



The Implementation of Picture Series as Learning Media to Improve Students' Writing Ability Related to Historical Events in Recount Text

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Abstract: The objectives of this research are: (1) to find out the class situation during the implementation of picture series in teaching writing, and (2) to determine the improvement of students' ability to write recount text using picture series. The research used a qualitative. The classroom action research design used in this research consisted of two cycles. The data were collected from observation, field notes, and interviews. The research participants are 34 students in the tenth grade of SMA YKM Tanjungsari. The results showed that picture series could improve students' ability to write recount text, create a fun learning atmosphere, and increase students' writing interest. In the first cycle, the percentage of learning activities was 18%; in the second cycle, 80% of students got excellent categories. The two cycles could effectively improve students' writing ability in recounting text. The students could develop their ideas to make a story and were active and enthusiastic in the teaching-learning process. It demonstrates that writing a recount text using picture series as learning media for X MIPA 1 student at SMA YKM Tanjungsari has been improved.

Abstrak: Tujuan dari penelitian ini adalah: (1) untuk mengetahui situasi kelas selama penerapan gambar berseri dalam pengajaran menulis, dan (2) untuk mengetahui peningkatan kemampuan siswa dalam menulis teks recount menggunakan gambar seri. Penelitian ini menggunakan penelitian kualitatif. Rancangan penelitian tindakan kelas yang digunakan dalam penelitian ini terdiri dari dua siklus. Data dikumpulkan dari observasi, catatan lapangan, dan wawancara. Partisipan penelitian adalah 34 siswa kelas X SMA YKM Tanjungsari. Hasil penelitian menunjukkan bahwa gambar berseri dapat meningkatkan kemampuan siswa dalam menulis teks recount, menciptakan suasana belajar yang menyenangkan, dan meningkatkan minat menulis siswa. Pada siklus I persentase keaktifan belajar 18%, dan pada siklus II 80% siswa mendapat kategori sangat baik. Kedua siklus tersebut secara efektif dapat meningkatkan kemampuan menulis siswa dalam teks recount. Siswa dapat mengembangkan ide-ide mereka untuk membuat cerita secara, dan mereka aktif dan antusias dalam proses belajar-mengajar. Hal ini menunjukkan bahwa menulis teks recount menggunakan media pembelajaran gambar seri untuk siswa X MIPA 1 SMA YKM Tanjungsari telah meningkat.

A. Introduction

English is gradually becoming the most widely taught language in the world. In Indonesia, English is one of the subjects taught in senior high schools and the first foreign language in schools and language classes. Writing is the most challenging skill among the four language skills taught in schools. Writing is expressing ideas, thoughts, and feelings through writing or essays, both fiction and non-fiction (Djumadin, 2020). According to Ekarista (2018), writing requires thinking, reasoning, using punctuation, crafting words into coherent phrases, and understanding grammar, vocabulary, and spelling.

Furthermore, Gaffar (2022) stated that writing activities allow students to form internal controls in literacy mastery. When writing, students are conditioned to be calm, think about what to do first, and then write what they have thought. In addition, Ansi et al (2022) stated that writing is a productive and expressive activity, which is an integral part of the learning process experienced by students while studying at school.

Currently, teaching writing to students is a necessity. According to Rohaniyah & Mari (2022), teaching writing is not limited to teaching grammar, spelling, or alphabetic mechanics. Still, students must also understand the comprehension of the genre in the new language. The 2013 Indonesian Curriculum requires students to identify the social function, general structure, and language features. Students are also supposed to create brief oral and written texts. One of the texts taught in schools for students is recount text. A recount text is a text that is used to retell events in the past (Olson et al., 2020). Writing activities are an integral element of teaching and learning English, and teachers should be able to assist students in developing their writing ability.

