

THE USE OF PICTURE SERIES MEDIA IN IMPROVING STUDENTS' WRITING ABILITY OF RECOUNT TEXT VIA GOOGLE CLASSROOM IN CLASS VIII IN THE JUNIOR HIGH SCHOOL OF JEMBATAN BUDAYA

Sang Ayu Putu Metaliana¹, I Nyoman Suparwa², Made Sri Satyawati³

metaliana10@gmail.com

Udayana University, Denpasar 80114, Indonesia

Abstract

This study was aimed at analyzing (1) the students' ability to write recount text before and after applying the picture series as a teaching-learning media via Google classroom; (2) the strategy of implementing picture series as a teaching-learning media in enhancing the ability to write recount text via Google Classroom for the eighth-grade students at Jembatan Budaya Middle School. This study involved a form of qualitative descriptive design. The research respondents were 25 students in class VIIID at Jembatan Budaya Junior High School. The theory used as the ground for this research is Skinner's (1975) behaviouristic learning theory. In gaining the data, this research employed twice tests and direct observation. The pre-test was to determine the students' initial abilities in writing the recount text before applying the treatment, and the post-test was handed after the treatment. The observations were accomplished during the online treatment via Google Classroom to discover the strategy utilized for implementing picture series as a teaching-learning media. The results revealed that the use of picture series as a teaching-learning media via Google Classroom had a positive effect on students' ability to write recount text. It is evidenced by the enlargement in the students' average score from the pre-test of 47.56 to 77.28 in the post-test. The results of students' writing also proved that picture series media could help students develop their ideas in writing recount text. Furthermore, the results of the study revealed that the strategy used by teachers in applying picture series as teaching-learning media via Google Classroom is through discussion. The teachers' phases in teaching via Google Classroom were uploading learning materials, involving students, giving examples based on the picture series media uploaded by the teacher, and the training stage as strengthening understanding of the learning material.

Keywords: Google Classroom, Picture Series, Recount Text, Writing Ability

1. Introduction

Practically speaking, learning English has a critical segment that highlights enhancing language skills that should not stop. Thus, language learning must persist as well as language skills teaching under any circumstances. Writing is one of the language skills learned with the aim of teaching writing to enhance students' writing skills. However, as the discovered phenomenon in numerous traditional strategies or approaches in some writing teaching processes, for example, students write compositions in class, then the teacher made some corrections and handed them back the next day. Students placed the corrected work in their folders and rarely looked at them again. Over the years, this traditional writing teaching strategy has concentrated on the written product rather than its process.

Technological advancements in the digital era are very influential on the current learning system, especially during the recent New Normal in Indonesia. Based on the transformation in learning from teacher-centered learning to student-centered learning, the conventional learning system approaches or teacher-centered learning produced the passive students, and the students just listened to explanations or material descriptions from teachers in front of the class and accomplished the delivered tasks. This technological

advancement has also evolved a new challenge in the education viewpoint, so that students can comprehend learning well, even if they only study from home via online platforms, such as Google Classroom. In this online learning system, all explanations about the material are prepared by educators in the form of power points, and then discussions and assignments are distributed by educators via Google Classroom. This online learning has its strengths and weaknesses. It also requires extraordinary motivation from the students themselves consistently to take part in this online learning as well as initiatively to accomplish assignments and submit them on time. Consequently, this online learning requires good internet support to carry out the learning process adequately, and this might drive a decrease in student learning motivation.

Writing activities in foreign language teaching are usually considered secondary skills whose importance lies below listening, speaking, and reading skills. Ghazali (2010: 295) highlights that writing is widely employed as a mode to practice linguistic elements or to express personal things for students. Furthermore, according to Ghazali (2010: 295), the outcome of foreign language writing skills is the same as oral skills, which requires an understanding of how to combine linguistic components (knowledge of vocabulary, grammar, orthography, structure, and genre) to construct a text. Recount text is a sequentially expressed text type based on a personal experience. In other words, students recount the events they have experienced to others into the written form in which the events that emerged are written chronologically (Anderson, 1997: 24). Thus, recount text is a type of text that sequentially retains a person's experience or events that happened in the past.

