# THE USE OF PICTURE SERIES FOR TEACHING WRITING OF RECOUNT TEXT

## AN ARTICLE

**By:**
**MUTMAINNAH**
**NIMF1022131037**

**ENGLISH EDUCATION STUDY PROGRAM**
**LANGUAGE AND ARTS EDUCATION DEPARTMENT**
**TEACHER TRAINING AND EDUCATION FACULTY**
**TANJUNGPURA UNIVERSITY PONTIANAK**
**2018**

# THE USE OF PICTURE SERIES FOR TEACHING WRITING OF RECOUNT TEXT

## AN ARTICLE

**By:**
**Mutmainnah**
**NIM. F1022131037**

**Approved by:**

**Supervisor I**

**Dr. Albert Rufinus, MA**
NIP. 195208031983031001

**Supervisor II**

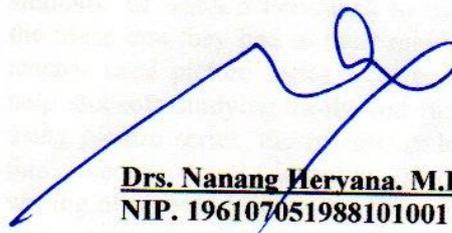**Dr. Iwan Supardi, M. AppLing**
NIP. 196612261994031004

**Legalized by:**

**Dean of Teacher Training
and Education Faculty**

**Dr. H. Martono, M. Pd**
NIP. 196803161994031014

**Chairperson of Language
and Arts Education Faculty**

**Drs. Nanang Heryana. M.Pd**
NIP. 196107051988101001

# THE USE OF PICTURE SERIES FOR TEACHING WRITING OF RECOUNT TEXT

**Mutmainnah, Albert Rufinus, Iwan Supardi**
English Language Education Study Program of Teacher Training and Education Faculty of
Universitas Tanjungpura Pontianak
*Email: mbakmuthmainah952@gmail.com*

## Abstract

This research is aimed to investigate whether or not the use of picture series affect the students' writing of recount text and to find out the effect size of the improvement of students' writing of recount text after being taught using picture series of the tenth grade students of SMA Negeri 5 Pontianak. The form of this research is pre-experimental study with one group pre-test and post-test design. The population of this research is the tenth grade students of SMA Negeri 5 Pontianak, while the sample is class X A that consists of 32 students. The research findings show that the mean score of pre-test is 59.41 while the mean score of post-test is 69.16. It shows that picture series improves the students' writing of recount text. The result of this research shows that t-test is higher than t-critical the value is 5.51>2.042. It means that the alternative hypothesis (Ha) is accepted. It can be concluded that there is a highly significant effect of the use of picture series for teaching writing of recount text on the tenth grade students of SMA Negeri 5 Pontianak.

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

## INTRODUCTION

Writing commonly is considered as the most difficult skill to learn and master. It is because writing involves some language components there are grammar, vocabulary and punctuation. Recount text is one of subject that is learned by students at the school. Recount is a text which retells events or experiences in the past such as an accident or a holiday. The generic structure of recount is orientation which is introducing the participants, place and time, events are describing series of event that happened in the past, re-orientation is concluding of the story or feeling the writer in that story.

In senior high school, writing was one of productive skills that must be studied by students. Based on KTSP (School-Based Curriculum) 2006 of Senior High School on English subject, the purpose of teaching writing in the classroom is that the students can achieve the criteria in the competences. The Standard Competency and Basic Competency of the Curriculum is to express the meaning in written text and simple essay in recount, narrative, and procedure text. The task which teacher usually has given mostly was in written test, for example making dialog, paragraphs, answering essay test, etc.

The media that the researcher used for this research was picture series. Picture series was an illustration of picture that can be used as representation of person, place or thing. It means that, picture series was one of the media of communication that shown people about place and things that happened around us. In teaching and learning process, picture series gave clearer ideas or information to the students. It helped the Tenth grade students' of SMA 5 Pontianak to express the ideas that they had in their mind. The teacher used picture series as a media to help students studying easily and fun. By using picture series, the researcher hoped

this media could improve students' writing of recount text.

Based on the background above, the problem of this research are: "Does the use of picture series affect significantly for teaching writing of recount text to the tenth grade students of SMA Negeri 5 Pontianak?" and "If it does, what is the effect size of using picture series to teach writing of recount text?"

