

# USING PICTURE SERIES TO IMPROVE STUDENTS' ABILITY IN WRITING RECOUNT TEXT IN THE CLASS VIII B STUDENTS OF MTs N 3 BOJONEGORO

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## *Abstract*

*Defi, Putri Puspa. 2022. Improving Students' Ability In Writing Recount Text Using Picture Series (A Classroom Action Research in the Eighth Grade Students of Mts N 3 Bojonegoro). Skripsi, English Education Department Faculty of Languages and Arts Education IKIP PGRI Bojonegoro. Advisor 1: Chyntia Heru Woro Prastiwi, S.Pd., M.Pd. Advisor 2 : Okhta Ika Rahmawati, S.Pd., M.Pd.*

*This examination was directed to further develop students' writing abilities in recount text using picture series media in the even semester at MTs N 3 Bojonegoro in the 2022 school year. The subjects of this study were 32 students'. The technique utilized in this exploration is Classroom Action Research (CAR). The homeroom activity research configuration applied in this research is cooperative study hall activity research. This implies that the creator collaborates with the English instructor at MTs N 3 Bojonegoro as eyewitnesses and collaborators. This study is completed following the model of Kemmis And MC Taggart [1988, As Citted In Burns, 2010] with the accompanying strategy: activity research: arranging, action, perception, and reflection.*

*Concentrate on finished out in two cycles. The first cycle was completed in quite a while and the second cycle was done in two gatherings. Information gathered in this concentrate through interviews, field notes, perception, and tests. The outcomes showed that there was a increase in understudies' capacities to writing describe text. The greater part of the understudies progressively got great grades toward the finish of the subsequent cycle. Least Completeness Criteria Score-Completeness Criteria, the base (KKM) for English examples is 75 (75). The average score in the principal cycle is 57.81. While the typical score in the subsequent cycle is 75.93. Also, there are up-sides reactions from the English educator about the implementation of activity. End, this image series strategy can further develop understudies' writing skills.*

**Keywords:** *Writing, Recount Text, picture, and picture series*

## **INTRODUCTION**

There are four abilities in English, to be specific: writing, reading, speaking, and furthermore vocabulary. Writing is quite possibly of the main expertise. It is significant in light of the fact that writing is

the most common way of conveying thoughts on a piece of paper where this movement plans to create a decent composition by each essayist, for this situation students. Consequently, the capacity to compose is a significant

capacity to be moved by students (Karim and Rachmadi, 1996:1). Aljawi (2011) states that writing is the main capacity to have. Since when students can compose they further develop their writing abilities, yet additionally work on different capacities. As per Hairston as cited by Suadnyani (2009: 2), writing is significant in light of the fact that writing can be a way to track down something, produce novel thoughts, train the capacity to sort out and explain different ideas or thoughts, train an objective disposition that exists in an individual, help to retain and handle data, and train to effectively think. Obviously writing abilities are significant yet in real factors, showing writing it has not succeeded. This should be visible from the presence of students in endlessly writing their reactions to writing.

As per fundamental abilities in the middle school educational plan, in figuring out how to compose, students are supposed to have the option to think of some message, for example, letters, short messages, welcoming cards, speeches, for example, illustrative, recount, recount, technique and report message. To deliver the composed item, specifically recount text, students should follow the means of writing, as a matter of fact, most students never follow the phases of writing in their composition. They frequently duplicate texts from students who are great at English subjects. Some of the time they simply revamp arbitrary sentences given by the instructor or taken from course books.

The above realities frequently happen in many schools. In view of perceptions at a school in Bojonegoro, specifically Class VIII B students at MTsN 3 Bojonegoro, it very well may be seen that students seldom can write in English. At the point when students are approached to compose, they are less excited to compose even extremely basic texts, and a

considerable lot of their writing items are still distant from the ideal assumptions. As a matter of fact, students are supposed to have the option to compose great texts with great substance and soundness, yet as a general rule they are not can get along admirably. The students have no clue to compose. As such, they are confounded when requested to compose a text, for instance ,a recount text. Along these lines, a few media are expected to assist with communicating their thoughts. A portion of the media here can be films, picture series and enlivened stories. Obviously, every medium enjoys its own benefits and hindrances. One medium might be reasonable for showing specific abilities and may not be appropriate for showing different abilities.