Based on the results of observations conducted at grade VIII in Jembatan Budaya Junior High School, the grade VIII students had a low ability regarding the use of the past tense. Based on the initial test, students were still confused in applying the past tense since, in writing recount text, students are required to use shifts in the form of the verb and to be into the past form. For example, 'prepare'. The word 'prepare' in the following sentence, "They prepare some meals for dinner last night", is a regular verb that has to transform its form into the past tense by adding a suffix '-ed' becomes 'prepared'. In this case, students just wrote its basic form. This phenomenon provoked this research to be carried out. In addition, the less understanding of instructions given in writing assignments could also drive students' low writing abilities. Moreover, many students do not submit tasks on the specified day, lack of ideas, and others due to the absence of a given stimulus. Concerning the current pandemic situation, distance learning creates a lack of motivation and interest from students in the learning process. These are the impetus for this research to improve students' abilities, especially in writing English texts, especially the recount text. In addition, students usually feel bored with the media used in the English learning process. That is, students require engaging media that can help them as a motivating stimulus in learning to write.

According to Brown (2001: 257), the learning media utilized in learning activities will affect the learning. The usage of media by teachers as a learning tool purposed to help students reach learning objectives. Arsyad (2013: 115) revealed that picture series can furnish stimulation for students to enrich vocabulary. The pictures are interconnected with each other so that it is a series of stories. Each picture is numbered according to the order of the story. In general, series drawings consist of four or more pictures that recount a series of stories. According to Arsyad (2013: 115), picture series can furnish stimulation for students to enrich vocabulary. The pictures are interconnected with each other so that it is a series of stories. Each image is numbered according to the order of the story. In general, picture series consists of four or more images that recount a series of narratives.

The novelty of this research is the object of research, namely the Junior High School students of the 2021/2022 academic year whose learning process is still using the online learning system via google classroom. Furthermore, the selection of recount text as research material refers to the curriculum, syllabus, and lesson plans at this school. Based on the description and the novelty of this research, the focus in this research is the usage of picture series media in the online learning process via Google meet in enhancing the ability to compose recount texts for class VIIID students of Jembatan Budaya Middle School.

2. Theoretical Framework

A. Language Learning Theory

Learning refers to conscious knowledge of language and knowledge of language rules. Learners know the rules, master the grammar, and can talk about them. Formal knowledge of the language or the knowledge process can be explicitly associated with the term learning (Purwo, 1990: 85). Language learning concerns at least three disciplines, namely linguistics, psychology, and pedagogy. Linguistics furnishes information about languages in general and specific languages. Psychology conveys how people learn things. Pedagogy (educational science) permits us to integrate all the information from (a) and (b) into one approach, method, and technique that is appropriate and utilized to promote the language learning process, especially in learning a second or foreign language (Wicaksono, 2016).

Language learning can be related to the terms approach, method, and technique. Brown (2001: 16) argues that the approach is a theory about the essence of a language, the language learning nature, and its application in education. The method is a series of teaching tools utilized to achieve a learning objective, the method also tends to be tied to the roles and behavior of teachers and students, tied to linguistic aspects, learning materials, learning sequences, and learning purposes. In addition, techniques are various kinds of exercise activities in language learning to achieve learning objectives.

Language learning is generally based on four essential notions: language, learning, teaching, and context. (1) Language learning requires a context about the nature of language. (2) Language learning requires views and insights about the learner and the nature of language learning, (3) Language learning hints at views about language teaching and language teaching. (4) Language learning occurs in particular contexts. Language, learning, and teaching must always be viewed from a context of background and background (Wicaksono, 2016: 1). Language learning is generally based on four essential notions: language, learning, teaching, and context. (1) Language learning requires a context about the nature of language. (2) Language learning requires views and insights about the learner and the nature of language learning, (3) Language learning hints at views about language teaching and language teaching. (4) The language learning occurs in particular contexts. Language, learning, and teaching must always be viewed from a context of background and background (Wicaksono, 2016). Furthermore, Humaiedi (2015: 41-42) exemplifies that effectiveness is the level of reaching a particular objective, both in terms of results and in terms of business as reckoned by quality, quantity, and timeliness underneath specific guidelines and measures. In other words, effectiveness is an action or exertion that conveys results. The effectiveness of learning can be influenced by teachers, student factors, learning materials, media, and learning methods. Based on the effectiveness of the learning, the focus of this research is the usage of picture series learning media in learning English, especially recount text via Google classroom.

B. Behavioristic Learning Theory

According to Sujanto in Kusuma (2016: 129), behaviorism means a flow in psychology whose object of research is something that can be discerned, namely observable behavior. In the theory of operant refraction in behaviorism, Skinner diverged two behaviors in language acquisition, namely response behavior (respondent behavior) and operant behavior (operant behavior). In this phase, the stimulus is not generated but derived from the organism itself (Syahid, 2015: 92). There are several external factors based on behaviorism theory that are critical in the language learning process, namely (1) frequency, (2) imitation, and (3) reinforcement (Budiyo, 2012: 7).

