
THE USE OF PICTURE SERIES TO IMPROVE EIGHTH GRADERS' WRITING RECOUNT TEXTS

Muhammad Lukman Syafii

s.muhammadlukman@yahoo.com

Muhammadiyah University of Ponorogo, Indonesia

Jl. Budi Utomo No.10, Ronowijayan, Kec. Ponorogo, Kab Ponorogo, Indonesia

Article History:

Received:
April 1, 2016

Accepted:
September 6, 2016

Corresponding Author:
+62 85235662234

Abstract: This study involved eighth graders' of MTs Al-Islam Nganjuk and focused on their ability in writing recount text. Based on the result of preliminary study, it was found that the students' writing ability got unsatisfactory results. Therefore, this classroom action research was conducted. The finding of the study indicated that the implementation of picture series was successful. It showed that the students gained good progress from the first to the second cycle. The data analysis confirmed 71.90%, (in cycle I), 79.50% (in cycle II) students were actively involved. Hence, this study is effective to improve the students' writing

Keywords – Picture series, improve, writing recount texts

INTRODUCTION

English has an important role in this modern world as an international language. It is used as a means of international relationship, including international business, international meeting, and so forth. Due to the fact that English plays an important role in this globalization era, the Indonesian government has decided to include it as one of the compulsory subjects in the national curriculum from Junior High School up to university.

Writing is a language skill that needs to be taught in the teaching of English as foreign language (EFL) in Indonesia. The goal of teaching writing is developing written communication competence as well as spoken one. It is stated on present curriculum (*KTSP*) that the objective of teaching and learning English in junior high schools in Indonesia is to develop the ability to communicate in the language, both spoken and written (Depdiknas, 2006:287). The ability to communicate includes the four language

skills; listening, speaking, reading, and writing. The focus of this study will be one of the skills, that is writing skill.

Writing is considered as one of the four language skills that should be mastered by English Foreign Language learners. It must be taught to the students at Junior High School. Cahyono (2009: xiii) explains that English language learner can communicate with other learners who live anywhere in written English. It can be said that writing is a means of communication. Nation and Newton (2009:113) state that writing is an activity that can usefully be prepared for by work in the other skill of listening, speaking and reading. Furthermore, Harmer (2004: 79) argues that writing essentially needs to be learned because it is as language skill. It is beneficial not only for study and pleasure, but also for language acquisition. Meanwhile, Raimes (1983:3) explains that writing is useful to reinforce grammatical structure, idioms, and vocabulary and to get the students take adventure with the language. In line with Raimes, Prastyo (2014:104) stated that linguistics competence is one of competences that is needed in writing. By writing, the students are also able to go beyond the language they have learned. In other words, writing can be used as a medium to know how much the students have mastered the language learned.

Because the fact that writing is an important activity in the classroom, the researcher cannot deny that writing is still real problem for students. They assume that writing is a boring and hard activity for them. This happens at *MTs Al-Islam Nganjuk* where most of the students still faced difficulty dealing with English writing. Based on the result of the preliminary study, the researcher found out that the students' writing achievement is still under the criteria of success. The average of the result is 48, whereas the criteria of success are 55. There were Only 8 of 44 students who passed. It means 18% students achieved it, while 87% students were still under it. The unsatisfactory result of students' writing might be caused the students have difficulties in generating the ideas and exploring the vocabularies. Meanwhile, based on the interview with the teacher, it was found that the students have low motivation in writing activities.

Considering the factual phenomenon and social condition, the teacher of English plays an important role to encourage the students' success in learning. The teacher should do many things to overcome the problem encountered in the teaching and learning process, particularly in writing skill. The teacher should be creative to provide the interesting and meaningful technique as well as media to spark students to be involved in the teaching and learning activities. It can be begun from the simple thing that is easier to prepare and related to the students' environments. So, try to utilize everything that can be found in the students environments as an alternative media to teach English.

Media is the carrier of information or message between the source and the receiver. It can help teacher transfer the information or message to the students effectively. Appropriate media lead to a successful teaching and learning process. In addition, the use of certain media can motivate the students in learning. According to Alexander (1987:415), the use of media is often effective in awakening students' interest. Furthermore, Liasari and Prastyo (2016) stated that interactive media can help teachers and students in teaching and learning process. So, it is important for teacher to use certain media in the teaching and learning process. However, the effectiveness of instructional media depends on the teacher. In this case, the teacher should prepare interesting activities in order to make the students involved actively in the process of writing activity. In deciding a certain media, the teacher should consider many aspects. Setyosari (2009: 15) explains the considerations of using media are: the objective, content, the willingness, capability, and availability. Dealing with the above consideration, a media that possible to use in the teaching and learning of writing is by using picture series.

Picture series are pictures which show some actions or events in a chronological order (Wright: 1989). It can be used as one of the stimulus in the learning activity to the students. When picture series are used as a media of teaching writing, it can help the students in generating the idea in terms of deciding the theme and the information they want to write. It also helps the students in exploring the vocabularies. Finocchiaro and Bronomo (1973:18) state that picture series extremely helpful giving extensive practice in numerous structures with a limited known vocabulary. It also leads the students to determine the generic structure or rhetorical step of recount text. In addition, Cahyono (1997: 114) explains that pictures can be used to develop and sustain motivation of students' learning. Furthermore, Raimes (1983:28) states that there are four reasons why pictures are valuable to be used as a media in teaching writing: first, picture provides shared experience for the students in the classroom. Second, they provide a need for common language form to use in the classroom. Third, they provide a variety of task. Finally, they provide a focus of interest for students. In addition, utilizing a fun media in the process of teaching and learning will help students in exploring their ability.

There are two types of text that an English teacher has to teach to the second year students of junior high school. The English competence standard of writing for eight grade students of junior high school in the second semester is that to express meaning through functional texts as well as through short and simple recount and narrative texts to interact (with people) in the (students') surrounding environment (Depdiknas, 2006). A recount text is used to tell events in chronological order that happened in the past. Anderson and

Anderson (1997:48) explain that “the recount text is a piece of text that retell past events, usually in the order in which the events happen”. A recount text can be written if the students know what happened well. Students have to memorize their experiences in the past. It takes a long time but the students do not write anything. Picture series can be used as a material of writing recount text. Students do not need to remember their experience, so they can focus on writing based on the picture that they have.

