

THE EFFECT OF USING PICTURE SERIES ON STUDENTS' WRITING COMPETENCE ON RECOUNT TEXT ON SMPN 3 NEGARA IN THE ACADEMIC YEAR 2025/2026

Aditya Ridho Fatmawan¹, Komang Ayu Krisna Dewi²

^{1, 2}Universitas Triatma Mulya, Kubu Gunung Street, Dalung, Badung, Bali, Indonesia

Email: ridho.fatmawan@triatmamulya.ac.id

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Abstract. This study aims to analyze the effect of using picture series on the ability to write recount texts in seventh-grade students at SMP N 3 Negara and to determine their writing skill levels. In this study, the researcher used a form of quasi-experimental method. The researcher selected two classes, one as the experimental class and one as the control class, using a pre-test and post-test design. The treatment, which involved the use of picture series, was given before the post-test was conducted. The data analysis technique used was the t-test. The research results show that there is effectiveness in using picture series as an aid in teaching recount text writing. The data in this chapter shows that the average score of students' recount text writing skills in the experimental class before using picture series was 65.28, and after the treatment, it increased to 80.28. This indicates a significant difference before and after the treatment. Meanwhile, in the control class that did not use picture series, the average score only reached 55.5. Based on these results, it can be confirmed that the use of picture series is able to help students overcome problems related to writing skills.

Keywords: Picture Series, Method, Recount Text, Students

Abstrak. Penelitian ini bertujuan untuk menganalisis pengaruh penggunaan *picture series* terhadap kemampuan menulis teks recount pada siswa kelas VII SMP N 3 Negara serta mengetahui tingkat keterampilan menulis mereka. Dalam penelitian ini, peneliti menggunakan salah satu bentuk metode eksperimen semu (*quasi-experimental*). Peneliti mengambil dua kelas, yaitu satu kelas sebagai kelas eksperimen dan satu kelas sebagai kelas kontrol dengan menggunakan desain pre-test dan post-test. Perlakuan berupa penggunaan *picture series* diberikan sebelum pelaksanaan *post-test*. Teknik analisis data yang digunakan yaitu uji t-test. Hasil penelitian menunjukkan bahwa terdapat efektivitas penggunaan *picture series* sebagai alat bantu dalam pengajaran menulis teks recount. Data pada bab ini menunjukkan bahwa skor rata-rata kemampuan menulis teks recount siswa pada kelas eksperimen sebelum menggunakan *picture series* adalah 65,28, dan setelah diberikan perlakuan meningkat menjadi 80,28. Hal ini menunjukkan adanya perbedaan yang signifikan sebelum dan sesudah perlakuan. Sementara itu, pada kelas kontrol yang tidak menggunakan *picture series*, skor rata-rata hanya mencapai 55,5. Berdasarkan hasil tersebut, dapat ditegaskan bahwa penggunaan *picture series* mampu membantu siswa dalam mengatasi permasalahan yang berkaitan dengan keterampilan menulis.

Kata Kunci: Picture Series, Metode, Teks Recount, Siswa

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INTRODUCTION

English has increasingly become a key medium of global communication, shaping interactions across education, business, science, and technology. In Indonesia, its importance is reflected in national curriculum policies, which introduce English as a compulsory subject beginning in the fourth grade of elementary school Ratminingsih et al. (2022); Zein (2016). Despite this policy, implementation varies considerably due to differences in institutional resources, teacher expertise, and curriculum priorities. Consequently, many students enter secondary school with limited linguistic foundations, particularly in grammar, vocabulary, and orthographic skills, which collectively hinder their ability to communicate effectively in English, both orally and in writing (Widagsa & Khusnia, 2023; Zein et al., 2020). These persistent challenges underscore the need for pedagogical approaches that provide more accessible and engaging language learning experiences.

