

# Developing Digital Picture Series as Media in Teaching Writing of Recount Text

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## Abstract

This study addresses the need for engaging and effective instructional media in teaching recount text writing for eighth graders students at MTs Nurul Huda Grogol Masangan Bungah Gresik. Using the Research and Development (R&D) method with the ADDIE model Analysis, Design, Development, Implementation, and Evaluation the research developed a series of digital pictures tailored to students' and teacher's needs, identified through questionnaires and interviews. The media was created using Canva and CapCut, providing visual support to help students organize and express their ideas in writing. After expert and practitioner validation, followed by classroom tryouts, the product showed promising results. It enhanced student engagement, facilitated the writing process, and improved overall outcomes. These findings suggest that the digital picture series is both effective and appropriate for supporting recount text instruction at the junior high school level.

**Keywords:** Digital Picture Series; Teaching Media; Writing Skill; Recount Text; Eighth Graders

## INTRODUCTION

Writing is one of the essential language skills that plays a vital role in helping students express ideas, convey experiences, and communicate thoughts clearly. Among the various genres taught in English language learning, recount text writing is particularly important because it allows students to narrate personal or factual events in a chronological and coherent structure. However, writing is also recognized as the most complex and challenging language skill to master, especially for junior high school students. It demands accuracy in grammar, coherence, vocabulary, and organization of ideas. As Olimovna (2023) and Novia et al. (2024) point out, writing also contributes to the development of other language skills, such as reading, speaking, and listening, making it a central component of comprehensive language learning.

Despite its importance, many students struggle with writing, particularly in generating ideas, constructing sentences, and maintaining logical flow. According to Khofifa et al. (2024), students often experience confusion at the beginning of the writing process, lack motivation, and make frequent grammatical mistakes. These difficulties do not only hinder student performance but also challenge teachers in delivering effective and engaging writing instruction. Teachers are thus required to apply appropriate strategies and use supportive learning media to help students overcome these obstacles and improve their writing competence. In response to this, technology enhanced instruction has been increasingly recommended to support students' learning processes across all language skills. As highlighted by Hattie & Donoghue (2016), educators can significantly improve student outcomes by using a variety of instructional methods, including the integration of digital media. Specifically, digital based teaching media have proven to enhance engagement and motivation, both of which are key in the learning of writing skills. However, in many educational settings, especially in traditional classrooms, the use of digital tools remains underutilized. Teachers often rely on

conventional teaching methods that fail to capture students' attention and do not provide adequate scaffolding for writing tasks.

One type of media that holds promise for writing instruction is picture media, particularly picture series. Visual media can support students in brainstorming and sequencing ideas, which are crucial stages in writing recount texts. The use of picture series enables students to observe, interpret, and retell events in a structured manner. As Yuliani (2019) note, this strategy not only improves students' ability to organize content but also creates a more engaging classroom environment. Similarly, Saputra et al. (2024) emphasize that image based media stimulate students' imagination and creativity, making writing more accessible and enjoyable. In the digital age, picture series can be transformed into digital formats using tools like Canva and CapCut, providing an even more interactive and appealing learning experience.

Nevertheless, prior research in this area has mostly focused on traditional picture series or targeted other language skills. For example, Sujarwo (2022) developed digital storytelling materials for narrative texts to enhance speaking skills, while Fathimatuzzahro` (2024) designed project based learning media for retelling texts in tenth-grade classrooms. These studies do not specifically address the development of digital picture series as writing aids for recount texts at the junior high school level. Therefore, there remains a gap in the development and application of digital visual media tailored to the writing of recount texts.

In response to this gap, the present study aims to develop a digital picture series as an instructional medium to support recount text writing for eighth graders students. The media are designed to help students generate ideas, structure narratives, and write recount texts more effectively. This study was conducted at MTs Nurul Huda Grogol Masangan Bungah Gresik, a school that actively encourages the use of digital tools in teaching. With a diverse student population and varying writing competencies, the school provides an ideal context for evaluating the effectiveness of such a medium. By introducing digital picture series into the classroom, this study seeks to offer an innovative and engaging solution to address students' writing challenges while contributing to the broader field of English language teaching and media development.