Based on the preliminary research, most senior high school students believed that writing is the most difficult ability to master. The researcher found that there were some problems with students' writing ability: (1) The students' uninteresting in writing class, (2) The student's lack of vocabulary, and (3) The students' difficulties in generating ideas. The researcher also discovered that the difficulty is because students need to learn how to write, resulting in trouble in composing words, monotonousness, a lack of enthusiasm in writing, and a lack of comprehension of the usage of grammar and punctuation in a text recount. As a result, it is comprehensible that writing is seen as a problematic language skill.

To solve the problem, the teacher should be more creative in writing instruction and provide students with exciting and helpful techniques. Nurlaelah (2023) stated that the effectiveness of teachers in carrying out their vocation is closely related to the ability to choose the best learning techniques and strategies. According to Gaffar (2022), teachers who find themselves more creative are likelier to teach creatively than others. When they embrace their creativity, they will inspire their students to be more creative. To help students solve their problems in writing, the researcher used picture series to teach writing a recount text.

Some researchers have conducted studies using picture series in teaching writing. For instance, Eliyawati & Matin (2021) developed a picture series for junior high school students. She concluded that after implementing the picture series she had created, her

students writing development had increased and became effective. They were more passionate about engaging in the learning process. According to Yustika et al (2021), implementing the picture series in teaching writing was successful. The picture series was an exciting medium; students had many opportunities to write recount text. The picture series was an appropriate medium for teaching writing and could improve students' writing abilities. Apsari (2017) concludes that the picture series of her research on teaching writing demonstrated that it was effective in helping students improve their ability to write recount text. It also increases students' class participation, creating a fun learning environment and increasing their writing interest. It is in line with the results of research by Defi (2022), which shows that students can learn in a fun way while using picture series, so students are more interested in learning to write using special media (picture series). The present research is similar. It relates to picture series to be applied in teaching writing ability.

Pictures serve numerous purposes in the teaching and learning processes. A picture series is a collection of images that depict ongoing events from a story with significant form. It also has many benefits, such as adding to students' ideas and writing abilities (Ramadhanty et al., 2021). According to Rohaniyah & Mari (2022), since a picture can represent a location, item, person, etc., they play a crucial role in assisting students in retelling events or comprehending information. Furthermore, it can offer students space how they will change their understanding of the picture and their knowledge (Setiati & Gemilang, 2019). It indicates that pictures help students understand a broader general context, which may consist of pictures, and that they will learn the context of a new language.

Writing is a productive ability that plays a crucial part in language learning. According to Apsari (2017), writing is a type of communication; it is a means of sharing information, thoughts, experiences, or ideas with others. Furthermore, according to Ghazali (2010, as cited in Metaliana et al., 2022), writing skills require understanding how to combine linguistic components, such as vocabulary, grammar, orthography, structure, and genre, to construct a text. From the preceding definitions, writing ability is a person's capacity to form written messages from words into sentences and text that readers can comprehend. In senior high school, writing involves several forms: recount, narrative, descriptive, procedural, report, etc. According to Anderson (1997), recount text is a type of text expressed sequentially based on personal experiences and events that occurred in the past, which are told chronologically in written form.

Using pictures as visual media is meant to make teaching-learning more effective and efficient and increase quality learning outcomes (Rohaniyah & Mari, 2022). An important reason for selecting pictures as a resource is that their use in the classroom provides a focus that stimulates students' attention. The picture contains interesting, interactive images that form a particular explanation or story (Raharjo, 2018). Therefore, this research uses picture series to encourage students to write and provide information for students in regulated work, assisting, stimulating, and guiding students to write a paragraph.

Based on the problems mentioned above, in this research, the researcher wants to provide an exciting way to teach writing recount text through picture series as learning media that will facilitate student comprehension and guide their writing. The objectives of this research are: (1) To find out the class situation during the implementation of picture series in teaching writing. (2) To determine the improvement of students' ability to write recount text using picture series.

