

THE EFFECTIVENESS OF SERIES PICTURES TO THE WRITING NARRATIVE ACHIEVEMENT OF SECOND GRADE STUDENTS OF MADRASAH ALIYAH URWATUL WUTSQA BULUREJO DIWEK JOMBANG IN ACADEMIC YEAR OF 2012/2013

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A. Background

Nowadays, mastering English in the Indonesian context is more important. It can be seen from the different aim of teaching English as a foreign language. The objective of teaching English as a foreign language in Indonesia is the students have to be able to use English for communication.² It entails that teaching English is not only oriented toward the students' mastery of four skills (listening, speaking, reading and writing), but it also prepared for their final examination.³

English is taught as a foreign language in Indonesia and the aim is enable learners to master the four English skills, i.e. listening, speaking, reading and writing.⁴ The curriculum is designed to develop students' language skills for both oral and written communication since learning a second language means learning to communicate with other people, understand them, talk to them, read what they have written and write to them.⁵

By communication, the students can express their ideas, thought or feelings to others in an oral or written form. In oral communication, the students use verbal and non-verbal language to express their ideas, thought and feelings through direct communication. In written communication, on the other hand, the students use graphic symbols to express themselves through indirect communication.

The above explanation means that teaching writing must be balanced with other English skills. Writing is essentially a way of communicating messages between writer and reader. The messages might be in form of pictures, codes, or words, even sentences.

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²Ali Saukah, "The Teaching of Writing and Grammar in English," *Jurnal Bahasa dan Seni*, No. 28 (2), (2000), 191-199.

³Kam, H.W. & Wong, YL, *English Language Teaching in East Asia Today* (Singapore : Eastern University Press, 2004), 181.

⁴Depdiknas, *Kurikulum Tingkat Satuan Pendidikan, School Based Curriculum* (Jakarta : Depdiknas, 2006), 287.

⁵Raimes A, *Techniques in Teaching Writing* (Oxford : Oxford University Press, 1989), 3.

These forms represent simple shape of writings. Then, writing might simply be said as putting ideas into written form.⁶

Some reasons for teaching writing to the students of English as a foreign language include reinforcement, language development, learning style and writing as a basic language skill.⁷ This means that in order to have a writing skill, students should write. In addition, there are six purposes of teaching writing : writing for reinforcement, training, imitation, communication, fluency and learning.⁸ Moreover, the teaching writing helps students learn to use language.⁹

Basically, teaching writing is not the teaching writing as product but it is more to teach writing as process. However, the teacher possibly assumes that writing is a product-oriented which focuses on the end result of the learning process. The students are expected to be able to do as fluent and competent as user of the language does. They are engaged in imitating, copying and transforming models of correct language in the classroom activities. So many students are less motivated in getting writing subject.

The process approach consists of three stages, such as conception (choosing a topic and deciding to write), incubation (gathering ideas) and production (writing, revising and editing).¹⁰ The writing process also comprises of three stages, i.e. prewriting, drafting and post-writing.¹¹

Related to above explanation, some teachers say that teaching writing is more difficult than teaching other English skills even writing as process. They say that teaching writing needs high patience. This statement is almost true since the writing activity is more complex than just of that, since writing deals with the way people use language to communicate through the written language.

Writing is far from being a simple matter of transcribing language into written signs. Further, in particular, writing is how writers construct linguistic messages for

⁶Spratt, PA. & William M, *The Teaching Knowledge Test Course* (Cambridge : Cambridge University Press, 2005), 98.

⁷Harmer J, *How to Teach English : An Introduction to Practice of English Language Teaching* (Essex : Addison Wesley Longman, 1998), 79.

⁸Widiati U & Cahyono BY, "The Teaching of EFL Writing in the Indonesian Context" *Jurnal Ilmu Pendidikan*, No. 13 (3), 139-150. (2006), 140.

⁹Ibid, 31.

¹⁰Tompkins G, *Teaching Writing : Balancing Process and Product*, 2nd Ed. (New York : McMillan, 1994), 212.