The purpose of this research are: "To know whether picture series are significant affect for teaching writing of recount text to the tenth grade students of SMA Negeri 5 Pontianak in Academic Year 2017/2018" and "to find out the effect size of picture series for teaching writing of recount text to the tenth grade students of SMA Negeri 5 Pontianak in Academic Year 2017/201".

Writing is the expression of language in the form of symbols, letters, or words. Whenever we write, consider our specific audience, that is, the people who will read what we have written (Oshima & Hogue, 2007). The primary function of writing is to communicate the writers' ideas to their readers. According to Carroll (1990, p. 1) "writing allows us to share communication not only our contemporaries, but also with the future generations." It means that through writing we can communicate to next generation about the story experience and some events in life. Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own view on a topic (Hyland, 2003).

The writing process is about how the stages of writing applied by the researcher. In teaching writing, the teachers should focus in writing process because it helps the teacher understand what the stages should be used in writing process. Harmer (2004) stated that the writing process involves four stages there are: (1) Planning (Pre-Writing): The students are encouraged to write. (2) Drafting: Focuses more on fluency rather than accuracy. (3) Editing: Editing here means that revising because students need to review their text on the basic of the feedback given in the responding stage. (4) Final Draft: A series of strategies designing to correct and improve the text.

As students, they need learn how to write fluently. It is necessary consider the process of writing involves in producing a good quality final piece of writing. Generally, in writing ability students must know the aspects of a good writing. In writing process there are six aspects that recognize mentioned by Brown (as cited in J. D. Brown, 1991), there are: (1) Content: Related to the ideas, the development of ideas through personal experience, illustration, facts and opinions. (2) Organization: Deals with effectiveness of introduction, logical sequence of ideas, conclusion, and the length of the writing. (3) Discourse: Consists of topic, sentences, paragraph unity transition and structure. (4) Syntax: Related to the sentence structure of word order. (5) Vocabulary: Refers to the word choice or diction in writing. (6) Mechanics: Contain spelling, punctuation, neatness, and appearance. In short, writing divided into five important elements namely (1) content, (2) organization, (3) vocabulary, (4) grammar, and (5) mechanics.

The target of teaching English in senior high school is students are able to solve the problems in terms of spoken and written in English. In the context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge (Harmer, 2004). Based on the Standard of Competency and Basic Competency of the Curriculum is expressing meaning in written text and simple essay in recount, narrative, and procedure text (Badan Standar Nasional Pendidikan, 2006). It means that the

students are expected to be able to write short functional texts and simple essay, such as narrative, recount, and procedure text.

In writing process needs media that can help students to make a good writing. Picture series can be used as media in ELT process. Picture series are pictures, which show some actions or events in chronological order. Picture series are pictures, which show some actions or events in chronological order. Raimes (1983) said that a picture sequence such as comic strips, provides the subject matter for writing recount text and for speculating about the story beyond the pictures in the strip. Using pictures helps the teacher decide what to do with different types of picture and gives some basic suggestions on making writing (Wright, 1989). According to Ali (2014) explained that in teaching picture series, the teachers use picture to build students' interest in learning. They tend to range from four to eight pictures. They usually tell some short of stories, but they may also be used to depict a process how to make something.

In this method, picture series (visual image) and spoken utterance (from teacher's explanation) complement each other and constitute jointly a semantic unit which can be used to write a text. By using picture series as media, the visual presentation from them is used to stimulate the social context in which language is used. Picture can transfer the students' imagination and ideas from abstract to concrete one (Hidhayati, Sabat, & Satyawati, 2012). So we can also conclude that the visual presentation in the form of picture series can stimulate student's idea to write texts. According to Curtis and Bailey in (Muhibbudin, 2016), there are four advantages of picture series: (1) Students can easily compose a story because there are pictures that will guide them step by step to create a full story. (2) Students will feel relaxed in composing the story as they feel that they are playing with the cards (pictures). (3) They are not being forced to build a story and their confidence gradually increases. (4) There is habit formation in this technique (building knowledge, modeling, construction and self-construction). Picture series as a media that can be used in teaching writing, the teacher must perceive the criteria of the pictures before they are applied.