Behavioristic learning theory demonstrates that learning is a transition in behavior that can be observed, measured, and assessed concretely. Change transpires through stimuli (stimulants) that drives a reactive behavior relationship (response) based on mechanistic laws. Stimulants are none other than the child's learning environment, both internal and external, which is the cause of learning. The response is expressed as an outcome of the consequence, in the form of a physical response to a stimulus. Learning implies strengthening bonds, associations, traits, and tendencies of stimulus-response behavior. The characteristics of

behavioristic theory: 1) highlight environmental factors, 2) highlight visible behavior using objective methods, 3) are mechanical, and 4) highlight the past (Skinner, 1975). As quoted in Iskandarwassid (2009: 4), there are six sorts of behavior, namely (1) a student learning activity that is displayed through a stimulus (S) and response (R) process, (S) is a situation that provides a stimulus, while (R) is a response from the stimulus, (2) strands and a sequence of learning activities occur based on a sequence or series of linked responses, (3) diverse differences, the learning process occurs over a series of specific responses, (4) classification, the type of learning that occurs based on the classification of an object, state, or action under the situation, (5) using a sequence, a skill to act or act not following the basis of its constituents, and (6) solving problems, the ability to assume, and analyze.

C. Writing

Writing is a mode to communicate with others as a representation of the language used to express and demonstrate ideas in textual media through signs or symbols. In line with that, Meyers (2005: 2) displays that writing is an act, the process of discovering and organizing the author's ideas, putting them on paper, and reshaping and revising them. In addition, Boardman and Frydenberg (2002: 84) also convey that writing is a constant process of thinking and organizing, rethinking, and scrambling. It displays that writing is a process to produce language. Writers can take more time to think and pick words to express their ideas. The author can also still make revisions if it is not very clear to convey what he wants to write.

In line with that, Brown (2001: 243-244) mentions that there are five categories in writing skills, namely organization, development of local ideas, grammar, punctuation/spelling/mechanics, and style and quality of expression. Organizational dimensions retain the introduction, content, and conclusion writing. The development of local ideas includes the writing content. Thus, a student's level of proficiency can drive a substantial dissimilarity in emphasis; at intermediate levels, for example, teachers may set a greater focus on grammar and mechanics, while advanced levels of writing may require a strong impulse toward organization and development. Nonetheless, writing is a complex skill, involving an intricate process carried out step by step to convey knowledge or messages in our minds in written form, which must utilize particular grammatical rules and determine the right words in sentences. Each sentence in a paragraph should have a specific correlation with each other and be in good order of arrangement.

In this vein, Heaton (1997: 138) also expresses that writing skills are complex and challenging to teach because it does not only require mastery of grammatical and rhetorical devices but also of conceptual and judgmental elements. Moreover, according to Scott and Ytberg (2010: 63), writing in English as a foreign language requires a thought process. Thus, students need to collect ideas to write a good story or text.

D. Recount Text

Anderson (1997: 24) explains that a recount text is a piece of text that retells past events, usually in the order in which they occurred. Thus, the unique feature of recount text is the sequence of events, where past events are chronologically written. The purpose of this text is usually to supply an overview to the reader about the event. Moreover, its most common aim is to tell and amuse. In other words, recount text is one sort of text that retells some events in the past to inform and entertain the readers. In that vein, Derewianka (2004: 18) also notes that the purpose of a recount is to list and explain past experiences by retelling events based on the order in which they occurred (chronological order).

The organizational structure in writing a recount text usually initiates with an orientation that includes segments of background information to assist the reader understands the content of the story. Usually, there is an explanation of who, when, where, and why that belongs to the first paragraph. Next is the noteworthy events, which are conveyed and usually arranged in order of time from the first to the last event. This text possesses many evaluative comments or ending statements, which may only be comments about the occurred events. However, these are optional and are often comments that reflect the author's emotions about the events mentioned earlier. Wardiman (2008: 61) declares that several phases need to be considered by students as recount text writers, namely orientation, events, and reorientation.

3. Research Method

This research method is descriptive qualitative approach based on the research objectives and background. This study discussed the skills of writing recount text before and after applying picture series as a learning media to eight-grade students of SMP Jembatan Budaya. According to Faisal (1992), descriptive research is at describing a situational phenomenon and is carried out without manipulation or paying particular attention to the research subject. Hence, it at describing the spectacle from the data obtained naturally and objectively without evaluating the correlation of variables. This study described the ability to write recount text based on the picture series, analyzed data, and finally concluded the strategy used in applying picture series in online teaching-learning via Google Classroom.