¹¹O'Malley JM & Pierce L.V, *Authentic Assessment for English Language Learners* (New York : Addison-Wesley Publishing, 1996), 76.

readers and how readers work on linguistic messages in order to understand those. The common things related to writing are grammar, syntax, mechanics and organization of ideas into coherent and cohesive forms.¹²

Comparing with other language skills, writing is the most difficult and complicated language skill to be learned. Learning to write fluently and expressively is the most difficult of four language skills for all students whether it is for first, second or foreign language students.¹³ Furthermore, the most difficult thing to do in learning a foreign language is probably in producing a coherent, fluent and extended piece of writing.¹⁴

Writing is also the most difficult skill for second language students to master.¹⁵ The difficulty lies not only in organizing and generating ideas, but also in translating these ideas into readable texts. The skills involved in writing are highly complex. Second language students have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice and so on. The difficulty becomes even more pronounced if their language proficiency is weak.

Besides, in language teaching context, genre is term of text type. Different text type is different knowledge and sets skills, so the students should be introduced variety of genres to understand and practice different sets skills. Furthermore, genre based encourages students to take part in the world around them to comprehend writing as tool which they can optimize, and to realize how writers manage content in supporting logical organization. It also allow students to become more flexible in their thinking and finally they realize how to organize their writing.

Considering the complexity and the importance of writing, an English teacher should be an effective teacher, who can draw students' talents and then use variety of teaching methods and strategies to improve their talents. The writing class should be facilitated with activities which motivate students to learn. Teaching writing is not just opening the book, giving assignments and grading paper. The students are not just writing based on the topic given and collecting the product at the end of a lesson. The

¹²Gebhard J, *Teaching English as a Foreign or Second Language: A Teacher Self-development and Methodology Guide* (Michigan : The University of Michigan Press, 2000), 211.

¹³Nunan D, *Designing Tasks for the Communicative Classroom* (Cambridge : Cambridge University Press, 1989), 35.

¹⁴Nunan D, *Second Language Teaching & Learning* (Boston : Heinle & Heinle, 1999), 271.

¹⁵Richards JC. & Renandya WA, *Methodology in Language Teaching : An Anthology of Current Practice* (Cambridge : Cambridge University Press, 2002), 303.

students should be challenged and stimulated by interesting and fun activities during the teaching and learning process.

One of the challenges of becoming an effective writing teacher is by facilitating the students in learning writing. As the facilitator, the teacher must offer guidance in helping students to engage in the process of writing.¹⁶

However, there many problems in teaching writing in Indonesia. One of them is the monotonous strategy used by teachers in teaching and learning process. The strategies applied by the English teacher are less effective since they did not give much contribution in developing the students' skill in paragraph writing. Moreover, a writing task should actively engage students in the process of learning to write. There should be an effort to make writing class more interesting in order that the students can produce attractive texts.¹⁷

In this case, the English teachers can employ pictures as their instructional aids in the teaching of writing. Pictures can translate an abstract idea into a more realistic form and they are inexpensive.¹⁸ The pictures are appropriate for young learners because they are easy to prepare, easy to organize and interesting to the students. In the teaching and learning process, the use of pictures is aimed to make the process of teaching and learning more effective. Pictures could play a role in motivating the students.¹⁹ Pictures can also provide a stimulating focus for students' attention, a variety of tasks and a shared experience. From those statements, it is recognizable that pictures could be used as media to teach writing especially in helping the students to express the ideas in the written form.²⁰

A picture is a general language which is able to be understood and can be enjoyed everywhere. Picture provides for most people critical contacts with the real world. Pictures (drawings, photographs, posters, slides, cartoons, magazine advertisement, diagrams, graphs, tables, charts and maps) can be valuable resources for

¹⁶Brown H.D, *Teaching by Principles : An Interactive Approach to Language Pedagogy 2nded.* (White Plains : Addison Wesley Longman, 2001), 340.

¹⁷Tribble C, *Writing* (Oxford : Oxford University Press, 1996), 68.

¹⁸Suyanto KKE, *Teaching English to Young Learners* (Malang : Departemen Pendidikan dan Kebudayaan Universitas Negeri Malang, 1999), 91.

¹⁹Wright A, *Pictures for Language Learning* (New York : Cambridge University Press, 1992), 26.

²⁰Ibid, 27.

teaching writing. She further states that the teacher can find valuable resources in pictures.²¹

Picture provides a shared experience for students in the class, a common base that leads to a variety of language activities. In addition, she states that picture can be the basis for not just one task but many, such as sequencing of sentences to the writing of original dialogues, letters, reports or essays. Furthermore, she states, because everybody likes to look at pictures, their use in the classroom provides a stimulating focus for students' attention.

A picture brings the outside world into the classroom in a vividly concrete way. Finally, a picture is a valuable resource as it provides (1) a shared experience in the classroom, (2) a need for common language forms to use in the classroom, (3) a variety of task, and (4) a focus of interest for students.

