

**THE EFFECTIVENESS OF USING PICTURE SERIES TOWARD  
STUDENTS' WRITING SKILL IN RECOUNT TEXT**

1<sup>st</sup> Nurulloh, 2<sup>nd</sup> Haris Dibdyaningsih, 3<sup>th</sup> Faishol Hadi

<sup>123</sup>STKIP Al Hikmah Surabaya,

Surabaya, Indonesia

haris@hikmahuniversity.ac.id

**Abstract:** *This research was aimed to obtain empirical evidence of the effectiveness of using picture series toward students' writing skill of recount text. To get the further information about the result, this research also tried to find out how well picture series work on students' writing skill of recount text. The method used in this research was a quantitative method. The design was a quasi-experimental study and the primary instrument of this research was test. The samples were taken from the tenth grade students of SMKN 6 Surabaya by using random sampling. The total sample of this study was 32 students, which are 16 students as experimental class while 16 students as controlled class. The calculation of this research was conducted though SPSS 15. The test of hypothesis proved that sig. 2 tailed (p) was 0.049 while alpha ( $\alpha$ ) was 0.05. In other words,  $p < \alpha$ . It meant that the  $H_0$  (Null Hypothesis) was rejected and  $H_a$  (Alternative Hypothesis) was accepted. It proved that there was a positive effect of picture series toward students' writing skill of recount text. Furthermore, Cohen's formulation which was calculated in order to see the effect size of picture series result was 0.49. It meant that the effect of this treatment was modest.*

**Key Words:** *Picture, Recount text, Teaching media*

## **INTRODUCTION**

Writing is one of the important skills that students need to develop. The ability to write is very important for the academic context (Weigle, 2002) especially in the school. Based on Indonesia curriculum, there are several types of writing, such as descriptive, recount, narrative, etc. recount text is one of the text types that should be comprehended because it is considered as a difficult text. Writing Recount text is believed to be difficult process for high school students to do. Writing recount text is viewed as a difficult task for students to do (Hayati et al, 2015). The students were lack of vocabularies and this becomes the major problem in writing recount text. Not having sufficient vocabulary could also bother the students' idea, because students cannot express their ideas into words without enough vocabulary. Moreover, vocabulary contributes to 20% of

successful writing composition (Cahyono and Utami, 2008). Therefore, it is common for Indonesian students to face these difficulties in writing as their vocabulary mastery is underdeveloped.

Another difficulty that students face is on how to generate and organize ideas for writing a recount text in a coherent and sequential. (Hayati et al, 2015) stated that these were the most difficult factor for students. The reason for this difficulty is because the students dislike writing, and therefore, do minimum writing practices. However, the causes are not that simple. Other causes that add the complexity to the challenges of writing recount text is the limited media and strategy to stimulate students to write English. This issue is also stated by (Dorret, 2001) that one of the factors influenced students lack of skill in writing is the limited media to facilitate learning.

These difficulties in writing a recount text have been studied by several writers before. They also have offered several solutions, which most of them are dealing with helping students to express their ideas. The previous writers were applying picture series as the media to improve the students' writing in recount text. The use of picture series will help the students to write a paragraph in a chronological order (Sapurti, 2014). Smaldino (2005) also added that picture series contributes to the improvement of students' interest and motivation since pictures provide visual to students.

The solution that was given by the previous writers still had several weaknesses. One of the weaknesses is the students still feel difficult to express their idea, because they could not feel like what the picture shows them. The students need different design of picture series. Here, the writer would like to give a different design of picture series. The writers have designed the picture series into self-picture/photo. It means the students will take their self-picture/photo, then they will retell what happen in the picture/photo through written form. The focus of this study is to motivate the students to write recount text by creating a new media. The writers believe by this media the students will easily arrange their word, sentence, and paragraph coherently.

By designing this picture series into photo series, the writer hopes to the teacher and the next researcher to not use the picture series for writing English recount text, because they were not match at all. The recount text means telling someone experience

in the past, however, the picture series is only a picture that was created or even copied by the teacher, so the students don't feel they are in that picture.

