



THE EFFECTIVENESS OF PICTURE SERIES IN TEACHING WRITING RECOUNT TEXT TO THE EIGHTH GRADE STUDENT OF SMP NEGERI 1 PEDAMARAN

Rizkia Berliana¹, Tahrur², Dewi Kartikasari³

¹SMP Negeri 1 Pedamaran

^{2,3}Universitas PGRI Palembang

E-mail: rizkiaberliana121@gmail.com, runtah98@yahoo.com, dewikartikasari@univpgri-palembang.ac.id

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Corresponding Author:

Dewi Kartikasari

Email Corresponding:
dewikartikasari@univpgri-palembang.ac.id

ABSTRACT

This research aims to compare students who receive learning through picture series with students who receive conventional teaching methods. learning recount text used picture series, determined the success of learning interest students' English. Teaching English in Indonesia is learners must be able to communicate with native speakers of the language and understood that English is used as a second language in some state sectors of the nation that function as bridges to other languages, such as trade and education. The research method used in This method is quantitative which used data collection techniques through pretest and post-test at SMP Negeri 1 Pedamaran. Based on this research, the picture series method was used. could have a significant positive impact on English learning, especially in English writing skills. Students become able to write. From the results of this research, students agree that used the series drew method could improve writing skills them, about recount text. the results of their writing practice through a picture series.

Keywords: Picture series, Recount text, Writing skills

1. INTRODUCTION

Education serves as a fundamental avenue through which individuals acquire not only information but also wisdom, competence, and specialized skills, all essential for the holistic development of their abilities and personalities. According to Kartikasari, et al (2024) Presenting materials to students is a critical phase in the structured procedures used in teaching English as a foreign language. These procedures are designed to help students acquire the language more successfully.

The development of writing abilities is greatly aided by writing education. (Williams, 2017) states that the goal of writing instruction is to help students understand that writing is a group activity in which the written works they produce are meant to be read by others. Whether teaching writing in a first or second language, there are challenges involved with teaching writing. The dearth of motivation to create effective writing practices is a widespread concern among students (Saleh, 2022). Writing plays a significant part in education,

particularly for university students. To complete assignments that require them to produce papers, proposals, reports, scientific writing, and other types of writing, they must become proficient writers. Students cannot complete their education without becoming proficient writers in either their first or second language, Pratiwi (2017).

Recount text is a kind of text that used to retell about past events which has a purpose to give the reader an explanation about what happened and when it happened. In addition, there are several types of recounts such as diaries, letters/postcards, journals, autobiographies and biographies, or anything related to histories (historical recounts). A recount text has a generic structure that consist of orientation (opening), a series of events, and reorientation (closing).”

Picture series serve as a suggestive atmosphere creator, stimulus and at the same time a bridge for students to imagine or create images and events or events based on the theme of the serialized images shown. The pictures are related to each other so that

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it is a series of stories/events. Each picture is numbered according to the sequence of the story (Soeparno, 2018). This media is very suitable for practicing written expression skills, especially writing recount texts. By observing the pictures spread out in the classroom, students are expected to obtain certain concepts in accordance with the theme being discussed. Then in the next step students are asked to pour back into a text in writing.

Some of the research results that have been described previously, show that the used of picture media is effective in improved recount text writing skills in junior high school students. Therefore, the researcher is interested in conducting further research with the research title "**The Effectiveness of Picture Series in Teaching Writing Recount Text to The Eight Grade Student of SMP N 1 Pedamaran**".

2. LITERATURE REVIEW**Definition of Teaching**

Teaching could be characterized as the method of going to people's needs, encounters, and sentiments, and mediating so that they learn specific things and go past the given. It included conferring information or expertise, giving instruction, illuminated, teaching, bored, schooling, indoctrinated, and coached to assist somebody learn. Instructing is an intelligently handle that basically includes classroom conversation between the instructor and the understudy, pointed at changed the behaviour potential of another individual. It is a movement attempted with the purposeful of bringing almost learning in another, recognized from simply told or appeared, and includes face-to-face experiences between the instructor and the understudy.

According to John Dewey Teaching is the process of facilitated student learning by stimulated thinking, stimulated interest, and developed skills. Robert M. Gagne explains that teaching is a series of activities arranged systematically to achieve specific learning goals. Benjamin S. Bloom explains that teaching is a systematically planned effort to facilitate student learning used various methods and strategies. Howard Gardner explains Teaching is the process of helping students develop a deep

understanding of subject matter and relevant skills.

Concept of Writing

According to Spratt, Pulverness and (Williams, 2010), composed could be a profitable aptitude where author communicates messages by made signs on a paper. Essay is must be able to made words and sentence in arrange to communicate and trade thoughts with others. Composed is critical for scholastic reason, communication and kept up relationship with others. As social orders developed bigger and more industrialized, it is imperative for the individuals to be able to type in.

