

THE EFFECTIVENESS OF PICTURE SERIES AS A MEDIA TO IMPROVE STUDENTS' WRITING SKILL

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Abstract: Indonesian government considers English as one of foreign languages to be taught in school from the elementary level up to the university level. The teaching and learning activities should be oriented toward the mastery of four language skills: listening, speaking, reading and writing. In fact, writing is the most difficult skill for learner to master. Therefore, the teacher should use the appropriate media in teaching writing. The purpose of the study was proving whether picture series as a media improves students' writing skill or not. The research design was quasi experimental. The instrument used was test. The researcher analyzed the data using independent samples test. It was found that picture series was effective to improve students' writing skill especially in writing procedure paragraph. The result of this study implies that English teachers consider using picture series in teaching writing, because picture series can help students to describe the procedure from the very beginning until the end.

Key words: picture series, writing, paragraph, skill

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INTRODUCTION

Mastering English as a foreign language is very important in globalization era. Therefore, the Indonesian government considers English as one of foreign language to be taught in school from the elementary level up to the university level. The teaching and learning activities should be oriented to the mastery of four language skills: listening, speaking, reading and writing. The teachers should always make every effort to urge the students in language activities using the language for communication. The purpose of teaching English is to enable students to communicate in English orally and in a written form. Based on the 2006 School Based Curriculum, the purpose of English teaching is to enable students to master the four language skills: listening, speaking, reading and writing.

In addition, there is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty appears not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers 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 (Richards & Renandya, 2002: 303).

According to Broughton et al (2003: 116-117), there are four general problems usually faced by L2 learners in English writing. The first is mechanical problems with the script of English. A great deal of the writing that occurs in the foreign language classroom is not primarily concerned so much with

developing writing skills as with reinforcing the teaching of particular structures. The second, there are problems of accuracy of English grammar and lexis. The poor knowledge possessed by the students concerning the complicated rules of English especially if they are so different from their L1 grammar makes them difficult to compose correct and good sentences. The third, there are problems of relating the style of writing to the demands of a particular situation. Some students feel so difficult determine whether they have to write by using narrative, recount, expository or others in expressing their ideas. The last is problem of developing ease and comfort in expressing what needs to be said. This happens because the students lack of courage to do mistake in their writing.

Due to that condition, the researcher tries to find out a kind of technique that can help students write sentences or a simple paragraph and motivate them to actively participate in the writing activity. The researcher assumes that one of the good ways of teaching writing is by using instructional media. Instructional media are important in teaching and learning processes since they can enhance and promote learning and support the teacher's instruction.

INSTRUCTIONAL MEDIA

There are many kinds of instructional media that can be used in the teaching and learning processes. One of them is picture. According to Raimes (1983) in Suryawan (2008: 5), pictures can be the basis for fairly mechanical controlled compositions, sentence combining exercises, or sequencing of sentences, writing of original dialogues, letters, reports, or essays.

Zulfainah (2007) applied sequenced pictures on the writing narrative ability of the first year students at SMAN 2 Batu. She found that picture series of her research on the teaching of narrative writing showed that the students achieve better performance in writing narration after being prompted with sequenced pictures than before. The present research has similarity to Zulfainah's research that is about picture series. However, it is different since it will be applied for teaching writing especially about paragraph procedure in vocational school level.

Vocational school (SMK) is quite different from senior high school. These differences do not mean to downgrade the quality of one of them, but there some characteristics of SMK which become points of benefits than SMA. First, SMK is prepared for those who want to either continue studying to a higher level of education, university level, or seeking a job, since in the SMK curriculum has more practical study than theoretical which aims to create gradulators who are ready to compete in the job world. Second, since the orientation of the SMK curriculum is prepared for workers, so the learning activity is dominated in job field than in the class. The class is only used for giving the necessary materials for facing the job field. Therefore, all the materials given to the students are mostly related to jobs and of course English is not an exception, and that becomes the third benefit.

In this research, the researcher tries to implement the picture series media into the teaching of procedure paragraph. Procedure paragraph is designed to describe how something is achieved through a sequenced of actions or steps. It explains how

people perform different processes in a sequenced of steps (Bachtiar B. & Cicik K., 2007: 34). To write a procedure paragraph, there are three important things should be paid attention to. First, make sure that the steps in the process are complete. Following a procedure whose steps are incomplete will fail to produce the expected result. Second, present the steps in **the right** sequence. Finally, use correct transitional words to **indicate** the sequence of the process you are writing (Scarry S. & Scary J., 2011: 415).

