

THE EFFECTIVENESS OF USING PICTURE SERIES IN TEACHING WRITING RECOUNT TEXT FOR THE SEVENTH GRADE STUDENTS AT MTs MANBAUL ULUM MOJOPUROGEDE

Thoyyibatul Munifah¹, Lailatul Masruroh², Ahmad Thoyyib Shofi³

English Language Education Program

^{1,2,3}Universitas Qomaruddin

Email: thoyyibatulmunifah2002@gmail.com, lailatulmasruroh@uqgresik.ac.id,
zhofi.thoyyib@gmail.com

ABSTRACT

The title of the research is The Effectiveness of Using Picture Series in Teaching Writing Recount Text for the Seventh Grade Students at Mts. Manbaul Ulum Mojopurogede. The problem of this research is to determine the significance of the effect of using the picture series in teaching writing recount texts for the seventh grade at MTs Manbaul Ulum Mojopurogede. The objective is to find out whether the picture series media is effective in teaching the writing of recount texts for the seventh grade at MTs Manbaul Ulum. The researcher uses the quantitative method by using a quasi-experimental research design. To collect the data, this research uses a pre-test, a treatment, and a post-test as the instruments, and the data was collected, processed, and the results were compared using a statistical test results table using the SPSS 26.0 application. The population and the sample of this research are all students in the seventh grade at MTs Manbaul Ulum in the academic year 2023-2024, of which there are 52 students. The result of this research shows that the use of picture series as a media to teach recount text writing skills can effectively increase students' writing skills, as confirmed by the t-test formula.

Keywords: *Effectiveness, Picture Series, Teaching Writing, Recount Text.*

INTRODUCTION

Language is a set of rules, unconsciously present in mind that enables mortal beings to represent and communicate meanings used symbols that are audible, visible or tactile (Delahunty and Garvey, 2010). A language can be used by numerous people has a different style of communication. Language style influence commerce in social life. It means language has a big impact on humans in understanding communication. Every language style has different

characteristic. Language style uses in different a situation. It can be characteristic in the situation itself. Language is a way to communicate between one person and another person. Communicate can be done if there's a source and a receiver using a signal system. People will use language when they've interlocutors in communication. In communication, people uses a different way to understand about content people talk. thus, communication is media to ameliorate language that use in communicate(Crystal David; 2013).

There are numerous kinds of language that are used to communicate. One of them is English. English as International Language has to be learned by people in the world. espoused from Mappiasse and Ahmad(2014), English come the most spoken languages in the world of moment. therefore, the capability in using English is veritably important for everyone. In Indonesia, English has been learned by Indonesian learners from middle seminaries into university as their mandatory assignment and must be learned by them(Haerazi, Vikasari, & Prayati; 2019). The purpose of learning English isn't only to understand its meaning but also to prepare generations to be suitable to complete encyclopedically using English well.Students should be understand of what English contains before learning it. Speaking, listening, reading, and writing are the four fundamental language skills that students should be taught to (Masruroh and Miladiyah, English 2023).

Besides, the development of learning in English requires students to master four skills namely reading, writing, listening, and speaking. Writing activities are widely used as a way to practice linguistic elements or to express things that are personal to students (Ghazali ; 2012). Furthermore, Ghazali states that the development of second language writing skills, the same as oral language skills, requires an understanding of how to combine linguistic components (knowledge of vocabulary, grammar, orthography, structure) in order to produce a text.

Teaching writing skills is seen as a challenging abilities. It involves constant efficiency and active thinking as ideas and thoughts are translated into written communication, as stated by Arifin (2014). In this research, the researcher use recount text as a material from teaching writing. Recount text is a

detailed narrative of past events, often presented in various forms such as newspaper reports, speeches, interviews, eyewitness accounts, and letters. The structure of a recount text involves orientation, where main characters are introduced and events are described, and reorientation, where personal comments are interspersed throughout the record. This approach helps to convey the smooth and seamless experience of the events.

For make it easier in writing recount text, the researcher use the picture series as a media. According to Aco Yaqub (2017), is the process of teaching students how to develop their writing skills using picture series in class activities. Students will be more interested in learning from picture series and will make an effort to understand the ideas that the pictures are trying to convey. Furthermore, picture series have numerous advantages for teaching writing, according to Puspitasari (2014). The first advantage is that it might assist students in gathering ideas and brainstorming for their writing. Simplified, inexpensive, and comparatively simple to obtain are more advantages.