Guided composed is the foremost fit methodology of instructed composed because it benefits the learners in composed ability. Educator postures questions during the method of composing to direct learners. This energizes two ways of classroom discourse and support. In any case, it creates. learners' think aptitude which made a difference in conceptualized thoughts amid pre-writing. Learners are able to convert their thoughts into composed shape when direction is given.

Based on the explanation above, researcher could concluded about the definition of teaching is that teaching is a complex process in which a teacher used various methods, strategies and knowledge to transfer information, skills and values to students so that they could learn and develop personally and academically.

Recount Text

Recount texts are divided into 4, namely personal, factual, imaginative and recount text historical text retells (Nandy, Gramedia:2021). According to (Syaifudin, 2020), Recount text is a type of text that tells the reader about something has happened or retells past events. Author's goal the used of media provides opportunities for students to assess and enjoy the writing itself. Not only that, social media would also do this provide opportunities for classmates and even teachers to enjoy and assess the quality of students' work.

Relate content may be a content that retells something that as of now happened and story content is creative story to delight and deliver ethical esteem to the perusers. This ponders centre's on describe content. According to (Anderson, 2014), a relate

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content may be a content that retells past occasions and ordinarily in arrange that happened. The social work of this content is to tell the past encounters by retold occasions in arrangement. The tests of relate are encounters, journals, individual letters and occurrence reports.

Based on the explanation above, researcher could concluded about the recount text is that this is a type of text that retells or narrates past events or experiences chronologically. The main purpose of recount text is to inform readers about what happened in a certain time sequence and provide relevant details regarded the events being told.

Picture Series

Picture series is a learning method using images and mounted/sorted into logistical order. According to Anggraini (2019) a picture series is a collection of images that are shown sequentially to serve as prompts for writing exercises. The picture series learning method has the characteristics of Active, Innovative, Creative, and pleasant. The picture series learning method requires active participants students in every learning process. Every learning must be innovative provide something new, different and always attract participants' interest educate. Creative, each learner must arouse interest in the participants students to produce something or be able to solve a problem by using methods, techniques or methods mastered by the student what is gained from learning. Learning Methods image series used pictures as a medium in learning. These pictures become the main factor in learning, so that before learning the teacher has prepared pictures that would be displayed in good form cards or in chart form in large size, or if at school already used Information and Computer Technology (ICT) in used Power Point or other software. Image Series learning method. It is very important for teachers to master when planning activities earning, application, application so that the steps are realized concreteness of a lesson.

Based on the explanation above, researcher could concluded about the definition of a picture series is that it is a series of pictures or photos arranged sequentially to tell a story or convey certain information clearly and systematically.

Picture series are often used in education, presentations, or visual communication to illustrate processes, time development, or sequences of events.

The Importance of Teaching Writing Recount Text

Teaching recount texts is vital for several reasons. Firstly, it cultivates essential writing skills such as organizing thoughts coherently and expressed experiences chronologically. This genre encourages students to reflect on events, analyse details, and develop a clear narrative structure, thereby enhanced their communication abilities. Recount texts also promote critical thinking as students learn to evaluate and interpret their experiences, fostering deeper insights and self-awareness. According to Kurnia (2012) The pupils are inspired to write an essay about their experiences after studying about recount texts.

Integrated series of pictures as a teaching tool complements these objectives by provided visual stimuli that inspire creativity and aid in narrative construction. Pictures serve as prompts that help students visualize sequences of events, facilitated the organization of their recount texts. They engage students actively in the writing process, made it more engaging and accessible, particularly for visual learners. Moreover, pictures support differentiated instruction by accommodated diverse learning styles and abilities, ensured that all students could participate effectively in recount writing activities.

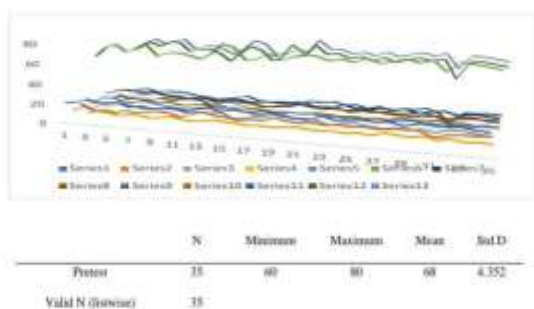
Overall, teaching recount texts with the support of series of pictures enhances students' writing proficiency, critical thinking skills, and ability to communicate effectively. It provided a structured framework for developed narrative competence while fostering creativity and engagement in learning.

