

## **Improving Students' Writing Skill In Recount Text Using Wordless Picture Book Of Grade X At Al-Washliyah Petumbukan Academic Year 2023/2024**

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### ***Abstract***

Based on the results of observations made in class X SMA Alwashliyah Petumbukan, it can be seen that the ability of students to write in a recount text, students still difficulty in making sentences in English because of the lack of was still low vocabulary, they have difficulty in developing their ideas into writing because of the lack of media. Based on the background in this research, this research aimed to improve the writing skill of recount text of grade X students by using wordless picture book. This type of research was Classroom Action Research (CAR) which consists of 4 stages, namely planning, action, observation and reflection. The subjects of this study were X grade students of SMA Alwashliyah Petumbukan in the academic year 2023/2024, totaling 19 students including 5 men and 14 women. Data collection used 2 ways, namely quantitative and qualitative data. Quantitative data collection using the results of students' writing recount text in pre-test, post-test 1 and post-test II, while qualitative data collection used the results of observations, field notes and interviews. The results of the study stated that the use of Wordless Picture Book media can improve students' writing skills. It can be seen that there was significant increase from cycle 1 to cycle 2. The average score obtained from post-test I was 67.11 with a passing percentage of 37%. Furthermore, in cycle 2 the average student score was 82.89 with a passing percentage of 89%. This showed that using wordless picture book can improve students' skill in writing recount text and this research was successful.

**Keywords:** Writing, Recount Text, Wordless Picture Book

### ***Abstrak***

Berdasarkan hasil observasi yang dilakukan di kelas X SMA Alwashliyah Petumbukan terlihat bahwa kemampuan siswa dalam menulis teks recount, siswa masih kesulitan dalam membuat kalimat dalam bahasa Inggris karena kurangnya kosa kata yang mereka miliki. Kesulitan dalam menyeimbangkan idenya menjadi tulisan karena kurangnya media. Berdasarkan latar belakang penelitian ini, penelitian ini bertujuan untuk meningkatkan keterampilan menulis teks recount siswa kelas X dengan menggunakan buku bergambar tanpa kata. Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) yang terdiri dari 4 tahapan yaitu perencanaan, tindakan, observasi dan refleksi. Subjek penelitian ini adalah siswa kelas X SMA Alwashliyah Petumbukan tahun ajaran 2023/2024 yang berjumlah 19 siswa yang terdiri dari 5 laki-laki dan 14 perempuan. Pengumpulan data menggunakan 2 cara yaitu data kuantitatif dan kualitatif. Pengumpulan data kuantitatif menggunakan hasil menulis teks recount siswa pada pre-test, post-test 1 dan post-test II, sedangkan pengumpulan data kualitatif menggunakan hasil observasi, catatan lapangan dan wawancara. Penggunaan media Wordless Picture Book dapat meningkatkan keterampilan menulis siswa. Terlihat terjadi peningkatan yang signifikan dari siklus 1 ke siklus 2. Nilai rata-rata yang diperoleh dari post-test I sebesar 67,11 dengan persentase ketuntasan sebesar 37%. Selanjutnya pada siklus 2 rata-rata nilai siswa sebesar 82,89 dengan persentase ketuntasan sebesar 89%. Hal ini menunjukkan bahwa penggunaan buku bergambar tanpa kata dapat meningkatkan keterampilan siswa dalam menulis teks recount dan penelitian ini berhasil.

**Kata Kunci:** Menulis, Recount Teks, Buku bergambar tanpa kata.

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## **INTRODUCTION**

English is a foreign language to be learnt has four skills, namely speaking, reading, writing, and listening. In English, these four skills are grouped into two macro language skills, namely receptive and productive skills. Receptive skills which relate with reading and listening skills emphasize on receiving and understanding a word or information. Productive skills which relate with speaking and writing emphasize in producing language. Writing skill is one of the skill that must be mastered as a foreign learner of English (Gunantar & Transinata, 2019). Therefore, writing skill must be mastered well by students. Writing trains students to think critically, systematically, rationally, and scientifically, so that it is expected to affect the students' learning achievement.

Based on the syllabus of grade X, writing subjects focus on genre text. Genre text is a type of written or spoken discourse such as descriptive text, narrative, recount, report, anecdote, spoof, argumentative text, and others. One of the genres of the text that should be learnt by students of grade X is recount text. Recount text is one type of English text that retells events in the past (which have been done).