In showing recount texts, picture series are better utilized as the media. Picture series are more fascinating than downright text, so students will see pictures that tell the evens in succession. They don't contain an excessive amount of discourse so students can get on simpler substance. Also, the language utilized in the picture series is simpler and more natural to middle school students. Also, there are many picture series on the web that can be downloaded. So in educating and growing experience, particularly recorded as a hard copy recount texts, pictorial series is more successful than other media.

In light of the foundation of the examination above and perceptions in the field, then it very well may be observed that there are a few issues in educating and learning English particularly in mastering writing abilities in class VIII B MTs N 3Bojonegoro. They come from understudy factors. The factor that comes from students is the absence of students' learning inspiration, particularly for writing since there is no exceptional media used to help students' inspiration recorded as a hard

copy a text. The greater part of them don't get their work done, some watch, dream, and don't focus on the instructing and growing experience. What's more, students' writing abilities are still low, this should be visible from their writing items which are still not exactly the normal outcomes. A few students even asked the educator what they ought to compose and how they ought to compose the text. Thusly, it is trusted that with the utilization of sequential picture media students can have high inspiration and energy recorded as a hard copy a text, particularly recount text. As a rule, they frequently find it hard to decide words in English since they need information on vocabulary, have a ton of spelling errors, and absence of thoughts. More finished, they are hesitant to bring a word reference. In the homeroom which contained 33 students, there were something like 5 female students who brought word reference. At the point when the perception was made, there was a declaration from amplifier in class about school exercises, and students become loud and discussing the declaration. They overlook the instructor and this need additional opportunity to guide students to additional illustrations. Thus, it tends to be seen so that students' consideration is quickly flustered.

Relating to the plan of the issue, the examination objective is aimed at further developing the understudies' writing skills using picture series for Eight grade understudies of MTs N 3Bojonegoro.

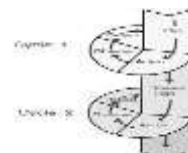
## RESEARCH METHODS

### A. Research design

Connected with the issue to be explored in the examination which is homeroom activity research. So research is required and top to bottom activity, which in this homeroom activity research utilizing a subjective methodology. As per Cresswell (in Noor, 2013, p. 4) "pronounce subjective

examination as a mode of a picture" complex, exploring words, nitty gritty reports from respondents' perspectives, and do concentrates on in regular circumstances. In this homeroom activity research which looks to foster the metro abilities of students by involving the image series technique for figuring out how to compose recount text. Along these lines, specialists desire to be extremely unbiased in directing examination gather and investigate information for research.

The activity research comprises of four fundamental stages in a pattern of examination to be specific preparation, acting, noticing, reflecting [Kemmis and Mc Taggart, 1988, as refered to in Consumes, 2010]. The cycle is outlined as follows:



**Figure 1 Cyclical Action Research Model Based On Kemmis And MC Taggart [1988, As Citted In Burns,2010].**

The role of researchers in the field. The position of the researcher in this research is as the actor of action research. In conducting action research, the researcher collaborates with the teacher in the field of study whose position is as an observer. Meanwhile, the roles that are carried out together with the observers are making learning plans, observing the learning process, reflecting and planning actions for the next cycle.

### 1. Instrument

The instruments utilized in this study incorporate the accompanying:

#### a. Field Notes

Field notes are utilized to record all evens during the research cycle regarding the moves initiated by educators and understudies. This is because of different parts of learning in the homeroom, study hall air, study hall the board, educator

understudy collaborations, school environment, and different exercises that can be recognized from field notes.

b. Observation sheet

The perception sheet is a note that depicts the degree of understudy action in the growing experience. Perceptions were made with noticing and recording the exercises of educators and students during English learning happens.