3. RESULTS AND DISCUSSION**The Analysis of the Students Score in the Pretest**

The result of the pre-test was showed that the average scores was 64,67. The higher scores was 80 that was reached by one

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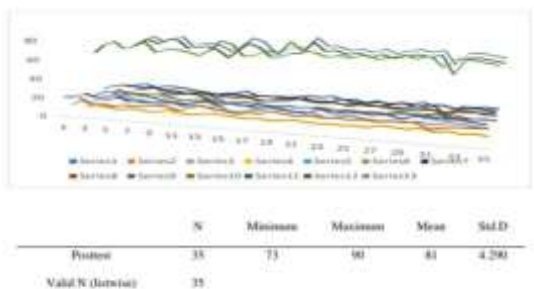
student and the lower scores was 60 that was reached by two students.



Based on the statistics shown above, the average overall pretest score was 68, with a minimum score of 60. The highest score is 80 and the standard deviation is 4.35. Next, the researcher scores the percentage of the students' writing score in the pretest in the table below.

The Analysis of Students Scores in Post-test

The post-test was conducted following the treatment. This test was designed to assess the students' writing abilities, particularly recount text material. The objective of the test was to know the students in learning recount text by picture series. After the writer gave the post-test to the students, the writer found that the highest score was 90 and the lowest score was 73. The total students' score was 2792,5. The students' average in the post-test was 79,78.



Based on the facts presented above, the overall post-test score was 73, with a minimum score of 90. The highest score is 90, while the standard deviation is 4.23.

The Result of Matched**T-Test**

The result of the students' scores in the pre-test and post-test were compared by using matched t-test to find out whether or

not it was effective to teach writing recount text by pictures series to the eight students' at SMP Negeri 1 Pedamaran. From the result of the pre-test and post-test, the writer found out that the result of the matched t-test calculation.



Based on result above, the researcher showed the result of matched t-test calculation was 20,69. It meant, teaching writing recount text by picture media was effective to the eight grade students at Junior High School 1 Pedamaran, because the result of matched t-test calculation is higher than the t-critical value. It was $20,69 > 1.691$.

Descriptive Statistic

The researcher also displayed the descriptive statistics of the pretest and post-test in the table below.

	N	Minimum	Maximum	Mean	Std.D
Pretest	35	60	80	68	4.352
Posttest	35	73	90	81	4.290
Valid N (listwise)	35				

The table above shows that the students' mean pretest score was 68, while their mean post-test score was 81. The standard deviation of the pretest was 4.35, whereas the standard deviation of the post-test was 4.23. Pre-test and post-test scores were collected; the pre-test findings show that the average data score is 68, with 33 students scoring below the KKM 61-74 and three scoring 75-78. Meanwhile, post-test results show that the average data score is 81, with five students scoring lower than the KKM 70 and three scoring more than 95. In class, an image series was used as therapy. Following one session of therapy, the researcher performed a post-test for this class. The average post-test score for this class is 81. There are 35 students' post-test scores, with the lowest score being 73 and the highest being 90.

Interpretation of the Study

Based on the research, the researcher interpreted that pictures series was effective

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to help students understand the material and made recount text. The researcher also was found that the post-test score of the eight grade students taught writing recount text by used pictures series were higher than the pre-test scores of SMP Negeri 1 Pedamaran. The students average score in the pre-test was 64,67, the highest score was 80 and the lower score was 60. After the treatment, the post-test was given. The writer found the students' average scores was 79,78, the highest score was 90 and the lower score was 73. It means that students' writing raised after the treatment was given to them. Furthermore, the result of matched t-test calculation was 20.69 and it was higher than critical value of t-table at the significant level 0.05% for df (35-1) was 1.691. Consequently, alternative hypothesis (Ha) was accepted and the hypothesis (Ho) was rejected. It means that it was effective teaching writing descriptive text by used picture series to the eight grade students at SMPN 1 Pedamaran.

4. CONCLUSION

Based on data findings obtained from research and based on the pretest, treatment and posttest carried out in this research it can be concluded that the use of the "picture series" method could have a significant positive impact on English language learning, especially in English writing skills. The result of this research showed that the mean score on the pretest was 68 (good) and in the posttest 81 (very good) with a standard deviation of a pretest and posttest was 4,32. The result of statistical analysis of significance level (0,05) with the degree of freedom (df) = 34 then the t-table was 0,681. The probable value is $t\text{-test} > t\text{-table}$ (20,69 > 1.691). In addition, the significance (2-tailed) is 0,308. So, the value significance <0,05 means the alternative hypothesis (H1) is accepted and the hypothesis (Ho) is rejected. This means that used picture media is effective in teaching writing.

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