B. Method

This study uses a qualitative approach to explore and understand a central phenomenon. According to Fraenkel et al (2012), a qualitative approach is a research study that investigates the quality of relationships, activities, situations, or materials. The research design the writer applies to this research is Classroom Action Research (CAR) to teach writing to students by using a picture. Classroom action research describes the causes and effects of treatment and the entire process from the beginning to the impact of the treatment (Arikunto, 2015). According to Kemmis & Mc Taggart (in Leonardo & Silaen, 2022), classroom action research is a strategy used to detect and solve problems faced by educators by carrying out concrete actions through research procedures called the teaching cycle. Thus, classroom action research describes both the process and results in the classroom to improve the quality of learning.

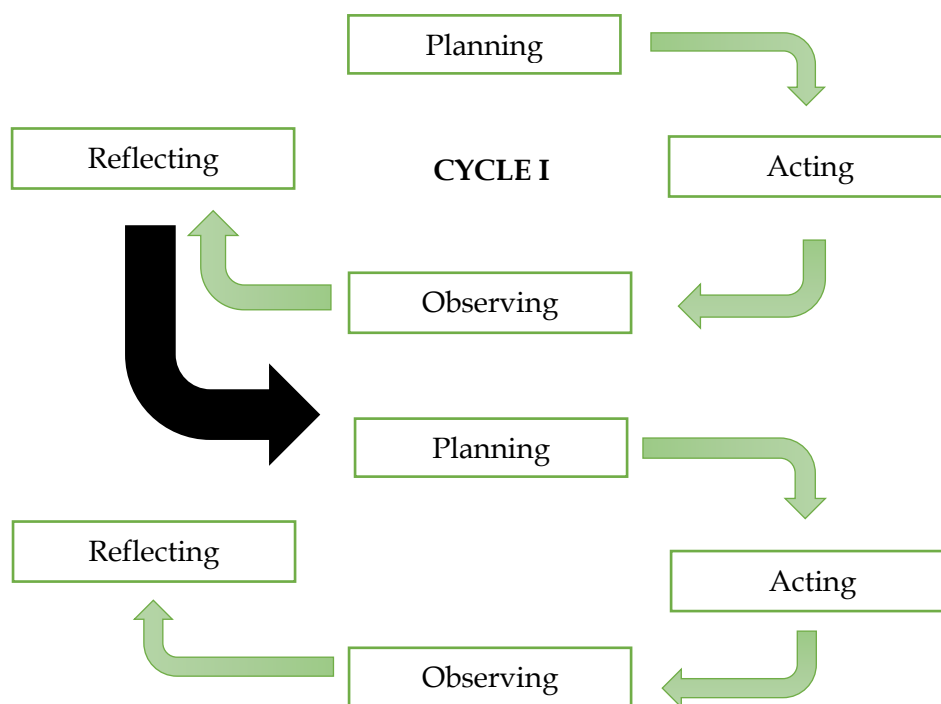


Figure 1. Classroom Action Research Model by Kemmis & Mc Taggart

Four instruments were applied for collecting the data: observation, field notes, and interview questions. According to Creswell & John (2013), observation is collecting data from information directly by observing people and places at the location. Observations are

recorded in the form of an observation checklist. Field notes are detailed notes researchers make when observing or interviewing their informants (Fraenkel et al., 2012). In the interview section, the writer uses in-depth interviews with open-ended questions. Fraenkel et al (2012) stated that interviews consist of questions designed to obtain specific answers from respondents. Furthermore, the writer checked the validation of the data using a triangulation strategy. According to Fraenkel et al (2012), triangulation establishes the validity of a researcher's observations, examining what a person hears and sees by comparing the sources of information.

The data in this study will be analyzed descriptively. The qualitative data was used to analyze students' scores and to describe the situation during the teaching process. The basic concept was developed by Kemmis et al (2013), and the study procedures are performed by administrating two cycles. Each cycle contains four steps: planning, action, observation, and reflection. The cycle series bring about improvement of the problem in this research. Before the first cycle began, an orientation was administered to identify the student's basic writing skill knowledge. After finishing the first cycle, a new problem or the previous unfinished problem might be found. Therefore, it is necessary to continue to the second cycle in line with the same concept as the first cycle using picture series.

