

**THE USE OF SEQUENCE PICTURE MEDIA FOR IMPROVING
STUDENTS' WRITING SKILL OF RECOUNT TEXT AT SMA N 2
KENDAL IN ACADEMIC YEAR 2023/2024**

A FINAL PROJECT

Submitted as a Partial Fulfillment of the Requirements for the Degree
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PAGE OF VALIDATION

A sarjana Pendidikan Final Project on

**THE USE OF SEQUENCE PICTURES MEDIA FOR IMPROVING
STUDENTS' WRITING SKILL OF RECOUNT TEXT AT SMA N 2
KENDAL**

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STATEMENT OF WORK ORIGINALITY

Hereby, I honestly declared that the undergraduate this final project I wrote does not contain the works or part of the works of other people, except those which were cited in quotations and references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.

Semarang, 08 September 2023



Farah Elmi Hidayati
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MOTTO AND DEDICATION

MOTTO

“Today is very tough, tomorrow is tougher, the day after tomorrow is beautiful. You have to work very hard. Every tough day, every tough situation, problems you meet. That is training of yourself. The real tester starts. That is life.”

-Jack Ma-

DEDICATION

This final project is dedicated with affection, love, and gratitude to:

1. My beloved parent (Jumari and Sugiyati) who always supported me materially and morally. Thank you for your prayer and endless love, thank you for raising me up, to more than I can be and thank for all you give to me. I love you.
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5. All my friends in English Department of Language and Communication Science Faculty, UNISSULA.

ABSTRACT

Hidayati, Farah Elmi (2023). *The Use of Sequence Pictures Media for Improving Students' Writing Skills of Recount Text at SMA N 2 Kenda In Academic Year 2023/2024l*. A Final Project. English Education Study Program. Faculty of Languages and Communication Science, Sultan Agung Islamic University. Advisor: Nur Ekaningsih, S. Pd., M. Pd.

The purpose of this study is to see whether sequential images can be used as a media in teaching writing skills through recount text, to help students improve their writing ability. This study was conducted as an experimental research using a quantitative method. The classes involved are experimental and control classes. In the control class, which was taught with sequence picture with treatment, and the experimental class was taught through sequence picture without treatment. The participant of this study were first grade students of SMA Negeri 2 Kendal High School. Data were collected by calculating with SPSS 26. This finding is one that using serial pictures to teach writing can greatly improve. Independent sample t-test result shows that Sig. (2-tailed) is 0.028. The writing skills of the students in both the control and experimental classes differed significantly from the test results. The post-test score of the control class mean 85.56, while the experimental class mean 92.12. In addition, the results of the study showed that five writing skills: content, organization, vocabulary, grammar and mechanical accuracy were better taught using sequence pictures.

Keywords: *sequence pictures, writing skills, recount text*

INTISARI

Hidayati, Farah Elmi (2023). *The Use of Sequence Pictures Media for Improving Students' Writing Skills of Recount Text at SMA N 2 Kendal Tahun Ajaran 2023/2024*. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Bahasa dan Ilmu Komunikasi Universitas Islam Sultan Agung. Pembimbing: Nur Ekaningsih, S. Pd., M. Pd.

Tujuan penelitian ini adalah untuk mengetahui apakah gambar berurutan yang digunakan menjadi media dalam pelajaran menulis melalui teks recount dapat membantu siswa secara signifikan mengembangkan kemampuan menulis mereka. Penelitian ini menggunakan desain penelitian eksperimen dengan metode kuantitatif. Kelas yang terlibat adalah eksperimen dan kontrol. Kelas kontrol diajarkan menggunakan teks recount sedangkan kelas eksperimen diajarkan menggunakan gambar berurutan. Penelitian ini melibatkan siswa kelas 1 di SMA Negeri 2 Kendal. Data yang terkumpul dianalisa dengan menggunakan SPSS 26. Hasilnya menunjukkan bahwa penggunaan gambar berurutan dalam pengajaran kemampuan menulis secara signifikan terbukti dari hasil independen sample t-test menunjukkan Sig (2-tailed) adalah 0.028. Kemampuan menulis siswa di kelas kontrol dan eksperimen secara signifikan berbeda ditunjukkan oleh nilai tes. Hasil post-test untuk kelas kontrol mendapatkan nilai rata-rata 85.56, sedangkan kelas eksperimental mendapatkan nilai rata-rata 92.12. Selain itu, hasil dari penelitian ini dapat mewakili lima sub-keterampilan menulis: konten, organisasi, kosa kata, tata bahasa, dan akurasi mekanik semuanya lebih baik diajarkan menggunakan gambar berurutan.

Kata kunci: *gambar berurutan, kemampuan menulis, teks recount*

ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb.

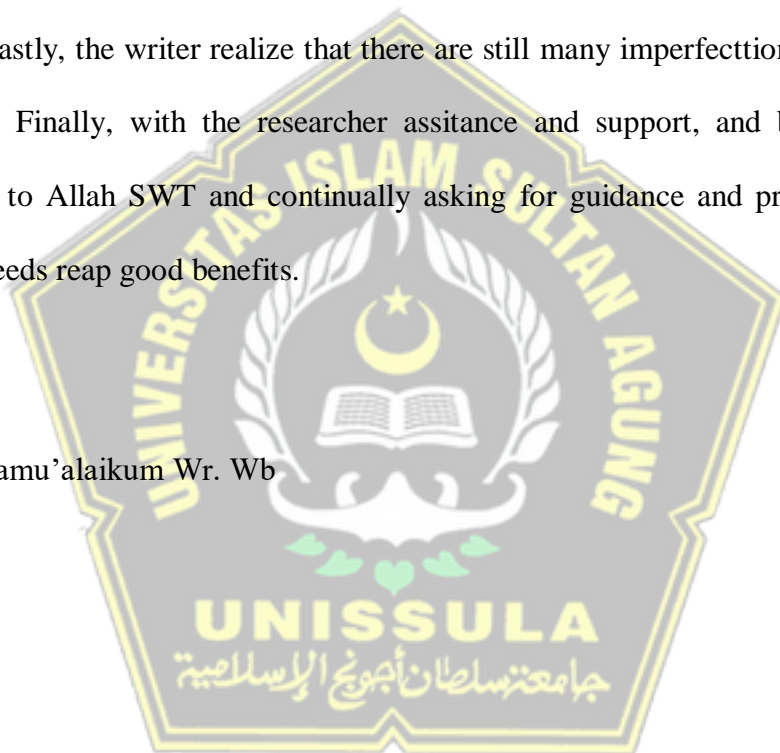
In the name of Allah SWT, the Most Gracious and the Most Merciful. Alhamdulillah Rabbil 'Alamiin, all praises be to Allah the Most Gracious and the Most Merciful who always bless and help the researcher, so the researcher could finished the final project. Peace and salutation be upon the prophet Muhammad SAW for his guidance that leads the researcher to the truth. The researcher would like to say thank you to the following people:

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Lastly, the writer realize that there are still many imperfections in this final project. Finally, with the researcher assistance and support, and by submitting oneself to Allah SWT and continually asking for guidance and protection, may good deeds reap good benefits.