Basic competencies in the syllabus mention it is expected that (1) students can capture contextual meaning related to social functions, text structures, and linguistic elements of spoken and written recount texts related to historical events; (2) students can compose spoken and written recount texts, short and simple, related to historical events, taking into account social functions, text structure, and linguistic elements, correctly and in context.

Concerning the writing skill of grade X students, based on the preliminary observations conducted it was found that grade X students at SMA Alwashliyah Petumbukan still had very low ability in writing particularly in recount text. This can be seen from the initial test that has been done by the students. Averagely they only obtained score 50 to 60. Meanwhile, in writing recount text, students need to understand the generic structure. They are required to use the form of the verb in past form. For example, in writing the word 'walk'. The word 'walk' is regular verb that can be changed into past form by adding suffix '-ed' so that it becomes 'walked'. But many of the students wrote down the basic verb. Another problem was concerning with the mastery of vocabulary which indeed is required to write the text. The students encountered problem to write because of the limitation of vocabulary mastery. Other problem in the recount text learning process that can be supposed as the main problem was the teacher only used textbooks and no other media to support the recount text learning process. This can be checked through the students' assignment book. Many of them were empty without anything written by the students. This was due to the lack of ideas and no stimulus given by the teacher. This situation created unfavorable atmosphere and students chatted each other during the learning process.

The problems of writing recount text also can be found as well in other research. For example, a research conducted by Lestari, Apriliaswati & Wardah (2018). In this research, the problem focused on the students' difficulty in mastering some aspects on writing recount text such as the students' writing

organization of the text and their ability to use simple past tense sentence. Many of students faced difficulties to arrange the sentence well. They combined the sentences without connecting the main idea and supporting sentences. They tended hard to organize the paragraph and did not know how to begin writing the next paragraph in order to make the paragraph coherent. They also tended to use present form instead of past form to write recount text. Those problems obstructed them to achieve the objective. It was also found that the teacher applied conventional technique for teaching students writing. The teacher only presented a reading text about recount text then asked the students to read the text aloud together. After that, the teacher explained briefly about recount text then asked the students to make a recount text based on their experience. Nevertheless, some of students did not focus during teacher's explanation; they were busy with themselves and talking with their seatmates.

Another research by AP Lorna (2020) found that many students had difficulty in writing recount text. It was proved by the result of the students' writing in preliminary study. The mean score of the students writing was below Minimum Mastery Criterion (KKM) which indicated that the students' writing achievement was still low. The result of interview to the English teacher and students' questionnaire in preliminary study also showed that the students were difficult to write a text, they had difficulty to get ideas especially on writing their orientation, events, and reorientation. Furthermore, students had lack of vocabulary and weak at past tense structure in writing recount text. And, the most influence problem was the teacher did not use media in the learning process of writing recount text. Thus, the learning process did not achieve the desired learning outcomes.

In summary, the major problems found regarding writing recount text, are listed below.

1. Students feel difficult to start writing recount text.
2. Students feel difficult to arrange the sentence well.
3. Students are lack of vocabulary.
4. Students are weak in structure especially the pattern of past.
5. Teacher does not use interesting media in the learning

From those major problems, one problem concerning the use of interesting media becomes the concern of this current research. The teacher must create a suitable media to overcome this situation. With the proper technology, it is anticipated that the teacher will be able to improve the students' skill in writing recount text. Media is used as a tool to help the teacher in conveying the material to students, so that the purposes of learning can be achieved. Besides as a tool to achieve goals learning, the media is also used as a mean of attracting students' attention during the class activity.

In solving the problem of students' writing skill in recount text, it is suggested to use media to be experimented in this current research. The media used in this study is wordless picture. Wordless picture book is series of pictures that clearly illustrate the events' chronology. This media can provide users with confidence by presenting their ideas in the form of writing that is clear and chronologically consistent.

A wordless picture book is a media used in class to stimulate students' thinking so they may discuss a particular issue in greater depth and come up with responses in the form of ideas that can be put on paper. Wordless picture book is a medium that can be used teachers in learning to tell stories in class. Wordless Picture Book (WPB) is a picture book that grooves. Another opinion by Arifiyanti and Ananda (2018) that story books pictures without text present pictures that fit the story but does not add a plot sentence or the contents of the story in written form.