Additionally, media can help the learning process simpler and make it perfect. The media will allow students to understand better the content of what being taught. Media can also help to shape the learning process as well as interest in the language program and thus provide motivational impulse.²²

Pictures also give contribution to students' interest and motivation, sense of language in context and stimulate students' ideas. The roles of pictures in productive skills (speaking and writing) are (1) picture can draw students' motivation and attention and make them participate in learning; (2) pictures can create contextualized language learning activity; (3) pictures may raise interpretation objectively and subjectively; (4) pictures may refer to response of questions, or as controlled practices; and (5) pictures can stimulate and give information in dealing with conversation, story telling and discussion. He, furthermore, mentions that there are five practical criteria of pictures to be applied in the classroom, (1) easy to prepare, (2) easy to organize, (3) interesting, (4) meaningful and authentic, and (5) sufficient amount of the language in order to justify its conclusion in the language lesson.²³

Based on the above explanation, the researcher is motivated to learn more whether or not the use of series pictures to the students writing narrative ability by conducting research on the effectiveness of series pictures to the students narrative

²¹Ibid, 98.

²²Finocchiaro M, *The Second Language Classroom* (New York : Oxford University Press, 1981), 275.

²³Wright A, *Pictures for Language Learning* (Cambridge : Cambridge University Press, 1989), 45.

writing ability of the second grade students of MA Urwatul Wutsqo Bulurejo Diwek Jombang in academic year of 2012/2013.

B. Method

This study is experimental research which is the researcher manipulates one or more independent variables, controls any other relevant variables and observes the effect of the manipulations on the dependent variables.²⁴ This study is aimed to investigate whether the students who are taught using series pictures do significantly score better in writing narrative achievement than those who are taught using direct method. The research involved two variables, dependent variable and independent variable. Independent variable is the experimental treatment or the manipulated variable, in this case series pictures. Dependent variable is the observed and measured variable, in this case was the students' writing score. Knowing the variables, it is expected that it will be seen whether or not the independent variable influences the dependent variables.

The choice of a research design is determined by the nature of the study conducted. Hence, the type of experimental design employs in this study is quasi-experimental design with non-randomized control group, pretest-posttest design.

This design is employed for some reasons. First, this study is conducted in the organized classroom setting in which the classes are not allowed to rearrange to accommodate a research study. Second, the researcher cannot disturb schedules which had been planned by the school. Third, it is difficult to divide the students exactly into two groups with the same characteristic.

Thus, it is not possible for the researcher to change that condition because it can disturb the process of teaching and learning. The design of this study is illustrated in table 1.

Table 1. Nonrandomized Control Group, Pretest-Posttest Design

Group	Pretest	Treatment	Posttest
Experimental group (E)	Y ₁	X ₁	Y ₂
Control Group (C)	Y ₂	X ₂	Y ₂

²⁴Ary D, Jacobs LC, Razavieh A & Sorensen C, *Introduction to Research in Education*, 6th ed. (California : Thomson Higher Education, 2006), 276.

Notes :

E	refers to the experimental group-the group that was taught by using series picture
C	refers to the control group-the group that was taught by using direct method
Y_1	refers to the pretest in the form of writing test
X_1	refers to the treatment given to the experimental group in the form of series picture
Y_2	refers to the posttest in the form of writing test
X_2	refers to the treatment given to the control group in the form of direct method

This research design has the following features :

- a. It was conducted in a classroom setting in which the classes had already been set up into classes that is A and B. Both of classes were randomly assigned ; one group was used as the experimental group, another was used as the control group.
- b. Two groups were compared with respect to measurement on the dependent variables that was students' writing achievement.
- c. The pretest and posttest administered to both of groups at the same time with the same test.
- d. In experimental group, series picture was carried out in teaching writing; in control class was taught by direct method.

The population of the study was the second grade students of MA Urwatul Wutsqo Bulurejo Diwek Jombang in the academic year 2012/2013. There are 98 students. The researcher only took two classes that are class A consisted of 24 students as experimental group and taught using series pictures and class B consisted of 24 students as control group and taught by direct method.

In the present research, the cluster random sampling technique was done since the population was too large. The simple sampling in the research was taken by using lottery. The lottery was done toward the four groups of the population. That's why, each of the groups has the same possibility to be the sample of the research. The result of lottery was class A was chosen as the experimental group and class B as the control group.

