

**IMPROVING STUDENTS' ACHIEVEMENT IN WRITING A RECOUNT
TEXT THROUGH CHAIN PICTURES IN SENIOR HIGH SCHOOL**

(An Undergraduated Thesis)

By

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**ENGLISH EDUCATION STUDY PROGRAM
ARTS AND LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
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The Faculty of Teacher Training and Education



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ABSTRACT

IMPROVING STUDENTS' ACHIEVEMENT IN WRITING A RECOUNT TEXT THROUGH CHAIN PICTURES IN SENIOR HIGH SCHOOL

Anella Velya Kusuma

This study aims to determine whether the use of chain pictures can significantly improve students' achievement in writing recount texts. The research employed a pre-experimental quantitative design using one group pre-test and post-test conducted on 19 tenth-grade students at MA Jabal An-Nur Al Islami. Students were assessed on five aspects of writing: content, organization, vocabulary, grammar, and mechanics, using the Jacobs et al. (1981) scoring rubric. The findings show a significant improvement in students' writing performance after the treatment. The mean score increased from 45.32 in the pre-test to 65.56 in the post-test. Vocabulary showed the highest gain (N-Gain = 0.517), followed by organization (0.496), content (0.466), mechanics (0.291), and grammar (0.173). Statistical analysis using paired sample t-test revealed a significant difference ($p < .001$), indicating that chain pictures effectively enhanced students' ability to organize and express their ideas more clearly in written form. These results align with visual learning theory, where structured visual stimuli reduce cognitive load and promote engagement. However, the limited improvement in grammar and mechanics suggests that visual aids should be complemented with explicit grammar instruction. In conclusion, chain pictures are a practical and engaging teaching tool that can effectively improve students' writing of recount texts, especially in vocabulary, content development, and organization. Teachers are encouraged to integrate visual media like chain pictures into their writing instruction, while also providing focused grammar support for holistic writing improvement.

Keywords: chain pictures, recount text, writing achievement, visual learning, high school students

ABSTRAK

MENINGKATKAN PRESTASI SISWA DALAM MENULIS TEKS RECOUNT MELALUI GAMBAR BERANTAI DI SMA

Oleh

Anella Velya Kusuma

Penelitian ini dilakukan untuk menguji efektivitas penggunaan chain pictures dalam meningkatkan prestasi siswa dalam menulis teks recount. Penelitian ini menggunakan pendekatan kuantitatif pra-eksperimental dengan desain one-group pre-test and post-test, melibatkan 19 siswa kelas X MA Jabal An-Nur Al Islami sebagai peserta. Tulisan siswa dievaluasi berdasarkan lima komponen, yaitu isi, organisasi, kosakata, tata bahasa, dan mekanik, menggunakan rubrik penilaian Jacobs et al. (1981). Hasil penelitian menunjukkan peningkatan yang signifikan, dengan rata-rata nilai meningkat dari 45,32 pada pre-test menjadi 65,56 pada post-test. Aspek kosakata menunjukkan peningkatan tertinggi ($N\text{-Gain} = 0,517$), diikuti oleh organisasi (0,496), isi (0,466), mekanik (0,291), dan tata bahasa (0,173). Uji paired sample t-test menunjukkan perbedaan yang signifikan secara statistik ($p < 0,001$), yang membuktikan bahwa chain pictures membantu siswa menghasilkan dan mengorganisasikan ide dengan lebih jelas. Temuan ini mendukung teori pembelajaran visual yang menekankan peran input visual terstruktur dalam mengurangi beban kognitif dan meningkatkan keterlibatan siswa. Namun, peningkatan yang relatif kecil pada aspek tata bahasa dan mekanik menunjukkan perlunya mengombinasikan media visual dengan pengajaran tata bahasa secara terarah. Secara keseluruhan, chain pictures terbukti menjadi media yang efektif dan menarik dalam pembelajaran teks recount, terutama dalam memperkaya kosakata, isi, dan organisasi, serta disarankan bagi guru untuk mengintegrasikannya dengan pengajaran tata bahasa eksplisit guna mendukung pengembangan keterampilan menulis secara menyeluruh.

Kata kunci: chain pictures, teks recount, prestasi menulis, pembelajaran visual, siswa sekolah menengah atas

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PICTURES IN SENIOR HIGH SCHOOL

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

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Anella Velya Kusuma

CURRICULUM VITAE

Anella Velya Kusuma was born in Bandar Lampung on January 19, 2004, as the only child of Saikun and Lies Dwi Irawati. She began her formal education in 2009 at SDN 2 Talang and graduated in 2015. She continued her studies at MTS Jabal Annur Al-Islami, completing her junior high education in 2018. For her senior high school, she attended MA Jabal Annur Al-Islami and graduated in 2021.

In 2021, she was accepted into the English Education Study Program at the University of Lampung through the SMM-PTN Barat pathway. During her studies, she participated in the Teaching Practice Program (PPL) at SMPN 2 Sragi, Bakti rasa, Lampung Selatan. In 2024, she took part in the Kampus Mengajar Batch 8 program in SDN 1 Batu Putuk, which provided her with valuable teaching experiences.

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DEDICATION

By the name of Allah who always blesses my life and gives me strength, this script is dedicated with utmost gratitude and love to My beloved father, whose unwavering support, prayers, and sacrifices have been the cornerstone of my journey. Your endless love inspires me to keep striving for the best. My lecturers and academic advisors, who have guided me with patience and wisdom throughout this educational journey. Your encouragement and knowledge have been invaluable. My dearest friends and classmates, for sharing countless memories, encouragement, and motivation that made this journey more meaningful. Above all, this work is for everyone who believes in the power of perseverance and learning, as a reminder that every challenge is an opportunity to grow.

MOTTO

“Nothing in the world is worth having or worth doing unless it means effort, pain,
difficulty.”

Theodore Roosevelt

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I. INTRODUCTION

This chapter consist of several points to be investigate. They are background of the study, research question, objectives, significance of the study, scope of the study, and definition of terms.

1.1 Background

Writing skills, which is the ability to compose and organize ideas in a coherent and structured written form. Writing is a productive skill that involves the proper use of grammar, vocabulary, and sentence structure. Writing helps students express themselves, communicate ideas, and produce various types of text. Harmer (2004) emphasizes that writing allows students to hone critical and analytical thinking skills, as well as providing opportunities to reflect and refine their understanding of language. Writing is one of the most essential language skills in education, especially in learning English. Mastery of writing skills is crucial for students as it helps them develop critical thinking, creativity, and the ability to convey ideas effectively. Writing is not just about putting words on paper; it involves organizing thoughts, structuring sentences, and using appropriate vocabulary to express oneself clearly and coherently (Anderson & Anderson, 1997).

