

**UTILIZING A PICTURE SEQUENCE TO IMPROVE STUDENTS'  
WRITING ACHIEVEMENT IN RECOUNT TEXTS AT SMAN 1  
KOTAAGUNG**

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UNIVERSITY OF LAMPUNG  
2026**

## **ABSTRACT**

### **UTILIZING A PICTURE SEQUENCE TO IMPROVE STUDENTS' WRITING ACHIEVEMENT IN RECOUNT TEXTS AT SMAN 1 KOTAAGUNG**

**Dini Marsalena**

This present study aimed to find out whether there was a significant improvement in students' achievement to write recount texts after they were taught using picture sequences. The population of this study included the first-grade students of SMAN 1 Kotaagung, and class X-D was chosen as the sample, consisting of 30 students. This study adopted a quantitative approach utilizing a One-Group Pretest–Posttest design. Students' writing performance was assessed prior to and following the treatment. The data were statistically analyzed using a paired-sample t-test with SPSS version 22.0. The results showed an improvement in students' writing achievement, with the average score increasing from 61.7 (pre-test) to 83.7 (post-test), resulting in a gain of 22 points. The two-tailed significance value was  $<0.000$ , which is below the standard significance level of 0.05. This indicates that there was a statistically significant difference in the students' writing achievement after the received instruction through picture sequences. As a result, the hypothesis was accepted. Among the five aspects of writing, the content aspect showed the highest improvement. This may be attributed to the use of picture sequences, which helped students generate and organize ideas more effectively, resulting in writing that was more detailed, coherent, and well-structured. Overall, the findings suggest that a picture sequences are effective in enhancing students' writing achievement across multiple aspects.

*Keyword: picture sequence, recount text, writing*

## **ABSTRAK**

### **PEMANFAATAN URUTAN GAMBAR UNTUK MENINGKATKAN PRESTASI MENULIS SISWA DALAM TEKS RECOUNT DI SMAN 1 KOTAAGUNG**

**Dini Marsalena**

Penelitian ini bertujuan untuk mengetahui apakah terdapat peningkatan yang signifikan dalam prestasi siswa dalam menulis teks recount setelah mereka diajar menggunakan urutan gambar (picture sequence). Populasi penelitian ini adalah siswa kelas X SMAN 1 Kotaagung, dan kelas X-D dipilih sebagai sampel yang terdiri dari 30 siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain One-Group Pretest–Posttest. Kemampuan menulis siswa dinilai sebelum dan setelah perlakuan diberikan. Data dianalisis secara statistik menggunakan paired-sample t-test dengan bantuan SPSS versi 22.0. Hasil penelitian menunjukkan adanya peningkatan pada prestasi menulis siswa, dengan nilai rata-rata meningkat dari 61,7 (pre-test) menjadi 83,7 (post-test), sehingga diperoleh peningkatan sebesar 22 poin. Nilai signifikansi dua arah adalah  $<0,000$  yang lebih kecil dari tingkat signifikansi standar yaitu 0,05. Hal ini menunjukkan bahwa terdapat perbedaan yang signifikan secara statistik pada prestasi menulis siswa setelah mereka menerima pembelajaran melalui penggunaan urutan gambar. Oleh karena itu, hipotesis penelitian diterima. Dari lima aspek penilaian menulis, aspek konten (content) menunjukkan peningkatan tertinggi. Hal ini kemungkinan disebabkan oleh penggunaan urutan gambar yang membantu siswa menghasilkan dan mengorganisasikan ide dengan lebih efektif, sehingga tulisan yang dihasilkan menjadi lebih rinci, koheren, dan terstruktur dengan baik. Secara keseluruhan, temuan penelitian ini menunjukkan bahwa penggunaan urutan gambar efektif dalam meningkatkan prestasi menulis siswa pada berbagai aspek.

*Kata kunci: picture sequence, teks recount, menulis.*

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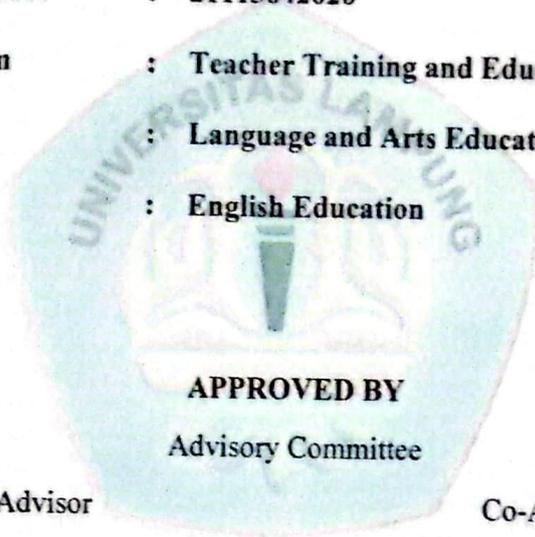
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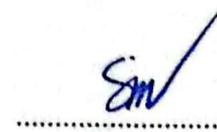
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata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

Bandar Lampung, 26 Februari 2026

Yang membuat pernyataan,



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## **DEDICATION**

The writer dedicates this work to:

1. Her beloved parents – The late Hasanuddin and Nila Kusuma
2. Her brother – Herwinsyah
3. Her sister – Dahia, Dewi Sartika, Armida, Handayani
4. Her Almamater – University of Lampung
5. Her beloved friends
6. Her English lecturers

## **MOTTO**

*Allah does not say that life is easy. But Allah promises that indeed, with hardship comes ease.*

(QS. Al-in syirah 5-6)

*All your joys and sorrows are natural; time will answer your dreams and questions. Give yourself enough time to grieve, and honor your feelings as a human being.*

(Baskara Putra-Hindia)

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Finally, the author realizes that this study is far from perfect and welcomes any comments or suggestions for improvement. It is hoped that this work will contribute positively to education, readers, and future research.

