

**DEVELOPING WRITING RECOUNT TEXT SKILL
THROUGH PICTURE SEQUENCES AT SMP NEGERI 9
PALU**

Suzy Azfianty
SMPN 9 Palu, Central Sulawesi

Abstract

Developing Writing Skill through Picture Sequences at SMP Negeri 9 Palu, Central Sulawesi. This research aims at investigating the procedure and the effectiveness of picture sequences in teaching writing to the students. The students were trained to write recount texts based on picture sequences. The subject of research was grade VII C students of SMPN 9 Palu, the academic year 2013/2014 which consists of 35 students. The research took common steps of the action research; planning, acting, observing, and reflecting. This research was held in two cycles, each cycle consisted of three meetings. The researcher used observation sheet, field notes, and tests to collect the data. The result of the data analysis showed that the application of pictures sequences in teaching writing recount text is effective in cycle 2. It was proved by the number of students who got the minimum standard of individual learning achievement (65) in cycle 1 which was obtained by 13 students or 37,14 %. In cycle 2, there were 29 students or 82,86 % who have met the criterion of individual learning achievement. The percentage (82,86 %) was greater than the classical achievement. In cycle 2 criteria of the achievement in content, organization, grammar, vocabulary, and mechanic, have been achieved. The score is greater than 65.

Key words: Writing Skill, Picture Sequences.

Background

English is one of the compulsory subjects at SMP/MTS level (Permendiknas no. 19, 2005). Based on the School-based Curriculum, the goal of teaching English is to develop students' competence in the four language skills. The four language skills are listening, speaking, reading and writing.

It is stated in the curriculum that the literacy level covers *performative, function, informational and epistemic levels*. At the level of performative, the students should be able to speak, to listen, to read, and to write. While the function level, the students should be able to use the target language for daily life needs like reading newspaper, and any instructions. Furthermore, at the information level, the student needs to be able to access information and knowledge with the language skills. Finally, at the epistemic level, the students are expected to have capability to express knowledge into the target language. The level target for SMP/MTS level is that the student's active functional level in which the students are able to use the target language in oral and written form for daily life needs.

The standard competence of graduate of English (PERMENDIKNAS No. 23, 2006) for each level is the communicative competence in the form of *spoken and written* for achieving functional literacy level for junior high school. It means that writing is important to learn. The objective of teaching writing is to enable the student to express meanings in simple functional texts and in simple short essay, to achieve the objective, there are a number of activities that should be employ in writing skill. Those activities are descriptive, procedures, narrative, recount and report texts. Referring to the target above, writing is an important skill for the students. It indicated from standard competence that the students are able to express meanings in simple short essays in various genres, such as descriptive, procedures, narrative recount, and report texts.

Writing is language skill that needs to be learned. Learning to write is by writing. Nonetheless, some problems impede the students to writing. The problem may be inspected from three standpoints, psychologically, linguistics aspect and cognitive aspect (Byrne, 1988).¹

¹Byrne, D., *Teaching Writing Skill*, (London: Longman Group, 1988) p. 34

First, psychologically, writing is an individually activity by which each student needs to know what the readers express to read and how to express it in to make the readers get and what they actually want to deliver. There is no interaction or immediate benefit feedback from the reader like speaking is.

Second, unlike spoken language, writing is more compacted and more formal. Therefore, the students are required to pay their attention to linguistic concern like grammatical correctness, appropriate vocabulary use and mechanic. The lack of vocabulary, unknowing proper punctuation, and using correct grammar are common instances of problem the student confront in writing.

Third, there are cognitive difficulties in which the students have to express thoughts on to the paper for task imposed by the teacher for the exam so forth. Moreover, writing is about delivering content, like knowledge, ideas and experiences and the writer organize them to the reader whom, perhaps they do not know. The students are required to convey what to say in such away, that is understandable, coherence and well organized. Quite often they lost the ideas, or do not know what to write anymore.

Referring to those problems, English teacher needs overcome them. They should realize that teaching strategy is needed to improve. The teaching strategy that facilitate the students in writing as well as decrease those impeded problems. However, it is found that writing is regarded as a difficult and uninteresting activity for the students of SMP Negeri 9 Palu, Central Sulawesi. It can be perceived from the unsatisfactory of the writing score result by the students, and the low motivation of the students to write. Writing has the lowest scores among other skills. The score are 49,64 for listening, 54,29 for speaking, 52, 67 for reading, and 49.23 for writing.

The unsatisfactory of the writing score is the result of several causes. The causes can be derived from situation in the teaching and learning process. More profoundly, the causes can be viewed from two perspectives, from the teacher's side and from the student's side.

Firstly from the teacher's side, writing seems to be ignored in the instructional process. Writing is conducted as the activity use to minimize the rest of allocated time. Whenever the time is not sufficient, writing activity is assigned as homework to be collected for the next meeting. In addition, the teacher does not help and guide the student how to write. The teacher assigns the students to write merely to reinforce grammar and to see student comprehension about particular text being discussed, not to convey the students' ideas. Writing activity which is to express students' ideas is assigned mostly as homework without any guidance, only by giving topic to write and model text of text on the textbook.