Writing is one of the most complex and challenging skills in English learning. Writing skills are very important because they enable students to express their thoughts, feelings, and ideas in writing. Additionally, good writing allows students to communicate effectively in academic, professional, and social contexts. Writing also strengthens reading, listening, and speaking skills, because the writing process involves deep thinking about vocabulary, grammar, and sentence structure (Harmer, 2004).

In Indonesia, writing is one of language skills which is taught as one of the compulsory subjects to the students. Moreover, there are several kinds of text taught in senior high school, one of them recount text. Recount text is important to learn since it is include in the Merdeka Curriculum. Therefore the students must accomplish it well. Despite its importance, many students face various problems in developing their writing skills. One of the main problems is the lack of ideas, where many students have difficulty finding ideas to write about. This can be caused by lack of experience or fear of failure (Hyland, 2002). Apart from that, difficulties in organizing stories are also a big problem, where students often don't know how to start, develop and end their writing. Errors in language use such as poor grammar, inappropriate use of vocabulary, and incorrect sentence structures also often hinder students' writing abilities (Harmer, 2007). Lastly, low motivation is often a barrier, because writing is often considered a boring and intimidating task for many students (Brown, 2001).

To enhance students' writing abilities, one effective method is the use of chain pictures. These are a series of related images that form a continuous storyline, not only helping students structure their ideas more coherently and creatively but also influencing their overall appearance in writing. According to Harmer (2007), visual media like pictures can significantly boost students' interest and motivation in writing, which in turn reflects in their written work's clarity and organization. The use of visual aids like chain pictures provides concrete stimuli that help students better visualize and organize their thoughts, thereby positively impacting the presentation and appearance of their final compositions.

Moreover, chain pictures can serve as a useful tool to stimulate students' imagination and creativity. They provide visual prompts that guide students in constructing their narratives, making it easier to sequence events and develop a cohesive story. Wright (1989) emphasizes that pictures can assist students in recalling and incorporating essential details into their writing, thereby enhancing the overall quality of their recount texts.

While previous studies have demonstrated the effectiveness of chain pictures in enhancing students' writing skills, there remains a gap in understanding the specific

aspects of writing that benefit the most from this method. For instance, Famularsih and Rosyidha (2021) found that positive result of the chained picture implementation. The research proved that chained pictures are able to improve EFL learners writing skill on narrative text. Similarly, Pratiwi (2021) highlighted the efficiency of chain pictures in improving students' abilities to write narrative paragraphs by guiding them to use their language skills to express their views in a coherent sequence. However, these studies primarily focused on narrative texts rather than recount texts, leaving a gap in how chain pictures impact the writing of recount texts specifically.

Additionally, research by Swari, Analisa, and Arista (2024), Pertiwi and Supeno (2019), and Suryani, Sutapa, and Rezeki (2018) also confirmed the positive influence of chain pictures on teaching writing. Yet, these studies did not delve into which specific writing components—such as idea generation, organization, language use, or detail inclusion—are most enhanced by using chain pictures. Understanding which aspects of writing are most affected could provide deeper insights into how chain pictures facilitate writing skills development, which is crucial for refining teaching methods and materials.

Moreover, while these studies provide evidence of the general effectiveness of chain pictures, they lack a detailed exploration of how this method can be specifically implemented in senior high school settings. The unique challenges and learning needs of high school students mean that strategies effective at other educational levels may require adaptation. Thus, there is a need for more focused research on the application of chain pictures in high school classrooms, particularly in relation to recount text writing.

Based on the explanation above, the researcher is interest to conduct s research which intended to investigate whether or not the students' achievement in writing a recount text improve after the students are taught by using chain pictures. Besides, the researcher also tries to investigate what aspect of writing improved the most after the implementation of chain picture in this research.

1.2 Research Question

The research questions of the study are formulated as follows: Is there any improvement of the students' achievement in writing a recount text after being taught by using chain picture?

1.3 Objectives

Based on to the research questions above, the objectives of the research are to investigate whether the students' skill in writing a recount text improve after the students being taught by using chain picture.

1.4 Uses of the Study

The researcher devises the the contributions as follows:

1. Theoretically

This study enhances understanding of recount texts by demonstrating how chain pictures can improve students' comprehension and structuring abilities. It contributes to the body of literature on teaching strategies and techniques in language learning, particularly in writing skills. Additionally, it offers empirical evidence supporting the effectiveness of visual aids in enhancing learning and retention, thereby validating and extending existing visual learning theories.

2. Practically

This study provides practical strategies for teachers to enhance students' writing skills through the use of chain pictures, making writing tasks more engaging and motivating for students. It offers valuable insights for curriculum developers to incorporate visual aids and chain picture techniques into writing modules, thus improving overall teaching methods. Furthermore, it suggests innovative assessment techniques to evaluate students' progress in writing recount texts. Additionally, this study serves as a resource for teachers'

professional development, helping them adopt and implement new and effective teaching techniques in their classrooms.

1.5 Scope of This Study

Based on the background of the study, this study will focus on improving the students' achievement in writing a recount text by using chain picture. Therefore, the writing test is limited to recount text. In addition, the researcher focuses on finding out what aspect of writing that improves the most after chain picture is implemented. The subject of this research is the tenth grade students of senior high school.

1.6 Definition of Terms

In order to avoid misunderstanding, there are some definitions clarified in this study. The terms can be describes as follows:

1. Writing

Writing is the process of expressing thoughts, ideas, and information through written language. It involves composing text that can be read and understood by others, and it serves various purposes such as communication, storytelling, and documentation.

2. Recount Text

Recount text is a type of text that retells past events or experiences. It is usually written in chronological order and includes an orientation, a series of events, and a reorientation, aiming to inform or entertain the reader by sharing personal experiences.

3. Chain picture

Chain picture refers to a series of images arranged in a specific sequence to illustrate a story or a sequence of events. It is often used as a teaching tool to help students develop their narrative and descriptive skills by creating stories based on visual prompts.

4. Writing Skill

Writing skill is the ability to convey thoughts, ideas, and information effectively through written language. This skill includes grammar, vocabulary, organization, clarity, and creativity, and it is essential for effective communication in both academic and professional contexts.

It can be concluded that this chapter discusses several points, such as the background, research question, objective of the research, uses of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter discusses the literature review used in this study, they are: definition of writing, teaching of writing, aspect of writing, media in teaching writing, chain picture, chain picture in teaching writing, procedure, advantages and disadvantages, theoretical assumption, and hypothesis.

