

THESIS ARTICLE

The Effect of Using Picture in Series on the Eighth Year Students' Writing Achievement at SMP Negeri 1 Tempurejo Jember

Aditya Perdana Putra, I Putu Sukmaantara, Sugeng Ariyanto
Language and Arts Education Program, The Faculty of Teacher
Training and Education, Jember University
Jln. Kalimantan 37, Jember 68121
E-mail: adityaperdanaputra@gmail.com

Abstract

Writing is still considered to be a hard work to do, especially for students. This research was intended to find out whether or not there is a significant effect on the students' writing achievement by using picture in series. The design of this research was Experimental Research. The research respondents were the VIII C class students (experimental class) and the VIII D class students (control class) of SMP Negeri 1 Tempurejo Jember in the 2013/2014 academic year which were selected based on some purposes. This research was done in six meetings, including the recount text writing test. The scores of the recount text writing test were used to investigate the significant difference or the gained score difference between the experimental class and the control class. The scores were analyzed statistically by using the t-test formula to know whether or not the gained score difference between the experimental class and the control class was significant. In this research there were two hypotheses; Null Hypothesis and Alternate Hypothesis. Null Hypothesis means that there is no significant effect of using picture in series on the eighth year students' writing achievement at SMP Negeri 1 Tempurejo. On the other hand, Alternate Hypothesis means that there is a significant effect of using picture in series on the eighth year students' writing achievement at SMP Negeri 1 Tempurejo Jember. Based on the result of the data analysis, the t-value was higher than the value of t-table of 5% significance level (confidence interval 95% and Df 70). It means that the Null Hypothesis was rejected, while the Alternate Hypothesis was accepted. It means the data analysis had proved that there was a significant effect of using picture in series on the eighth year students' writing achievement at SMP Negeri 1 Tempurejo Jember. The conclusion of this research was picture in series had a significant effect on the students' recount text writing achievement.

Keywords: *Experimental Research, Picture in Series, Recount Text Writing Achievement.*

Introduction

Writing plays an important role in English language teaching (ELT). By writing, students can communicate each other in daily life. It can also be one of the media for students to learn something, for example to learn language and culture.

Fairbairn and Winch (1996:61) state that writing is difficult and very few people have the ability to write an essay at one sitting in a form that is adequate. Besides, the students' difficulty in English writing is might be the result of the fact that English is not their mother tongue, as stated by Bram (1995:25) that for most beginning writers whose mother tongue is not English, to express what they intend is sometimes difficult.

Regarding the fact that writing is difficult, some factors may influence the writing difficulty. The fact shows that the time for teaching writing skill is not the same or lesser with the time for reading activities. Ihsan (1999:224) shows the teacher's use of inappropriate teaching strategy may cause a problem for the students in writing. This is in line with Byrne (1979:24) who states the phenomena that in

writing class, the teachers often give no further assistance to the students' writing activities. Furthermore, the students are often assigned a task in the form of topics to write about and are expected to make a composition of some kind. As a result, the students produce a large number of errors in written work because they have lack of reality in the writing activity itself. In short, in the writing class, the teacher should pay attention into the selection of the appropriate teaching strategy.

Based on the interview with the eighth grade English teacher of SMP Negeri 1 Tempurejo Jember, the students still had problems in English writing. The areas of difficulties were related to: vocabularies, tenses, structure mastery, and difficulties in organizing their ideas. In addition, the students also had low motivation in English writing because of those difficulties.

Diptoadi (1999:163) states that junior and senior high school students in this country are commonly taught by using lecturing method in the English class. When the teaching-learning process is going on, the class is dominated by the teacher so that the students become the passive learners. Byrne (1979:29) says that learning

English, especially writing requires an appropriate technique of teaching in order to make the students successfully master the writing skill. Therefore, in this case, the teachers are expected to minimize the lecturing method in teaching writing in order to avoid the students' boredom that might occur since they always listen to the teacher's explanation all the time that makes lack of time to practice writing.