Among the four macro skills in English, writing has been widely regarded as the most demanding for learners, as it requires the integration of linguistic knowledge, cognitive processing, and communicative clarity. Students must not only generate and organize ideas but also express them coherently while adhering to grammatical conventions. Research by Pattiasina et al. (2023) and Ruman (2021) indicates that students frequently experience difficulties in producing extended texts due to their limited ability to maintain cohesion and clarity. Moreover, Fareed & Bilal (2016) dan Alharbi (2015) mentioned that writing serves a broader function beyond producing text; it is a medium through which learners articulate ideas, construct meaning, and communicate personal experiences. These complexities highlight the necessity for instructional support that can scaffold learners' cognitive and linguistic processes during writing activities.

Visual media—particularly picture series—have been recognized as an effective pedagogical resource for supporting young learners in writing (Nielsen et al., 2015; Carney & Levin, 2002). Picture series provide sequential illustrations that represent the chronological flow of events, enabling students to generate ideas more easily and organize them into coherent narratives (Mingsakoon & Srinon, 2018). In the context of this study, picture series had not been incorporated into writing instruction at SMPN 3 Negara, despite evidence suggesting that visual scaffolding can significantly enhance learners' engagement, comprehension, and narrative construction. Given that recount texts require students to retell past events in chronological order, picture series offer a natural alignment with this genre by helping learners visualize and sequence events more systematically.

Recount texts are widely taught within Indonesian secondary curricula as part of genre-based writing instruction (Ekarista, 2018; Apsari, 2017). They aim to reconstruct past experiences through a structured sequence comprising orientation, events, and re-orientation. Gayatri & Gaffar (2023) despite their seemingly simple structure, students often struggle to select relevant details, maintain chronological order, and use appropriate linguistic features such as past tense verbs and temporal connectors. Gaspersz & Uktoseja (2020) argued that picture series can mitigate these challenges by providing visual cues that guide content development, stimulate memory, and reduce cognitive load associated with idea generation.

There were several relevant studies that relate to the effect of picture series in writing recount text: Wahono & Afifah (2022) entitled *The Record of Using Picture Series to Develop Students' Writing Skills*. The research result could be stated that using the picture series improved the learners' writing narrative text competence. They could improve their writing gradually from the first cycle to the second one. The picture series that implemented significantly improved their skill in English writing. Another research conducted by Munifah et al. (2024) entitled *The Effectiveness of Using Picture Series in Teaching Writing Recount Text for the Seventh Grade Students at MTs Manbaul Ulum Mojopurogede*. 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. Berliana et al. (2024) also conducted the study entitled *The Effectiveness of Picture Series in Teaching Writing Recount Text To the Eighth Grade Student of Smp Negeri 1 Pedamaran*. Based on this research, the picture series method was used. could have a significant positive impact on English learning, especially in English writing skills. Students become able to write. From the results of this research, students agree that used the series drew method could improve writing skills them, about recount text. the results of their writing practice through a picture series. Montang et al. (2023) conducted the relevant study entitled the results of the investigation showed that the difference between the 14.500 in Tcount and the 2.052 in Ttable was significant at 5%. This outcome served as proof that the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. Therefore, using image series significantly improved the tenth-year students' recount narrative writing at SMA Negeri 1 Remboken.

Different from the previous studies, this research uses picture series method in quantitative research at 7th grade of middle school. This research is important to do because we speak not only with our voices but also in written form. In writing we can express various interesting ideas. The reason why the research uses picture series in teaching writing is because this method is suitable for beginner students. Several pedagogical challenges further justify the need for this investigation. Limited interaction between teachers and learners, a lack of creative instructional strategies, low student motivation, and weaknesses in vocabulary and grammar often hinder students' writing development. These issues point to the importance of incorporating interactive and visually supportive materials that can increase engagement, scaffold linguistic production, and encourage students to express ideas more confidently. This research aims to analysis the effect of picture series on students' writing recount text on seven grades of SMP N 3 Negara, to know their writing skill.

