

## PICTURES SERIES TO TEACH WRITING RECOUNT TEXT FOR TENTH GRADE OF MADRASAH ALIYAH

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### Abstract

This research aims to measure the effectiveness of using series of images to teach students writing skills in recount text in the tenth grade of MA Darul Ulum Ngabar Mojokerto academic year 2023/2024. The sample in this study was all 25 students of class XB, taken using a saturated sampling technique, so that the entire population could be used as a research sample in writing recount texts for tenth grade students at Madrasah Aliyah Darul Ulum Ngabar Jetis Mojokerto. Data collection in this research used pretest and posttest research instruments. The average value from the pretest was 58.48, while the average value after using images the series from the posttest was 81. Based on the results of the discussion above, it

can be concluded that the picture series strategy is effective for the writing skills of class X students at MA Darul Ulum Ngabar for the 2023/2024 academic year.

**Keywords:** Picture Series, Recount Text, Writing Ability

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### INTRODUCTION

Education is a very important science in achieving a country's level of progress. One of the developed countries can be seen from the high quality of education. One branch of compulsory education in the learning curriculum in Indonesia

is English education which is designated as an international language. Language is used as a vital communication tool in life. Through language a person can interact with other people. With language, someone can express their thoughts in the form of writing or written work.

Madrasah Aliyah Darul Ulum Ngabar is an educational institution that was founded with the aim of educating the nation's children in order to create a generation that is intelligent and has noble morals. This educational institution that upholds Islamic values does not only provide its students or students with religious education. Students are also provided with general learning provisions in accordance with Ministry regulations. One form of education that is also instilled is English language skills.

Learning a language aims to provide skills including listening, speaking, reading and writing skills which are related to each

other. According to Hafman (2022), writing is the activity of expressing one's thoughts, ideas and feelings expressed in written language. In another sense, writing is the activity of expressing thoughts and feelings in written form which is expected to be understood by readers and functions as a direct communication tool. According to Tarigan (2018:4), this writing skill does not appear by itself, but must go through a lot of practice and practice. Thus we can emphasize that the definition of writing is someone's activity of conveying ideas to the reader in written language so that the reader can understand them. Writing skills are taught with the aim that students can have the ability to express their ideas, thoughts, experiences and opinions correctly. Frequency and regularity in writing practice provides opportunities for students to write better quality. Writing practice should take place in an actual and functional context

so that writing assignments can provide real benefits in life.

Problems that occur regarding writing skills in class are because students are less interested in writing, generally this is because the teacher's approach process tends to be monotonous. This causes students to quickly feel bored and students become lazy in following lessons so that student learning outcomes are less than satisfactory. Someone can have good writing skills if they are able to know vocabulary according to writing rules.

There are many languages used as a means of communication and one of the languages designated as an international language is English. English as a foreign language has been included in the education curriculum in Indonesia. Learning English is not only an effort by the government to improve the quality of Indonesia's human resources, especially student knowledge, but also as capital for

students to face future challenges that require students to actively speak English both orally and in writing. Writing skills are an effort to express the thoughts and feelings that exist within the language user. The use of written language can express feelings or thoughts in writing, because a person has more opportunity to prepare and organize himself, both in terms of what will be expressed and writing is also a way of expressing messages that need to be expressed correctly. In general, in schools in Indonesia, English is usually taught as a foreign language and is also a subject that is sometimes feared due to lack of mastery of the language. For students who have never known English, it will certainly feel foreign. Then, teaching English to students is a challenge for teachers so that students can understand English well. Because English lessons can be interesting lessons as long as the teacher can provide good and easy to understand explanations.

So that students can receive and understand it well and then apply it in their activities, such as the problem faced in class ten, namely the lack of recount text writing skills, so the teaching that will be delivered must be interesting.

In this case, the focus of the research is recount text. According to Melalolin, et al (2020), recount text is a type of text that functions to retell events that have occurred within a certain period of time and usually these events are written in a structured time series. Writing recount text begins by telling the characters in the story, how the event began, where and when the event occurred. Recount texts are written with the aim of providing information, entertaining the reader or both, namely providing information and entertaining the reader.

The characteristics of recount text can be seen from the use of past tense, focus on telling people or events, use of conjunctions and time connectors,

use of verbs, use of adverbs and adverbial phrases to express time, place and manner. The preparation of recount text also has three main structures in writing, starting from orientation, events, and conclusions.