Bandar Lampung, Januari 2026

The writer

Dini Marsalena

## CONTENTS

I. INTRODUCTION .....	1
1.1 Background .....	2
1.2 Research Questions .....	3
1.3 Objectives of the Research .....	3
1.4 Uses of the Research .....	4
1.5 Scope of the Research .....	4
1.6 Definition of Terms .....	4
II. LITERATURE REVIEW .....	5
2.1 Definition of Writing.....	6
2.2 Aspects of Writing.....	7
2.3 Teaching Writing.....	8
2.4 Recount Text .....	9
2.5 A Picture Sequence in Teaching Writing .....	12
2.6 A Picture Sequence as Media in Teaching Writing .....	13
2.7 Review of Previous Studies.....	13
2.8 Procedures for Applying A Picture Sequence in Teaching Recount Text ..	15
2.9 Advantages and Disadvantages of A Picture Sequence .....	16
2.10 Theoretical Assumptions .....	18
2.11 Hypothesis .....	18
III. METHODS .....	19
3.1 Research Design .....	19
3.2 Variables.....	20
3.3 Data Source .....	20
3.4 Research Instrument .....	20
3.5 Validity of the Instrument .....	20

3.6 Reliability of the instrument.....	21
3.7 Data Collection Techniques .....	23
3.8 Research Procedures.....	24
3.9 Scoring Criteria .....	25
3.10 Data Analysis .....	27
3.10 Hypothesis Testing .....	29
3.11 Schedule of the Research.....	30
IV. RESULTS AND DISCUSSION .....	31
4.1 Implementation of A Picture Sequence.....	31
4.2 Result of the Research .....	33
4.3 Discussion of the Findings .....	36
V. CONCLUSIONS AND SUGGESTIONS.....	42
5.1 Conclusions .....	42
5.2 Suggestions.....	43
REFERENCES.....	45
APPENDICES .....	49

## I. INTRODUCTION

This chapter is intended to introduce this research through the discussion of several crucial aspects, which include the background of the research, research questions, research objectives, significance of the study, scope of the research, and definitions of terms.

### 1.1 Background

Writing is considered the most difficult skill among the four language skills to acquire and master, as it is an active and productive skill that requires learners to generate, develop, and express ideas in written form (Sternglass, 2017; Kumala et al., 2017; Andersen et al., 2018). Renandya and Widodo (2016) further assert that writing is unquestionably the most challenging skill for second language learners. The difficulty lies not only in generating and organizing ideas but also in transforming those ideas into coherent and readable texts. In line with this view, Weigle (2007) and Brown et al. (2014) emphasize that the complexity of learning to write effectively exists in any language, including one's first language. Although basic writing skills are taught to most educated learners in industrialized countries, only a limited number are able to produce well-structured texts with logical organization that fulfill specific communicative purposes. Furthermore, Warschauer and Grimes (2008) support this argument by stating that writing presents significant challenges for most individuals, particularly when integrating new ideas and perspectives into written language.

Based on Zhang (2023), the problems in teaching writing include unclear writing purpose, lack of teacher guidance in the writing process, and single evaluation criteria, hindering students' writing intention and language support moreover, The problems in teaching writing include low efficiency, insufficient practice, off- topic writing, and lack of student interest, hindering high school English teaching

effectiveness (Li 2022). In this study, the researcher intends to concentrate on how to overcome the problem of students who often write without a concept which causes their written work to go off topic.

To overcome this problem, researchers use sequence picture to help students understand concepts when writing recount texts. According to Yunus (1981), picture sequences consist of a series of interconnected and integrated images arranged in a logical order. Their primary function is to present a sequence of stories or events. As picture sequences illustrate a storyline or ordered events, they assist students in generating ideas. The use of picture sequences enables students to produce coherent and systematically organized writing by encouraging critical thinking, interpretation of the depicted events, and effective expression of ideas. In addition, picture sequences can increase students' motivation, as learners tend to show greater interest in visual learning materials.

Previous studies have indicated that picture sequences can serve as an effective aid in teaching writing. Several academic studies have examined how picture sequences can be used effectively in teaching. Hakim (2022) This study focused on improving the descriptive text writing skills of seventh grade students using picture series-assisted learning strategies at SMP Muhammadiyah 27 Paciran Lamongan. Data were collected through questionnaires, observation checklists, and assessment rubrics. The results showed that most students gave positive responses to the use of picture series in the learning process and participated actively during the lesson. The strategy proved effective, as students' average writing scores increased significantly from 56.86 to 77.87 after the intervention. This study highlights the potential of visual aids, such as picture series, to enhance students' writing skills, as evidenced by student feedback and measurable improvements.

Another related study was conducted by Romdlona (2023), who investigated the effect of picture series as a teaching medium on the narrative writing skills of eighth-grade students at SMP Negeri 9 Pematang Siantar. This research employed a quasi-experimental design involving two groups, namely an experimental class

(VIII-8) and a control class (VIII-7), each consisting of 29 students. The pre-test mean scores were 56.53 for the experimental group and 50.79 for the control group.

The last finding can be seen from the Yanuar (2015), studied the effectiveness of using sequence pictures to teach ninth graders at SMP Negeri 2 Tonjong how to write procedure texts during the 2014/2015 school year. The study had an experimental design with two classes: an experimental class (IX B) and a control class (IX C), each with 35 students. Pre-tests and post-tests were used to collect data, which was then analyzed quantitatively. The experimental class had a higher mean score of 79.94 compared to the control class's 74.71. The experimental class also improved from a pre-test score of 72.66 to a post-test score of 79.94. The study concluded that sequence pictures were effective in teaching students how to write procedure texts.

What differentiates this research from previous research is the type of text used. Previous research examined descriptive texts, narrative texts and procedural texts, but this research uses recount texts to provide more space for students' imaginative expression and storytelling skills. Therefore, it is expected that the use of a picture sequence will improve students' writing achievement and enhance their creativity in writing recount texts.

## **1.2 Research Question**

Based on the issue described above, the researcher formulated the following research question: Is there any improvement in students' writing achievement in recount texts after they have been taught using a picture sequence?

## **1.3 Objectives of the Research**

Based on the issues and research question presented above, the objectives of this study were as follows: To find out whether there is an improvement in students' writing achievement after they have been taught using sequence pictures.

#### **1.4 Uses of the Research**

This research is anticipated to offer advantages in both theoretical and practical domains. The specific contributions of this study are presented as follows:

- a. Theoretically, it could support previous research which proved the effectiveness of recount text learning strategies for teaching writing.
- b. Practically. This could help English teachers in providing materials and activities in teaching writing by applying picture sequence.

#### **1.5 Scope of the Research**

The text type employed in this study was recount text, specifically emphasizing personal recounts, a type of recount text that emphasized personal experiences or events experienced by the author. This personal recount was often described as information or a story based on the author's own direct experience, used to convey concrete details and reflections on the event. In the context of this research, the use of recount text aimed to describe and analyze personal experiences related to the topic being researched, providing a subjective and in-depth perspective on the phenomena observed. This research assessed how significant the influence was on students' achievement to write recount texts using picture sequence through a pre-experimental approach with a one-group pretest and posttest design. The researchers evaluated students' recount-text writing performance based on five writing components, namely content, grammar, vocabulary, mechanics, and organization.