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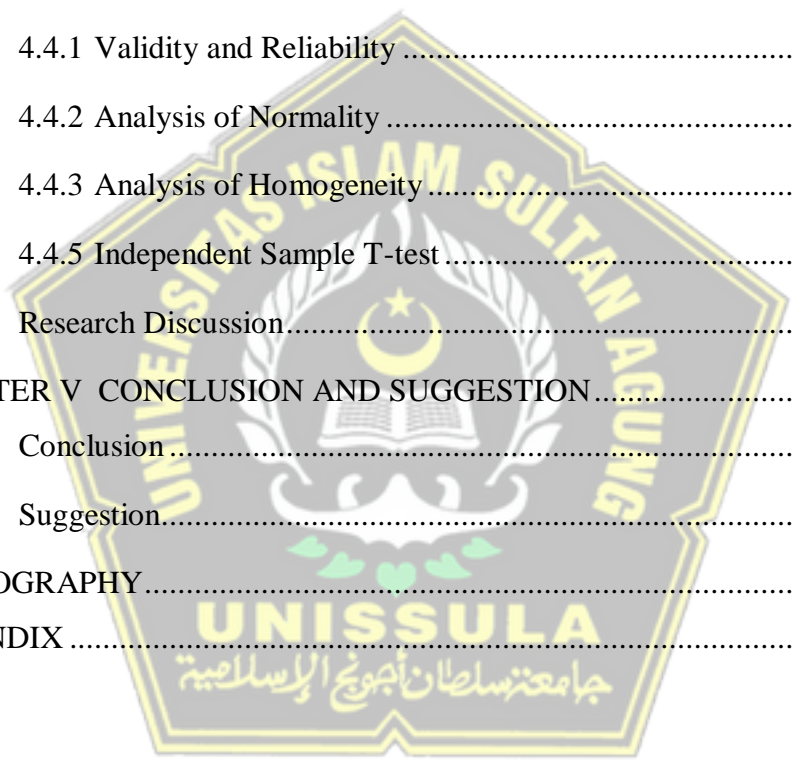


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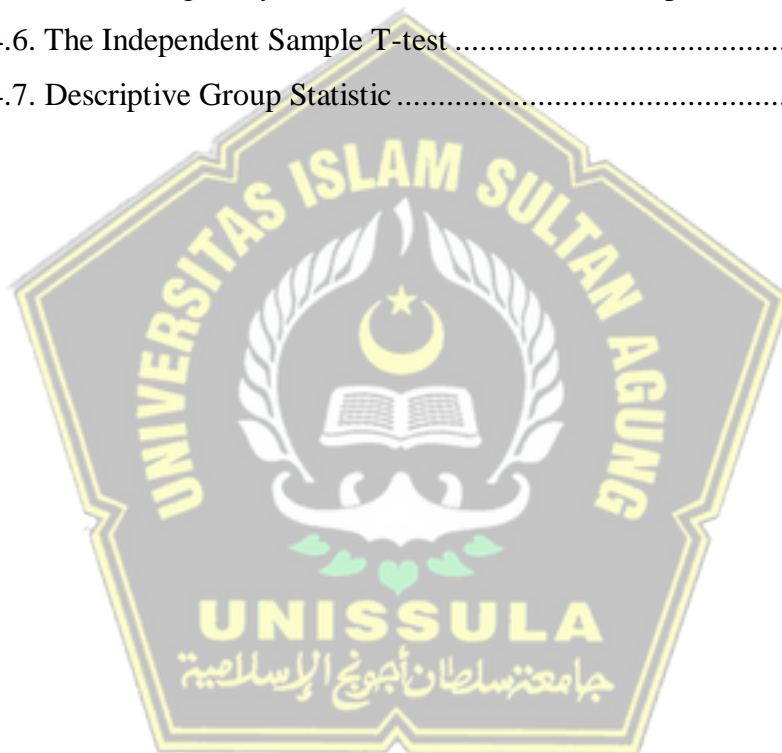
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CHAPTER I

INTRODUCTION

This chapter discusses several important points including background of the study, reason for choosing the topic, statement of the problem, objective of the study, limitation of the study, the significance of the study, definition of key terms, and organization of the study.

1.1 Background of Study

One of the important of understanding is language. We can share our understanding with others, attend cultural events, read, write and trade, but there is also a language barrier. English is one of the most widely spoken languages in the world. English is used as a world language and is used as the primary language in some countries. English is a very valuable language in this country as it allows individuals to acquire information and knowledge. In this era, Because English is the most widely spoken language in the world, its significance cannot be overstated. English has played a major part in various industries, including medical, engineering, and education, which, in my opinion, is the most important arena where English is required (Rakiyah, 2018).

English is taught in schools so that children can acquire the four abilities of hearing, speaking, reading, and writing. Writing is the most difficult of these four talents to learn and perfect because it is an active or productive skill that requires pupils to learn how to find ideas and convey them in writing. Students may not be able to express their opinions and feelings verbally, but they can express them in writing. In truth, most students almost never adhere to the writing stages in their

writing. Furthermore, the success of pupils in learning to write is determined by instructor performance in assisting them in learning to write (Mulya, 2018).

Writing is an essential language skill that pupils must master. Written communication mediums include newspapers, periodicals, blogs, websites, and even social media. Mutmainah, et. al (2018) states Writing is the representation of language by symbols, letters, or words. The basic purpose of writing is to convey the writer's ideas to their readers. For these reasons, it is evident that learning to write is also vital in order to maintain successful communication with others. These issues concern content, grammar, and vocabulary, and mostly not to motivation for writing. Moreover, in order to enhance students motivations in writing, teachers can create a positive atmosphere that makes students interest to learn the lesson. For example, the teacher can use realia or other media in supporting teaching materials (Mulya, 2018).

To express their ideas, they will need to use a variety of media. Serial photographs, comic books, films, and animated stories are examples of media that can be found here. The teacher can also employ media to allow students to submit ideas to individual peers, groups of peers, and the entire class (Julia, et al, 2018). Of course, each media has its own set of benefits and drawbacks. As a result, efforts to make learning to write a text more fascinating can be realized through the use of an intriguing learning media, one of which is sequence picture. Media are best tool to help students in exploring their ideas and imagination (Julia, et. al, 2018). The use of images may draw the attention of students with an attractive appearance and can be present creatively. Sequence picture media can also inspire

the imagination of students in assembling ideas, then developed according to the ability of the students themselves. Modern education emphasizes the ability of students to think critically, apply knowledge to the real world, master information technology, communicate and teamwork. Moreover, Azhar cited in Nadaristy (2020), Learning media is a component of learning resources or physical vehicles that hold instructional material in the students' environment that might stimulate pupils to learn. Recount is a genre with a social function that retells events for informational and entertaining purposes. The social function of recount is to reconstruct past experiences by retelling events in original sequence. Recount texts are based on life experiences and foreign languages. For example, a scientific excursion, a description of everyday life in another time or culture, etc.