In this process, students are required to find ideas and predict the design of the text to be written. To make it easier for students to write recount text, you can use a series of pictures. According to Yugafiati (2023), the use of a series of pictures is a teaching tool that is considered successful in increasing student enthusiasm.

This picture series was chosen to inspire students in writing recount text because it looks attractive and makes it easier for students to organize a series of events. The researcher believes that using the picture series strategy in writing recount text can motivate and create students' self-confidence because when learning using pictures, imagination, innovation and ideas will easily emerge, therefore the

researcher chose this strategy because it is interesting to do.

Based on the background of this research, the problem of this research is that the post test scores of students who were taught using picture series media had better scores compared to their pretest scores in writing recount text. Therefore, based on the research problem, the objective of this research is to measure the effectiveness of using series of images in recount text among tenth grade students at MA Darul Ulum Ngabar in the 2023/2024 academic year.

## **LITERATURE REVIEW**

The picture series is a learning method that uses pictures to write text. This method aims to make it easier to understand a text and also helps improve writing skills. According to Wening (2016), a series of images used as a medium for teaching writing can help students generate ideas in determining the theme and information they want

to write. The image should be simple and unambiguous. According to Wahyudi, et al (2019), through the media of a series of images, students can develop skills in seeing messages implied in images, develop students' imaginative power, train students' accuracy and accuracy in paying attention to things, and can help students translate messages from visual form into form of words. According to Wening (2016), the procedure for applying a series of images in teaching writing: 1) The first step is Building Knowledge of the Field (BKoF), 2) The second step is Modeling of the Text (MoT), 3) The third step is Joint Construction of the Text (JCoT), 4) The fourth stage is Independent Construction of the Text (ICoT).

According to Lidyawati (2016) As an interesting media, picture series have some advantages. Picture series that will be presented in teaching process can be made by a teacher or himself or take a book,

magazine, internet or other sources. The picture series that will be used have to be adjusted with students' knowledge level and with the materials which will be delivered. Based on the explanations above, it can be concluded that the position of picture series in solving the problems of writing in these four terms below.

Firstly, it is overcoming lacking of vocabulary. Picture series can promote many vocabularies for the students. We know that the actions on the picture and other details of the pictures, of course can add the new vocabularies for them.

Secondly, it is reducing grammatical mistake. From the picture series the teacher can mention some action verbs and ask the students to make the sentences based on the words in past form.

Thirdly, it is generating idea organization. Some students often think that it is hard to get an idea to build their sentence. And

here picture series contain of many actions that can be applied as idea or to provoke the students in imagining something, so the students do not get stuck in the middle of writing because they know what they should do first, after, and then, and so on.

Unfortunately, picture series also has some disadvantages that may be able to distract the focus of the students to the main aim of the learning. The disadvantages are explained as follows. Firstly, the limited size of the pictures is not suitable for big audience. Secondly, picture series only focus on sense of sight. Thirdly, it can make the students uncreative because picture series consist some sequences so in writing the text, the students just follow the sequences of picture series without thinking creatively. Fourth, picture series are only used for beginners.

Besides the advantages and the disadvantages of picture series, this method is also giving benefits to the english learning.

The benefits are mentioned as follows. Picture series is one method for learning to improve writing skills, because with a method in learning, students will feel interested and active in participating in learning activities and there are several ideas from several researchers for the benefits of using the picture series method.

According to Wahyudi, et al (2019), through the media of series of images, it can develop students' skills in seeing messages implicit in images, develop students' imaginative power, train students' accuracy and precision in paying attention to things, and can help students in translating messages from visual form into form of words. Meanwhile, according to Wibowo (2020), the use of serial image media was also found to be able to answer the characteristics of students who prefer to watch and imitate what is observed as a form of expression and the use of serial image media was felt to be able to

answer the challenges of the times in accordance with modern world life where learning is active for students (student centre). And the conclusion of the benefits of using the picture series method is that with this method it is easy for students to imagine, describe ideas or concepts to improve writing skills.

In this research, picture series was used in teaching writing. Writing is a series of activities for a person to express an idea, scientific knowledge in written language and writing is also an important activity to learn. Meanwhile, Recount text is text that retells events or experiences in the past. According to Dalman in Helaluddin (2020:2), writing is a communication activity in the form of conveying ideas, messages and information in writing to other parties using written language. In general, writing has four stages, namely prewriting, concept writing, revision, and finally editing. There are several aspects to writing skills, according

to Heaton in Inayah (2016) proposed five aspects. They are content, organization, vocabulary, use of language, and mechanic.

