

Improving Students' Achievement in Writing Recount Text through Picture Series Strategy

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Abstract—Students in Indonesia have been taught writing since they were in the first class of Junior High School and it was continued until the third class of Senior High School. However, students still faced some difficulties in writing. This matter also happened to the students in SMAN 10 Bandarlampung especially when they write recount text. This picture series strategy has been chosen to solve this problem. The aim of this study was to find out whether or not there was an improvement of students' ability of writing recount text through picture series. This research was a quantitative research. The data are collected by using tests (pretest and posttest). The subjects of this research were 36 students of SMAN 10 Bandarlampung in academic year 2019/2020 at the second semester. The result shows that the mean score of students pretest was 58.98 and the mean score of the posttest were 70.34. It means that there is statistically significant improvement of students' writing achievement on recount text written by the students after they were taught through picture series technique that analyzed by using paired samples t-test in SPSS ver. 20. The findings show that picture series technique enables students' to improve their ability of writing recount text. In addition, all aspects of writing improved regarding to the results, but content improved the most and mechanics improved the least. Based on the result, it can be concluded that teaching writing recount text through picture series is effective in increasing students' writing achievement of recount text and all aspects of writing.

Keywords: *writing, recount text, picture series technique.*

I. INTRODUCTION

Writing is one of the skills that should be mastered by English learners in studying English besides listening, speaking, and reading. It is a complex skill that needs processes

because many aspects should be considered. Brown (2001: 335) states that written products are the result of thinking, drafting, and revising that required specialized skills on how to generate ideas, organize them coherently, discourse markers and rhetorical conventions coherently into a written text, revise a text for clearer meaning, edit a text for appropriate grammar and produce a final product. According to Tarigan (2008) writing is one of the means that is used to communicate indirectly with others in our daily lives. In delivering the idea through written communication, learners need some activities to do and they assume it is only easy. Richard et al (2002) state that writing is the most complicated skill to learn for L2 learners. It happens because writing is a productive skill and learners must learn the way they obtain and state the idea into the sentences.

Students in Indonesia have been taught writing since they were in the first class of Junior High School and it was continued until the third class of Senior High School. However, students still faced some difficulties in writing. This matter also happened to the students in SMAN 10 Bandar Lampung. As the researcher observed the students at that school, many students thought that the ability of writing can be achieved through a lot of practices and process.

There are some kinds of genre in English. The genres which should be taught in senior high school are procedure, descriptive, recount, and narrative. Recount is a spoken or written text, which is used to tell other people about their experiences. The aim of the text is to retell the past event or to tell someone's experience in chronological order. This type of text is not only used at school but also at other media written and electronic, it is used in many real social contexts. The problem of writing recount texts in English is that the students

have difficulties to produce a coherent and an understandable text. Many students cannot express and develop their ideas in order form although they know about the topic. They also cannot formulate the main ideas and supporting sentences in a good organization. Furthermore, they have to consider how to construct a phrase, a clause, a sentence coherently and grammatically. Because of those problems, students still cannot create a good recount text. Another problem was related to the media. The researcher found that the teacher did not provide interesting media for the students in teaching writing. The students felt bored because the teacher rarely used an interesting medium. In addition, it did not help the students in learning English especially in writing. Media can support students' motivation and encourage them in teaching and learning process.

The practice in writing is usually provided in some techniques. However, the teacher should consider that the selection of the technique for teaching writing should be appropriate with the target, needs, and the students' problem. When the students desire to master recount text, a cooperative learning can be the answer of it. Dealing with some problems which are faced by the students, medium is an alternative way which is very influential for the students' skills to write.

According to Harmer (2008), media can effectively help students to improve their writing skills. One of the media that can be used to improve the students' writing skills is pictures. Pictures provide several advantages to the teaching and learning process (Wright, 1992). Specifically, pictures contribute to the improvement of the students' interest and motivation. They can also be a sense of the context of the language and a specific reference point or stimulus. According to Wright (1992), picture series have two advantages. First, picture series is very useful to help the students retell experiences or understand something since they can represent places, objects, and people. Second, picture series helps the students to understand general contexts.