A good recount text has two characteristics. First, the text covers all the generic structure or rhetorical step, that is, orientation (giving the background information), events (telling the events chronological order), and reorientation (giving conclusion with a comment or a summary and evaluation about the topic). Second, the language feature uses certain verbs. According to Anderson and Anderson (1997:48) recount text use proper noun to identify those involved in the text, use descriptive words to give detail about *who*, *what*, *when*, *where* and *how*, and use past tense and using words that show the order of events (for example, *first*, *next*, *then*)

A previous study about similar research was conducted by Azhari (2004), She has also conducted classroom action research design by using pictures for teaching descriptive text. The subject was the students of class III F of *SLTP N 18 Malang* in academic year 2003 – 2004. The steps of her study were as follows: First the teacher shows the students sequenced pictures of a certain topic to be taught. Second, the teacher asks the students to get the ideas of the sequenced pictures. Third the teacher asks the students to make some sentence relate with the pictures orally. Forth, the teacher asks the students to write a paragraph based on the sequenced picture they read. Fifth, the teacher asks the students to edit and revises their draft. She found out that picture can make the students get involved in the teaching and learning process. It can also improve the students’ ability in writing descriptive paragraph. Another study by Hasanah (2008) used picture sequences to improve students’ ability in writing narrative texts. The subject was the students of class IX E of *MTs N Malang III* in academic year 2007 – 2008. In her study, she used the following steps: first showing the pictures to the students. Then ask the students about picture. Next giving the students guided vocabulary items related to the picture. Then, providing and discussing a model of text. After that, display the jumbled pictures. Then, asking the students to write a rough draft based on the picture series. And then ask the students to revise the draft focusing on the content, organization and grammar finally, assigning the students to have peer editing in order to edit the content, organization and grammar. Generally, the findings showed that the students’ performance in writing was better when picture sequence were used during the learning process.

METHOD

This study employed Classroom Action Research (CAR) design since it is the most appropriate research design which is related to solve the classroom problem. The purpose of action research is to solve classroom problem through the application of scientific method (Gay, 1992:11). According to Lier (1990:9) classroom action research is the central data deriving from things that go in the classroom. Harmer (2004:344) also points out that action research is the name given to a series of procedure which is engaged by teacher to improve aspects of their teaching, and to evaluate the success and suitability of certain activities and procedure. Based on statements above, classroom action research is needed by the teacher to improve the quality of teaching and learning practice in the classroom.

In conducting the study, the researcher used the design of classroom action research which is a cyclical process adapted from the model of Kemmis and Mc Taggart's (1998) namely; planning, implementation, observation and reflection. Then the researcher adapted into his procedure as the following figure:

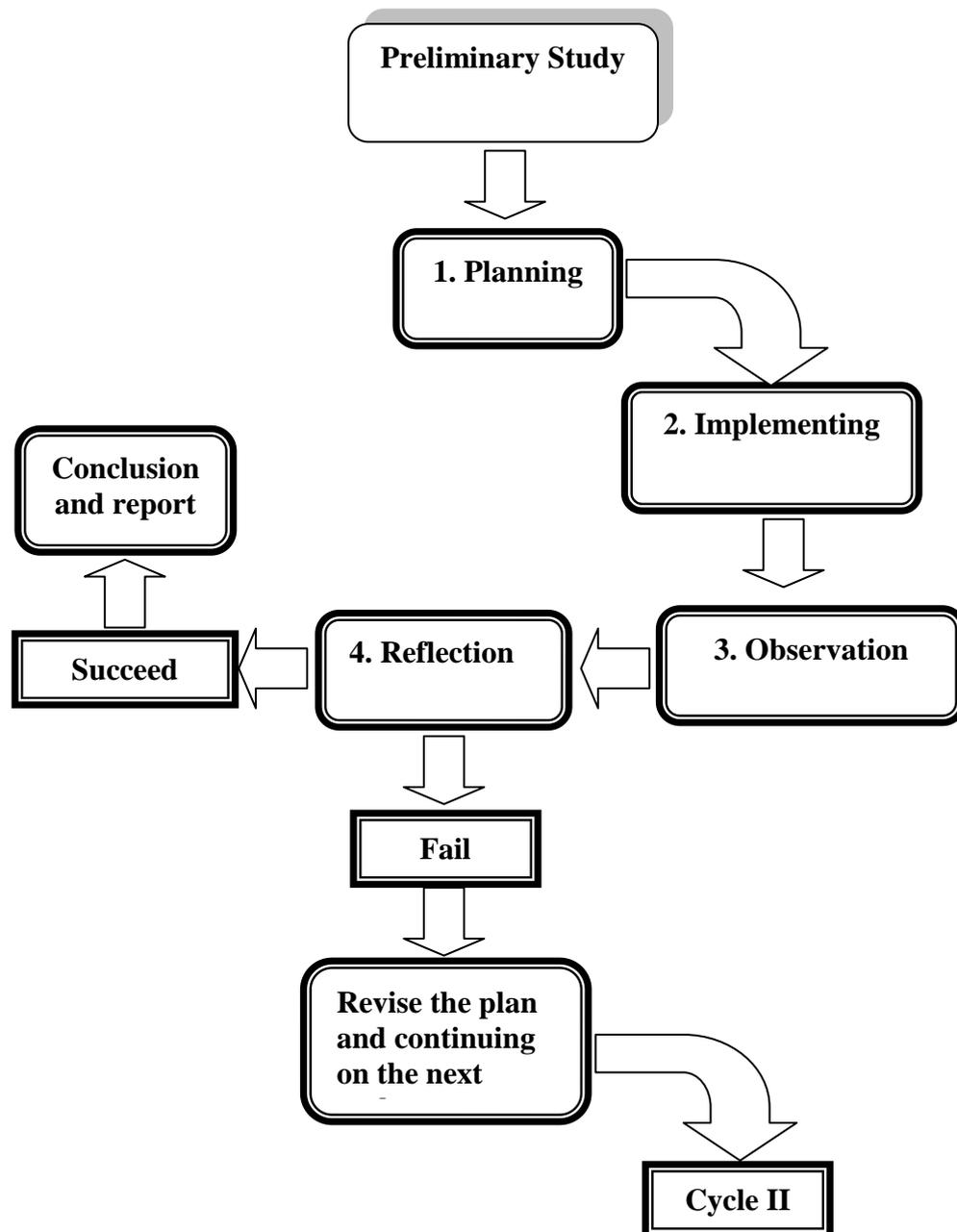


Figure 1 The Diagram of Classroom Action Research Procedure (adapted from Kemmis and McTaggart (1988: 14)