Writing activities commonly conducted in English classroom are arranging jumble word into good paragraphs, creating sentences, and translating English sentences into Indonesia or vice versa. Most activities seem monotonous, not encourage students to think and to write their own ideas, thought to be read by others. Furthermore, the teacher employs unvaried teaching strategy. The teacher explains about particular material, after that the students do exercise on the exercise book or students' worksheet (LKS). There is less students' active involvement in learning process. Another cause is the absence and the students in teaching and learning process, more specifically, in writing activity. Textbook and worksheet (LKS) are mostly referring as the only resources: Thus the students find obstacles' and they are still not accustomed to writing. In fact, in the standard of competence, they are expected to be able to express their ideas in simple short essays.

Secondly from the students' side, it is difficult for them to get idea to express. Even though there are available topics to explore, they cannot write smoothly because they do not know

what to write to develop the topic. They lose ideas and get stuck in the middle, even from the beginning of writing. They also get problems to connect words into good order and to link sentences together. Besides, they also lack of vocabulary. Limited vocabulary makes them confront barriers in expressing their thoughts on to paper smoothly. As a result, they complain because they do not know how and what to do. Arising from those problems, the students have no motivation to write and it makes writing a boring and hard activity for them. Coming from this factual situation, creative and proper teaching strategies need to be carried out. The strategies should be able to facilitate to students in writing such as to stimulate the students' ideas, to guide the students in generating the ideas, and to improve their competence on grammar, and vocabulary. Besides, the strategies should be interesting and enjoyable so that the students are motivated to write.

Apart from the benefits of using picture sequence in teaching writing recount is the focus in the research for some reasons. First, turning to the curriculum KTSP, recount text is one of teaching materials should be learned of the second semesters of SMP/MTS. Next, the students are required to have some particular abilities to write recount texts. The abilities are mostly the difficulties of which student face in writing: the students have to make sentences in good order, sequenced and coherent. And in telling the events, it is need sufficient vocabulary and good order in creating good sentence as well. Finally, it is expected if the students recount writing is developed, their ability in writing in general will also be developed.

Therefore, considering the difficulties found by students of SMP Negeri 9 Palu, and based on the characteristic of a recount text, utilizing picture sequences is very effective to use as the strategy to overcome the student's problem. Picture sequence can stimulate the student's ideas. The student will have something in mind to write based on the picture sequence they own. Furthermore, through picture sequence, such kind of strategy can be employed in leading the students in organizing idea, so that the

students can write a good recount text smoothly. Picture sequences also provide the students a chance to enrich their vocabulary and help in sentence structure as well as mechanic. Additionally, the interesting picture sequence and enjoyable learning activity will motivate the students to write. Thus, the researcher is sure that the problem in writing will be overcome by using the picture sequences. Consequently; the students' writing will be developed.

Based on the background above, research question is formulated as follow: How can the students' writing skill be developed through pictures sequences?

The Nature of Writing

Writing according to Hadfield and Hadfield (1990) is different from speaking.² In speaking one can acquire naturally as he grows up, but writing needs to be learn first since it could not be acquire naturally. In addition, Harmer (1998) argues that writing essentially to be learned because it is as a language skill.³ Writing is also used as reinforcement, language development, and learning style. 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.⁴ By writing, the students also able to go beyond the language they have learned. In order words, writing can be used as a medium to know how much the students have mastered the language learned.

According to Halliday (cited in Nunan, 1991), writing is basically an activity to generate ideas, messages, or feelings in written form.⁵ Through writing, a writer delivers what she or he

²Hardfield, et al., *Writing Game*. (Edinburg: Thomas Neson and Son, 1990) p. 5

³Harmer, J., *How to Teach English: An Introduction to the Practice of English. Language Teaching*, (Essey: Addison Wesley Ltd., 1998). p. 790

⁴Raimes, A., *Techniques in Teaching Writing*. (Oxford: Oxford University Press.,1983) p. 3

⁵Nunan, D., *Language Teaching Methodology: A Textbook for Teachers*. (London: Practice Hall, 1991) p. 84

want to express to his or her audience (reader) as an outcome of cultural exchanges that can be met by spoken language. It causes writing become permanent record that can be referred repeatedly. Hence, it can be said that writing of communication between a writer and the reader(s).

Simple viewing, writing is graphics representation of spoken language. The processes in writing emphasize on what students think as they write. Writing can be defined as communicative act, a way of sharing observation, information, thought, or ideas with other and ourselves to readers in writing form. As a write of communicating messages and ideas between writer and reader, writing has developed as the result of cultural changes and communicative needs which is not met by spoken language.⁶

Meanwhile, Ur (1996:163) defines writing as an artificial activity.⁷ It means that it requires conscious learning or efforts to be able to acquire the activity. Principally writing aims at expressing ideas and conveying message to reader.