Based on the unsatisfactory condition of the teaching and learning of writing skill and the consideration that pictures can be **one** of the useful instructional media in the teaching and learning **process**, this research is conducted in order to find a good way to improve the students' writing skill. This research focuses on the **improving** of the teaching of procedure paragraph writing using **picture series**. The statement of problem is presented as follow: Does picture series as a media improve students writing skill of the second year at SMK PGRI Pandaan?

RESEARCH METHOD

This study used quasi-experimental method because it is impossible to assign the existing subjects randomly. Schreiber & Asner (2011), states that quasi experimental designs is applied because the researcher does not have random assignment. We do not have the opportunity for random assignment of students to a teacher or class. The population of this study was the second year students at SMK PGRI Pandaan. It consist of seven classes, they were audio visual class consist of one class, networking of computer classes consist of Four classes, accounting class consist

of two classes. Each class contains more than 30 male and female students. The researcher only choose Accounting class as the samples of the study, those are class 2 Accounting 1 (2 AK 1) and class 2 Accounting 2 (2 AK 2). Class 2 Accounting 2 (2 AK 2) as a control class consists of 35 students and class 2 Accounting 1 (2 AK 1) as an experimental class consists of 34 student. The instrument used to collect the data was a test, pretest and post test. The form of test is writing procedure paragraph. In this study, the students were given to write a procedure paragraph.

Hypothesis of the Study

- Null hypothesis (Ho): Picture series does not improve students writing skill of the second year at SMK PGRI Pandaan.
- Alternative hypothesis (Hi): Picture series improves students writing skill of the second year at SMK PGRI Pandaan.

The researcher obtained the data from the writing pre test and post test. To collect the data, the procedure can be elaborated as follows:

1. Pre test

In this study, the researcher took all of second grade students' in SMK PGRI Pandaan as the population. Then the researcher choose two class, those are class 2 AK 1 and class 2 AK 2. AK 2 was a control group and AK 1 was an experimental group. In the first meeting, both of groups were given pre test to measure of the skill of the students in writing procedure paragraph before they got treatments.

2. Treatment

In this study, experimental and control group were taught writing procedure paragraph with different media. The experimental group was given the treatment on teaching procedure paragraph by using picture series as a media and the control group using non picture series. Non picture series means that the teacher using worksheet as a media to teach students in the classroom. Before treatment was done, the researcher gives pre-test. Then post-test was given at last meeting after giving treatment. In more detail the procedure was as follows:

3. Post test

In the last meeting, both of the groups were given post test. In this study, the test used was procedure writing. After the post test was finished, the researcher computed to the result of using picture series media to improve students' skill in writing procedure paragraph.

FINDINGS

The result of the data analysis (the result of pre test and post test of experimental and control group), and the hypothesis testing. The pre-test was given before the researcher applied a certain media. It was given to both the experimental and control group to the second year students of SMK PGRI Pandaan. After giving pre-test and counting it using SPSS 16, the researcher finally got the result from the experimental and control group. Here is the result.

Table 1. the Mean Scores of Pre-test of Experimental and Control Group

GROUP	N	MEAN
Value of pre test experimental group	34	41,8235
Value of pre test control group	35	37,6571

Based on the table above, it was found that the means score of pre-test of experimental group was 41.82 and control group was 37.65. It means that the means score of experimental group is higher than the control group. Besides, it was also found that among 35 students in control class, there was 32 students or 91.42% students got below scores, and there were 3 students or 8.571% students got above scores. While, it was also found that among 34 students in experimental class, there were 24 students or 70.58% students got below scores, and there were 10 students or 29.41% students got above scores. Here is the classification of pre test of experimental group and control group.

Table 2. the Classification of pre-test score in experimental group and control group

Group	N	Mean	Above Average	Percent age %	Below Average	Percent age %	Total Percent age %
Pre test of experimental group	34	41,82	10	29,41%	24	70,58%	100%
Pre test of control group	35	37,65	3	8,571%	32	91,42%	100%

Based on the result of the table above, it was found that the above average of pre test of experimental group was higher than control group. While, the below average of pre test of experimental was lower than control group.

