

THE EFFECT OF PICTURE SERIES ON STUDENTS' ACHIEVEMENT IN WRITING RECOUNT

Hindun Lubis¹, Meida Rabia Sihite², Iskandar Zulkarnain³

^{1,2,3} Pendidikan Bahasa Inggris, Fakultas Keguruan Dan Ilmu Pendidikan
Universitas Al Wasliyah Medan

Email: hindunlubis1991@gmail.com¹, meidarabia55@gmail.com²
iskandarzulkarnain1277@gmail.com³

ABSTRACT: *The objective of this research is to find out The Effect of Picture Series on Students' Achievement in Writing Recount. The design applied in this research was experimental research design. This research was conducted in X grade at MAS Alwashliyah 12 Perbaungan Academic Year 2022-2023. There were two classes of X grade. Each class consisted of 32 students. So, the total number of population were 64 students. Cluster-sampling technique was employed in taking the sample. X -2 was selected as experimental group and X -1 was selected as control group. There are 64 students were chosen as the sample. The instrument used to collect the data was writing test. The data were analyzed by using t-test. After the data had been analyzed, it was obtained $t_{observed}$ value was higher than that of t_{table} ($1.57 > 1.671$) with the degree of freedom $df = 58$ at the level of significance $\alpha = 5$. It meant that H_a was accepted and H_o was rejected. In conclusion, Picture Series significantly affected on students' achievement in writing recount.*

Keywords: *Picture Series, Writing, Recount.*

PENDAHULUAN

In the world of learning, writing is one of the important things that must be mastered by students. But sometimes it is difficult for them to understand what they are writing from what they have heard all along about the English language. In addition, the current lack of interest in students' writing is due to the convenience provided by technological developments in the technology field, thereby reducing students' interest in writing manually is also one of the triggers for the weakness of students' interest in writing. In addition, the lack of teaching aids in the learning process is also resulting in students lacking inspiration in expressing their written works or their creativity in writing. Even when they start writing, sometimes they experience confusion in expressing their creative abilities in writing. Therefore, learning how to write has gained considerable importance for last two decades due

to two factors: its use as a tool for effective communication of ideas, and the extensive research work carried out in this area to examine various issues faced by (Dar And Khan,2015; Graham & Perin ,2007; Haider ,2012; Hyland, 2004) in Cristine, S. (2019). Writing is combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

Therefore, learning to write is important because of its two uses as a tool for communication and also as an effective tool for expressing ideas and inspiration. Writing skills require special skills and processes in organizing language material using the learner's own words and ideas to become a good composition. In fact, many students who are weak in English especially for the tenth grade are often faced with writing problems. This problem was found by the researcher based on the researcher's interview with one of the English teachers at the MAS Alwashliyah 12 Perbaungan School.

The purpose of this research is to investigate the types of activities that occur during the teaching process of writing recount text through a series of pictures and to identify the benefits that students receive from writing recount text through a series of pictures. It is through a series of pictures that students' creativity in writing is developed and assisted through these pictures. These images will become the plot of a series of events or events in the past. The purpose of this research is to investigate the types of activities that occur during the teaching process of writing recount text through a series of pictures and to identify the benefits that students receive from writing recount text through a series of pictures. It is through a series of pictures that students' creativity in writing is developed and assisted through these pictures. These images will become the plot of a series of events or events in the past.

Later, the results of the study revealed that teaching writing using a series of pictures could improve students' ability to write recount texts. In particular, they showed some improvements in the writing process and vocabulary used in the recount text by involving several language components including grammar, vocabulary and punctuation. Text recount is one of the subjects studied by students at school. A recount text is a text that retells an event or experience in the past such

as an accident or vacation. Then the generic structure of the recount is an orientation that introduces participants to place and time, events describe a series of events that occurred in the past, re-orientation concludes the story or the author's feelings in the story. Based on syllabus an curriculum in tenth grade the government want to see how all the student can use and see the benefit from another language in their life and for their life skills and the government also want every student in Indonesia can understand about the function and the benefit from study the another language. But in reality this country is have a big problem. The problem is like there are a minim about the media, the student low understanding about English. From this study we try to give some new ways like another way to send the lesson to help the student understanding about writing skill. We use the pictures series to make the student have a new inspiration to help them when they have to write the recount text. Thus students get benefit from the learning model. Also can be helped in recalling their activities with the help of a series of pictures and are also able to express their communication in writing to convey events that students experienced in the past. Based on the background of the study, the problem of the research is formulated as the following: "Do the picture series significantly affect students' achievement in writing recount text at MAS Alwasliyah 12 Perbaungan Academic Year 2022 / 2023?"