2. Data collection procedure

As indicated by Sugiyono (2010:335) information investigation is a cycle search and coordinate deliberately the information got from the out-comes interviews, field notes and documentation, by put together information into classes, separates it into units, orchestrate, organize into an example, pick which one significant and what will be contemplated, and make inferences so that effortlessly grasped by self and others. To examine the information in this study utilized subjective information examination strategies and quantitative investigation information.

a. Quantitative Investigation Procedures

Quantitative information (understudy learning results) will be investigated efficiently expressive to decide the nature of understudy learning results. Improvement understudy learning results can be known by contrasting scores' people, and gathering scores, acquired when follow examples. Examination of learning results information got through the aftereffects of test. In each cycle, one assessment test was led. Greatest score got by students is 100, while the students' typical grades can be determined by the equation:

$$X = \frac{\sum x}{N}$$

X = normal worth  
 $\sum x$  = Total Score  
 N = number of students

The worth got through the estimation will be utilized to decide the nature of understudy learning results in the

action cycle learning. To make it simpler to decipher learning results, students will then be introduced as a recurrence dispersion table. Then, decide the nature of learning exercises as per with the guidelines that have been set.

Least fulfillment models for the eighth grade MTs N 3 Bojonegoro is 75.00, so the singular culmination standard and traditional culmination guidelines will be deciphered as keeps:

1) Individual Fulfillment Standard

Exclusively (independently), is considered to have "finished learning" if the understudy's retention comes to 75.00.

2) Traditional Fulfillment Standard

Traditionally, it is considered to have "t completed the process of learning" assuming it comes to 80% of the quantity of students who accomplish a base ingestion of 75. In the mean time, to figure out total learning (KB) old style utilizes the accompanying equation :

$$KB = \frac{N \times 100}{n} \%$$

KB = Complete Learning

N = number of students over 75

n = number of students stepping through the examination

While assessment is a movement done to knowing students' dominance of English learning materials. For this situation, the learning material executed is the material Recount text. The last assessment or grade is gotten from the interaction and grades. The worth of the interaction and the worth of the test then arrived at the midpoint of.

**FINDINGS AND DISCUSSIONS**

**A. Findings**

1. Findings of the First Cycle

a. planning

In this stage, analyst and educator make arrangements for activities in view of the issues looked by understudies on understudies' writing abilities. For this

situation, the scientist decides the chose materials and errands into an example plan utilizing the image series strategy. Analyst likewise pre-arranged field notes to notice the exercises of understudies and educator in the educating and educational experience whether they were as per the illustration designs that had been made beforehand or not. Furthermore, the scientist additionally pre-arranged present test 1 on gather information and to see if there was an expansion in understudy scores from prior to utilizing the image series strategy and in the wake of utilizing the image series method.

b. Acting

The first cycle of action was carried out on March 25, April 8 and April 9, 2022. Researchers and students carried out the teaching and learning process based on the lesson plans that had been made. At the main gathering, the scientist acted as a partner or who helped the teacher during the educational experience and the instructor went about as an educator. After all the researchers and teachers have finished this first cycle and get results that are still not in accordance with the existing minimum completeness criteria.

c. Observation

In this stage, the analyst noticed the educating and education experience through field-note about homeroom circumstance, and understudies' reactions to the educator's clarification of understudy's reaction, understudies actually tried to ignore the instructor's clarification so they just talked with their companions when the educator gives tasks. Then, at that point, they surrender and are languid in the event that they don't track down a couple of words to compose. The instructor has instructed by the RPP that has been made. At the second gathering of cycle I, understudies looked more engaged and exceptionally propelled to make text with picture series procedure.

Then, at that point, the educator seriously directs understudies in making recount texts utilizing the image series strategy. After the instructing and educational experience was finished, at the noticing stage, at the third gathering, posttest was likewise completed. In the principal cycle, a post-test was completed in light of the fact that it was to quantify the understudies' capacity to compose recount texts that had been considered.