Recount is one of the text types of English. According to Hastuti (2010, p. 9), "recount text is a text which retells past events or experience." It means that recount text as a piece of text that retells past event, usually in the order in which they happened. According to Anderson & Anderson (1997), recount text is a piece of the text that retells past events, usually in the order in which they occurred. It tells significance event happened to the writer and it usually uses the first person as recount tells about writer's lives. Saragih, Silalahi, & Pardede (2014) stated recount text is to tell what happened at the past, recount text tells a series of events and evaluate their significance in some way. Recount as the other text types, has purpose to deliver what writer wants to share with readers.

The purpose of actual a recount text is to document a series of events and evaluate their significance in some way. The purpose of literary or story of a recount text is to tell a sequence of events it entertains. Goals of a recount text are to make the writers more understand about them, and for the readers, it makes them understanding of their own experience and the writer's. The story of a recount text has expressions of attitude and feeling, usually made by the narrator about the events. Recount text also to give the audience a description of an event covering what occurred, when and how it occurred. Some examples of recount texts are: newspaper reports, conversations, speeches, television interviews, eyewitness accounts, and letters. Knapp & Watkins (2005), said that recount text

basically it is written out to make a report about an experience of a series of related to the event, such as someone adventure or someone's vacation day.

In learning recount text, students learn to retell anything they experienced in the past using certain structure of order. This order is a part of recount text that cannot be separated from it. This order is called the generic structure of recount text. Anderson and Anderson (1997) divide recount into three main parts, they are: (1) a first paragraph that give background information about who, what, where, and when. This paragraph is called orientation, (2) events are the series of paragraphs that retell the events in the order in which they happened, and (3) re-orientation or concluding is a paragraph that may include a personal comment or tell their feeling in the paragraph.

The generic (schematic) structure of a recount text consists of three parts named (1) orientation, (2) events, and (3) re-orientation (Anderson and Anderson 1997). Orientation is the opening of recount which provides the setting and introduces the participants of the text. Events tell the events in the order they happened. The last part, re-orientation, is optional. This part closes the text by telling how the experience ended and some of the writer thoughts about it.

There are some significant lexical grammatical features in recounts: (1) Focus on specific participants. (2) Use of Material Processes. (3) Use of circumstances of time and place. (4) Use of past tense. (5) Focus on temporal sequence. While the recounts language features noted in (Anderson and Anderson, 1997) are: (1) Proper noun to identify those involved in the text. (2) Descriptive words to give details about who, what, when, where, and how. (3) Past tense to retell the events. (4) Words that show the order of events (for example: first, next, then).

From the explanation above, it can be concluded that a recount text will have the following language features: (1) the presence of specific participant (noun or pronoun) that involved in the text, (2) the use of material processes, those are the action verbs refer to what the participants did, (3) the use of circumstances of time and place, (4) the use of adjectives to give details about who, what, when, where, and how, (5) the use of past tense to retell the events, and (6) the use of temporal sequence to show the order of the events. Students should master those language features in order to be able to write a good recount.

Picture series is selected as an effective media to teach students in writing a recount text. By using picture series, students will be interested in writing. Picture series also help students how to make a good paragraph of a recount text.

The implementing picture series as a media of teaching in the classroom is students make paragraph of a recount text based on the picture series. Pictures glued on the white board so that all students can see that pictures. The procedures of conducting picture series for teaching writing of recount text are as follow: (1) In first treatment, students make paragraph based on the pictures in groups, each group consist 4 students. It is aim to make them easy in writing recount text. They can discuss what will they write about that pictures and write it into a paragraph. (2) In second treatment, students also make paragraph based on the pictures with their seatmate. The aim is they can exchange their opinions what will they write so that they can create a good paragraph of recount text. (3) In third treatment, students make paragraph in individual. They are made a paragraph of recount text without pictures. The aim is to train them writing paragraph recount text by themselves. They can ask to the teacher if they are not understands what will they write in paragraph of recount text. The goal of teacher asked students to write during the treatment is to make their

writing getting better than before. And when they are asked to write a recount text in the classroom, they would write it fluently.