There are various media to improve students writing skills, researcher focuses on teaching writing through “sequence picture” to improve students writing skills. Sequence picture have many advantages, including the ability to generate thought and stimulated students learning. It's also easy to set up and adaptable for different ages and learning goals. Finally, researchers intend to do more research and select topics “*The Use of Sequence Pictures Media for Improving Students' Writing Skill of Recount Text at SMA N 2 KENDAL*”

1.2 Reasons for Choosing the Topic

The researcher has some reasons to develop this study. Writing is one of the important things in language skills and language components. Of course, it requires media to help students to find ideas and make a writing. Teacher will give the students sequence picture and then the students writes a recount text

based on students ability. The reasearcher wants to find out the application of using sequence pictures to teach writing. The study takes judgement in following reason:

1. To know if the treatment of sequence pictures to teach writing for the students is significantly better than using the treatment.
2. Sequence pictures are media that used by teacher for the students to get easiness in writing skills.

1.3 Statement of The Problem

From the background of the study, the problem of this research are formulated as follows:

“Is the use of sequence picture media effective to improve students writing skill at SMA N 2 Kendal In Academic year 2023/2024?”

1.4 Objective of The Study

From the statement of the question, the objective of the study is stated as follows:

“To find out whether uses sequence picture media is effective or not to improve students writing skill at SMA N 2 Kendal In Academic year 2023/2024.”

1.5 Limitation of The Study

The Limitation of the study is limited to the subject and object investigated. The subject of this study is the grade 10 of SMA N 2 Kendal In Academic year 2023/2024.

1.6 The Significance of study

The researcher hope that their findings will be usefull:

1. Pedagogically

The result of this research was possibly improve our understanding of picture sequences, as many people are not yet aware of it. The results of this study are intended to provide the reader with fresh knowledge, understanding, and insight into the ordering of image sequences.

2. Practically

a. For the Teacher

English teachers can choose the best way to teach their students to write. Using sequence picture helps teachers measure writing outcomes. Later on students will find that teaching this topic using visual sequence is more effective and efficient.

b. For the other Researchers

This study can be used to expand your knowledge and experience. The goal is to help students learn English writing and discover the benefits of sequence picture. The last one addresses a serious problem encountared when teaching sequence picture.

c. For the Students

The students can understand how write the Recount text with using picture sequence according to structure and language features of the Recount text.

1.7 Hypotesis of The Study

H0 : There is no significant difference on students writing skill between students who are taught using of sequence picture through recount text and those who are not taught using sequence picture through recount text.

HI : There is significant difference on students writing skill between students who are taught using of sequence picture through recount text and those who are not taught using sequence picture through recount text.

1.8 Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put on the below:

1. Sequence Pictures

According to Sunarwan (2016), a picture sequence is a series of photographs dealing with a certain subject; it may tell a tale, portray an event, describe a scene, disclose a person, or demonstrate how the most successful picture sequences create several visual images that have emphasis and action.

2. Writing Skill

The ability to express thoughts, opinions, and feelings to others through written language is referred to as writing skills (Abbas in Ratna, 2020).

3. Recount text

Recount text is a piece of text that retells past events, usually in the order that they occurred (Anderson & Anderson in Atikasari, 2019).

1.9 Organization of the Study

The researcher have organized this proposal research paper to clarify the content of this study. This investigative work is divided into his three chapters. Chapter I is introduction which is dealing with background of the study, Reason for choosing the topic, Statement of the problem, Objective of the Study, Limitation of the Study, The significant of the study, Organization of the study, and definition of key terms.

Chapter II is review of related literature review which covers previous study. This chapter consist, Theoretical framework, Conceptual framework, and Previous related study.

Chapter III is research method that consist of observations, the type of research used by the authors in this research paper. This chapter consist, Research design, Subject of the Research, Variable of the study, Validity and Reliability, Instrument of the study, The technique for collecting data, Scoring technique, The data analysis, and The place and time of the study.

Chapter IV presented Analysis of Result and Discussion. This chapter discusses about School Profile, Description of The Participants, The Study Instrument, Treatment on The Experimental and Control Classes, Research Result, and Research Discussion.

Chapter V presented Conclusion and Suggestion. This chapter is about Conclusion of the study, and Suggestion for further researcher of teaching writing through writing Recount text using sequence pictures as the media.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter present the study about review of related literature. It started from theoretical framework (consist of writing, recount writing, picture, and sequence picture), and previous related study.

2.1 Writing

The sub-chapter of writing explains about: the nature, purpose, kinds, process of writing.

2.1.1 The Nature of Writing

Writing is not just a way for students to demonstrate their knowledge. It's a way to help them understand what they know. According to O'Malley and Pierce cited in Itakhoiriyah (2020), writing is a personal act in which researchers take ideas and transform them into self-initiated topics. Writing skills build confidence, which leads to creativity and fun. For beginners, the main purpose of writing is to convey what you know to someone and make it letters, words, and sentences.

Students must develop words on their own when writing, which is one of the productive talents. Students should be able to easily convey their ideas to the reader in writing, especially in writing so that the reader can understand them clearly. Lubis cited in Nurmalasari, (2022) describes writing as “the practice of transferring ideas and describing a language that is understood by someone written so that the readers can understand what the writer means.” So, that the

students can good communication about ideas, thoughts, expressions, that comes to mind through writing.

Writing is a crucial ability that students need to learn in order to improve their mastery of the English language. Students must have the expertise and knowledge to effortlessly translate ideas into phrases, paragraphs, and text in order to write well. Students who write frequently need to develop their cognitive skills since writing improves cognitive skills. Writing, according to Dewi et al (2023), is one method of creating variation in classroom methods. It gives students actual proof of their accomplishments, allowing them to track their progress. It helps reinforce vocabulary and structure and complement other language skills.

Based on the statements above, it is clear that writing is important for students to learn. Writing is the process of expressing ideas in paragraphs, a skill that students need. From this, we can conclude that writing is one of the ways to generate ideas from a collection of words to be paragraphs.

2.1.2 The purpose of Writing

The purpose of writing, as explained by Mc Mahan in Andriyani, (2017:16) are as follows:

1. To Express the Writer's Feeling

It expresses the desire to convey one's feelings and thoughts in writing, such as in a diary or love letter.

2. To Amuse the Readers

This shows that the author wants to entertain the reader through his work.

3. To Provide Readers with Information

This indicates that the author intends to inform or explain something to the audience using his written language product.

4. To Convince the Readers

It means that the author uses the written word to persuade or convince the reader of his points of view, perspective, or idea.

2.1.3 The Kinds of Writing

Tarigan, (2009: 18) classifies writing based on its type, namely exposition, description, narrative, and persuasive. From this opinion, we can concluded that there are four types of writing, along with an explanation.

1. Exposition

The word exposition comes from the word exposition which means to open or start. Expository essay is an essay that tries to explain something or an idea. In order to make the explanation more clear, in expository writing, examples, illustrations, pictures, tables and so on are often used in description.

2. Description

Descriptive writing always tried to describe and convey the nature, the behaviour of a person, the atmosphere or condition of a place, or something

else. For example, the village which is so peaceful, comfortable, beautiful, and helping each other can be described in the form of a description.

3. Narrative

Narrative essays is a type of essay that tries to tell an event, either real or fictional, in which there are elements of the actor, the place where an event occurs, the time the event occurs, the atmosphere and the storyteller.