METHOD

Quantitative research explaining phenomena through the collection and statistical analysis of numerical data. In this study, a quasi-experimental design was employed using pre-test and post-test procedures across two groups: an experimental class and a control class. The research was conducted at SMPN 3 Negara, specifically involving seventh-grade classes VII G, H, I, and J, each typically consisting of 34 students. This school was selected because preliminary observations revealed that many students demonstrated low motivation and difficulty in writing English, prompting the researcher to introduce picture series as an alternative instructional medium to enhance writing skills.

The population of the study included all seventh-grade students in the first semester at SMPN 3 Negara, representing the full group that shared relevant characteristics for the research. From this population, two classes were chosen through purposive sampling to serve as the sample. One class functioned as the experimental group and received writing instruction using picture series, while the other acted as the control group and was taught through conventional methods. To ensure both groups were comparable, the researcher conducted normality and homogeneity tests based on students' previous English scores, confirming that the selected classes met the statistical requirements for use in a quasi-experimental design.

The main instrument used in the study was a writing test requiring students to produce a recount text, administered before and after the treatment to measure improvement. Students' writing performance was evaluated using an analytic rubric assessing organization, use of past tense, personal adjectives and pronouns, as well as accuracy in spelling and punctuation.

Additional instruments included teaching plans tailored to each group's instructional method and a try-out test administered to a non-sample class to examine the validity and reliability of the writing assessment. These instruments were developed based on syllabus topics, learning indicators, and grade-appropriate competencies to ensure the accuracy and relevance of the data collected.)

Blueprint of Dependent Variable Instrument

The content validity of the try-out instrument is evaluated by expert judges before administered to the try-out school to make sure whether the instrument is qualified and appropriate with students' characteristics. The researcher also provided a blueprint to create a post-test which would be tested by using a try-out test. The blueprint was made by considering the syllabus, topics, time allotment, students' grade, basic competence, material, and indicators of the learning. Content validity was determined by expert judgment concerning on the appropriateness between the theories with statement and the test items with the lesson objectives which mean that they identified whether the test items were appropriate or not with the material and its objectives. The result of expert judgment was measured by using Gregory Formula.

Formula 1. Formula for Testing the Content Validity

$$\text{Content Validity} = \frac{D}{A + B + C + D}$$

Note:

Column A: Disagreement between experts (-,-)

Column B: Different agreement between experts (+,-)

Column C: Different agreement between experts (-,+)

Column D: Agreement between experts (+,+)

Try-Out of Dependent Variable Instrument

The result of blueprint after conducting content validity was continued in order to be measured the empirical validity and reliability by administering try-out test beyond the sample classes. The try-out test of this research was done at SMP Negeri 3 Negara, in which the students were asked to answer the questionnaire and answer the items of try-out test related to a topic (animal).

- Empirical validity for writing competence instrument; The researcher used Point Biserial formula (rpbi) which is run in SPSS program to measure the empirical validity. The calculation was done by using SPSS program. After calculating the empirical validity, the

following step compared the rcv with recounted. As the result, total samples of try-out test were 30 students in the topic of animals, it was found that the rcv was 0.380 ($\alpha = 0.05$)

- Empirical validity for creativity instrument; To determine validity of the instrument, Pearson Product Moment was used. The calculation was done by using the SPSS program. In this research, since the number of respondent (N) was 30, so the $r_{table} = 0.576$ ($\alpha = 0.05$). It was found that there were no invalid items in the questionnaire of student's creativity.
- Reliability for Writing Competence Instrument; The reliability of the writing competence instruments was measured by using KR21 (Kuder-Richardson), which was done by using

SPSS program. **Table 1.** The level of reliability

Reliability Coefficient	Qualification
0.80-1.00	Very High
0.60-0.80	High
0.40-0.60	Average
0.20-0.40	Low
0.00-0.20	Very Low

From the results of reliability test, the researcher interpreted the topics that have a very high reliability and the instruments that applied as test instrument.