## **METHOD**

This research design was a Classroom Action Research. Classroom Action Research is a problem-solving process that is carried out systematically, meaning that it is carried out in stages. According to Kemmis and Mc. Taggart (1990), classroom action research is a form of reflective and collective research conducted by internal researcher social situations to improve their social practice reasoning.

Classroom Action Research that combines a research procedure with an action performed within a discipline, or a person's attempt to understand what has happened in a process of improvement and change. The best known and commonly used classroom action research model is the model put forward by Kemmis and Mc. Taggart (1990). The Classroom Action Research model describes four steps as follows: Planning, Action, Observation and Reflection.

Types of data in the form of quantitative data and qualitative data. Sources of research data were obtained from the teacher and the students. There were two kinds of data collection in this research. There were quantitative and qualitative data. The quantitative data of the research were collected by writing test pre-test and post-test. Qualitative data described conditions, situations and students' responses during the teaching and learning process. Qualitative data were collected from the following sources.

According to Sugiyono (2018: 193) valid means that the instrument can be used to measure what should be measured. However, before conducting research it is better to try distributing the writing test to the validator students with the same level of knowledge so that the researcher can see whether the writing test is valid or not. Testing the validity of the constructs in this study was carried out by using the Corrected Item Correlation test in the SPSS version 26 program by looking at  $r_{count}$  and critical  $r_{tabel}$ . Here is the pearson's product moment formula:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

Note :

r = pearson's product moment correlation coefficient

n = number of individuals in the sample

$\sum x$  =total score of variabel X

$\sum y$  = total score of variabel Y

Reliability test is an instrument which, when used several times to measure the same object, will produce the same data. (Sugiyono 2018: 193). The reliability test in this study used Cronbach Alpha with the help of SPSS (Statistical Package for Social Sciences) version 26. Cronbach Alpha is a standard used to describe the correlation or relationship between the scales created and all the existing variable scales. The instrument used in this variable is said to be reliable if it has a Cronbach Alpha of more than 0.60 expressed by formula:

$$r_{11} = \left[ \frac{n}{n-1} \right] \left[ 1 - \frac{\sum s_i^2}{s_t^2} \right]$$

Note :

$r_{11}$  : Instrumen Reliability

$n$  : Number of Question

$\sum s_i^2$  : The amount of variance in the scores of each item

$s_t^2$  : Score Total Variance

Data management in this study was carried out after the researcher collected the data, then analyzed quantitatively. For quantitative analysis used quantitative descriptive analysis. The average scores obtained from test results of each cycle were used as the data. The data consisted of the average value (mean), the highest score (maximum), and the score lowest (minimum). The calculation results were consulted with the learning completeness criteria of SMA ALWASHLIYAH Petumbukan students with individual and classical (KKM) which were grouped into two categories, namely complete and incomplete.

The performance of indicator in this study is improving students writing skill to write recount text grade X at SMA AL-WASHLIYAH Petumbukan using Wordless Picture Book media will be considered successful if the test results reach the KKM that has been determined that is 75%. Bellow is the rubric to assess the criteria achievement of students' writing.

## RESEARCH FINDING AND DISCUSSION

### *Quantitative Data*

#### 1. Result of Students' Pre- test

Pre-test was given to students with the aim of finding out how far the students' writing skill were on recount text material before the treatment was carried out. The pre-test was carried out on Tuesday 1 August 2023 for 2x 40 minutes. At this meeting the researcher was the teacher and English teacher was the observer. During this process the class atmosphere was very effective. The students paid attention to the explanations and directions given by the researcher. Some students gave their full attention to the researcher. The researcher gave a pre-test to the students. The test was asking the students to write down a story they had experienced in the past. All students were given a pre-test

which was taken individually. However, before using Wordless Picture Book media, students' writing skill on recount text were still very low, as can be seen from the result of the students' pre- test. As shown in Table 4.1 here in bellow.

