Applying Picture Series to Promote Students' Writing Achievement on Recount Text

Dyah Aminatun[1], Nikenda Putri[2]
[1,2] Universitas Teknokrat Indonesia
dyah_aminatun@teknokrat.ac.id*

Abstract: This research was conducted to find out the improvement of students' writing skill on recount text by using picture series and to know the process of implementation of picture series in teaching writing on recount text to the tenth-grade students of SMA Gajah Mada Bandar Lampung. The subjects of this research were 30 students of X IPA 1 at SMA Gajah Mada Bandar Lampung. This research was used classroom action research. Furthermore, the data collected through qualitative and quantitative data. The researcher used interviews, and observation checklist in collected the qualitative data and used tests in collected the quantitative data. The research findings reveal that the using picture series to improve students' writing skills, particularly recount text, was beneficial. Students' writing scores also demonstrated an improvement in their writing abilities. The increasing mean score from pre-test until post-test 2 is 12.96. The students' attitudes towards studying English are also improving, as indicated by their increased participation in class. It can be concluded that, by using picture series media, the students' writing skill is improved.

Keyword: classroom action research, picture series, writing skill

INTRODUCTION

English is taught as a foreign language in Indonesia. Teaching English in Indonesia is difficult and fraught with difficulties due to the fact that it is not a native or original language and is not widely utilized used in everyday life. Furthermore, many students think that learning English is difficult since it is not their mother tongue. English as a subject in Indonesia is mostly taught since elementary or junior high school. Therefore, many people rely on teachers to teach the language to their children (Jaya, Hastomo & Putri, 2022).

According to Setyanida (2019), basically, one of the goals of teaching and learning English at school is for students to be able to communicate in English both orally and in writing. To achieve that goal, the EFL students learn four

skills of English, such as speaking, listening, reading, and writing. One of the two productive skills in learning English is writing. According to Citraresmana (2018), writing is one of the language skills in which through writing, we can observe one's language ability. It is believed that writing is a kind of reflection of the writer's cognition, since that written will represent the writer him or herself. Writing skills should be acquired by the students because writing is important. According to Aminatun et al. (2018), people employ their writing skills practically every day through e-mail, short message service in phone, and social media conversing. Writing is an exploring process that benefits pupils by allowing them to express their ideas clearly and comprehensibly (Urquhart and McIver, 2005). These examples demonstrate the importance of writing skill for people to communicate with each other.

However, writing is not an easy skill to comprehend. There are many factors that make writing difficult. It can be from the internal factors and external factors. Internal factors that make it difficult for students to write are the lack of students' interest in learning English and lack of motivation which cause the students got difficulties in writing texts. These factors can also be categorized as interlingua transfer who makes students difficult to write their ideas because the characteristics of the Indonesian language are really different from those of English (Brown, 2000). Also, students are unable to write their stories in good form due to lack of grammar. Their lack of understanding of grammar makes their writing clumsy and difficult to comprehend for readers (Hastomo, Istiara & Nurchurifiani, 2021).

The next factor influencing students' writing is external factors. According to Dewi et al. (2016), there are 3 kinds of external factors; factors derived from the family, factors derived from the school environment and factors that are influenced by the community environment. It is evident that the family is one of the factors that contribute to pupils' learning issues. This occurs when students spend the majority of their time at home rather than at school. Furthermore, a factor derived from the school environment such as: teaching methods and techniques, teacher attitudes, curriculum or material being studied, inadequate learning equipment, inappropriate evaluation methods, and inadequate study spaces (Sutiyono & Hastomo, 2022). Techniques and approaches for teaching writing are influenced by the use of media. Therefore, the use of media as a material container that will motivate students and students can get the interesting media; it will help them learn English easily. Lastly, factor derived from the community environment, includes cinema, TV, newspapers, magazines, comic books. The community environment includes friends, neighbors, and activities in the community.

One of the solutions that can assist teachers in explaining language meaning and construction is by employing the use of pictures. Using this media

can enable the teachers to be capable of dealing with difficulties in teaching English. A picture is a two-dimensional representation of a person, place, or thing that can be used as an illustration of a picture. It means that a picture is one of the communication mediums that can depict people, places, and things that are far away from us. Joklova (2009) stated that the picture is used in a more meaningful and real-life-communicative way than being just displayed for students to say what they can actually see. Anyone can receive clearer concepts or information from a picture than they can from a language term. Visual media have a contribution to help students comprehending from the teacher easily (Laraswati & Suhartono, 2016).

Picture series are commonly used to aid in the teaching or presentation of writing topics since they explain the activities from beginning until the end. It is like a story, presented in chronological order. The source of materials can come from a variety of different places, like text books, magazines, or newspapers, depending on what is available and thought acceptable for each episode (Pratiwi, 2016). According to Harmer (2002), there are a variety of writing tasks that students can be assigned, one of which is to be given a series of pictures that tell a story and to write a story based on the pictures.

Seeing the problem arises on the students related to writing, the researchers were interested to apply picture series as a teaching technique to boost students' writing skill, especially in recount text.