RESULT

Data Description

Based on the research hypotheses and research design, the data in this research could be classified into 2 groups, namely a) data of students' writing recount text taught by picture series (A1Y1), b) data of students' writing recount text taught by conventional teaching (A2Y1). The data were obtained from post-tests in the form of score. Each group of data was analyzed using descriptive statistics as well as inferential statistics. Descriptive statistics involved the analysis of central tendency (mean) and spread of dispersion (standard deviation). Furthermore, the inferential analysis statistics was conducted based on the hypotheses, consisting of one-way analysis of variance (ANOVA) for the first and second hypothesis.

Table 2. The result of t-test paired samples statistics for pre-test and post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST 7G	65,2857	28	12,47474	2,35750
	POST TEST 7G	80,2857	28	6,02991	1,13955
Pair 2	PRE-TEST 7H	52,9000	30	16,83664	3,07394
	POST TEST 7H	79,3000	30	7,68855	1,40373

The Result of Paired Samples Statistics for pre-test in 7G class, Mean 65,2857, N 28, Std. Deviations 12,47474, Std. Error Mean is 2,35750. Post-test Mean 80,2857 N 28 Std Deviations 6,02991, Std. Error Means 1,13955. The Result of Paired Samples Statistics for pre-test in 7H class, Mean 52,9000 N 30, Std. Deviations 16,83664, Std. Error Means 3,07394. The Post-test Mean 79,3000 N 30, Std. Deviation 7,68855, Std. Error Mean 1,40373. Statistical data that shows the difference between the pre-test carried out before and the post carried out after treatment using a picture series.

Table 3. The result of paired samples correlations for pre-test and post-test

		N	Correlation	Sig.
Pair 1	Pretest & Post Test 7G	28	,555	,002
Pair 2	Pre-Test Post Test 7H	30	,299	,109

The Result of Paired Samples Correlations for Pre-test & Post-test in 7G class, N 28, Correlation ,555 Significance ,002. The Result of Paired Samples Correlations for Pre-test & Post-test in 7H class, N 30, ,299, Correlation ,109. Correlation between pretest- posttest 7G and 7H

Table 4. The Result of Paired Samples Test for Pre-Test and Post-Test in 7G and 7H class

		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower
Pair 1	PRETEST - POST TEST 7G	-15,00000	10,41367	1,96800	-19,03800
Pair 2	PRE-TEST - POST TEST 7H	-26,40000	16,28539	2,97329	-32,48106

The Result of Paired Samples Test for Pre-test & Post-test in 7G class, Means -15,00000, Std. Deviation 10,41367, Std. Error Mean 1,96800, ant the Lower -19,03800. According to the result above there are 95% Confidence Interval of the difference. The Result of Paired Samples Test for Pre-test & Post-test in 7H class, Means -26,40000, Std. Deviation 16,28539, Std. Error Mean 2,97329, the Lower -32,48106.

Table 5. The Result of paired samples test for pre-test and post-test in 7G and 7H class

		Paired Differences 95% Confidence Interval of the Difference Upper	t	df	Sig. (2-tailed)
Pair 1	PRETEST - POST TEST 7G	-10,96200	-7,622	27	,000
Pair 2	PRE-TEST - POST TEST 7H	-20,31894	-8,879	29	,000

The Result of Paired Sample Test for Pre-test & Post-test in 7G class, Upper -10,96200, t -7,622, df 27, Sig. (2-tailed). If the significance is less than 0.05, there is an influential relationship between the pre-test and post-test. Paired Sample Test result for Pre-test and Post-test p in 7H class, Upper -20,31894, t -8,879, df 29, Sig. (2-tailed). The assessment of the relationship between the pretest and posttest is determined by Sig. (2-tailed) if the result is less than 0.05 then there is a relationship but if it is more than 0.05, namely 0.011 then there is no relationship

Table 6. The Result of Paired Samples Statistics for Pre-Test and Post-Test in 7I and 7J class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST7I	55,3214	28	10,97152	2,07342
	POST TEST 7I	79,4643	28	6,26857	1,18465
Pair 2	PRETEST 7J	55,5769	26	9,30880	1,82561
	POSS TEST 7J	81,5769	26	5,83899	1,14512

The Result of Paired Simple Statistics for Pre-test in 7I class, Mean 55,3214, N 28, Std. Deviation 10,97152, Std. Error Mean 2, 07342. Post-test, Mean 79,4643, N 28, Std. Deviation 6,26857, Std. Error Mean 1,18465.

