Image Series as Media to Improve Students' Recount Text Writing Skill

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INFO ARTIKEL	ABSTRACT
	One of the skills that must be improved in English is writing ability. Improving writing skills requires a creative teacher's role in carrying out learning. One creative way to improve writing skills, especially the re-count text, is to use a series of images as a learning medium as described in this research. The aim of this research's to find out whether the use of series of images is effective and can also help students in writing about recount text. This research was conducted on eleventh-grade students at MA Putri Nurul Masyithoh Lumajang in the 2023/2024 academic year. The method used was class action research (CAR). Meanwhile, in analyzing the data resulting from the treatment, the qualitative descriptive analysis method was used. The results of the research show that students' ability to write recount text can be enhanced using a series of pictures as a learning medium.

1. Introduction

English is one of the subjects taught in senior high schools in Indonesia, and it is the first foreign language taught in language programs and institutions here. Out of the four language skills taught in schools, writing is the most difficult. Writing is the process of expressing ideas, feelings, and thoughts through written works, including non-fiction (Djumadin et al., 2020). Ekarista (2018) asserts that writing requires a strong grasp of language, syntax, and spelling in addition to critical thinking, logic, punctuation, and word structure into coherent phrases. As stated by Brown (2000:5), four categories are used to group languages. This academic discourse encompasses the four fundamental language abilities of reading, speaking, listening, and writing. Oral communication and writing expression are now considered productive skills, whereas reading and listening are classified as receptive skills. Speaking is not as hard to execute as writing is as a productive skill. According to Knapp and Watkins (2005), speaking and writing are two distinct ways of expressing oneself through language because they involve two distinct modes of communication.

Writing is one of the four fundamental language abilities that is hardest to learn, according to Liando, Tatipang, and Lengkoan (2022). Effective idea generation and organisation skills are essential, as is the capacity to turn these skills into clear, legible writing. Writing permits students to express their ideas, feelings, and experiences. Writing, which involves using words in phrases or paragraphs, is the most important aspect of language learning, according to Liando et al. (2020). Anyone can share knowledge, provide information, and communicate through writing. Writing activities are a crucial part of teaching English language skills. Teachers need to be able to assist their students in developing as writers. Students are taught to think through the stages they should follow and to structure their thoughts in a collected manner before beginning to write. Additionally, writing is a significant and fruitful activity that is an essential component of students' academic learning, according to Ansi et al. (2023).

According to research by Saleh, Pelenkahu, and Muntuuntu (2022), students frequently struggle with a lack of incentive to develop their writing skills. In order to help students develop ideas from their own experiences, make outlines, identify clear central concepts, arrange sentences into cohesive paragraphs, establish relationships between paragraphs to ensure text consistency, and finally refine and polish their ideas as they write until the final iteration, this process necessitates a methodical approach. According to an early research, the majority of high school students find writing to be the most challenging subject to learn. Researchers discovered a number of issues with students' writing skills, including: (1) students' lack of enthusiasm in writing in class; (2) students' inadequate vocabulary; and (3) students' difficulty coming up with ideas. Additionally, the pedagogical approach taken by teachers has a big influence on how well students write. Researchers also discovered that students' need to acquire writing skills was the root of these issues. This leads to issues like trouble organizing words, boredom, lack of passion for writing, and ignorance of proper punctuation and grammatical usage in lengthy works. Writing is therefore seen as a difficult linguistic ability.

To address the issue, instructors should be more imaginative when teaching youngsters to write and give them with helpful and entertaining tools. Gaffar (2022) claims that instructors who identify as creative would inspire their students to be more creative if they acknowledge their own originality. To help students overcome their writing difficulties, the researcher taught them how to write a recall recount using image series. A picture series is a collection of photos offered as a representation of the entire tale based on the storyline in the form of various pictures, in which students compose the story's theme based on the researcher's picture series (Halim & Arifin, 2022). Setiati & Gemilang (2019) assert that serial media can pique students' curiosity and enhance their academic performance. Appropriate approaches, models, methods, and techniques are required to accomplish learning completeness while using serial picture media. Enhancing student learning outcomes in text sequence arrangement through serial media arrangement is the goal of this research.

The goal of using images as visual media is to improve the effectiveness and efficiency of teaching and learning while producing higher-quality learning outcomes (Rohaniyah & Mari, 2022). Choosing images as a resource is vital since they give students something to focus on and stimulates their attention when used in the classroom. The image tells a specific narrative or offers an explanation through intriguing, interactive pictures (Raharjo, 2018). As a result, this study employs picture series to motivate students to write and to supply knowledge for students in controlled work, supporting, motivating, and directing students as they compose paragraphs.