This study was initiated by determining the criteria for the sample based on research necessities. After determining the sample, the researcher then conducted a basic ability test for the selected respondents in the study, namely pre-test. The results of the initial test would be analyzed to determine the students' initial writing skills and determine students' difficulties in writing recount text. Furthermore, the difficulties faced by students will be used as fundamental needs of students to provide action or treatment by utilizing learning materials and facilities to support the usage of picture series as a teaching-learning media to develop writing recount text skills. At the next meeting after the treatment, the teacher uploaded a picture series and instructed the students to do the post-test. The results of pre-test and post-test were used to determine students' improvement on writing recount text with the aid of picture series. Beside, the data were collected by the use of tests and observation.

Data analysis is the procedure of systematically exploring and compiling data obtained from tests results and observations by organizing data into categories, describing them into units, synthesizing, compiling into patterns, choosing which ones are crucial and what will be studied, and finally concluding so that the results are easily understood by others (Sugiyono, 2017: 335). In analyzing the data, the researcher used a procedure known as the interactive model proposed by Miles, et al. (2014).

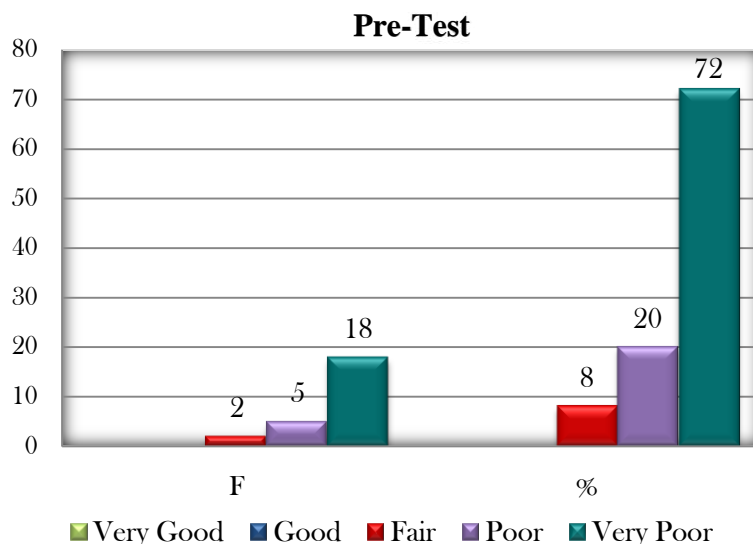
4. Result and Discussion

The results of this study were presented based on the outcomes of learning to write recount texts in English via Google Classroom for students of SMP Jembatan Budaya class VIIID. The learning outcomes of the students as respondents in this study were measured through pre-test and post-test. The two written tests were English recount text writing tests which were carried out before and after applying the picture series as a learning media.

A. Pre-Test

Based on the process, the pre-test was held before the learning process via Google Classroom with the aim of discovering the basic skills of writing recount texts of students in addition to knowing students' writing abilities. The test results at this stage were then engaged as the basis for the needs of the students during the learning process. Based on the instructions, the students were instructed the freedom to compose a recount text with their respective themes so that the students had the independence to convey their ideas and imagination in written English. In addition, the pre-test process was carried out via Google meet, and students were instructed to turn on the camera on the device used.

The pre-test outcome in measuring English recount text writing skills implied that the VIIID grade students at Jembatan Budaya Junior High School had low writing skills with an average score of 47.56. These students' English writing skills only reached the 'poor' category. Furthermore, students' writing skills based on each classification are presented in the bellows chart.



The above chart displays the frequency of scores based on the ability to write recount texts that the most dominating students' abilities are in the "very poor" classification as many as eighteen out of 25 students (72%). The next classification is "poor" obtained by five students (20%). However, as many as two students (8%) who got a score range of 60-69 were classified as "fair". The chart also proves that none of the students obtained a range of scores in the "very good" category or even the 'good' classification. Moreover, there are five aspects of text writing assessment, according to Brown (2001), such as the quality of content, elements of text organization, use of grammar, use of vocabulary, and writing mechanisms. Thus, students' English writing skills based on the pre-test outcomes are described as follows:

1. Content Quality

The difficulty discovered based on the content quality aspect in writing recount texts for students was the development of the ideas. In this case, students tended to describe a recount event with incomplete sentences and even just in a short paragraph. Consequently, the entire recount text was not too pungent and did not show complete unity, driving the recount text less attractive. However, based on the content of the text, students could briefly tell their experience even though it caused the reader to lack understanding of the recounted events.