The Result of Paired Simple Statistics for Pre-test in 7J class, Mean 55,5769, N 26, Std. Deviation 9,30880, Std. Error Mean 1,82561. Post-test, Mean 81,5769, N 26, Std. Deviation 5,83899, Std. Error Mean 1,14512. Statistical data that shows the difference between the pre-test carried out before and the post carried out after treatment using a picture series.

Table 7. The result of paired samples correlations for pre-test and post-test in 7I and 7J class

		N	Correlation	Sig.
Pair 1	Pretest7i & Post Test 7I	28	,315	,102
Pair 2	Pretest 7J & Poss Test 7J	26	,470	,015

The Result of Paired Samples Correlations for Pre-test & Post-test in 7I class, N 28, Correlation ,315, Significance ,102. The Result of Paired Samples Correlations for Pre-post & Post-test in 7J class, N 26, Correlations ,470, Significance ,015. Correlation between pretest-posttest 7I and 7J.

Table 8. The Result of Paired Samples Test for Pre-Test and Post-Test in 7I and 7J class

		Paired Samples Test			95% Confidence Interval of the Difference Lower
		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	
Pair 1	PRETEST7I - POST TEST 7I	-24,14286	10,78309	2,03781	-28,32410
Pair 2	PRETEST 7J - POSS TEST 7J	-26,00000	8,34745	1,63707	-29,37161

The Result of Paired Samples Test for Pre-Test and Post-Test in 7I, Mean -24,14286, Std. Deviation 10,78309, Std. Error Mean 2,03781, Lower -28,32410. According to the result there are 95% difference. The Result of Paired Samples Test for Pre-Test and Post-Test in 7J Class, Mean-26,00000, Std. Deviation 8,34745, Std. Error Mean 1,63707, Lower -29,37161.

Table 9. The Result of Paired Samples Statistics for Pre-Test and Post-Test in 7I and 7J class

		Paired Samples Test			
		Paired Differences			
		95% Confidence Interval of the Difference			
		Upper	t	df	Sig. (2-tailed)
Pair 1	PRETEST7I - POST TEST 7I	-19,96161	-11,847	27	,000
Pair 2	PRETEST 7J - POSS TEST 7J	-22,62839	-15,882	25	,000

The Result of Paired Samples Statistics for Pre-Test and Post-Test in 7I class, Upper -19,96161, t -11,847, df 27, Sig. (2-tailed) ,000. The Result of Paired Samples Statistics for Pre-Test and Post-Test in 7J class Upper -22,62839, t -15,882, df 25, Sig. (2-tailed) ,000. This is the most important of the result, he assessment of the relationship between the pretest and posttest is determined by Sig. (2-tailed) if the result is less than 0.05 then there is a relationship but if it is more than 0.05, namely 0.011 then there is no relationship.

DISCUSSION

The findings of this study show a consistent and significant improvement in students' recount text writing ability after being taught using picture series across all observed classes (7G, 7H, 7I, and 7J). The post-test means in all classes increased substantially compared to the pre-test means, with improvements ranging from approximately 15 to 26 points. These results indicate that picture series effectively support students in organizing ideas, generating content, and structuring chronological events—key components of recount text writing. This aligns with Zulfitri (2022) argument that pictures serve as valuable visual stimuli that facilitate students' comprehension, idea generation, and narrative sequencing.