2.1 Writing

Writing is a process that involves the intricate coordination of cognitive and linguistic skills to produce coherent text. It encompasses not only the generation of ideas but also their organization and articulation through written symbols in a structured and methodical manner. Nunan's definition underscores the mental processes involved in writing, emphasizing the need for a systematic approach to effectively convey thoughts and information. This perspective highlights the complexity of writing as an intellectual activity that demands careful planning and execution (David, 2003).

In addition, Harmer (2004) defines writing as a crucial form of communication that allows individuals to convey messages, ideas, and information to a reader. Harmer emphasizes the importance of clarity, coherence, and structure in written communication, noting that effective writing must be easily understood by its audience. His definition highlights the communicative purpose of writing, which requires writers to consider the needs and perspectives of their readers. This approach to writing focuses on the importance of producing text that is not only informative but also accessible and engaging to its intended audience.

Besides that, writing as a social and cultural activity, arguing that it is not merely about achieving linguistic accuracy but also about understanding and engaging with the social context and audience for which the text is intended. According to Hyland, writing involves interaction with readers and the incorporation of social norms, conventions, and expectations, making it a dynamic and context-dependent activity. This definition expands the scope of writing beyond the technical aspects, emphasizing its role as a medium for social interaction and cultural expression. It highlights the necessity for writers to be aware of the social and cultural dimensions of their work, ensuring that their writing resonates with and is relevant to their audience (Hyland, 2003).

In summary, writing is a multifaceted activity that integrates cognitive processes, linguistic skills, and social understanding. It requires generating and organizing ideas, achieving clarity and coherence, and considering the audience and context. These varied definitions reflect the complexity of writing, which encompasses both the technical aspects of producing text and the broader social dimensions of communication. Understanding writing as both an intellectual and social activity underscores its importance in effectively conveying ideas and information in a way that is meaningful and relevant to readers.

2.2 Teaching of Writing

Brown (2001) describes the teaching of writing as a complex process that involves much more than simply teaching grammatical rules and sentence structure. He emphasizes that writing instruction should focus on the development of ideas, organization, drafting, and revising. Brown advocates for a process-oriented approach, where students are encouraged to view writing as a recursive process involving multiple drafts and revisions to refine their thoughts and improve their work. This approach helps students develop critical thinking skills and fosters a deeper understanding of the writing process.

It is important to combine a variety of writing activities and practices to meet different learning styles and needs. Effective writing instruction should include guided and free writing practice, peer feedback, and the use of real-world writing assignments. Giving students clear goals and criteria for writing assignments can help them understand what is expected and how to achieve it. By creating a supportive and interactive learning environment, teachers can help students build confidence and competence in their writing skills (Harmer, 2007).

Apart from that, Richards and Renandya (2002) view the teaching of writing as an integrative skill that should be linked with reading and speaking activities. They argue that writing should not be taught in isolation but rather as part of a holistic language learning experience. By integrating writing with other language skills, students can see the relevance and application of writing in various contexts, enhancing their overall language proficiency. Richards and Renandya also emphasize the role of motivation in writing instruction, suggesting that engaging and meaningful writing tasks can inspire students to invest more effort and creativity into their writing.

In conclusion, the teaching of writing is a multifaceted process that involves developing ideas, organizing thoughts, and refining drafts through a process-oriented approach. Effective writing instruction should incorporate diverse activities and integrate writing with other language skills to create a comprehensive learning experience. By fostering a supportive environment and providing clear objectives, teachers can help students improve their writing skills and gain confidence in their abilities.

2.3 Aspect of Writing

According to Jacobs (1981) there are 5 aspects of writing, namely:

1. Content

Content refers to the substance and depth of the information presented in the writing. It involves the development and relevance of ideas, arguments, and information. High-quality content is characterized by clarity, completeness, and

originality, ensuring that the message is conveyed effectively and holds the reader's interest. In academic writing, content should demonstrate a thorough understanding of the topic, supported by evidence and logical reasoning.

2. Organization

Organization pertains to the structure and logical flow of the writing. It includes the arrangement of ideas in a coherent manner, with a clear introduction, body, and conclusion. Good organization helps readers follow the writer's line of thought and understand the relationships between different points. It involves effective paragraphing, the use of transitional phrases, and a logical progression of ideas, making the text easy to navigate and understand.

3. Vocabulary

Vocabulary refers to the choice of words and expressions used in the writing. It encompasses the range, appropriateness, and precision of the language employed. Effective use of vocabulary enhances the clarity and impact of the writing, allowing the writer to convey nuances and subtleties of meaning. A rich and varied vocabulary helps to engage the reader and can elevate the quality of the writing by making it more dynamic and interesting.

4. Language Use

Language use involves the correct application of grammatical rules, sentence structure, and stylistic elements. It includes aspects such as verb tense, subject-verb agreement, pronoun usage, and punctuation. Proper language use ensures that the writing is clear, accurate, and professional. It reflects the writer's command of the language and contributes to the overall readability and effectiveness of the text.

5. Mechanics

Mechanics refers to the technical aspects of writing, including spelling, punctuation, capitalization, and formatting. It involves the correct and consistent application of these rules to ensure that the writing is free from errors and easy to read. Good mechanics enhance the presentation and credibility of the writing, demonstrating attention to detail and a commitment to quality.

Proper mechanics help avoid misunderstandings and maintain the reader's focus on the content rather than the errors.

Based on statements above, it can be said that writing is varied and there are several aspects in writing that have to be considered in writing. By considering those aspects, the writers can compose a good and understandable writing.

2.4 Media In Teaching Writing

The importance of using various media in teaching writing can increase student engagement and motivation. According to Harmer, multimedia tools such as video, audio recordings, and interactive software can provide diverse and rich context for writing assignments. These tools can help students understand topics better, stimulate their creativity, and make the writing process more enjoyable. Incorporating media into writing instruction can meet different learning styles and needs, thereby increasing overall teaching effectiveness (Harmer, 2007).

Additionally, Reinders (2011) highlights the use of visual media, such as pictures, diagrams, and graphic organizers, in teaching writing. He notes that visual aids can help students organize their thoughts, plan their writing, and understand complex concepts. Visual media can serve as prompts or stimuli for writing activities, making it easier for students to generate ideas and develop their writing. Reinders also emphasizes that visual media can support language learning by providing contextual clues and reducing the cognitive load on students, allowing them to focus more on the content and structure of their writing.