Studies employing image series to teach writing have been carried out by certain scholars. Eliyawati et al. (2022), for example, created an image series for junior high school students. She came to the conclusion that her students' writing had improved and became more proficient after putting her image series into practice. They had a stronger desire to participate in the learning process. Yustika et al. (2021) report that the image series was successfully used to teach writing. The image series was a fascinating medium that gave students lots of chances to compose recount texts. The picture series may help students become better writers and was a suitable teaching tool for writing instruction.

According to Apsari's research (2017), her image series on writing instruction proved to be successful in assisting students in enhancing their recall text writing skills. Additionally, it makes the classroom more engaging for the students, piques their interest in writing, and improves student participation. It is consistent with Defi's research findings from 2022, which demonstrate that kids can learn in an enjoyable method when utilizing picture series. As a result, children are more eager to learn how to write using special media. The current study is comparable. It has to do with using graphic series to teach writing skills. However, this study

never been employed in MA Putri Nurul Masyithoh Lumajang, mainly students from eleventh grade as the subject.

In order to boost eleventh grade students of MA Putri Nurul Masyithoh Lumajang comprehension and guide their writing, the researcher's purpose in this study is to provide an interesting method of teaching writing recount texts utilizing picture series as learning resources, all while taking into consideration the previously described concerns. The primary objective of this study is to gather data regarding the classroom atmosphere during the usage of picture series in writing teaching and to determine whether using picture series has improved students' recall text writing abilities.

2. Method

This research is class action research or CAR. Action Research is a research design following the phases of PAOR which stands for Plan, Act, Observe, and Reflect (Phetsangkhad et al., 2022). It is a process of systematic inquiry that aims to improve problem stated affecting the activities of everyday people (Hine, 2013). This was done towards 22 students from MA Putri Nurul Masyithoh, Lumajang.

The research consisted of three stages. The first stage was giving a pre-test to students to determine each student's initial abilities. The pre-test given was in the form of practice writing recount text without any assistance. After obtaining the results from the pre-test, the researcher continued to stage two, namely cycle 1. In cycle 1, the researcher provided treatment in the form of a series of images. Researcher presented five image sequences with the theme 'Last Holiday'. Students were asked to write recount text based on the provided pictures. Students wrote one paragraph for each picture. So the researcher got five paragraphs in return. Then, the researcher continued his research towards cycle 2. At this stage, the researcher carried out another writing exercise. In this cycle the researcher also carried out the same treatment as cycle 1, namely providing five picture sequences with 'Last Holiday' friends. This second cycle was aimed at ensuring students' ability to write recount text.

The data taken was in the form of assessment scores on student writing. The score results were then compared with the minimum completeness criteria (KKM), namely 75. Data from those three stages was described qualitatively in discussion section.

3. Result and Discussion

a. Result

After analyzing the data from the observation, field notes, and interview, it was clear from the findings that: (1) Students improved their writing skills; (2) The use of picture series helped students write better in recount texts; (3) Picture series made learning enjoyable; and (4) Students were inspired to write. The researcher not only computed each student's score but also observed each student's behavior throughout the teaching-learning process.

These sources contain the Pre-test results as well as those from Cycles 1 and 2 and Classroom Action Research. We'll describe the result as follows:

Table 1. The Result of the Student's Work in A Pre-Test

Interval	Amount of Students	Percentages	Category
80 – 100	2	9%	Excellent
66 – 79	2	9%	Good
56 – 65	15	68,3%	Fair
40 – 55	3	13,7%	Bad
30 – 39	-	-	Fail

The information in the table above comes from the recall text's overall writing competence on the pretest. Two students scored Excellen in categories (9%), Two students scored good in categories (9%), Fifteen students received adequate fair scores (68,3%), three students received bad scores (13,7%), and zero students received failing grades (0%). This indicates that 18 students or 91% of students scored below the KKM Value (75) and got a low score. The kids' work demonstrates that they still struggle with language use and mechanics and have trouble coming up with original ideas. As a result, the researcher had to consider better planning for action research in the classroom.

Table 2. Student's Achievement Score in Cycle I

Interval	Amount of Students	Percentages	Category
80 – 100	6	27,3%	Excellent
66 – 79	14	63,6%	Good
56 – 65	2	9,1%	Fair
40 – 55			Bad
30 – 39	-	-	Fail

It is known that on the first cycle based on the above table. Six students received an 80–100. Two students were among the participants who scored 88, three students were among those who scored 84, and one student was among those who scored 80. Based on the designated interval value, 27,3% of students received excellent categories out of 34 in the assessment findings. It is evident from the students' work that they continue to struggle with language mechanics and characteristics. This indicates that the first cycle's use of picture series as learning materials to teach students how to create recount texts may have been more effective and will be enhanced for the second cycle.

