

## **ABSTRACT**

This study investigated the use of picture series as a medium for teaching recount text writing in English to vocational high school students in Ciamis, Indonesia. The research aimed to examine how teachers stimulate students to write recount texts using picture series and identify challenges faced in implementing this approach. A qualitative case study design was employed, involving classroom observations and interviews with an English teacher. The findings revealed that the teacher utilized a systematic approach incorporating picture series, including introducing the medium, explaining recount text elements, modelling writing, and providing guided practice. While picture series proved beneficial in developing students' ideas and motivation, challenges emerged related to vocabulary and grammar difficulties. Overall, the use of picture series had a positive impact on the teaching and learning of recount text writing, though adaptations were needed for students of varying English proficiency levels. This study contributes insights into effective strategies for teaching writing through visual media and highlights areas for further research on picture series applications across different writing genres and skill levels.