2. Text Organization

Concerning the writing of a text that was too limited about past events, the students were unable to accommodate all the segments of the generic structure of the recount text. Although some students had been able to adjust at least one element of the text organization of the recount text, the description of each segment had not been too extensive, resulting in the range of the text being not well organized and unattractive. The generic structure in the recount text should consist of orientation, events, and reorientation. The text content that monopolized based on the text organization discovered in students' writing entirely retained events that indicated no orientation supplied as the text introduction and did not provide reorientation at the end of the text.

3. Sentence Structure

In this part of the assessment, the students were slightly able to write recount texts with relevant language features. In this vein, the characteristic of the tense usage in recount texts was that verbs should be composed employing the past form, such as "enjoy" which should be written, "enjoyed" by adding the suffix "-ed" as the regular past form, while "togethered" should be written "together" without counting the suffix "-ed" because it is not a verb. At this point, the students' writing outcomes

had not shown an understanding of how to utilize the simple past tense and the proper second form shift. However, the students could string up succinct sentences and phrases in English.

4. Vocabulary

The use of vocabulary is one of the leading factors that drive it challenging for students to develop ideas. Even though the students had displayed a quite good basic vocabulary and spelling mastery in writing English sentences, there were some errors in the use of verbs and auxiliary arrangements. In addition, the students were also not able to differentiate the usage of nouns, verbs, and adjectives in English. One representative data found on students' writing, such as "my walked is very to slow" the proper sentence can be in the form of several options, such as "I walked very slow" or "I was walking slowly". In addition, some errors in the spelling were also found, such as, "frend", "slep", "hugry". Besides, students also wrote "daily" in the title of the text "My daily holiday" which gives the connotation of daily actions or activities that happen every day because they added the suffix "-ly" as an explanation of adverb of manner to the word "day". Although it is grammatically correct as a phrase, the title of the text did not fit the content of the text because the events recounted by students were past events in the text, which was written, "holiday last week".

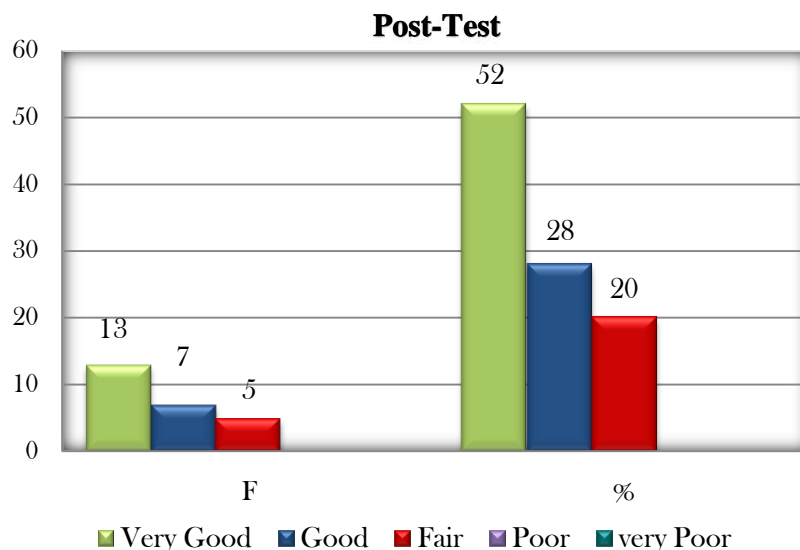
5. Writing Mechanism

Most of the writing errors committed by the students based on the writing mechanism discovered in writing outcomes were the usage of capital letters and the usage of punctuation marks. Errors found on the writing mechanism were in applying capital letters in the title of the text, "My daily holiday". They also used lowercase letters for the subject "I" in the body of the text, such as "i cleaned". Moreover, the punctuation comma (,) applied to separate two subject pronouns, such as "I, and my sister", and they used a twice period at the end of the sentence as in "I and my frend played cards togetherd.." Although the readers would find it a little complicated to read texts, the overall texts could be comprehended.

The descriptions of students' proficiency and the scores of students' recount text writing above had ascertained that although students had learned recount texts earlier, teachers should focus more on mastering students' material about English recount texts, the usage of simple past tense, and also the past tense verbs recall. Regarding the outcome of students' ideas which were very minimal, students require suitable media to stimulate their imagination in stringing an event in the recount text. Thus, the picture series as a learning media must be applied to provide a strong stimulus for students in developing ideas.