It is necessary to provide instructional media that motivate the students to write meaningfully and grammatically correct sentences. The instructional media, in this case, the pictures are selected because they have some functions as they contribute to raise interest and motivation, a sense of the context of the language and a specific reference point or stimulus (Wright, 1989:2).

By using pictures, the students' difficulties in writing can be reduced because pictures can stimulate ideas and creative expressions. Yunus (1981:53) states that pictures or materials with pictures can be used by the teacher to stimulate the students to use language as the reproduction and manipulation stages to speak and to write. It means that by using pictures including picture in series, it will be easier for the students to stimulate their ideas so that they can express their ideas in the form of writing more easily. Besides, picture in series will lead the students to recognize their ideas step by step from the beginning to the end of the series. By following picture in series, the students will move from one idea to the other ideas orderly based on the topic.

Based on the description above, the researcher decided to apply an experimental research to find out whether or not there was a significant effect of using picture in series on the eighth year students' recount text writing achievement at SMP Negeri 1 Tempurejo Jember.

Research Methods

This research was aimed to find out whether or not there was a significant effect of using picture in series on the eighth year students' recount text writing achievement.

For this purpose, the researcher decided to apply quasi-experimental design with post test only control group design by using cluster random sampling technique. The design used two classes of the existing classes which were chosen as the experimental group and the control group by using homogeneity test.

Fraenkel and Wallen (2000:284) explain that the experimental group receives a treatment of some sort (such as a new textbook or different method of teaching), while the control group receives no treatment. In this research, the experimental group received treatment, in which it was taught writing by using picture in series while the control group was taught writing by using lecturing and question-answer technique. After that, the writing post test was given to both groups to find out the mean difference result. The result was analyzed by using the t-test formula.

The research area in this research was determined by using purposive method. The research was conducted at SMP Negeri 1 Tempurejo Jember. The area was chosen purposively based on the reason that the picture in series as teaching media had never been used by the English teacher (Mr. HTS) in teaching writing and there was no previous research which was conducted in the school related to the use of the pictures in series in teaching writing a recount text. More importantly the school Principal agreed to give permission to the researcher to conduct this experimental research.

The population of this research was the eighth year students of SMP Negeri 1 Tempurejo Jember in the 2013/2014 academic year. There were seven classes of grade VIII in the school; each class consisted of 35-36 students. In this research, cluster random sampling was used to take the sample based on the consideration that it was impossible to take all of the population. The researcher determined two classes as the experimental group and the control group.

In this research, writing test was used to get the primary data of the eighth year students' writing achievement. The test was intended to measure the students' writing achievement. Hughes (2003:11) classifies test into four types, they are: *proficiency test, diagnostic test, achievement test, and placement test*. In this research, achievement test was used to measure the eighth year students' writing achievement after they were taught writing by using picture in series. As Hughes (2003:13) states that achievement test is directly related to language course, the purpose is to establish how successful individual or group students, or the courses themselves have been achieving the teaching objectives.

Furthermore, Hughes (2003:26) points out that a good test must be valid and reliable. Dealing with the test validity, the test used content validity since the test material was constructed based on the competencies of writing stated in the 2006 Institutional Level Curriculum (KTSP). According to the English teacher (Mr. HTS), the school of SMP Negeri 1 Tempurejo still applies the 2006 Institutional Level Curriculum for eighth year students and ninth year students. The 2013 Curriculum is applied to the seventh year student. Based on the idea, the test was valid based on its content and the test was reliable since it had content validity.

There were two ways of scoring writing test with less subjectivity. Hughes (2003:32) explains that to decrease subjectivity, the writing can be scored by two different scorers (inter rater) or one scorer scoring the same writing test in different occasion (intra rater). In this research, inter rater was applied. There were two scorers in this research, the researcher as scorer 1 and the English teacher as scorer 2.