The participant of the research were the students in the tenth grade of SMA YKM Tangjungsari. There were 34 students in the class. The writer used the purposive sampling method to take the sample in this study. According to Creswell & John (2013), the purposive sampling method requires the informants to be selected based on the considerations of the researcher with a specific purpose. Researchers tend to choose informants who meet specific criteria and are considered to know and can be trusted to be sources of accurate data.

C. Result and Discussion

Result

The analysis of the data from the observation, field notes, and interview showed that: (1) The use of picture series was effectively used in helping students improve their writing ability in recount text; (2) The students developed their writing ability; (3) Picture series created fun learning's atmosphere; and (4) The students were motivated to write. The researcher computed the individual students' scores and observed the students' behavior during the teaching-learning process. Classroom Action Research results are gained from the Pre-test, Cycle 1, and Cycle 2. The result will be explained as follows:

Table 1. The Result of the Student's Work in A Preliminary Test

Interval	Amount of Students	Percentages	Category
80 - 100	-	-	Excellent
66 - 79	2	6%	Good
56 - 65	1	3%	Fair
40 - 55	8	23%	Bad
30 - 39	23	68%	Fail

Based on the table above, it is known from the overall writing ability of recount text on the pre-test. There were 2 students got scored in good categories (6%), 1 student who got appropriate categories (3%), 8 students who got bad categories (23%), and 23 students who got failed categories (68%). It means that 91% of students had a low score. The students' work shows they have difficulties developing ideas and still have problems with mechanics and language use. Therefore, the researcher had to think the better preparation in classroom action research.

Table 2. Student's Achievement Score in Cycle I

Interval	Amount of Students	Percentages	Category
80 - 100	6	18%	Excellent
66 - 79	17	50%	Good
56 - 65	4	12%	Fair
40 - 55	7	20%	Bad
30 - 39	-	-	Fail

Based on the table above, it is known that on the first cycle. 6 students scored 80-100. Participants that obtained a score of 87 were 2 students, those who got a score of 85 amounted to 2 students, and those who received a score of 80 were 2 students. From the assessment results based on the specified interval value, 18% of students got excellent categories out of 34. From the students' work, it can be seen that they still have difficulties in mechanics and language features. It means that learning to write a recount text through picture series as learning media in the first cycle could have been more successful and will be improved in the second cycle.

Table 3. Student's Achievement Score in Cycle II

Interval	Amount of Students	Percentages	Category
80 - 100	27	80%	Excellent
66 - 79	7	20%	Good
56 - 65	-	-	Fair
40 - 55	-	-	Bad
30 - 39	-	-	Fail

Based on the table above, from the overall writing ability in cycle II, none of the students got the score 0-78. From the assessment results based on the specified interval value, all students scored 78-100. 80% of students got excellent categories, and 20% got good ones. It shows that writing a recount text using picture series as learning media for X MIPA 1 student at SMA YKM Tanjung Sari has been successful.

Table 4. The Comparison of Student's Writing Scores

Test	Total Score	Mean Score
Pre-Test	1325	38,9

Test	Total Score	Mean Score
Cycle I	2355	69,2
Cycle II	2866	84,2

The comparison showed that the scores for each text aspect were obtained from the pre-test to the second cycle. The students' score result analysis appeared that the mean score in the pre-test was 38,9, in the first cycle 69,2, and reached 84,2 in the second cycle. The two cycles improved students' writing ability using the picture series medium. The improvement in the students' writing recount can be seen in the figure below. The following is the diagram to comprehend Cycle I and Cycle II:

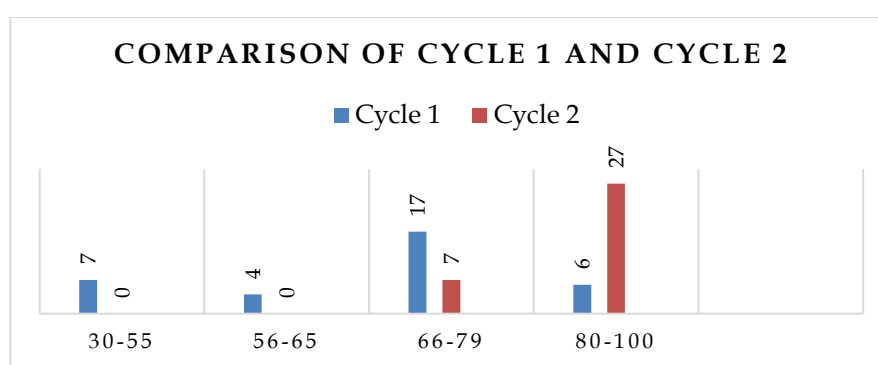


Figure 2. The Comparison of Student's Writing Scores

Discussion

The result of the research showed that the improvement from the pre-test up to cycle two could reflect the benefits of using picture series in helping the students' writing ability. It is in line with a suggestion by Yustika et al (2021) that the picture series is recommended for teaching and learning writing skill activities because it has many benefits in the learning process of writing. The researcher implemented the concept of fun learning through picture series and showed the picture to the students to make them interested in the classroom learning process. The result showed that the student's writing ability improved in each cycle.

The discussion explains the orientation and the research process from the beginning to the last when the researcher took data in the teaching-learning process. The researcher conducted classroom observation and interviewed the students in class X MIPA 1 to identify the teaching and learning process of writing. Furthermore, the explanation of the results in the preliminary test, cycle 1, and cycle 2 are as follows:

1. Preliminary Test

The researcher designed some treatments for the students before implementing them in the first cycle. The researcher needs to have data about the student's writing. Therefore, the researcher conducted a pre-test to identify the student's ability to write recount texts and to know how the researcher should plan an action to be implemented in the teaching and

learning process. The pre-test was conducted before the teaching and learning process. The researcher gave a topic for the students to write a recount text.

Before using pictures series was applied, the students had difficulties writing a recount text. They could have done better in content, organization, language use, and mechanics. They had yet to learn what they had to do at the beginning of their activity for writing a paragraph. The pre-test data can be seen in students' ability in writing. The researcher interviewed the students to support the result of the student's problems in writing recount texts. The following presents the students' statements in writing a recount text:

Writing English is difficult. The problem refers more to dictionaries because it is difficult to compile. The obstacles encountered when writing English texts are difficulty with almost vocabulary, fear of being wrong, and dizziness. Sometimes it is not easy to express ideas even though they are already in the head. (A.S.N)

Writing in English is difficult because it is always wrong, and the problem is that it is difficult to start and find ideas. (D.N.T.D)

Writing text in English is difficult because sometimes it takes effort to find ideas. (R.R)

The interviews above show that the students needed to help developing ideas, and some seemed confused about what they should write on the worksheet.

2. The Implementation of the Actions

Cycle I

The classroom action research was conducted in two cycles. Each cycle consisted of planning, acting, observing, and reflecting. After the researcher and the English teacher formulated the field problems, the researcher made plans to implement some actions in the first cycle. The researcher planned to have two meetings in the first cycle. The students were guided to follow several steps to know what they had to do for their writing. In the first meeting, they provided a recount text, sorted stories by pictures, identified the verb in the story, arranged sentences based on the pictures, and practiced creating a sentence based on the pictures by completing the words. In the second meeting, they provided a recount text and a picture series for the students to write a story. These pictures stimulate the students' abilities in writing a recount text.

The acting stage was conducted in one meeting (2 x 40 minutes) that was performed during the teaching-learning process. While doing the teaching-learning process, the researcher acted as a teacher. In the pre-writing stage, the researcher introduced a recount text. The researcher and students work together to explore the information in the text related to the generic structure and language features. Furthermore, the researcher showed the pictures and asked the students to mention several verbs based on the picture given. They could mention the verbs related to kind activities in the pictures. The data revealed that the

action was able to activate students' vocabularies. The students could also arrange several sentences based on the pictures given. In the writing stage, the researcher shared pictures with the students and asked them to write a story and collect the assignment.