Table 1. Students' Pre-test Score

No	Name	Class	Score	Category
1	ARP	X	35	Incomplete
2	AN	X	55	Incomplete
3	AA	X	25	Incomplete
4	AAP	X	50	Incomplete
5	CES	X	60	Incomplete
6	DKS	X	35	Incomplete
7	DID	X	50	Incomplete
8	FA	X	25	Incomplete
9	FK	X	50	Incomplete
10	MZA	X	25	Incomplete
11	NANF	X	25	Incomplete
12	NAU	X	25	Incomplete
13	NA	X	0	Incomplete
14	RA	X	25	Incomplete
15	RA	X	35	Incomplete
16	RFIS	X	25	Incomplete
17	WA	X	40	Incomplete
18	ZC	X	25	Incomplete
19	MAAS	X	35	Incomplete
TOTAL			645	
Average			33.95	
Maximum Score			60	
Minimum Score			0	

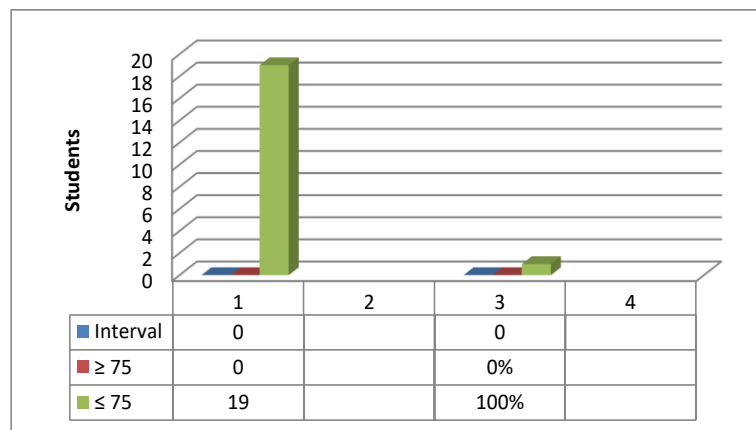
From the above table of pre-test scores, it can be seen that the highest score was 60 and the lowest score was 0, so the average pre-test score was 33.95. The total 19 students' score bellow the KKM. The pre-test result showed that the target based on KKM has not been achieved. Thus, as the result of pre-test score, the target of KKM was not achieved as shown in Table 4.2 here in bellow.

Table 2. The Percentage of Students' Pre-test Score

Interval	Frequency	Percentage
$\geq 75$	0	0%
$\leq 75$	19	100%

Based on the percentage table above , it showed that the percentage of students who scored above the KKM was 0 or 0%, meaning no students scored above KKM. Meanwhile, the percentage of students who scored below the KKM was 19 or 100% , meaning 19 students scored below the KKM.

The percentage of the above Table 4.2 can be put in a graph as seen here in bellow.



Graph 1. The Percentage of Students' Pre-test score

There were 19 students who got score in the interval  $\leq 75$  or below of the KKM score or did not pass the KKM. This showed that students' writing skill in recount text were still very low.

## 2. Result of Students' Post- test I

After that researcher gave an example a short story of recount text based on Wordless Picture Media and asked students to analyzed the text together. So the researcher helped to correct errors in the recount text that the students had made. Before closing the lesson the researcher and students concluded the material that had been conveyed at the meeting and closed with a greeting.

The second obtained as the result of conducting post-test I in Cycle I is presented in table 3. There were 19 students who participated during the post-test as the subject of the research. The table shows the initial name of students, the class, the score, and the category of KKM whether the students complete it or not.

Table 3.The Students Post-test I Score

No	Name	Class	Score	Category
1	ARP	X	75	Complete
2	AN	X	80	Complete
3	AA	X	70	Incomplete
4	AAP	X	55	Incomplete
5	CES	X	85	Complete
6	DKS	X	65	Incomplete
7	DID	X	55	Incomplete
8	FA	X	85	Complete
9	FK	X	55	Incomplete
10	MZA	X	50	Incomplete
11	NANF	X	55	Incomplete
12	NAU	X	65	Incomplete
13	NA	X	55	Incomplete
14	RA	X	75	Complete
15	RA	X	55	Incomplete
16	RFIS	X	70	Incomplete
17	WA	X	85	Complete
18	ZC	X	55	Incomplete
19	MAAS	X	85	Complete
TOTAL			1275	
Average			67,11	
Maximum Score			85	
Minimum Score			50	

