

The Effect of Using Slideshow of Serial of Single Pictures on the Descriptive Writing Achievement on The Eight Grade Students at SMPN 1 Mayang 2014/2015 Academic Year.

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Abstract

This research was a quasi-experimental research with post-test only design, to investigate whether or not there was a significant effect of using slideshow of serial of single pictures on the eighth grade students' descriptive writing achievement. The respondents were chosen randomly from the homogenous population and the data collection method used was purposive method. The research respondents were the students of VIII A of SMPN 1 Mayang who were assigned as the experimental group. They were taught using slideshow of serial of single pictures as a media. Meanwhile, the students of class VIII B of SMPN 1 Mayang were who assigned as the control group were taught using single pictures as a media. The primary data which were the students' descriptive writing test scores, and the secondary data which consisted of interview result and document data were analyzed using independent sample t- test. The result of the data analysis proved that the media had a significant effect on the eighth grade students' descriptive paragraph writing achievement. It was verified by the value of the significant column of Lavene's test which was 0.021. Since it was lower than 0.05, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. To conclude that there was a significant effect of using slideshow of serial of single pictures on the eighth grade students' descriptive writing achievement at SMPN 1 Mayang, Jember in the 2014/2015 academic year.

Keywords: *Experimental Research, Descriptive Writing Achievement, Slideshow of Serial of Single Pictures.*

Introduction

In Indonesia, English as a foreign language has been taught as a compulsory subject to junior and senior high school students. In English language there are four skills that the students have to learn, they are listening, speaking, reading, and writing. One of the skills that has been regarded as a very difficult skill to be mastered is writing. Writing skill is a difficult skill to acquire (Hadfield & Hadfield 2008:116) for both native speaker learners and EFL learners. It is also supported by Hughes (1983:38) statement that writing is often found as the most difficult skill of all the English skills, both as the first and second language.

In addition, Richards (1990:100) states that learning to write well is a difficult and lengthy process. The difficulty relates to the writing aspects that the students have to consider, covering grammar, mechanics, content, vocabulary and organization (Hartfiel et. al, 1985:89). while the lengthy process refers to the fact that the ability of writing well cannot be achieved in just one or two tries. From those statements it appears that many students may experience difficulties in mastering writing.

Writing is a form of written communication to express thought or feeling. Hughes (1983:38) states that

writing is essential in language use. When someone needs to communicate to another, whom he cannot meet in person, writing can be used as another way to communicate with other people instead of speaking. When teacher gives students writing exercises, the teacher should let the student understand clearly what they are about to write. Therefore, in the case of assigning the students to write a descriptive paragraph, the teacher should provide the students with a media to gain information about the object they are going to write in the pre-writing phase. In this case, students will have the chance to dig deeper the information about the object. It is a crucial thing for the teacher to lead the students to describe the objects well. One of the easiest way to do this is by showing them pictures of the object.

Moreover, writing is a process of discovery that involves a series of steps. (Langan ,2000:13). The steps are pre-writing, whilst writing and revising. In pre-writing phase, when we are generating ideas to write, we are trying to discover what we want to say. When we are drafting we are still trying to discover what we already know about the topic, what we have to find out and how to put it into the text. The phase of pre-writing often held uselessly by the teachers in learning writing skill activity. This phase of writing is where the students generate ideas to discover what they want to write, what they have to find out, or even what they already know about the topic to write. In this

case, to generate a more complex idea for the students, imagination shall become a helpful component. Further, using pictures as a media will become a strategic option as a guidance. According to Wright (1989:161) picture gives extra information which allows students to infer what is intended but not clearly stated in a text. That statement confirmed that using picture as a media in teaching writing is a beneficial act. Certainly, this also affects on their speed in finishing the writing.

In addition, a preliminary study conducted at SMPN 1 Mayang on 25th August 2012 was done by observing the classroom activity. From the observation it was revealed that the teaching and learning progress was in an uncomfortable atmosphere. The students can get bored of this situation. As Stated by Harmer (2004:5) one of the greatest enemies of successful teaching is the students' boredom. This often caused by the lack variation of teaching media applied by the teacher. The failure in attracting the students' interest in learning also occurred since the teacher only used single picture as a media. As a result the teacher wouldn't be able to deliver the lesson material optimally to the students', nor showing the students details of the object in the single pictures, of course the students did not perform well on the writing assignment given.

From the explanation above it can be simply concluded that an interesting and efficiently working media in teaching descriptive paragraph writing is definitely needed. A media which is more efficiently working in comparison to just a single picture is Slideshow of Serial of single pictures. This media allows the teacher to attract students attention better while it also allows the teacher to show more pictures compared to single pictures only, of course this act shall lead into more details of the object will be shown more clearly. The media also futures with animations which the teacher may easily create to avoid the students boredom.

