



## The Use of Picture Series Technique to Improve Students' Writing Skills on Recount Text to the Eighth Grade Students at SMP N 6 Tabanan

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### **Abstrak**

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis siswa dalam teks recount menggunakan teknik gambar seri. Subjek penelitian adalah siswa kelas VIII SMP N 6 Tabanan tahun pelajaran 2021/2022. Jumlahnya terdiri dari 29 siswa kelas VIII. Penelitian ini dikategorikan sebagai Penelitian Tindakan Kelas (PTK). Pengumpulan data dilakukan dengan melakukan observasi, dokumentasi dan tes. Penelitian ini dilakukan dalam dua siklus pada setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Hasil penelitian ini setelah penerapan teknik gambar seri menunjukkan bahwa siswa tampak lebih percaya diri saat menulis, dan mulai menghasilkan ide untuk menulis teks. Hal ini dapat dibuktikan dengan membandingkan nilai rata-rata setiap skor dari pre-test sampai post-test. Pada pre-test rata-rata skor yang diperoleh siswa adalah 47,06%. Setelah penerapan gambar seri pada siklus I nilai rata-rata yang diperoleh siswa adalah 65,52%. Sedangkan hasil post-test siswa pada siklus II mencapai 80,86%. Dengan hasil tersebut dapat disimpulkan bahwa teknik gambar seri dapat meningkatkan hasil belajar siswa dan dapat diterapkan dalam proses belajar mengajar khususnya untuk menulis.

### **Abstract**

*This research aims to improve students' writing skills in recount text using the picture series technique. The subjects were the eighth grade students at SMP N 6 Tabanan in the academic year 2021/2022.*

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*Consisting of 29 eighth students. This research was categorized as Classroom Action Research (CAR). Data were collected by conducting observations, documentation and tests. The research was conducted in two cycles in which each cycle consists of planning, action, observation, and reflection. The result of this research after the implementation of the picture series technique showed that students seemed more confident when writing and began to generate ideas for writing texts. It can be proven by comparing the average value of each score from pre-test to post-test. In the pre-test the average score obtained by students was 47.06%. After the application of the picture series in cycle I the average value was 65.52%. Meanwhile, the results of the post-test of students in cycle II reached 80.86%. With these results, it can be concluded that the picture series technique can improve students' learning outcomes and can be applied in the teaching and learning process, especially for writing.*

**BACKGROUND**

Writing is productive skills, writing focusing on how to make rather than receive language. According to Intan Wahyuni (2014:8) writing is one of the most important skills that students must learn because it is critical in the academic. This is skill that students must learn in the academic setting, because writing is very important and needs to be mastered by students. Mastering writing skills can make students know how to write and

compose paragraphs, texts, letters, reports, and other written works.

The important reason for teaching writing is that it is a basic language skill, it seems as important as speaking, listening and reading. In this case, students need to know how to write text, how to put written reports together and how to reply to advertisement. According to Suprianti (2015) writing is process of inventing ideas, thinking about how to express them and organize into statements and paragraphs what would be clear to a reader.



Many students are still lack in writing skills. According to Muhammad Fajar (2019) there are several factors that make students less interested in writing and improve their writing skills. Internal factors are obstacles that arise from within the students. For example, students do not have broad vocabulary knowledge. External factors are obstacles that arise from outside the students, namely from their teachers. For example, the teacher do not provide students with the writing process, so there are no stages in motivating students to write. The teacher do not guide and assist students in writing, and the teacher do not provide interesting media or techniques.

One type of writing skill is recount text, recount text is a text that describes past events in sequence, the writer tells the reader about a story, action, or activity experienced in the past. According to Saragih (2014) recount text tell about a series of events and evaluate its meaning in several ways. Recount text has an expression of feelings that is usually made by the author about a series of events.

Recount text is a text that retells past events. Recount text provides an overview of what it is and when it occurs in a sequence of events. Muflikhati (2013) states that recount text is a piece of text to retell an event that happened in the past. The writer retells a story based on events that the author experienced or the author expresses the author's feelings and ideas in writing.

One of the techniques suggested in teaching writing recount text is picture series technique. Picture series is one of the instructional techniques used to help students overcome writing difficulties, particularly when writing recount text. The Picture Series is a creative idea for developing concepts from the students. Previously, they are difficult to integrate sentences into a composition because of a lack of ideas. By using picture series, students can build concepts and raise the ideas of the story they write. Alex in Muna (2016) states that picture series is one of the media that is support the process of brainstorming during the process of writing as visual aids that stimulate to provide inspiration to express something. Picture series



contains the series of pictures forming a story.