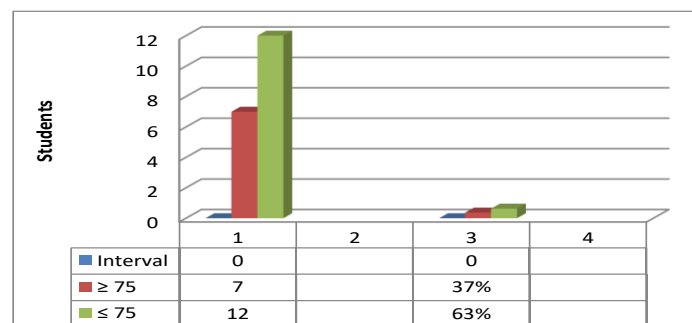
No	Name	Class	Score	Category
1	ARP	X	75	Complete
2	AN	X	80	Complete
3	AA	X	70	Incomplete
4	AAP	X	55	Incomplete
5	CES	X	85	Complete
6	DKS	X	65	Incomplete
7	DID	X	55	Incomplete
8	FA	X	85	Complete
9	FK	X	55	Incomplete
10	MZA	X	50	Incomplete
11	NANF	X	55	Incomplete
12	NAU	X	65	Incomplete
13	NA	X	55	Incomplete
14	RA	X	75	Complete
15	RA	X	55	Incomplete
16	RFIS	X	70	Incomplete
17	WA	X	85	Complete
18	ZC	X	55	Incomplete
19	MAAS	X	85	Complete
TOTAL			1275	
Average			67,11	
Maximum Score			85	
Minimum Score			50	

From the Tabel 3, it can be seen that there were 7 students who scored above the KKM and 12 students below the KKM. This showed that there was an improvement from the pre-test results.

Table 4. The Percentage of Students Post-test I Score

Interval	Frequency	Percentage
$\geq 75$	7	37%
$\leq 75$	12	63%

Then percentage of the above Table 4 can be put in a graph as seen here in bellow.



Graph 2. The Percentage of Students Post-test 1 Score

From the table 3 there were 12 students who got bellow target score and 7 students got above score from KKM. Then based on the result of post-test, it could be seen that the target based on minimum standard criteria had not been achieved yet.

### 3. Result of Students' Post- test II

This first meeting was conducted on August, 9th 2023 for 2x40 minutes. The meeting was opened by praying, greeting and checking attendance list, asking the students condition. The meeting was used as the implementation of the action in cycle II. Before starting the material, the researcher asked the students whether they still remember about the previous material. Only few students that answered the



question by using Indonesia. Then the researcher reminded them the previous material was about making story from the wordless picture book.

In this meeting, before explaining the material, the researcher gave some vocabulary related to the material to be delivered. The researcher asked the students by standing in line and they answered question about recount text and simple past tense and the researcher gave gift to students who could answer question. Before closing the lesson the researcher asked students to conclude what they understood at the meeting and closed the meeting with greetings.

This second meeting was conducted on August, 22nd 2023 for 2x40 minutes, usual the researcher gave the vocabularies to students related to the material presented, at this meeting the researcher asked the students to make 3 groups each 6 people, then they were asked to make a short story of recount text based on Wordless Picture Book provided. Then each group presented the result of assignment in front of the class and explained about the structure of text that they made. After finishing students' presentation, the researcher asked the students about the material given and concluded it. So the researcher closed the meeting.

This third meeting was conducted on August, 23rd 2019 for 2x40 minutes, used as the post-test II after giving the treatment. It started by praying, greeting and checking attendance list, asking the students condition and introducing the researcher to the students. Then the researcher gave post-test to the students. The test was to write recount text based on the Wordless Picture Book, than the researcher gave them 60 minutes to write it well. Table 5 shows the scores obtained by students after completing post-test 2 in cycle 2.