METODE PENELITIAN

This chapter contained the description of the method employed in the research. The description covered research design, population and sample, research instrument, validity, and reliability testing, data collecting method, and data analysis. The research was conducted at the MAS Alwasliyah 12 Perbaungan. It was conducted in class X students on July of the 2022-2023 Academic Year.

1. Research Design

This research used quantitative research. Quantitative research is explaining phenomena by collecting numerical data that are analyzing using mathematically based methods in particular statistics (Aliaga and Gunderson in Mujis, 2004 :1) in Kandel, B. (2012). In this research, the study used the experimental design. This research was conducted by using experimental research design, to collect the data which used pre-test and post-test design. The experimental group was treated by applying picture series. While

the control group was treated by applying conventional way. The test for both classes was the same in qualities and quantities to keep the reliability of the research. The design of this research can be illustrated as follows:

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Experimental	√	Using Picture Series	√
Control	√	Conventional way	√

2. Population and Sample

a. Population

In accordance to the topic of the research, the population all of the students at the tenth grade of MAS Al Washliyah 12 Perbaungan. There are two classes. The total number 64 students.

b. Sample

Selecting sample is very important step in conducting a research the small group that is observed the name is sample and the larger group about which the generalization is made the name is a population. A sample is a portion of a population. It means that a good sample must represent the entire populations as good as possible, so that the generalization of the sample as true as population. In this research the researcher selected classes X-2 that consist of 32 students as the experimental group was taught by using picture series. Whereas, class X -1 consisting of 32 students selected as the control group of this study which was taught without using picture series. The students were randomly chosen by cluster random sampling technique. It was obtained that the sample in this research consisted of two are classes: class X-1 consisted of 32 students and X - 2 consisted of 32 students. So the total sample of students for this research was 64 students. The population and sample can be seen in the following table 2.

Table 2. The Population and Sample

No	Classes	Population	Sample	Group
1	X - 1	32	32	Control
2	X - 2	32	32	Experimental
3	X - 2	32		
	Total	94	64	

3. The Technique for Analyzing Data

Data analysis in this study was carried out using descriptive statistical analysis and inferential statistics, namely data analysis regarding the results of the pre-test and post-test experimental class and control class. Then the data analysis regarding the effect of serial picture media on the learning outcomes of students in class X MAS Alwashliyah 12 Perbaungan.

This technique was carried out to determine the significant difference between the pre-test of the experimental group and the control group and to determine the significant difference between the post-test of the experimental group and the control group

To find out whether the used of picture series significantly affects students' achievement in writing recount text, the results of the test were calculated by using t-test Formula. The formula is as follows:

Found the significance of the deviation by using t-test formula:

$$t = \frac{MX - MY}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{NX + NY - 2}\right) \left(\frac{1}{NX} + \frac{1}{NY}\right)}}$$

M = Mean deviation of each group

N = Subject of sample

X = Deviation between pre-test and post-test of the experimental group.

Y = Deviation between pre-test and post-test of the control group

Σ = the sum of

Arikunto, (2002:280)

a. Determining Mean 1

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

b. Determining Mean 2

$$M_y = \frac{\sum y}{N}$$

c. Determining Standard of Deviation Score of Variable SD 1

$$SD = \sqrt{\frac{\sum x^2}{N}}$$

d. Determining Standard of Deviation Score of Variable SD 2

$$SD = \sqrt{\frac{\sum y^2}{N}}$$

e. Determining Standard Error of Mean Variable X (SEM 1)

$$SD_{Mx} = \frac{SD_x}{\sqrt{N_1 - 1}}$$

f. Determining Standard Error of Mean Variable Y (SEM 1)

