

Developing Picture Series in Recount Text for Eighth Grade Students of MTs Darul Huda Wlingi

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Available Online

<http://www.jurnal.unublitar.ac.id/index.php/briliant>

History of Article

Received on 17 October 2021
Accepted on 8 September 2022
Published on 21 November 2022
Pages. 959-969

Keywords

Writing; Picture; Series

DOI:

<http://dx.doi.org/10.28926/briliant.v7i4.814>

Abstract: This research aimed, describe the process and result of developing picture series in recount text for 8th grade students of MTs. Darul Huda Wlingi. Writing is the basic skills for students. Generally teachers teach recount text material in school based on books, students felt bored and look monotonous. Students need learning media that interesting and easy to understand. This research was conducted developing picture series media in recount text. The object is eighteen students of class 8th. This research method using the Dick and Carry, The researcher was made instrument need analysis questionnaire, validation questionnaire were conducted media expert, material expert, and students responds. Based on the result above obtained media expert was 82,5%, material expert was 88% and students responds was 82%. The result of media expert, material expert and student responses that developing picture series in recount text has a feasible of validity could be used.

INTRODUCTION

English is important to understand so that it can be communicated with others. This is important for human life because language is a communication concept for many people in the world (Brown, 1981). People use language to communicate. So language is a strategy to express opinions or ideas to convey the meaning of communication. The main thing in speaking English is the first or second language in the world. When meeting individuals from different cultures, backgrounds, and languages around the world, English will solve the problem. English can be used research, engineering, and education now.

A curriculum is a tool for planning and setting goals, content, and learning materials, as well as the means used to direct the implementation of learning activities to achieve certain educational goals. Now, the latest program is the 2013 Ministry of Education and Culture (Nasional, 1982) the 2013 curriculum has characteristics, including the use of the scientific method. Efforts to include scientific or academic methods in the learning process are often touted as a feature of the 2013 curriculum, which is important to study and elaborate further (Sani, 2014). With the teaching curriculum, learning can be directed, more adapted to the

material that can be taught. In the 2013 curriculum, the teacher plans the material and places technology and learning media.

Facing language with context, writing skills can be developed to explore ideas and other productive communication activities. According to (Kisno, 2008) writing is the process of developing ideas in writing on paper. There are many types of writing such as descriptive, explanation, analytical exposition, spoof, recount, narrative, report, news item, invitation, procedure, and anecdote. Recount text is one type of writing that is commonly found in everyday life. In teaching English, teaching teachers have four skills. Some consist of speaking, reading, listening, and writing. Generally, language can be used to communicate and express ideas by writing, students learn to write. Writing is one of the basic skills that can be mastered. In teaching writing, the use of media approaches will affect students in writing. By using pictures, it makes students interesting, motivated, and active to learn to write. Use students to be able to imagine, feel what students write, so students are better able to develop ideas in writing. To support writing skills, media is needed.

In addition, the learning media must be interesting and in accordance with the lesson plan made by the teacher. (Lislie, 2010) media is a physical means of instructional through communication. Media are speaking instructions, pictures, posters, and many physical media. Developing picture series as learning media to support student creativity. Kellner stated (Sa 'diyah, 2017) when teachers use pictures in teaching writing, it will help students to write. Images are a powerful teaching strategy to attract students to make texts more creative. Harmer stated (Sa 'diyah, 2017) with pictures can present conditions to help students improve vocabulary and grammar. With this picture, students have a new world which also means to imagine the picture. It can be concluded when students are given pictures by the teacher. Students have strategies to make their writing more interesting and encourage students to be more creative.