Dealing with the scoring method, analytical method was applied in this research. According to Hughes (2003:100), analytical method refers to a method of scoring which requires a separate score for each number of task

aspects. It can be said that each indicator in the research was scored separately based on the criteria. In this case, there were five indicators scored analytically; *content, organization, grammar, mechanics, and vocabulary.*

The primary data in the form of the students' writing scores as the result of the writing post test was analyzed statistically by using the t-test formula in order to find whether or not the use of media picture in series had a significant effect on eighth year students' writing achievement at SMP Negeri 1 Tempurejo Jember in the 2013/2014 academic year.

The result of data analysis was consulted to the t-table of 5% significance level to know whether or not the result was significant. If the result of t-computation is higher than that of the t-table, it means the null hypothesis: "There is no significant effect of using picture in series on the eighth year students' writing achievement at SMP Negeri 1 Tempurejo Jember in the 2013/2014 academic year" is rejected and the alternate hypothesis: "There is a significant effect of using picture in series on the eighth year students' writing achievement at SMP Negeri 1 Tempurejo Jember in the 2013/2014 academic year" is accepted.

Discussion

The result of data analysis indicated that picture in series gave a significant effect on the eighth year students' recount text writing achievement at SMP Negeri 1 Tempurejo Jember. Both of the experimental group and the control group were taught using similar material. The topic for writing a recount text was "Personal Experience" in the first meeting and "My Bad Experience" in the second meeting. The experimental group that was taught writing by using picture in series obtained better scores compared to the control group that was taught writing without using any visual media. Four of the five writing aspects of the experimental class were higher than those of the control group. They were content, organization, grammar and vocabulary.

Related to content, the researcher asked the students in both the experimental class and the control class to pay attention to the recount text as the example. The researcher explained to the students that a good recount text is a text which should be related to the topic, it should be easy to understand and it should tell about past experience.

The next aspect was organization. In the experimental class, the students related the organization by looking at the series of the picture because picture in series consisted of more than one picture that had a chronological story and it was easily understood. While the students were looking at the series of the picture in series, the researcher asked some guiding questions to direct them to make correct organization in the form of a recount text related to the topic given.

In the control class, the researcher taught the generic structures of a recount text by giving the explanation and asking some guiding questions to the students. They only

answered the questions and wrote the explanation in their notebook. Most of the students showed less enthusiasm during the class although the researcher gave them chance for asking the questions.

The third aspect was grammar. In grammar, the researcher taught how to create the correct sentences according to the picture in series to the students of the experimental class. To begin with, the researcher asked them to make one sentence for each picture of the picture in series. By looking at the picture in series, the students could be guided by the researcher more easily because they knew what sentence would be created. Besides, they directly focused on the picture in series because the researcher distributed the picture in series for each student. The researcher also gave chance to them to discuss with their partner freely while they were trying to write the sentence.

On the other side, the researcher taught the students of the control class without using the picture in series. In order to create the sentences, the researcher guided them only by asking some guiding questions. The students also should get the idea to write the sentences based on the topic "My Bad Experience" individually. They were uninterested because they only focused on the answers of the guiding questions that the researcher asked.

The last aspect was vocabulary. The researcher stimulated the students in the experimental class by showing the picture in series in front of the class while they were required to write. Then, the researcher guided them by asking several questions and writing several vocabularies on the blackboard related to the picture in series that was being used. The students showed enthusiasm toward the picture in series. They were happy when they answered the questions that the researcher asked. On the other hand, the students in the control class were taught writing without using any visual media like the picture in series. They got the material that they usually got from the LKS. The researcher only directed them to imagine what vocabularies related to the topic given. Then, they wrote down the vocabularies in their notebook. They needed the vocabularies to develop their writings.

The easiest aspect in this research was mechanics. This aspect was not all taught by the researcher because it had been taught by the English teacher previously in English classes.

