

The Effectiveness of Picture Series in Teaching Recount Text Writing at Tenth Grade Students of Senior High School 1 Sungai Penuh

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ABSTRACT

This research aims to investigate the kinds of activities that take place during the process of teaching recount text writing through picture series and to identify the benefits that the students obtained from writing recount text through picture series. This research used random sampling, and tenth-grade students in SMAN 1 Sungai Penuh as the population. The researcher used to classes as the samples: X D and X F, which have different total of students: X D has 34 students and X F has 31 students. The researcher chose X D as an experimental class and X F as a control class. To measure the students' writing skill progress, pre-test and post-test were used, and the writing test consisted of four items. They are grammar, coherence, vocabulary, punctuation, and the purpose of text communication. Pre-test was done before did the treatment where as post-test was done after the researcher did the treatment. There were eighth meetings for the experimental class and control class. In the control class the pre-test result showed that the mean score of data is 58 and the post-test showed that the mean score of data is 79. Fom 31 students the lower score is 30 and the higher score is 95. Meanwhile, in the experimental class the pre-test showed the mean score of data is 75 and the post-test showed that the mean score of data is 81. In paired sample t-test is ,000 with the significance 0,05 must be lower than 0,05.

Keyword: *Picture Series, Writing, Recount Text*

INTRODUCTION

Writing is a communication act that allows us to communicate thoughts, ideas, experiences, and information with others. Writing exercises lead directly to writing for communication rather than writing for exercise, according to Scott (1990, referenced in Rozmela, 2004).

Based on the writer's experience, the most difficult skill to learn is writing. The writer has observed some students in SMAN 1 Sungai Penuh about the students' problems in writing English text. There are three problems that they have, they are: first, they lack of vocabularies. Second, they do not know how to make a good sentence. Third, they do not know how to organize writing.

Therefore, in this article the author is interested in innovating the use of images in writing English past texts. In addition, it is necessary to do so as an information material that can later be used to improve the concept of effective English learning for students who are not from English majors (ESP learners).

REVIEW OF RELATED LITERATURE

Recount Text

A recount text, according to Anderson (1997:48), is the act of narrating a former event or a passage of text, generally in the chronological order in which they occurred. There is also the readers' own experience, including their adventures and daily activities.

Picture Series

According to Raimes (1983:36), image pairs or picture series offer a range of guided and unrestricted writing assignments. Comic strips and other picture series offer a wealth of material for narrative writing and conjecture about stories that go beyond the strip's images. The students can write about new subjects while receiving guidance on vocabulary, sentence form, and organization through the use of a series of parallel photographs that depict comparable scenes or tell similar stories.

METHODOLOGY

This study employed a quantitative research method using a pre-experimental one-group pretest–posttest design (Ary, 2010). The participants were 64 tenth-grade students of SMAN 1 Sungai Penuh, selected through purposive sampling. To degree the score of the

students' composing ability advance, the analyst utilized pre-test and post- test and the composing test were comprise of four things. They are: Linguistic use, Coherence, Lexicon, Accentuation and The reason of content communication.

The writer employed a test with the imperative sentence, "Write about your memorable moment in your life, minimum 3 paragraphs!" as the instrument. Students were expected to meet the following criteria while writing with pictures:

As part of the generic recount structures (orientation, event, reorientation), students should write at least three paragraphs. Students should pay attention to the cohesive, unity, and clarity in their writing.

FINDINGS AND DISCUSSION

Table 1. Pretest and Posttest results

Score	Categories	Control Class		Experimental Class	
		Frequency	Percentage	Frequency	Percentage
85 - 100	Excellent	9	29%	1	2.0%
65 - 80	Very Good	22	70%	20	55%
45 - 60	Good	-	-	15	41%
25 - 40	Bad	-	-	-	-
1 - 20	Very Bad	-	-	-	-
Total		31	100%	36	100%

Findings

The findings indicated a significant improvement in students' writing recount text skills after the implementation of the Picture Series Method. The pre-test results showed that most students were categorized at a fair level of writing proficiency. After the treatment, the post-test results demonstrated that the majority of students reached a good to very good level.

Table 2. Hypothesis Testing Results

Paired Samples Test									
	Paired Differences				t	df	Sig. (2-tailed)		
	Mean	Std. Deviation	Std. Mean	Error of the Difference				95% Confidence Interval of the Difference	
								Lower	Upper
Pair 1 PRETESTXF - POSTTESTXF	-20,968	9,951	1,787	-24,618	-17,318	-11,731	30	,000	
Pair 2 PRETESTXD - POSTTESTXD	5,833	10,724	1,787	2,205	9,642	-3,264	35	,002	

The paired-sample t-test revealed a significance value of 0.000, which was lower than the significance level of 0.05. Therefore,

the null hypothesis was rejected, and the alternative hypothesis was accepted. This result confirms that the use of Picture Series has a significant effect on improving students' speaking skills.

Discussion

Statistically, it was demonstrated that in noteworthy degree lower than 0,05. So, the null hypothesis (H0) was rejected. The reply of investigate issue was demonstrated that there was effective of utilizing picture series on students' composing relate content, where there's a noteworthy advance in students' writing recount text.

Students' writing of recount text got a higher score in case students utilized picture series to assist them in writing because it can offer assistance to build their thoughts. Students who did not get treatment got lower score than students who gotten treatment. Students had easy to produce coherent and understandable recount text.

CONCLUSION

After conducted the research and calculated the data, conclusion could be started that it was effective of using picture series on students' writing of recount text. It could be seen from the mean of post-test result in experimental class is 81. The mean of post-test result in control class was 79.

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