Table 3. Student's Achievement Score in Cycle II

Interval	Amount of Students	Percentages	Category
80 – 100	14	63,6%	Excellent
66 – 79	8	36,4%	Good
56 – 65	-	-	Fair
40 – 55	-	-	Bad
30 – 39	-	-	Fail

According to the preceding table, none of the students received a score of 0-75 for their overall writing skills in cycle II. Based on the designated interval value, all students received scores between 80 and 100; of these, 63,6% received excellent ratings, while 36,4% received good ones. It demonstrates how effective it has been to use picture series as learning tools for XI students at MA. Putri Nurul Masyithoh Lumajang when producing recount texts.
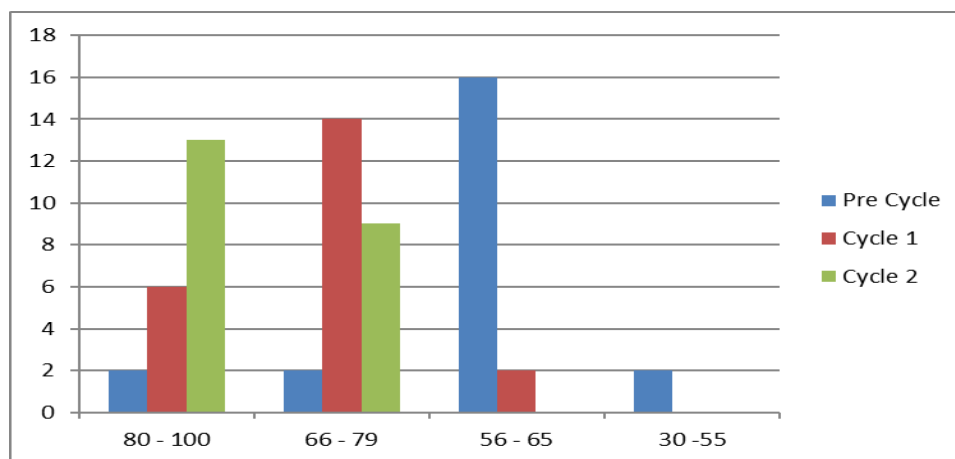
Table 4. The Comparison of Student's Writing Scores

Test	Total Score	Mean Score
Pre-Test	1524	69,3
Cycle I	1770	80,5
Cycle II	1868	84,9

The comparison revealed that the pre-test and second cycle ratings for every text aspect were acquired. According to the study of the students' test results, the pre-test mean score was

69,3, the first cycle's score was 80,5, and the second cycle's mean score was 84,9. Through the use of picture series, the two cycles enhanced the writing skills of the students. The graphic below illustrates how much the students' written recounts have enhanced. The diagram that helps understand Pre Cycle, Cycle I and Cycle II is as follows:

Comparison of Pre Cycle, Cycle 1 And Cycle 2

Figure 2. Students Writing Score Comparison

b. Discussion

The results of the study suggest that using picture series may have helped students' writing abilities from the pre-test to cycle two. Yustika et al. (2021) state that because the image series has many benefits for the writing learning process, it is recommended for use in teaching and learning writing skill assignments. The researcher implemented the idea of enjoyable learning through graphic series to get the students involved in the classroom learning process.

4. Initial Assessment

The first stage carried out by researchers was giving a pre-test to 22 students in one class. The pre-test given was in the form of practice writing re-count text without the help of any learning media. The theme instructed by the teacher is Last Holiday. In this case, students are expected to write down their experiences and tell about what they did during the last holiday. The pre-test was carried out to determine students' initial abilities in writing recount text. So the results of the writing will be an illustration of students' abilities in writing recount text. Before commencing their writing exercise, they were still unsure of what they needed to accomplish. Students' writing proficiency reflected in the pre-test results.

The results show that out of 22 students there are still 18 students who have the ability to write re-count text below standard. This is illustrated by the scores obtained by the 18 students which were still below the minimum proficiency score of 75. This data convinced researchers to continue to the next stage, namely cycle 1. For the purpose of proving that students' difficulties in writing recount texts were real, the researcher conducted interviews with the students. The students' writings from their recount texts are shown below:

They found it difficult to keep their writing coherent, arrange their thoughts logically, and sequence events sequentially. Many students noted dissatisfaction with the way their recall texts transitioned between sections, finding it difficult to make a smooth connection between one incident and another. Some students also reported having trouble summarizing and expanding on important incidents or facts, which made their recall writings seem rambling or lacking.