#### **1.6 Definition of Terms**

To provide clarity for readers, the definitions of key terms are presented as follows:

##### a. Writing

Writing is the practice of using written symbols and words to express thoughts, ideas, information, or feelings. It entails the selection and structuring of words, phrases, and paragraphs in order to successfully convey ideas to readers. Coherent thought organization is just one aspect of effective writing; other skills include

using proper grammar, punctuation, style, and vocabulary. It needs to be precise, clear, and mindful of the target audience. Writing is an essential talent in the academic, professional, and personal spheres since it helps to share knowledge, promote comprehension, and transmit information.

#### b. Picture Sequence

A picture sequence is a collection of images that all deal with the same subject. It could narrate a tale, highlight an occasion, depict a scene, introduce a character, or demonstrate a task. A picture sequence is frequently used to show a person during an interview. The best picture sequences produce a number of visually striking, action-packed images. Picture sequence is a functional teaching technique that helps students understand the overall purpose of a text, not only the grammar at the sentence level. This technique uses cartoon strips and instructional pictures as learning media, which can effectively support the teaching process. Through teaching experience, teachers can identify which picture sequences are most suitable for students. The pictures can be used without modification to provide context for a story or to explain a process. In addition, teachers may ask guiding questions to encourage students to discuss how characters and settings are presented, as well as the relationship between the images and the written text.

#### c. Recount Text

A recount text is a type of English text that tells a series of events in order, based on fictional stories or the real experiences of the writer or the people involved. The activities or actions depicted generally reflect the author's personal experiences conveyed through the recount narrative. Anderson (1997) explains that the main objective of a recount text is to provide information to readers about past events, including the time and place in which they occurred. This type of text emphasizes the presentation of events in a logical and chronological sequence.

This chapter presents several components, namely the background of the problem, the research questions, the objectives of the study, the significance of the research, the scope of the study, and the definitions of key terms.

## **II. LITERATURE REVIEW**

This chapter elaborates on several essential topics, namely the concept of writing, the aspects of writing, the teaching of writing, recount texts, instructional media in writing, picture sequences as teaching media, the application of picture sequences in writing instruction, the procedures for implementing picture sequences in the teaching of writing, the advantages and disadvantages of picture sequences, theoretical assumptions, and the research hypothesis.

### **2.1 Definition of Writing**

According to Perin (2007), writing is a process in which symbols, including letters, words, and punctuation, are used to convey thoughts, ideas, and information. It is a fundamental form of human expression and a key component of literacy, encompassing various genres and styles, including essays, stories, reports, and poems. Writing serves multiple purposes, such as to inform, persuade, entertain, or document experiences, and involves several stages, including brainstorming, drafting, revising, editing, and publishing.

Meriam (2024) explains that writing is a process of employing symbols, such as letters, numbers, or other characters to convey thoughts, ideas, or information. It involves creating textual content that is typically recorded on a surface (physical or digital) using tools like pens, pencils, keyboards, or touchscreen devices. Writing serves various purposes, including communication, documentation, creative expression, and information sharing.

In summary, writing can be defined as the process of using symbols, such as letters, words, numbers, or other characters, to effectively convey thoughts, ideas, and information. It serves as the foundation of human expression and literacy, encompassing diverse forms such as essays, stories, reports, and poetry. Writing

fulfills a variety of purposes, including informing, persuading, entertaining, and documenting experiences. This multifaceted process involves several stages, from initial brainstorming to drafting, revising, editing, and finally publishing or sharing the written work. This is facilitated through a variety of media, from traditional pen and paper to modern digital devices, ensuring its relevance in communication, creative expression and dissemination of information in a contemporary context.

## **2.2 Aspects of Writing**

In the process of writing, students are required to pay attention to several essential aspects to produce effective written texts. According to Brown (2001), there are fundamental components that writers are expected to master, namely content, organization, discourse, vocabulary, and mechanics. Content concerns the development of a thesis statement, supporting ideas, idea elaboration, and the use of descriptive details. Organization refers to the clarity of the introduction, the logical arrangement of ideas, the conclusion, and the appropriateness of text length. Discourse involves topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, referencing, fluency, conciseness, and variation. Mechanics include spelling, punctuation, referencing, and the overall physical presentation of the written text.

Furthermore, Jacobs et al. (1981) identify five fundamental components of writing:

1. Content refers to the substance of the written text and the expression of the main idea or unity, which is generally identified through the topic sentence that conveys the central idea of a paragraph.
2. Organization, which relates to the logical structure and coherence of ideas, reflected through well-ordered sentences and smooth transitions.
3. Vocabulary, which concerns the writer's selection of appropriate and precise words to convey meaning effectively.
4. Language Use/Grammar, which involves the correct application of grammatical forms and syntactic patterns in constructing sentences, combining ideas, and establishing logical relationships within the text.

5. Mechanics, which refers to adherence to the writing conventions of the language, including the correct arrangement of letters, words, sentences, and paragraphs, guided by structural rules and related conventions.

This study employed the assessment framework developed by Jacobs et al. (1981) to measure students' writing performance, as the framework offers a clear and standardized assessment basis. The model consists of five main components, namely content, organization, vocabulary, language use, and mechanics, which enable a comprehensive evaluation of students' writing proficiency.

### **2.3 Teaching Writing**

Teaching writing involves guiding students to express their ideas and imagination in written form. Teachers are expected to provide learning materials that align with students' interests and learning needs. According to Brown (1980), teaching refers to the process of showing or helping learners to learn how to do something, which enables them to acquire knowledge and understanding. This suggests that teachers play a crucial role in facilitating the learning process and supporting students' understanding of the subject matter. Furthermore, Raimes (1983) states that writing instruction serves as a unique medium for reinforcing learning, highlighting its significance in the development of students' language skills. Therefore, teachers need to recognize the difficulties encountered by students during the learning process in order to apply appropriate strategies to address challenges in writing. In this research, personal recount texts were selected as the teaching material, focusing on the instruction of the five components of writing.

Raimes (1983) emphasizes that effective writing instruction requires English teachers to provide guidance that aligns instructional materials with learners' interests, needs, abilities, and developmental stages, enabling them to eventually produce compositions with minimal or no errors. Because the primary aim of teaching writing is to help students articulate their ideas and imagination in written form, it is essential for teachers to offer materials that are closely connected to the students' interests and learning needs.

Blanchard and Root (2003) state that the writing process is composed of three fundamental stages: pre-writing, writing, and revising. These stages are interrelated and play a crucial role in producing well-structured and effective written texts.