Planning the Action

In preparing the strategy, the researcher applies picture series to improve the students' writing recount text ability. This media is implemented to emphasize the students' understanding of constructing the steps of writing recount text and its language features. The researcher selects the appropriate picture series based on the material from many resources. This media is expected to stimulate the students' ideas, to guide them in organizing and developing ideas, and to improve their sentence structure.

This strategy based on the principles of teaching writing skill explained by Brown (2007: 404) that prewriting stage encourages the generation of ideas in the form of brainstorming and listing, and drafting or revising process can be applied by using the instructor's feedback and editing grammatical error. Considering that principles, the researcher set the steps are as follows: first, give the students a model of picture series and a recount text. Second, explain the text. Third, explain the generic structure and language features of recount text. Fourth, give the students another picture series. Fifth, ask the students to identify what they see in the picture. Sixth, guide the students to list the vocabulary from the pictures. Seventh, guide the students to make sentences by using vocabulary found based on the pictures. Eighth, guide the students to arrange the sentences to become a paragraph. Ninth, guide the students to revise the draft. Tenth, guide the students to edit the draft in terms of spelling, grammar and punctuation. Eleventh, ask the students to write the final version of the paragraph. The detail procedures of using this strategy can be seen in the following table.

Table 1 the procedure of applying picture series in writing recount text

Writing Stages	Teacher Activities	Students' Activities
Pre-activities	1. Explain the instructional objectives and the activity that will be done	1. Listen to the teacher's explanation
	2. Brainstorm students, background knowledge	2. Respond to the teacher's questions
Main-activities	1. Give a set of picture series and a recount text.	1. Receive a set of picture series and a recount text.
	2. Explain the text	2. Listen to the teacher's explanation.
	3. Explain the generic structure and language features of recount text.	3. Listen to the teacher's explanation.
	4. Give the students another picture series.	4. Receive a picture series
	5. Ask the students to identified what they see	5. Identified the picture

-
- | | | |
|-----|--|--|
| | in the picture | |
| 6. | Ask the students to list the vocabulary based on the picture series. | 6. List the vocabulary based on the picture series |
| 7. | Ask the students to make sentences based on list of vocabulary. | 7. Make sentences |
| 8. | Ask the students to arrange the sentences into a paragraph. | 8. Arrange the paragraph |
| 9. | Ask the students to revise their writing. | 9. Revise the draft |
| 10. | Ask the students to edit their draft in terms of spelling, grammar and punctuation | 10. Edit the draft |
| 11. | Ask the students to write the final version of their writing. | 11. Write the paragraph |

Post-activities	Ask students' opinion or questions about the teaching and learning	Give questions or comment about the teaching and learning process of meeting
-----------------	--	--

The Action

The implementation of the action is based on what has been intended in the lesson plan. The plan regarding with the teaching and learning of writing recount text is implemented after all preparation is made. The researcher teaches writing based on the lesson plan.

Collecting Data and Observing the Action

In this step, the researcher and collaborator collect any data about aspect and events during the implementation of picture series. The data will be collected by using observation check list and writing test. Latief (2010: 93) states that observation is an

activity of data collection that is use test to know the students' ability, while to know students' motivation by using questionnaires and recording all the activity in the class.

To collect the data in this study, an observation checklist is used to get data about students' activities in the teaching and learning process. The data of student's activeness are from observation during the implementation of technique starting from pre-activity, main- activity and post activity. To know the students' involvement in the teaching-learning process, the researcher was helped by the collaborator to observe all the students activities during the learning process. The researcher set three indicators to know whether the students were active or not in the teaching-learning process. The students were considered active if they met three or two of the indicators. The indicator are: (1) the students answer the teacher's question orally, (2) the students do the teacher's instruction, (3) the students able to write a recount paragraph.

Another instrument is the writing test. It was used to measure the students' writing ability and achievement in recount text. The test is given at the end of each cycle.

FINDINGS AND DISCUSSIONS

To answer the research questions, the findings of data analysis were presented in two categories: the students' participation during the learning process and students' achievement of writing test.

Findings

The findings of the study are presented in the form of description of the students' participation during the learning process and students' achievement of writing test in cycle 1 and 2. In cycle 1, It was four meetings. In the three meetings the students' activity in the classroom was observed by the collaborator teacher. In the last meeting the students were given writing test.

The Students' Participation in the Teaching-Learning Process in Cycle 1

In getting the data on the students' participation in the teaching-learning process, the researcher utilized observation checklists. The observation checklists consisted of 3 indicators which encompassed three meetings. All the indicators were used to see the students' involvement during the implementation of the technique. The researcher categorized active (A) and the active enough (AE) students as active participants.

The data obtained from the observation checklist in meeting 1, it was found that 19 students (42.2%) were active (A); as they met three indicators in the observation checklist,

15 students (33.3%) were active enough (AE) as they met two of the indicators, 11 students (24.4%) were not active (NA) as they met only one of the indicators. 2 students were absent in this meeting. From these data, it could be stated that there were 34 students (75.5%) who were categorized as active participants –active plus active enough– and who were actively involved in the teaching-learning process.