Besides that, Wright (1989) highlights the effectiveness of picture media in teaching writing, particularly for aiding students in idea generation and narrative construction. Pictures provide concrete visual stimuli that can inspire students and give them a clear starting point for their writing. Chain pictures, in particular, are a sequence of images that depict a story or event in chronological order. This method helps students understand the sequence of events, develop coherent narratives, and practice using transitional phrases to link ideas logically. Wright argues that such visual aids

are particularly beneficial for learners who struggle with abstract thinking, as they provide a tangible framework for their writing.

The importance of the writing process cannot be overlooked in effective writing instruction. The writing process typically involves several stages, starting from prewriting, drafting, revising, editing, to publishing. In the prewriting stage, students develop their ideas through brainstorming, discussions, or using visual aids like chain pictures. This stage is crucial for helping students organize their thoughts before they begin writing. In the drafting stage, students start to put their ideas into a rough draft without worrying too much about perfection. This is an exploratory phase where creativity is encouraged to flow freely.

The revising and editing stages involve evaluating and refining the draft with a focus on sentence structure, word choice, organization of ideas, and mechanical errors such as spelling and punctuation. At this stage, students are encouraged to revisit their writing from a reader's perspective, ensuring that the intended message is clear and comprehensible. Finally, the publishing stage allows students to share their completed work with an audience, which could be classmates, teachers, or a broader audience through digital platforms.

Incorporating various media into each stage of the writing process can enrich students' learning experiences. For example, using multimedia in the prewriting stage can help students gather inspiration and new ideas, while visual aids can be utilized during revision to help students clearly see the structure of their writing. By understanding and engaging in each stage of the writing process, students not only develop better writing skills but also learn to appreciate the importance of each step in producing a high-quality piece of writing. This makes the writing process a more holistic and rewarding learning experience.

In conclusion, the use of media in teaching writing is a powerful tool that can enhance student engagement, provide authentic writing experiences, and support the organization and development of ideas. Harmer, Tomlinson, Reinders, and Wright each highlight different aspects of media, from multimedia tools and digital platforms to visual aids and picture sequences like chain pictures. By incorporating various media,

especially visual aids like chain pictures, teachers can cater to diverse learning styles and needs, making the writing process more structured, enjoyable, and meaningful for students.

2.5 Chain Picture

Chain pictures are a series of sequential pictures that are used as visual aids in teaching writing. These images are arranged in a specific order to illustrate a narrative or series of events, helping students understand and structure their writing more effectively. Chain picture facilitate the organization of ideas, encourage creativity, and support students in developing coherent and logically structured text. The visual nature of chained images helps bridge the gap between abstract concepts and concrete understanding, making it easier for students to visualize the story line and details they need to include in their writing (Fauzi, 2019).

In addition, Hidayati (2020) explain that chain pictures serve as a pedagogical tool to enhance students' writing skills by providing clear and structured prompts. They argue that these visual sequences help learners to generate ideas and maintain focus throughout the writing process. By presenting a storyline visually, chain pictures reduce cognitive load, allowing students to concentrate more on language use and sentence construction. Hidayati and Anugerahwati emphasize that chain pictures not only assist in the planning stage of writing but also in the drafting and revising stages, as students can continually refer to the images to ensure their writing aligns with the depicted sequence.

The effectiveness of chained pictures in engaging students can improve their narrative writing skills. He points out that chained pictures provide a scaffold that guides students through a narrative structure, helping them organize their ideas coherently. This method encourages active participation and discussion among students, fostering a collaborative learning environment. Rahmawati also notes that chained images are especially beneficial for visual learners and those who have difficulty generating ideas from text-based prompts alone. By using chained images,

teachers can meet a variety of learning styles and needs, making the writing process more inclusive and effective (Rahmawati, 2020). What sets chain pictures apart from regular picture series is their continuous, interconnected nature.

According to Fauzi (2019), chain pictures serve as visual media that bridge the understanding of abstract concepts into more concrete ones. For example, when a teacher wants to teach a recount text with the topic “A Holiday at the Beach,” they can prepare four sequential images as follows:

1. Picture 1: Students packing their belongings at home.
2. Picture 2: Traveling to the beach by vehicle.
3. Picture 3: Playing in the sand and swimming at the beach.
4. Picture 4: Returning home in the late afternoon.

By observing this sequence of images, students can clearly visualize the flow of the story and then express it in the form of a recount text. These images also help students choose appropriate vocabulary, arrange events in order, and add important details.

Despite that, a picture series may consist of unrelated or loosely connected images, chain pictures are specifically designed to depict a coherent sequence of events that follow a clear narrative structure. This interconnectedness ensures that students see not just individual scenes, but how each part of the story links together to form a whole. This makes chain pictures particularly effective for teaching narrative writing, as they provide a scaffold that guides students through a story’s progression, helping them understand the importance of transitions and continuity in their writing.

In summary, chain pictures are a valuable educational tool for enhancing students' writing skills by providing structured and visually engaging prompts. Chain pictures cater to various learning styles and are particularly effective in guiding students through the narrative structure, making the writing process more accessible and productive. Their use in the classroom can significantly improve the coherence and creativity of students' writing.

2.6 Chain Picture In Teaching Writing

Picture chains, as an educational tool, are very effective in improving students' writing skills by providing a series of sequential pictures that depict a narrative or process. These visual aids help students organize their ideas coherently and logically, which is especially beneficial in narrative writing. The image sequence acts as a scaffold, guiding students through the process of idea generation, planning, and execution. By visually representing the plot of a story, chained images help students understand the progression of events and the necessary details to include in their writing, making the abstract concepts of storytelling more tangible and manageable (Fauzi, 2019).

Chain pictures are a pedagogical tool that consists of a series of images arranged in a specific sequence to depict a narrative or process. According to Harmer (2004), chain pictures are effective in teaching writing because they provide a clear and structured visual stimulus that helps students organize their thoughts and ideas. By presenting a sequence of events visually, students can better understand the progression and coherence needed in their writing. Harmer emphasizes that chain pictures can be particularly beneficial for students who struggle with generating ideas and structuring their writing, as the images serve as a concrete reference point throughout the writing process.

Brown (2001) also supports the use of chain pictures in writing instruction, highlighting their role in stimulating students' imagination and creativity. Brown argues that chain pictures help students to visualize and narrate a story, thus making the writing process more engaging and accessible. By providing a series of related images, students can develop a narrative with a clear beginning, middle, and end, which enhances their ability to write coherent and cohesive texts. Additionally, Brown points out that chain pictures can aid in vocabulary development, as students need to describe and elaborate on the visual cues presented in the images.

