

Employing Sequence of Pictures to Enhance Students' Recount Writing

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Abstract:

Background: Most of the students' problems in writing are due to some factors. Those are using inappropriate words, using ungrammatical sentences, having difficulty in writing. They have no idea how to write or convey their ideas, therefore producing written text is a challenge for students. As a result, the teacher must find a way to guide and support them in beginning to write because they find it difficult to convey what they want to write. The aim of this study was to investigate which aspect of students' writing is most affected after being taught by employing sequence of pictures. This research was a quantitative research and the design used was one group pre-test post-test. The subjects were 30 students of class VIII C of MTsN 1 Bandar Lampung.

Materials and Methods: The instrument was a writing test. The data from the pre-test and post-test were examined according to Jacob's criteria. Then, the researcher used descriptive statistics to see the enhancement of aspects of writing and ANOVA to find the significant differences between one aspect of writing and the others.

Results: The result showed that the content aspect was the most significantly enhanced after they have been taught by employing sequence of pictures and there were significant differences among all the aspects of writing. The nature of sequence of pictures mainly guides the students to develop the ideas.

Conclusion: It suggests that a sequence of pictures facilitates the students to improve their writing ability as a whole.

Keywords: Recount text, Sequence of pictures, Writing.

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I. INTRODUCTION

Writing has long been known as the most challenging of the four language skills. This is due to the fact that it entails various components that must be considered while a student is writing. In line with Brown (2001: 335) that states written products are the result of thinking, drafting, and revising that required specialized skills on how to generate ideas, organize them coherently, use discourse markers and rhetorical conventions coherently into a written text, revise a text for clearer meaning, edit a text for appropriate grammar, and produce a final product. Nunan (2003) also declares that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. It signifies that writing is a complex activity that aims to express one's needs and meaning to others through some arranged-sentences.

In consonance with Oshima and Hogue (1999: 3), writing is not easy; it takes time to study and practice to develop this skill. Therefore, students must consider that writing is a habit in their daily life. Besides, Harmer (2007) mentions that students are not confidence enough in writing because they have nothing to write. Furthermore, Alves (2008) indicates that teacher tends to neglect writing skill because it is difficult to generate and organize ideas and during writing activity students tends to not enjoy the process of it as it is given limited time. In truth, the main problem is in the pre-writing or brainstorming process, such as in creating and structuring acceptable thoughts connected to the writing topic.

Writing entails more than just creating clear and accurate sentences and phrases. Ahlson & Lundh (2007:5) also argue that writing is about guiding students to produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers. This statement shows writing as an activity to express knowledge and information in written form. To produce good writing, the development of ideas and the application of correct sentence patterns cannot be separated. Therefore, writing is a unified whole which consists of sentence structure and the development of ideas and information in written language. Therefore, in order to make a good writing, the students need several processes, such as planning, drafting, editing, and final version (Harmer, 2004).

It is in line with the problems faced by the eighth-grade students of MTsN 1 Bandar Lampung, most of the students' problems in writing are due to some factors. Those are using inappropriate words, using

ungrammatical sentences, having difficulty in writing. They have no idea how to write or convey their ideas, therefore producing written text is a challenge for students. As a result, the teacher must find a way to guide and support them in beginning to write because they find it difficult to convey what they want to write.

In order to overcome the problems faced by the students, the researcher employs sequence of pictures as a technique in teaching writing recount text. Yunus (1981) describes sequence of pictures as numbers of linked pictures which form series of sequences in order to tell a sequence of events or a story. The researcher chooses sequence of pictures as the technique for teaching recount text because it is appropriate for recount text that contains a sequence of events. Thus, it is easier for students to develop their ideas on a single event if each event is represented by a single picture. It is supported by Cahyono (2009: 35) who states that by using picture sets, students will become more interested and enjoy the teaching-learning process; the pictures lead students to focus directly on words or texts.

Several studies have widely been used to teach English writing. The first study was conducted by Jusman, Marhum and Muhsin (2014). They declared that Sequence of Pictures can improve the students' skill in writing procedure text and attract the students' attention in teaching learning process as well. The next was conducted by Baso (2016). He stated that sequence picture technique was that it will give the stimulate and motivate the students to study English special in writing skill. Besides, this technique will make the students become more attractive and interested in writing by using visual material. The last study was conducted by Harahap (2020). He announced that Picture Sequence can improve students' achievement of class VII at SMP NEGERI 35 Medan in writing recount text since it is interesting and motivating. Learning writing recount text by Picture Sequence is easy because the students know what they must write.

However, past studies have not provided detailed information about which aspect of writing enhance the most. Thus, the current study is aimed to investigate which aspect of students' writing is most affected after being taught employed sequence of pictures. Based on the problems above, the researcher formulates the research question "*which aspect of writing that most significantly enhance after the students are taught by employing sequence of pictures?*"

II. METHODS

Research Design

This research was a quantitative study. The design was one group pretest and posttest design (T1 X T2). The formula of the design is proposed by Hatch and Farhady (1982: 20).

