

## **THE EFFECTIVENESS OF USING PICTURE SERIES TO TEACH WRITING IN SMPN 1 WARU PAMEKASAN**

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### **Abstrak:**

Menulis sebagai salah satu keterampilan bahasa yang diberikan untuk mendorong pengajaran bahasa Inggris dari smp sampai universitas khususnya sekolah yang berbahasa Inggris. Sayangnya murid-murid kemampuannya masih rendah. Dan salah satu alasan adalah metode pendekatan, tehnik yang digunakan oleh guru dan proses pengajaran dan pembelajaran. Lebih-lebih materi yang digunakan kadang-kadang sangat susah untuk dimengerti. Dan proses pembelajaran guru menggunakan banyak media seperti picture series dan movie . Sebagai tambahan dalam pembelajaran ini ditujukan untuk menginvestigasi keefektifan penggunaan picture series untuk mengajar menulis descriptive di smpn 01 waru. Rumusan masalah dan penelitian adalah apakah murid yang diajari picture series mempunyai kemampuan menulis descriptive lebih baik daripada murid yang tidak diajari picture series. Tujuan penelitian dalam penelitian ini adalah untuk menjawab dan menginvestigasi keefektifan picture series terhadap kemampuan menulis descriptive anak. Design penelitiannya adalah eksperimental design khususnya quasi experimental design karena pembelajaran ini membawa kelas dimana random tidak bisa dilakukan. Subjek dalam penelitian ini terdiri dari 60 murid dari kelas pertama smpn 01 waru pamekasan. Semua subjek dalam pembelajaran mempunyai level yang sama. Hasil dari penelitian menunjukkan bahwa murid setelah diajari menggunakan picture series dalam menulis descriptive mempunyai kemampuan menulis lebih baik daripada murid yang tidak diajari picture series. Ini dibuktikan dari data analisis dan tes hipotesis dengan menggunakan level of signifikan 1% dimana computed t value (4,34) lebih tinggi dari t critical value (2,390). Itu berarti  $H_0$

diterima. Kesimpulannya bahwa picture series memberikan pengaruh signifikan terhadap kemampuan menulis anak .

**Kata Kunci:** Kemampuan menulis, Picture series

**Abstract:**

Writing as one of the language skills is given the most emphasis in the teaching of English from junior to the senior high school and even in university especially for those schools majoring in English. Unfortunately, the students' writing ability is still low, and one of the reasons is the method, approaches and techniques used by the teacher in teaching and learning process of writing. Moreover, the writing materials used was sometimes very difficult to understand. In the learning process the teacher used many kinds of media such as Picture Series and Movie. In addition, in this study is aimed to investigate the effectiveness of using Picture Series to teach writing in SMPN 1 Waru Pamekasan. The research problem of this research: do the students taught by Picture Series have better achievement in writing descriptive text than those taught by non Picture Series. The research objective of this research is to answer and investigate the effectiveness Picture Series on the students writing descriptive. The research design was experimental design specifically quasi experimental design because this study is carried out in classroom setting where random assignment to subject could not be conducted. The subject of this research was consisted of 60 students from the first grade of SMPN 1 Waru Pamekasan. All the subjects of this study were at the same class in first SMPN 1 Waru Pamekasan class. The result of the research showed that the students after taught by using Picture Series in Writing Descriptive has better achievement in the posttest than the students taught by non-Picture Series. It proved from the data analysis and the hypotheses testing by using level of significant 1% where the computed t-value (4.34) was higher than t-critical value (2.390). The finding means that the Alternative Hypothesis is accepted. It concludes that the using of Picture Series give a significant effect on the students writing achievement.