Beyond serving as a simple visual prompt, chained pictures facilitate the writing process in a systematic, stage-by-stage manner. At the pre-writing stage, the sequence of images helps students generate and organize ideas, ensuring a clear

storyline before they begin drafting. During the drafting stage, the same visuals guide students to maintain chronological order and logical connections between events. In the revising and editing stages, the pictures remain a concrete reference for checking coherence, refining details, and verifying that each paragraph aligns with the intended narrative flow. By supporting each phase of writing, chained pictures reduce cognitive load and allow students to focus both on content development and accurate language use, leading to more polished and cohesive recount texts.

In using chain pictures to teach recount texts, it is assumed that the aspect of content will experience the most significant improvement in students' writing skills. This assumption is based on the understanding that content, as one of the key components of writing, directly affects the quality and effectiveness of a recount text. Chain pictures provide a visual representation of events in a sequence, which helps students to generate relevant ideas and organize them coherently.

In conclusion, chain pictures are an effective and versatile tool in teaching writing, offering numerous benefits such as aiding idea generation, providing a clear structure, stimulating creativity, and catering to diverse learning styles. The use of chain pictures helps students develop coherent and engaging narratives by providing a visual framework that guides them through the writing process. Incorporating chain pictures into writing instruction can create a more inclusive and dynamic learning environment, ultimately improving students' writing skills and confidence.

2.7 Definition of Recount Text

Recount text is a type of text that retells events or experiences in the past in the order they happened. According to Emilia (2011), recount text aims to inform or entertain the reader by reconstructing past events. She emphasizes that a recount generally uses the past tense, and its structure includes orientation, events, and re-orientation. This type of text is essential in language learning as it helps students express personal experiences in structured narratives.

Hyland (2004) explains that a recount text is commonly used in both personal and academic settings. He defines it as a non-fiction genre that reports a sequence of events with the main purpose of telling what happened. Hyland also highlights that recount texts are often chronological and use action verbs and time connectives such as "first," "then," and "finally".

Knapp and Watkins (2005) describe recount text as one of the most basic narrative forms used in early education. They state that recount writing helps develop the learners' understanding of sequence, cause-effect, and past event reporting. Recount is foundational in developing more complex narrative skills later in students' academic development.

2.8 Generic Structure of Recount Text

Recount text is a type of text that retells past events or experiences in chronological order. According to Sulistianti, Fitriati, and Fitriati (2024), the generic structure of recount text generally consists of three main parts:

1. Orientation

This part sets the scene by providing background information such as who was involved, what happened, where, and when the event took place. It helps readers understand the context of the recount.

2. Events

This is the core of the recount where a series of events are narrated in the order they occurred. It explains what happened, who did what, and how the events unfolded, often using past tense verbs and time connectives such as "first," "then," and "after that."

3. Re-orientation

This section acts as a conclusion or closing statement. It may contain a personal comment, reflection, or evaluation of the events by the writer. This part is sometimes optional depending on the recount text.

2.9 Procedures

According to Harmer (2004), the following steps outline the procedure for using chain pictures to teach writing recount texts:

1. Preparation

- Select a chain of pictures that clearly depict a sequence of events related to a specific topic or story. For example, choose four pictures showing a “Day at the Beach,” starting from packing bags at home, traveling to the beach, playing in the sand, and returning home.
- Ensure the pictures are in chronological order to represent the narrative flow accurately.
- Prepare printed copies or slides of the pictures so students can easily see each stage of the story.
- Introduce the topic and explain the concept of recount texts, emphasizing the importance of chronological order and detail.
- Show the chain pictures to the students, briefly discussing each picture to ensure they understand the sequence and context.

2. Main activity

- Allow students to observe the chain pictures carefully.
- Encourage students to discuss what they see in each picture, focusing on the key events, actions, and details depicted.
- Have students brainstorm ideas and vocabulary related to each picture.
- Write down key words and phrases that can help them construct their recount text.
- Instruct students to write a draft of their recount text based on the sequence of pictures.
- Encourage them to focus on creating a clear and coherent narrative, including specific details and using appropriate past tense verbs.
- Organize a peer review session where students exchange drafts and provide feedback on each other’s work.

- Ask them to focus on the clarity of the sequence, the inclusion of details, and grammatical accuracy.
- Have students revise their drafts based on the feedback received.
- Encourage them to improve the coherence, add more details, and correct any grammatical errors.
- Instruct students to write their final version of the recount text.
- Ensure they include all necessary elements, such as an introduction, sequence of events, and conclusion.

3. Post-Activity

- Allow students to present their recount texts to the class.
- Facilitate a reflection session where students discuss what they learned from the activity and how the chain pictures helped them in writing their recount text.

2.10 Advantages and Disadvantages

Based on the previous explanation, there are many advantages of chain drawing as a medium for teaching language, especially writing. However, chain pictures also have several disadvantages. The following is a description of the advantages and disadvantages of chain picture.

2.10.1 Advantages

According to Hidayati (2020), the following are the advantages of chain picture:

1. Help students generate ideas by providing clear visual stimuli that illustrate a sequence of events.
2. These visual aids assist in organizing thoughts and creating coherent recounts with a clear chronological order.
3. By offering a concrete reference, chain pictures reduce the cognitive load on students, allowing them to focus on language use and sentence construction.

4. The use of chain pictures promotes peer discussion and collaboration, fostering a deeper understanding and shared learning experience.

In addition, Harmer (2007) points out that visual media such as chain pictures can significantly boost students' interest and motivation in the classroom. These visual prompts not only make writing activities more enjoyable and interactive, but also encourage learners to participate actively throughout the lesson. When presented with a sequence of related images, students tend to feel more eager to discuss ideas, share opinions, and collaborate with their peers. This visual stimulation helps them organize their thoughts, expand their vocabulary, and develop a clearer storyline, ultimately leading to more creative and well-structured pieces of writing.

Famularsih and Rosyidha (2021) also emphasize that when students observe a sequence of related pictures, they are motivated to choose vocabulary that matches the specific context and, at the same time, expand their overall word repertoire. The connected images act as a visual guide, giving learners a clearer understanding of actions, settings, and the logical order of events. As they describe or narrate each picture, students naturally search for accurate words and phrases, practice new expressions, and reinforce previously learned terms. This process not only enriches their vocabulary but also strengthens their ability to construct coherent sentences and develop more detailed, well-structured narratives in both spoken and written tasks.