4. Persuasive

Persuasion is a style of writing that makes the audience believe something. It usually about controversial issues and often appeals to reason in the form of arguments that provide evidence or logical proof.

2.1.4 The Process of Writing

According to Harmer cited in Ratna (2020), that the process of writing consist of 4 steps, they are (1) Planning, (2) Drafting, (3) Editing, and (4) Final versions. The explanation as follows:

1. Planning

Planning is an important steps in the writing process. In the planning process, the writer should think about her three main issues:

- Purpose of writing. It's important because this contributes to good write result. By knowing the purpose in writing will help you determine the most appropriate writing style, and effective to reach the purpose.

- The audience they write to. The audience here is the reader of the text. Audience influences language style, phrasing, paragraph structure, etc.
- How best to include the substantive structure of the writing, selected facts, ideas, or order to argument.

2. Drafting

Drafting is getting ideas on paper as a sentence or paragraph. The writing process requires drafts that help authors write ideas and decide what goes first, second, third, and so on, until last.

3. Editing

The writers read what they wrote as drafts again during the editing phase. Another reader's comment assists the author in making necessary modifications. If the writer notices an error, they can change it here.

4. Final Versions

The final version is the final step of writing. It look different from the first draft produced earlier, as there have been many changes in the editing process. However, the author is ready to send the written text to the readers.

2.2 Recount Writing

The sub-chapter about Recount writing explains about: the nature, structure, language features, and example of recount.

2.2.1 The Nature of Recount

Recount text is a text which retells to the reader about experience or activity in the past. According to Anderson and Anderson (2002: 3), a recount text is a text that lists and describes past experiences by telling events in the order in which they occurred (chronological sequence). The purpose of recount text is to retell or to inform or entertain readers..

A recount text is one that recounts a previous experience. It is about recounting events and analyzing or evaluating them in some way. They are typically described as a set of events occurring in the order they do. Recount text, according to the definition above, is text that tells the reader a tale, action, or activity in order to entertain or instruct the reader.

2.2.2 The Structure of Recount

The purpose of writing a recount text is to explain experience what happened in the past. Because of this this is kind of a text which is taught, recount text are the same as other texts and have generic structure. From *Ruangguru.com* by Kenya Swawikanti (2023), the structure of Recount text is Orientation, Series of Event, and Re-orientation or conclusion. The explanation as follows:

a. Orientation

In the orientation provides background about who, what, where, and when, to help the readers place the events in time and place.

b. Events

In the event retelling of the events in sequence, which is organized in time. As for the events, there can be multiple events here, not just one events that occur in the recount text.

c. Re-Orientation

In the Re-orientation tells about conclusion of the story or the author's feeling at the end of the paragraph.

2.2.3 Language Features of Recount

The important thing in recount's language features is uses past tense. From Englishacademy.id, the language features in a recount text such as:

1. Using of nouns and pronouns to identify people, animal, or thing (she, he, etc).
2. Using personal participant (I, my friends, my group, etc)
3. Using simple past tense.
4. Using conjunctions and time connectives (then, after, next, and etc).
5. Using adverbs (carefully, slowly, etc).

2.2.4 Example of Recount text

Generic structure	Text
Orientation	<p>Last Sunday, my friends and I went camping to the mountain. We went to Palutungan, Kuningan. It was about one hour to get there from the place we live.</p>
Events	<p>We prepared everything well before going to Palutungan. We brought cooking utensil, food, clothes, camera, guitar, etc. We got there by motorcycles.</p> <p>On the first day, we sat up a tent on the camping area. The air was so fresh that I really enjoyed it. We took a bath below a waterfall called Curug Putri. After that, we felt hungry, so we cooked food for lunch and had lunch together. When the night fell, the weather became very cold, so we made a campfire. Then, we slept by using seeping bag to keep our body warm.</p> <p>The next day, we had some fun activities. We went fishing in the river near the waterfall. We waited for around twenty minutes, but we got nothing. After that, we packed everything we brought and cleaned the area. We took some photos in the beautiful spots before going home.</p>
Re-Orientation	<p>Although we felt tired, we were very happy. It was a memorable experience.</p>

Adopted from: <https://roboguru.ruangguru.com>

2.3 Picture

The sub-chapter about picture explains about: definition, characteristic, advantages, and disadvantages of pictures.

2.3.1 Definition of Picture

According to Baso (2016), a sequence picture is a combination of a picture and a tale, and each picture communicates a story. Using a graphic allows pupils to convey their point with a short story. The image is an example of a good approach to help kids improve their writing skills. Students can gain ideas and imagination about objects and events by using pictures. Because pictures is an example of a real time, they're one of the classroom learning tools that teachers can use. Picture is one of media in teaching language, its very useful because can make students more interest in studying. Teacher should use appropriate picture that can interest the students and use good models to make students comfortable with language learning.

Picture can be used as a stimulus for creative activities and are very helpful for conveying word and stimulating students especially in conversation class. The real object of the pictures are a good starting point for students to practice the language. According to Harmer cited in Anggia (2018), The use of pictures should be appropriate for the kids' level and visible to them. It also helps pupils create their own ideas while learning English material, particularly narrative text. Images can be useful in the teaching and learning process. Furthermore, the image allows pupils to discuss their experiences in class.

The effectiveness of picture in writing can also be seen in the use of images to promote different texts, from simple sentences to creating more complex paragraphs on almost any kind of topic or genre. In addition, Baso (2016) state picture is illustration used to decorate or explain a text. Its is very helpful for the students in generating and organizing their ideas in writing some sentences or paragraph through writing. It means that the picture is one of good way to stimulate the writing ability of the students. Picture can play an important role in motivating students as they contextually reference the language they are using and helping to discipline the activity.

2.3.2 Characteristic of Picture

According to Wright in Nurmalasari (2022), the picture has several characteristics. They color of the picture depends on how many people need. Picture come in a variety of sizes, from small to large, for use in magazines, calendars, and other publication. Drawing can be made on the board, overhead projectors, large sheets of paper, index cards, handout sheets, and more. The picture can be photocopy.

2.3.3 Advantages of Picture

According to Anggia (2018), there are advantages of the pictures in teaching and learning process, such as:

1. Students pay attention on the picture more than on learned material.
2. It takes time and costs much to provide attractive picture.

3. Small and unclear pictures may cause problem in the teaching learning process since the students may misunderstand about the picture.

Based on the points above, the pictures prevent the students from focusing their attention on the important content to study, rather than on the pictures they pay more attention. In addition, using images as a medium for teaching and learning activities is time consuming and expensive. And the last, size picture is important because small, blurry photos are not suitable for large groups of students. .

2.3.4 Disadvantage of Picture

According to Zenger in Nurmalasari (2022), utilizing pictures as a material or method in language instruction has some advantages.

1. It does not convey motion in the same way as film because the image is limited in scope and can only be briefly explained.
2. If offered in principle, it becomes uninteresting for students. The image should be more interesting and unique.
3. Students sitting at the back of the room cannot see the picture clearly.
4. The students who sit in front of the class, are an exception. When the picture is used in the class, they instantly have various interpretations. As a result, teachers must come up with their own ways of applying it and effectively explaining it to their students. The teacher further enhances the picture so that the students before and after the class are clearly visibly.