## METHOD

In conducting the research, the researcher applies pre-experimental research as the method of the research at SMA Negeri 5 Pontianak. Experimental research seeks to determine if a specific treatment influences an outcome in a study. The researcher used one group pre-test post-test design to investigate the effect of picture series technique in teaching writing a recount text to students before and after being given treatments. The one group pre-test post-test design can be formulated as:

### Table 1. One Group Pre-test and Post-test Design

| Pre-test | Treatment | Post-test |
|----------|-----------|-----------|
| O1       | X         | O2        |

Note:
**O1** : is pre-test, it was given before being applied the treatments. This purpose of this test was to know the condition of students in writing recount text before the treatments.
**X** : is a treatment that being given to students. In treatments, the teacher referred how to use of Picture Series in teaching writing a recount text.
**O2** : is post-test that was conducted to know the achievement after being given the treatment.

## Population

A population is generally a whole number of individuals or subjects on which the research will focus (Cohen, 2007). The population of this research was the tenth grade students of SMA Negeri 5 Pontianak in Academic Year 2017/2018. There were nine classes that consisted of 301 students. The number of students for each classes were about 32-35 students.

## Sample

Sample was part of the amount and characteristic of population. Cohen (2007) stated sample is a smaller group of the population. In determining the sample, the researcher used cluster sampling. By cluster sampling, the researcher could selected a specific number of schools and test all the students in those selected school (Cohen, 2007). The sample of this research was class X A while the number of students was 32 students. The ability of the students was random.

## Technique of Data Collecting

In order to collect the data, the researcher applied measurement technique. The researcher compared and measured the students' scores before and after the treatments. Before giving treatments, pre-test was given as the first test to measure the students' achievement in writing a recount text. After giving treatments, post-test was applied as the second test to examine the effect of the treatments. So, the researcher examined if there is an effect in teaching writing to students after being given treatments using picture series.

## Tools of Data Collecting

Tool of data collecting in this research was written test. The type of test was writing paragraph of a recount text. The tests were divided into pre-test and post-test. The pre-test was done before given the treatment to the students through writing a paragraph of recount text. In the treatments, teacher was given writing test to observe the students' ability to write a paragraph of recount text by using picture series. The post-test used the same test material with the pre-test there was writing a paragraph of recount text. The compared pre-test and post-test will be analyzed to find the information whether their writing a paragraph of recount text using picture series was effective or not.

**Table 2. Scoring Rubric-Writing Recount Text (from Weigle, 2002)**

| Components of Writing | Score | Indicators |
|---|---|---|
| Content | Very Good (20-15) | The topic is complete and clear and the details are relating to the topic |
| | Good (14-10) | The topic is complete and clear but the details are almost relating to the topic |
| | Average (9-6) | The topic is complete and clear but the details are not relating to the topic |
| | Poor (5-1) | The topic is not clear and the details ore not relating to the topic |
| Organization | Very Good (20-15) | Show the complete parts of recount text: orientation, events and re-orientation in paragraph |
| | Good (14-10) | The writer does not focus on the ideas based on the topic of an activity, but the reader still get the idea of the story |
| | Average (9-6) | The idea of personal options about the topic or events is unclear, but the reader still get the idea of the story |
| | Poor (5-1) | The idea of personal opinions about the topic or events is unclear and the text has no unity in each sentence |
| Vocabulary | Very Good (20-15) | Effective choice of words and words forms |
| | Good (14-10) | Few misuses of vocabulary, words form, but not change the meaning |
| | Average (9-6) | Limited range of confusing word and words form |
| | Poor (5-1) | Very poor knowledge of words, words form, and not understandable |
| Language Use | Very Good (20-15) | Few or no errors in form of past tense, verb, to be, and adjective |
| | Good (14-10) | Occasional errors in form of past tense, verb, to be, and adjective |
| | Average (9-6) | Frequent errors in form of simple past tense, verb, to be, and adjective |
| | Poor (5-1) | Dominated by serious errors in form of simple past tense, verb, to be, and adjective |
| Mechanics | Very Good (20-15) | Use correct spelling, punctuation, and capitalization |
| | Good (14-10) | Occasional errors of spelling, punctuation, and capitalization |
| | Average (9-6) | Frequent errors of spelling, punctuation, and capitalization |
| | Poor (5-1) | Dominated by errors of spelling, punctuation, and capitalization |

Students' writing of recount text was measured by this following formula:

$$= \frac{\Sigma s}{maximum\ score} X100 \dots\dots\dots\dots(1)$$

Where:

X             : student's total score
$\sum s$       : the sum of total score
Max. score   : the highest score (20)

By computing the results of the students in the pre-test and post-test, the researcher compared and measured the effect of this research.