Furthermore, Gebhard (1996:221) state that writing includes some extents dealing with it such as diction, grammatical use, syntax or word order, mechanics (punctuations, spelling, and handwriting) and organization (cohesiveness and Coherence). Furthermore, he adds that writing needs to focus on the purpose and audience of the writing as well as the repeated process of conveying meaning.

Funk, Day, and McMahan, et al. (1993) explain that good writing must be clear, correct and flows smoothly instead of skipping from one idea to another without any cues.⁸ Three elements as central to good writing are: (1) Purpose: why you are writing: to inform, to persuade, or to entertain. (2) Audiences: who

⁶*Ibid.*

⁷Ur, P, *A Course in Language Teaching Practice and Theory*, (Cambridge: Cambridge University Press, 1996) p. 163

⁸Funk, et al., *Option for Reading and Writing*, (New York: Macmillan Publishing Company, 1993). p. 17

is going to read this piece, and how you should approach these readers. (3) Thesis: what is the main idea that you want to get across is.

Based on those above definition, it is can be said that writing is a language skill to express the ideas, messages and thoughts in written form that is acquired consciously through learning process. Because writing has a number of aspect through which one has to consider, writing should be learned consciously in order to be accustom to, so the fluency and smoothness of delivering ideas onto paper is achieved.

Type of Writing

Harmer (1998) states that writing has many types. The types are depending on the age interest and level. For the beginners level for example, the teacher can instruct them to write person, even to write simple stories with simple language. The teacher can also assign students to complete task. The task given should be appropriate to their abilities.⁹

Comprehension is such kind of writing activity in which the teacher, quite often, evaluates students' vocabulary and grammar mastery. Through the composition, the teacher might ask the students to describe person, place, or objects they like most, for instance, or to write story about their experiences. Writing composition is not only a linear activity of which the teacher marks students' errors with red ink then gives scores; otherwise, it is a nonlinear process in which the students can discover and rediscover, revise, develop, even omit their idea. The process is stages as explained later.

Referring to writing composition, Nunan (1991) explain about writing as a product and writing as a process.¹⁰ A product oriented focused on the result of learning process, that is the

⁹Harmer, J., *How to teach English: An Introduction to the Practice of English Language Teaching*, (Essey: Addison Wesley Ltd., 1998). p. 80

¹⁰Nunan, D., *Language Teaching Methodology: A Textbook for Teachers*, (London: Practice Hall, 1991) p. 86

learners are able to use the language fluently and competently. The activities emerging are to imitate, to copy, and to transform models of correct language. On the other hand, the process-oriented, emphasize on how to encourage the development of skilled language use. Thus, the focus is firstly on quantity rather than the quality. The writers do not have to worry about formal correctness. In the research, it is believed that by developing the writing process, the good writing product will be gained.

Process of Writing

Writing activities has stages. Tompkins and Hoskisson (1999) divide the writing process into five stages: prewriting, drafting, editing, and publishing. First, pre writing means to get ready to do writing. Most time writing process is for prewriting activity. During the stage, the writer (1) selects the topics, (2) consider forms, function, and audience, (3) generate as well as organize the ideas.¹¹

In the drafting stage, students are writing their ideas on the paper. They pour their ideas out, and they will pay less attention to spelling, punctuations and other mechanical function. In the stage, it is possible for students to change: the function, form, and audience they have decided in the first stage, they modify their writing. Teachers should not disturb students' writing process by pointing out the mechanical error made, but more focus on content. Then the students are defining their ideas in their composition in revision stage. The activities done are: (1) rereading the rough draft, (2) sharing the rough draft within the group, (3) revising based on feedback.

Editing refers to activity of putting the piece of writing into final form. This stage deals with the mechanical corrections such as spelling and punctuations. Teaching mechanical skill is more

¹¹ Tompkins, et al., *Langugae Arts. Content and Teaching Strategies*. (Englewood cliffs: Practice Hall, 1999) p.211

effective done through writing process rather than practice exercise.¹²

Last, publishing is stage in which the writing products will publish or presented orally to the audience. Two forms of publishing might be (1) making book, like simple booklets by folding sheet or stapling paper together, and (2) sharing their writing to classmates or larger audiences through hardcover book place in the school library, articles or magazine, or newspaper.

Recount Text

Recount is one of the genres provided for the SMP/MTs students. Anderson & Anderson (2003a:48) explain that a recount text is a piece of text that retells about events in the past.¹³ The events are told usually in order they occur. Thus, the uses past tense in retelling the events, and it utilizes such words showing the order as first, next and then. The purpose of writing recount is to provide audience the descriptions of what events occurred and when the events occurred. Recount text in general has three main parts, orientation, series of events and re-orientation. Orientation is the part, which describes background information about the person, the events, the place and the time. Then the paragraph that tell about the sequences of events in the order in which they happened. The last, is re-orientation, an optimal that includes personal comment about the events. Some texts have concluding paragraph, but it is not always necessary. In addition, Anderson & Anderson (2003a) propose that in constructing better recount text, the sentences should be more detailed.¹⁴ It will give audiences detail information about the object. Detailed information will be give by adding adverb, adjectives, and reason why the events happen.