Content is related to the process of generating ideas and providing supporting details. Each paragraph of writing must contain a main idea and supporting details. The main idea in a paragraph can be stated implicitly or explicitly. The content should be knowledgeable, substantive, and relevant to the assigned topic.

Organization in writing is not just putting pen to paper or writing down ideas but it is how these ideas are presented or expressed effectively. The ideas in writing should be stated clearly, well-organized in logical sequence and cohesive. Therefore, good writing is coherent and cohesive.

For vocabulary in writing, it demands that the writer makes careful choices of words. A writer has to be able to use words effectively, masters word formations and uses certain

words according to their appropriateness. In addition, a writer is required to master a lot of vocabulary since lack of them can also impede the process of writing. Good writing must have good collocation.

Language use includes the mastery of grammar and sentence construction. A writer is required to use correct grammar, such as, correct agreement, tense, word order, articles, pronouns, and preposition. Moreover, writers are required to have knowledge about the rules for sentence construction.

Mechanics is the term used to describe the technical aspects of writing. Error free writing requires the use of correct mechanics which includes spelling, punctuation, capitalization, and paragraphing. Good mechanics makes writing easy to read and attracts more readers.

In writing activities there are also stages for someone to create written works. According



to Dalman (2018), writing generally consists of three stages. The following are the stages in writing: 1) Pre-writing, 2) Writing, 3) Post-writing.

First stage is pre-writing. This stage where the students prepares to collect information, formulate problems, determine focus, manage information, draw interpretations of the reality at hand, and so on which can enrich cognitive input to be processed further. In this stage too, the author is involved in the activity of selecting topics, setting goals and objectives, gathering material and information, and organizing these ideas or notions in the form of an essay framework.

The second stage is writing. At this stage, the writer tries to develop the points of ideas contained in the essay framework by utilizing the material or information that has been selected and collected. As well as arrange various ideas simply in various forms that are useful for the arrangement of the essays are

made.

The structure of the essay consists of three parts, namely the beginning, the content, and the end. The initial part of the essay serves to introduce and lead the reader to the subject matter that is made. The content section serves to present the topic discussion or the main idea of the essay, the points that can explain or support the idea such as information, evidence, reasons, and even illustrations. The last is the final part of the essay which serves to return the reader to the main ideas and emphasis on important ideas.

The third stage is post writing. The post writing stage is also called the refining stage of the resulting blur, its activities are in the form of editing and revision. Editing is a process of correcting or examining the mechanical elements of an essay, such as spelling, diction, language style, and other writing conventions. Meanwhile, revision is a process that is more directed at examining

or improving the contents an essay. The following are ways it can be done in editing or revision activities, namely (1) Reading the entire essay (2) Scanning important points that need improvement (3) Making improvements according to the findings during editing.

Recount text is a type of text that tells the reader again about something that has happened or relates past events with the aim of providing information or entertaining the reader. According to Anderson in Imrohatin (2020:22), recount is a text that retells events with the aim of giving the audience an idea of what happened, when it happened, and why it happened. Recount texts can contain factual information, such as new stories or procedural information, telling about family holidays, and so on. According to Aprilina (2021), generic structure is the general form of a genre where each genre has its own generic structure. There are three general structures

for rewriting a story: 1) Orientation is an introduction at the beginning of the paragraph, 2) Events are a series of events that will be written to inform the reader, 3) Reorientation which is optional and usually contains an impression message for the reader.

Recount text also has some language features. The first is the tense that is used in the text is past tense. Recounts are written in the past tense because the event or experience has already happened. The second is chronological order. Recounts are usually told in chronological order. The chronological orders usually use adverbs which are used in recount text for example, "firstly", "next", "then", and "finally" can be used to signal the order of events. The third is descriptive language. Adverbs and adjectives can be used to bring the event or experience to life. The fourth is personal participant. A personal participant is an individual who is involved in an activity or event,

but is not representing a specific organization or company. The term is often used to distinguish individual participants from those who are representing a society. In writing, personal participant is a term used in recount texts to refer to the characters or individuals in a story. Examples of personal participants include "I", "my friends", "my husband", "my group", and "my family". Personal participants are usually introduced in the orientation section of a recount text. The fifth is action verb. An action verb is a verb that describes the action performed by the subject of a sentence. Action verbs can be described both physical and mental actions. For example, "I run" and "Let's think about the problem" are both action verbs.

According to Sianipar (2020), various types of recount text can be seen from two aspects, they are personal recount and factual recount.