In relation to this, a number of studies have examined the use of picture series in teaching and learning process. The first previous study by Muhibbudin (2016), the use of picture series is collaborated with writing descriptive text and the research is taken at the second grade of MTsN KutoBaro, Aceh Besar. In Muhibbudin's (2016) research, it was found that by using picture series the students could tell stories easier. They also could arrange the ideas in a good order. The next previous study by Alfian (2018), the use of picture series is collaborated with speaking and it was taken at the second grade of SMP 2 Bae Kudus. In his research, it is also showed that the students were able to develop the idea of the stories, tell the stories in a good order with the appropriate content, language use, and spelling by implementing picture series. Through their

research, it is found that picture series strategy can improve students' writing ability significantly. This technique has its own characteristic and advantages in improving students writing ability. The studies examining the use of picture series in teaching writing descriptive text and also in teaching speaking have been well conducted. Meanwhile, the studies examine the students' improvement in writing recount text through picture series are very rare. Within this context, this research seeks to investigate the students' achievement in writing recount text through picture series strategy and to also find out the aspect that improves the most and the least.

II. METHOD

This research adopts a quantitative approach with one groups pretest posttest design (Setiyadi, 2018). The objectives of this research were to find out the improvement of students' writing achievement in writing recount text through picture series. The data were collected by using tests (pretest and posttest). So, the researcher used Paired Sample T-test to analyze the gain of the students' writing achievement and to analyze the aspect that improved by using SPSS 20 to find out whether there is any significant improvement of students' writing achievement. The subjects of this research were 36 students of 10 MIA 2 in SMAN 10 Bandar Lampung in academic year 2019/2020 at the second semester. The researcher taught the students about recount text with the topics are about best and worst experiences. The pretest is used to see the students' achievement in writing recount text before the researcher give treatment and the post test is used to see students' achievement in writing recount text after given treatment. To find out the aspects that improves the most and the least, the researcher set up analytic scoring rubric which include the criteria aspects which covers Content, Organization, Vocabulary, Grammar, and Mechanic.

The treatments were conducted in three meetings. The researcher has explained the characteristics of recount text such as social function, structure, and language features. Then the students were asked by the teacher to make a recount text in which the topic is about personal experience (vacation and/or bad or good childhood experience). The researcher patched the picture series in the white board and asked the students to make a suitable paragraph that given by the researcher. The students were asked to make outlining based on the picture series and write down the story based the result of outlining.

The posttest will be done after the treatments. This posttest was similar to the pretest. The researcher is going to ask the students to write a recount text in which topic is about personal experience (vacation and/or bad or good childhood experience). After scoring the pretest and posttest, the researcher analyzed the data by using SPSS version 20.0 software program. It was to find out the means of the pretest

and the posttest and the aspect that improve the most and the least

III. RESULT AND DISCUSSION

RESULT

After conducting the research, the researcher gathers the result of the pretest and post-test. Table 1 shows the improvement of students' writing achievement from pretest to posttest.

Table 1

Mean Score of Pretest	Mean Score of Posttest	Gain
58.98	70.34	11.34

In table 1 above, it can be seen that the mean score of pretest is 58.98 and the mean score of the posttest is 70.34. The gain between the score of pretest and posttest is 11.34. It means that there is a significant improvement of students' achievement in writing recount text by using picture series.

Table 2

No	Aspect	Pretest	Posttest	Score Improvement
1	Content	17.69	21.22	3.52
2	Organization	12.59	14.27	1.68
3	Grammar	10.55	12.62	2.06
4	Vocabulary	11.09	14.54	3.44
5	Mechanics	6.95	8.04	1.09

The result of table 2 above shows that there are improvements of students' writing achievement in all aspects of writing. The aspect that improves the most is content aspect with the score improvement 3.52 and the lowest improvement is aspect of mechanics with the score improvement 1.09. In addition, there is a statistically improvement of students writing ability in the four aspects after they were taught by using picture series, namely organization, mechanics and grammar. Therefore, to answer the research question that the aspect of writing that improves more significant after the implementation of picture series as the media in teaching writing recount text is content.