B. Post-Test

Post-test is a test given to students in the same class after delivering treatment in the form of a recount text learning process via Google Classroom using picture series as learning media. The treatment provided to the students did not retain a discussion of students' assignments on the pre-test. In addition, the post-test instructions given were the same as the instructions provided at the pre-test. Therefore, based on several aspects of the assessment employed as in pre-test in assessing students' English recount text writing skills, the students' post-test result was as in the following chart.



The chart in the above picture depicts the frequency of score range based on students' ability to write recount text which the most dominating student abilities were in the 'very good' category as many as 13 out of 25 students (52%). The next was 7 (28%) students who obtained the 'good' skill category. Nevertheless, there were 5 (20%) other students who obtained a score range of 60-69 which was classified as 'fair'. The chart also confirms that none of the students obtained a score range in the 'very poor' or even the 'less' category. The post-test outcomes in measuring English recount text writing skills as presented above exposed that the VIIIID grade students at Jembatan Budaya Junior High School had a writing mastery advancement after bearing through the treatment process, namely the recount text learning process using the media of picture series via Google Classroom with an average score of 77.28 for all students. The average of students' skills reached the 'good' category.

Furthermore, the students' writing of recount text mastery based on the picture series media above highlighted data on students' abilities in the post-test is as described as follows:

1. Content Quality

The post-test outcome showed based on the content quality of the recount texts writing using picture series was expanded. The students' initial obstacle, ideas development as described in the pre-test results, was discovered to increase after applying picture series media as treatment via Google Classroom. Furthermore, the students had been able to express past events well with picture series aid. The ideas development that is relatively creative compared to pre-test, students' writing results was more engaging as a unit of recount text. In addition, students were also able to express their ideas in written texts, which were also more extended and denser based on the text title. It encouraged the synchronization of story ranges with well-titled captions.

2. Text Organization

The organizational element is one of the differentiators in the text, especially in the recount text. The outputs of the post-test had ascertained that the treatment which was carried out for three days, the application of picture series media in the learning process via Google Classroom, was sufficient in boosting students' acquaintance of organizing parts of recount text based on its elements, namely orientation, sequence of events and reorientation. In line with the length of the text and the dense content of the text written by the students in the post-test, the students proved to be able to comprehend and had implied the organizational segments of the recount text. In this case, the student writing displayed that the recount text written by students contained three paragraphs. Each paragraph

has an element of orientation in the first paragraph, a series of events in the second paragraph, and the last paragraph is a reorientation. The first paragraph is the openings, where the students could orient the characters in the story and demonstrate the setting, both place and time, in the texts recounted. The students can merge the events series based on each activity in the second paragraph. All events retained in the picture series can be utilized as an intriguing unified story. Furthermore, in the third paragraph, the students also provided reorientation in the form of impressions and messages from the overall events experienced by the characters.

3. Sentence Structure

One of the primary characteristics of a recount text is the simple past tense use. Compared to the pre-test output, the recount text based on the post-test result had proven that the students were acquiring better mastery at assembling sentences or phrases using the simple past tense. The post-test results also ascertained that sentences errors committed before treatment were dominant. The students' writing difficulties discovered in the pre-test outcome were in sentence formulating. They tended to use sentences containing verbs, "I and my friend played card together" and "Last time I and my family go to Kuta beach". The usage of sentences that were not quite varied reduced the creativity and attractiveness of the entire text compared to the post-test results. Besides being better at varying the sentence containing verbs in post-test, "We went to the beach in the morning at 09.00 by our car and my father drove the car", the recounted sentences also became more creative and informative. Moreover, the post-test results also proved that the students could use gerund phrases, such as "before going". In addition, the students were also more confident in utilizing noun sentences even though in these sentences there were drawbacks such as the usage of a comma (,) after "Sunday morning" and the verb "went" which should be the 'to-infinitive, such as "On Sunday morning I and my sister were so happy because we were ready to go". Apart from the ability to compose sentences containing two clauses, "I and my sisters were so happy" and "because we were ready to go", this sentence also looks more varied and expressive.

4. Vocabulary

The usage of vocabulary, especially the minimal usage of regular and irregular past tense based on the pre-test output, was concluded as one of the crucial aspects for students in expanding their ideas. Based on the results of direct observations, English language teachers were able to solve this difficulty by facilitating students to access online dictionary links. Although the diction usage in writing recount text based on the post-test results had not been said to be excellent, the students had been able to improve it in the post-test. However, students could determine the usage of adjectives "were very happy"; nouns; past tense verbs "went, came, arrived, drove"; adverbs (adverbs of time and place); and prepositions "at, in, with". The students also became better at using auxiliary verbs in the plural or singular past tenses, such as "was/were" compared to the pre-test, which monopolized the present tense usage. In addition, the ability to link multiple activity sequences using "next, after that, finally" had been used appropriately.