Based on the observation, a few students still made errors in using appropriate words and language features. However, on the other side, the students enjoyed exploring the picture series. It can be seen that some students were active and enthusiastic in expressing what they saw after seeing the pictures series and listening to the researcher's explanation. It is supported by Apsari (2017) that using picture series will interest and enjoy the students and give positive effects such as enthusiasm in the teaching and learning process.

The class situation in learning activities was described as follows: some students were busy with themselves and did other activities when starting their writing, such as talking with other students. The researcher interviewed the students to support the result of the student's writing ability in the first cycle. The following presents the students' statements in writing a recount text:

Viewing the existence of pictures is easy and facilitates the learning process because we can find out what is happening in the picture. However, it takes much work to make the sentence. It is hard to change verb 1 to verb 2. (A.F)

With the picture, we know what the situation in the picture is doing. It is just the difficulty when I have to find verb 2 from the clue of each picture to make a sentence. (A.S.N)

It is exciting because it is not boring and doing it is quite easy, and using picture series media, we feel energized and active doing the task. (D.S.S)

It helps develop ideas in writing each section/structure in the recount text. With a picture, I can see the subject's situation in the picture, where and what to do. (I.F)

With the picture being quite easy to understand and it is easier to develop the story from the picture series, the difficulty is paying more attention to the simple past tense to change verb 1 to verb 2. (T.P.R)

It helps me learn because applying this picture series provides clues. However, there are obstacles in verb 2, the simple past tense. I need clarification about determining the sentence. (N.A.H)

The reflection was done after the implementation of the actions in the first cycle had been conducted. In this cycle, the researcher found that some indicators, such as language features, had yet to be achieved. The students' difficulty was using the simple past tense in writing a text. However, the student's development of ideas in writing is improved. The students had no problem developing ideas using picture series to create a recount text. It is in line with Ekarista (2018) that picture series make students easier to get ideas. They can

only imagine briefly and develop their ideas in less time. It was also supported by Rohaniyah & Mari (2022) that using the picture series strategy in writing recount makes the students much progress. In other words, picture series positively affect students' ability to write English (Ramadhanty et al., 2021).

In conclusion, the first cycle did not successfully achieve the learning indicators. Therefore, the researcher needed to continue the second cycle. Then, the researcher planned to conduct the second cycle and observation to improve the student's writing ability to recount text using picture series.

Cycle II

In the second cycle, the researcher planned to have two meetings. This meeting was intended to improve the student's writing ability based on the reflection and result of the first cycle by improving the materials of recount texts. Based on the reflection in the first cycle, the researcher made some plans to be implemented some actions in the second cycle. In the first meeting, they provided simple past crosswords, practiced completing the story with the verbs given, and arranged pictures based on the text. While in the second meeting, they provided a recount text accompanied by a picture and five different picture series where the students were asked to write a story in a group.

The writing stage, held at the last cycle meeting, also improved three aspects of writing: purpose, structure, and language features. In the writing stage, the researcher shared five picture series with the students and asked them to write a story in groups. Students make a group to discuss and make a story based on the pictures, then write the story based on the discussion.

The data from observation showed that: (1) The students enthusiastically worked together in developing texts; (2) Some students actively discussed the picture series in their group; and (3) Improvements were seen in the students' writing stage. The students could write a story with more detailed information, make a longer paragraph with sufficient supporting details, and organize their story from beginning to ending. The students could make some opening sentences in various ways. They were more careful in constructing past sentences, especially in changing the verb 1 into verb 2 incorrect forms, and could use appropriate vocabulary.

The class situation in learning activities was described as follows: (1) The students were more active and enjoyed writing during the teaching-learning process in the second cycle. (2) They shared information by discussing what they saw in the picture and then wrote what they had discussed without wasting time. It is relevant to Apsari (2017) that cooperative learning can increase the amount of students' participation in the class. It also aligns with Yustika et al (2021) that picture series can make the students actively join the discussion in the teaching-learning process and share their knowledge and comprehension of the recount text given by the teacher.