Saputri (2014) the result of research is picture series can be used to improve the students' motivation in learning writing. The students' attitude toward writing is positive. Awaliah (2014) says that the students can produce better writing and also by using picture series it makes students more interested to create the sentence in writing narrative text which in unity, cohesive and clarity based on the picture series. Novita (2014) based on her teaching writing using picture series is suitable for students, students who are taught using picture series have higher scores.

Based on the previous statement, the researcher is interested in conducting experimental research with the title "The Effectiveness of Using Picture Series in Teaching Writing Recount Text for the Seventh Grade Students at Mts Manbaul Ulum Mojopurogede".

LITERATURE REVIEW

Teaching is a procedure that serves to guide students in life, especially to guide the development that students must carry out, explains Sardiman (2012).

The four main components of teaching English are speaking, listening, reading, and writing. For a variety of reasons, writing has been identified as the hardest skills for teachers to teach and for students to learn (Abkar Alkomidi et al, 2021).

Definition of Teaching

Sardiman (2012) argues that teaching guides students in life, guiding their development. Teaching English involves four core skills: speaking, listening, reading, and writing. Writing has become the most challenging skill for both students and teachers, as it is essential for their development.

The Nature of Writing

According to Suminar & Putri (2015), Writing involves expressing ideas and opinions in simple sentences and brief paragraphs, expressing anything possible or true. Writing is a communication tool that involves communicating thoughts, observations, and ideas in written form. It is imperative to master writing in order to understand English, (Jusman, et al, 2014). In our own language, writing is one of the skills that students have learned to apply in English. Students can also learn how to write well by expressing their thoughts, feelings, and opinions on paper.

The researcher ensures that an article has a purpose. There a purposes of writing According to Hartin in Syarifuddin (2012: 11) the purposes of writing includes are assignment purpose, Altruistic purpose, persuasive purpose, informational purpose, self-expressive purpose, creative purpose and problem solving purpose. So, in conclusion the purpose of writing is that it will be very helpful to remember some of the many things and activities that we might remember from writing.

The types of writing that must be taught in junior high schools are as follows, in accordance with the competency requirements and basic competencies recommended by the government (Rojas, 2010): procedue text, descriptive text, recount text and narrative text. Writing is a continuous creative process that never ends. People have considered what to say and how to say it before they start writing. Writing is an activity. If someone wants to write something and create

perfect writing, they must be familiar with the writing process Oshima (2013). The writing process is shown below.

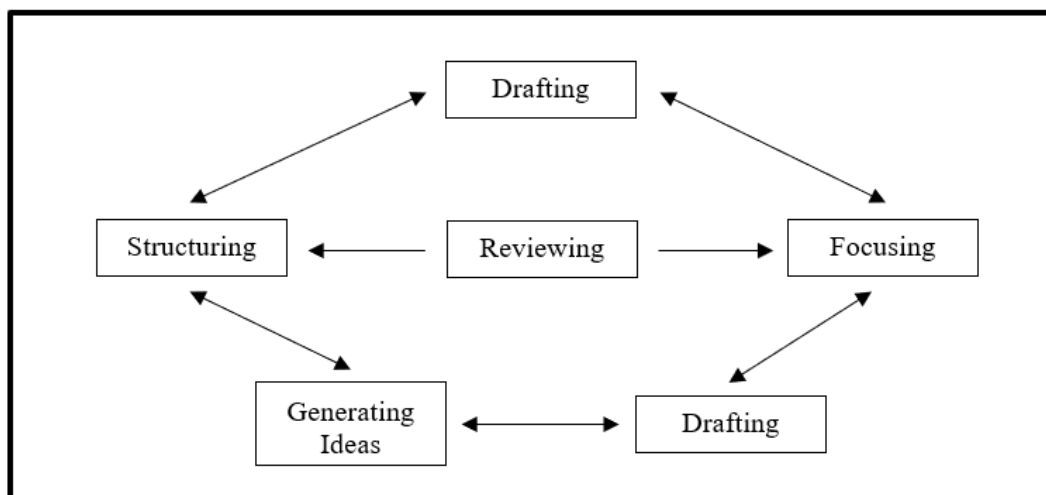


Figure 2.1: White and Arndt's process Writing model source: (Harmer: 2001)

Teaching Writing

According to Aco Yaqub (2017) teaching writing is process to help the student how to develop the student's writing skill in the classroom activity by using picture series. By showing picture series, the students will be more interested to get some information from them and they will try to understand what the pictures tell about. Furthermore, according to Puspitasari (2014) picture series also gives many benefits in teaching writing. The first benefit is it can help the students to brainstorm and to gather the idea that they need for writing. Another benefits is it simple, does not costly, and relatively easy to get. Therefore, effective writing requires several things, such as a high level of organization in terms of the development and organization of ideas, information and arguments.