Some examples of recount writing in life are newspaper report, letters, conversation, speeches eyewitness account and

¹²*Ibid.*, p.220

¹³Anderson, et al., *Text Types in English 1*. (New York: Macmillan Publishing Company, 2003). p. 48

¹⁴*Ibid.*, p. 37

interviews. An eyewitness account is a report that provides detail information about events like cat accidents, fire flight, and etc. letter can be recount of at tells past event to the readers. Similar to letter, conversation, interview and report news are called as recount of the purpose is to retell past events.

In addition, recount and narrative are the same genres. However, recount is personal. It typically comprises an activity in sequences most frequently in chronological order, use the past tense. Meanwhile, narrative is generally less likely to follow a sequenced format. The communicative goal of the narrative is to make the story interesting.

Pictures Sequences

Notices from the term, pictures in sequences own many terms. The terms are pictures set, pictures sequence, pictures series, and pictures stories, visual sequences and so on.¹⁵ According to Raimes picture sequence or pictures set is a set of parallel pictures that show similar scene or tell a similar story, provide material that offer guidance on vocabulary, sentences structure, and organization. However, in using the picture the students are still allowed to write new content. Meanwhile, Breitzkreuz, (1972) defines pictures stories a series of pictures consist three up to nine pictures, usually in logical and continuous action, situation, thought, or scene in form of sketches or drawing.¹⁶

In addition pictures sequences are usable as a means of testing language skills such as speaking and writing. Weir (1990) argues the benefits of making use such kind of pictures in language testing are (1) at makes of instruction obvious. It will avoid the bias either culturally or educationally a measurement, (2) it is valuable to have extended performance of the students of some

¹⁵ Wright, A., *Pictures for Language Learning*. (Cambridge: Cambridge university Press, 1989) p. 45

¹⁶ Breitzkreuz, H. 1972. *Picture Stories in English Language Teaching*. *English Language Teaching* 26 (2).145-149.

extents of criteria in assessment such as ability to use grammatical form past tense, (3) It leads to compare the students since the information given in the pictures constrains them to recall then prior and cultural free, (4) The pictures which are clear, not ambiguous and free from educational and cultural bias yield valuable technique.¹⁷ Shortly, there are a number of pictures that can be used as media in language teaching. Those pictures are usable for both productive skills, writing and speaking, for example as stimulating media and for receptive skills listening and reading such as to gear comprehend what the students hear or read.

The learning theories underlying the use pictures in language learning are the connectionism approach and the situation method. Lightbown and Spada, (2001) state that the connectionism approach sees learners regularly embody their knowledge of language through experience to thousand of illustration of the linguistic elements they eventually learn.¹⁸ The present of one situational or linguistic context as input activate something in learners' mind. The specific situational or language context is developed a learning method with started of situational labels. The method is call situational method. Finochiaro and Brumfit (1983) state that many good techniques come out from this method.¹⁹ Number of pictures, real object, and situational context are utilizes to stimulate learners' performance. Therefore, coming from those theories, the use of any pictures as stimulating media is effective to use. And one kind of pictures is picture sequences.

Next, the appropriate procedures of the use of picture sequences to improve the students' ability in writing recount text

¹⁷Weir ,C.J., *Communication Languae Teaching*, (Hertfordshire: Practice Hall, 1990) p. 77

¹⁸Lightbown et al., *How Language are Learned. 2nd edition*. (Oxford: Oxford University Press, 2001) p. 42

¹⁹Finochiaro, et al., *The Functional Notional Approach*. (Oxford University Press, 1983) p. 8

are (1) dividing the students in groups, (2) assigning the students to arranged jumble pictures into sequences pictures, (3) assigning the students to gain any vocabulary and information from the picture, (4) asking the students to determine the outline of each picture, (5) giving a model of recount text to the students, (6) having the students to identify the verbs used in the text, (7) having the students identify the connective words used in the text, (8) asking the students to discuss the parts of the text, (9) asking the students discuss the content of the text by asking some questions, (10) having the students identify the use of capital letter and punctuation in a model recount text, (11) asking the students to rearrange jumbled sentences into a good recount text based on picture sequences, (12) asking the student to put flash cards inscribed with connective words to link pictures, (13) asking the students individually write a recount text based on picture sequences, (14) having the students reread their draft and make revise drafts, (15) asking the students to read their writings in front of the class, and (16) asking the student to respond to the writing read by their friends.

Picture as Teaching Media

White (1995) states the recent approach about the teaching of writing is by utilizing media like visual and real objects.²⁰ One of the visual media is pictures. Picture can bring the world into classroom. Whatever the kinds of the pictures, they contribute to huge and various experiences through which people, and making story pictures, students will possess visual term literacy. Moreover, he adds four reasons why pictures are valuable to be used as media in teaching writing. First, pictures provide shared experiences for students in the classroom. Second, they provide a need for common language from to use the classroom. Third, they provide variety of tasks. Last, Pictures provide a focus of interest for students.