Concerning to content aspect, it was found out that there was an increase in content aspect with the mean score in pre-test was 17.69 and the mean score in post-test was 21.22. The increase of this aspect was 3.52. This is due to the fact that in the pre-test, most of the students were still incapable to specify and illustrate the information to support the topic sentence. Meanwhile, in the post-test, the students were capable to express their ideas to specify the topic sentence.

Regarding to organization aspect, it was found out that the mean score in pre-test was 12.59. It means that the students were unable to write ideas flow which builds one another. Consequently, the relationship of ideas within and between paragraphs is not obvious. Meanwhile, the result in the post-test was 14.27. This is due to the fact that the students' composition shows the form of content that demonstrates ideas flow which builds one another. The increase of organization aspect was 1.68.

In terms of grammar aspect, it was found out that the mean score in pre-test was 10.55. It refers to the fact that the students still found difficulties in composing effective sentences with correct tenses. Then, the mean score in the post-test was 12.62. The increase of grammar aspect was 2.06. This is due to the fact that the students' writing construction in the post test was effective. The students were capable to make effective sentences by using suitable tenses and structure in writing recount text.

Referring to vocabulary aspect, it was found out that there was an increase with the mean score in pre-test was 11.09 and the mean score in post-test was 14.54. The increase of this aspect was 3.44. Concerning to the results of the pretest, students were still unable to use content words and function words properly and still lack of vocabulary knowledge. Nevertheless, the results of the posttest indicates that the students' vocabulary knowledge was qualify which express logic ideas and adequately vary in the arrangement and inter relationship of words, besides the students could use content words properly.

In mechanic aspect, it was found out that there was an increase on students' score. The mean score in pre-test was 6.95. It indicates that in the pretest students could not use punctuation marks, spelling, and capitalization properly. Afterwards, the mean score in post-test was 8.04. The results in the post test showed that the students could control the use of spelling, punctuation marks, and capitalization in their writing. The increase of this aspect was 1.09.

Tabel 3

Paired Samples Test			
Paired Differences	T	Df	Sig.

	M ean	Std. Devi ation	Std. Error Mea n	95% Confidence Interval of the Difference		(2- taile d)	
				Low er	Upp er		
				mean posttest - mean pretest	11, 34 72		3,95 84

On the other hand, Table 3 shows the mean improvement of students' writing achievement. The analysis of paired samples t-test in SPSS ver. 20 is undertaken to get the data. The result from Table 3 provides evidence that the result of Sig. (2-tailed) is .000 which means there is highly significant improvement of students' writing achievement that is taught by using picture series strategy at the first grade of SMAN 10 Bandar Lampung.

DISCUSSION

According to the finding of this research above and in this research, the students gained significant improvement. The aspect that improves the most is content because every student actively shared their ideas about the topic in the class by using picture series so that the students only need to elaborate their ideas into sentences then compose the sentences into paragraphs. This is in line with Jacobs (1981:90) that this aspect refers to the substance of writing, the experience of main idea and also to convey ideas. The least improvement is mechanics. The mechanics aspect improves the least because it cannot be explained just only by using picture; it needs another medium or some explanation to comprehend the mechanics aspect. Based on the result of the analysis, the students did not pay attention with the punctuation, capitalization marks and spelling in their writing. According to Graham and Haris in Westwood (2008:62) mechanics has been identified as the one of the mean characteristics of students with a specific learning disability in writing; it is also the common problem with almost all of weak writers too and it is reported that 23 percent of students have significant difficulties with handwriting and poor handwriting composition process by draining too much cognitive effort away from the creative and expressive component.

Therefore, the observer conducted three times treatments and gave them the material that was relevant to students' capacities. During the treatment, students were excited to use picture series as the media in teaching writing; students had enthusiasm in learning especially when they had a discussion in the class. When they were asked to work in groups, their enthusiasm increased and paid attention when the researcher

explained the material. This in line with Linstormberg (2004), who said by using picture series the students will be interested and will enjoy the teaching and learning process. Students felt excited and enjoyed the writing activity.

They worked and learned together in a group. Most of the students were worried when the researcher asked them to use English during the treatment; the students were actively participated in the discussion although they still made mistakes on grammar. According to Wright (1992), proposes that there are some roles that picture can have in the teaching of writing; picture can improve students' confidence, motivate students and make them want to pay attention and take apart. In that case, they are much likely to participate and learn more, especially because it does require face-to-face interactions. During the discussion, every student helped each other correct their team-mates' mistakes made, rather than making fun of it.