According to Arifin (2014) writing is considered as difficult skill to learn. It requires active thinking throughout a continuous productive process in which thoughts and ideas are transferred into written communication. The Writing Teachers' Strategy Guide by Peha (2010:6) states that good writing comes from strong feeling and strong feeling comes from things we like and things we hate,

good writing comes from life experience, and the life experiences we know are the typical things we do every day and the unusual things that happen to us maybe only once or twice in our entire lives. So, pick only the best topics and be specific if you can. On the other hand, the education article by Cox (2019) states that writing is an essential tool for learning, and when the students realize that writing is simply another way of communicating through a pencil versus your lips, it will make that much more of sense to them. Beside that, in activitis teaching writing there are four steps thatr should be done by researcher, there are prewriting, planning, writing and revising draft, and last is writing the final draft.

Recount Text

Recount text is one of the various types of text that students should comprehend. A recount text describes a part of the experience(Masruroh and Miladiyah 2023). It does not expose the struggle on how to make happen. The event happened smoothly. To some extends, actually the recount text are not limited to talk about someone's experience only. They have many kinds of form, for example newspaper report, conversations speeches, television interviews, eyewitness accounts, and letters. For constructing a written recount text, there are orientation, event, reorientation

Media

Media is used to make easy and make faster about learning process at the school and the others. According to Collins (2010) media is all the means of communication, as newspapers, radio, and TV, that provide, etc., usually along with advertising. In another hand, Media is communication channels that is disseminated through news, entertainment, education, data, or promosional message (Dasgupta, 2018; 11). there are many formats about modern media, they are print media (books, magazines, news papers), television, movies, video games, music, cell phones, various kinds of software, and the internet (Allison, 2014).

Picture Series

Ariningsih (2010) said that, by using picture series can help the teaching and

learning process run well and also can give motivate the learners to write, because it attracts their interest and help them understand ideas and acquire information and overcome the limitation of time, size, and space.

RESEARCH METHOD

This research uses quantitative research. According to Sugiyono (2019:15), a quantitative method is a research method used to investigate a particular population or sample; collecting data uses research instruments and analyzing data of a quantitative or statistical nature with the aim of describing and testing a hypothesis that has been established. In this research, the researcher uses the experimental research that has been conducted in the quasi-experimental research design. The researcher uses quasi-experimental research as a design because he wants to know the different effects between the experimental classes that have been taught by using picture series and the control classes that have been taught without using picture series.

The population of this research is the seventh graders at MTs. Manbaul Ulum in the academic year 2023-2024. Therefore, the researcher chooses VII-A, which consists of 25 students, as the experimental group is taught using picture series. While class VII-B, also consisting of 27 students, is selected as the control group of this study, which is taught without using picture series,

In this research, the researcher collected the data by giving a test after and before treatment for the experiment class. But for the control class, just two tests were given without treatment. Beside that, there is an observation checklist for two treatments in the experiment class, which aims to monitor performance compatibility with planning objectives. Both of these checklists are filled out by the collaborator or the English teacher in the school. This approach provides a more comprehensive perspective for researchers to assess the implementation of the research.

FINDINGSANDDISCUSSION

In the first phase of the research, each class will be given a pre-test which contains an order to write 5 sentences describing a series of pictures. At the end of the research, each class was then given a post-test to compare the results between the Experimental Class and the Control Class. Furthermore, the data was collected, processed, and the results were compared using a statistical test results table using the SPSS 26.0 application.

The pre-test results of students' writing ability in the experimental class showed the lowest score is 50 and the highest score is 95. Meanwhile, the pre-test results of students' writing ability in the control class showed the lowest score of 50 and the highest score of 98. Descriptive statistics regarding the pre-test scores of the experimental and control classes are presented in Table 1.