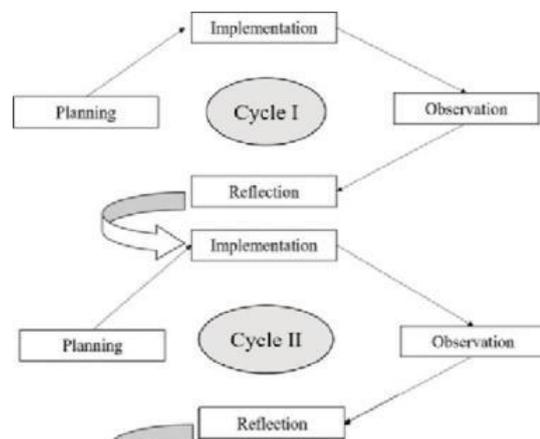
The picture series works as a suggestive atmosphere creator, a stimulus and at the same time a bridge for students to imagine or create pictures based on the theme of the picture series displayed. Kreidler (in Nurkamri, 2014) states that a series of pictures can be used as cues for the retelling of a story. Picture series guided them to write and compose each paragraph.

There are several purposes of the picture series technique such as, students can develop writing skills because when students carry out writing assignments, picture series can provide different sensation and atmosphere. The use of picture series makes it more interesting, so they are enthusiastic and interested in participating in learning. In addition, the use of picture series can make it easier for students to express their ideas in written form that is directed and arranged chronologically. Students become more interested and more active in learning to write. Picture series technique is used as an effort to provide a stimulus so that students reasoning power about events is more

focused which can be presented in written form.

## METHOD

This research is classified as classroom action research. Classroom action research (CAR) is research conducted in the classroom to identify problems and solve problems during the teaching and learning process. CAR aims to improve learning so as to improve student learning outcomes. The steps in CAR are planning, action, observation, and reflection, as shown in the action research cycle below



### 1. CYCLE 1

The researcher performed various steps according to the planning in cycle 1 were as follows:



a. Planning

The researchers designed several plans to be implemented in action research. This plan was prepared by the researchers aimed at helping improve student learning outcomes in the classroom. There are several plans that are implemented in the classroom, such as: first, the researchers prepares a technique to solve problems in the classroom. Second, the researchers accompany and give more attention to students. Third, explain the understanding of recount text. Fourth, using the picture series technique as a learning technique, and giving appreciation to students.

b. Action

After the planning is made, then the action is carried out in the classroom, the researchers as a teacher and students become the subject of research in the classroom. The action is carried out in several cycles, in cycle 1 the researchers conducts an observation session on the

object of writing activities to research subjects in class. Learning was carried out as usual, the researchers did the planning one by one as planned. Cycle 1 was carried out hoping to improve students' writing skills on recount text.

c. Observation

At this stage the researchers conducted observations on student activities in class. Researchers as teachers and teach as usual make observations on all student activities during class activities by filling in the observation list. The results of this observation are useful as material reflection for the improvement of the next learning.

d. Reflection

The researchers do reflection after the implementation of the action is done. The researcher observes and records everything that happens in the classroom. The



researchers look at the data collected and then draw conclusions about the planning that must be done in the next cycle. The success of the actions taken in the learning process is still carried out in the next learning process, and the failure of the actions taken in the learning process is modified into more effective and efficient actions.

## 2. CYCLE 2

The researcher performed various steps according to the planning in cycle 2 were as follows:

### a. Planning

Cycle 2 was carried out because of the failure in Cycle 1, therefore the researcher made improvements to the researcher's plan. The researchers improved the way of teaching in the classroom, explaining in more detail and slowly about the recount text and picture series technique. Give more than one example so that students quickly

understand, reinforce the use of picture series to students. Motivating students, encouraging and convincing students. Provide learning motivation to students and give appreciation to all students.

### b. Action

After the planning of cycle 2 was completed, the researchers took action in class. In this cycle the researchers again made observations on the object of writing activities to research subjects in class. The researcher evaluates the actions that have not been successful in the previous learning and re-does the successful actions in the previous learning in the classroom.

### c. Observation

Observations were made during the learning process the researcher filled out the observation list and observed all student activities in the classroom. The class went on as usual, the researcher who became the teacher observed and assessed student activities. The results of



these observations are important for the conclusion of student learning outcomes.

d. Reflection

Reflection carried out after the implementation of the actions, during the learning the researchers record everything that happens in class. This reflection process is used to review the research that has been done, the researchers look at the data that has been collected and draws conclusions on the results of the research conducted.

The research subjects were eighth grade students at SMP N 6 Tabanan in the academic years of 2021/2022. Eighth grade students at SMP N 6 Tabanan totaled 184 students who were divided into 6 classes. Samples were taken randomly, so the researchers chose eighth grade E to observations. This class consists of 29 students consisting of 14 female students and 15 male students.

Data collection techniques used by researchers to obtain the

desired data. This research uses qualitative data and quantitative data. Qualitative data obtained by observation, and quantitative data obtained by tests. The data collection used by the researcher is described as follows:

a. Observations

Researchers made observations to get more accurate data. Observations were made to find out the problems faced by students. When making observations, learning is carried out online using WhatsApp groups and Google Classroom. Researchers observed actions, attitudes, student activities and events that occurred in the classroom during the learning process.

b. Test

Quantitative data was obtained by using tests, the tests showed students' understanding and improvement in writing skills. Data collection was carried out in three stages, namely, pre-



test, cycle 1, and cycle 2. The pre-test was conducted to determine the students' initial skills and then the students were given a post-test to determine the students' improvement in the learning process.