First, in the personal recount. It is a recount text that

serves to tell about the author's personal experience. Which is a retelling of an activity involving the author or speaker personally, accompanied by comments and anecdotes that are personal and emotional and can take the form of an oral story, letter, or diary entry. This is a narrative writing style in which the author shares his or her own thoughts, feelings, and observations about a particular event or occurrence. Personal storytelling often takes the form of storytelling, with the aim of entertaining, informing, or reflecting on past experiences. Written in the first person using personal pronouns, I and we. Details about who, what, when, where, and sometimes why are included, but the order of recounts may change.

The second can be seen in the factual recount. It is a recount text that serves to present reports of events that actually happened, such as science experiment reports or police reports. Which records the details

of an accident. This recount is a form of writing that provides an accurate and objective explanation of past events or experiences. In contrast to a personal recount that involves the writer's perspective and emotions, a factual recount presents information in a straightforward and impartial manner, focusing on the facts and details of the incident. It may be presented in the form of historical recounts, science experiments, traffic reports, sports reports, or in films, television, and videos. The last, it can be seen in an imaginative recount. It is a type of recount text that serves to present an imaginative story. Where this recount takes on an imaginary role and provides details of events and a form of writing that combines elements of storytelling and creativity with the experience of presenting events objectively and accurately, imaginative recounting allows the writer to use his imagination to add elements of fiction, emotion, and

creative embellishment to the story.

## **METHOD**

This research methodology is a quantitative approach using pre-experimental methods. The population in this study were students of class XB MA Darul Ulum Ngabar Jetis Mojokerto. While the sample is part of the population whose data is owned by the researcher, often selected randomly. The sample in this study was all students of class XB totaling 25 students, who were taken using saturated sampling techniques, so that the entire population can be used as a research sample to write recount texts for tenth grade students at Madrasah Aliyah Darul Ulum Ngabar Jetis Mojokerto. The data source was taken from the pretest first and continued with treatment using the picture series method and after the treatment was given a post-test was given to find out the results. This research data was obtained from test results on class X students of Madrasah Aliyah Darul Ulum Ngabar with two

types of tests. Namely pre-test and post-test.

For the pre-test the researcher gave the students an assignment to write a recount text about personal experiences. And for the post test the researcher gave the students an assignment to write a recount text about "Traveling by Train" using a picture series method. Researchers used a pre-test to measure students' learning achievement in writing recount texts before being given treatment, and a post-test to measure learning achievement after being given treatment.

The procedure in this research has three stages in data management, namely by using pre-test, treatment and post-test. At the first meeting, a pre-test was given to the students with the aim of finding out the students' abilities before treatment was carried out. The form of the test is an essay where students write a recount text with a theme of personal experience.

At the second meeting or first treatment, the researcher gave a handout in the form of a recount text to the students. In this part the researcher took a type of recount text in the form of "personal recount". After that, the researcher asked the students about the story and discussed it together and the researcher explained about recount text, its general structure and linguistic characteristics.

At the third meeting or second treatment, the researcher asked first about their knowledge of the recount text. Next, the researcher invited students to use the series drawing method to discuss the topic. Researchers give one topic to students and have to discuss it with them in the form of recount text according to the examples that have been given. At the end of the meeting, the author provides motivation to students and stimulates students to conclude the material.

Then at the fourth meeting there was a post-test in the experimental class to measure the

average score for understanding writing recount text after being given treatment, and also to find out the final results. On this occasion the author provides a topic using the series drawing method. The topic "Traveling by Train" is written in recount text.

This research was obtained from test results on grade 10 students of Madrasah Aliyah Darul Ulum Ngabar. In this study there were two types of tests. Namely pre-test and post-test. Researchers used a pre-test to measure students' learning achievement in writing recount text before being given treatment, and a post-test to measure learning achievement after being given treatment.

## **RESEARCH AND DISCUSSION**

To find out the results of the method of teaching writing skills using the series drawing strategy, researchers processed the data after the pre-test and post-test data were collected. Researchers used the t test and the SPSS version 24 program to determine

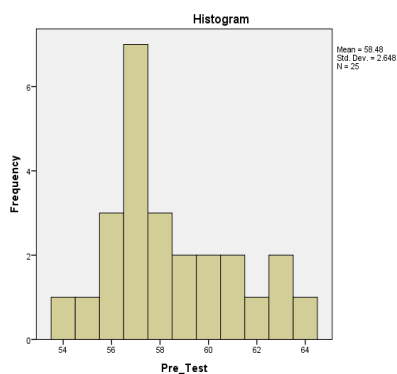
effectiveness and get stronger conclusions because the t test was taken from the test results. And to analyze the data, researchers used three tests, namely: descriptive statistical test, normality test, hypothesis test (t test).