²⁰ White, R.V., *New Ways in Teaching Writing*, (Illinois: TESOL Inc., 1995). p. 56

Another argument argued by Wright (1989), that pictures give contribution to students' interest and motivation, sense of language in context, and stimulate students' ideas.²¹ The roles of pictures in productive skill (speaking and writing) are, first, pictures can draw students' motivation and attention and make them participate in learning. Second, pictures can create contextualized language learning activity. Third, pictures may raise interpretation objectively and subjectively. Forth, pictures may refer to response of questions, or as controlled practices. Last, pictures can stimulate and give information in dealing with conversation, storytelling and discussions. He mentions there are five practical criteria of pictures to be applied in the classroom, (1) easy to prepare, (2) easy to organize, (3) interesting, (4) meaningful and authentic, (5) sufficient amount of the language in order to justify its conclusion in the language lesson.

In the use of picture the teacher can use any kinds of pictures. There are plenty types of pictures. Wright (1989:193) mention some of them are pictures of single object, pictures of famous persons, pictures of place, pair pictures, pictures in sequence, ambiguous pictures, etc. Another type is still pictures. Still pictures are photographic or photograph like representation of people, place and things.

Meanwhile, Byrne (1988) categories pictures as visual materials. The pictures, then, are classified into two kinds: single pictures and pictures sequences.²² The same opinion also stated by Soesinto (1989) that pictures are the kinds of visual materials. The forms are drawing photographs in color or black and white.²³

Writing Recount Text through Picture Sequence

²¹ Wright, A., *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 1989) p. 2

²² Byrne, D., *Teaching Writing Skill*, (London: Longman Group, 1988) p. 79

²³ Soesinto.1989. *In Search of Pictures for Communication in the Classroom*. TEFLIN Journal, 2(2): 35

To write recount moreover for those who are in beginning level, it will be very effective led by picture sequence since picture sequence figure a chronological order of sequence event and it tells the story in the past time gives some example activities an writing by using pictures sequence taking notes, diary entries, role descriptions, letter writing and reports. The techniques are (1) the teacher shows only the first and the last pictures. The students note what happened between them (2) The teacher displays the two middle pictures, the students are about to provide the first and the pictures (3) The students think what happened before based on given last picture (4) The students decide what happened next based on the first picture provided.

As an example, Raimes (1993:37-39) proposes strategy of using picture sequence in writing class.²⁴

..... (1) The students individually write last sentences about picture sequences by frame, for example “Betty left work at 5 O’clock. It was raining. Then in small group they work on combining or linking the sentences to make continuous process such as When Betty left works at 5 o’clock. It was raining, so she....” (2) The whole class works with the picture sequence, but with the pictures out of order. In small group the students discuss which order is correct for the pictures and why. Then they write the story of pictures. (3) One group is given only two of pictures in sequence, while another group receives the other two. The groups discuss and write what they think of four pictures sequence shows. (4) The students are given cards, each containing a separates sentences which describes the picture like. Then the students are given parallel picture. In group they use paragraph they have just assembled to write a parallel about the parallel pictures and sentences

²⁴Raimes, A., *Techniques in Teaching Writing*, (Oxford: Oxford University Press, 1993) p. 37

describing it serve as model for the new piece of writing. (5) A more advance class can use the same pictures as above, but now the students discuss the first picture and write their own description of it, either in group or as whole class activity. They read their description aloud and discuss them. Then the students write about the parallel picture using their own writing as model.

These activities can be modified and varied based on students' need. In the study, the use of picture sequences will be varied. The variety use of picture sequences will make students motivated and interested. Moreover, it will make students gradually able to write complete recount texts.

Research Design

This research was designed as a classroom action research (CAR), since this research deals with the application teaching-learning strategy to develop students' writing skill. Action research is trying out ideas in practice as a means of improving and increasing knowledge about curriculum, teaching, and learning. This study was based on the problem found in a particular classroom. It will be conducted in classroom. Hence, the study was a classroom action research, Mills (2003) state that a classroom action research is a systematic inquiry done by teachers (or other persons in the teaching and learning environment) to obtain information about how a particular school operates, how they teach, and how well the students learn. It means that the teachers themselves do the action, which aims at improving their own students skill based on problem and situation of their classroom.²⁵

The study employed a cyclical process as recommended by Kemmis and Mc. Taggart's model which is well known as representation of action in spiral cycles (Mills, 2003:16).²⁶ Each cycle consisted of four stages namely planning, implementing,

²⁵Mills, G.E., *Action Reseach: A Guided for Teacher Researcher*, (Upper Saddle River: Merrill Prentice Hall, 2003). p. 23

²⁶*Ibid.*, p. 16

observing, and reflecting. In the study the researcher revised the strategy and continued to the next cycle when the criteria of success set are not achieved yet.