In meeting 2, it was found that 20 students (44.4%) were active (A); as they met three indicators in the observation checklist, 16 students (35.5%) were active enough (AE) as they met two of the indicators, 9 students (20%) were not active (NA) as they met only one of the indicators. 2 students were absent in this meeting. From these data, it could be stated that there were 26 students (80%) who were categorized as active participants – active plus active enough– and who were actively involved in the teaching-learning process.

The data from meeting 3, showed improvement of participation in teaching-learning process from the previous meeting. The observation checklist for this meeting showed that 22 students (46.8%) were active (A); as they met three indicators in the observation checklist, 17 students (36.1%) were active enough (AE) as they met two of the indicators, 8 students (17%) were not active (NA) as they met only one of the indicators. All students were present in this meeting. From these data, it could be stated that there were 39 students (82.9%) who were categorized as active participants –active plus active enough– and who were actively involved in the teaching-learning process.

Based on the observation checklists for those three meetings, it can be inferred that there was improvement on the students' involvement. In meeting 1, 75.5% of the students were actively involved in the teaching and learning process, whereas in meeting 2, it was 80 % of the students. It means that the improvement of the students' involvement from meeting 1 to meeting 2 was 4.5%. Meanwhile, in meeting 3, 82.9% of the students were actively involved. It indicated that the improvement from meeting 2 to meeting 3 was 2.9%. On the hand, the improvement from meeting 1 to meeting 3 was 7.7%. The students' involvement of learning activity in each meeting was shown in the Figure 2.

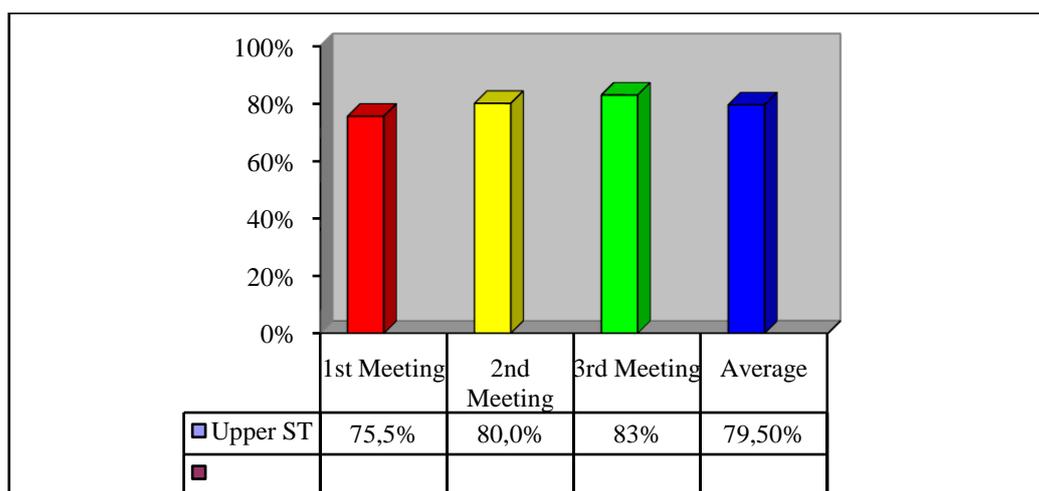


Figure 2 The Students' Involvement of learning activity in Cycle 1

The Students' Writing Achievement

In the fourth meeting the researcher gave the students a test. The result of the students' writing was collected and analysed by the researcher. It was assessed in terms of content, organization, vocabulary, grammar and mechanics. In terms of the content the students did not have difficulties to express their ideas in sentences because the picture series were really helpful for them to stimulate their mind to produce sentences. The pictures gave them inspiration to write the paragraph and also guided them to write in good order. Even though they could write the ideas of the paragraph, the way they told the paragraph was still influenced by the Indonesian style. From the analysis, it was found that the students still had difficulties in determining the tenses used. Students also had difficulties in identifying capital letters and the use of articles. The sample of students' writing was presented below.

Camping

Last Sunday my family went to the mountain for camping. We put the equipment in to the car. We did not forget to bring food. We left the house in the morning. My father drove the car. We accorded the forest. The tree was very tall. We also crossed the bridge. In the afternoon we came to the camping site. We build the tent together. Then we eat lunch. We were very happy at that time.

By Mu'ammarr

Camping in Sidomda

Last week my family went to the sidomba for camping. We take the trip by car. We bring tent and food. We left the house in the morning. My father drive the car. the forest very dark. The tree was very tall. There is the bridge. In two o'clock we come to sidomba. we make the tent together. Then we eat lunch. We are very happy.

By Tika

It was found that in terms of the content, none of the 47 students in level 1, 20 students were in level 2, 27 students were in level 3, and none of students were in level 4. In terms of the organization, 6 students was in level 1, 24 students were in level 2, 17 students were in level 3 and none of students were in level 4. In terms of vocabulary none students was in level 1, 26 students were in level 2, 21 students were in level 3 and none students were in level 4. In terms of grammar, none of students was in level 1, 21 students were in level 2, 24 students were in level 3 and 2 students were in level 4. Furthermore, in term of the mechanics, 24 students were in level 1, 22 students were in level 2, a student was in level 3 and none of students were in level 4. The result of the level of students' writing in each aspect was show in the Figure 3