## **METHOD**

This study employed the Research and Development (R&D) method using the ADDIE model, as proposed by Nugraheni & Priyana (2017), to develop digital picture series as instructional media for teaching recount texts to eighth graders students at MTs Nurul Huda during the second semester of the 2024/2025 academic year. The ADDIE model consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. Sari et al. (2024) In the analysis stage, data were gathered through questionnaires distributed to students and an English teacher to identify their needs and difficulties in writing recount texts. Semi structured interviews were also conducted with the teacher to gain deeper insights into the instructional context and expectations for media development.

In the design phase, learning objectives and media specifications were formulated based on the data obtained. The development phase involved creating a digital picture series using Canva and CapCut, incorporating visually engaging content to support students in organizing and expressing ideas. The media were then validated by an English education expert and a subject teacher to ensure content accuracy, usability, and pedagogical relevance. Revisions were made based on their feedback.

During the implementation phase, the revised media were tested in the classroom setting. Data collection at this stage used observation checklists to evaluate aspects such as student engagement, teacher media interaction, and instructional flow. Field notes complemented this data by capturing contextual information, including student reactions, classroom dynamics, and

any unexpected occurrences during the try-out. Finally, in the evaluation phase, data were analyzed to assess the effectiveness of the developed media in supporting the teaching and learning of recount text writing.

## RESULTS AND DISCUSSION

### Results

#### Need Analysis

The needs analysis in this study was carried out through semi-structured interviews with an English teacher and classroom observations at MTs Nurul Huda Grogol Masangan Bungah Gresik. The goal was to gain contextual understanding of the teaching and learning conditions, especially the challenges students face in writing recount texts and the kind of instructional media needed to support them. According to the English teacher, many students encountered difficulties in writing due to limited vocabulary and grammar mastery. While they were able to recount personal experiences fluently in their first language, expressing those ideas in written English proved challenging. This often led to confusion and a lack of confidence. The teacher also pointed out that current teaching materials lacked a clear distinction between teacher and student components, making instruction less effective. Additionally, the teacher emphasized the need for engaging and contextualized media that could help students structure their ideas better. She reported using visual aids like images and short videos in her classes, finding them significantly more effective than conventional text based materials. Visual media, especially when related to students' real life experiences, was helpful in aiding memory recall and guiding students in constructing coherent narratives. Observational data supported the teacher's perspective. Students appeared more attentive and actively engaged when digital picture series were incorporated into the lesson. The visuals facilitated better sequencing of ideas and helped students develop more structured recount texts. These findings underscore the need for instructional materials that are both visually engaging and pedagogically grounded, particularly in bridging the gap between students' oral fluency and written expression.

#### Designing Media

The media design aimed to support eighth graders students in writing recount texts, focusing on the *design* phase of the ADDIE model. CapCut was chosen as the main editing tool due to its user friendly interface and suitability for students' digital literacy levels. The content was organized according to the three parts of a recount text: *Orientation*, *Events*, and *Re-orientation*. Images reflected familiar themes like holidays and daily activities, each paired with short English prompts to guide idea development. Smooth transitions and background music were added to maintain narrative flow and student engagement.

Visual accessibility was considered through clear font choices and readable color schemes. Shofi & Lailatul (2024) The initial draft was reviewed by a teacher and language expert, leading to revisions such as faster transitions, simplified vocabulary, and clearer opening instructions. The final design emphasized both technical quality and pedagogical effectiveness, ensuring the media could serve as a practical and motivating tool in the writing classroom.

#### Developing the Media

In the development phase, the media design was transformed into a finalized digital picture series video aimed at supporting recount text writing for eighth graders students at MTs Nurul Huda Grogol Masangan Bungah. The content was based on the Merdeka Curriculum and featured a sequence of images narrating a beach holiday, structured to reflect the components of recount text: orientation, events, and re-orientation. Yulianti (2021) Each image was paired

with simple English sentences to guide students in composing their own texts, while background music was added to enhance engagement.