2.4 Sequence Pictures

The sub-chapter of sequence pictures explains about the theory of the study. It includes the theory of sequence pictures: definition, benefits, advantages, and disadvantages of sequence pictures.

2.4.1 Definition of Sequence Pictures

Pictures and stories are combine in sequence pictures (Baso, 2016). It means, a sequence pictures is a combination of pictures and the stories they contain in such a way that the stories are presented in the best possible order and the idea is perfect implemented. Sequence pictures help students create and develop their own ideas when involving stories and sequences of actions. As a result, sequence pictures help students develop their story ideas while create sentences and increasing their creativity and imagination.

According to Gardner in Nurmalasari (2022), that simply distributing or show a picture that tell a story and encourage atudents to brain storm and ideas about the image before writing a story that's tell a background on the image or extend details on what happen, give the students chance to think critically about their interpretation of the events in the image and to write about that idea. From the statement, it can be inferred that the author can lead a sequence of images to express the idea of the students. In addition, since they directly see the condition of what they want to write in the picture, they can also interpret the picture. Moreover, picture sequence are very important in the learning process, especially in make a stories. Because it has many benefits.

2.4.2. The Benefits of Sequence Pictures

Picture sequence is recommended in the teaching and learning process because it has many benefits to create the ideas for students. The advantage of using sequence pictures is to engage students and encourage them to participate in the process of teaching and learning to write. According to Rohimah in Meilda (2017), who stated that picture sequences are copies of real objects, rather than represented objects, with the aim of having students imagine their creatively. This means that a picture sequences will help students explore and expand on the topic writing. The students can make topic sentence and generate the topic into a complete in term of organization (coherence). It is clear that a picture sequence helps students organize the text in paragraphs.

2.4.3 The Advantage of Sequence Pictures

According to Shoimin (2016), the advantages of picture sequences method include:

1. It is easier for students to understand what the teacher intended when presenting the learning material.
2. Students respond quickly to the material because it is accompanied by a picture.
3. Students can read individually according to the instructions in the pictures.
4. Pupils concentrate better and get excited, because the teacher's activity is related to their daily game, so playing with a picture.

5. Validity of pictorial concepts or readings. The presence of competency in the picture of concepts or readings that are present.

6. It will appeal to students because it is presented in the form of pictures sequences.

The authors concluded from the previous discussion that the advantage of the sequence pictures method is its ability for researchers to encourage and encourage students to be more careful and creative.

2.4.4 The Disadvantage of Sequence Pictures

According to Shoimin (2016), the disadvantages of picture sequences method include:

1. It necessitates a large amount of time.
2. All those students are confused when it comes to learning.
3. Does not have a low budget.

According to the researcher, the disadvantages of the picture sequence method are that it is time consuming and that the researcher or trainer must prepare various tactics and resources related to the information conveyed using this method.

2.5 Previous Related Study

Some recent research which are pertinent to this subject are as follows:

The first previous study entitles “*The Use of Picture Sequence in Teaching Speaking at Training Class (TC) Students of Basic English Course (BEC) Pare in the Academic Year of 2018 by Rakasetya Hilmawan Faiz Haq (2019)*”. The purpose of this study is to explain the implementation of “Picture Sequence” to teach speaking in Training Class Students (TC) of Basic English Course Pare. The students problem in learning speaking by using picture sequence were coming from the students. They have difficulties in getting idea to make story through the picture. The students had lack of confidence to tell the story in front of the friends, most difficulties in their English structure, pronunciation, and vocabulary.

The second previous study entitles “*The Effect of Using Pictre Sequences on Students Narrative writing Achievement of The Eighth Grade Students of SMP Negeri 4 Satu Atap Kuala by Nurmala Sari (2022)*”. The purpose of this study is to investigate the effect of using picture sequences on the achievementof SMP Negeri 4 Satu Atap Kuala eighth year students in narrative writing in 2021/2022. According to the findings, using sequence picture technique had a significant effect on students writing achievement, as evidenced by scores of 1.225 on pre-test and 1.750 on the post-test after treatment. Students who were taught writing using the picture sequences approach scored higher than those were taught without it, and they found it to be more effectively, interesting, and simple.

The third previous study entitles “*Increasing Students Ability to Write English Narrative Text using Serial Image Media at The Eighth Grade Students of SMP Negeri 8 Makasar by Elisabet Rante Sulu (2022)*”). The purpose of this study is to increase students ability in writing narrative texts using serial image media at class VIII SMP N 8 Makasar. There was a significant improvement using serial image media on the writing ability of class VIII students of SMP N 8 Makasar. It can be seen that the the writing test before students was taught to use serial image is the mean of pre-test was 59.40 and after gave treatment using serial image media on the post-test was 78.66. The writer suggest to apply the technique in different level of the students. The other researchers should be creative and innovative to modify the activities of the technique in using serial image media to improve students writing.

Related to three previous studies above, the current research has some differences they are study by Rakasetya Hilmawan Faiz Haq (2019) entitled “*The Use of Picture Sequence in Teaching Speaking at Training Class (TC) Students of Basic English Course (BEC) Pare in the Academic Year of 2018*” was implementation picture sequence for speaking skills. The second study that was researcher by Nurmala Sari (2022) entitled “*The Effect of Using Picture Sequences on Students Narrative writing Achievement of The English Grade Students of SMP 4 Satu Atap Kuala*” the object and sample taken from junior high school students. The last previous study by Elisabet Rante Sulu (2022) entitled “*Increasing Students Ability to Write English Narrative Text using Serial Image Media at The English Grade Students of SMP Negeri 8 Makasar*” was using

Narrative text for activities of the technique to improve students writing. Not only the differencies, the simmlaritis are also found, they are using picture sequences media for students and using quantitative research.



CHAPTER III

METHOD OF STUDY

This chapter consist about research design, the subject of the research, variable of the study, validity and reliability, instrument of the study, the technique for collecting data, scoring technique, the data analysis, and place and time.

3.1 Research Design

Research method plays an important role in research. Based on the problem and the above objectives, it is found that the appropriate research design for this study is based on experimental research. It is based on the purpose of the study and the nature of the problem. Rogers and Revesz (2019:133) state experimental and quasi-experimental research design examine whether there is a causal relationship between independent and dependent variables.

In this study, the writer utilized quasi experimental design. It means that the samples are not choosen randomly. There are involved three classes that consist of tryout class, control class, and experimental class. Tryout class as a class to test the validity and reliability of the sequence pictures, control class as a class that is not given the instrument, and experimental class as a class that is given the instrument.

3.2 Subject of The Research

3.2.1 Population

The population of this research classes of 10th grade students with 36 of each class at SMA N 2 Kendal in academic year 2023/2024.

3.2.2 Sample

Sample is the group or individuals who actually participate in the research (Shona, 2023). The writer took more than one class to be the population samples. There are try out class, control class, and experimental class. To decided the third class above, the writer used non-probability sampling which involved random selection based on convenience or other criteria, allowing to easily collect data.