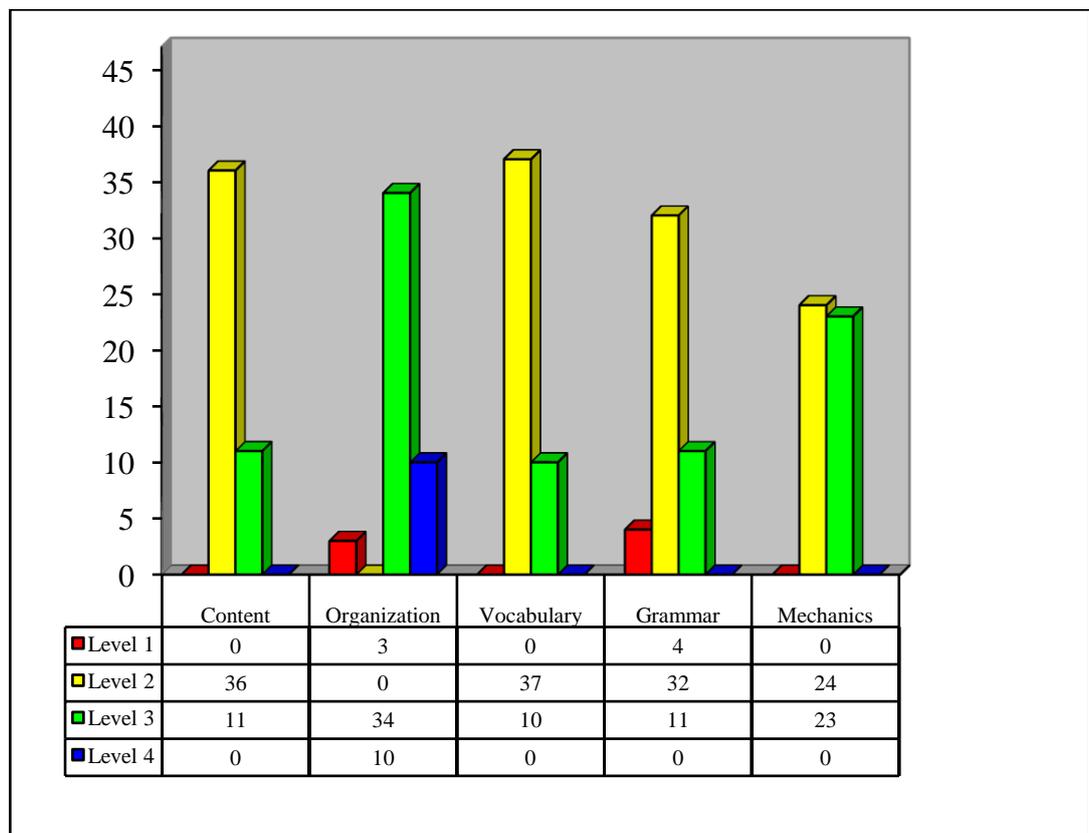


Figure 3 the Result of Students' Writing in Cycle 1

Based on the students average score obtained from rater 1 and 2, there was a student who get 75.5. It was the highest score while the lowest score was 55 and all the students got more than or equal 55.

The Students' Participation in the Teaching-Learning Process in Cycle 2

The data obtained from the observation checklist in cycle 2, in meeting 1, it was found that 19 students (42.2%) were active (A); as they met three indicators in the

observation checklist, 15 students (33.3%) were active enough (AE) as they met two of the indicators, 11 students (24.4%) were not active (NA) as they met only one of the indicators. 2 students were absent in this meeting. From these data, it could be stated that there were 34 students (75.5%) who were categorized as active participants –active plus active enough– and who were actively involved in the teaching-learning process.

In meeting 2, it was found that 20 students (44.4%) were active (A); as they met three indicators in the observation checklist, 16 students (35.5%) were active enough (AE) as they met two of the indicators, 9 students (20%) were not active (NA) as they met only one of the indicators. 2 students were absent in this meeting. From these data, it could be stated that there were 26 students (80%) who were categorized as active participants – active plus active enough– and who were actively involved in the teaching-learning process.

The data from meeting 3, showed improvement of participation in teaching-learning process from the previous meeting. The observation checklist for this meeting showed that 22 students (46.8%) were active (A); as they met three indicators in the observation checklist, 17 students (36.1%) were active enough (AE) as they met two of the indicators, 8 students (17%) were not active (NA) as they met only one of the indicators. All students were present in this meeting. From these data, it could be stated that there were 39 students (82.9%) who were categorized as active participants –active plus active enough– and who were actively involved in the teaching-learning process.

Based on the observation checklists for those three meetings, it can be inferred that there was improvement on the students' involvement. In meeting 1, 75.5% of the students were actively involved in the teaching and learning process, whereas in meeting 2, it was 80 % of the students. It means that the improvement of the students' involvement from meeting 1 to meeting 2 was 4.5%. Meanwhile, in meeting 3, 82.9% of the students were actively involved. It indicated that the improvement from meeting 2 to meeting 3 was 2.9%. On the hand, the improvement from meeting 1 to meeting 3 was 7.7%. The students' involvement of learning activity in each meeting was shown in the Figure 4.

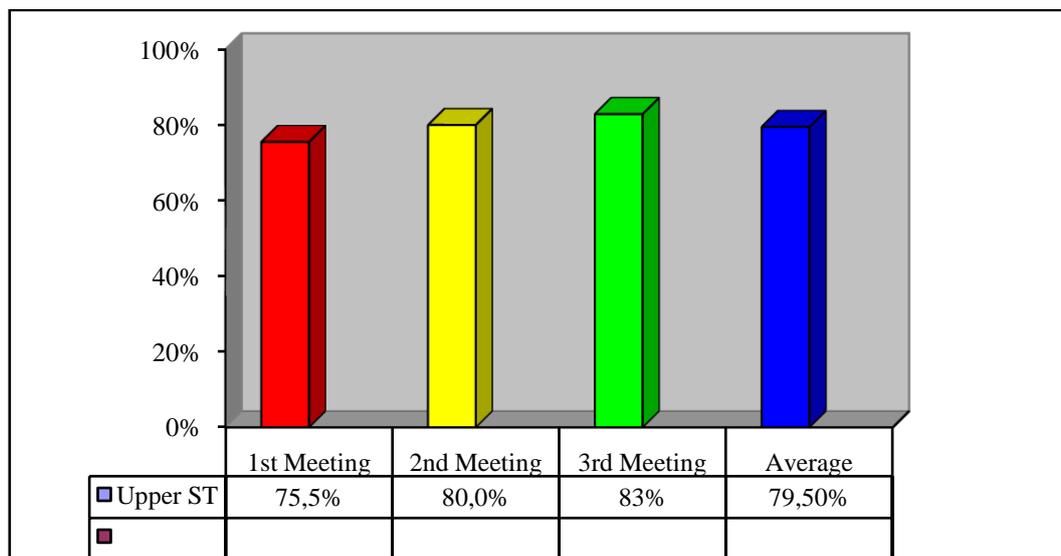


Figure 4 The Students' Involvement of learning activity in Cycle II

The Students' Writing Achievement

In cycle 2, it was found that the result of their writing was getting improved. They could express their ideas freely and developed them into paragraph. In terms of quality, some students showed good improvement. It could be seen from the increasing ability to produce grammatical sentences. During the editing, the students also made progress in editing their work in terms of grammar use, choice of words, punctuation, and capital letters. The sample of students' writings is presented below.