In view of the aftereffects of posttest 1, the information shows that the typical worth of the post test is 57.81. There are 2 understudies whose scores are the Base Culmination Measures (KKM), however have not passed the rules in light of the fact that the KKM score is 75 (75). In the interim, 30 different understudies likewise didn't pass the standards with scores a long way from the KKM.

d. Reflection

In this stage the analyst and educator talk about the ends from the execution of the moves that have been made. Then, at that point, the specialist and educator attempted to adjust the activity with regards to understudies' writing abilities and in the request for 75% of understudies in the class could pass the Base Culmination Rules (KKM) on the grounds that the aftereffects of post-test 1 showed that just 6.25% of understudies practically passed. Least Culmination Models (KKM). In the interim, field notes show that educating and learning exercises have been done well despite the fact that there are a few issues that should be settled. From the reflection stage, there should be more endeavors to further develop understudies' writing abilities through the image series strategy. It should be worked on again in the following cycle.

2. Findings of the Second Cycle

Table 1 Findings of the second cycle

NO	CYCLE 2	ACTIVITY
1.	planning	<ul style="list-style-type: none"> <li>a. The researcher modified the previous lesson plans based on the results of reflection in cycle I.</li> <li>b. The lesson plans used were still related to the picture series technique in learning to write recount text.</li> <li>c. The material is still related to recount text but focuses on procedural recount text.</li> <li>d. The researcher needs to provide an interesting explanation by using picture series related to the topic to students in classroom learning and asking students to bring a dictionary.</li> <li>e. The researchers are also still preparing field notes to record class activities, and also preparing posttest 2 to collect data.</li> </ul>
2.	Acting on May 20 and 21, 2022	First meeting, the researcher introduced a new topic about holidays using the picture series technique and asked students to write using the picture series technique which was allowed by opening a dictionary and according to their favorite holiday topic. collect it. At the second meeting, students were asked to rewrite according to the picture given as the post-test stage in this second cycle.
3.	Observing	<ul style="list-style-type: none"> <li>a. In general the condition of the class in the learning process is better than the previous cycle.</li> <li>b. Most of them were very enthusiastic about choosing their favorite holiday topic and writing based on the topic given by the researcher.</li> <li>c. Students did not give up when they encountered unfamiliar words because they could look into their dictionaries as suggested earlier.</li> <li>d. The researcher as the teacher held post-test 2 about the students' ability to write recount text.</li> <li>e. The average grade on the writing test was 75.93, of which 27 students passed the minimum completeness criteria (kkm) of 75 (seventy five).</li> </ul>
4.	Reflection	The results of posttest 2 showed that 84.37% students scored above the Minimum Completeness Criteria (KKM). So it has met the success criteria that 75% of students must get scores above the Minimum Completeness Criteria (KKM). Therefore, the researcher and the teacher decided to stop the Classroom Action Research (CAR) because it had been successful.

3. Findings after Implementing the Action in Cycle 1 and Cycle 2

a. Results of posttest in cycle 1

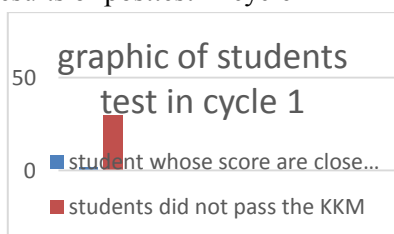


Figure 2 Grapihc of students test in cycle 1

The results of posttest in cycle 1 show that the average grade is 57.81 where there are 2 students who almost graduated. KKM 75 (seventy five). The following are the details of students' writing results in the first cycle:

The reseacher needs to calculate the average value first, to find out the students' writing results. The average score is obtained from the following formula:

$$Mx = \frac{\sum x}{n}$$

$$Mx = \frac{1850}{32}$$

$$Mx = 57.8125 / [ 57.81 ]$$

To get the percentage of classes that pass the KKM 75 (seventy five), researcher use the formula:

$$P = \frac{F \times 100\%}{N}$$

$$P = \frac{2 \times 100\%}{32} \quad P = 6.25\%$$

The data shows that the average posttest score in cycle 1 is 57.81. There are only two students or 6.25% of students who score close to passing the KKM while the other 30 students are below that.