In conducting the research, the researcher was helped by collaborator with one of the English teachers of the school. The teacher helped to observe the implementation of the action and in reflecting whether the action was successful or not. Arikunto et al. (2006) argues that the collaborators might be the teacher of the same subject but different class.²⁷ Therefore, the study was categorized into collaborative classroom action research.

Setting and Subject of the Research

The research was conducted at SMP Negeri 9 Palu, Central Sulawesi. It is located on Jl. Zebra Number 44, Palu city, Central Sulawesi. The school has 18 classes. There are eight classes for seventh grade, six classes for seventh grades, and five classes for nine grades. The number of the student registered in 2013-2014 academic year is 729 students, 243 students of the seventh grade, 262 students of seventh grade, and 224 students of the ninth grade. Besides the nineteen classrooms, the school has a computer laboratory, a language laboratory, a library, a headmaster and staff office, teachers' room and a mosque.

There were some reasons of selecting the school for the research:

1. The researcher is one of the English teachers of the school.
2. In her teaching experience, the researcher found writing skill had problem which was indicated by unsatisfactory of writing score compared to other language skill.
3. It needed innovation in the teaching of writing to overcome the problem.
4. The strategy was using picture sequences in teaching writing which was never used before in the school.

²⁷ Arikunto et al., *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2006) p. 22

The subject were the seventh grade students in the academic year 2013/2014, group VII C. The class consists of 35 students, 18 female students and 17 male students. The class selected because the problems were found in it.

Research Results and Discussion

The session covers the discussion about the research findings dealing with implementation of using picture sequences in teaching writing recount texts and the improvement of the students' ability in writing recount texts.

1. The Teaching and Learning of writing Recount Texts by Using Picture Sequences

In teaching of writing, teachers not only teach students to find right words and to use correct grammar, but also to help students to find ideas to express in new language. Providing the students' ideas to write through picture sequences is very effective to use.

Coming from the finding of the researcher, the use of picture sequences in the teaching and learning of writing recount texts was not limited only to stimulating students' ideas through appropriate procedure of using picture sequences, it also could be used to lead them how to express the ideas and how to arrange the ideas into understandable and complete texts.

First in pre-writing activity, the activity to arrange jumbled pictures into picture sequences made the students accustomed to have well ordered ideas. Before writing the students though what they wanted to express first, what they did next, what was their last activity. This activity could be included into sketching. Gebhard (2000:226) stated that sketching provided visual idea generating. Through the sketches, the pilot of the story would be seen.²⁸ Then, the activity to gain vocabulary and any information from the picture sequences enriched students vocabulary. They would know what words they would write next. Next the activity to determine

²⁸ Gebhard, J.G., *Teaching English as a Foreign and Second Language*, (Ann Arbor: The University of Michingan, 2000) p. 226

the outline of each pictures trained the students have topic in every paragraph they wrote. The outlines functioned to move one idea to another idea. It also trained the students to develop the topic expressing their ideas. Meanwhile, to put connective words besides the picture sequences basically trained the students to make coherence texts. There was a link between idea and one sentence to another one. Therefore the sentences did not stand alone. Last, by keeping aside the last picture (activity in meeting two) was an effective variation to get students' creativity and imagination in ending the story. It was also as stimulating idea for the students.

Secondly, in while-writing activity the students were doing drafting based on what they had done through the use of pictures sequences in pre-writing activity. As Funk, Day and McMahan (1993) explain that good writing must be clear, correct and coherent.²⁹ The students would be easily and smoothly express their idea based on the key words and outlines they have found in pre-writing activity, they had known connectives to make the sentences link together. The students had known to construct sentences into a good order based on the picture sequences. They had known the used connectives in writing recount text paragraph. They had known the verbs used in the past event. They could write a simple recount text paragraph based on the picture sequences.

Last in post-writing activity, the existence of picture sequences or the publishing of the students' writing for example when the students read aloud their writing in front of the class by displaying the picture sequences would make the listeners understand more about what the writing were about. It was also in

²⁹ Funk et al., *Option for Reading and Writing*, (New York: Macmillan Publishing Company, 1993) p. 17

line with Weir (1990) that a picture sequences avoid disapproval of infectivity provided in the pictures.³⁰

Furthermore, viewed from the writing activity assigned, their process of writing that the students experiences followed the writing. The students did the five stages prewriting, drafting, editing, and publishing in the three-phase technique employed.

Besides the writing process, the use of pictures sequences as media in the writing activity is effective to meet the objectives intended of the teaching and learning process to enable the students to write simple recount texts. Creative use of the picture sequences benefits both the teacher and the students. The teacher will get the students learn more, retain the materials have been taught, better and improve their skill performance. The use of pictures sequences helps the learning process simpler and perfect. The students also understand the correct better, and help them to shape the learning process.