Go to Jakarta

Last month my family went to Jakarta. We left the house in the afternoon. We arrived at Ciledug station at 5 p.m. there were many people who were waiting the train. The train left Ciledug station at 06.00 p.m. I sat near the window. My father talked with the other people. The train arrived in Jakarta at night. There were many people who were waiting their family. My uncle, Irfan, picked up us in the station. We were very happy.

By Zumala

It was found that in terms of the content, none of the 47 students in level 1, 20 students were in level 2, 27 students were in level 3, and none of students were in level 4. In terms of the organization, 6 students was in level 1, 24 students were in level 2, 17 students were in level 3 and none of students were in level 4. In terms of vocabulary none students was in level 1, 26 students were in level 2, 21 students were in level 3 and none

students were in level 4. In terms of grammar, none of students was in level 1, 21 students were in level 2, 24 students were in level 3 and 2 students were in level 4. Furthermore, in term of the mechanics, 24 students were in level 1, 22 students were in level 2, a students was in level 3 and none of students were in level 4. The result of the level of students' writing in each aspect was show in the Figure 5.

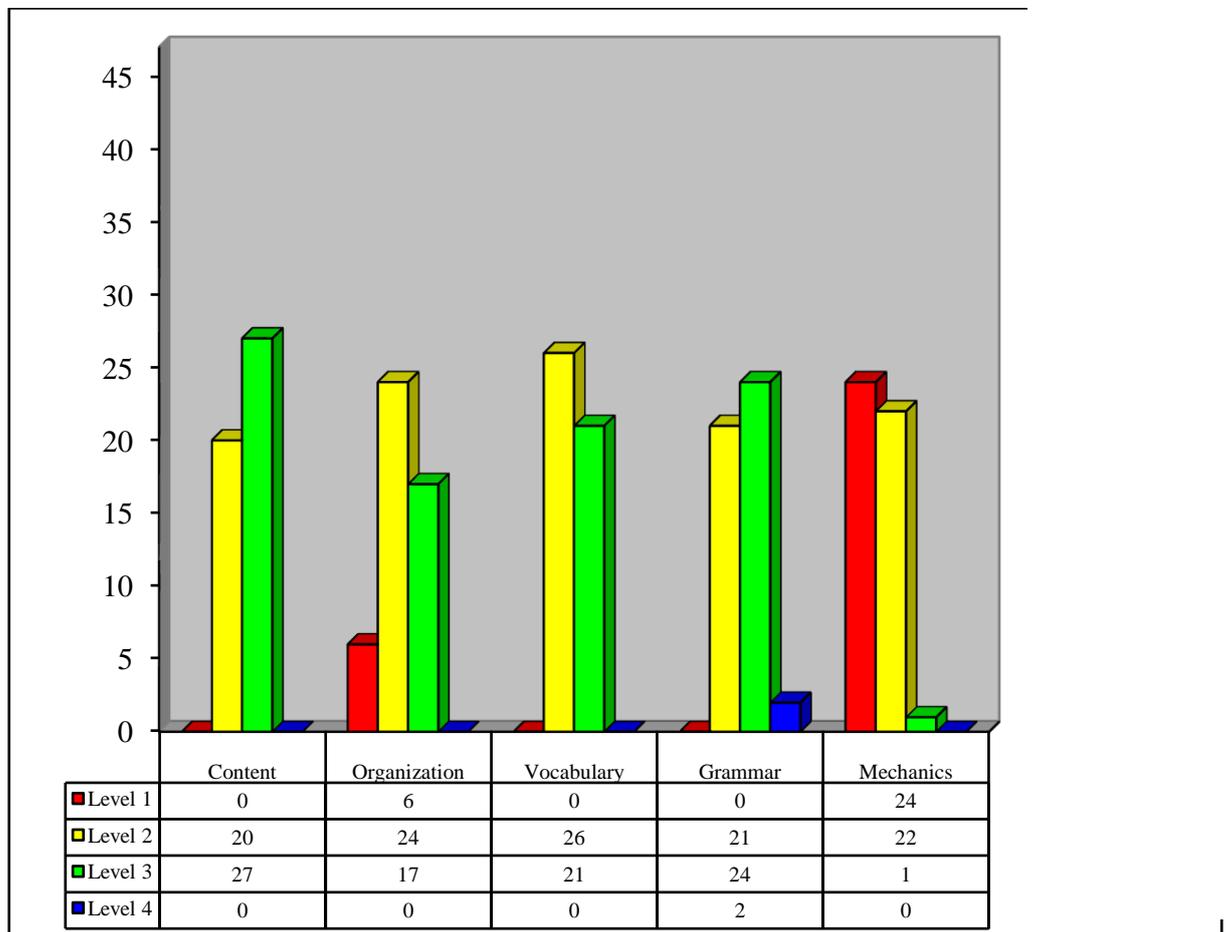


Figure 5 the Findings of Students' Writing in Cycle 2

Based on the students average score obtained from rater 1 and 2, there was found that a student get 75.5. It was the highest score while the lowest score was 55. All the students got more than or equal 55. Therefore based on the criteria of success it could be concluded that the result had already reached the criteria of success.

This part presents the discussion of the findings, i.e. the activities in implementing picture series and the improvement of the students' writings ability.