$$SD_{My} = \frac{SD_y}{\sqrt{N_1 - 1}}$$

g. Determining Standard Error of Mean Variable X and Variable Y, the formula is:

$$SE_{Mx-My} = \sqrt{SE_{mx^2} + SE_{my^2}}$$

h. Determining t_o with formula :

$$t_o = \frac{Mx - My}{SE_{Mx} - SE_{My}}$$

i. Determining t – table in significance with formula :

$$df = (N_1 + N_2 - 2)$$

j. The comparison between t – score with t – table :

$$t\text{-score} = t_o > t\text{-table}$$

HASIL PENELITIAN DAN PEMBAHASAN

1. Previous Studies

The writer has found some relevant studies which related to the research. The first study was taken from Ariningsih, N. E., Sumarwati, S., & Saddhono, K.

(2012). said that, by using picture series can help the teaching and learning process run well and also can give motivate the learners to write, because it attracts their interest and help them understand ideas and acquire information and overcome the limitation of time, size, and space. In addition, pairs of pictures or pictures in sequence provide for a variety of guided and free writing exercise. Awaliah (2014) based on her there is a significant difference between students' writing skill in narrative text by using pictures series and without using pictures series. The students can produce better writing and also by using picture series it make students more interested to create the sentence in writing narrative text which is unity, cohesive and clarity based on the picture series. Novita (2014) she said that students' writing ability of the experimental group was significantly improved. And also the students writing ability of the control group was improved. It's mean that in teaching writing, students' who were taught using picture series have higher scores.

Those previous above are used as reference for the writer in conducting this study and also as the comparison between those relevant studies with the study conducted by the writer this time. The study was the effectiveness of using picture series in teaching writing recount text. The difference between this study and previous studies were the objective of this study and method of this study. In addition, the lack of previous studies above there was on representative of students that will used as sample not too much attention by researcher, instrument that valid and reliable also not considered. The objective of this study was to find the effectiveness of using picture series in teaching writing recount text. The method of this study is quantitative method.

2. Data Analysis And Research Finding

The following was the results of the pre-test and post-test of the experimental and control groups.

Table 3. The Results of Pre-test and Post-test of the Experimental Group

No	Students' Names	Pre-Test	Post-Test	Gained	D^2
1	Aditya Ilham Bintang	5 0	6 5	1 5	2 25
2	Bunga NurSakinah	5 5	7 0	1 5	2 25

3	M Refasa Alifa	4 5	7 2	1 7	2 89
4	M Fahri Affandi	4 5	7 0	2 5	6 25
5	M Kumala Amin	5 5	6 9	1 4	1 96
6	M Zamrud Al-Habib	5 5	7 5	2 0	4 00
7	Maharani Yuana Putri	4 5	7 5	3 0	9 00
8	Nazla Nur Syahrina	4 5	7 5	3 0	9 00
9	Nova Juwita Sari	5 5	8 0	2 5	6 25
10	Novi Yunita	4 0	7 5	3 5	1 225
11	Nur Laili Hasanah	4 0	7 8	3 8	1 600
12	Niza KartiniD	4 0	7 9	3 9	1 521
13	Novita Anggi	4 0	6 5	2 5	6 25
14	Rahel Putri Wijaya	5 5	6 5	1 5	2 25
15	Reyhan Pratama	5 5	6 5	1 0	1 00
16	Rosita Laila	4 5	6 5	2 0	4 00
17	Ririn Armita	4 5	6 5	2 0	4 00
18	Rihadtlil Aisy	5 0	7 0	2 0	4 00
19	Ocha Melani	5 0	7 5	2 5	6 25
20	Sheva Gibriel	5 0	7 5	2 5	6 25
21	Siti Mutiara ZamZam	5 5	7 5	2 0	4 00
22	Suci Nahya Pasha	5 5	7 6	2 1	4 41
23	Syafa'atul Mu'minin	5 5	7 7	2 2	4 84
24	Suma Atmaja	5 5	7 8	2 3	5 29
25	Naufal Ahmadinejao	4 5	7 4	2 9	8 41

26	Nadillayuuki R	45	74	29	841
27	Tri Andela	60	72	12	144
28	Widya Dwi Syahputri	45	74	29	841
29	Windi Arifah	45	73	28	84
30	Zazkiah PadillahHsb	55	72	17	89
31	Ali Sofyan	55	68	13	69
32	Mandala Khairul Umam	60	73	13	69
Total		1590	314	197	18063
Mean		49.7	72.3	2.5	564.5

From table above, it can be observed that in the experimental group, the lowest score of the pre-test was 40 and the highest was 80 . While the lowest score of the post-test was 65 and the highest was 80 . The mean of the experimental group on pre-test was 49.7 and the mean on post-test was 72.3.