### 1. Pre-writing

Pre-writing is the first stage of the writing process and is carried out before writing begins. At this stage, writers prepare themselves by generating and collecting ideas. This stage helps writers develop ideas that will later be written in the text.

### 2. Writing

The writing stage comes after pre-writing. Ideas that have been produced through activities such as brainstorming or clustering are used as a guide in writing paragraphs. In this stage, the ideas are developed and arranged into written form.

### 3. Revising

Revising is the final and essential stage conducted after a draft has been produced. At this stage, writers review the content to identify unclear, ambiguous, or confusing ideas, ensure unity and coherence, and improve grammatical accuracy. This process may involve adding sentences to support existing ideas or removing sentences that are not relevant to the topic.

In conclusion, English teachers are required to guide students throughout the writing process. Engaging learning activities can enhance students' motivation and increase their enjoyment of learning. Therefore, this study employed three stages of the writing process pre-writing, writing, and revising however, picture sequences were applied only during the pre-writing and writing stages of writing instruction

## **2.4 Recount Text**

Recount texts are used to describe past experiences; they inherently employ past tense. Recount texts employ a sequence of events as a defining trait rather than conflict. By organizing orientation, events, and reorientation, a recount text with a comprehensive generic structure will be created.

Siswanto (2005) defines a recount text as a type of text that retells an individual's past experiences in chronological order. Similarly, Derewianka (1990) explains that a recount involves the construction of past experiences through the unfolding of a sequence of events over time. A recount text is used to narrate past events for the purpose of informing or entertaining the reader.

Structurally, a recount text generally begins with an orientation, which provides essential background information such as who was involved, where the event took place, and when it occurred. This is followed by a series of events that are organized chronologically. At certain stages, the text may include personal comments or reflections, which are referred to as re-orientation. The generic structure of recount text (Derewianka, 1990: 145):

### 1. Orientation

The orientation provides readers with the necessary background information required to comprehend the text. Use the words (who, what, when, where, and why) to make sure the orientation is comprehensive and detailed. The author must provide details regarding what transpired, who or what was involved, where and when it happened, and why. The author can choose the appropriate level of detail by keeping the audience and purpose in mind.

### 2. Events

In presenting the sequence of events, the writer arranges the events in chronological order, beginning with the first event and continuing to the final event. The number of events included depends on the writer's creativity, but the events should be selected carefully to help readers understand the topic. Students should be encouraged to leave out details or events that are not relevant or interesting. A recount text should not simply list all events; instead, students need to be guided to choose only important events that can be developed with clear and supporting details.

### 3. Re-orientation

The recount comes to an end in the last section, which summarizes the findings, assesses the significance of the subject, or provides a personal statement or viewpoint. It can also project future events by making predictions about what might come next. Reorientation did not, however, completely close the gap. It's not required.

The researcher employed Derewianka (1990) generic structure of recount text. This framework aids students in clearly arranging their thoughts and enhances the significance and interest of their writing.

The linguistic characteristics employed in recount texts, as adapted from Derewianka (1990), are as follows:

1. Most recounts employ the simple past tense.
2. The audience can better visualize or imagine events by using certain descriptive words, or adjectives.
3. Clauses in sentences are joined together by a variety of conjunctions, such as because, although, and whilst.
4. The time connectives (firstly, secondly, next, and ultimately) are employed to establish a cohesive narrative by linking disparate events inside a paragraph.
5. Adverbial phrases and adverbs (yesterday, outdoors).

This study concentrated on four key linguistic features, namely the simple past tense, conjunctions, time connectives, and adverbs. These components represent the basic elements typically employed in composing personal recount texts. The simple past tense is crucial for signaling actions or events that occurred in the past. Because recount texts narrate events sequentially, conjunctions are necessary to connect these events coherently. Time connectives support the logical progression between sentences, and adverbs provide additional contextual detail by specifying when and where the events took place.

To conclude, the effective composition of a personal recount text entails the application of various fundamental linguistic elements. The simple past tense is used to indicate actions or events that took place in the past. Conjunctions and time connectives are important for organizing events in sequence and providing smooth transitions between ideas. Furthermore, adverbs are important for describing when and where the events happened. Together, these features contribute to producing a well-structured and clear recount text.

### **2.5 A Picture Sequence in Teaching Writing**

Vygotsky (1978) states that learning takes place through interactions between learners and their surrounding environment, including the use of instructional media. Sequence pictures provide a concrete visual context, allowing students to build their own understanding of the storyline or events before pouring them into writing. This encourages active student involvement and helps them develop ideas independently.

Paivio's (1971), dual coding theory explains that humans process information through two channels: verbal and visual. Sequential images as a visual medium help students understand concepts and ideas better, because they can associate images with words. This facilitates the development of ideas and supports more structured writing.

Sweller (1988), within the framework of cognitive load theory, posits that working memory operates with limited capacity. The use of picture sequences can lessen students' cognitive load by offering a visual structure that supports their comprehension of the storyline. Such visuals enable students to direct their attention toward constructing the text rather than solely concentrating on generating ideas.

It can be concluded that the use of picture sequences is an effective approach for teaching writing, particularly in recount texts. A Picture Sequence serve as a meaningful visual aid that allows students to actively engage with the material, construct their own understanding of the events, and develop ideas more independently. Through the dual channels of verbal and visual information, as

explained in the dual coding theory, students can better comprehend and organize their thoughts, leading to more structured and coherent writing. Additionally, sequence pictures help reduce cognitive load by offering a clear visual framework, allowing students to focus more on the writing process rather than struggling to generate ideas. Therefore, integrating sequence pictures into writing instruction supports students both cognitively and creatively in improving their writing skills.

## **2.6 A Picture Sequence as Media in Teaching Writing**

According to Farisha (2016), a Picture Sequence is a way of arranging events, ideas, or objects in a logical order that helps students generate ideas for writing. In line with this, Yunus (2016) states that a Picture Sequence is a series of pictures that presents a story or event in chronological order, with the main purpose of telling a sequence of events. Since picture sequences contain a story, they help students develop and expand their ideas. In addition, picture sequences assist students in organizing their writing because the pictures show the steps and order of events clearly. As a result, students can develop their imagination and connect their paragraphs well, leading to coherent and well-organized writing.

From the definition above, the researcher concludes that a picture sequence is the arrangement of events, ideas and objects in a logical order, which is a valuable tool for students. Sequential drawings, which illustrate stories or events chronologically, help students generate and develop ideas, organize their writing, and create coherent, well-structured compositions. These visual aids enhance students' imagination and facilitate the integration of their paragraphs, resulting in better writing skills.