In summary, the use of chain pictures provides a powerful combination of visual support and interactive learning that benefits students' writing development. The sequential images stimulate ideas, guide the organization of events, and lighten the cognitive load so learners can focus on grammar and sentence construction. At the same time, they spark motivation and active participation, encouraging collaboration and discussion among peers. This visual approach not only enriches vocabulary and contextual word choice but also helps students produce more coherent, creative, and well-structured narratives in both spoken and written forms.

2.10.2 Disadvantages

Apart from that, Hidayati (2020) also pointed out several weaknesses of using chain pictures, including the following:

1. On the downside, students may become overly reliant on visual aids, limiting their ability to generate ideas independently.
2. Teachers may also find the preparation and selection of appropriate chain pictures time-consuming.
3. Chain pictures might not provide enough detail for more complex recount tasks, requiring additional prompts or guidance.

Moreover, Harmer (2007) also highlights a potential drawback: students may become overly dependent on the images, making it difficult for them to write when visual support is not provided. This reliance can limit their ability to generate ideas independently and may reduce the development of critical thinking skills. When learners are accustomed to receiving ready-made visual cues, they might struggle to create original content or explore more abstract concepts without such aids. Over time, this dependence can hinder their creativity, as they may rely on external prompts instead of cultivating their own imagination and confidence in constructing ideas and narratives from scratch.

Additionally, teachers need to prepare a series of pictures that are both relevant and easy to understand. Famularsih and Rosyidha (2021) note that selecting, editing, or creating effective chain pictures can be a time-consuming process and may pose a challenge when resources are limited. Educators often have to search for appropriate images, adjust them to match the lesson objectives, and ensure that each picture clearly represents the intended sequence of events. This careful preparation requires not only creativity but also access to suitable materials and tools, which can be difficult in classrooms with restricted budgets or limited technology. As a result, the planning stage can become a significant obstacle despite the many benefits that chain pictures offer.

To minimize the weaknesses of using chain pictures in teaching, educators can adopt several strategies. Encouraging gradual independence is key, where students initially use chain pictures to generate ideas but are gradually guided to rely more on their creativity and prior knowledge. To address the time-consuming nature of preparing chain pictures, teachers can build a reusable repository of images or collaborate with colleagues to share resources. Involving students in creating their own chain pictures can also save time while fostering engagement. For more complex writing tasks, teachers can provide supplementary details, such as additional prompts or graphic organizers, to help students expand their ideas beyond what is depicted in the pictures.

2.11 Theoretical Assumption

In exploring the effectiveness of chain pictures for improving students' achievement in writing a recount text, it is assumed that visual aids can significantly enhance learning outcomes. Chain pictures provide a structured and sequential visual representation of events, which helps students organize their ideas and understand the narrative structure required for writing a recount text. This visual framework supports students in breaking down the writing task into manageable parts, enabling them to follow a clear sequence from beginning to end. By visualizing the events in a logical order, students are better equipped to plan and develop coherent recount texts.

Additionally, it is assumed that chain pictures facilitate cognitive processing by reducing the complexity of the writing task. Visual aids like chain pictures serve as external cognitive tools that assist students in translating their thoughts into written language. This approach reduces the cognitive load associated with organizing and sequencing information, allowing students to focus on constructing grammatically accurate and detailed recount texts. By providing concrete visual prompts, chain pictures make the abstract process of writing more accessible and less overwhelming for students.

Finally, it is assumed that chain pictures promote active engagement and collaborative learning among students. The use of chain pictures encourages students

to discuss and interpret the images with their peers, which fosters a collaborative learning environment. This interaction not only helps students understand the recount text format but also motivates them to participate actively in the writing process. By working together to analyze the pictures and develop their recount texts, students can share ideas, provide feedback, and support each other's learning, leading to improved writing skills and academic achievement.

2.12 Hypothesis

The researcher states the hypotheses as follows:

1. H1: There is any improvement of the students' skill in writing a recount text after they are taught by using chain picture.
2. H0 : There is no any improvement of the students' skill in writing a recount text after they are taught by using chain picture.

This chapter has discussed about the definition of writing, teaching of writing, aspect of writing, media in teaching writing, chain picture, chain picture in teaching writing, procedure, advantages and disadvantages, theoretical assumption, and hypothesis.

III. METHODS

This chapter explains the research method used in this study. It presents the research design, variables, data source, instrument, data collection, and data analysis.

3.1 Research Design

This study employed a quantitative approach using a pre-experimental design to examine the enhancement of students' recount text writing skills following the use of chain pictures as a teaching aid. The aim was to assess both the overall improvement and to identify which writing component showed the greatest progress. The research involved only a single experimental group without the inclusion of a control group. The study adopted a one-group pre-test and post-test format, which can be illustrated as follow:

T1 X T2

Note:

T1 refers to the pre-test (before being taught by using chain picture).

T2 refers to the post-test (after being taught by using chain picture).

X refers to the treatment by the researcher.

Setiyadi (2018).

3.2 Data Source

The researcher conducted the research in MA Jabal An-Nur Al Islami. The population in this research was the first grade students of MA Jabal An-Nur Al Islami. A class was taken as the sample of this research by using random sampling. The researcher used random sampling because it provides each student in the population with an equal chance of being selected. This method was chosen to avoid bias in sample selection and to ensure that the sample could represent the whole population fairly. Random sampling also allows the findings of the research to be more generalizable and increases the reliability of the results.

3.3 Instrument

To collect the necessary data for answering the research questions, this study utilized a writing assessment as its primary tool. Participants were required to compose recount texts as part of the evaluation. Two separate assessments were administered: a pre-test to evaluate the students' initial ability in writing recount texts prior to the intervention, and a post-test to assess any improvements following the implementation of the treatment. Each test was delivered with clear guidelines, including the allotted time for completion.

3.3.1 Validity

To determine the quality of the test's validity, an analysis of two forms of validity was conducted. This study evaluated the test based on two key dimensions of validity, which included the following:

a. Content Validity

This study applied content validity to confirm that the test accurately reflected all essential components of the concept being assessed. Content validity required that the test materials align with the curriculum. In this research, the writing task focused on recount texts, a topic that should be familiar to first-year senior high school students. The test was considered to have strong content

validity because it represented relevant language use and grammatical structures. Moreover, the material was selected based on the Merdeka Curriculum and aligned with the learning objectives outlined in the syllabus of Grade 10 at MA Jabal An-Nur Al Islami. These objectives included the ability to analyze the purpose, structure, and language features of simple recount texts, as well as to comprehend their meaning in both written and spoken forms. To further validate the instrument, the researcher also gathered feedback from several students who were asked to review the test.

b. Construct Validity

This study employed construct validity to confirm that the instrument accurately assessed the theoretical concept it was designed to measure. Specifically, students were instructed to compose a recount text as a means of evaluating their writing proficiency. The researcher evaluated the students' performance using a rubric based on Jacobs' (1981) scoring framework, which included five key components: content, organization, language use, vocabulary, and mechanics. These criteria reflected the elements targeted by the construct, ensuring that the test appropriately aligned with what it aimed to measure.