It is related (Makrifah Istina, 2017) In the student's need analysis, there are no media was developed according to the needs of students in English lessons that in accordance with the syllabus. By using picture series was developed media to support teaching and learning. Their felt that writing is difficult skill to improve, even though in writing students lack of vocabulary. Picture series helped students to identify vocabulary from it. (Dawoshk, 2005) in foreign language teaching, it is a little more complicated in education. Teachers must be able to develop teaching in an educational environment. Teachers must also have good pedagogy so that students understand what is being taught in class. So, in learning, considering teaching procedures also need to be adjusted to their needs and talents. From the results of the questionnaire in the eighth grade, it was found that 99% of the eighth-grade students were less interested in English because they found it difficult to understand it. However, two students liked their English and remained motivated to learn English. In addition, some students will not like skills in 4 skills, especially difficulties in writing skills.

Teachers not had specific strategies to teach writing skills. Students are also not very interested in writing skills. The media used is not suitable for grade 8 students. Meanwhile, the school itself prioritizes writing and speaking skills. Students feel not interested in learning English. Sometimes students find it difficult

to find a vocabulary to develop ideas. Students will be interested in learning English media by using picture series. Students need interesting media to improve their writing skills in English. Sometimes in writing skills, students feel bored when it is difficult to develop ideas in writing. They feel motivated to improve their writing skills. Here the researchers found it difficult for students to learn to write. While the results of teacher interviews need to be developed picture series to improve students' abilities. The teacher said that in the unstructured interview with the media, the students were interested in learning English. The students also learned happily. By using the picture series media can help find vocabulary and develop their ideas more structured.

Based on this, the researcher argues that students need interesting media to make students more motivated to like English lessons, especially in writing skills. With picture series media, it is hoped that students will be more motivated to learn English more broadly. To help students' problems in writing, the researcher will use picture series to develop ideas in writing skills. The students do not need more time to start writing. By looking at picture series, students can developed more creative ideas. *Improving student's ability in writing descriptive texts through a picture series aided learning strategy in SMAN 1 Kembangbahu Lamongan*. This research was conducted Halimatus Sa'diyah (Sa 'diyah, 2017). The objectivities of this research this classroom action research was designed to improve the student's ability in writing a descriptive text through a picture series aided learning strategy. The data was collected through a questionnaire, observation checklist, and scoring rubric. That is indicated using quantitative research. Moreover, it was found from the observation data that student's actively in the teaching-learning process. Developing picture series in recount text eighth grade students of MTs. Darul Huda Wlingi Academic year 2021/2022

The purpose of the research that has been done by researchers is in developing picture series media in recount text conducted in MTs. Darul Huda Wlingi. In addition, the specific objectives of this research were: to know the process of developing picture series in recount text for eighth-grade students of MTs Darul Huda Wlingi. To know the result of of developing picture series in recount text for eighth grade students of MTs Darul Huda Wlingi.

METHOD

The type of research in doing this study is research and development (R&D). This model was included(Walter Dick, Lou Carey, 2013). Because, researcher has limited time to determine. So, researcher choose six steps from ten steps for covers what would studied according to chooses. So the researcher was focused and could be finished the product. The six steps choose followed by need assessment, designing product, developing product, product validation, product revision and final product.