Based on the observation that was done by the writer in Internship Guru Senior (IGS) program in SMKN 6 Surabaya. The writer found several problems related to the learning materials. The problems are mostly the same with what the writer explained before. Besides, the writer believed that the students of SMKN 6 were so creative, then when they were asked to make picture series by their own photos, they will be fine. The objective of study is to find out and see whether picture series is effective to improve the students' writing skill in recount text at the tenth grade of SMKN 6 Surabaya or not.

Hypothesis is a tentative statement which determined in the last result of the research; it has two kinds. First is alternative hypothesis, "There is an effectiveness of using picture series toward the students' writing skill in recount text at the tenth grade of SMKN 6 Surabaya," and the second is null hypothesis, it is "There is no an effectiveness of using picture series toward the students' writing skill in recount text at the tenth grade of SMKN 6 Surabaya,"

## **LITERATURE REVIEW**

There are several media in composing recount text easily, such as picture series, comic series and even photo series. All of them are the media or alternative in composing recount text. In this focus, it will discuss about Photo series. Photo series can be a good media for students to easily have an idea in composing recount text. Based on the researcher's opinion, photo series could be defined that photo series is several photos what were create by the students, then they will range them by themselves to be series. The example of photo series that was provided by the researcher could be seen below:

Photo series will be little bit different with picture series. The photo series will be created by students chronologically, then the students will make it in order to tell the experience based on their photo. They will feel free to take and to create their photos, so they will feel easy to express their feelings, styles and so on. Taking their photos will be done in outside of class, they could define the time, the styles, and the situation they want, and at least they could submit it after one week as the deadline given by the teacher.

The researcher's opinion on this Photo series, they believe that it has the advantages and disadvantages, the advantages of Photo series are: (1) It is rarely used in the classroom, even never, (2) It will easily stimulate the students to compose recount text, (3) The students will be more active, because they will create the media by themselves, (4) Freely express, so the students will express their feeling, style and others in creating their picture. Moreover, the disadvantage of Photo series are: (1) This media is not recommended for the isolated area. It needs a camera for taking a picture.

Many students feel lazy to write something because they think it is pretty difficult English skill. They then assume it is difficult skill as they need to get and organize their ideas or knowledge into a written text; it takes time and long process. Students often do not have any ideas that they should write about a topic. Moreover, they feel confusing to tell the next plot or events after writing the introduction paragraph. Hence, the English teachers need to have and apply appealing ways in teaching writing recount text. The teacher, here, can apply and teach students using picture series in writing recount text. It is aimed to facilitate students in understanding and develop their writing skill.

In the classroom, the teacher can use the picture series in teaching writing recount text. Firstly, the teacher gives a brief explanation about recount text starting from the definition, its purpose, its schematic structure, until the example of recount text using power point slides. The teacher, then, gives some exercise such as deciding past tenses from present tense; arranging the jumbled structure of recount text; and making some past sentence based on the given words. Moreover, the teacher introduces picture series to the students starting from the definition, the aim, and the benefits of using picture series. The teacher gives some exercise using picture series for instance making a recount text based on the given picture series for grouping, and then writing recount text using picture series for individual. The technique is very easy to be taught by the teacher in the class. It will ease students and make them fun in writing through using the picture series. Therefore, teaching writing recount text using picture series is an appropriate and interesting technique for applying in the instructional activity.

## **METHODOLOGY**

The research was conducted as quantitative research with experimental study. The design of this study was quasi-experimental research. The purpose was to know the effectiveness of using picture series on students' writing recount text. In this study, the picture series becomes the independent variable while the dependent variable was writing recount text.

In this research, pre-test and post-test were conducted in both experimental and control class. The experimental class was treated by using picture series while the controlled class did not receive a treatment at all. The effectiveness in recount text writing improvement would be seen from the post-test score in experimental class.