Table 4. The Results of Pre-test and Post-test of the Control Group

No	Students' Names	Pre-Test	Post-Test	Gained	D^2
1	Andre Rodix Fahlevi	50	52	2	4
2	Abnisah May Dhaifah	55	55	0	0
3	Anita Ramadhani	45	47	2	4
4	Aulia Azahra	45	42	-3	9
5	Cheksya NazilaZaiwa	55	55	0	0
6	Dwi AuliaPutri	55	57	2	4
7	Edo Syafahhiri	45	49	4	16
8	Fadhillah Tri SuciLubis	50	52	2	4
9	Fathur Rahman Adha	45	47	2	4
10	Feni Febrina	55	53	-2	4
11	Hamdi Muhtarum Psb	40	45	5	25
12	Idzan Syifa Habibiy	60	62	2	4
13	Iqbal Adha	40	42	2	4
14	Imel Destiya Utami	55	57	2	4
15	Irma Julita Syahfitri	55	60	5	25

16	Kaisya Yudika Purba	45	45	0	0
17	Khalisa Shaqi	60	60	0	0
18	M Rayhan Al Achy	50	52	2	4
19	M.Abdul Latip	50	52	2	4
20	M Haqqi Kaymba A	50	50	0	0

21	Meisya Putri Najla	55	55	0	0
22	Khairunnisa K	60	62	2	4
23	Nu Tasya Laudya S	65	65	0	0
24	Mhd Aido Rezeki	60	62	2	4
25	Susan	55	52	- 3	9
26	Nadya	45	47	2	4
27	Riana W	45	47	2	4
28	Wulandari	60	60	0	0
29	Siti Robiah	45	47	2	4
30	Winda	45	47	2	4
31	Rosita	55	55	0	0
32	Lutfi	55	58	3	9
Total		1650	1691	41	161
Mean		51.6	52.8	1.3	5.0

From table 4. above, it can be observed that in the control group, the lowest score of the pre-test was 40 and the highest was 65 while the lowest score of post-test was 45 and the highest was 65. The mean of the control group on pre-test was 51.6 and the mean on post-test was 52.8.

Table 5. The Result of Calculation of the Test in Both Experimental and Control Classes

Students' Identification Number (N)	X	Y	X	y	x^2	y^2
1	15	2	-7,5	0,7	56,25	0,49
2	15	0	-7,5	-1,3	56,25	1,69
3	17	2	-5,5	0,7	30,25	0,49
4	25	-3	2,5	-4,3	6,25	18,49
5	14	0	-8,5	-1,3	72,25	1,69
6	20	2	-2,5	0,7	6,25	0,49
7	30	4	7,5	2,7	56,25	7,29
8	30	2	7,5	0,7	56,25	0,49
9	25	2	2,5	0,7	6,25	0,49
10	35	-2	12,5	-3,3	156,25	10,89

11	38	5	15,5	3,7	240,25	13,69
12	39	2	16,5	0,7	272,25	0,49
13	25	2	2,5	0,7	6,25	0,49
14	15	2	-7,5	0,7	56,25	0,49
15	10	5	-12,5	3,7	156,25	13,69
16	20	0	-2,5	-1,3	6,25	1,69
17	20	0	-2,5	-1,3	6,25	1,69
18	20	2	-2,5	0,7	6,25	0,49
19	25	2	2,5	0,7	6,25	0,49
20	25	0	2,5	-1,3	6,25	1,69
21	20	0	-2,5	-1,3	6,25	1,69
22	21	2	-1,5	0,7	2,25	0,49
23	22	0	-0,5	-1,3	0,25	1,69
24	23	2	0,5	0,7	0,25	0,49
25	29	-3	6,5	-4,3	42,25	18,49
26	29	2	6,5	0,7	42,25	0,49
27	12	2	-10,5	0,7	110,25	0,49
28	29	0	6,5	-1,3	42,25	1,69
29	28	2	5,5	0,7	30,25	0,49
30	17	2	-5,5	0,7	30,25	0,49
31	13	0	-9,5	-1,3	90,25	1,69
32	13	3	-9,5	1,7	90,25	2,89
	Mean	Mean			Total	Total
	22.5	1.3			1752	108,48