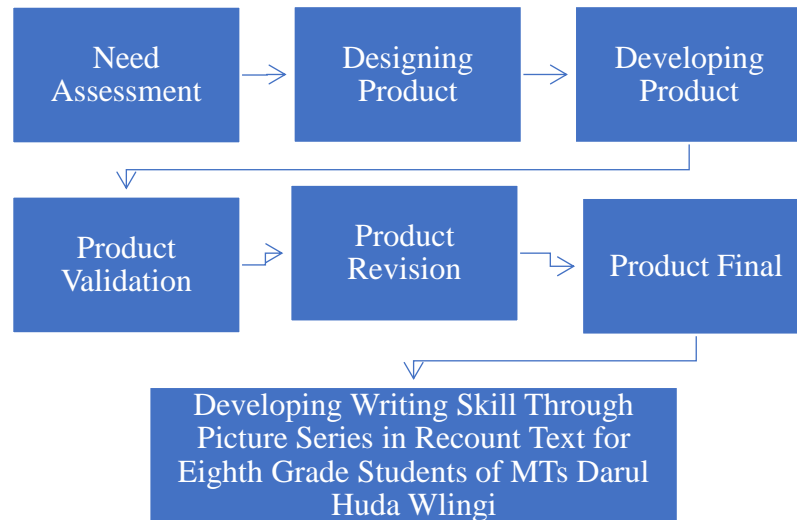


Figure 1. the steps in this research

1. Need Assessment
Before researcher doing the research, researcher will be assessing the student need and found problem that the student would not interested English. The students need to improve writing skill, because the writing skill priority in school.
2. Designing Product
In design product, the researcher compiled based on the questionnaire, KI KD, and teacher's opinion about this product.
3. Developing Product
Then develop the picture series in writing skill based on the designing product.
4. Product Validation
Here, the product developed evaluated by media and material validators. The product feasible, then the product was revised.
5. Product Revision
In this step, the product that developed revised based on recommendation from the validators, then became to product testing.
6. Product Final
In final, the product ready to apply teaching-learning writing skill.

The research subject was carried out by eighteen students of MTs Darul Huda Wlingi. In this research the researcher choose the eighth grade. This research was happened in 2020/2021 academic years. It was happened in second semester. It has located in Majegan, Wlingi at Gajah Mada no 102 street. The collection techniques in conducting research starting by using interview in this stage the data conducting unstructured interviews by teacher to get students criteria, the evaluation using student competence in eighth grade English lessons, as well as English scores and analysis of student and teacher needs. The observation used was found data in conducting research. The researcher observation student's and teacher characteristic, teaching English, evaluating used learning media.

The development stage, validation of the learning media design by experts to

measure quality of product, that was developed by validation of instruments experts, material experts and media experts. There is combination of quantitative helps qualitative. Based on the observations made, this study used the structure interview by the teacher, who then qualitative interviews for data collection. This interviews the researcher explored more information problem and need analysis the teacher. It is made easier researcher to submit data. The researcher use interview nonstructural to get data from English teacher and student's eighth grade use questionnaire. Next step, the researcher arranges the result from the student and English teacher. From the data analysis questionnaire, researcher analysis using percentage by from questionnaire then average from the data. Average from the data is the real data show the students needed. The Eligibility according to (Arikunto, Suharsimi, 2009) the calculation of the criteria media contains media material, and expert validator using the following formula:

$$\Sigma = \frac{X}{N} \times 100\%$$

Note: Σ = Eligibility
 X= Total scored obtained
 N= Maximum score

Table 1. Percentage the Eligibility category

No.	Percentage (%)	Eligibility Category
1	<20%	Invalid
2	20-40%	Less Valid
3	40-60%	Enough Valid
4	60-80%	Valid
5	80-100%	Very Valid

RESULT AND DISCUSSION

The need assessment was used the first step research to assess the students learning needs. On January 12, 2021 the questionnaire was conducted for students. The questionnaire consisted multiple-choice has fifteen question. The highest was considered student's needs and considered of developing product. The subject of researcher was eighteen students of grade "B" they are female in Mts. Darul Huda Wlingi. The data from need assessment represented what student needs for media learning. After conducting need assessment, the next step is development learning media for specific material and start designing the product. The learning media developed by material recount text based on the basic competence 3.3 and 4.3. The basic competence describe in below:

-3.3 *Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulisdengan meminta dan memberi informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai konteks penggunaanya.*

-4.3 *Teks recount*

-4.3.1 *Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat*

pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)

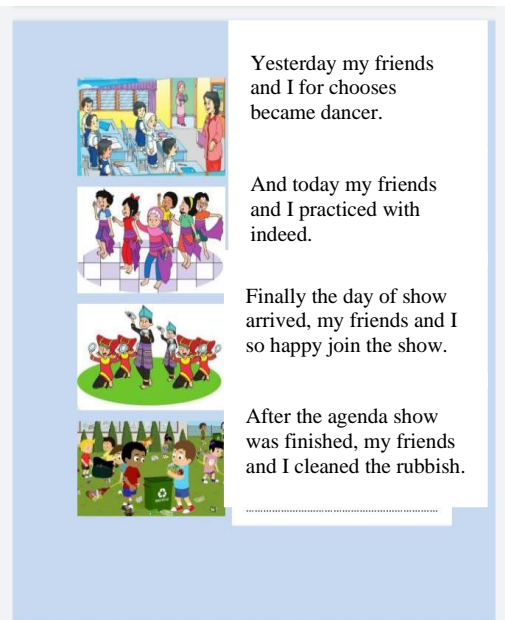
-4.3.2 Menyusun teks recount lisan dan tulis dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