To determine the effect size of the treatment, the score was measure using following formula:

$$t = \frac{\bar{X}-\bar{Y}}{\sqrt{\frac{S_X^2+S_Y^2}{n}-2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}} \dots\dots\dots(2)$$

Where:

t   = t-test with correlated data

$\bar{X}$ = the students' mean score before the treatments

$\bar{Y}$ = the students' mean score after the treatments

$S_X^2$ = the students' variant score before the treatments

$S_Y^2$ = the students' variant score after the treatments

$s_1$ = the students' standard deviation score before the treatments

$s_2$ = the students' standard deviation score after the treatments

r   = the students' correlation score

$n$   = the number of students

To compute the students' mean score before and after the treatments, these following formulas were used:

(1) The students' mean score before the treatments

$$\overline{X_1} = \frac{\sum X_1}{n}\dots\dots\dots\dots\dots\dots\dots(3)$$

(2) The students' mean score after the treatments

$$\overline{Y_2} = \frac{\sum Y_2}{n}\dots\dots\dots\dots\dots\dots\dots(4)$$

Where:

$X_1$ = Measurement data of pre-test

$Y_2$ = Measurement data of post-test

$n$   = Number of students

The result of the students' mean score is categorized into its qualification. To know the improvement is as follow:

**Table 4. The Criteria of Students' Score**

| Range | Qualification |
|-------|---------------|
| 80-100 | Good to Very Good |
| 60-79 | Average to Good |
| 50-59 | Poor to Average |
| 0-49 | Poor |

To compute the students' variant score before and after the treatments, these following formulas were used:

(1) The students' variant score before the treatments

$$S_X^2 = \sum \frac{(X_1-\bar{X})^2}{n-1}\dots\dots\dots\dots\dots\dots(5)$$

(2) The students' variant score after the treatments

$$S_Y^2 = \sum \frac{(Y_2-\bar{Y})^2}{n-1}\dots\dots\dots\dots\dots\dots(6)$$

Where:

$S_X^2$ = variants sample score of pre-test

$S_Y^2$ = variants sample score of post-test

To compute the students' standard deviation score before and after the treatments, these following formulas were used:

(1) The students' standard deviation score before the treatments

$$S_X = \sqrt{\frac{\sum(X_1-\bar{X})^2}{n-1}}\dots\dots\dots\dots\dots\dots(7)$$

(2) The students' standard deviation score after the treatments

$$S_Y = \sqrt{\frac{\sum(Y_2-\bar{Y})^2}{n-1}}\dots\dots\dots\dots\dots\dots(8)$$

Where:

$S_X$ = Standard deviation sample of pre-test

$S_Y$ = Standard deviation sample of post-test

"r" in the t-test formula was computed using this following formula:

$$r = \frac{n(\sum XY)-(\sum X)(\sum Y)}{\sqrt{[n(\sum X^2)-(\sum X)^2][n(\sum Y^2)-(\sum Y)^2]}}\dots(9)$$

7

Where:
r  = Value of correlation coefficient
X  = Score of pre-test
Y  = Score of post-test

To determine the effect size of the treatment, the following formula was use:

$$ES = t\sqrt{\frac{1}{N}} \dots\dots\dots\dots\dots\dots\dots(10)$$

Where:
ES  = Effect Size
t    = The result of the $t_{test}$
N   = Number of student

**Table 4. The Effect Size Qualification**

| Effect Size | Qualification |
|---|---|
| $Es \leq 0.2$ | Low |
| $0.2 \leq Es \leq 0.8$ | Moderate |
| $Es \geq 0.8$ | High |

## RESEARCH FINDINGS AND DISCUSSIONS
### Research Findings

In this part of thesis, the researcher collected the data from the sample of the research. Before the researcher gave the treatments, the researcher conducted the pre-test to know the achieved of students in writing of recount text. The researcher asked the students to write their last holiday in form of recount text. They said that they did not know what they should to write because they never went anywhere when holiday. The researcher asked them to write what they did when holiday either helped mother at home, went to friends' house or just stay at home without did anything. Finally, they wrote a paragraph of recount text about their experience when holiday such as went to the beach, visited their grandmothers' or grandfathers' house, went to their friends' house or just stayed at home.