5. Writing Mechanism

Based on the writing mechanism, students were better at capital letters usage in some required nouns, such as "Dino, I, Pandawa beach, Gerry", the capital letters used in the title, and opening sentences. Nevertheless, there were still many discovered weaknesses, such as 'When they arrived at the beach, they were very happy because Dino and his family loved the beach, the Pandawa beach was so beautiful' The punctuation (,) usage after the clause "because Dino and his family loved the beach" should be a period (.) indicating the end of the sentence.

Based on the above description of students' abilities, post-test output, and the scores of students' writing abilities, there was a significant improvement in students' mastery in writing recount text in English after three days of treatment using picture series as teaching-learning media via Google Classroom. Thus, with the treatment process for three meetings, the teacher should focus more on the students' mastery of material about

English recount texts, the use of the simple past tense, the generic structure of the recount text, and the use of past tense verbs. Regarding the students' ideas which were very less developed in the pre-test, picture series learning media has been ascertained to be suitable for stimulating their imagination in assembling an event in the recount text.

In this case, the application of picture series learning media as a stimulus that can enhance students' writing skills is in line with the behavioristic learning theory initiated by Skinner (1975) that changes occur through triggers (stimulants) that induce a reactive behavior relationship (response) based on mechanistic laws. In line with the results of this study, several previous studies conducted by Nurani (2019); Arga (2021); Kristiantari (2021) points out that picture series is a suitable learning media to be used to deliver a stimulus for enhancing students' language skills, especially in writing English recount texts at both low and high levels.

C. Strategy for Implementing Picture Series as Learning Media via Google Classroom

In addition to knowing the expansion in students learning outcomes, namely the ability to write English recount texts as evidenced by the advanced post-test scores, the application of picture series as learning media in the online learning process via Google Classroom delivers a significant contribution to boosting students' writing recount text skills. In line with this, Munadi (2008) highlights that images can provide ideas or information contained in them. A direct observation employed to gain the data collected during the online learning via Google Classroom had lasted for three days. The three days were the first meeting to the third meeting. English language teachers utilized picture series learning media as a stimulus to expand students' imagination in developing their ideas. The activities in each session were opening, core activities, and closing activities.

The learning material carried out at the first meeting was the simple past tense. This material was an essential part of the recount text concerning the simple past tense is a linguistic component used in writing recount text. In this process, students learn about the linguistic rules contained in the recount text. The material at the next meeting was about organizational elements in producing recount texts, namely orientation, sequence of events, and reorientation. The third meeting is a repetition of the two previous meetings.

Furthermore, the strategy employed in the online learning process of applying picture series via Google Classroom was the discussion. In this case, some phases were carried out at each meeting. At first, the teacher uploaded learning materials in the Google Classroom and instructed students to download and read them. In the next stage, the teacher involved students to give comments in the form of questions for any part of the material that was not understood yet. The teacher would directly provide questions as a stimulus and instruct students to convey their arguments if there were no students who supply comments. The teacher also uploaded a picture series on Google Picture and instructed students to download and pay attention to the activities in the picture. Furthermore, the next step was to provide an example based on the uploaded picture series. Some of these stages were still persistent in the discussion process on the Google Classroom Forum until the end of the lesson was an exercise for students based on learning materials as reinforcement.

The aim of exercises and assignments were at strengthening students' comprehension of the learning material, which are in line with the behavioristic learning theory according to Skinner (1975) that the teacher's teaching style is carried out with several introductions from the teacher in one demand and controlled through repetition and practice. In line with this, the teaching and learning process is not influenced by whether the process is carried out online with any platform or done conventionally. In this case, the teachers and students in grade VIII of Jembatan Budaya Junior High School are already knowledgeable about the online learning process. However, a previous study conducted by Nurmanjaya (2021) has also proven consistent research results that the use of Google Meet with picture series media can enrich students' interest and learning outcomes in writing.

5. Conclusion

Based on the test results on the ability of class VIIID students at Jembatan Budaya Junior High School in writing recount text, students' ability to write recount texts improved after applying picture series as media in online teaching and learning activities via Google Classroom. This is evidenced by the average score of all students in the pre-test is 47.56 with the category of 'less' and none of the students who obtained a range of values in the category of 'very good' or 'good'. Meanwhile, the average ability of students in writing recount texts increased in the post-test by 77.28 with the classification of 'good' ability. The post-test outcomes also confirmed that students could expand their ideas well after being given treatment.