**Key words:** Writing Achievement, Picture Series

## **Introduction**

There are four language skills of English. They are writing, reading, speaking, and listening. Writing is one of four basic skills that are important to be improved. Writing skills are complex and sometime difficult to teach, requiring mastery not only of grammatical and rhetorical device but also of conceptual and judgement elements (Heaton,1998)<sup>1</sup>. As Harmer (2002)<sup>2</sup> stated writing as a skill, of course, it is a basic language skill, just as important as speaking, listening and reading. Students need to know organizing their ideas in a paragraph unity, how to start writing, focus on not only making errors, spelling, grammar and punctuation but also strengtening their ideas to be vivid.

Ferguson and Mickerson (1992)<sup>3</sup> state that writing is a skill that isacquired through study. Writing is one of English skills that should be taught integratedly, but it is regarded as the most difficult language skill to learn for learners. It is often perceived as the most difficult language skill since it requires a higher level of productive language control than the other skills. In fact, the students are not capable to make a good writing. The reason that they cannot make a good writing is caused by poor vocabulary, difficulty in generating their idea, poor grammar, and so on.

Nunan (2007: 88)<sup>4</sup> says that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. However most of students have difficulties in writing, English, especially for students of junior high school. They cannot express their ideas; they just became passive students in the classroom. Many students complain that writing English is too difficult and it makes them bored. That is way the appropriate strategy or teaching media is needed in teaching English to attract the students interested in learning English.

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<sup>1</sup> Heaton, JB, *Writing English Language Test*. (New York: Edinburg Gate, 1998)

<sup>2</sup> Harmer, Jeremy, *How To Teach English*. (New York: Edinburg Gate, 2002)

<sup>3</sup> Ferguson, Laraine and Nickerson, Marie Louse, *All in one*, New Jersey: Marie Louse Prentice Hall, 1998).

<sup>4</sup> Nunan, David, *Language Teaching methodology*. (London: Longman, .1996)

Practicing new media for teaching makes the students interested in learning English in the classroom. The students will not be bored with the material given by the teacher. The Picture Series is one of the teachers' Media in teaching. Not only Picture Series show facts, but also show the overall structure of a subject and the relative importance of individual parts of it. Picture have a sense of the context of language and it can be specific reference (Wright,1989).<sup>5</sup>

Joklova (2009)<sup>6</sup>states the picture is used in a more meaningful and real life communicative way then being just displayed for students to say what they can actually see. Picture Series is suitable in teaching learning activities. In this research the researcher wants to give an interesting way to teach using Picture Series for learning will make the students easy to understand and will guide the students to write .Picture Series is usually taught and used by students, So Picture Series will easily gain the interest from the student in junior high school and also can motivate students and improve their writing ability.

By studying this case, the researcher wants to find the right media to teach as the way to improves students writing descriptive ability. According to Gerot (2008)<sup>7</sup>, the purpose of descriptive text is to describe about people, place or thing. The generic structure of descriptive text are identifying something that is described the phenomenon, and it is called identification. Then, description that describes about the part, qualities and characteristic.

The researcher tries to use an interesting media to teach writing especially descriptive text. Hammound (1992)<sup>8</sup> stated that the significance grammatical pattern of descriptive text are focus of specific participant, using simple present tense, use of descriptive adjective to explain more, then using of verb of being and having, and the last is focus on specific participant not general.

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<sup>5</sup> Wright, Andrew. *Picture for language Learning*. (Cambridge: Cambridge University Press, 1989)

<sup>6</sup> Joklova, Katerina , *Using Pictures In teaching Vocabulary*, Masaryk University, (2009)

<sup>7</sup> Gerot, Linda and Pignell, Peter *Making Sense of Functional Grammar*, (New York: New York University Press, 2008)

<sup>8</sup> Hammound Jenny, *English for social Purposes*. Sydney: macquire university, (1992).