Discussions

At the beginning of the teaching and learning process, the teacher asked the students about their conditions and feeling to create a comfortable environment between

teacher and students. A comfortable environment could stimulate positive interaction between the teacher and the students and between students and students. This is in line with the statement from Hammer (2004), which says that the psychological problem faced by the students such as low motivation and reluctance to write can be reduced by creating a favourable class. The positive interaction in the teaching and learning process was expected to support the students to reach the objective of the study.

Next, the objective of the study and procedure of writing process were explained to the students in order to improve the students' understanding about the lesson and to motivate the students to write successfully. In explaining the objectives of the study and procedure of the writing process, questioning and answering were used in order to raise the students' participation in the teaching and learning process. The questioning and answering technique in the teaching and learning process was seen as a part of the teacher's role in motivating, guiding, and evaluating student's abilities. The questioning and answering of Wh- question, which are included in the pre-writing activity can stimulates student's thoughts before starting to write because the activity provide the learning experiences to the students.

The students were asked to interpret the picture series given. In this session, they were asked to answer some question related to the pictures. The questions were about the topic of pictures, the name of the objects in the pictures, the characters, the setting, etc. By asking some questions, it was expected that the students' schemata or previous knowledge about any experience related to the pictures could be activated. As an instrument in stimulating students' mind in the teaching and learning process, picture series give students basic material to their paragraph compositions and stimulate ideas to improve the paragraph (Wright, 1989).

Next, in drafting process the students were asked to list the vocabulary based on the pictures given, then write the sentences and developed it into a good paragraph in a chronological order. They were given opportunities to develop the paragraph according to their own interpretation but still in line with the topic of picture series. In process of writing, the picture series could help students to write in a good order and also helped them to continue the paragraph based on their ideas.

In the revising activity the students were assigned to revise their writing based on the feedback given by the teacher. Many students had a lot of feed back in term of vocabulary use and grammar. In this process the students did some activity: (1) adding material to support the ideas, (2) cutting parts that are not appropriate to the topic, (3)

replacing parts that the writers have cut and (4) changing the order of sentence or paragraph.

In the editing process, the students could edit their paragraph in terms of the content, organization, vocabulary, grammar and mechanics. This process was done through the teachers' conference and also peer editing. According to Cox (1998), the teachers' conference is an important part in the process approach to writing. The teacher can help the students with certain problem such as spelling, what to write about next, and so on. Meanwhile, the peer editing also may lead the students to the positive improvement where students can response to each other's works (Cox, 1998). In the first cycle, students could not make correction in their paragraph in terms of the language use or sentence structures. From the teacher' conference, the students could edit their paragraph. Through the editing process, the students could get improvement in the quality of their writing. The result of the editing process showed good progress in terms of spelling the punctuation and the organization of paragraph. The peer acted as an editor who gave suggestion for good improvement.

The use of picture series as media is effective in improving students writing skill. The picture series which arranged in chronological order help students to write paragraph in good order. Picture stimulates the writer to produce written production (Brown, 2004). The picture series can also activate students' motivation. This is in line with Wright statements (1989) which say that picture can motivate students to pay attention to the learning process and contribute to the context in which the language is being used.

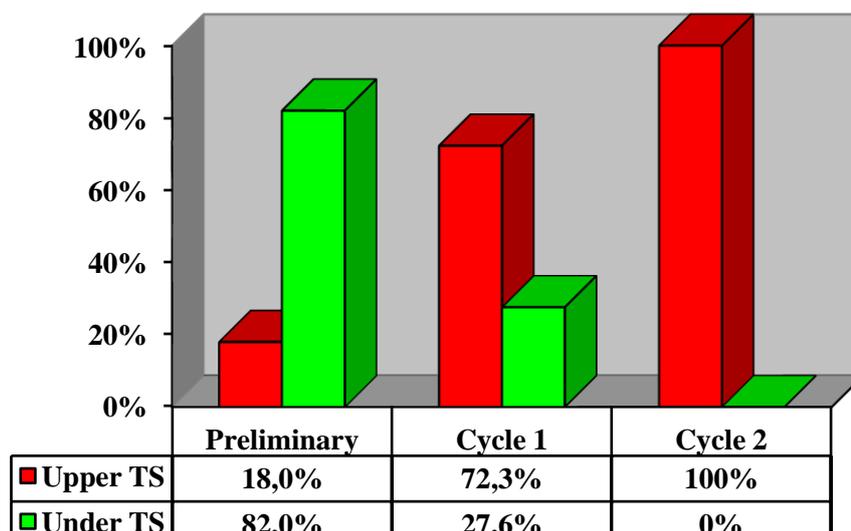
The result of the study showed that the students were able to develop the idea of the paragraph and write it with the appropriate content, organization, vocabulary, grammar and mechanics. The implementation of picture series also bring positive students' attitude during the teaching learning process. Based on the students average score obtained from rater 1 and 2, there was a student who get 75.5. It was the highest score while the lowest score was 55. All the students got more than or equal 55. Therefore based on the criteria of success it could be concluded that the result had already reached the criteria of success. They were excited and happy to have picture series. Picture series attract them to pay attention to the teaching learning process.

Discussion on the Improvement of Students' Writing Ability

The Implementation of picture series gave the students positive progress in their writing ability. The picture series gave idea and stimulated students' imagination to write a paragraph. The picture series also helped students to write the paragraph in a good order as

the picture series are arranged in the chronological order. In the writing process, the students did not feel worried anymore about what should be written, because picture series really helped them to express the idea in their mind. During the implementation, it can be seen that pictures could motivate the students to pay attention to the learning process. The picture attracted them to the context which the language is being used. Students could relate their experience in the real world in the classroom. Therefore, they could continue and developed the paragraph according to their own way of thinking.

The improvement of the students' writing skill was shown in figure 4. It showed that the result of the students' writing started from the preliminary study, cycle I and II.



*Note: Upper TS means Upper the Target Score (greater than or equal to 55)
Under TS means Under the Target Score (lower than 55)*

Figure 6 the Number of Students who Obtained Equal to or More than 55

CONCLUSIONS AND SUGGESTION

Based on the findings, the researcher draws the conclusion that the students' problems in writing recount text can be improved by using picture series. Students could improve their ability in prewriting activity. First, at the pre writing stage, the students were introduced to the picture series. A set of picture was consisting of six or five pictures.