## **FINDING AND DISCUSSION**

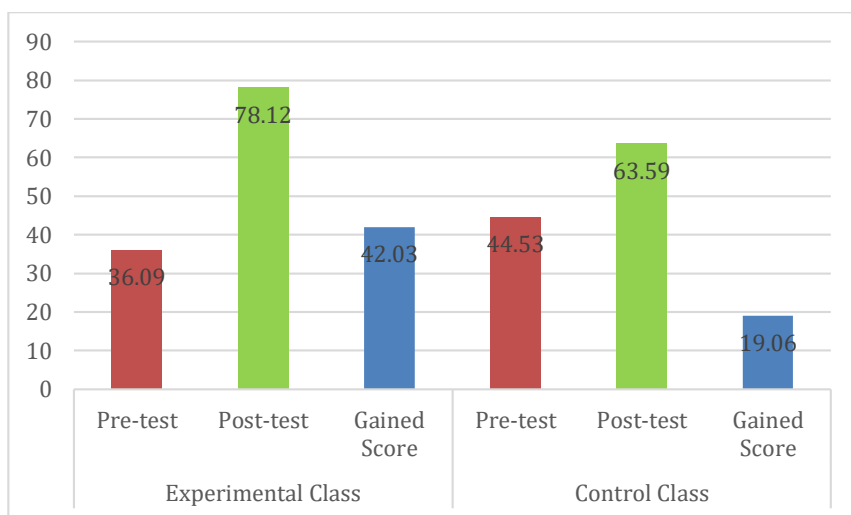
The research implementation of this quasi-experimental applied for two groups, those were experimental and control class. The researchers use picture series as media for experimental group and for the control class the researchers use the traditional method. The data were collected from the tenth-grade students of SMKN 6 Surabaya for pre-test and post-test. The experimental class was X Tata Busana 3 and the controlled class was X Tata Kecantikan 3. They were described into two tables – experimental class and controlled class.

The students' score in the experimental class above showed that the mean of pre-test is 36.09 and the mean of post-test is 78.12, so the students have gained score about 42.03. The lowest score in pre-test was 25 and the highest score was 47.5, while the lowest score in post-test was 70 and the highest score was 92.5. Those scores increased after using picture series as the treatment in teaching recount text. It means that there was a significant difference between the students' achievement of pre-test and post-test.

Based on the data of the students' score in the controlled class, it could be concluded that the lowest score in pre-test was 32.5 and the highest score was 55, while the lowest score in post-test was 52.5 and the highest score was 70. The mean score of pre-test was 44.53 and the mean score of post-test is 63.59, while the mean of gained score was 19.06. It shows that the students' score of controlled class is also improved, but the score in experimental class improves higher than the controlled class. Moreover, the tables of 4.2 and 4.3 show that the sum of gained score in experimental class is 675.5

while the sum of gained score in controlled class is only 305. So, it could be seen that there was significant difference between students' scores in experimental class and controlled class. The different scores are affected by using distinctive treatment in writing recount text for the two classes; the experimental class was taught using Picture Series in writing recount text while the controlled class was taught using translation technique.

**Figure 1: The Result Score of Experimental and Controlled Class**



Results showed that the mean score of the experimental group increased significantly from 36.09 to 78.12 after using picture series, while the control group improved modestly. The statistical analysis confirmed the significance of the results with  $p < 0.05$ . The findings indicate that picture series helped students better organize and express their ideas.

## **CONCLUSION**

The use of picture series is proven to be effective in improving students' writing skills in recount text. This method provides a visual and engaging way for students to develop coherent writing and enhances their motivation and creativity. It is recommended for classroom implementation and further research.

## **REFERENCE**

- Ariningsih, Dwi. (2010). The Effectiveness of Using Picture Series to Improve the Students' Writing Skill Viewed From Their Learning Motivation (An Experimental Study in the Seventh Grade of SMPN 1 TanjunganomNganjuk in the Academic Year 2008/2009). Surakarta.
- Cahyono, Bambang Yudi and Utami Widiati. (2008). The Teaching of EFL Vocabulary in the Indonesian Context: The State of the Art. TEFLIN Journal. 19.
- Dorret, T. (2001). Breaking the Writing Barrier: Activities for Adolescents. Vermont: Pro Lingua.
- Hayati, L. Adnan and I. Emilia. (2015). Using Mind Mapping to Improve Students' Ability in Writing Recount Text. Jurnal Pendidikan Humaniora.
- Saputri, W. I. (2014). Improving the Writing Skills of Recount Texts by Using Picture Series for the Eighth Grade Students of SMP Muhammadiyah 2 Kalasan in the Academic Year of 2013/2014. A Thesis. Yogyakarta.
- Smaldino, E. Sharon et al. (2005). Instructional Technology and Media for Learning. New Jersey. Pearson.
- Weigle, Sara Cushing. (2002). Assessing Writing. Cambridge: Cambridge University Press.