## **2.7 Review of Previous Studies**

A number of prior studies have investigated the use of picture sequences in teaching writing. Ramdhani (2017), for instance, analyzed the effectiveness of the picture sequence technique in teaching procedure text writing to third-grade students at SMPN 23 Bandar Lampung. The study employed a quantitative method using a one-group pretest–posttest design and involved 29 students randomly selected from class IX B 2. Conducted between January 30 and February 13, 2017, the results

revealed a statistically significant improvement in students' procedure text writing achievement after the implementation of the picture sequence technique. The most notable improvement was observed in the organizational aspect of writing, as students became more adept at structuring ideas and improving textual coherence. Overall, the study concludes that the picture sequence technique effectively strengthens students' skills in composing procedure texts by encouraging critical thinking, facilitating event interpretation, and enhancing organizational clarity.

Another related study was carried out by Romdlona (2023), which investigated the effect of picture series as instructional media on the narrative writing skills of eighth-grade students at SMP Negeri 9 Pematang Siantar. This research applied a quasi-experimental design involving two groups, namely an experimental class (VIII-8) and a control class (VIII-7), each consisting of 29 students, resulting in a total of 58 participants. The mean scores of the pre-test were 56.53 for the experimental group and 50.79 for the control group, while the post-test mean scores increased to 71.2 and 60.7, respectively. The result of the t-test revealed that the obtained t-value (4.06) was higher than the critical t-value (1.672), indicating a statistically significant difference in writing achievement between students who were taught using picture series media and those who were not. These findings suggest that the implementation of picture series as a teaching medium had a positive effect on improving the narrative writing skills of eighth-grade students at SMP Negeri 9 Pematang Sianta

The final relevant finding is presented in Hakim (2022), whose study sought to enhance the descriptive writing skills of seventh-grade students at SMP Muhammadiyah 27 Paciran Lamongan through the use of a picture series-supported instructional strategy. Data were gathered through questionnaires, observation checklists, and scoring rubrics. The questionnaire results revealed that the majority of students responded positively to the use of picture series in learning descriptive writing, whereas observational data indicated high levels of student engagement throughout the instructional process. The effectiveness of the strategy was demonstrated by a significant increase in students' average writing scores, which rose from 56.86 prior to the intervention to 77.87 following the treatment.

This study highlights the value of visual media, such as picture series, in improving students' writing proficiency—particularly in descriptive text production—supported by favorable student perceptions and substantial measurable gains in their writing performance.

The prior studies reviewed provided valuable guidance for the researcher in designing the current investigation. An analysis of these studies in relation to the present work shows that both utilized picture sequences as pedagogical tools in writing instruction. The primary distinction of this study, however, lies in its focus on a different text type, as the researcher specifically employed picture sequences in the teaching of recount texts.

## **2.8 Procedures for Applying A Picture Sequence in Teaching Recount Text**

In conducting writing practice using the Picture Sequence technique and supervising the instructional process, the researcher followed the procedure proposed by Blanchard and Root (2003).

### **1. Prewriting**

The first step in the writing process is called prewriting, where students organize and outline their ideas before actually starting to write. This process includes brainstorming, outlining, and gathering information to help students organize their ideas and provide direction for their writing. Prewriting helps students focus on their topic, organize their thoughts, and develop a work plan, thereby increasing the effectiveness and coherence of the actual writing process. Common prewriting strategies include outlining, mind mapping, lists, and freewriting.

Brain warm-up to generate thoughts for writing was achieved through prewriting activities. A lesson plan, focused on the memorized text, was given to the class by the instructor.

## 2. Writing

Following this stage, the teacher distributed a series of sequential images to the students and instructed them to begin drafting their initial compositions. Each student was required to write a recount text independently, using the Picture Sequence as the central framework for their writing. The ideas generated during the prewriting brainstorming activity served as guidance for organizing and developing their paragraphs. Students were encouraged to focus on expanding and articulating their ideas clearly.

## 3. Revising

At this step, students focused on making their writing clearer by organizing their ideas well and choosing appropriate vocabulary. During the editing process, they checked their drafts to find and correct mistakes in spelling, punctuation, capitalization, and language use.

Based on the procedure for implementing a picture sequence in teaching recount texts, the researcher concluded that the application of this technique—aligned with the steps proposed by Blanchard and Root (2003)—was appropriate for supporting students in practicing recount text writing, applied a picture sequence technique to practice writing recount text. The process begins with prewriting activities that help students warm up their brains and gather ideas by presenting and explaining a series of images chronologically. This prewriting session guides students in generating ideas for their writing. During the writing phase, the teacher distributes a series of images and instructs students to create their first drafts individually, focusing on developing ideas. In the revising step, students concentrate on organizing their ideas for clarity and selecting appropriate vocabulary. They then edit the draft to correct spelling, punctuation, capitalization, and usage errors.

### **2.9 Advantages and Disadvantages of A Picture Sequence**

The use of a Picture Sequence in writing instruction presents several strengths and limitations, which may be outlined as follows:

### **2.9.1 Advantages of A Picture Sequence**

Pictures serve as an inexpensive and widely recognized medium of communication.

- a. Picture sequences play a crucial role in assisting students in retelling experiences or understanding concepts, as they can visually represent places, objects, people, and other elements.
- b. The use of pictures can enhance students' visual literacy; for instance, images can support their comprehension of various abstract ideas. Pictures also offer several instructional benefits, including stimulating students' interest and aiding readers in understanding and retaining the content of accompanying written materials. (Brown et al., 1983)

### **2.9.2 Disadvantages of A Picture Sequence**

- a. Limited Creativity, students' creativity may be limited by picture sequences because they may feel pressured to adhere closely to the images rather than experimenting with their own concepts or interpretations.
- b. Misinterpretation, different students might interpret the pictures differently, leading to confusion or narratives that stray from the intended learning objectives. The students experience difficulties in producing accurate pronunciation of the words.
- c. Time-Consuming, Teachers may find it time-consuming to prepare and choose suitable picture sequences, particularly if they have to customize them for certain classes or pupils. (Yunus et al., 1981)

In conclusion, a picture sequences offer significant advantages in language learning, such as being an accessible and familiar medium that aids comprehension, enhances visual literacy, and supports memory retention. However, they also present challenges, including limiting student creativity, the risk of misinterpretation, and the time required for effective preparation. Therefore, while picture sequence can be a valuable tool in the classroom, their use should be balanced with strategies that encourage independent thinking and clear instructional support.