Students also mentioned problems with sentence construction and vocabulary choice, frequently feeling that their capacity to communicate ideas clearly and vividly was restricted. Some said that their entire writing process was hampered by their lack of confidence in their writing skills.

English writing is challenging. Due to their difficulty in compilation, dictionaries are the focus of this problem. Writing in English presents a number of challenges, including difficulties with terminology, vertigo, and anxiety of making a mistake. Even though thoughts are already in the head, it can occasionally be difficult to put them into words. (ASN) English writing is challenging because mistakes are inevitable and it can be hard to come up with ideas at first. (DNTD) English text writing is challenging because it can occasionally require work to come up with concepts.

The interviews shed important light on the particular difficulties students had when composing recount texts, underscoring the necessity of specialized assistance, training and Some of the children appeared unsure of what they should put on the worksheet, and others needed assistance coming up with suggestions.

The Actions Implementation

Cycle I

Cycle 1 is the next stage after the pre-test was held. Researchers in this stage provided treatment to 22 students, namely providing an image series of five sequences. Yet, every cycle included the steps of acting, observing, reflecting, and planning. Thus, after developing the problems with the English teacher, the researcher intended to implement some of the interventions in the first cycle. The researcher had two meetings scheduled for the first cycle. The students were given several tasks to complete in order to comprehend what they had to do for their writing. In the first meeting, participants were given a recount text to work with. They were to identify verbs in stories, arrange sentences based on photos, and practice creating phrases. simply completing the blanks with the words shown in the photographs. They provided the children with an image series and a recount text to utilize in their story-writing during their second meeting. These visuals help the students create a recount text more effectively.

During the teaching-learning process, the performing stage was carried out in two times 45-minute meetings. The researcher conducted the teaching-learning process in the role of a teacher. A recount text was introduced by the researcher during the pre-writing phase. In order to investigate the text's content according to language aspects and generic structure, the researcher collaborates with the students. In addition, the investigator displayed the images and requested the students to identify multiple verbs depending on the provided picture. They could discuss the verbs in the images that refer to deeds of kindness.

The information showed that the activity might make students' vocabulary active. Additionally, the students might arrange a number of phrases using the provided visuals. During the writing phase, the students were shown photographs by the researcher, who also instructed them to compose a recount and turn in the assignment. The observation revealed that some students continued to misuse proper language usage and grammatical constructions. On the other hand, the kids relished investigating the series of pictures. It is evident that several students actively and enthusiastically shared their observations after viewing the series of images and hearing the researcher's explanation. Apsari (2017) provides evidence to support the claim that utilizing picture series will engage and amuse students as well as have favorable effects on teaching and learning processes, such as generating enthusiasm

The following sums up the learning environment in the classroom: some students were preoccupied with their own activities and engaged in other pursuits, including conversing with other students, before beginning their writing. To bolster the findings of the students' writing

proficiency in the first cycle, the researcher conducted interviews with the students. The statements made by the students when creating a recount text are shown below:

Using picture series media, we feel energetic and active while performing the work, making it fascinating because it is not boring and is quite simple to execute. It aids in the idea development of each segment and organization in the recount text. When I look at a picture, I can see where the person is, what they're doing, and their circumstances.

The challenge is paying closer attention to the simple past tense to shift verb 1 to verb 2, while the picture is rather straightforward to grasp and it is easier to create the tale from the picture series.

I can learn more from it because using this photo series gives me hints. In verb 2, the simple past tense, there are challenges, though. I require clarification on sentence determination.

After the first cycle's activities were put into practice, reflection was undertaken. The investigator discovered that certain markers, such linguistic characteristics, remained unfulfilled in this cycle. The simple past tense was challenging for the students to use when drafting a text. Nonetheless, the way the learner develops their thoughts in writing has enhanced. It was easy for the students to come up with ideas for a recount text utilizing picture series. According to Ekarista (2018), visual series facilitate students' idea retrieval. They have limited imagination and have a shorter time span for idea development. Rohaniyah & Mari (2022) provided additional evidence that students make significant improvement when employing the image series technique when writing recounts. Put differently, picture series have a positive impact on student's English writing skills (Ramadhanty et al., 2021).