Picture series is effective to enhance the students writing ability through solving their problem in generating and organizing ideas. This is in line with Esomay (2004) as quoted by Cahyono (2009) has stated that by using picture series sets, students will become more interested and will enjoy the teaching-learning process more; the topic pictures lead students to focus directly on words or texts. This technique, in fact, was purposed to create the sufficient teaching procedures which are able to solve the students' writing problem. Besides, it was aimed to provide the solution for the students at intermediate level who have master sufficient vocabulary and grammar, but have problem in organizing and generating ideas for writing. In addition, it was also found that picture series technique not only can improve the students' writing achievement, but also the aspects of writing. From five aspects of writing, the highest score was content. The increase is 3.52. It was because on the prewriting, the students had already had the background knowledge about the topic and its events. Besides, the students got new vocabularies by paying attention on the researcher's explanation.

Through picture series strategy, the students were given a guideline in the form of pictures in writing recount text to help the students to make a story. By having picture series, they have something to write and their piece of writing would be well organized. This is line with Yunus (1981:49), picture series is a number of related composite pictures linked to form a series of sequences. Because picture series contains a story or a sequence of events, they can help students to generate and develop their ideas. They can also help the students to organize their writing as they consist of a series of pictures that can help them to see the steps and the order. It is similar to what the researcher found during the treatments. Before getting the treatments, the students had difficulties in conveying their ideas

by writing. It made their writing disorganized and poorly written.

However, after getting the treatments, their writing became better and smoother. Hence, picture series helps the students to organize and create a story and also helps the students more confident with their writing. On the other hand, the aspect with the lowest improvement was mechanics with the mean of the pretest and posttest was 1.09. This happened because the students only focus with their good grammar and perfect sentences and did not pay attention with the paragraph, capitalization and spacing so that most students were still incorrect in the form of mechanics.

IV. CONCLUSION AND SUGGESTION

CONCLUSION

The implementation of picture series was effective to improve students' writing skills. It could be seen from the improvements of students' writing score in the pretest and posttest. The mean score of the pretest was improved from 58.98 to 70.34 in the post test. The mean score is below the minimum standard of English lesson in the school which is 73 even though there is an improvement. The use of picture series also improved the students' skill in five aspects of writing namely, content, organization, vocabulary, grammar, and mechanic by seeing the analysis of the students' works in the pretest and the posttest in each aspect. Based on the result of this research by applying picture series the students were capable to get involved actively in the process of writing covering each aspect of writing.

The most improvement is on content aspect because picture series helps the students to generate ideas about what they are going to write as the students are sometimes confused about what they will write firstly. Picture series provides information of which one comes first and which comes next. The content that improves the least is mechanics aspect because based on the result of the analysis, the students did not control the use of spelling, punctuation marks and capitalize n their writing. The implementation of picture series could improve students' writing skill in recount text writing. It is because the use of picture series could generate students' ideas into chronological order. Picture series combines between pictures and the stories. Every picture tells a story. Using a picture will help the students to illustrate it in a story. In addition, picture series could make the students interested in the teaching learning process. It is because the pictures were colorful. Thus, the students loved it. It implies that picture series increased students' enthusiasm in the teaching and learning process of writing.

SUGGESTION

Considering the advantages of picture series, the researcher suggests that English teachers of the class should apply picture series as an alternative way in teaching writing especially recount text. Picture series not only helps the students to improve students' writing in recount text but also increases the teachers' performance and the students' participation in the classroom. It needs much time to apply picture series in teaching writing because the teacher should prepare the learning tools such as laptop and LCD projector before starting the lesson. Therefore, the teacher should allocate the time efficiently. The researcher found the obstacles during the research were; it was rather difficult to teach the students by using full English while the treatment and it was also difficult to control and manage the class in order to make them pay attention to the researcher and to the material, and sometimes gave them some instruction and explanation using English made them confused. The researcher hopes to the English teacher to find the solution, solve the problem that faced by the researcher and do better that the researcher did.

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