Table of Specification – Pre-test

No	Writing Aspects	Item Number	Percentage of Items
1.	Content	1	30%
2.	Organization	1	20%
3.	Language Use	1	25%
4.	Vocabulary	1	20%
5.	Mechanics	1	5%
	TOTAL	1	100%

Table of Specification – Post-test

No	Writing Aspects	Item Number	Percentage of Items
1.	Content	1	30%
2.	Organization	1	20%
3.	Language Use	1	25%
4.	Vocabulary	1	20%
5.	Mechanics	1	5%
	TOTAL	1	100%

3.3.2 Reliability

In this research, the researcher used inter-rater reliability, also called inter-observer reliability. As the name suggested, this type of reliability meant there were two raters or observers in measuring the students' spoken performance. The raters were the researcher and the English teacher.

In this research, the researcher used inter-rater reliability, also called inter-observer reliability. As the name suggested, this type of reliability meant there were two raters or observers in measuring the students' spoken performance. The raters were the researcher and the English teacher.

$\kappa < 0.00$ poor agreement

$0.0 < \kappa < 0.20$ slight

$0.21 < \kappa < 0.40$ fair

$0.41 < \kappa < 0.60$ moderate

$0.61 < \kappa < 0.80$ substantial, and

$0.81 < \kappa < 1.00$ almost perfect agreement

The table 3.1 and 3.2 show the result of reliability computation.

Table 3.1 Reliability of Pre-Test

Symmetric Measures					
		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.773	.097	12.410	<.001
N of Valid Cases		19			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Based on table 3.1 above, the test results show a Kappa value = 0.773 with a significance of $p < .001$. Based on the categories given by Landis and Koch (1977), with a value of 0.773, the data shows substantial agreement.

Table 3.2 Reliability of Post-Test

Symmetric Measures					
		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.887	.074	14.440	<.001
N of Valid Cases		19			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Based on table 3.1 above, the test results show a Kappa value = 0.887 with a significance of $p < .001$. Based on the categories given by Landis and Koch (1977), with a value of 0.887, the data shows almost perfect agreement.

Thus, it can be concluded that both reliability values from the pre-test and post-test show substantial agreement in the pre-test dan almost perfect agreement in the post-test. The two reliability test results from the pre-test and post-test scores also show that the Kappa results are statistically significant. This means that the level of agreement found is not due to chance, but truly reflects inter-rater reliability. These results show good reliability in the measurements or assessments carried out.

3.4 Data Collecting Procedures

The procedures undertaken during the research process are outlined below:

1. Administering a pre-test

Students were given a range of topics to choose from for the writing assessment. Before receiving any instructional treatment, a pre-test was conducted to evaluate their initial writing abilities. At this point, students were instructed to create a written piece based on the selected theme. The teacher also set a clear time limit for completing the task.

2. Conducting treatments

Following the pretest, the researcher held two sessions, each lasting 90 minutes. During these sessions, the researcher taught students how to write recount texts using chain pictures as the instructional strategy.

3. Administering a post-test

To measure the improvement in students' writing abilities after the intervention, a post-test was conducted. The writing activity was designed to match the curriculum standards of the school. In this task, students were asked to compose a basic recount text using a sequence of images supplied by the researcher as prompts.

4. Analyzing the data (pre-test and post-test)

Once the pre-test and post-test had been scored, the results were processed using SPSS software for statistical analysis. This process involved calculating the mean scores of both tests and examining whether the difference between them was statistically significant. To assess student progress, the researcher compared the results from before and after the treatment. An increase in post-test scores compared to the pre-test scores was interpreted as an indication of enhanced writing performance.

In other words, there are some steps of research procedure in this research starting from conducting pre-test, conducting treatments, conducting post-test and analyzing the data.

3.5 Data Analysis

The students' writing results for each test were assessed based on content, language use, organization, vocabulary, and mechanics. The scoring criteria were derived from the rating sheet by Jacobs et al. (1981). Using the scoring rubric by Jacobs et al. (1981) to assess students' writing was an excellent choice because it was comprehensive and widely recognized in both research and teaching practice. The rubric evaluated key aspects of writing, such as content, language use, organization, vocabulary, and mechanics (e.g., spelling and punctuation), providing a thorough assessment of students' writing abilities. Additionally, the Jacobs rubric offered a structured and systematic framework that helped educators deliver consistent and objective feedback. Its flexibility allowed for adaptation to various teaching contexts and needs. Supported by research and proven effective in diverse settings, this rubric ensured that assessments were credible and accurate. Therefore, using the Jacobs rubric not only aided in evaluating the final written product but also supported the overall development of students' writing skills. The percentage allocation for each aspect was provided below:

1. Content : 30 %
2. Organization : 20%
3. Language use : 25%
4. Vocabulary : 20%
5. Mechanics : 5%

Tabel 3.3 The Scoring Criteria adopted from Jacob (1981)

Aspect	Criteria	Score
Content	Excellent to very good if the main idea, the unity, the coherence and continuity of paragraph are all correct.	30 – 27
		26 – 23

	• Good if the paragraph contained few errors of the main idea, unity, coherence and continuity. • Average if the paragraph contained some errors of the main idea, unity, coherence and continuity. • Poor if the paragraph is dominated by errors of the main idea, unity, coherence and continuity. • Very Poor if the main idea, unity, coherence and continuity of the paragraphs are all incorrect.	22 – 20 19 – 17 16 – 13
Vocabulary	• Very Good if the paragraph contains varied and effective words. • Good if the paragraph contains few errors of the vocabulary but the meaning is not obscured. • Average if the paragraph contains frequent errors of the vocabulary and the meaning is obscured. • Poor if the paragraph is dominated by errors of vocabulary. • Very Poor if the vocabulary of the paragraph are all incorrect.	20 – 18 17 – 15 14 – 12 11 – 9 8 – 5
Organization	• Excellent if the words and sentences are well organized, the ideas are clearly stated with logical sequencing.	20 – 18 17 – 15