The post test was given after the researcher applied a picture series. It was given to the experimental group to the second year students of SMK PGRI Pandaan, and the control group applied non picture series. After giving post test and counting it using SPSS 16, the researcher finally got the result from the experimental and control group. Here is the result.

Table 3. The Mean Scores of Post test of Experimental and Control Group

GROUP	N	MEAN
Value of post test experimental group	34	98.3529
Value of post test control group	35	36.8571

Based on the table above, it was found that the means score of post test of experimental group was 98.35 and control group was 36.85. It means that the means score of experimental group is higher than the control group. Besides, it was also found that among 35 students in control class, there was 31 students or 88.57% students got below scores, and there was 4 students or 11,42% students got above scores. While, it was also found that among 34 students in experimental class, there were 19 students or 55.88% students got below scores, and there were 15 students or 44.1% students got above scores. Here is the classification of post test of experimental group and control group.

Table 4. The Classification of post-test score in experimental group and control group

Group	N	Mean	Above Average	Percent age %	Below Average	Percent age %	Total Percent age %
Post test of experimental group	34	98.35	15	44,1%	19	55.88%	100%
Post test of control group	35	36.85	4	11,4%	31	88.57%	100%

Based on the result of the table above, it was found that the above average of post test of experimental group was higher than control group. While, the below average of post test of experimental was lower than control group. Here is the classification of pre test and post test of experimental group and control group.

Table 5. The Classification of pre-test and post-test score in experimental group and control group

Group	N	Mean	Above Average	Percent age %	Below Average	Percentage %	Total Percentage %
Pre test of experimental group	34	41.82	10	29.41%	24	70.58%	100%
Pre test of control group	35	37.65	3	8.571%	32	91.42%	100%
Post test of experimental group	34	98.3529	15	44.1%	19	55.88%	100%
Post test of control group	35	36.8571	4	11.42%	31	88.57%	100%

Based on the data above, after applied picture series in experimental class there was difference between the means scores of both groups. The average score of experimental group was higher than control group.

The researcher used independent sample t-test in SPSS 16 to know whether there was significant difference between the means scores of pre test and post test scores of control group or not. The result of statistical analysis is:

Table 6. Table Statistic Group Statistic Source SPSS

Group	N	Mean	Std. Deviation	Std. Error Mean
Value Pretest	A	41.8235	12.86873	2.20697
	B	37.6571	7.17816	1.21333
Value Posttest	A	98.3529	.69117	.11853
	B	36.8571	5.77083	.97545

The table showed that the means of pre test scores of experimental group was 41.82 and control group was 37.65 with std deviation of experimental group was 12.86 and control group was 7.17, std error mean of experimental group was 2,20 and control group was 1.21.

Besides, the means scores of the post test of the experimental group was 98.35 and control group was 36.85 with std. deviation of experimental group 0.69117 and control group was 5.77083, std. error mean of experimental group was 11853 and control group was 0.97545.

Analysis:

Before t-test applied, the similarity of variance is tested by using F test, which means that if it has the same variance the t-test is done by using equal variance assumed and if it has different variance, it is done by using equal variance not assumed. The steps of F test are as follows:

1. Hypothesis

Ho: both of variance is same.

Hi: both of variance is different.

2. Criteria of test (based on probability or significant)

Requirement:

Ho was accepted if $\text{sig} > 0.05$

Ho was rejected if $\text{sig} < 0.05$

From the table above, the sig. is $0,016 < 0.05$. It showed that Ho was rejected so both of variance is different.

3. Taking a decision

From the steps above, the probability (significant) with equal variance assumed is $0,016 < 0.05$ so Ho was rejected, it can be conclude that both of variance is different and t-test is done by using equal variance not assumed.

It can be said that Ho was rejected. So that, based on independent sample test, picture series improves students writing skill in writing.

CONCLUSION

It showed that there was a significant different between the means scores of both groups. In fact, the mean score of the post test was significantly higher than that of pre test. The mean

score of pre test of experimental group was 41.8235 and control group was 37.6571 (Appendix I). While, the mean score of post test of experimental group was 98.3529 and control group was 36.8571.

The researcher used independent sample t-test in SPSS 16 to know whether there was significant difference between the means scores of pre test and post test scores of control group or not. From the result of data analysis, it concluded that the null hypothesis is rejected and the alternative hypothesis is accepted. So, picture series is effective to students' writing skill of second year at SMK PGRI Pandaan.

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