3.3 Variable of The Study

According to Shukhla (2018), variable is worried about variety in nearness of something face to face, object, creature, spot or circumstance or in any normal marvels. Variable separated into two section, there are independent variable and dependent variable. The dependent variable of this study is students improving writing skill, while the independent variable is teaching using sequence pictures.

3.4 Validity and Reliability

3.4.1 Validity

Validity is a way to assess the quality of a research study. Ary et. al. (2006:225) defines validity as the extent to which an instrument measured what it claimed to measure. To measure validity, the writer used content validity. This means that data is considered valid if the data reported matches the data received from researches. In this research, the researcher is used two validation of checking validity. The validity instrument of research was validity by expert judgement with English teacher supervisor validity to check the content of instrument, and the second with English teacher validator. And the validity try-out assesment was validity by computing SPSS 25.

3.4.2 Reliability

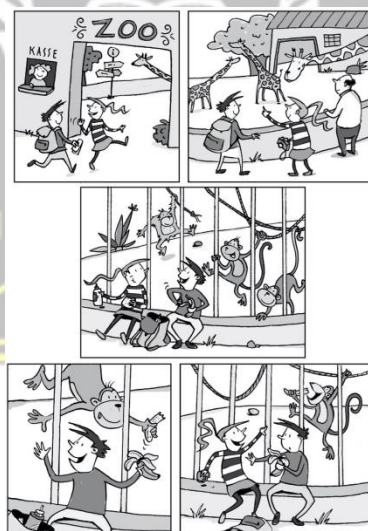
According to Lawrence cited in Itakhoiriyah (2020), Reliability indicates the extent to which individual different on test score are attributable to true differences versus change errors. Reliability as just stated, reliability means dependability. Reliability is directly related to the effectiveness measure. This means if the result are consistent over time, the instrument can be trusted. In this study, the researcher made reliability with using SPSS 26.

In this research, the researcher use Cronbach's Alpha. The purpose is to test the stability of items in research instrument. In this method, the instrument can be said as reliable if the Cronbach's Alpha value is higher than 0.6. Based on Sugiyono (2014) the Cronbach's Alpha rank correlation reliability as follows:

Cronbach's Alpha	Reliability Level
0,00 – 0,20	Very low reliable
0,20 – 0,40	Low reliable
0,40 – 0,60	Reliable
0,60 – 0,80	Very reliable
0,80 – 1,00	Very high reliable

3.5 Instrument of the Study

In this study, the instrument that used in this experimental research was the test. The researcher chose the test as the instrument because it was a suitable instrument to gather the data in this research. The researcher used a sequence pictures as a media to assist students in writing recount text.



The example of sequence pictures

Considering that writing is a productive skill, this activity means that the students ability to explore skill in writing. The students was showed the picture and then wrote the recount text according to the sequence pictures. It means, every

students had to write a recount text in a paper with different sentence with other students.

1. Pre-test

The students of both control and experimental classes were given a pre-test to measure their ability to write a text in a paper according the sequence pictures. Student had choosen one title from 2 topic different for both classes and needed to be done in 30 minute. After students finished, then researcher collected.

2. Post-test

This test was given to students after giving treatment. For both control and experimental class. Based on this test, the rates get the difference of students result between the experimental who had given a treatment and control class who had taught by conventional method. By looking at the result after the result, the raters could find out whether sequence pictures create good result and effective for students or not.

3.6 The Technique for Collecting Data

In collecting the data, the writer used some appropriate technique. There are some methods of collecting data. The technique are use in this research as follows:

3.6.1 Procedures of collecting data

Procedures are sequence activities to collect the data. The procedures are follows:

1. The population of the study was grade X on SMA N 2 Kendal.
2. The population samples were 2 classes there are: control class, and experimental class.
3. Teaching in Try-out class with some processes of writing (planning, drafting, editing, and final version).
4. Deliver instrument at teaching.
5. Gives 30 minute to students finish their writing. The writing, every paragraph consist 3 sentences there are: topic sentence, content sentence, and concluding sentence.

4. Pre-test

In this test, the researcher gave 2 topic and the students choose one topic to write the recount text. The test was purposed to understand students' ability in writing.

5. Treatment

Each class got different treatment as control and experimental classes. The control class is instructed by conventional method, and the experimental class by using sequence pictures.

6. Post-test

This test was delivered after the treatment. After post-test is done, the raters know whether the treatment is success or not.

3.7 Scoring Technique

Destager in Dahniati in Elisabet (2022) stated five aspects evaluated in writing: they are content, organization, vocabulary, grammar, and mechanic. The following table presents the five aspect:

Table 3.1 Specification Aspect of Writing

No	Aspect of Writing	Criteria	Score
1.	Content	The substance of the writing, the idea express	20
2.	Organization	The form of content (coherence)	20
3.	Vocabulary	The selection of word that suitable with the content	20
4.	Grammar	The employment of grammatical form and syntactic patterns	20
5.	Mechanic	Mastery writing focus on spelling and punctuation	20

In getting the score of each students, the writer considered 5 component above. The writer consulted to the English teacher to get the valid scores.

Table 3.2 Guidance Score

Grade	Score	Level
A	81-100	Excelent
B	66-80	Good
C	51-65	Average
D	26-50	Fair
E	0-25	Poor

3.8 The Data Analysis

Following the data collection from the test, the researcher read and identified the student's answers one by one and then list the scores. After all the data was collected, the researcher analysed the data. In this research, the data was analysed by used statistical computation to reveal the significant different between two test (pre-test and post-test). In identifying of the data normality, the researcher used simple test in SPSS 26. The criteria of hypotesis are, if the score of Sig $>0,05$, it can be said that H_0 is acceptable and H_1 is unacceptable. The other way, if the score of Sig $<0,05$, it can be said that the H_0 is rejected and the H_1 is accepted.

3.9 The Place and Time Schedule

The researcher was held at SMA N 2 Kendal at Jl. Kyai Tulus Kelurahan Jetis, Kendal district, Kendal Regency. The time was conduct from July until August in 2023.

Tabel 3.1 Time Schedule

No	Activities	June				July				August			
		1	2	3	4	1	2	3	4	1	2	3	4
1.	Asking Permission to headmaster and discussion with teacher.			■									
2.	Try-Out Class							■					
3.	Pre-test								■				
4.	Post-test									■			

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents about School Profile, Description of Participants, Analysis of Validity and Reliability, Procedures of Data Collection, Research Finding, and Discussion.

4.1 School Profile

This study was held in the 10th grade senior high school students in SMA Negeri 2 Kendal. The school is located at Jl. Kelurahan Jetis - Kendal. It has been operated since 1996 and in 2005/2005 SMA N 2 Kendal getting accredited A from School Accreditation Agency. SMA N 2 Kendal has 36 classes with 1173 students and 73 teachers. The school provides arts, health, and sports extracurricular to support students interest and talent. The facilities are also quite complete with laboratories, library, school health unit, toilets, counseling room, teachers room, and WiFi connection.

4.2 Description of the Participant

The respondents of this study were 2 classes of grade 10th. Control class was X.4, and the experimental class was X.1. Therefore, as many as 72 students were the participants of the research.