In summary, the learning metrics were not satisfactorily attained in the initial cycle. As a result, the researcher had to carry out the second cycle. The researcher then intended to carry out the second cycle and observation in order to enhance the students' writing skills when it comes to recounting text through image series.

Cycle II

In the second cycle, the researcher intended to have two meetings. The purpose of this meeting was to improve the students' writing abilities with improved recount text materials, taking into account their reflections and the results of the first cycle. Using the reflections from the first cycle, the investigator created plans for executing particular tasks in the second cycle. During the first meeting, they distributed simple previous crossword puzzles, had practice completing the story using the given verbs, and had arranged the photos in accordance with the text. At the next class, the students were given the task of creating a group narrative using a recount text that was supplemented with five different photo series and an illustrative picture.

The writing step, which was completed at the most recent cycle conference, also involved three additional improvements: linguistic features, goal, and structure. In the writing phase, the researcher provided the students with five picture series and gave them instructions to write a story in groups. Groups of students get together to discuss ideas and compose a narrative based on the pictures. On the basis of the concepts mentioned, the story is then written.

Based on the observational data, the following were noted: (1) Students worked enthusiastically in groups to produce texts; (2) Some students engaged in lively discussion on the picture series; and (3) Students' writing level's increased. The kids could write a story that was more detailed, a longer paragraph that had lots of evidence, and a narrative that was cohesive from beginning to end. The students could come up with a few different introductory statements. They could utilize the right terminology and were more cautious while building previous sentences, particularly when switching the wrong forms of verbs 1 and 2.

During learning exercises, the classroom environment was explained as follows: In the second cycle of instruction, the students were more engaged and took pleasure in writing. (2) Without wasting any time, they typed down what they had written about after exchanging

information about what they had seen in the picture. The idea that cooperative learning can boost student participation in the classroom is pertinent to Apsari (2017). It also supports Yustika et al.'s (2021) finding that picture series can encourage students to actively participate in class discussions and communicate what they know and understand about the teacher's recount text.

The students were more engaged and driven to write during the teaching-learning process in the second cycle after they had written utilizing image series on a regular basis. Every responder mentioned that learning activities were enjoyable when using picture series media. It is corroborated by the student's interview outcome below:

Since I'm learning how to use a media picture series for the first time, it's enjoyable, inspiring, and simple. (M.L.) Because I can accurately build and establish the recount text's structure with the picture, it is both pleasant and informative. Additionally, we may discuss duties with the group so that we can work together more seamlessly. Because I witness the incident first hand, the picture series also inspires me to write a recount text.

The results above demonstrated how using picture series as a teaching tool helped boost students' interest in writing assignments. In keeping with Defi (2022), image series media allow children to study in an enjoyable way and pique their interest in writing. It demonstrated how well the X1 MA. Nurul Masyithoh Lumajang students learned how to write a recount text by using image series as a learning medium. The outcome demonstrated that each cycle saw an improvement in the students' writing skills, and they had attained the success indication for their recount writing scores. Their outcome was acceptable since the picture series aided in the students' idea development and writing proficiency. It is evident that students are becoming better writers. The students were inspired to write and a joyful learning environment was produced by using picture series.

The findings of this study suggest that using picture series as a medium for learning to write has favorable effects, as seen by a decrease in the proportion of students receiving marks below standard. Wening's (2016) perspective, using picture series as instructional material can increase students' writing skills. Picture series are chosen for their appeal and chronological order, facilitating students' ability to organize thoughts in writing. The benefits of using image series are that they act as stimulants that help students develop their imagination and creativity, allowing them to write successfully (Erniwati et al., 2022).

Further, explained by Simanjuntak et al. (2023) that image series are great media for introducing new English vocabulary to students. They are also appropriate medium for the teaching and learning process, particularly when these media are delivered in the proper manner to ensure that the learning activity proceeds smoothly.

5. Conclusion

Student's writing skills can be enhanced by the picture series. At certain points, the improvement was apparent. The results of the pre-test, cycle I, and cycle II accomplishment tests show the student's development. Just 6% of students received good categories on the pre-test, while the majority of students received scores in the fail division. Nine percent of the students in the first cycle received excellent categories. No student achieved a score of 0-75 in the second cycle; 36,4% of students received good categories and 63,6% received excellent categories.

Based on an examination of the students' scores, it was found that the pre-test mean score was 69,3, the first cycle mean score was 80,5, and the second cycle mean score was 84,9. The results of the research show a reduction in the number of students who get scores below the average. This is a positive finding. So it can be concluded that based on the results and

discussion in the previous section, it can be concluded that the image series method is able to enhance students' ability to write using English, especially recount text.

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