The researcher found that some of students used base form of verb ($V_1$) in their paragraph. The mechanics that they used in paragraph was wrong such as they did not use capitalization in first sentence, incorrect placement of commas, full stop,

less indented to the right in first paragraph and unconnected between title and the content, the used of vocabulary incorrectly and also the students did not write re-orientation, so the writer could not find what they felt in their holiday. Total participants were 32 in the classroom. The pre-test was done in one meeting. The result of pre-test showed the total score of the students was $\sum X = 1901$ and the mean score was $\overline{X} = 59.41$ and it is qualified as poor to average.

After giving the students pre-test, the researcher then applied picture series as a media in teaching writing of recount text to the students. It was done in three meetings. In the first treatment, the researcher explained definition of recount text, the generic structure of recount text, past tense and sequence that used in paragraph of recount text to tell the sequence of events. After that, the researcher showed the example of recount text about "Holiday at the Beach" in form of pictures. The researcher asked students to make a paragraph together based on the pictures. Then, the researcher asked students to do an assignment that wrote paragraph of recount text based on the pictures. The students did the assignment in groups which was each group consisted of 4-5 students. In their writing of recount text, the researcher found some mistakes in their writing such as used base form of verb ($V_1$) in their paragraph, incorrect placement commas but their paragraph was better than pre test.

In second treatment, the researcher discussed about their paragraph that they did. The researcher explained again the used of past form of verb ($V_2$) in paragraph of recount text and the mechanics in paragraph. After that, the researcher showed students the example of last holiday "My Activity Last Week", in form of pictures that was glued on the white board and the researcher asked students to write a paragraph together based on the pictures. Then, the researcher asked students to write a paragraph of

recount text based on the pictures with their seatmate. The picture was about mans' activities like played play station and football so for the girl students, they could change the activity based on their activities at home. The researcher still found some of mistakes in their writing such as, nothing commas after used sequence of events, incorrect used of words, incorrect used of past tense (Verb), wrote events in orientation and their writing was not better than in the first treatment.

In third treatment, the researcher explained again about verb that used in past tense, the mechanics that used in paragraph, the generic structure of recount text (orientation, events, re-orientation), and vocabulary. After that, the researcher showed to students the example of last holiday "Visited My Grandmas' House", the researcher asked students to write paragraph together based on the pictures. Then, the researcher asked students to write again their last holiday that they wrote in the pre-test by individual. It was aimed to prepare them in writing paragraph of recount text in the post-test. The result showed that their writing was better than second treatment although still had any mistakes such as incorrect in past tense (verb), incorrect mechanics in paragraph, and incorrect usage of words in sentence.

After doing the treatments, the researcher gave the students post-test. The post-test was held on September 12th, 2017. The researcher wanted to know improvement of students in writing of recount text after being taught using Picture Series technique. The test was also writing about their last holiday in recount text. In the post-test, the students did not difficult to write paragraph of recount text. They did the test seriously. They asked to the researcher the words that they did not know. The researcher guided the students to do the test. In this meeting, all the students showed a good progress because they understood what should they wrote.

Some of students still made mistakes in their writing, such as incorrect in mechanics, grammar, and language use but their writing was better than in the pre-test. The total score of the students in this test was $\sum Y = 2213$ and the mean score was $\overline{Y} = 69.16$. It is qualified as average to good.

After the researcher collected the students' scores of pre-test and post-test, the researcher compared the result between the pre-test and post-test scores.

The students' mean score of pre-test:
$\overline{X} = 59.41$

The students' mean score of Post-test:
$\overline{Y} = 69.16$

The students' differentiate score was taken from the students' mean score of post-test minus the students' mean score of pre-test. In this research, the result showed that the students' different score of pre-test and post-test was $\overline{X}d = 9.75$

The students' different score of pre-test and post-test:
$$\overline{X}d = \overline{X} - \overline{Y} \dots\dots\dots\dots\dots\dots\dots\dots(11)$$
$$= 69.16 - 59.41 = 9.75$$