Table 5. The Students' Post-test II Score

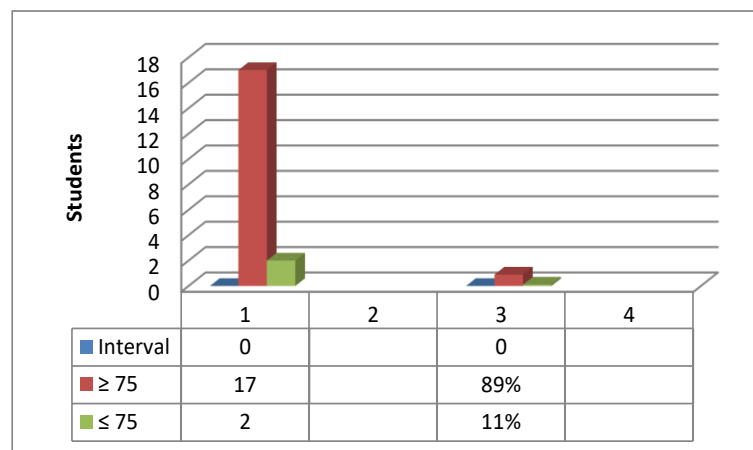
No	Name	Class	Score	Category
1	ARP	X	95	Complete
2	AN	X	85	Complete
3	AA	X	95	Complete
4	AAP	X	75	Complete
5	CES	X	70	Incomplete
6	DKS	X	95	Complete
7	DID	X	75	Complete
8	FA	X	95	Complete
9	FK	X	75	Complete
10	MZA	X	80	Complete
11	NANF	X	75	Complete
12	NAU	X	75	Complete
13	NA	X	70	Incomplete
14	RA	X	85	Complete
15	RA	X	75	Complete
16	RFIS	X	75	Complete
17	WA	X	90	Complete
18	ZC	X	95	Complete
19	MAAS	X	95	Complete
TOTAL			1575	
Average			82.89	
Maximum Score			95	
Minimum Score			70	

According to table 5 above, the data indicated that there were 17 students who scored above KKM. Additionally, the data also showed that 2 students did not reach the scored above KKM. Based on this data, it was wvident that the percentage of students who passed the KKM had met the requirements. Furthermore, in terms of calculations there was a significant increase from the average score of post-test I which was 67.11%, whereas the average score of post-test II was 82.89%. Based on this data, it was observed that the percentage of students who passed the KKM had met the requirements, tjus the research was successfull.

Table 6. The Percentage of Students Post-test II Score

Interval	Frequency	Percentage
$\geq 75$	17	89%
$\leq 75$	2	11%

Based on the percentage calculation, there were 17 or 89% of students who scored above KKM. In other words, there wre 2 or 11% of students who scored bellow KKM. And the results could be seen from the table above. Then percentage of the above Table 4.6 can be p in a graph as seen here in bellow.



Graph 3. The Percentage of Students Post-test II Score

From table 5 the highest score was 95 and the lowest score was 70. So the average score of post-test was 82.89. From the table 4.5, there were 2 students who got below target score and 17 students got above score from the KKM. Based on the results of post-test II above, this research was declared succesfull, it could be seen that the target based on minimum standard criteria was achieved.

#### 4. Comparisson of Students Score in Pre-test, Post-test I and Post test II

In the cycle 1, English learning average was low. Nevertheless, there were increasing score if the students' post-test 1 than pre-test. In cycle 2 the students' average score was higher than cycle 1. The following table as the table of illustration score in pre-test, cycle 1 and cycle 2.

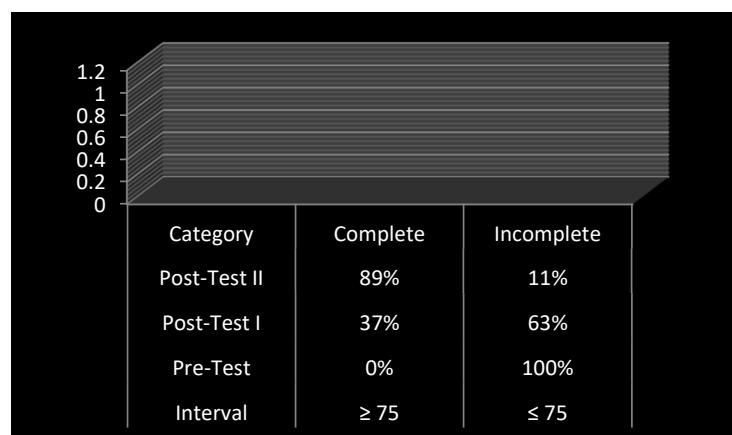
Table 7. The Comparison of Students' Score in Pre-test, Post-test 1 and Post-test 2