The strategy employed in the online learning process of applying picture series via Google Classroom was discussion. In this case, there were several strategies carried out by the teacher at each meeting, firstly, uploading learning materials; involving students to provide comments in the form of questions or give questions as a stimulus, and instructing students to share their opinion; delivering examples based on the picture series uploaded by the teacher; process as a strengthening of understanding of the learning material.

6. References

- Anderson, M. 1997. Text Type in English. Australia: Macmillan
- Arga, R. I. 2021. Meningkatkan Kemampuan Menulis Recount Text dengan Menggunakan Picture Series pada Siswa Kelas 8 SMP Negeri 1 Klisat Jember Tahun Pelajaran 2018-2019. *CONSILIUM Journal: Journal Education and counseling*, 2(3), 308-313. <https://doi.org/10.36841/consilium.v1i2.1209>
- Arsyad, A. 2013. Media Pembelajaran. Jakarta: Rajawali Pers
- Boardman, C. A., & Frydenberg, J. 2002. Writing to Communicate (Paragraph and Assays). New York: Longman.
- Brown, H. D. 2001. Teaching by Principle an Interactive Approach to Language Pedagogy (Second Edition). San Fransisco: A Pearson Education Company.
- Budiyono, H. 2012. Pembelajaran Keterampilan Menulis Berbasis Proses Menulis dan Teori Pemerolehan Bahasa. Pena, 2(3).
- Derewinka, B. 2004. Explanation How Texts Work. Australia: Primary English Teaching Association.
- Faisal, S. 1992. Format-format Penelitian Sosial. Jakarta: Rajawali Press.
- Ghazali, H. A S. 2010. Pembelajaran Keterampilan Berbahasa. Malang: Aditama.
- Heaton, J. B. 1989. Writing English Language Test. Longman Handbooks for Language Teachers
- Humaedi, A. 2015. Etnografi Bencana. Yogyakarta: LKiS Yogyakarta
- Iskandarwassid, D. S. 2009. Strategi Pembelajaran Bahasa. Bandung: PT. Remaja Rosdakarya.
- Kristiantari, R. 2021. Efforts to Improve Learnig Motivation and Understanding in Early Children through Serial Picture. *International Journal of Elementari Education*, 5(4). <http://dx.doi.org/10.23887/ijee.v5i4.41143>
- Kusuma, A. B. 2016. Pemerolehan Bahasa Pertama sebagai Dasar Pembelajaran Bahasa Kedua (Kajian Psikolinguistik). *Jurnal Komunikasi dan Pendidikan Islam*, 5(2), 117-140.
- Meyers, A. 2005. Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays. New York: Pearson Education, Inc
- Miles, M. B, Huberman, A. M, & Saldana, J. 2014. Qualitative Data Analysis, A Methods Sourcebook, 3rd Edition. USA: Sage Publications.
- Munadi, Y. 2008. Media Pembelajaran. Jakarta: Gaung Persada Press
- Nurani, A. F., Sya, M. F., & Yektyastuti, R. 2019. Efektivitas Penggunaan Picture Series dalam Meningkatkan Kosakata Bahasa Inggris Siswa. *E-Journal Skripsi: Fakultas Keguruan Dan Ilmu Pendidikan*, 2(1). Retrieved from <https://ojs.unida.ac.id/skripsiunida/article/view/1660>
- Nurmanjaya, T. A. 2021. Peningkatan Kemampuan Menulis Menggunakan Google Meet dengan Gambar Berseri. *Jurnal Educatio*, 7(4), 1879-1884. <https://doi.org/10.31949/educatio.v7i4.1715>

- Scott, W., & Ytberg. 2010. Teaching English to Children. New York: Longman.
- Sugiyono. 2017. Metode Penelitian Kuantitatif, Kualitative, dan R&D. Bandung: Alfabeta.
- Syahid, A. H. 2015. Bahasa Arab sebagai Bahasa Kedua (Kajian Teoritis Pemerolehan Bahasa Arab pada Siswa Non-Native). *Arabiyat*, 2(1), 86-97.
- Purwo, B. K. 1990. Pragmatik dan Pengajaran Bahasa. Surakarta. Yuma Pustaka.
- Wardiman, A. 2008. English in Focus for Grade VIII SMP/MTs. Jakarta: Eureka.
- Wicaksono, A., & Ahmad S. R. 2016. Teori Pembelajaran Bahasa (Suatu Catatan Singkat). Yogyakarta: Garudhawaca.