**Table 5. The qualifications of the students' mean score of pre-test and post-test**

| Test | Mean Score | Qualification |
|------|------------|---------------|
| Pre-test | 59.41 | Poor to Average |
| Post-test | 69.16 | Average to Good |
| Interval | 9.75 | |

The students' variant score of pre-test:
$$S_X^2 = \frac{3303.78}{31} \dots\dots\dots\dots\dots\dots\dots\dots(12)$$
$$S_X^2 = 106.57$$

The students' variant score of post-test:
$$S_Y^2 = \frac{3.168}{31} \dots\dots\dots\dots\dots\dots\dots\dots(13)$$
$$S_Y^2 = 0.10$$

The students' variant score ($S^2$) obtained by squaring the score of standard deviation (S). The aimed of calculating variant score to find out the result of t-test since it required to be calculated in the formula of finding the t-test. The students' variant score of pre-test was 106.57 while in post-test 0.10. It showed that the students' variant score in the pre-test was higher than in the post-test. The lower the variant score in the post-test than in the pre-test, the better it would be. It means that treatments applied had given a positive effect over the research.

The students' standard deviation score of pre-test:

$$S_X = \sqrt{\frac{3303.78}{31}} \ldots\ldots\ldots\ldots\ldots\ldots(14)$$
$$S_X = \sqrt{106.57}$$
$$S_X = 10.32$$

The students' standard deviation score of post-test:

$$S_Y = \sqrt{0.10} \ldots\ldots\ldots\ldots\ldots\ldots(15)$$
$$S_Y = 0.32$$

The score of standard deviation computed from the total of each student's writing score that has been subtracted with the minimal score determined. The result of standard deviation in the pre-test was 10.32 while in the post-test was 0.32. It said to be good if the standard deviation was smaller because it means that the treatments had given a better improvement in teaching writing of recount text. Measuring the correlation score ( r )

$$r = \frac{83391}{10352830} \ldots\ldots\ldots\ldots\ldots\ldots(16)$$
$$r = 0.81$$

The "r" or correlation score obtained to fulfill the calculation of the t-test score because it concluded in the t-test formula especially for the correlated sample test. The "r" score used to measure the data that was correlated. It means, between the data or sample to be measured for

comparing was similar. Here, the research was measuring or comparing the result of the treatments to the same group, that was to see if there was an effect after being given the treatment in the one class. So, the calculation of the "r" score is needed in this research with two correlated sample. Computing the t-test:

$$t = \frac{-9.75}{1.77} \ldots\ldots\ldots\ldots\ldots\ldots\ldots(17)$$
$$t = -5.51$$

t-test obtained to continue the computation for the effect size. The t-test resulted and it was -5.51. After computed the t-test, it was continued to determining the t-critical in order to compare both the t-test and the t-critical whether the t-test was higher than t-critical or the t-critical was higher than the t-test, so that it could be decided if null hypothesis or alternative hypothesis was accepted or rejected.

In determining the t-critical the significant standard $\alpha = 0.05$. Then, found the t-critical at the distribution of –t with determination: db = n – 1, db = 32 – 1 = 31. So that, t ($\alpha$, db) = t (0.05, 31) = 2.042.

Comparing t-ratio and t-critical
t-ratio = 5.51          t-critical = 2.042

[5.51>2.042, $t_{ratio} > t_{critical}$, Ha is accepted]

Computing the effect size:

$$ES = 5.51\sqrt{\frac{1}{32}} \ldots\ldots\ldots\ldots\ldots\ldots(18)$$
$$ES = 0.97$$

From the detailed computation above, the effect size of the treatment was 0.97. The effect size was categorized as high because ES 0.97 > 0.8. So, the alternative hypothesis that states the use of picture series technique for teaching writing of recount text was accepted.

**Discussions**
From the research findings, the researcher concluded that the students'

achievement in writing of recount text improved. In the pre-test, the mean score of the students' writing achievement was 59.41. After three times treatments were given by the writer before the post-test was given, the significant difference between pre-test and post-test was resulted. In the post-test, the mean score of the students' writing achievement was 69.16.

This progress showed that the use of picture series for teaching writing of recount text was effective. The achievement considered an effect of the treatments. The treatments in this research used picture series. As a result, the treatments that were done by the researcher in this research showed a significant positive effect to the students' writing on the tenth grade students of SMA 5 Pontianak in academic year 2017/2018.