Table 4.1 Subject of Study

No	Class	Role	Number
1.	X.7	Try-Out	36
2.	X.4	Control	36
3.	X.1	Experimental	33

4.3 The Study Instrument

In this study, the important part in experimental study was instrument. To make the information collected, the researcher used a test as the instrument. The assesment was writing. The students were instructed to writing a recount text related to the sequence pictures.

4.3.1 Try-Out Class

The writer did the tryout class the test to measure the validity by giving the instrument. The result was checked by using statistical computation with SPSS 26 to check the validity. The test was done on 24th of July 2023 at 14.30 until 15.00.

4.3.2 Experiment and Control Classes

The process to collect the data took 2 weeks on July until August. The process included pre-test, giving the instrument, and post-test. The researcher gave the pre-test and post-test to both control and experimental classes, and treatment for only experimental.

a. Experiment Class

The researcher gave pre-test, the instrument, and post-test for the experiment class. The pre-test was given on the first meeting at 25th of July 2023 at 08.30. To make the result optimal, the researcher gave the same pre-test for both experimental and control classes. The treatment was given on the second meeting on the 1st August 2023 at 08.30. The researcher gave the explanation and treatment on how to do the test. The

post-test was given on the next lesson on the 1st August at 09.15 to get the final result of the test after post-test and giving the instrument.

b. Control Class

The researcher delivered the pre-test, and post-test for control class. The pre-test was given on first meeting on 26th July 2023 at 08.00. To make the result optimal, the researcher also gave the same pre-test for both control and experimental classes. The post-test was given on last meeting 2nd August 2023 at 09.30 to get the final result of the test after pre-test.

4.3.3 Treatment on the Experiment and Control Classes

Before taking the result, the researcher needs to give each treatments. The treatment that is given before doing the post-test.

a. Treatment on Experiment Class

The experiment class had a special treatment. It had a learning and teaching teaching process on the first lesson about 30 minutes. The treatment was about Recount text and spesification about the text. The first 10 minutes was introducing about sequence picture and complete the sentence related to the picture. The second 10 minutes was understanding the Recount text about structure and language features. The last 10 minutes was observing example of the Recount text.

b. Learning Process on Control Class

The control class did not get the same treatment as experiment class. It only got pre-test and post-test with the instructions which were written on the instrument. The students only needed to follow the instructions to do the instrument.

4.4 Research Result

This study was purposed to find out if the treatment in sequence pictures to teach speaking for the foreign language learners is significantly better than using the treatment. The result of this investigating is anticipated to be a reference to develop the understanding of language issues about speaking foreign language by using sequence pictures.

4.4.1 Validity and Reliability

In this section, the researcher explained how to validate the research instrument and research finding. Expert judgement was involved in validating the research instrument and research finding.

a. Validity

The validity instrument of research was made by using 2 validity. The first was by advisor of the final project, and the second is rated by the english teacher advisor. After getting approval, the researcher started the research and found out the

students writing ability was significantly better. The validity of the study was made by using SPSS 26.

Table 4.2 Validity Try-out test

		content	organizational	vocabulary	grammar	mechanic	N Total
Content	Pearson Correlation	1	-.089	.240	.369*	.125	.659**
	Sig. (2-tailed)		.605	.158	.027	.467	.000
	N	36	36	36	36	36	36
Organization	Pearson Correlation	-.089	1	-.180	.325	-.207	.314
	Sig. (2-tailed)	.605		.293	.053	.226	.062
	N	36	36	36	36	36	36
Vocabulary	Pearson Correlation	.240	-.180	1	.069	.179	.443**
	Sig. (2-tailed)	.158	.293		.688	.295	.007
	N	36	36	36	36	36	36
Grammar	Pearson Correlation	.369*	.325	.069	1	.026	.685**
	Sig. (2-tailed)	.027	.053	.688		.881	.000
	N	36	36	36	36	36	36
Mechanic	Pearson Correlation	.125	-.207	.179	.026	1	.441**
	Sig. (2-tailed)	.467	.226	.295	.881		.007
	N	36	36	36	36	36	36
N Total	Pearson Correlation	.659**	.314	.443**	.685**	.441**	1
	Sig. (2-tailed)	.000	.062	.007	.000	.007	
	N	36	36	36	36	36	36

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

b. Reliability

The researcher used statistical computation reliability with SPSS 26 to check the reliability of the test. The reliability was

made on 5th of August 2023. The result of the score was computed the reliability.

Table 4.3. The Reliability Result from Try Out Test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.321	.319	5

From the table above, N=5 was reliable from 5 aspect rubric assesment there are content, organization, grammar, vocabulary, and content. It shows get results Cronbach's Alpha 0.321.

4.4.2 Analysis of Normality

Data can be said to be normally distributed if it has no significant or standart differences compared to standar normal. If using the Kolmogorov Smirnof test, the variable is said to e normally distributed if the significance value is $>0,05$, and if it is <0.05 then the data said to be abnormal.

Table 4.4. The Normality One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		33
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	14.48945974
Most Extreme Differences	Absolute	.139
	Positive	.139
	Negative	-.133
Test Statistic		.139
Asymp. Sig. (2-tailed)		.103 ^c

a. Test distribution is Normal.

From the table above, the analysis of standart normality on the table shows Asymp. Sig. (2-tailed) in post-test is 0.103. It showed that the result $>0,05$ and it said that the data was normal.

4.4.3 Analysis of Homogeneity

Homogeneity test was used to identify a conclusion about whether two populations have the same distribution. As the criteria of testing, if the significance was >0.05 it can be concluded that the variants are the same/homogenous, while if the significance is <0.05 it can be concluded that the variants are not homogenous. Below is the table of the homogeneity (Lavene Statistic):

Table 4.5. The Homogeneity of Post-test in Control and Experiment Classes

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
H	Based on Mean	5.275	1	67	.025
	Based on Median	4.181	1	67	.045
	Based on Median and with adjusted df	4.181	1	54.935	.046
	Based on trimmed mean	5.098	1	67	.027

From the table above, the Lavene's Statistic Test for Equality of Variances shows homogeneity that the Sig. is 0.025, it is >0.05 . It can be said that the data was equal or homogenous.

4.4.5 Independent Sample T-test

The independent sample t-test is a statistical test that compares the means of two independent sample groups (independent). Independent sample t-test is used to see whether there is a statistically significant difference between the two groups (in terms of the mean). An independent sample is a sample that produces data from different subjects. The requirements for the independent t-test are random sampling, data obtained from the normality test shows normal data results, and data obtained from the homogeneity test shows homogeneous data results. The basis for determining the independent t-test is based on a significance value (2-tailed) which measure whether there is a difference in the mean of the subjects tested. A significance (2-tailed) >0.05 indicates there is no difference in mean between research subjects. And a significance (2-tailed) <0.05 indicates that there is an mean difference between research subjects.