Participants

The researcher used random sampling method in selecting the sample. The population of this research was the second-grade students of MTsN 1 Bandar Lampung and the sample of this research was VIII C consisting of 30 students. The activities were started from administering pre-test, treatments, and post-test.

Instruments

The instruments used for this research were pre-test and post-test. The students were asked to write recount text. The pre-test was given in the beginning of meeting before students get the treatments, while the students did the post-test after students got the treatments.

Data Analysis

The data from the pre-test and post-test were examined according to Jacob's criteria, they are Content (30%), Language use (25%), Organization (20%), Vocabulary (20%) Mechanic (5%). Then, the researcher used descriptive statistics to see the enhancement of aspects of writing and ANOVA to find the significant difference between one aspect of writing and the others.

III. RESULTS AND DISCUSSIONS

Results

It can be seen that sequence of pictures can enhance the students' recount writing in each aspect of writing. The enhancement of each aspect is presented in the following table:

Table 1. The Enhancement of Aspects of Writing

Aspects of Writing	Percentage	Mean Score of Pretest	Mean Score of Posttest	Gain	The Enhancement
Content	30%	15.83	19.15	3.31	28%
Organization	20%	13.48	16.01	2.53	21.38%
Vocabulary	20%	13.36	15.75	2.38	20.11%
Language Use	25%	13.66	16.83	3.16	26.71%

Mechanic	5%	2.6	3.05	0.45	3.80%
Total	100%	58.91	70.8	11.83	100%

After being summed up numerically, the researcher also summed up the data statistically which can be seen in the following table:

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Content	30	3.317	2.4965	.4558	2.384	4.249	-.5	9.0
Organization	30	2.533	1.3192	.2408	2.041	3.026	.5	5.0
Vocabulary	30	2.383	1.4603	.2666	1.838	2.929	.5	5.5
Grammar	30	3.167	1.7730	.3237	2.505	3.829	1.0	8.0
Mechanic	30	.450	.4974	.0908	.264	.636	.0	2.0
Total	150	11.83	1.9190	.1567	2.060	2.680	-.5	9.0

According to the statistical computation above, the content aspect is the most significantly enhanced. Furthermore, there is a statistically enhancement in students' recount writing in four aspects after they were taught employing a sequence of pictures, including organization, vocabulary, language use and mechanic. As mentioned above, the five aspects of writing enhanced and there was a difference between one aspect and the others numerically, so the researcher used ANOVA test to find out if there are significant differences among all the aspects of writing statistically. It can be seen in the following table:

Table 2. ANOVA Test of the Aspects of Writing Recount Text
ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	157.323	4	39.331	14.571	.000
Within Groups	391.392	145	2.699		
Total	548.715	149			

The criteria are:

H1: If significance (sig) < 0.05, so the groups do not have equal mean.

Table 2 shows that the value of tailed significance is 0.000 or (p<0.05). It means that H1 is accepted; it can be revealed that the mean of the aspects of writing in recount text is unequal.

Thus, if the result is unequal, it is needed a multiple comparison test which calculated by using Tukey HSD in SPSS 16.0. It reveals that there are mean differences among those aspects of writing.

IV. DISCUSSION

The current study was aimed to investigate which aspect of students' writing is most affected after being taught by employing sequence of pictures. After being taught by sequence of pictures, the students could enhance their writing and the aspects of writing on the result of post-test. The most enhancement aspect of writing was content. The gain score of content aspect was 28%. It enhanced because sequence of pictures helps the students to generate ideas about what they are going to write as the students are sometimes confused about what they will write firstly. Sequence of pictures provides information of which one comes first and which comes next. In conformity with Harmer (2004:69), pictures can encourage pupils' creativity, particularly in writing. Picture works to stimulate the imagination and creativity of the writer so that they can compose good piece of writing. He also illustrates how pictures can be used to present specific scenarios, grammar, and vocabulary works. Furthermore, when students look at the picture, they will be able to have their own imaginations inside the picture. They will have something (an idea) to write about. Brown (2003) also opines that that picture offers a non-verbal means to stimulate writer's response. It means that by giving students a picture, it is easier for them to get ideas.

To sum up, the researcher considered that sequence of pictures can be an effective way to teach and learn writing. Using sequence of pictures will assist students in illustrating it in a short story and also encourage their writing abilities.

V. CONCLUSION

The result of this study shows that sequence of pictures affects students' writing to be better, specifically in the development of writing content. It is because the usage of sequence of pictures can help students arrange their ideas into a chronological order. Every picture conveys a story that can assist students in illustrating it in a story. In aspect of mechanic, the students made a little improvement among other aspects because the sequence of pictures focused on the content and did not discuss the mechanic specifically. Thus, the further researcher is suggested to find out another technique to enhance students' writing particularly in terms of mechanics.

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