### c. Documentation

Documentation is a record of events that happened in the past. The form were in the form of documents, text, images and others. Documentation can provide information and as evidence about the course of an event.

The documentation in this research was lesson plans that were used as a benchmark in learning. In addition, the researcher also used photos of students who were taking part in the learning and used picture series.

The researcher used an essay test which was divided into pre-test and post-test to assess students' writing skills. The pre-test was given before the treatment to determine the students' initial skills in writing. The post-test was carried out after using the picture series as a learning technique

According to Floriantiwi (2020) the method of analysis is a data analysis approach that employs a specific analysis to provide a study result. Data gathered throughout the action's implementation, as well as data gathered via observations and tests. The conclusion can be obtained from this step.

The researcher counted the test score using the ability described above. The following is how to compute the formula:

$$\bar{M} = \frac{\sum x}{N}$$

$\bar{M}$  = Average of the elements judge in writing

$\sum x$  = Total Score

N = The number of students

The formula for calculating the mean of the test in each cycle is as follows:



$$X = \frac{\sum x}{N}$$

$$Y = \frac{\sum Y}{N}$$

X = mean of post-test 1 scores

Y = mean of post-test 2 scores

N = the number of samples

$\sum x$  = the sum of post-test 1 scores

$\sum Y$  = the sum of post-test 2 score.

$$NP = \frac{R}{SM} \times 100\%$$

NP = expected percent value

R = students score

SM = maximum score

100 = fixed number

## FINDING AND DISCUSSION

### 4.1 FINDINGS

In the pre-cycle, the researchers imported to a pre-test in order to determine the students' initial ability in writing recount text. The researchers gave the task of writing a recount text and asked students to tell their own experiences. During the assignment collection period, many students didn't submit their assignments eventhough the researchers gave sufficient time for

collection. The researcher reminded the students for the collection of assignments.

The researchers gave post-test to the students in the form of writing. The researchers assigned the students to write the recount text in English in accordance to the picture series that the researchers given. The students were asked to do their own work without any help to find out the less result of the students. There were some students did not attend class and without reasons. When students were asked questions, some of them still responded slowly. Some of them understood the material and most them did not understand, they were still confused to develop their ideas. The researcher also observed students' discipline in class in which some of them still did not focus towards the material.

The researchers gave a post-test to the students, the same as in cycle 1. The researchers assigned the students to write a recount text in English according to the picture series technique. The students were asked to work on assignments using their own ideas to check the students' improvement. Significant progress was

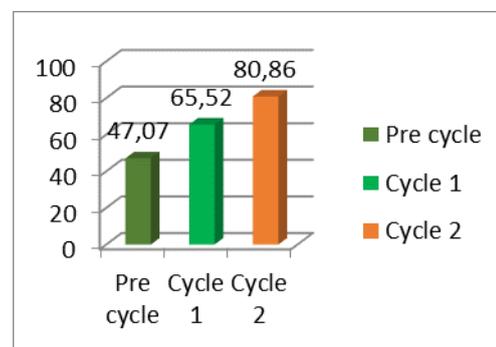


seen in the students in the class. The attendance of students was getting better and all the students were present. Most of them asked and responded to question's and answer's activity. The researchers observed that most of the students were enthusiastic on participating in the lesson and students' learning outcomes in this cycle increased.

## 4.2 Discussion

The Picture series technique had a good impact on improving writing skills, developing ideas and attracting students' enthusiasm. This was evidenced by the percentage increase from the beginning of the cycle to the end of the cycle that has been carried out. In the pre-cycle the results obtained were very low, there were 70% of students failed and only 23% passed and the total average score was only 47,06. In cycle 1, student learning outcomes began to increase but did not meet the graduation standards, in this cycle 52% of students obtained the minimum score and 48% of them still failed with a total average score of 65,51. In cycle 2, there was a rapid increase in students' learning outcomes, The researcher found 81% of students

succeed and only 17% of students failed and the average total score was 80,86. This proves that the picture series technique can improve students' learning outcomes in writing. The results of students' improvement can be seen in the diagram below.



Based on the diagram above, it is proven that the picture series technique is successful in improving students' writing skills. Picture series can be applied for learning, especially in writing. The researcher recommends for other researchers when finding problems in the development of ideas and students' writing skills, the researcher recommends using the picture series technique. The picture series technique was proven to improve the development of students' ideas and writing skills.



### CONCLUSION

The researcher concludes several things in this research. Picture series can be used to improve students' writing skills. Improvements can be seen through several points. The first point is their improvement in developing ideas. The second point is that the increase in students is clearly visible from the average value of pre-test, cycle 1, and cycle 2. In the pre-test the average value of students was 47.06, in cycle 1 the average value was 65.51, while in cycle 2 the average value was 80.86.

Beside that, the implementation of the picture series technique in the classroom increases students' skills in writing recount text, most of them focused and enthusiastic in learning. The students showed a good and cooperative attitude during learning, this was shown by the activeness of students in class. They were also not afraid to start writing stories anymore because they knew they would get feedback and were given the opportunity to correct mistakes so that students' enthusiasm in writing increased.

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