In collecting data the researcher used pretest and posttest administrated to both group, pretest was conducted before treatment. It was done to know the homogeneity of the two classes in writing ability. To know the influence of the treatment the posttest

done after teaching and learning process.²⁵ The score gained from pretest and post test uses analytical scoring rubric adapted from Cohen that is content, organization, vocabulary and grammar.²⁶

Meanwhile in analyzing the data the researcher used statistical calculation of t-test to find out the differences score of students writing achievement after treating by series pictures and direct method. The formula is described as follow :

$$t_o = \frac{MX - MY}{\sqrt{\frac{(\sum X^2 + \sum Y^2) \cdot (NX + NY)}{(NX + NY - 2)(NX \cdot NY)}}$$

If $t_o > t$ table means H_o is rejected and there is influence of the treatment, on the other hand, when $t_o < t$ table means H_o is accepted and H_a is rejected. So there is no influence of the treatment.

C. Result

The result of data analysis can be described as follows :

The pretest result of experimental group using series pictures is gained with range score between 20 and 68, the mean score is 44,25. The range score of posttest is between 20 and 72, the mean score is 53,75.

The result of data analysis both data calculation and raw score can be described as follows :

Table 2. The pretest and posttest score of experimental group

No	Pre test	Post test	Score gained
1	40	48	8
2	42	52	10
3	60	62	2
4	24	32	8
5	48	56	8
6	20	20	0
7	24	20	-4
8	60	68	8
9	58	64	6
10	32	52	20

²⁵Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya* (Jakarta : Bumi Aksara, 2003), 132.

²⁶Cohen AD, *Assessing Language Ability in the Classroom*. 2nd ed. (Boston : Heinle & Heinle Publishers, 1994), 328.

11	48	56	8
12	56	62	6
13	48	56	8
14	40	56	16
15	68	72	4
16	42	68	26
17	24	52	28
18	42	48	6
19	36	52	16
20	56	64	8
21	32	48	16
22	62	68	6
23	36	42	6
24	64	72	8
	$\sum x_1=1062$	$\sum x_2 = 1290$	$\sum X =228$
	Mx1= 44,25	Mx2 = 53,75	Mx (Mean) = 9,5

Meanwhile the range score of pretest of control group which used direct method is between 24 and 68 and the mean score is 44,17. The result of post test is gained with range score between 32 and 68 with mean score is 53,33.

Table 3. The pretest and posttest score of control group

No	Pre test	Post test	Score gained
1	56	60	4
2	42	48	6
3	48	52	4
4	32	32	0
5	60	64	4
6	48	52	4
7	32	40	8
8	48	60	12
9	42	52	10
10	36	42	6
11	60	60	0
12	42	60	18
13	56	56	0
14	36	42	6
15	36	52	16
16	56	68	12
17	32	52	20
18	36	48	12
19	32	48	16
20	48	60	12
21	42	56	14
22	68	68	0
23	24	52	28
24	48	56	8
	$\sum y_1= 1060$	$\sum y_2= 1280$	$\sum Y= 220$

	My1= 44,17	My2= 53,33	MY (Mean) = 9,17
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Table 4. The comparison of score of each students in both experimental and control group

No	X	Y	x=(X-Mean)	y=(Y-Mean)	x ² = (X-Mean) ²	y ² =(Y-Mean) ²
1	8	4	-1,5	-5,17	2,25	26,73
2	10	6	0,5	-3,17	0,25	10,05
3	2	4	-7,5	-5,17	56,25	26,73
4	8	0	-1,5	-9,17	2,25	84,09
5	8	4	-1,5	-5,17	2,25	26,73
6	0	4	-9,5	-5,17	90,25	26,73
7	-4	8	-13,5	-1,17	182,25	1,37
8	8	12	-1,5	2,83	2,25	8,01
9	6	10	-3,5	0,83	12,25	0,69
10	20	6	10,5	-3,17	110,25	10,05
11	8	0	-1,5	-9,17	2,25	84,09
12	6	18	-3,5	8,83	12,25	77,97
13	8	0	-1,5	-9,17	2,25	84,09
14	16	6	6,5	-3,17	42,25	10,05
15	4	16	-5,5	6,83	30,25	46,65
16	26	12	16,5	2,83	272,25	8,01
17	28	20	18,5	10,83	342,25	117,29
18	6	12	-3,5	2,83	12,25	8,01
19	16	16	6,5	6,83	42,25	46,65
20	8	12	-1,5	2,83	2,25	8,01
21	16	14	6,5	4,83	42,25	23,33
22	6	0	-3,5	-9,17	12,25	84,09
23	6	28	-3,5	18,83	12,25	354,57
24	8	8	-1,5	-1,17	2,25	1,37
	$\sum X=228$	$\sum Y=220$	$\sum x=0$	$\sum y=-0$	$\sum x^2=1290$	$\sum y^2=1175,33$
	$MX=9,5$	$MY=9,17$			53,75	48,97
					SD=7,33	SD= 7,00