	• Good if there are few errors of words and sentences in the paragraph. • Average if there are some errors of words and sentences in the paragraph. • Poor if the paragraph is dominated by errors of words and sentences in the paragraph. • Very Poor if the words in sentences are all incorrect.	14 – 12 11 – 9 8 – 5
Grammar	• Very Good if the grammar of the paragraph are all correct. • Good if there are few errors of grammar in the paragraph. • Average if there are some errors of grammar in the paragraph. • Poor if the paragraph is dominated by error of grammar. • Very Poor if the grammar of the paragraph are all incorrect	25 – 23 22 – 20 19 – 16 15 – 9 8 – 5
Mechanic	• Very Good if the spelling, punctuation, and capitalization of the sentences are all correct. • Good if there are few errors of spelling, punctuation, and capitalization but not observed. • Average if there are some errors of spelling, punctuation, and capitalization.	5 4 3

	• Poor if there are many errors of spelling, punctuation, and capitalization.	2
	• Very Poor if the spelling, punctuation, and capitalization of the sentences are all incorrect.	1

Next, the students' pre-test results were compared with their post-test outcomes to determine any changes in performance. To interpret the data gathered from the writing assessments, the researcher carried out the analysis through several key steps, as outlined below:

1. Scoring the writing test (pre-test and the post-test).
2. Finding the mean of the pre-test and post-test by using this formula:

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

Md refers to mean

Σ relates to total score of the students

N refers to number of students

3. Concluding the findings by analyzing and comparing the average scores from the pre-test and post-test.

3.6 Data Treatment

To determine the extent of improvement in students' ability to write recount texts after receiving instruction through chain pictures, the data were examined using the Paired Sample T-test. As noted by Setiyadi (2018), this statistical method is based on three fundamental assumptions. These assumptions are outlined below:

1. The data must be measured on an interval scale.
2. The sample is randomly selected from the population, assuming that each student has equal potential.
3. The data should follow a normal distribution.

The normality of the test was used to measure whether the data of the test had a normal distribution or not. The researcher used Shapiro Wilk with SPSS 27. The result of the normality test can be seen in the table 3.4 below:

Table 3.4 Result of Normality Test

Shapiro-Wilk		
Statistic	df	Sig.
.907	19	.064
.913	19	.086

Table 3.4 provides evidence that both of the data are distributed normally. The value of the normality test in the pretest is 0.064 while the value of the normality test in post-test is 0.086 which is higher than 0.05. It could be assumed that the scores in pre-test and post-test had a normal distribution.

3.7 Hypothesis Testing

Hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not. The hypothesis of this research are as follows:

1. H0 : There is no improvement of the students' skill in writing a recount text after they are taught by using chain picture.
2. H1: There is an improvement of the students' skill in writing a recount text after they are taught by using chain picture.

It can be concluded that this chapter discusses about research design, the variable of the research, the data source, instrument of the research, procedure of data collection, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION

This final chapter focuses on the discussion of two points. Those are the conclusion of the research findings and suggestions for English teachers and for other researchers who are going to conduct similar research.

5.1 Conclusion

Based on the findings and analysis, it can be concluded that the use of chain pictures significantly improved students' achievement in writing recount texts. The improvement was evident across all five writing aspects, content, organization, vocabulary, grammar, and mechanics with vocabulary being the most enhanced, followed by organization and content. This indicates that chain pictures effectively help students develop their ideas, structure their writing, and use appropriate language expressions. Although the grammar aspect showed the least improvement, the overall enhancement in students' writing performance affirms the value of integrating visual-based strategies in writing instruction, especially for learners at the senior high school level.

The positive results of this study suggest that chain pictures are a powerful instructional tool that supports students' creativity, engagement, and confidence in writing. They provide concrete visual cues that reduce cognitive load, making the writing process more accessible and less intimidating for students. However, the limited gains in grammar and mechanics highlight the importance of balancing visual aids with direct language instruction. Therefore, it is important for educators to combine chain picture strategies with targeted grammar exercises to ensure students develop both fluency and accuracy in writing.

5.2 Suggestion

Considering the conclusion of the research, the researcher would like to recommend some suggestions as follows:

5.2.1 Suggestion for English Teacher

Based on the findings, although the use of chain pictures significantly improved students' writing performance particularly in vocabulary, organization, content. Grammar and mechanics showed the least improvement. This indicates a persistent problem where students struggle with applying correct grammar rules and punctuation in recount text writing. Therefore, English teachers are encouraged to combine the use of chain pictures with explicit instruction in grammar and mechanics. For example, brief mini-lessons on past tense, subject-verb agreement, or punctuation rules can be delivered before writing activities. Additionally, Teachers are encouraged to integrate a dual-focus feedback strategy that addresses both content and grammar throughout the writing process. Instead of correcting only the final draft, brief feedback sessions should be incorporated after each stage of writing. For example, an initial peer-review session can concentrate on idea development and organization, followed by a second review focusing on grammatical accuracy and mechanics. Such staged feedback helps students internalize corrections, strengthens their understanding of language structures, and leads to higher-quality final compositions.

In addition to providing explicit grammar instruction, teachers are also encouraged to deliver continuous and constructive feedback on both grammar and vocabulary throughout the writing process. Feedback serves as an essential part of formative assessment that allows students to identify their recurring errors, understand their weaknesses, and gradually refine their writing through multiple drafts. Rather than focusing only on grammatical correction, teachers should give comprehensive feedback that addresses vocabulary choices, sentence structure, and idea development.

Through continuous feedback, students are guided to become more reflective and autonomous learners. They learn to notice their linguistic patterns, evaluate their progress, and take responsibility for improving the accuracy and fluency of their writing. This approach not only increases their grammatical precision but also helps them expand their lexical repertoire and develop a sense of appropriateness in word usage.

5.2.2 Suggestion for Further Researcher

Further researchers are encouraged to explore the long-term effects of using chain pictures in writing instruction, especially in improving grammatical accuracy and writing mechanics, which were the least affected aspects in this study. A longitudinal study could provide deeper insights into how continued exposure to visual aids affects different components of writing over time. Moreover, it would be beneficial to compare the effectiveness of chain pictures with other visual teaching aids such as comic strips, graphic organizers, or animated videos to determine which medium is most suitable for particular writing tasks. Researchers should also consider conducting similar studies across different educational levels or larger and more diverse student populations to enhance the generalizability of the findings. In addition, qualitative methods such as interviews or classroom observations could be integrated to explore students' attitudes and challenges during the writing process using chain pictures. This could provide valuable input for refining instructional strategies and developing more comprehensive writing interventions.

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