In relation to finding of finding of the related previous studies, the use of picture series has improved the students' motivation and interest in writing narrative paragraph. Meanwhile, Lanjau (2005) develop picture series as media for teaching writing.³¹ He finds that students' attention and motivation in writing activity is raised. Their ideas are stimulated and no more students got stuck concerning to what to write. The findings of the research go along with the two previous researches. The students' participation in the learning activity is raised. It can be seen from the students' enthusiast id doing sequenced of tasks group working, like arranging pictures into picture sequences, gaining vocabulary

³⁰ Weir ,C.J., *Communication Langugae Teaching*, (Hertfordshire: Practice Hall, 1990) p. 770

³¹Lanjau, N. 2005. *The Development of Picture Series for the Teaching of Writing at Junior High School in the District of Long Ikis. Unpublished Thesis*. Malang: State University of Malang.

from the picture sequences, and identifying verbs, and connective words used in the modal of recount text.

To sum up, the use of picture sequences in teaching writing helps the students in writing. From the result of the study, the use of picture sequences in teaching writing helps the students in writing. From the result of the study, the use of picture sequences met some benefits that pictures provided shared experiences for students in the classroom. Then, pictures provide a need for common language from to use in the classroom. Pictures also provide variety of tasks. Last pictures provide a focus of interest for students.

2. The Implementation of the Students' Writing

The improvement of the students' writing ability is the main indicator that indicates the research is successful. It is also become the major objective of the research. The improvement of the students' writing scores they gain. Referring to the minimum mastery criterion (Kriteria Ketuntasan Minimum, KKM) of the English Subject of the school, the mean score obtained has achieved the target. Beside the increase of the students' writing score, the improvement is also seen from the improvement of the writing skill itself. In writing skill, there are has several sub skill that call micro skill for writing. The micro skill that the students yield in writing recount texts through picture sequences as (1) the students are to write to write with a purpose of telling past experiences or event to others. (2) The students also make outlines as core words to be developed (3) the students use acceptable grammatical system (past tense) in telling the pictures. (4) The students are cohesive devices to link between the events (5) the students use rhetorical stage of a recount text. And (6) the students experiences the writing process from activity, drafting, revising, editing, and publishing.³²

³²Brown, H.D., *Teaching by Principles: An Integrative Approach to Language Pedagogy 2nd ed.*, (San Francisco: Addison Wesley, Ins., 2001) p. 343

Additionally, the improvements of the students' writing can also be inspected on the writing components. From the figure 4.3, it can be also seen that each component increase from cycle 1 and 2. First, dealing with the content, the students have ideas to write. They do not get stuck in the middle of writing anymore. Second, in term of organization, they are able to arrange event in chronological order based on the picture sequences. Some connective words are use to link the events, so the coherence of the text emerges. Next, the students' grammatical mastery also improved. They identify the verbs used in the text, and compose their own sentences in past tense by seeing the model in the text. They are also guided to compose sentences. Then the picture sequences provide lot of vocabulary. Investigating any vocabulary from the pictures enriches the students' vocabulary. Within their groups, the students can change and add their vocabulary each other. Last, the mechanic aspect, the students' ability in using capital letters and correct punctuation was improved. The students are facilitated by giving leading questions which focus on the mechanic aspect and giving corrective feedback the students' writing. Meanwhile, Lanjau (2005) also finds that there are some improvements on the students' compositions after picture series is used as teaching media. The improvement are: (1) some supporting ideas are added, (2) irrelevant ideas are eliminated, (3) some transition signals are used, (4) the events are in chronological order, (5) unity of paragraph is achieved, and (6) some new vocabulary are used.³³

In short, the used of picture sequences is successful in improving the students' writing ability in writing recount text at

³³Lanjau, N. 2005. *The Development of Picture Series for the Teaching of Writing at Junior High School in the District of Long Ikis. Unpublished Thesis*. Malang: State University of Malang.

SMP Negeri 9 Palu. The developing of the students' writing ability as the main purpose of the study is achieved. It is expected the students' problem in writing skill are eliminated.

Dealing with its effectiveness, the use of picture sequences in writing recount texts has several strengths. First, the activities through picture sequences provide the students an opportunity to share each other and to work together, like in arranging the pictures, gaining vocabulary, and determining outlines. The students learn actively and challenged to do their best. Second, the use of picture sequences brings the students from something abstract to something read in their lives and from nothing to something in their minds. Third, since there are various activities can be employed through picture sequences, so the students are not bored in learning process. The presences of interesting picture make them interested in the teaching and learning process. Fourth, individually the students' ability in writing is improved. It enriches the students' vocabulary, provides the students how to determine outlines and how to construct the sentences, and combines the sentences together to make them become a coherent text. Last, the students' ideas can be stimulated. The students' experiences and their imagination can be recalled as well.

Conclusion

The conclusions are drawn from the findings of the research on the use of picture sequences to improve the students' ability in writing recount texts. The use of picture sequences in teaching writing is effective to improve the students' ability in writing recount texts for the grade seventh students of SMP Negeri 9 Palu. The improvement is shown by the increase of the students' writing scores. The implementation of using picture sequences, the mean score of students' writing is 80,00 in which 82,86 % students obtained above the minimum mastery criterion (Kriteria Ketuntasan Minimum, KKM) of the English subject of the school.