The tables above show that $\sum X=228$, $\sum Y=220$, $\sum x^2=1290$ and $\sum y^2=1175,33$, $NX=24$, $NY=24$. The mean score of variable X is 9,5 and variable Y is 9,17, standard deviation of X=7,33, and standard deviation of Y= 7,00 and the calculation of t test is as follows :

$$t_o = \frac{MX - MY}{\sqrt{\frac{(\sum X^2 + \sum Y^2) \cdot (NX + NY)}{(NX + NY - 2)(NX \cdot NY)}}$$

$$t_o = \frac{9,5 - 9,17}{\sqrt{\frac{(1290 + 1175,33) \cdot (24 + 24)}{(24 + 24 - 2)(24 \times 24)}}$$

$$t_o = \frac{0,33}{\sqrt{\frac{(2465,33) \cdot (48)}{(46)(576)}}$$

$$t_o = \frac{0,33}{\sqrt{53,59413 \times 0,083333}}$$

$$t_o = \frac{0,33}{\sqrt{4,46616}}$$

$$t_o = \frac{0,33}{2,11329}$$

$$t_o = 0,16$$

$$df : 24+24-2 = 46$$

D.

Discussion

Table 2 shows that the highest score in the posttest is 72 for experimental group and the lowest score is 20 and was achieved two students. Meanwhile for the control group (table 3) the highest score is 68 and the lowest score is 40. The average score for experimental group 53,75, while the control group reaches 53,33. The standard deviation for experimental group is 7,33 and 7,00 for control group; the mean score of the experimental group is 9,5 and 9,17 for the control group. The differences is not too far that is only 0,33. For further analysis, a statistical analysis using *t*-test was conducted.

Based on the analysis, the *t*-test analysis showed result of t_o is 0,16 with 46 degrees of freedom (*df*). The researcher used the closer of degree of freedom since there is no

df of 46. In this case the closer *df* is 40, with level significance of 0.05 one-tailed is 2,021. It means that to (t value) < t table, the t value (0, 16) is lower than table (2,021). Based on the hypothesis has been stated means that the difference between the experimental and control group is not significant.

Based on the analysis, H_0 stating that there is no difference in achievement between students who are taught using series pictures and those who are taught using direct method is accepted. Thus, the research hypothesis stating that the students who are taught using series picture achieve significantly higher in writing ability than those who are taught using direct method is rejected. The finding suggests that series picture is not effective to teach narrative writing at the second grade students of MA Urwatul Wutsqo Bulurejo Diwek Jombang in academic year of 2012/2013.

E. Conclusion

The research findings presented and discussed above shows that the t - value is 0,16 and t table with *df* of 46 and degree of significance 0,05 is 2,021 means that t value is lower than t table in which the Null hypothesis is accepted. It is concluded that series pictures in teaching narrative writing at MA Urwatul Wutsqo Bulurejo Diwek Jombang is not effective in increasing students' writing achievement. In this case, students who are taught using series pictures score is not significantly different than those are taught using direct method.

Hence, this study result is not support the theories and the study research considering in the teaching of writing.

F. Conclusion

Based on the findings of this study, the suggestions are made for English teacher and for future study as follows :

It is suggested for English teachers to utilize series picture in the teaching writing with more creative. They can make the procedure of teaching writing which more crativeso that series picture can support theories and the research study before.

For the future study which using series pictures, it is suggested to use other instrument such as interview or questionnaire to get the data on students' responses

toward the implementation of series pictures. It is useful for researchers to know whether or not the students have high motivation and enjoy in the teaching and learning process.

For the school, even though the teaching and learning writing process using series pictures is not successful, it does not mean that series pictures as strategy in teaching writing is not good, because there are many factors which influence the process of conducting research, such as; the students ability, motivation, etc. Hopefully the implementation of series pictures is still conducted by modifying the process of the implementation.*

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