After writing using picture series regularly, the students were interested and more motivated to write during the teaching-learning process in the second cycle. All respondents

said that using picture series media created fun learning activities. The interview result of the student below supports it:

It is fun, motivating, and easy because it is the first time I have learned to use a media picture series. (M.L)

It is enjoyable and helpful because I can determine how to correctly create and determine the recount text's structure with the picture. Moreover, we can discuss with the group to do tasks and be more able to blend in with our cohesiveness. The picture series also motivates me to compile a story because I see the incident firsthand when I see the series of pictures. (N.A.H)

The findings above showed that picture series as a learning media could increase students' engagement in a writing activity. It is in line with Defi (2022) that using picture series media, students can learn in a fun way and are more interested in learning to write.

It showed that learning to write a recount text using picture series as a learning media for the X MIPA 1 students at SMA YKM Tanjungsari has been successful. The result showed that the student's writing ability improved in each cycle, and the students have reached the indicator of success for students' recount writing scores. Their result was satisfactory because the picture series helped the students to develop their idea and their ability in writing. It can be concluded that students' writing ability is improved. Using picture series created a fun learning atmosphere and motivated the students to write.

D. Conclusion

Based on the results and discussion, the researchers have made some conclusions about implementing picture series as learning media to improve students writing ability in recount text. There is a significant difference in students writing ability before and after the action. The conclusions are presented as follows.

First, the pictures series can improve the student's writing ability. The improvement could be seen through some points. The first point is the improvement of their ability to develop ideas. The second point is that the student's progress can be seen from the achievement scores of the pre-test, cycle I, and cycle 2. In the pre-test, most students got scores in the fail categories, and just 6% got good categories. In the first cycle, 18% of students got excellent categories. In the second cycle, none reached 0-78, or 80% got excellent categories. The students' score result analysis appeared that the mean score in the pre-test was 38,9, in the first cycle 69,2, and reached 84,2 in the second cycle.

Second, implementing picture series improves the students' motivation to write a recount text. It is indicated that their attitude toward writing is positive. The students were active and enjoyed the teaching and learning process. They also enthusiastically explored the picture series given to write a story based on what they saw in the picture.

The conclusions are connected with two research objectives: (1) To find out the class situation during the implementation of picture series in teaching writing, and (2) To determine the improvement of students' ability to write recount text using picture series. In

the first cycle, the researcher discovered that some indicators, such as language features, had yet to be achieved. However, the student's development of ideas in writing improved when the teacher used picture series to create a recount text. In the second cycle, the picture series helped students develop their idea and ability to write a recount text. They can develop their ideas to make a story, the students writing ability in language features were improved, and the students were active and enthusiastic in the teaching and learning process.

Using picture series in teaching the writing of recount texts could effectively improve students' writing ability. The positive point of using picture series is that the students can develop their idea to write a story chronologically. Besides that, the students showed a positive attitude to the researcher's activities. In addition, using picture series can create a fun learning atmosphere and motivate students to write a recount text.

Based on the research, the researcher would like to give suggestions for the teacher and other researchers to be considered in teaching to improve the student's writing ability. The research is suggested in the following paragraph. In writing, the teacher should consider choosing an appropriate strategy, interesting media, and other ways suitable for the material and students' needs. One of the media to teach writing is picture series. Recommendations for further research are based on the limitations of this study. First, they must determine the time allocation in the teaching and learning process and be well prepared before carrying out the teaching and learning process. The researcher hopes that the results of this research can add knowledge and become practical considerations for their future teaching practices, especially the implementation of picture series in writing a recount text.

This research discusses implementing picture series as learning media to improve students writing ability in recount text at SMA YKM Tanjungsari. The researcher hopes that the results of this study can provide a deeper understanding of the implementation of picture series to improve writing ability and can be used as consideration for future policy making. The result of the research can be used as an additional or basis reference for other researchers, especially dealing with the teaching of writing at a different level, indicator, or in various genres of the material text.

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