Furthermore, the paired samples tests revealed that the Sig. (2-tailed) values for all classes were below 0.05, indicating statistically significant differences between pre-test and post-test scores. These results reaffirm that the use of picture series had a meaningful impact on students' writing performance. As stated by Sukmawati (2024) and Munifah et al. (2024) visual media can increase students' engagement and help them construct meaning more effectively, particularly in writing tasks that require organization of events and details. In this study, the visual prompts appear to have guided students in arranging their recounts more coherently and accurately.

The correlation analysis across classes also provides insight into the consistency of students' performance changes. Although the correlation strengths varied between classes, the presence of measurable relationships between pre-test and post-test scores suggests that student progress was not random but influenced by instructional treatment. This supports Ekarista (2018) and Saripah (2024) claim that teaching aids, such as picture series, help students understand text structure and linguistic features of specific genres, including recount texts. Students' ability to visualize the sequence of events likely contributed to improved temporal organization and use of past tense forms in their writing.

In addition, the reduction in standard deviations in most post-test results suggests that picture series not only improved overall performance but also reduced score variability. This indicates that students with lower initial performance also benefited significantly from the intervention. This outcome corresponds to the view of Asriani et al. (2022) who argue that visual supports provide scaffolding that enables less proficient learners to participate more successfully in writing activities. Thus, picture series function as an equalizing tool that supports learners with diverse proficiency levels.

Overall, these findings demonstrate that picture series are an effective medium for enhancing students' ability to write recount texts. The statistical evidence supports the pedagogical claim that visual-based instruction can improve idea development, text organization, and linguistic accuracy. Therefore, the use of picture series can be recommended as an alternative instructional strategy in teaching English writing, especially for narrative-based genres. The results of this study enrich existing literature that supports visual media as a powerful and practical tool for improving writing outcomes among EFL learners (Fatmawan et al., 2023; Ayu et al., 2020; Sinaga et al., 2020).

CONCLUSION

The findings of this study indicate that the use of picture series as a teaching medium significantly improves students' ability to write recount texts. The results demonstrate a notable difference between students' writing performance before and after the treatment. The mean score of the experimental group (classes G and H) increased from 65.28 before the use of picture series to 80.28 after the treatment, showing substantial improvement in writing skills. In contrast, the control group (classes I and J), which was taught without picture series, achieved a lower mean score of 55.5. These results confirm the effectiveness of picture series in enhancing students' writing ability, particularly in organizing ideas and structuring recount texts. During the learning process, some students initially faced challenges in constructing complete sentences, spelling words accurately, and using varied vocabulary, which often led to repetition in their writing. However, the post-test results suggest that exposure to visual aids helped minimize these difficulties and fostered better writing outcomes.

Based on the findings, several recommendations are proposed. For teachers, it is important to adopt creative and innovative instructional strategies that engage students actively in the learning process. The use of visual media, such as picture series, is suggested to increase students' motivation and effectiveness in learning to write. For students, consistent writing practice is encouraged to improve mastery of language structure and enhance writing proficiency, especially in recount text composition. Lastly, future researchers are advised to conduct similar studies focusing on other language skills—such as listening, reading, and speaking—or other linguistic components like vocabulary and grammar, to further enrich the understanding and improvement of English language teaching practices.

RECOMMENDATION

Based on the findings of this study, several recommendations can be formulated for pedagogical practice, institutional development, and future research. English teachers are advised to integrate picture series systematically into writing instruction, particularly in teaching recount texts, as the present study demonstrates their effectiveness in enhancing students' writing competence. Educational institutions should support this practice by providing sufficient visual learning materials and facilitating professional development programs that enable teachers to design and implement picture-based instructional strategies effectively. Moreover, curriculum developers are encouraged to incorporate picture series into official teaching materials to strengthen students' narrative construction skills. For future researchers, it is recommended to investigate the use of picture series across different text genres, student proficiency levels, and educational contexts to broaden the understanding of their applicability and pedagogical value.

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