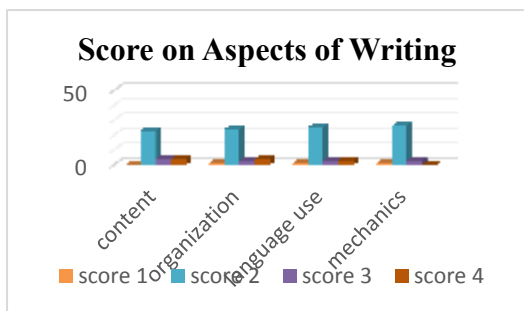


Figure 3 The Students Score on Aspect of Writing in Cycle 1

The data of figure 4.2 taken from four aspect of writing in cycle 1. The value of the four aspects of writing is assessed from the content, organization, language used, and mechanics. From the four aspects of writing, most students get a score of 1. That means it can be concluded that students are lacking in aspects of the language used and its mechanics.

b. Results of posttest in cycle 2

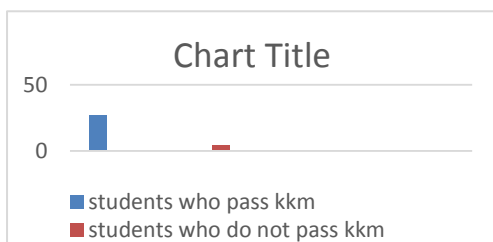


Figure 4 Graph of students test in cycle 2

Calculation of the average value of students in writing on posttest 2 obtained 75.93. It comes from:

$$Mx = \frac{\sum x}{n}$$

$$Mx = \frac{2430}{32}$$

$$Mx = 75.9375 \text{ [ 75.93 ]}$$

Then, computation of the class rate about students' who pass the (KKM):

$$P = \frac{F \times 100\%}{N}$$

$$P = \frac{27 \times 100\%}{32} \quad P = 84.37\%$$

At long last, the computation of the improvement rate is acquired from the accompanying recipe :

$$P = \frac{y_2 - y_1}{y} \times 100\%$$

$$P = \frac{75.93 - 57.81}{57.81} \times 100\% \quad P = 31.35\%$$

Based on the results of students' writing, in cycle 2 the average score of students was better than in cycle 1. The average score in the first cycle was 57.81 and the average score of writing in the second cycle was 75.93. That means there is an expansion in the normal score of 31.35%. Students who passed the Minimum Completeness Criteria (KKM) were 27 students or 84.37%. This shows that the success criteria have been met.

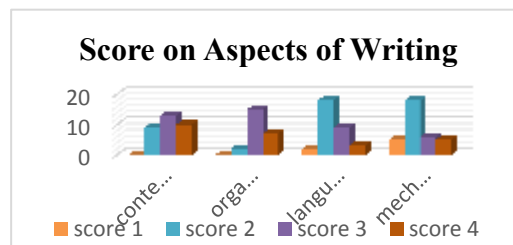


Figure 5 The Students Score on Aspect of Writing in Cycle 2

From the results of the assessment in the second cycle, it can be seen that there is an increase in the acquisition of student scores, where in the first cycle the students' writing aspect scores are mostly 1, inversely proportional to the aspect values in this second cycle. In the second cycle, the average student got a score of 2 in the language and mechanics aspect, while in the content and organization aspect, the students averaged 3 and 4. For aspect 1 there was only a little or almost none. Thus, it can be said that the second cycle was

successful because the students' scores had increased a lot both in terms of content, organization, language used and also the mechanics.