Notes

X = the students' gained score in experimental class

Y = the students' gained score in control class

$x = X - MX$

$y = Y - MY$

From the above table, it can be seen that the average of students' gained score in the experimental class is higher than those students in the control class. The students in the experimental class got average gained score 22.5 while those in the control class got 1.3 as their average gained score.

3. The Analysis of the Data

After describing the data obtained from students' pre-test and post-test, the researcher then analyzed statistical calculation of *t-test* formula with degree of significance 5%.

a. Determining Mean 1

$$\begin{aligned} M_x &= \frac{\sum X}{N} \\ &= \frac{719}{32} = 22.5 \end{aligned}$$

b. Determining Mean 2

$$\begin{aligned} M_y &= \frac{\sum y}{N} \\ &= \frac{41}{32} = 1.3 \end{aligned}$$

c. Determining Standard of Deviation Score of Variable SD 1

$$SD = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{1752}{32}} = 7.4$$

d. Determining Standard of Deviation Score of Variable SD 2

$$SD = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{108.48}{32}} = 1.8$$

e. Determining Standard Error of Mean Variable X (SEM 1)

$$SD_{Mx} = \frac{SD_x}{\sqrt{N1-1}} = \frac{7.4}{\sqrt{31}} = 1.32$$

f. Determining Standard Error of Mean Variable Y (SEM 1)

$$SD_{My} = \frac{SD_y}{\sqrt{N1-1}} = \frac{1.8}{\sqrt{31}} = 0.32$$

g. Determining standard error of mean variable x and variable y, the formula is:

$$SE_{Mx-My} = \sqrt{SE_{mx^2} + SE_{my^2}}$$

$$= \sqrt{1.32^2 + 0.32^2}$$

$$= \sqrt{1.74 + 0.10}$$

$$= \sqrt{1.84}$$

$$= 1.35$$

h. Determining t_o with formula :

$$t_o = \frac{Mx - My}{SE_{Mx} - SE_{My}}$$

$$= \frac{22.5 - 1.3}{1.35}$$

$$= \frac{21.2}{1.35} = 15.7$$

i. Determining t – table in significance 5% with degree of freedom, with formula :

$$df = (N_1 + N_2 - 2) = (32+32 - 2) = 62$$

$$t - \text{table with level of significance } 5\% = 1.671$$

j. The comparison between t – score with t – table :

$$t\text{-score} = t_o > t - \text{table} = 15.7 > 1.671$$

From the statistical analysis above. The writer got 15.7 as a value of t – observation and 1.671 as a value t – table with significance degree of 5%.

4. Testing Hypotheses

The testing hypotheses should be done in order to know whether the hypotheses are accepted or rejected. After the data had been calculated by t –test formula, it was found that the t – table was smaller than $t_{observed}$. Thus, H_a was accepted and H_o was successfully rejected. It means that Picture Series significantly affected the students' achievement in writing Recount.

5. Research Finding

Based on the data analysis, it was found that the scores of both experimental and control groups were different. The mean of post-test of experimental group was higher than that of control group ($72.3 > 52.8$). Moreover, the result of calculation revealed t-observed value was lower than that of t-table value at degree 5 %. It means picture series significantly affected the students' achievement in writing recount text.

CONCLUSION

The calculation by using t -test formula resulted that the t-observed value (1.671) was smaller than t-table value (15.7) . It means that H_a was accepted and H_o was successfully rejected. It was concluded that writing recount text used Picture Series was significantly affected students' achievement in writing.

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