## **2.10 Theoretical Assumptions**

The picture sequence technique is an effective way to teach writing, especially recount texts, because it helps students think critically, understand the events shown in images, and express their ideas in writing. This technique is also suitable for writing lessons as it supports idea development and encourages students' creativity.

Based on the discussion of picture sequences, the researcher believes that this method can improve students' ability to write recount texts. By working with a series of images, students can visualize the content more clearly, which helps them generate ideas and turn them into coherent sentences, improving the overall quality of their writing. In addition, picture sequences help students organize their thoughts systematically, leading to more structured and well-developed recount texts.

## **2.11 Hypothesis**

Based on the theories discussed previously, this study formulates the following hypothesis:

Is there any improvement in students' writing achievement in recount texts after they have been taught using a picture sequence? Researcher believe that a picture sequence can improve students' writing achievement in a recount text.

This chapter presents a discussion of the topics outlined above, including the theory of writing, components of writing, strategies for teaching writing, the concept of texts, recount texts, picture sequences, the implementation of picture sequences in teaching texts, methods for applying picture sequences in instruction, as well as the advantages and limitations of their use, in addition to the relevant theoretical frameworks, underlying assumptions, and research hypotheses.

### **III. METHODS**

This chapter outlines the research methodology, including the design of the study, the variables involved, sources of data, research instruments, instrument validity and reliability, data collection procedures, data analysis methods, and hypothesis testing.

#### **3.1 Research Design**

In this study, the researcher employed a one-group pretest–posttest design, which is described as follows:

#### **T1 X T2**

Notes :

T1 : refers to the pretest conducted by the researcher before the implementation of the Picture Sequence technique, intended to evaluate students' competencies prior to receiving the treatment..

X : denotes the treatment provided by the researcher, utilizing the Picture Sequence technique to enhance students' writing achievement.

T2 : represents the posttest conducted following the application of the Picture Sequence, designed to evaluate the extent of improvement in students' writing performance after they had undergone the treatment.

### **3.2 Variables**

Setiyadi (2006) defines variables as nouns representing different characteristics or variations within a group of objects, including aspects such as gender, academic achievement, motivation, behavior, or environmental factors. In this study, two types of variables are employed: the independent variable (X) and the dependent variable (Y). The variables are described as follows:

1. The independent variable (X) refers to the application of the Picture Sequence technique.
2. The dependent variable (Y) refers to the students' writing achievement.

### **3.3 Data Source**

The population of this study consisted of all tenth-grade students of SMA Negeri 1 Kotaagung. For the purpose of this research, one class was selected as the experimental group, consisting of 30 students who received the instructional treatment. The sample of this study was determined using cluster random sampling, a technique that provides equal opportunity for each class in the population to be selected as the sample (Setiyadi, 2018).

### **3.4 Research Instrument**

The instrument employed in this research was a recount text writing test that was assessed using a scoring rubric. The writing test was administered by the researcher to measure students' ability to produce recount texts prior to and following the treatment, serving as the pretest and posttest.

### **3.5 Validity of the Instrument**

The validity and reliability of a test must be carefully evaluated to ensure that it meets the standards of a sound research instrument. The validity and reliability of the instrument used in this study are presented as follows. According to Hatch and Farhadi (1982), a test is considered valid or effective if it accurately measures the construct it is intended to assess and fulfills all requisite criteria. Validity, as defined by Shohamy (1985), refers to the extent to which a test measures what it purports

to measure. Researchers should examine both the construct validity and content validity of a test to determine its overall validity, ensuring that the test content corresponds with the material covered during instruction. The following two aspects, described in detail below, were employed by the researcher to evaluate the validity of the test:

### 1. Validity of Content

The researcher ensured that the test materials were aligned with the Indonesian curriculum in order to achieve an adequate level of validity. Hatch and Farhady (1982) state that content validity requires a test to include a representative sample of the content domain being measured. Content validity reflects the extent to which a test accurately assesses the intended subject matter and is influenced by the test format. Therefore, the researcher designed the test based on the Indonesian senior high school curriculum for first grade students.

### 2. Validity of Constructs

Setiyadi (2013) emphasizes that construct validity is an essential aspect of tests that employ specific indicators to measure particular skills or conceptual constructs. Experimental approaches are used to identify factors influencing test performance. In this research, the researcher applied the scoring criteria covering content, organization, language use, vocabulary, and mechanics proposed by Jacobs et al. (1981) to assess students' writing ability. These aspects function as key components in supporting the construct validity of the test.

### **3.6 Reliability of the instrument**

According to Gay (2000), a test's dependability is determined by how well it consistently assesses the same thing. It demonstrated how well an exam could yield comparable findings when administered to the same participants at various times. It was important to maintain this uniformity. A student's grade consisted of both right and wrong answers. Because different tests had different sources of error, reliability aided in identifying the incorrect part of the score. In this study, the

researcher utilized the writing components proposed by Jacobs et al. (1981) as the criteria for assessing students' writing achievement.

To ensure data consistency, inter-rater reliability was applied, in which both raters used identical scoring criteria. The comparison of the raters' scores revealed no significant differences. Both the researcher and an English teacher employed the same standards to evaluate the pre-test and post-test results. When discrepancies occurred, the final score was determined by calculating the average of the two ratings. To examine the relationship between the scores assigned by the two raters, the researcher utilized the Spearman Rank Correlation ( $\rho$ ). The following statistical procedure was conducted:

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

Formulas were utilized to guarantee reliability:

With the following explanation:

P = represents the rank-order correlation coefficient.

d = the difference between rank correlations

N = the number of students

1-6 = constant value

(Hatch and Farhady, 1982)

The interpretation of the reliability coefficient followed the reliability criteria proposed by Arikunto (1998, p. 260), which are categorized as follows:

- a. Very low reliability: 0.00–0.19
- b. Low reliability: 0.20–0.39

c. Average reliability: 0.40–0.59

d. High reliability: 0.60–0.79

e. Very high reliability: 0.80–1.00

Based on these criteria, a writing test is regarded as reliable if it attains a minimum reliability coefficient within the range of 0.60–0.79. After calculating the students' recount text writing scores, the researcher analyzed the data using the aforementioned formula (see Appendices 9 and 10). The results of the reliability analysis are presented in the following table.

**Table 3.1 The Result of Reliability**

Reliability	Pre Test	Post Test
	0.980	0.938

Based on the aforementioned reliability standards, the writing test demonstrates very high reliability (range between 0.80000 – 0.10000). This indicates that the test yields consistent and dependable results, confirming that it is a reliable instrument for assessing students' writing achievement.