Once the initial product was completed, it was validated by an English education expert and the subject teacher. Their feedback led to several revisions: some images were replaced with more realistic and contextually appropriate visuals; font sizes and placements were adjusted for better readability; and the video pacing was improved by shortening transitions. Additionally, clearer user instructions were added at the beginning of the video to support classroom use. Sinaga (2017) These refinements ensured that the media met both pedagogical goals and classroom practicality, making it a more effective tool for teaching writing. A detailed summary of the revisions suggested by both the experts and the teacher is provided in the table below:

**Table 1. The Revision of the Media**

No	Validator	Revision	Follow up
1	English Expert	The images used should be replaced with ones that are more realistic and better suited to the topic.	The images appear more lifelike and closely aligned with the topic.
2	English Teacher	The text presentation in the Digital Picture Series video needs to be clearer and organized in a more structured way.	The text display in the Digital Picture Series video is now clearer and more organized.
		The video playback speed is currently slow and should be increased to make it more engaging and effective.	The display speed has enhanced, making it more efficient.

### Implementation and Evaluation

The digital picture series video was implemented in an eighth graders class at MTs Nurul Huda. The teacher introduced the objectives, and students watched the video while their engagement was observed. Students appeared more focused and motivated, showing better idea organization than in previous lessons.

Teacher interviews confirmed the media clarified recount text structure and made learning more engaging. Suggestions included adding interactive features and clearer instructions. Overall, the media effectively supported student learning and revealed areas for improvement. The results of the evaluation are presented below:

**Table 2. The Observation Sheets**

No	Section	Observation Checklist
1.	Teacher and Student Readiness	a. The teacher clearly explains the learning objectives.
		b. Students understand the purpose of using the Digital Picture Series.
		c. The teacher provides examples of using digital media in writing.
2.	Use of Digital Picture Series Media	d. The Digital Picture Series media is used during the learning process.
		e. The media helps students understand the structure of recount texts.

		f. The media is used to enhance students' creativity in writing.
		g. Students can connect the pictures with the ideas they write.
3.	Student Participation and Motivation	h. Students show interest in writing activities. i. Students actively ask questions and discuss with peers or the teacher. j. Students are able to compose stories based on the sequence of images. k. Students write with more confidence than before.
4.	Learning Effectiveness	l. The media helps students remember the structure of recount texts (Orientation, Events, Re-orientation). m. Students find it easier to express ideas with the help of images. n. The teacher provides sufficient guidance during the writing activities. o. There is an improvement in the quality of students' writing after using the media.
5.	Challenges Encountered	p. Internet connection or devices encounter issues. q. Students have difficulty connecting images with text. r. The time available is not enough to complete the writing. s. Students face technical issues when using the media.
6.	Suggestions for Improvement	t. Additional training is needed for students in using digital media. u. Adjustment of the number of images to match students' understanding levels. v. Additional strategies are needed to overcome students' difficulties in writing.

Based on the observation checklist, the teacher clearly explained the lesson objectives and introduced the Digital Picture Series, supported by tools like Canva and CapCut. Students understood the media's purpose, and it was effectively integrated into the lesson to help illustrate the recount text structure. The visual prompts boosted creativity and made it easier for students to relate content to their own experiences. Engagement and confidence increased, with many students actively participating, though some still faced difficulties organizing ideas. The media improved writing quality, and the teacher provided real-time feedback. Challenges included internet issues, unfamiliarity with apps, and limited time. Suggestions for improvement include training on digital tools, adjusting visual complexity, adding guided examples, and preparing for technical issues. The next is the result of the teacher questionnaire that is presented below:

**Table 3.** The Result of the Teacher Questionnaire

No.	Questions	Options	Answers
1.	Do you have an English teacher's handbook for teaching writing?	a. Yes b. No	<input checked="" type="checkbox"/> a. Yes
2.	How often do you use the teacher's handbook and student worksheets in teaching writing?	a. Very often b. Often c. Sometimes d. Rarely e. Never	<input checked="" type="checkbox"/> b. Often
3.	How would you rate the quality and relevance of	a. Very good b. Good	<input checked="" type="checkbox"/> b. Good

	the teacher's handbook and student worksheets?	c. Fair d. Poor e. Very poor	
4.	Are the materials in the teacher's handbook adequate for teaching writing?	a. Yes b. No	<input checked="" type="checkbox"/> a. Yes
5.	How much time do you allocate to teaching writing in a week?	Write the number of hours:	2 hour
6.	Do you think the time allocated for teaching writing is enough to teach effectively?	a. Yes b. No	<input checked="" type="checkbox"/> b. No
7.	What kind of media or technology do you use in teaching writing?	a. Textbooks b. Digital worksheets c. Learning apps d. Learning videos e. Others	<input checked="" type="checkbox"/> a. Textbooks <input checked="" type="checkbox"/> d. Learning videos <input checked="" type="checkbox"/> e. Others Smart TV, Picture series
8.	How effective are these media or technology tools in helping students learn to write?	a. Very effective b. Effective c. Fairly effective d. Not effective	<input checked="" type="checkbox"/> b. Effective

The questionnaire completed by the English teacher revealed that she regularly uses the official teacher's handbook and student worksheets, which she considers good and adequate for teaching writing. Writing instruction is allocated about two hours per week, though the teacher feels this time is insufficient for addressing the complexity of writing skills. She reported using various media, including textbooks, videos, Smart TV, and picture series, with videos and visual aids notably improving student engagement. The teacher rated these tools as effective in supporting writing development.

Overall, the responses indicate a reliance on traditional materials supplemented by multimedia, underscoring the potential benefits of integrating innovative media like the Digital Picture Series to enhance writing instruction. The next data was obtained from the Students' questionnaire. The result was presented as below:

**Table 4.** The Result of the Students' Questionnaire

No.	Questions	Answer
1.	Do you have a student manual or handbook for learning writing?	a. Yes b. No
2.	How often do you use manuals, worksheets, or other learning media in writing activities?	a. Very often b. Often c. Sometimes d. Rarely e. Never
3.	Are the materials in the manual or learning media adequate and of good quality?	a. Very good b. Good c. Fair

		d. Poor e. Very poor
4.	Do you think the writing activities in class are interesting and help improve your writing skills?	a. Very interesting and helpful b. Interesting and helpful c. Fairly interesting and helpful d. Not interesting and not helpful
5.	What kind of writing activities do you enjoy the most?	a. Writing personal stories b. Writing descriptions c. Writing reports d. Writing poems e. Others
6.	What media do you usually use for learning to write?	a. Textbooks b. Student manuals c. Digital worksheets d. Learning applications e. Learning videos
7.	How effective are the media you use in helping you learn to write?	a. Very effective b. Effective c. Fairly effective d. Not effective
8.	What do you think about the use of digital media in learning to write?	a. Very beneficial b. Beneficial c. Fairly beneficial d. Not beneficial

The student questionnaire showed that most learners used handbooks and found the materials generally helpful, especially narrative texts and illustrations. Writing activities were engaging, with personal and descriptive tasks seen as beneficial. Students suggested improvements like adding summaries and enhancing visual design.