Second, they were asked to identify the aspects in the pictures, in terms of determine the title, characters and setting. Third, they were asked to make a list of vocabulary. Fourth, at drafting stage, the students were asked to write sentences based on list of vocabulary. Fifth, they were asked to write the sentences become a paragraph. Sixth, at editing and revising stage, the students were asked to edit and revise the paragraph in terms of content, organization, vocabulary, grammar and mechanics. The editing process was done through the teacher's conference and peers editing. To give more understanding about editing and revising stage, the teacher select an example of incorrect paragraph and show to the students the correct one. At the last stage, the students were asked to write the final version of their writing. After using picture series as media in the teaching writing process, the students' ability in writing improved.

The improvements could be seen from their abilities in determining the topic and the title of the paragraph make a list of vocabulary based on the picture series. By using picture series, they could make the paragraph easier in a good order. In the writing process, students could also improve their abilities in developing and editing the sentences into a good paragraph. The role of the teacher was very important. As the facilitator and motivator, he gave the students opportunities to observe the pictures, to identify the object of the pictures, to discuss the aspects of the pictures, to develop a list of vocabulary into the sentences and arrange it become paragraph and to edit the writing in terms of content, organization, vocabulary, grammar and mechanics.

As additional finding, it is also can be concluded that implementing picture series as a media of teaching and learning writing can improve the students' motivation. Most of the students pay attention to the teacher explanation. The students answerd the teacher's question orally, did the teacher's instruction and above all, the students was feel relax and happy in the teaching and learning activities.

On the basis of finding of the study and discussion in the preceding chapter, some suggestions are presented for the English teachers and other researchers.

To the English teachers, it is suggested that use picture series in teaching of writing in order to make the students get interested in writing activities. The use of picture series can optimize the teaching and learning process especially in writing recount text. Besides, the teachers are suggested to improve students' English proficiencies by using picture series in teaching other skills and other kind of genres

Second, it is also suggested that the result of this study can be used as references in the process of teaching and learning writing through several activities such as pre writing, drafting and editing. Through the teaching learning process, the students are trained to

think critically and systematically, analyze and synthesize the aspect of the pictures to put into their writing paper. Therefore, the students' creativity can be improved.

To the future researchers, particularly those who are interested in applying picture series, it is suggested to conduct classroom action research or other designs on the use of this technique in the teaching of other language skills, for instance listening, speaking and reading and also other types of genre.

With regards to the suggestions above, hopefully the educational practitioners will be able to maximize the use picture series in improving the students' writing ability.

REFERENCES

- Alexander, J.E. (1987). *Teaching Reading*. New York: Scott, Foresman, and Co.
- Anderson, M., & Anderson, K. (1997). *Text Types in English*. South Yarra: Macmillan.
- Azhari, R. (2004). *Teaching Descriptive Writing by Using Pictures Among Third Grade Students of SLTP Negeri 18 Malang*. Unpublished Thesis, English Language Education. Graduate Program of State University of Malang.
- Brown, H. D. (2004). *Language Assesment Principles and Classroom Practices*. White Plains: Pearson Education.
- Brown, H. D. (2007). *Teaching By Principles: An Interactive Approach to Language Pedagogy (second edition)*. New York: Addison Wesley Longman.
- Cahyono, B. Y. (1997). *Pengajaran Bahasa Inggris: Teknik, Strategi, dan Hasil Penelitian*. Malang: IKIP Malang.
- Cahyono, B.Y. (2009). *Technique in Teaching EFL Writing*. Malang: State University of Malang Press.
- Cox, C. 1998. *Teaching Language Arts: A Student – and Response – Centered Classroom (3rd ed.)*. Needham Heights: Allyn & Bacon.
- Depdiknas. 2006. *Permendiknas 2006 Tentang SI &SKL*. Jakarta: Sinar Grafika.
- Depdiknas. (2006). *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP (Standard of Competence for English in Junior High School)*. Jakarta: Departemen Pendidikan Nasional.
- Finocchiaro, A & Bonomo, M. (1973). *The Language Foreign Learner: A Guide for Teachers*. New York: Regents.
- Gay, R. L. (1992). *Education Research*. Singapore: Macmillan.
- Harmer, J. 2004. *How to Teach English: An Introduction to the Practice of English Language Teaching*. London: Pearson

- Hasanah, R. 2008. *Improving the Students' Ability in Writing Procedure Paragraph through Picture Series at MTs N Malang III*. Unpublished Thesis, English Language Education. Graduate Program of State University of Malang.
- Kemmis, S. & Mc. Taggart, R. (1998). *The Action Research Planner*. Gee long: Deakin University Press.
- Latief, M. A. (2010). *Tanya Jawab Metode Penelitian Pembelajaran Bahasa: Malang: UM Press*.
- Liasari, D.R., & Prastyo, H. (2016). *Developing Media to Teach Writing Skill for EFL Learners at Indonesia*. Jakarta: LIPI: P2KK-LIPI.
- Lier, L. (1990). *The Classroom and the Language Learners*. England: Longman.
- Nation, I.S.P., & Newton, J. (2009). *Teaching ESL/EFL Reading and Writing*. New York: Routledge.
- Prastyo, H. (2014). *Teaching Academic Writing based on Need Analysis for Indonesian EFL Learners at University*. Semarang: UNS Press.
- Raimes, A. (1983). *Techniques in Teaching Writing*. Oxford: Oxford University Press.
- Setyosari, P. (2009). *Pemilihan dan Penggunaan Media Pembelajaran*. Malang: Panitia Sertifikasi Guru Rayon 15.
- Wright, A. (1989). *Picture for Language Learning*. New York: Cambridge University Press.

ABOUT THE AUTHOR

Muhammad Lukman Syafii is a faculty member of *Muhammadiyah* University of Ponorogo, East Java province. In 2011, he gained his master degree in English Language Teaching from State University of Malang. His phone number is +62 85235662234.