Moreover, Blanchard and Root (2003)<sup>9</sup> stated that the use of the words that refer to the senses of sight, sound, touch, smell and taste or usually called as sensory words must be used in writing descriptive. It makes the reader easy to imagine what we are describing. As well, the physical characteristics such as height, weight, and hair color, also used when describing person. Use detail to write good description to make reader easier to imagine the person who is described. This media uses picture as the way to teach. It is series picture, which associated ideas, words and concepts are added. This media is picture series. By using Picture Series, students are expected to make easier in improving their writing skill. However the researcher decides to concern at further information about teaching writing especially descriptive writing by using Picture Series. Descriptive writing here used to teach writing more specific than the complex writing to be taught. Because as general strategy describing is used in many form of writing. Reader employ their imagination as they are reading and descriptive details help to make the subject matter become real for them. For example, film can appeal to both our eyes and ears, but three more senses remain (touch, taste and smell). Good descriptive writing can stimulate the reader's imagination.

Based on the explanation above, the researcher thinks that effectiveness the student's writing skill especially at junior high school level is so important since English taught from junior high school. Assumed that the most important issue which needs to be improved is how writing is taught using appropriate media. This issue due to what explained before that writing should be taught or learnt in easy way so that the students can follow the lesson eagerly. To fulfill these tasks, this study is intended to design a media for writing program that might help the students to learn writing in an easy way and effective. Wright (1989) states that Picture can motivate the students to take part in the teaching and learning process. From this meaning it may be said that a media shows ways that learner make use of it in learning to achieve the goal. Since this study focuses on writing as one of the important skill which should be mastered by the students and is based on the result of the pilot study, this study is intended to design a media of

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<sup>9</sup> Blanchard Karen & Root Christine, *Ready to Writen*, (New York: Pearson Education, 2003)

writing, “The Effectiveness Picture Series to Teach Writing “. Picture Series is one of teacher’s media that helps students to associate ideas, think creatively, and make connections that might not otherwise make.

## **Method**

This experiment used experimental design because there are two student groups. In some disciplines, an ‘experiment’ is a method of social research in which there are two kinds of variables. The independent variables manipulated by the experimenter, and the dependent variable is measure. The signifying characteristic of Quasi Experimental Method is that is Nonrandomly select one of the classes into experimental group and the other one into the control group. Furthermore, both of the student group are determined as experiment group (X) and control group (Y). Experiment group is a group which is given Picture Series media, while control group is group which is not given Picture Series.

Some of the most common types of experimental research design include pre test-post test design. The pre test was given to both groups in order to analyze whether both groups were at same level. D Class as experiment group (X) as many as 30 students, and C Class as control group (Y) as many as 30 students. Quasi Experimental Method occurs when it is not possible for researcher to randomly assign subjects to group. The post test was given to both groups. This is the classical type of experimental design and has good internal validity.

## **Population and Sample**

Population is the larger group to which a researcher wishes to generalize; it includes all members of a refined class of people, event, or objects (Ary, 1999)<sup>10</sup>. The target population for the study consisted of the first grade students of SMPN 01 WaruPamekasan.

According to Arikunto (1998),<sup>11</sup> sample is a part or representative population of the research. In this research, the

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<sup>10</sup> Ary, Donald., Jacobs, Lucy Cheser & Razavich, Ashghar. Introduction to Research in Education. (Florida: Holt, Rinehart and Winston, Inc. 1999).

<sup>11</sup> Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: Bina Aksara, 1998)

researcher takes 2 classes as the sample. They are X(d) and Y(c) students of SMPN 01 WaruPamekasan. Pretest has important role in making both experiment and control group are equivalence. The equivalency of the groups is the major factor in conducted experimental research before treatment. After got the result of pretest and got the experiment class and control class, to check whether both group were equivalence the researcher used t-test.

### **Research Instrument**

Instrument is a tool used by researcher to collect the proposed data (Arikonto:1998) In gathering data for Picture Series media in writing achievement the instrument used is test.

A test as one of an instrument in the data collection was used to see the product after applying the method. To get the student's data on writing achievement, the writer has decided to use writing test as the instrument of this study.