Suggestion

On the basis of results of the use of picture sequences in teaching recount writing at SMP Negeri 9 Palu, there are some

suggestions and recommendations to English teachers and other researchers. In relation to the use of the strategy it is recommended to English teachers, firstly, to give clearer instructions to the students. Because there are picture sequenced of tasks, the students need clear and step-by-steps instruction. If the students get confused, the teachers can use simple languages as well, English and Bahasa Indonesia. Then, in relation to the time allocation, it is suggested to arrange the time as effective as possible. Because a number of tasks are required, giving time limit to the students in doing group work is necessary. It is to encourage the students to focus on the task, not to do useless thing. Next, since the strategy is almost dominated by group working, therefore more control and guidance from the teacher are needed. It avoids only one or two particular students who accomplish the tasks. Last, to make the teaching and learning process meaningful for the students, it is recommended to select topic and picture sequences which are close to the students' life. It is hard to brainstorm the students' prior knowledge if the topic and pictures that are too strange for them.

For other researchers, it is recommended to do further research about the use of picture sequences in the teaching of English which focus on improving students' grammar mastery. In the research findings, the grammar aspect has the lowest score compared to other writing component: content, organization, vocabulary, and mechanic. Therefore, the best procedure of utilizing picture sequences to overcome student's problems in grammar mastery is needed.

References

- Anderson, M. & Anderson, K. 2003a. *Text Types in English 1*. New York: Macmillan Publishing Company.
- Arikunto, S. Suhardjono & Supardi. 2006. *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara.
- Breitkreuz, H. 1972. *Picture Stories in English Language Teaching*. *English Language Teaching* 26 (2).145-149.
- Brown, H.D. 2001. *Teaching by Principles: An Integrative Approach to Language Pedagogy 2nd ed.* San Francisco: Addison Wesley, Ins.
- Byrne, D.1988. *Teaching Writing Skill*. London: Longman Group.
- Cohen, A. 1994. *Assessing Language Ability in Classroom. 2nd Edition*. Heinle & Heinle Publisher.
- Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan*. Jakarta: Departemen Pendidikan Nasional.
- Finochiaro, M & Brumfit, C. 1983. *The Functional Notional Approach*. Oxford University Press.
- Funk, R, Day, S. & McMahan, E.1993. *Option for Reading and Writing*. New York: Macmillan Publishing Company.
- Gebhard, J.G. 2000. *Teaching English as a Foreign and Second Language*. Ann Arbor: The University of Michingan.
- Hardfield, C. & Hadfield, J. 1990. *Writing Game*. Edinburg: Thomas Neson and Son.
- Harmer, J. 2004. *How to Teach Writing Essex*: Longman.
- Harmer, J. 1998. *How to Teach English: An Introduction to the Practice of English. Language Teaching*. Essey: Addison Wesley Ltd.
- Heinich, R. Molenda, M. Russel, J. 2003. *Design Introductory Media and the New Technology of Instruction*. New York: Macmilan Publishing Company.
- Holland, R, & Lews, A. 2000. *Written Discourse*. The University of Birmingham: The Center of English Language Studies.

- Hubbard, F. A. 1988. *How Writing Words: Learning and Using the Process*. New York: St. Martin's Press.
- Lanjau, N. 2005. *The Development of Picture Series for the Teaching of Writing at Junior High School in the District of Long Ikis. Unpublished Thesis*. Malang: State University of Malang.
- Martin, S.R. 1985. *Factual Writing. Exploring and Challenging Social Reality Victoria*: Deakin University Press.
- Mills, G.E. 2003. *Action Research: A Guided for Teacher Researcher*. Upper Saddle River: Merrill Prentice Hall.
- Nunan, D. 1991. *Language Teaching Methodology: A Textbook for Teachers*. London: Practice Hall.
- Raimes, A. 1993. *Techniques in Teaching Writing*. Oxford: Oxford University Press.
- Richard, J.C. 2001. *Curriculum Development in Language Teaching Cambridge*: Cambridge University Press.
- Rivers. W.M. 1965. *Teaching Foreign Language Skills*. Chicago: The University of Chicago Press.Ltd.
- Soesinto.1989. *In Search of Pictures for Communication in the Classroom*. TEFLIN Journal, 2(2): 31-46.
- Soehendro, B. 2006 *Standar Isi dan Standar Kompetensi Lulusan*. BSNP Jakarta.
- Tompkins, G.E.& Haskisson, K, 1999. *Langugae Arts. Content and Teaching Strategies*. Englewood cliffs: Practice Hall.
- Ur, P. 1996. *A course in Language Teaching Practice and Theory*. Cambridge: Cambridge University Press.
- Weigle, S.C. 2002. *Assessing Writing*. Cambridge: Cambridge University Press.
- Weir, C.J. 1990. *Communication Language Teaching*. Hertfordshire: Practice Hall.
- White, R.V. 1995. *New Ways in Teaching Writing*. Illinois. TESOL Inc.
- Wright, A. 1989. *Pictures for Language Learning*. Cambridge: Cambridge University Press.