The researcher was made the simple concept and design of the product which related the material was developed. The description of learning media followed by:

Picture 1



Picture 2



According the results of need analysis, the researcher conducted observation students in learned process at MTs Darul Huda Wlingi the students were eighteen at eighth grade. In this observation, the researcher was found the students problem in learning English. The researcher focused on using media teaching learning process students skills. The researcher found that the teacher using book as media teaching and learning in eighth grade students. After the researcher did unstructured interviews with teacher.

Even though, the researcher uses field note in collecting data. Then the researcher concluded that problem is students cannot improve their English. Teachers not had specific strategies to teach writing skills. Students are also not very interested in writing skills. The media used is not suitable for grade 8 students. Meanwhile, the school itself prioritizes writing and speaking skills. Students feel not interested in learning English. Sometimes they find it difficult to find a vocabulary to develop ideas. Students will be interested in learning English media by using picture series. Students need interesting media to improve their writing skills in English. Sometimes in writing skills, students feel bored when it is difficult to develop ideas in writing. They feel was not motivated to improve their writing skills. Here the researchers found it difficult for students to learn to write. While the results of teacher interviews need to be developed picture series to improve students' abilities. The teacher said that in the unstructured interview with the

media, the students were interested in learning English. The students also learned happily. By using the picture series media can help find vocabulary and develop their ideas more structured.

Table 2 Material Expert Judgment Result

Aspek Penilaian	Indikator	$\sum x$	$\sum xi$	Persen (%)	Kriteria Kevalidan	Keterangan
Kesesuaian Isi	Keakuratan konsep	3	4	75%	Valid	Layak
	Keakuratan data dan fakta	3	4	75%	Valid	Layak
	Keakuratan ilustrasi gambar <i>picture series</i>	4	4	100%	Valid	Layak
	Ilustrasi gambar berseri relevan dengan kehidupan sehari-hari	4	4	100%	Valid	Layak
	Menggunakan contoh yang dekat dengan kehidupan sehari-hari siswa	4	4	100%	Valid	Layak
	Mendorong rasa ingin tahu siswa	4	4	100%	Valid	Layak
	Mendorong siswa untuk melakukan analisa	4	4	100%	Valid	Layak
	Mendorong siswa dalam meningkatkan kemampuan menulis	3	4	75%	Valid	Layak
Kelayakan Bahasa dalam buku panduan	Ketepatan struktur penggunaan kalimat	3	4	75%	Valid	Layak
	Keefektifan kalimat	3	4	75%	Valid	Layak
	Kebakuan istilah	3	4	75%	Valid	Layak
	Kejelasan instruksi	3	4	75%	Valid	Layak
	Keruntutan kalimat	3	4	75%	Valid	Layak
	Mendorong pemahaman siswa membangun tema	3	4	75%	Valid	Layak
	Kemampuan memotivasi siswa	3	4	75%	Valid	Layak
	Ketetapan tata bahasa	3	4	75%	Valid	Layak
	Ketepatan ejaan	3	4	75%	Valid	Layak
Penyajian	Keruntutan konsep	4	4	100%	Valid	Layak
	Buku panduan selaras dengan ilustrasi <i>picture series</i>	3	4	75%	Valid	Layak
	Buku panduan menjelaskan tentang penggunaan <i>picture series</i>	4	4	100%	Valid	Layak
	Peserta didik dilibatkan dalam mengembangkan ide sesuai dengan ilustrasi <i>picture series</i>	4	4	100%	Valid	Layak

The result of the learning media based on the table above. It can be state that validation media has a feasible validity level given by media expert validator to the design percentage 88%. It means this media is feasible category to use as a guideline for teaching.