#### 4. Interpretation of Data

The improvement of the ability to write recount texts in students from the first cycle to the second cycle is recapitulated in the chart image below:

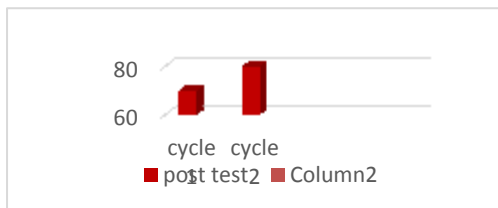


Figure 6 Students' Improvement in Writing Score

In the first cycle, the average score of students on the recount text writing test was 57.81. Meanwhile, the percentage of class is 6.25%. This means that there are only two students whose scores almost meet the Minimum Completeness Criteria (KKM) of 75 (seventy five) and students whose scores are far from the KKM are 30 of the total number of students.

Subsequently, the mean score in the post trial of cycle 2 is 75.93. It shows that the improvement aftereffect of the implementation between post test 1 and post test 2 is 18.28 (75.93 - 57.81). So, there is a significant improvement. There are 27 students whose pass the KKM, and there are 5 students whose score still under the KKM. This class percentage shows some improvements 84.37% from post test in cycle 1 (6.25%). It demonstrated that the post test 2 has satisfied the objective of CAR success. It is above 80% understudies could pass the KKM. Accordingly, it very well may be said CAR is achievement, and than the reseacher stop this research.

#### B. Discussion

This study was directed to decide if the utilization of picture series can work on understudies' capacity recorded as a hard copy recount text. The research that has been done by the expert shows that the outcome of the assesment lead is that the utilization of picture series can deal with students' ability recorded as a printed version recount text.

The researcher assumes that couple of principal factors that make students be lacking recorded as a printed version abilities (describe text) are achieved by the shortfall of energy of understudies in the model, various understudies are less revolved around the illustrations given and students seldom use noteworthy and fascinating procedures so students are exhausted during learning, especially at school. figuring out how to compose (recount text). As per the assertion of Erika Yulia Puspitasari (2014) that the utilization of picture series is compelling and not dreary in English learning exercises, particularly writing recount text. The information shows that the utilization of picture series isn't exhausting, not repetitive in exercises, and understudies can learn with fun while utilizing picture series so understudies are more keen on figuring out how to compose utilizing special media (picture series).

There are as yet many instructing English that are less appealing to understudies, particularly in figuring out how to write in recount texts, other than being less alluring, the understudies' absence of vocabulary dominance makes it challenging for understudies to find great and right vocabulary in finishing tasks and this outcomes in low understudy task scores. recorded as a hard copy abilities.

A few issues happened during the utilization of this image series as a medium



connected with the state of the class that there, right off the bat, was no LCD projector and the place of the class was close to the container so understudies couldn't zero in on contemplating and needed to quickly escape class. With the image series media, understudies can feel more joyful and not effectively exhausted while learning happens and understudies are additionally more supportive in getting thoughts for writing.

1. The method of carrying out picture series recorded as a hard copy recount text

At the gathering in the main cycle, the scientist gave a movement sheet or worksheet containing the material in the gathering. This means to make it more straightforward to assess understudies' consideration and information in the wake of getting a clarification of the material. Specialists and educators requested that understudies compose replies on worksheets that had been given and circulated, understudies in this first cycle didn't utilize a word reference, then, at that point, understudies were approached to gather tasks after fruition. Furthermore, in the test in cycle 1 the greater part of the understudy actually showed trouble in perceiving writing since they needed writing abilities. This condition surely causes understudies to make a hard copy of low scores test (recount teks).

Then, at that point, in the second cycle the specialist did likewise to the understudies as in the principal cycle. The distinction from this subsequent cycle is that at first in the main cycle the educator goes about as an educator and the specialist as a partner or who structures research and in the subsequent cycle, the scientist goes about as an educator and the instructor as a colleague. In this cycle understudies are permitted to utilize a word reference, for what reason is it permitted to utilize a word reference in light of the fact that in the

primary cycle understudies experience issues in deciphering the words got from the series of pictures given. with the goal that it expects to make it simpler for understudies to decipher the words acquired. In this cycle, the utilization of sequential pictures assists understudies with getting thoughts for writing (recount text).