Textbooks and videos were commonly used, but digital media was limited and received mixed responses. After using the digital picture series, students found it clearer and more enjoyable. Minor improvements were made to audio and subtitles. Expert validation confirmed the media's solid design, with some adjustments to navigation and visuals, making it suitable for teaching recount texts. The result of the validation of media design from expert is presented below:

**Table 5.** Validation of Media Design from the Expert

No.	Indicator	Judgements			Note
		Poor	Fair	Good	
1.	The text type is easy to read.		√		
2.	The language used already uses proper grammar.			√	grammatical structure and past tense form are appropriate.
3.	The media developed are in accordance with the curriculum and syllabus.			√	



4.	The media developed is in accordance with the needs of students and can increase students interest in writing.	√
5.	The language or vocabulary used is easy to understand and appropriate for students abilities.	√

The media expert validated the developed media by assessing content quality, language use, and media suitability. Content quality was rated “Good” for readability and curriculum alignment but “Fair” for meeting student needs and boosting writing interest, with recommendations for improvement. Language use received a “Good” rating for clear and appropriate grammar and vocabulary, with minor notes on tense consistency. Media suitability scored “Good” across all indicators, reflecting effective design, visuals, and interactivity that motivate student engagement.

**Final Product**

The research produced an educational video in MP4 format focusing on recount texts, particularly on examples and a sample recount paragraph to help students better understand the material. The video serves as supplementary learning media to reinforce students’ writing skills and has a duration of 2 minutes and 23 seconds. The video is available on YouTube, with the URL [https://youtu.be/jf8nj\\_Rm0Hg?si=donyKIQzS\\_TX82re](https://youtu.be/jf8nj_Rm0Hg?si=donyKIQzS_TX82re). The final product appear within the following table:

**Table 6.** The Final Product

The Mean and Standard Deviation of the Pedagogical and Andragogical Scores			
Content	Video Display	Activities	Time Allocation
Opening		Intro Video	00.00
Main Activities		Material delivery	00.08



Material delivery 00.25



Material delivery 00.35



Material delivery 00.40



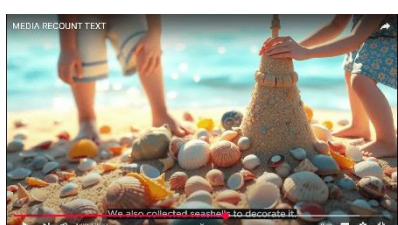
Material delivery 00.45



Material delivery 00.55







Material delivery 1.10



Material delivery 1.20



Material delivery 1.25

Closing Activities		Material delivery	1.35
		Material delivery	1.50
		Material delivery	2.00
		Outro Video	2.05

## Discussion

The study shows that using digital picture series in MP4 format effectively improves students' engagement and understanding in writing lessons. This supports the needs analysis, which found that students prefer interactive, visually appealing materials tailored to their skill levels. Consistent with research by (Sujarwo, 2022) and (Fathimatuzzahro`, 2024), the media reduced boredom and increased motivation, helping students grasp recount text structure and generate ideas more easily. Student feedback confirmed that the video made learning clearer and more enjoyable, combining visual storytelling with guided writing support. Overall, the findings highlight the benefits of digital media in creating engaging, student centered writing instruction. Future studies could explore its use across different topics and proficiency levels and assess long-term impacts on writing skills.

## CONCLUSION

The development of Digital Picture Series media for teaching recount text writing at MTs Nurul Huda Grogol Masangan Bungah Gresik was based on a comprehensive needs analysis involving both teachers and students. The data obtained from questionnaires and interviews confirmed that students face significant challenges in writing, particularly in vocabulary acquisition and grammatical accuracy. This finding validates the core problem addressed in this research and reinforces the necessity of developing instructional media that are engaging, relevant, and supportive of students' writing development. In response to these needs, the Digital Picture Series was designed following the ADDIE model, encompassing analysis, design, development, implementation, and evaluation stages. Expert and teacher validations confirmed that the media aligned well with the Merdeka Curriculum and addressed students'

learning needs. Furthermore, the results from implementation and feedback showed that the media effectively enhanced student motivation, facilitated understanding, and supported skill development in writing recount texts. Therefore, it can be concluded that the Digital Picture Series video is a feasible and appropriate learning tool to overcome the identified challenges in writing instruction. It serves not only to enrich the learning experience but also to provide a visually engaging and pedagogically sound solution for developing students' writing competence.

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