Table 3. Media Expert Judgment Result

Aspek Penilaian	Indikator	$\sum x$	$\sum xi$	Persen (%)	Kriteria Kevalidan	Keterangan
Ukuran <i>Picture Series</i>	Ukuran <i>picture series</i> sesuai standar atau proporsional	3	4	75%	Valid	Layak
	<i>Picture series</i> praktis dan mudahdibawa	3	4	75%	Valid	Layak
Desain <i>Picture series</i>	Penampilan unsur ilustrasi pada <i>picture series</i> proporsional	4	4	100%	Valid	Layak
	Warna pada <i>picture series</i> memperjelas gambar ilustrasi	3	4	75%	Valid	Layak
	Ilustrasi yang digunakan dalam <i>picture series</i> mudah dipahami	4	4	100%	Valid	Layak
	Ilustrasi yang digunakan menarik	3	4	75%	Valid	Layak
	Warna dasar dalam <i>picture series</i> selaras dengan <i>layout</i>	3	4	75%	Valid	Layak
Desain Guideline book	Ilustrasi sesuai dengan tema dan relevan dengan kehidupan sehari-hari	3	4	75%	Valid	Layak
	Tata letak letak konsisten dan mudah dipahami	3	4	75%	Valid	Layak
	Pemisah antar paragraph baik dan jelas	3	4	75%	Valid	Layak
	Ukuran margin proposional	4	4	100%	Valid	Layak
	Spasi antar kata sesuai	4	4	100%	Valid	Layak
	Unsur tata letak yang meliputi judul dan sub judul dan angka halaman lengkap	3	4	75%	Valid	Layak
	Tidak terlalu menggunakan banyak jenis font yang membingungkan	4	4	100%	Valid	Layak

Penggunaan variasi huruf (<i>bold, italic, capital</i>) tidak berlebihan	3	4	75%	Valid	Layak
Ilustrasi sampul mampu merepresentasikan makna dari gambar berseri	3	4	75%	Valid	Layak

The result of the learning media based on the table above. It can be state that validation media has a feasible validity level given by media expert validator to the design percentage 82, 5%. It means this media is feasible category to use as a guideline for teaching and learning.

DISCUSSION

The development process is to develop picture series as media in writing recount text. This product analysis consist of: Before researcher doing the research, researcher will be assessing the student need and found problem that the student would not interested English. (D, Brown, 2004) Picture is one of the media used in teaching and learning English; it can be an excellent stimulant for speaking, but it must be tailored to the students' abilities. A picture might be very simple, aiming to evoke a single word or phrase, or it can be more intricate, consisting of a succession of images that depict a story or event. (Saifudin, 2020) to help improve English vocabulary, especially in writing is necessary to use interested and creative learning media. In addition, the use of learning media helps motivate students to develop good writing skills. The students need to improve writing skill, because the writing skill priority in school. Developing First Product, in developing this product, the researcher compiled based on the questionnaire, core competence and basic competence, and teacher's opinion about this product. Then develop the first picture series in writing skill based on the data. Validation product, the product will be judged correctly, whether the product is feasible or not. Revision Product, after get results from testing, the researchers will some revision in the product. If the product is feasible, proceed to product testing. The final product is test the product will conduct tests on eighth-grade students, totaling 18 students at MTs Darul Huda Wlingi, if needed. Final product, in final product ready applied teaching and learning writing skill.

The subjects of the product would implemented at Eighth grade students at MTs Darul Huda located Gajah Mada street number 102 Majegan Wlingi. This research in eighth grades consist 18 students, they are female. The purpose is to reach the data includes research place, student's characteristic, English teacher, English subject competence, evaluating used learning method. The preliminary research data is used to generate a target-appropriate product so that the product can reach learning targets. The data would be implemented as qualitative and quantitative data. The qualitative data will be submitted from the observation and interview. For the quantitative data will be collected by questionnaire. The final product learning content would be revised and refined into the final product in the media results.