Writing deals with some aspects which should be known by the learners. Writing is not only about theoretical idea, but it more concerns on practical thing. In facts, writing deals with some sub-skills, including micro- and macro- skills, and formation components including content, punctuation, spelling, and vocabulary. In order to acquire the writing skills, there are some micro and macro skills which should be mastered by the learners. Brown (1998)<sup>12</sup> states that micro skill include the followings: *Microskills*,

- 1) Producing graphemes and orthographic patterns of English.
- 2) Producing writing at an efficient rate of speed to suit the purpose.
- 3) Producing an acceptable core of words and use appropriate word order patterns.
- 4) Using acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- 5) Expressing a particular meaning in different grammatical forms.
- 6) Using cohesive devices in written discourse.

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<sup>12</sup> Brown, H. Douglas. *Principle of language learning and teaching*. (London: Addison Wesley Longman, Inc, 2000)

### **Validity of the test instrument**

The researcher used content validity in this research. The validity of the test always depends on situation and purpose of the test used. A test that is valid for situation may not be valid for other situation.

The test is also a factor in showing validity. In this research, the researcher showed the test to the English teacher and to be appropriate with content of the subject. So, it called content validity. The passages were examined by the other English teachers in the same course to check expediency of the test. This used as validity of content of the instrument. The following table shows the scoring rubric of the test items. It showed that the instrument were valid so the researcher could use it as researcher instrument.

### **Reliability of the test instrument**

A good test must be valid and reliable. After got the result of the validity of the test instrument, the researcher should find out reliability. The researcher used post test score to know whether the instrument is reliable or not, and then the researcher calculated the score of posttest by interscorer mean.

After calculated by using interscorer. It showed the test reliable when it have the near in the mean scoring, for experiment group and control group. so it means that the test instrument used in this research is reliable

### **Data Collection procedure**

According to Creswell (1994:148)<sup>13</sup> the data collection steps involve: setting, the boundaries for the study, collecting information through document or visual materials, and establishing the protocol for recording information. Basically, it was similar to the research procedure above but here more focused on how the instruments were employed in collecting the data particularly to answer the research problem. This part explained briefly about the procedures for designing the clustering technique

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<sup>13</sup> Creswell, John W *Research Design: Qualitative, Quantitative, and mixed methods Approaches*. (New Delhi: Sage Publication Inc, 1994)



and action research was implemented as a technique to obtain the data.

### **Data Collecting Schedule**

In this study, the research was only employed as a technique in collecting the data needed especially to answer the research problem namely tests (pretest and posttest). The data collection procedures were as follows:

- 1) Pre-test it was conducted in May 5, 2015
- 2) The schedule of treatment (see appendix 5)
- 3) Post test for Experiment Group is done in May 27, 2015
- 4) Post test for control group is done in May 28, 2015

### **Data Analysis Procedure**

Data analysis is very important in every research. The function of data analysis is to know about the result of the investigation. As was explained before the test is the instrument employed in gathering the needed data. After collecting the data, certain procedures were employed to analyze the data, as follows:

- 1) Analysing of rate between dependent variable data with dependent t-test. In this experimental design, it interested in determining whether the two groups are different after the program. The adjustment formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{SD\bar{X}}$$

- 2) Hypothesis testing, After getting the result of t calculated, the resercher compare it with *df* degrees of fredom, to the critical *t* value from the *t* distribution table at the chosen confidence level at 1% with one tailed and decide whether to accept or reject the null hypothesis. Accepted the null hypothesis when: calculated t-value, critical t-value

### **Result**

This study aimed to answer the problem of the study: Do students taught by Picture Series media have better achievement than students's taught by non-Picture Series? And design a scientific model for writing program to help students in learning

english, especially writing , and find out whether the media was effective or not in improving the students writing achievement.

Based on the result of data analysis in this research , the writer will describe the result finding based on the hypothesis testing. The hypothesis testing is shown that there is a significant difference between writing achievement of the students taught by Picture Series media and writing achievement of the students taught by using non Picture Series, the student who taught by Picture Series have better achievement than the student's taught by non Picture Series. It is proved in computed t value is bigger than critical t value in 1%. So, it was clear that Picture Series gave positive effect on the students writing achievement.