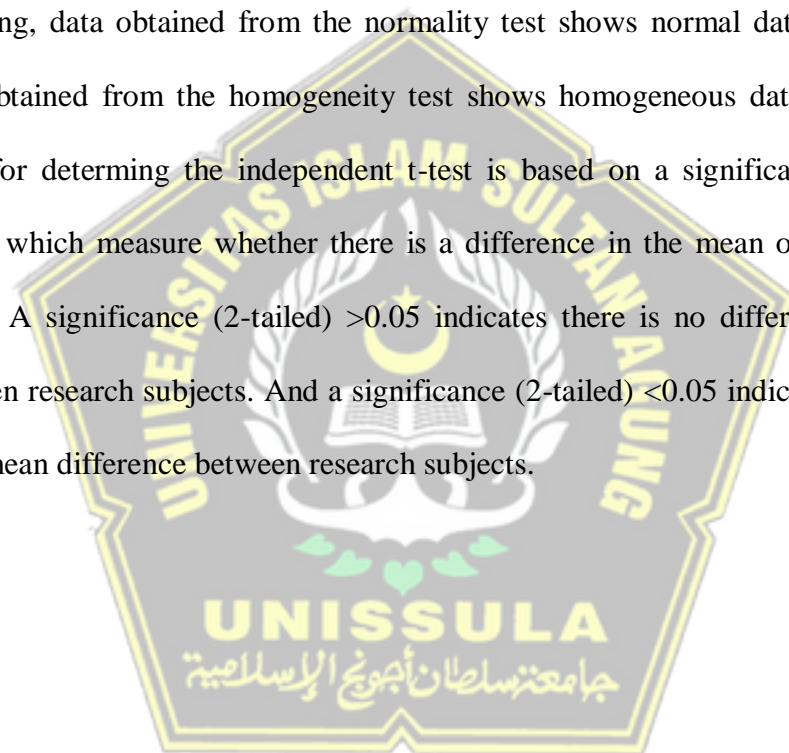


Table 4.6. The Independent Sample T-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
H	Equal variances assumed	5.275	.025	2.248	67	.028	6.566	2.921	.736	12.395
	Equal variances not assumed			2.292	59.488	.025	6.566	2.865	.834	12.298

The result of independent sample t-test shows that the Sig. (2-tailed) is 0.028. Because the result from Sig. (2-tailed) shows >0.05 , it can be concluded that the data was significance.

Table 4.7. Descriptive Group Statistic

Group Statistics					
	K	N	Mean	Std. Deviation	Std. Error Mean
H	post-eksperimen	33	92.12	9.017	1.570
	post-kontrol	36	85.56	14.381	2.397

From the table above, the mean for experimental class is 92.12, and control class is 85.56. This means H_0 was rejected, while H_1 was accepted. It can

be said that there were significant different mean scores of the students taught by applying sequence picture with treatment and without treatment.

4.5 Research Discussion

After using sequence pictures as the media, the writer would try to reveal students result according to the test result based on the tables. This research was held with the grade 10 students of SMA Negeri 2 Kendal. The students were taken as the sample as this research around 36 from each class.

On the try-out class, the students were confused about what to do. They were writing a recount text related to the sequence pictures according to instrument. They are writing recount text appropriate based on structure of the text and language features.

On pre-test of control and experimental classes, the students were quite better and making no chaos in the teaching and learning process. They knew what to do only by reading the direction from worksheet that provided on the paper.

After the pre-test of the experimental and control classes had, the writer continued to the next meeting for experimental class only on treatment. In the learning and teaching process, the students showed their excitement and interest seeing the sequence pictures that the writer showed. Although they were quite and and the class was well conditioned, seems with students looking seriously in the meeting.

On both experimental and control classes post-test, the students gave the progress result comparing to the previous test. The control class showed better

result compared to the pre-test, while the experimental class showed significantly better than the pre-test and even the post-test of control class had.

From the data showed on Table 4.2 the result of validity try-out class. Table 4.3 the reliability result from the try-out test. The result showed that the reliable from N=5 is 5 rubric assesment gets results Cronbach Alpha of try-out class is 0.321. So, it can be concluded that the data was reliable.

On the Table 4.4 the result of Normality one-sample Kolmogorov-Smirnov test from Post-test group. The variable is said to normally distributed if the significance value is $>0,05$, and if it is <0.05 then the data said to be abnormal. The result from Kolmogorov-Smirnov test shows that the Asymp Sig. (2 tailed) is 0.103. Because the result $>0,05$, so it can be concluded that the data was normal.

From the Table 4.5, were showing the homogeneity from both Control and Experimental Classes. As the criteria of testing, if the significance was >0.05 it can be concluded that the variants are the same/homogenous, while if the significance is <0.05 it can be concluded that the variants are not homogenous. The result shows that the Sig. is 0.025, it is >0.05 . It can be said that the data was equal or homogenous.

From Table 4.6 Independen Sample T-test. The criteria that the data can be said significance if a significance (2-tailed) >0.05 indicates there is no difference in mean between research subjects, while a significance (2-tailed) <0.05 indicates that there is an mean difference between research subjects. The result of independent sample t-test shows that the Sig. (2-tailed) is 0.028. Because

the result from Sig. (2-tailed) shows >0.05 , it can be concluded that the data was significance.

The last Table 4.7 Statistic group from post-test group get the result the mean for experimental class is 92.12, and control class is 85.56. it can be concluded that the students have the different improvements after having the treatment. It can be said that the H_0 is rejected, while the H_1 is accepted and the significant different mean scores of the students who taught by applying sequence pictures with treatment and without treatment.

The researcher discussed about the result of this research finding by seeing both scores the pre-test and post-test and investigating the different problem in learning writing by the students.

The first problem came with students' difficulties in learning writing by using written sentence included in the book. The students could only understanding and write a text based on their own sentence that limited students' ideas and vocabularies.

The next problem came with the media that the teacher has been using. The students needed more interesting media to get more focus, understanding, and enjoy learning writing. By using sequence pictures, students got more excitement and understand to learn. The students created a story with different version with interesting story and more vocabularies that had written on each picture.

After the researcher found that the sequence pictures could create individually the students' vocabulary to make their own stories, this result was

supported by the previous research from Meilda, (2017) that sequence pictures successfully motivated the students in learning recount writing achievement and made the students interested and active in learning English.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusion of the result of the research based on the finding and suggestions from the writer related to the research.

5.1 Conclusion

According to the previous chapter that sequence pictures could improve students' writing ability through write a recount text. In order to prove this assumption, the writer did this study.

As explained on the chapter IV, the result from post-test in control class with 36 students the mean was 85.56, while the experimental class with 33 the mean was 92.12. This is showed that there is an enhancement in the results of the students' mean scores from the post-test. The result of Normality one-sample Kolmogorov-Smirnov test shows that the Asymp Sig. (2 tailed) is 0.103, it means that the data was normal. The result from Independent sample t-test shows that the Sig. (2-tailed) is 0.028, it means that the data was significant. It can be concluded that H_0 is rejected and H_1 is accepted, the significant difference is there is among students' who are instructed using sequence pictures media through recount text with treatment and the students' who are instructed using sequence pictures through recount text without treatment.

5.2 Suggestion

From the result of the research, the researcher found the problem of the exposure. The problems were about the misunderstanding and uncorrect of the

text. The problems happen when learning and teaching process. Besides, the targets are important to achieve the successful of teaching. Therefore, the writer would like to suggest to the next researcher to investigate further about teaching writing by using sequence pictures.



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