This research was conducted in the try out by material experts, media experts, teacher and students of MTs Darul Huda Wlingi. The try out was conducted feasibility media by material and media experts. Validator media by Mrs. Tyas Alhim Mubarak, M.Hum as lecture English and validator material by Mrs. Fitri Arini, M.Pd as lecture English. The validator also give suggestion the researcher, was revised the media. Then the try out was conducted by students VIII B they are female students of MTs Darul Huda Wlingi. Then results of students using learning media was did research process in MTs Darul Huda Wlingi at 6th October 2021. Students more interested and easy to found vocabulary developed the writing idea. The final try out the students feel this learning media picture series helping students to developed writing idea recount text also made simplified understanding of recount text by using picture series media. The following score of students:

Table 4. The score of students

No	Students Completed	Students
1.	Students completed score >75	15
2.	Students not completed <75	3
Calculated		18

Based on the score table, it could be seen that 15 students who got a complete score >75. The remaining 3 students not complete <75. So, it can be concluded that learning media can be improve student's skills to write recount text at MTs Darul Huda Wlingi.

Table 5. Students responses

No	Name	Answer Items										$\sum x$	$\sum xi$	Score
		1	2	3	4	5	6	7	8	9	10			
1	Aluna	3	3	3	2	3	4	3	3	2	4	30	4×10	75
2	Anisa	3	3	4	4	4	4	4	3	3	4	36	4×10	90
3	Avin	3	3	4	4	4	4	4	3	3	4	36	4×10	90
4	Della	4	4	4	4	4	4	4	4	4	4	40	4×10	100
5	Diah	3	3	3	3	3	4	4	3	3	3	32	4×10	80
6	Else	2	3	3	3	3	3	3	2	3	3	28	4×10	70
7	Eva	2	2	2	3	3	3	3	2	3	3	26	4×10	65
8	Fitri	4	3	4	3	4	3	3	4	3	4	35	4×10	87
9	Ilfa	2	4	4	3	3	3	3	3	3	3	31	4×10	77
10	Isma	3	3	4	3	4	4	4	4	3	4	36	4×10	90
11	Astul	2	4	4	3	3	2	3	2	3	3	29	4×10	72
12	Lisa	3	4	4	4	4	3	3	4	3	3	35	4×10	87
13	Mifta	3	3	3	3	3	3	3	3	4	4	32	4×10	80
14	Nafi	3	4	3	3	3	3	3	3	3	3	31	4×10	77
15	Nurul	3	3	4	3	3	1	3	2	3	4	29	4×10	72
16	Salwa	3	3	3	4	3	3	4	4	4	4	35	4×10	87
17	Sofya	3	3	4	4	4	4	4	3	3	4	36	4×10	90
18	silvi	3	3	4	3	3	3	4	4	3	4	34	4×10	85

The result of the learning media based on the table above. It can be state that validation media has a feasible validity level given by media expert validator to the design percentage 88%. It means this media is feasible category to use as a guideline for teaching.

CONCLUSION

The picture series content learning media in recount text for eighth grade students at MTs Darul Huda Wlingi. Based on the result above obtained by media expert was 82,5%, the material expert was 88% and the students responds was 82%. The result of validation of media, material expert and student's responses it meant that developing picture series in recount text has a feasible of validity could be used. Finally, picture series in recount text as a media teaching and learning and students more interested in writing.

SUGGESTION

Based on the results and discussion, the researcher gives some suggestions including for teachers using the learning media which interested students and accordance with the concrete picture then the students found vocabulary becomes easy for students to develop writing skills creative and innovative the teachers used learning media. For students, used learning media can support learning especially in writing skills to develop students' ideas and found vocabulary is simple. For other researcher can develop picture series as learning media especially in writing skills.

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