The researcher was conducted within three weeks. Each week consisted of two meetings. In the pre-test, the researcher introduced herself as the temporary teacher. The researcher asked students to write their last holiday. In the first treatment and the second treatment, the researcher applied picture series to guide students in writing of recount text. The first treatment, students wrote paragraph of recount text in group with consisted of 4-5 students each groups. In the second treatment, students wrote paragraph of recount text with their seatmate. The aimed so that the students could discuss what should they wrote based on the pictures. In the third treatment, the students wrote paragraph of recount text in individual. It aimed to prepare the students in the post test.

Finally, based on the data analysis, the researcher found that there was an improvement of the students in writing of recount text. It could be proven by comparing the mean score of the pre-test and post-test. Based on the score indicated students' performances in post-test was better than in the pre-test. This finding

showed that there was a difference score of pre-test and post-test after receiving the treatments.

# CONCLUSIONS AND SUGGESTIONS

## Conclusions

Based on the research findings, the conclusion of this research can be described as follows: (1) Picture series technique highly significantly for teaching writing since there was a significant improvement in teaching writing paragraph of recount text. It showed by the students' mean score of post-test which was higher than the students' mean score of pre-test, and the effect size was categorized as high. (2) Picture series has the strengths and the weakness. The weakness of recount text is finding an appropriate picture for the material being taught is hard. One of the strengths of pictures series technique is the students got ideas in writing paragraph of recount text and guide the students how to write a good paragraph in recount text. The use of picture series significant affect for teaching writing of recount text to the tenth grade students of SMA Negeri 5 Pontianak in academic year 2017/2018.

## Suggestions

By looking at the research findings and what happened during the research, there are some suggestions that the researcher would like to expose to improve the teaching learning process, especially in teaching writing. The suggestions can be described as follows: (1) The researcher suggest the teachers to use picture series as the technique for teaching writing because picture series capable of making students write a good paragraph of recount text. (2) The teacher should introduce a creative way to encourage the students to have a good concept in writing. Picture series give the students ideas what will they write and guide them how to write a good paragraph of recount text. (3) Students still need enough basic knowledge of the target text

before they use picture series as media. They need to know the purpose of writing the text, function of each part (orientation, events, re-orientation), grammatical features of the text and the mechanics in paragraph.

## BIBLIOGRAPHY

Ali, A. (2014). Using series pictures to develop the students' ideas in English narrarive writing. *Scholarly Journal of Education vol. 3(7)* , 88-95.

Anderson, M., & Anderson, K. (1997). *Text types in English. 1.* South Yarra: Macmillan Education Autralia PTY LTD.

Brown, K., & Hood, S. (1989). *Writing matters: Writing skills and strategies for students of English.* Melbourne: Cambridge University Press.

Carroll, R. T. (1990). *Student success guide: Writing skills.* Sacramento City College: United State and International Copyright Law.

Harmer, J. (2004). *How to teach writing.* Harlow: Pearson Education Limited.

Hastuti, D. (2010). *Understanding text: Narrative versus recount.* Jakarta Timur: PT. Multazam Mulia Utama.

Hidhayati, W., Sabat, Y., & Satyawati, B. P. (2012). The use of picture series as an alternative media for teaching writing of recount text. *JournE* .

Hyland, K. (2003). *Second language writing.* New York: Cambridge University Press.

Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing.* Sydney: University of New South Wales Press Ltd.

Muhibbudin. (2016). The application of picture series to improve writing skills. *English Educational Journal (EEJ)* , 290.

Oshima, A., & Hogue, A. (1998). *Writing academic English, third edition.* New York: Addison Wesley Longman.

Raimes, A. (1983). *Techniques in teaching writing.* New York: Oxford University Press.

Saragih, N., Silalahi, R., & Pardede, H. (2014). The effectiveness of using recount text to improve writing skill for grade III students of Kalam Kudus elementary school 2 Pematangsiantar. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* , 56-57.

Soehendro, B. (2006). *Standar isi untuk satuan pendidikan dasar dan menengah: standar kompetensi dan kompetensi dasar SMA/MA.* Jakarta: BSNP.

Weigle, S. C. (2002). *Assessing writing.* Cambridge: Cambridge University Press.

Wright, A. (1989). *Picture for language learning.* Cambridge: Cambridge University Press.