No	Name	Pre-Test	Post-Test I	Post-Test II	Category
1	ARP	35	75	95	Increased
2	AN	55	80	85	Increased
3	AA	25	70	95	Increased
4	AAP	50	55	75	Increased
5	CES	60	85	70	Decreased
6	DKS	35	65	95	Increased
7	DID	50	55	75	Increased
8	FA	25	85	95	Increased
9	FK	50	55	75	Increased
10	MZA	25	50	80	Increased
11	NANF	25	55	75	Increased
12	NAU	25	65	75	Increased
13	NA	0	55	70	Increased
14	RA	25	75	85	Increased
15	RA	35	55	75	Increased
16	RFIS	25	70	75	Increased
17	WA	40	85	90	Increased
18	ZC	25	55	95	Increased
19	MAAS	35	85	95	Increased
Total		645	1275	1575	
Average		33.95	67.11	82.89	

Based on the table above in cycle 1 pre test score was 33.95, lowest score was 0 and highest score was 60. while in cycle 1 post test I average score was 66.11 lowest score was 55 and highest score was 90. In cycle 2 post test II the average score was 82.89, the lowest score was 70 and the highest score was 95. It can be concluded that there was an increase in class X with an activeness value of 82.89% and the research was considered successful.

Table 8. The Comparison Frequency of Students' Score in Pre-test, Post-test 1 and Post-test 2

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
$\geq 75$	0	0%	7	37%	17	89%	Complete
$\leq 75$	19	100%	12	63%	2	11%	Incomplete



Graph 4. The Comparison of the Students' Score in Pre-test, and Post-test Cycle 1 and Cycle 2

Based on the result of pre-test, post-test 1, and post-test 2, it could be concluded that there was improving of students' writing skill in recount text. There was progress from 0% to 37% and 89%. It

means that Wordless Picture Book media has positive effect toward the teaching and learning process, especially in improving students' writing skill in recount text. Based on the result of post test 2, the researcher stopped the research because it was more than the standard KKM of English in SMA Alwashliyah Petumbukan.

### ***Discussion***

There were some problems based on pre-survey in teaching writing in recount text at the tenth graders of SMA Alwashliyah Petumbukan, such as the students have problems in grammar mastery and vocabulary, the students still difficult to make a sentence, the students have low writing ability in recount text, and the students have low motivation. The researcher chose Wordless Picture Books to improve students' writing in recount text.

Based on the explanation of cycle 1 and cycle 2, it could be inferred that the use of Wordless Picture Books media could improve the students' writing skill in recount text. There was a progress in average score from pre-test was 33.95, post-test 1 was 67.11 and post-test 2 was 82.89. It could be seen that was an increasing on the average score and total of the students who passed the test from pre-test, post-test 1, and post-test 2.

The researcher selected this media because this media can make students feel that studying is more interesting and the result is that their score improved. The students became more familiar with grammar of their English language and this familiarity would help them speak and write their native language better.

Based on the discussion above, it can be concluded that by using Wordless Picture Books media, the students felt more attracted to study and to understand about recount text and the language features. It was shown in their learning result which improved well while using Wordless Picture Books media in the learning process. Moreover, the standard criteria with the score minimum was 75 was achieved from cycle 1 up to cycle 2.

### **CONCLUSION**

This research belonged to action research. The action of the research was implemented for the students of X grade at SMA Alwashliyah Petumukan. It started on August 2023. The involved participants of this research were the researcher, the English teacher and the students of X class of SMA Alwashliyah Petumukan.

This research had attained some data that were related to the use of Wordless Picture Book in improving the students' writing skill in recount text. According to the data analysis conducted in this research, the application of Wordless Picture Book is believed to be helpful to improve the students' writing skill. In cycle I, the students showed the improvement on their writing skills especially in terms of the content and organization aspects.

The use of Wordless Picture Book helped them to generate and share ideas among peers during the process of writing. Some of them also showed different attitude toward the teaching and learning

process. Their motivation toward learning also improved. In cycle II, the activities conducted had also created the students' involvement. Their collaboration supported them to get more knowledge on the aspects of writing. They could produce a better text as well. Besides, they also showed greater motivation to follow the teaching and learning process.

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