Table 1. Descriptive Statistics of Pre-test of Experimental class and Control class

	Descriptive Statistic				
	N	Min	Max	Mean	Std. Deviation
Pre-Test Experiment Class	25	50	95	69,80	13,500
Pre-Test Control Class	27	50	98	76,59	14,088

From the pre-test results, the writing skills of the experimental class students had a mean score of 69,80 with a standard deviation of 13,500. Meanwhile, the writing skills of the control class students had a mean score of 76,59 with a standard deviation of 14,088. After the treatment, both classes were given a post-test. The results of the post-test of writing skills in the experimental class showed that the lowest score was 80 and the highest score was 100. Meanwhile, the results of the post-test of writing skills in the control class showed that the lowest score was 60 and the highest score was 90. More information can be found in Table 2.

Table 2. Descriptive Statistics of Post-test of Experimental class and Control class

Descriptive Statistic					
	N	Min	Max	Mean	Std. Deviation
Post-Test Experiment Class	25	80	100	89,32	5,313
Post-Test Control Class	27	60	90	76,85	6,815

Based on data from the post-test results of writing skills in the experimental class, the mean score is 89.32 with a standard deviation of 5.313. Meanwhile, the post-test results of writing skills in the control class showed a mean score of 76.85 with a standard deviation of 6.815.

The data will be statistically tested using SPSS 26.0, starting with the normality test to determine if the data meets the normal distribution assumption. If it does, a homogeneity test will be conducted. The Shapiro-Wilk test results for the experimental class for the writing skill test show a significance value of $0.111 > 0.05$, while the control class test results show a significance value of $0.068 > 0.05$. Therefore, H_0 is accepted, indicating that both data are normally distributed. More information can be found in Table 3.

Table 3. Normality Test of Experimental and Control Classes in the form of Pre-test

		Tests of Normality		
Class		Statistic	Shapiro-Wilk df	Sig.
Score Pre-Test	Experiment Class	,935	25	,111
	Control Class	,930	27	,068

a. Lilliefors Significance Correction

Based on the normality test results, the experimental class writing skills test (post-test) shows that the Shapiro-Wilk significance value is $0.491 > 0.05$. While in the control class (post-test), the Shapiro-Wilk significance value is $0.558 > 0.05$. Thus, H_0 it can be concluded that it is accepted, which means that both data are normally distributed. More information can be found in Table 4.

Table 4. Normality Test of Experimental and Control Classes in the form of Post-test

		Tests of Normality		
Score Post-Test	Class	Statistic	Shapiro-Wilk	
			df	Sig.
	Experiment Class	,924	25	,064
	Control Class	,944	27	,156

a. Lilliefors Significance Correction

The normality test results indicate normal distribution of all data. The homogeneity test determines if the variances of the experimental and control classes are homogeneous. The test for recount text writing ability in the experimental class yielded a significance value of $0,213 > 0,05$, indicating homogeneous variances in both data groups. Further details can be found in Table 5.

Table 5. Homogeneity Test of Experimental Class and Control Class in the form of Post-test

		Test of Homogeneity of Variance	
Score Post-Test		Levene Statistic	Sig.
		Based on Mean	1.588
	Based on Median	1.056	.309
	Based on Median and with adjusted df	1.056	.310
	Based on trimmed mean	1.539	.221

After the normality test and homogeneity test are completed, the next step is the T-test. The T-test is used to find out if there is an effect of using picture series media on the ability to write recount text. The test criteria are: $H_0: \mu_1 = \mu_2$, there is no effect on the skill of writing recount text by using picture series media. If $H_0: \mu_1 \neq \mu_2$, there is an effect on the skill of writing recount text by using picture series media.

From the table of post-test results of experimental and control class, it is found that the significance value (2-tailed) is 0.051 0.05. Therefore, it can be concluded that H_0 is rejected, which indicates the effect of teaching writing recount text using picture series as media. More information can be found in

Table 7.

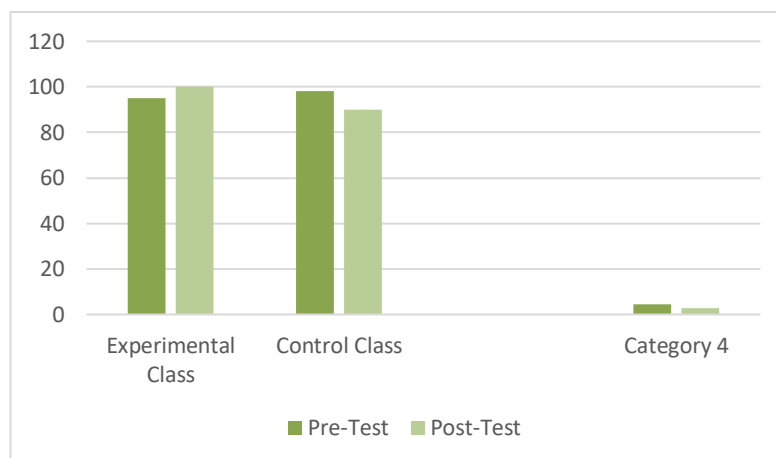
Table 7. Hypothesis Test Results of Experimental class and Control class in the form of post-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score Post-Test	Equal variances assumed	1.588	.213	7.316	50	.000	12.468	1.704	9.045	15.891
	Equal variances not assumed			7.387	48.635	.000	12.468	1.688	9.076	15.861

