2 Homogeneity Test

A homogeneity test must also be conducted prior to the data being processed. This test is run to see the similarity of the distribution between the two classes. The hypotheses are:

H0: The data is taken from two samples in the same variances (homogeneous).

H1: The data is not taken from two samples in the same variances (homogeneous).

The null hypothesis (H0) is accepted if the significant level of the test is higher than 0.05. The result of homogeneity test is presented in the table below.

Picture 3.4 Test of Homogeneity of Variance

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	3.805	1	74	.055
	Based on Median	2.877	1	74	.094
	Based on Median and with adjusted df	2.877	1	68.115	.094
	Based on trimmed mean	3.828	1	74	.054

The results of the homogeneity test, found in the column for Levene's statistic, showed a significant level (Sig.) of 0.55 based on the mean. Since this greater than a = 0.05, H0 was accepted, as the significant level (Sig.) 0.05 (a). The conclusion is that the variances in the data for students' writing performance in both the experimental and control classes are homogeneous. With the homogeneity of data variance confirmed, the independent sample t-test to be conducted.

3.10 Hypothesis Testing

After collecting the data, the researcher analyzed the data to find out whether there is a better improvement of students' writing in recount text after the students are being taught through the small group discussion and which aspect of writing increases the most in the experimental class compared to the control class after the implementation of small group discussion with picture series.

The hypotheses were analyzed by using Independent Group T-test of Statistical Package for Social Science (SPSS). The researcher used the level of significance 0.05 in which the hypothesis is approved if sign < p. It means that the probability of error in the hypothesis is only 5%. The following is the formulation:

H0: There is no better improvement of students' writing performance for those who are taught through small group discussion with picture series

H1: There is a better improvement of students' writing performance for those who are taught through small group discussion with picture series

Then, for the second research question, the researcher investigated a specific aspect of writing increases the most in the experimental class compared to the control class after the implementation of small group discussion with picture series. The second hypothesis formulated was answered descriptively based on the results of the previous research question.

Regarding the third research question, which focused on the process of implementing the small group discussion with picture series as reflected by the researcher, the data were obtained from the reflective journal writing written after each teaching session. The reflections were analyzed qualitatively using the six reflection categories.

In short, this chapter covers the methodology of the research which is concerned with research design, variables, data source that consists of population & sample and setting, data collection instruments, data collection procedures, scoring rubric, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers and future researches who want to try to implement the small group discussion with picture series in enhancing students' writing performance.

5.1 Conclusion

The objectives of this research were to find out a significant difference of students' writing performance before and after being taught by using the small group discussion with picture series, to find out which aspect of writing increases the most in the experimental class compared to the control class after the implementation of small group discussion with picture series, and to find out the process of implementing the lesson being reflected by the researcher. Based on the research, it can be concluded that:

1. The results of the Independent-Sample t-test showed that small group discussion with picture series significantly improved students' writing performance in recount texts, as evidenced by the significant difference in students' scores from pretest to posttest. This finding suggests that the selection of teaching techniques in writing is an important factor affecting students' writing performance. The scaffolded approach provides structured guidance that helps students gradually develop their writing skills. The picture series offers a visual framework for organizing ideas, while small group discussion allows students to collaboratively exchange ideas. This modified technique process not only supported students in organizing their thoughts cohesively, but also helped them align their writing with the correct rhetorical structure. Therefore, there is a significant improvement in students' writing performance before and after being taught by using the small group discussion with picture

series, which indicates that this technique effectively improves students' performance in writing recount texts.

2. This study has shown that the application of small group discussion with picture series effectively improved EFL learners' writing performance, especially in aspects that require higher-order thinking skills, such as rhetorical structure. The small group discussion with picture series not only facilitates students in generating and organizing their ideas, but also encourages collaborative learning, which significantly improves their ability to develop coherent and logically structured texts. In contrast, the control class, which used conventional small group discussions, showed limited improvement in rhetorical structure, with significant improvement in mechanics. These findings emphasize the importance of using small group discussion with picture series to support students in mastering complex writing skills.

3. The analysis of teacher's reflections in this study revealed diverse reflective categories, with introspection emerging as the most dominant, followed by transformation, validation, appropriation, integration and association. Overall, this study emphasizes the importance of reflective practice in supporting researcher's continuous development, improving her teaching strategies, and consequently improving student learning outcomes.

5.2 Suggestions

Referring to the conclusion above, some suggestions could be listed for English teachers and further researchers:

5.2.1 Suggestions for the English Teachers

It is suggested to implement small group discussions with picture series in the classroom to improve students' writing performance. By applying these techniques, students can benefit in several ways. Small group discussion encourages collaboration, where students can exchange ideas, provide each other support, and build confidence in their writing abilities. This method creates an interactive and incorporative learning

environment, which allows students to actively involve with the material and improve their understanding of writing concepts.

In addition, picture series also serve as effective visual aids that help students organize their thoughts and structure their writing more coherently. These visual aids stimulate creativity and make it easier for students to develop and elaborate ideas, especially in creating well-organized and contextually relevant paragraphs.

However, teachers should be mindful of potential challenges, such as managing group dynamics, maintaining effective time management, and ensuring active participation from all students. Some students may rely too much on their peers or have difficulty interpreting visual cues. To address these issues, teachers should provide clear instructions, closely monitor group interactions, and offer targeted guidance to support individual needs.

By anticipating the challenges that may occur when implementing this technique, it is expected that there will be a better improvement in students' writing performance as a result of this study.

5.2.2 Suggestions for Further Researchers

1. Small group discussions have their own limitations; therefore, in this study, it is important to note that the effectiveness of small group discussions may vary depending on group dynamics, student engagement, and the role of the teacher. While small group discussions can encourage interaction and exchange of ideas, the quality of these discussions can be affected by factors such as the composition of the group, the level of student participation, and the teacher's ability to effectively guide the discussion. Further research can explore how these variables affect the outcomes of small group discussions in writing instruction.

2. Further research is recommended to explore the use of small group discussions with different techniques. For example, integrating small group discussions

with peer feedback, genre-based approach, or guided writing may provide different benefits to students' writing performance.

3. Future researchers are encouraged to investigate other collaborative instructional techniques that support structured writing performance, such as Think-Pair-Share or jigsaw technique.

4. This research only used teacher's reflection as the instrument to reflect the whole learning process, thus further researchers are suggested to add students' reflection in order to enrich perspectives and provide a more comprehensive understanding of the learning process.

In brief, those are the conclusion of the research findings and suggestions for English teachers who want to try to implement the small group discussion with picture series in teaching writing and for further researchers who want to investigate more about this technique.

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