Based on the results of descriptive statistical tests from the 25 students tested, the results of descriptive statistical tests obtained an average pre-test score of 58.48 with a standard deviation of 2.648. Meanwhile, the average post-test score was 81.52 with a standard deviation of 2.238.

The normality test is used to show that the samples taken are normally distributed. According to Widodo, et al (2023:99) regarding the normality test, several statisticians state that if the number of samples studied is greater than 100 then use the Kolmogorov-Smirnov test. And if the number of samples studied is less than 100 then Shapiro-Wilk is used. The normality test in this study used the Shapiro-Wilk method because the sample size

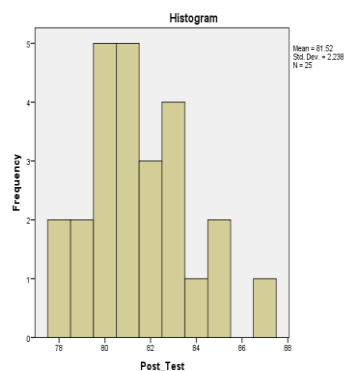
was small, under 50. The criteria for the Shapiro-Wilk test are if the significance is  $> 0.05$  then the data is normally distributed. Conversely, if the significance value is  $< 0.05$  then the data is not normally distributed.

The results of the normality test obtained from Shapiro-Wilk



**Figure 1 Pre-Test Normality Test Graph**

Source: SPSS 24 data processed by researchers, 2024



data showed a pre-test significance value of  $0.124 > 0.05$ , and a post-test significance value of  $0.371 > 0.05$ . So it can be concluded that the data tested is normally distributed. The graph of the normality test results table is as follows:

**Figure 2 Post-Test Normality Test Graph**

Source: SPSS 24 data processed by researchers, 2024

After ensuring that the data is normally distributed through a normality test, the next step is to carry out a t test to test the research hypothesis. The hypothesis of this research states that there is a significant influence of using the picture series method on students' ability to write recount text at MA Darul Ulum Ngabar Jetis Mojokerto. This t test will be carried out to find out whether the ability to write recount text is significant for students taught using the picture series method.

The t test is used to test the truth of a hypothesis. The t test uses the calculated t value level  $> t$  table. In this study, the t table was obtained at 2.064. The level of calculation of decision making from the t test results is with the following conditions: (1) If the Sig value. (2-tailed)  $< 0.05$ , then there is a significant influence between learning outcomes on pretest and posttest data. (2) If the Sig. (2-tailed)  $> 0.05$ , so there is no significant influence between learning outcomes on pretest and posttest data.

The results of the partial test (t test) above can be obtained with a calculated t value of -42.667 with a significance value of 0.000. This shows that t count  $>$  from t table or  $42.667 > 2.064$  with Sig. (2-tailed) of  $0.000 < 0.05$ . So it can be concluded that there is a significant influence between the learning outcomes using the picture series method on the ability to write recount text on the pretest and posttest data of class 10 students at

MA Darul Ulum Ngabar Jetis Mojokerto.

Based on the results of the hypothesis test, the t value obtained  $> t$  table or  $42.667 > 2.064$  with a sig value ( $0.000 < 0.05$ ) is smaller than the 5% significance level ( $\alpha = 0.05$ ), so it can be concluded that the use of the picture series strategy tends to provide effect on increasing students' thinking abilities in writing recount paragraphs. So, the results above have succeeded in proving several theories put forward in this research which believe that implementing the series drawing strategy can be the right solution in teaching writing.

## CONCLUSION

Based on the research results, researchers want to draw conclusions. This research produced significant findings, namely that the picture series strategy was proven to be more effective in improving students' ability to write recount text. This is proven by the sig value (0.000)



which is much smaller than the 5% significance level ( $\alpha = 0.05$ ). This very small sig value indicates that there is a very significant difference between the students' pre-test and post-test scores. It was also found that the students' overall post-test scores were higher than the pre-test scores. This increase in scores shows that the strategy of using a series of pictures was successful in improving students' ability to write recount text.

Using the series drawing method is one learning method to improve writing skills, because with this learning method students will feel interested and active in participating in learning activities and there are several thoughts from several researchers regarding the benefits of using the series drawing method. This article can be a reference for future researchers who want to research the same field of study or develop teaching and learning media.

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