RESEARCH METHODOLOGY

This research applied action research as the research method. According to Creswell (2012), action research has an applied focus. Similar to mixed methods research, action research uses data collection based on either quantitative or qualitative methods or both. However, action research varies from other types of study in that it focuses on a specific issue, practical issue and finds a solution to a problem. As a result, action research designs are systematic techniques used by teachers (or other individuals in an educational setting) to collect information about, and then improve, the ways their particular educational setting operates, their teaching, and students teaching (Mills, 2011). The research procedure was adapted from the model of action research proposed by Kemmis and McTaggart in Burns (1999).
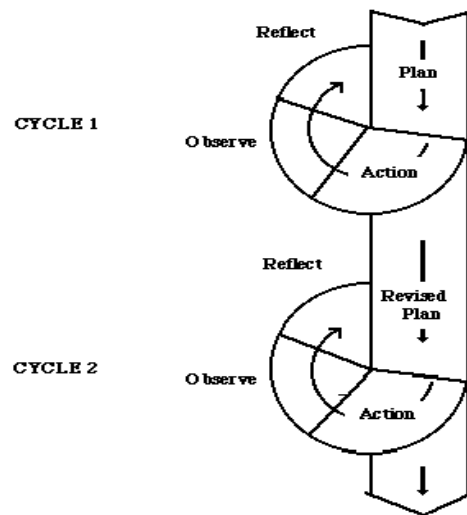
Figure 1 Cycle of Action Research Kemmis and McTaggart Model

This research was conducted in SMA Gajah Mada Bandar Lampung with the sample was 30 students in X IPA 1 class which consisted of 21 female and 9 male students who were in the first semester academic year 2020/2021. A writing test and an interview were employed to get both quantitative & qualitative data, and the process of research was done in two cycles.

RESULT AND DISCUSSION

After conducting the pre-test, the researcher applied an action by implementing the use of picture series in teaching writing on recount text. This action ran in two cycles to get the adequate improvement of student' writing skill. In the end of the cycle, the researcher conducted a post-test to see students' improvement in writing a recount text.

According to the result gained from the research, there are some improvements from students' writing skill. It can be seen from the comparison of students' writing pre-test and post-test score below.

Table 1. The Comparison of Students' Mean Score

Kinds of score	Mean of Students' Score	Increase of Students' Mean Score
Pre-test	64.1	-
Post-test 1	68.45	4.35
Post-test 2	77.06	8.61

The table above shows the improvement of the students' writing skills in pre-test to post-test. The descriptions of the mean score are presented as follows:

The mean score in the pre-test is 64.1 while in the post-test 1 in cycle 1 score is 68.45. Thus, the increasing students score is 4.35. The researcher

found that some improvement in their score after implementation of picture series in the cycle 1. Before the implementation the students in class were quite passive and not really enthusiastic in learning. However, the students' attitude after the implementation of picture series improved which were shown from the students' activeness; in first cycle, some of students were quite active and focus when the teacher explained the material. The mean score in cycle 1 is 68.85 while in post-test 2 the score is 77.06. Thus, the increase of students' score from the post-test 1 and post-test 2 is 8.61. The increase of students' score from the pre-test until post-test 2 is 12.96. In cycle 2 the students' attitudes also improved. The students were enthusiastic during the learning process, they focused on the teachers' explanation when the teachers explained the material and some of students were also active in answer and question session. More than that, the students' writings were better than before.

From the result explained above, it can be summarized that the students can be more active in class when the teachers used some media like picture series. It helps students in writing because the pictures are sequential, so they are easier in determining what ideas to write. Picture series is believed to help students enhance their abilities to write a sequence text (Andayani, 2016).

After implementing picture series, the researcher did the interview with the teacher. The teacher asked six questions to the teacher. The researcher asked six questions to the teacher. The questions are separated into two categories: general classroom settings during the teaching of writing recount texts using picture series, and the teachers' response to utilizing picture series in the classroom.

The first categories were the general classroom settings during teaching writing using picture series. The teacher stated that the class was in better than before. When students are shown a picture series, their motivation to study improves, and they appear to like it. It is in line with Yusnita et al. (2012) who stated that students get higher motivation and more pay attention in teaching and learning process using picture series.

The second categories were the teacher's response to using picture series as a medium during writing lessons in class. The picture series, according to the teacher, helped the students improve their writing skills. The teachers assumed it was because the students were concentrating on writing and were no longer confused about finding ideas for writing.

The next interview was done with the students. In this interview, the researcher asked five questions about the students' perceptions during teaching and learning by using picture series. The researchers concluded from the interviews that they were felt happy and enthusiastic in learning recount text using picture series. They are motivated since picture series can help them

to understand the material easily. Wahyuni et al (2020) also stated that the subjects' response to the implementation of picture series during the teaching and learning process was positive. However, the students believe that they still need to think hard in order to put their ideas on paper; additionally, students can improve their writing scores by using picture series.

According to Wright (1989), a sequence image that shows several actions is called a series of pictures. Picture series consists of three or more pictures. Picture series are used to tell or explain a process or events. This helps students to develop ideas for written texts. The pictures can stimulus the students feeling or expressions after seeing the picture, and they can easier to determine ideas for writing and organize the ideas.

Pratiwi (2016) also supported that using picture series could improve students' writing ability. Picture series was an appropriate teaching media which enables the students to gathering their idea about a certain topic. By using picture series, students can easily imagine a picture or topic that will be written on a paper. Using picture series in teaching writing can also increase students' interest in the lesson.

CONCLUSIONS

By implementing picture series and applying the various activities in writing class, the teaching and learning process is enjoyable for the students. Furthermore, they participate actively in the discussion and pay attention to the teacher. Students also enjoy receiving feedback from the teacher on their writing, since this allows them to improve their grammar and vocabulary. Picture series can lead the students to the right or correct sequence, and students can easily imagine the ideas when writing the text. This can be shown by the results of observations which show that students can determine ideas, and this also leads to the increase of students' motivation in writing. It can be proven by the improvement of students writing scores in every cycle. Moreover, the students' interviews show that, students can determine ideas and also increase motivation in writing, and can make them understand faster when the material is being explained using picture series. From interviews with teacher, picture series is suitable to be implemented in recount text learning to write, because by looking at consecutive pictures, students can determine ideas and students can imagine the ideas to write. Seeing the result, it is concluded that the use of picture series can elevate students' writing skill achievement.

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