### **3.7 Data Collection Techniques**

The data in this study comprised students' writing achievement scores, which were evaluated based on the aspects of organization, vocabulary, mechanics, grammar, and content in recount text composition. The data were obtained through the administration of pretests and posttests.

#### **1. Pre-test**

To determine the students' initial abilities prior to the learning process or treatment, a pre-test was administered by the researcher. The pre-test required students to write a recount text in written form. Before the test was conducted, the researcher explained the material to be assessed. After the pre-test, the students' written works were collected for data evaluation purposes.

## 2. Treatment

Following the pre-test, the researcher conducted a treatment in which students were guided to write recount texts using picture sequences as a primary instructional resource. The objective of this intervention was to enhance students' ability to compose recount texts effectively.

## 3. Post test

Following the completion of three treatment sessions, a post-test was conducted. Similar to the pre-test, students were required to write a recount text. The post-test was intended to measure the degree of improvement in students' writing abilities resulting from the treatment.

### **3.8 Research Procedures**

In this study, data were collected by following the procedures described below :

#### 1. Selection of treatment materials

The researcher selected the instructional materials for the treatment by choosing several samples of recount texts sourced from the internet.

#### 2. Determination of population and sample selection

SMA Negeri 1 Kotaagung was designated as the population of the study, and one class was selected to serve as the research sample.

#### 3. Administration of the pre-test

A pre-test was conducted to assess the students' initial competencies prior to the treatment. Students in the experimental class were instructed to write recount texts using a picture sequences.

#### 4. Implementation of the treatment

After the pre-test, the experimental class underwent treatment using picture sequences. The intervention was implemented across three sessions, during which students were instructed and assisted in writing recount texts. Following the

completion of the treatment, a post-test was conducted to assess the students' writing achievement.

#### 5. Administration of the post-test

The post-test was administered to the experimental class to assess the improvement in students' writing achievement. In this test, students were asked to compose a recount text to demonstrate their progress.

#### 6. Analysis of test results (pre-test and post-test)

After administering the pre-test and post-test, the researcher analyzed the data using SPSS version 22.0 to calculate the mean scores and examine the significance of the observed improvement.

### 3.9 Scoring Criteria

Students' recount writing was evaluated based on five assessment components: content, organization, vocabulary, language use, and mechanics. To identify the impact of the treatment on students' writing achievement, the researcher assessed the students' written compositions in the scoring process. The assessment procedure was grounded in the scoring rubric proposed by Jacobs et al. (1981), which offers explicit and standardized evaluation criteria. The distribution of the test scores is presented as follows :

1. Content : 30%
2. Use of language: 25%
3. Organization: 20%
4. Vocabulary : 20%
5. Mechanical: 5%

**Table 3.2. The Scoring criteria**

Aspect	Criteria	Score
Content	<b>Excellent to very good:</b> Clearly understands the topic, develops the thesis carefully, and applies appropriate theories.	30-27

Aspect	Criteria	Score
	<b>Good to average:</b> Shows some understanding of the topic, covers the material adequately, develops the thesis only to a limited extent, and is mostly relevant but lacks detail.	26-22
	<b>Fair to poor:</b> Shows limited understanding of the topic, little content, and weak development of ideas.	21-17
	<b>Very Poor:</b> Shows little understanding of the topic, has no meaningful content, is irrelevant, and does not provide enough information to evaluate.	16-10
Organization	<b>Excellent to very good :</b> Expresses ideas fluently, presents arguments clearly with supporting evidence, maintains organized and logical flow, and ensures cohesion throughout.	20-18
	<b>Good to average.</b> Writing is a bit choppy and loosely organized, but main ideas are clear. Support is limited, and the flow makes sense but is not fully complete.	17-15
	<b>Fair to poor :</b> Lacks fluency, presents ideas in a confused or disconnected manner, and shows weak logical sequencing and development.	14-10
	<b>Very poor :</b> Fails to communicate ideas, lacks organization, and provides insufficient content for evaluation.	9-7
Vocabulary	<b>Excellent to very good :</b> Demonstrates a sophisticated vocabulary, effective use of words and idioms, mastery of word forms, and appropriate language register.	20-18
	<b>Good to average :</b> Uses language adequately, with some mistakes in word choice or expressions, but the meaning is still clear.	17-15
	<b>Fair to poor :</b> Shows limited vocabulary, frequent mistakes in word choice or idioms, and unclear or confusing meaning.	14-10
	<b>Very poor.</b> Essentially translation, little knowledge of English vocabulary, not enough to evaluate	9-7
Language use	<b>Excellent to very good :</b> Demonstrates effective and accurate sentence structures, with minimal errors in subject-verb agreement, tense, number, word order, function, pronouns, and prepositions.	25-22
	<b>Good to average :</b> Demonstrates effective and accurate sentence structures, with minimal errors in subject-verb agreement, tense, number, word order, function, pronouns, and prepositions.	21-18

Aspect	Criteria	Score
	<b>Fair to poor</b> : Shows major challenges in forming simple sentences, with repeated mistakes in negation, agreement, tense, number, word choice, and pronouns, resulting in unclear communication.	17-11
	<b>Very poor</b> : . Shows very limited control of sentence structure, with persistent errors, resulting in communication that is largely ineffective and insufficient for evaluation.	10-5
Mechanics	<b>Excellent</b> : Demonstrates correct use of punctuation, spelling, and capitalization, with only minor errors.	5
	<b>Good</b> : Demonstrates minor and infrequent errors in punctuation, spelling, and capitalization.	4
	<b>Fair</b> . Contains numerous errors in punctuation, spelling, and capitalization.	3
	<b>Very Poor</b> : Exhibits limited control over writing conventions, characterized by predominant mistakes in punctuation, spelling, and capitalization.	2
<b>Total Score</b>		

(Jacobs et al, 1981: 90).

### 3.10 Data Analysis

Following the collection of data and the calculation of the pre-test and post-test average scores, SPSS software was used to analyze the data and determine the extent of students' improvement in writing. The average scores were calculated using the formula outlined below.

$$\bar{X} = \frac{\sum x}{n}$$

Note:

X : Average score or mean

$\Sigma$  : Total score of students

N : total number of students

The conclusion was formulated based on the outcomes of the statistical analysis carried out through the repeated-measures t-test in SPSS. The mean formula was applied to determine whether students' writing performance showed significant improvement. Furthermore, the normality of the data was examined through a normality test in SPSS (version 22.0), with the one-sample Kolmogorov–Smirnov test employed to assess the data distribution.