2. The improvement of understudies' ability to compose

In view of the discoveries over, the scientist presumes that there is an expansion in understudies' writing abilities by utilizing series pictures at MTs N 3 Bojonegoro. As expressed by Fatika Ismawati (2014) that the utilization of picture series in the educating and educational experience of writing is accepted to be powerful in working on understudies' abilities. Writing issues for understudies as far as satisfied, vocabulary, language use, and association can be diminished by applying picture series in the educating and growing experience of writing.

The utilization of picture series to further develop understudies' writing abilities. To start with, the specialist applied picture series in the homeroom during the educating and growing experience of writing, the analyst found that a few understudies looked fascinating in doing the writing test. This can be demonstrated by understudy scores and investigation. In the wake of working out and examining the information, the scientist found that the outcomes appeared using picture series could further develop understudies' writing abilities. These outcomes are confirmed by the expansion in understudies' scores in the writing test (recount text).

The impact of utilizing picture series is huge in working on understudies' abilities. Toward the start of the review, the typical post-test score in the principal cycle was 57.81, in the post-test in the second

cycle the typical score for further developing understudies' writing abilities was 75.93. The outcomes showed that the score in the subsequent cycle was higher than the primary cycle, and it very well may be reasoned that this strategy was viable in further developing understudies' writing abilities (recount text).

3. The understudies' investment during the execution of the technique

The utilization of picture series in this review changes the homeroom circumstance in the educating and educational experience. This should be visible from the aftereffects of perceptions sheet where understudies can concentrate more. So the utilization of picture series in this study can expand understudies' learning inspiration and have the option to further

## CONCLUSION AND SUGGESTION

### A. Conclusion

In light of the consequences of examination directed on class VIII-B understudies of MTs Negeri 3 Bojonegoro in the 2022 school year. It very well may be inferred that the speculation of this examination is fruitful in light of the fact that the image series strategy can work on understudies' capacity to compose recount texts. This should be visible from the expansion in understudy scores from post test I and post test II.

The analyst directed this research in two cycles in light of the fact that the specialist had tackled the issue in this scientist. The understudy's capacity further developed well in cycle II. In the primary cycle, quantitative information showed that the all out score of 32 understudies was 1850. There were 2 understudies who nearly passed the KKM and there were 30 understudies whose scores were a long way from the KKM. It tends to be reasoned that the understudy's capacity in the main cycle is still extremely low and the research in the

develop understudies' writing abilities, particularly writing recount texts.

4. Understudies' perspectives towards writing and picture series

The understudies' perspectives towards figuring out how to compose utilizing the image series were extremely excited and accommodating, they believed they had gotten a new thing in figuring out how to compose. They feel blissful while learning happens and they are not difficult to track down the fundamental thoughts or thoughts that they will compose with the assistance of this image series. This can be demonstrated by interviews that the analyst has directed with a few understudies during this research.

primary cycle is announced fruitless or fruitless.

In cycle II, quantitative information showed that the absolute score was 2430 and there were 27 understudies who passed the KKM and there were 5 understudies who bombed the post-test cycle II. In view of the research examination, it is shown that the image series procedure is doable to be applied to class VIII-B understudies. There is an expansion in understudies' capacity to compose recount text utilizing picture series.

### B. Suggestion

The specialist shows that the execution of picture series assists with working on understudies' capacity recorded as a hard copy recount texts in class VIII-B MTs Negeri 3 Bojonegoro. Hence, the specialist gives a few ideas for English educators, understudies and different scientists as follows:

1. For English educators

The utilization of picture series can assist understudies with tracking down thoughts recorded as a hard copy. So that understudies' capacities can increment and

they will be certain to compose recount texts.

2. For understudies

Understudies ought to work on their capacity recorded as a hard copy recount text. Since writing is one of the abilities that should be dominated in learning English.

3. For different scientists

This examination is helpful as data in leading further research and further research connected with this examination. This proposition can be a reference for different scientists to direct further examination in the event that there are still deficiencies.

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