After comparing the results of teaching the experimental class and the control class, it could be concluded that the picture in series gave a positive effect in teaching writing. That is understandable why many experts suggest teaching writing using pictures. Wright (1989:2) says that using a wide range of media (including pictures series) in the teaching learning process make students have a rich base and stimulus for their development in language. All teaching from the first grade through senior high school can be greatly improved by visual media, because teaching by using visual media can make the learning experience more concentrate and memorable. This research's outcome was also in line with Axelrod and Cooper's theory (1988:2)

that in writing, the learners/students established networks of information and ideas. Since the students were helped by the picture in series, the information and ideas were easily found. It made them write the text easier.

In this research, the students in the experimental group showed enthusiasm. It can be seen when the researcher showed the picture in series to the students during the teaching learning process their response was positive. They enjoyed writing by the help of the picture in series and they were able to write a recount text easier. It was different from the students in the control group who did not receive any media during the teaching learning process. As the result, the students in the control group could not absorb the material as well as the students in the experimental group. It was difficult for the students in the control group to catch their idea because they only imagined the ideas in their mind.

It is clear that when the teacher provided visual media, the students followed the teaching learning process smoothly, so they could develop their abilities in writing a recount text.

In conclusion, the picture in series was appropriate media which had a significant effect on the students' writing achievement. It was proved by the results of this research which indicated that the use of picture in series had made different writing scores between the experimental class and the control class.

Conclusion and Suggestions

After analyzing the results of hypothesis verification and the discussion, it could be concluded that there was a significant effect of using the picture in series on the eighth year students' recount text writing achievement at SMP Negeri 1 Tempurejo Jember.

It means that the students who were taught writing by using the picture in series on the experimental group had obtained better writing achievement than the students who were taught writing by not using any media in the control group. In other words, the picture in series gave a significant effect on the students' recount writing achievement.

Since the use of the picture in series as media in teaching recount text writing gave a significant effect on the students' writing achievement, this media can be used as a consideration to make the students' writing ability better. Thus, the researcher proposes some suggestions to the following people:

a. The English teacher

The English teacher is suggested to use picture in series in teaching writing to make the students' recount text writing skill better. The teacher is also suggested to use picture in series so that the students can be more motivated. The English teacher is also suggested to teach recount text writing by using picture in series with other teaching techniques or methods.

b. The students

The students should be more relax during the teaching and learning process so that the process can be more enjoyable. They should evaluate their own mistakes in the lesson and correct them to get better achievement, especially in writing. They should be more motivated to study and participate during the class so that they could achieve good scores in English and other subjects.

c. The future researchers

The other researchers who have the same problems in teaching writing are suggested to use this research as information and reference to conduct a further research for teaching writing or other skills with the same design, by focusing on more meaningful and interactive activities in the class. The other researchers are also suggested to use other teaching techniques or methods in implement the actions of the research.

Reference

1. Axelrod, R.B., and C.R. Cooper. 1988. *The St. Martin's Guide to Writing*. New York: St. Martin's Press.
2. Bram, B. 1995. *Write Well*. Yogyakarta: Kanisius.
3. Byrne, D. 1984. *Teaching Writing Skills*. Singapore: Longman Group, Ltd.
4. Diptoadi, U.L. 1999. *Reformasi Pendidikan di Indonesia Menghadapi Tantangan Abad 21*. Malang: Jurnal Ilmu Pendidikan.
5. Fairbain, G.J., and C. Winch. 1996. *Reading, Writing and Reasoning, A Guide for Students*. Philadelphia: Open University Press.
6. Hughes, A. 1989. *Testing for Language Teacher*. London: Cambridge University Press.
7. Ihsan, D. 1999. *Speaking and Writing Errors Made by Students of English Education*. Malang: Jurnal ilmu Pendidikan.
8. Wright, A. 1989. *Pictures for Language Learning*. Melbourne: Cambridge University Press.