Moreover, the students' writing scores were determined based on specific criteria, including content, organization, vocabulary, grammar, and mechanics. These scores were then compared between the pre-test and post-test to identify any significant improvement in students' writing ability after the treatment. The comparison of the mean scores helped determine the effectiveness of the instructional technique applied during the research.

The criteria for determining normal data distribution are defined as follows:

H<sub>0</sub>: The data are normally distributed.

A hypothesis is accepted if the normality test result is higher than 0.05 (sign >  $\alpha$ ).

In this research, the significance level was set at 0.05. The normality of the data was assessed through the following test:

**Table of 3.3. Test of Normality**

## Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.125	30	.200*	.957	30	.254
Posttest	.179	30	.015	.952	30	.193

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

a. Lilliefors Significance Correction

Based on Table 3.3, the significance values (Sig.) from the Shapiro-Wilk test are 0.254 for the pre-test data and 0.193 for the post-test data. As both values exceed the 0.05 significance threshold, the results indicate that the pre-test and post-test data are normally distributed. Considering the sample size of 30, the Shapiro-Wilk test is deemed the most appropriate method for assessing normality. Consequently, it can be concluded that the data satisfy the normality assumption and are suitable for further analysis using parametric statistical tests.

### 3.11 Hypothesis Testing

Hypothesis testing was carried out to examine whether the hypothesis of this study could be supported. The data were analyzed using statistical software version 22 (SPSS) to determine the significance of the results at a 0.05 significance level. This procedure aimed to address the research question: “Was there any improvement in students’ writing achievement in text after being taught by using picture sequence?” Therefore, the hypothesis, which could be formulated as follows:

H0: The mean score of the post-test is equal to or lower than that of the pre-test after the implementation of the picture sequence.

H1: The average score of the post-test is higher than the average score of the pre-test after students were taught using picture sequence.

This chapter has presented a discussion of the research methodology, including the research design, variables, data sources, research instruments, validity and reliability of the instruments, data collection techniques, research procedures, data analysis, data treatment, and hypothesis testing.

### 3.12 Schedule of the Research

The implementation of this study was conducted over five meetings, including the pre-test, three treatment sessions, and the post-test. The following table provides a detailed description of the research activities:

**Table 3.4 Table of the Research**

Meeting	Activity	Description
1 <sup>st</sup> meeting January 10 <sup>th</sup> , 2025	Pre-test	Students completed an initial test on recount text to assess their baseline writing skills.
2 <sup>nd</sup> meeting January 17 <sup>th</sup> , 2025	Treatment 1	Students were provided with a picture sequence to help them write recount texts.
3 <sup>rd</sup> meeting January 24 <sup>th</sup> , 2025	Treatment 2	Students practiced writing recount texts using a picture sequence and received guidance on revising their drafts.
4 <sup>th</sup> meeting January 31 <sup>st</sup> , 2025	Treatment 3	Continued practice with picture sequences, including support in improving draft revisions.
5 <sup>th</sup> meeting February 7 <sup>th</sup> , 2025	Post -test	Students completed a final test to measure progress and improvement in recount text writing.

This chapter discusses the research design, variables, data sources, research instruments, instrument validity and reliability, data collection techniques, research procedures, scoring criteria, data analysis, hypothesis testing, and the research schedule.

## **V. CONCLUSION AND SUGGESTIONS**

The final chapter discusses the conclusions drawn from the research findings and presents suggestions for English educators and for subsequent studies in this field.

### **5.1 Conclusion**

The use of picture sequences has been demonstrated to be an effective strategy for enhancing students' ability to produce well-structured recount texts. Visual aids help students structure their ideas more systematically, leading to writing that is logically organized and easier to understand. The pictures act as a guide that helps students put their thoughts in the right order, which is important in writing recounts. Besides improving writing achievement, picture sequences make learning more fun and engaging. Therefore, teaching writing through pictures can greatly improve students' performance and make learning more meaningful.

Using picture sequences as a tool in writing class helps students express their ideas more clearly and smoothly. These pictures give clear guidance that helps students plan and organize their thoughts. The images act as hints that make students think carefully about each step of their writing. Also, the order of the pictures helps keep their writing logical and easy to follow. Pictures also improve students' memory and help them use information better when writing, making it easier to create clear and well-organized recount texts.

Furthermore, picture sequences are versatile and can be applied at different educational levels, from junior high school to university. They assist students in grasping concepts more easily, organizing ideas, and stimulating creativity in their writing. This approach is also beneficial in vocational education, where linking lessons to real-life contexts is important. By incorporating visual sequences lessons become more relevant and relatable. Not only does this method promote

engagement, but it also helps students express their thoughts more effectively. It enhances both critical thinking and writing abilities, making it applicable across subjects and aiding comprehension and retention of content.

In conclusion, the implementation of picture sequences has been shown to be an effective approach for teaching writing. It offers structural guidance and enhances student engagement, thereby representing a valuable strategy for future educational practice.

## **5.2 Suggestions**

Referring to the conclusions presented earlier, the researcher offers the following recommendations:

### **1.Suggestions for English Teachers**

English teachers are recommended to use the Picture Sequence technique as an alternative teaching method in teaching writing, especially recount texts. The use of picture sequences can help students generate ideas more easily and organize their writing in a logical order. This technique also assists students in understanding the sequence of events, making it easier for them to develop their ideas into a coherent recount text.

In addition, teachers are encouraged to provide clear instructions and examples before asking students to write. Teachers should also guide students during the writing process and provide constructive feedback to help students improve their writing ability, particularly in grammar, vocabulary, and mechanics.

### **2.Suggestions for Further Research**

Future researchers are encouraged to explore the use of picture sequences in different educational contexts and with diverse student characteristics. Since this

study focused on writing achievement, further studies may investigate how picture sequences influence other language skills or cognitive aspects, such as critical thinking, vocabulary development, or collaborative learning.

Additionally, future research may involve a larger sample size or apply a longer treatment period to obtain more comprehensive results. Researchers are also recommended to compare picture sequences with other visual or digital media to determine which strategy provides the most significant impact on students' learning outcomes.

Moreover, future studies could examine students' perceptions, motivation levels, or learning styles when using picture sequences to gain deeper insights into how this strategy supports the learning process. Conducting research in different educational levels or institutional settings would also contribute to broader generalization of the findings. By expanding the scope of investigation, future research can provide stronger empirical evidence and contribute to the development of more effective instructional strategies in education.

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