As it is written in the current curriculum K13 (Kurikulum 2013), that one of the writing standard competence was the students also had to be able to create a descriptive paragraph. A media that appropriate for these issues is Slideshow of Serial of Single Pictures. This media designed to provide the students a better source of information about what they should be described. The mechanism of this media will lead into a better students' ability in creating better organized descriptive paragraph; more pictures show more variance of details about the same object.

Research Methods

1. Research Design

This research applied quasi-experimental design with post-test only design. There were two groups taken by lottery from a homogenous population in this research, namely the experimental and the control groups. The media, slideshow of serial of single pictures, was given only

to the experimental group in teaching writing descriptive paragraph; while the control group was taught by using single pictures only. After the experimental treatment delivered. Both class were given the same descriptive paragraph writing test.

The illustration of the research design was as follows

Group	Treatment	Post test
A	X	O
B	-	O

Note:

A: Experimental group

B: Control group

X: Treatment

O: Posttest

(McMilan, 1992:175)

2. Area Determination Method

Purposive method applied here was to determine the research area. In this research, SMPN 1 Mayang was chosen as the area to conduct the research because of some reasons. The reasons were (1) the school possessed sufficient facilities to support the experiment, (2) the English teachers have never applied slideshow of serial of single picture in teaching descriptive writing. (3) the English teacher and the headmaster of SMPN 1 Mayang had granted the permission for the researcher to conduct the research at that school.

3. Respondent Determination Method

The method used in determining respondents of the experiment was cluster random sampling. Fraenkel, et al. (2012:96) state that a cluster random sampling is a way to obtain respondents by using groups as the sampling unit rather than individuals. The population of the respondents in this research were five classes of the eighth grade students at SMPN 1 Mayang, Jember in 2014/2015 academic year. Based on the result of homogeneity test the population was homogenous. Automatically, two groups were randomly chosen as the respondents of the research.

4. Data Collection Method

There were two kinds of data in this research, primary data and supporting data. The primary data were students' writing scores taken from descriptive paragraph writing test administered at the end of the treatment. The validity of the test was content validity because the design of the test was based on the current curriculum applied. The scoring method applied was inter-rater scoring method which ensure the reliability of the test scoring. Meanwhile, the supporting data were gained from the result of interview

and some documents. The purpose of the interview in this research was to know the curriculum, the materials, the techniques, the media, which the English teacher usually applied and to know the the students' difficulties in learning descriptive writing skill. While the documents contains the data of students names, and students previous writing scores.

5. Data Analysis Method

The primary data or the students' writing scores from the post-test were analyzed by means of independent sample t-test to know whether or not the mean difference of both the experimental and the control groups was significant by using SPSS (Statistical Package for Social Science). As for the secondary data were analyzed qualitatively to support the results of the experiment.

Discussion

Based on the data analysis, this experimental research proved that there was a significant effect in teaching using Slideshow of Serial of Single Pictures on the Eighth Grade Students Descriptive Writing Achievement at SMP Negeri 1 Mayang in the 2014/2015 Academic Year". That was because Slideshow of Serial of Single Picture had it's own advantages. The first advantage was the efficiency included in overcoming common issues i.e time management and gaining students attention in teaching descriptive paragraph writing. Further, the mechanism of this media allows the students to dig in deeper on the information about the object. Also the media allows the teacher to prepare all the teaching material before the class. Thus, should let the teacher have more time to add some animations on the slideshow, which will attract the students' interests in learning. In addition, the teaching media in this research included with the benefits of Microsoft Power Point 2007. This software is widely available and also easy to learn. Another advantage is the equipments needed to conduct this teaching media also easy to get at most schools' facilities.

When the students were taught by using the treatment in this research, it was the first time for them to learn writing a descriptive paragraph. From informal conversation between the researcher and the students, it revealed that the students felt much easier to generate their ideas. This is in line with Wright (1989:17-18) states that pictures can motivate students and make them want to pay attention and to take a part in the lesson. The researcher also explained the objects along with the details in Slideshows of Serial of Single Pictures to the students.

As a result, in doing the task, the students did not face much difficulty. It was because the object were shown from different sides which provided more details of the environment shown in the media. The task of writing

descriptive paragraph, used simple present tense.

Further, the result of this experiment supported several previous research findings which explains that using single pictures as a media in teaching descriptive writing was more effective than using conventional teaching media. They were Yuana (2004) & Mochtar (2011). In their research, they proved that by using this media, experimental class achieved a better score in descriptive writing test compared to the control class.

In addition. It is also important to explain the similarity and difference between this experimental research in comparison with Yuana (2004) and Mochtar (2011). The similarity between this experiment and those were the media used as the experimental treatment which refers to single pictures. But difference is, in this experiment the single pictures was further modified into a slideshow of serial of single pictures.

In conclusion the "Slideshow of Serial of Single Picture" was an appropriate media that had a significance effect on descriptive writing achievement. In this research, the use of this media had a significant effect on the eighth grade students' descriptive writing achievement at SMPN 1 Mayang.

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