Based on the results of descriptive analysis, the mean value of recount text writing skills in the experimental class before treatment was 69.80, while in the control class it was 76,59. However, after treatment, both experimental and control class showed an improvement in the mean score, with the experimental class getting a higher mean score than the control class. This can be seen in the table of descriptive analysis results, where the average score of the skill to write recount text for the experimental class is 89,32, while for the control class is 76,85.

Graph1:Score Pre-Test and Post Test 2 Class



CONCLUSION

The conclusion of this research is the results showed that there is an effectiveness of teaching writing recount text with the use of picture series as media on students' recount text writing skills. The data obtained in this chapter shows that the mean score of students' recount text writing skills in the experimental class is 89.32 which means quite good. while in the control class the skills in writing recount text is 76.85 which means good. Most students struggled to form complete sentences, spell correctly, and had limited vocabulary which led to the use of repetitive words in their writing. The test results also showed that all students had little difficulty in writing recount texts, especially during the pre-test.

REFERENCES

- Allison, MA. (2014). *What is a Type of Media. Information Technology*. University of Franchecombe
- Ariningsih, D. (2010). *The effectiveness of using picture series to improve the students' writing skill viewed from their learning motivation*. Universitas Sebelas Maret.
- Collins, H, 2010. *Creative research: The theory and practice of research for the creative industries*. Lausanne: AVA Publishing SA
- Cox, 2019. *Sample Essay Rubric for Elementary Teachers*
- Crystal, D. (2011). *Language and the Internet*. Cambridge University Press
- Delahunty and Garvey (2010). *The English Language: from Sound to Sense*(2010)

- Jusman, Y., Ng, S. C., & Abu Osman, N. A. (2014). Intelligent screening systems for cervical cancer. *The Scientific World Journal*, 2014.
- Mappiasse, & Ahmad. (2014). Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review. Canadian Center of Science and Education, 7(10). <http://dx.doi.org/10.5539/elt.v7n10p113>.
- Masruroh, L., & Miladiyah, N. (2023). English Teacher's Strategy in Teaching Writing. *Lingual: Journal of Language and Culture*, 16(2), 39. <https://doi.org/10.24843/ljlc.2023.v16.i02.p05>
- Masruroh, L., ArinalHaqq, Mazidah, E. N. Improving Writing Ability of The Tenth Graders Through Guided Question Technique. *Lingual: Journal of English Language and Pedagogy*, 2(1). <https://doi:10.33830/ijelp.v1i2.6453>
- Haerazi, H., Prayati, Z., & Vikasari, R. M. 2019. *Practicing Contextual Teaching and Learning (CTL) Approach to Improve Students' Reading Comprehension in Relation to Motivation*. English Review: Journal of English Education, 8(1), 139146
- Harmer (2001) 'How to Teach English: An Introduction to the Practice of Language Teaching', in. England: Longman
- Oshima, A., & Houge. 2013 *An Introduction to Academic Writing (3rd ed.)*. New York, NY Pearson Education, Inc.
- Puspitasari, 2014. *The Use of Picture Series to Improve Writing Skills of Tenth Grade Students of SMAN 1 Srandakan In Writing Narrative Text In The Academic Year 2013/2014*
- Rapta, 2018. *What is The Types of Media*. Studied Banaras Hindu University. 20 November 2018
- Sardiman. (2012). *Interaksi & Motivasi Belajar*. Jakarta.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif Dan R & D*. Bandung: Alfabeta.
- Suminar, R. P., & Putri, G. (2018). *The effectiveness of TTW (Think-Talk-Write) strategy in teaching writing descriptive text*. Academic Journal Perspective: Education, Language, and Literature, 2(2), 300-305.