The summary of the findings is presented based on the statement of the problem and hypothesis. In the statement of the problem, it is questioned that whether the students taught with Picture Series media in writing have better achievement than those who are taught with Non- Picture Series. The hypothesis stated that the students with the Picture Series media perform better achievement than those who are taught with Non Picture Series.

Based on the research finding in the present study, it is found that the statistic computation from the post-test support the hypothesis, and the students taught with the Picture Series as media have better scores in writing descriptive text than those who are taught with non-Picture Series. This finding means that alternative hypothesis is accepted. The finding of the present study also shows that Picture Series for improving writing achievement.

## **Discussion**

According to Wright (1989), sequences of picture can be kept as they are and used to contextualize a story or a description of a process. It shows the picture series consist of three or more picture. It helps the students to developing ideas to write a paragraph. It is a tool primarily used for stimulating thought. He realized that the education system primarily focused on brain strength, which include the use of language, logic, sequence, looks at detail, symbolic representation and judgmental characteristics. Picture Series involves writing down an idea and thinking up new

and related ideas which radiate out from the picture. By focusing three or more pictures connections which will help student understand and remember new information. To use picture series effectively, make sure the pictures are printed different colors are used to add visual impact, incorporate symbols and images to further spur creative thinking. Having an organized display of information from the outset of the writing process may help some students, as it is more easily converted into a draft, whereas in brainstorming, the random recording of ideas might lead to problems with the structure of students' texts.

Joklova (2009) states the picture is used in a more meaningful and real life communicative way than being just displayed for students to say what they can actually Picture Series is suitable in teaching learning activities. The use of Picture series can make the students more excited in study and make them interesting with the subject that the teacher give because this media can make the situation of study some materials different than class which is not use Picture series.

The application of Picture Series trains the students to be good writer. This media has some positive effect such as; (a) interesting, so easier to understand, (b) contain all the steps need to be implemented in the process of the instructional system in order to be well-function, (c) flexible so the adaptation between the instructional objectives and strategy will achieve the learning objective.

Based on the explanation above, it may be concluded that student has a good ability if he /she can focus to practice on getting words down on they paper and they have to concerntrate on writing skill. The test instrument covered all the skill that required above, and the post test result showed that the students' taught by Picture Series have better achievement than the students' taught by Non Picture Series, it might be concluded that Picture Series was a good media for the students in learning writing.

## **Conclusion and Suggestions**

### **Conclusion**

After doing the research, in accordance with the using of Picture Series on the learners' writing achievement, the researcher conclude that :

The learners after taught by using Picture Series have better achievement on the learners' writing achievement in the posttest than the prettest at the first grade at SMP Negeri 1 WaruPamekasan. Actually, the using of Picture Series was useful for the learners, especially in writing process. By using it, the learners had new media and new concept on learning. They more interested in learning writing because the materials given are in Picture Series form. It is different with studentsteached by non-Picture Series which is more traditional way in teaching writing.

The hypothesis testing stated that Picture series gave a significant effect on the students' writing achievement at the first grade of in SMP Negeri 1 WaruPamekasan. It was proved from the t-calculated was higher than t-critical on level significance 0.01. Based on this result, it meant that Picture Series gave any significant effect on the students'writing achievement at the first grade in SMP Negeri 1Waru Pamekasan.

### **Suggestion**

Based on the result of the study, there are some suggestions proposed which might be useful for the teacher, especially writing teacher, students or anybody who concerns with this field of study. The suggestion are as follows:

Since this study results showed or indicated that the Picture Series media was effective for students in writing. The English teachers may use this strategy in order to improve the students'writing ability.

The teacher may develop learning materials based on the media with their creativity in order to enrich the topic of writing texts. Hopefully, picture series will help the students in SMPN 1 Waru to be able to study writing integratively with other language other skills.

The research like to suggest for future research to conduct the same research but with different media and this research will give contribution to the future researchers in conducting research in English teaching writing process.

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