

# THE EFFECT OF USING PICTURES IN SERIES ON THE SEVENTH GRADE STUDENTS' WRITING ACHIEVEMENT AT SMP NEGERI 1 PAKUSARI IN THE 2013/2014 ACADEMIC YEAR

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## Abstract

*This research was intended to know whether there was a significant effect of using Pictures in Series on writing achievement on the seventh grade students of SMP Negeri 1 Pakusari in the 2013/2014 academic year. The respondents were two classes: experimental and control class gained by the cluster random sampling. The experimental class was taught writing by using pictures in series while the control class was taught writing by using Question-Answer method. The data collection methods were writing test, interview and documentation. The writing test was scored by using analytical scoring method. Then, the quantitative data in this research were analyzed statistically using t-test formula. Based on the calculation of t-test formula, t-value was  $3.8184 > 1.9949$ . It showed that t-value was higher than the value of t-table of 5% significant level (confidence interval 95% and Df 69). It means that the result of this research indicated that there was a significant effect on the students' writing achievement taught by Pictures in Series. It suggested to English teachers of SMP Negeri 1 Pakusari to use pictures in series as an alternative to teach writing subject.*

**Keywords:** analytic scoring, data collection method, pictures in series, writing test

## Introduction

Recently most people prefer to communicate using writing to speaking because today there are many communication media that facilitate them to send a message to others easily. For examples are SMS, facebook, and e-mail. It is clear that writing is essential to be learned now. People may write easily using their mother tongue but not using English. In our country, Indonesia, most Indonesian students meet some other difficulties when they want to write using foreign language like English. In order to solve the problems above, the Indonesian government establishes English as a local content subject in elementary school and a compulsory subject in all schools from junior high school up to university level. It is stated in Based on 2006 Institutional Level Curriculum ( Kurikulum Tingkat Satuan Pendidikan/KTSP). This research focused on the students' writing achievement, especially in writing a procedure text in SMP Negeri 1 Pakusari.

According to the English teacher of SMP Negeri 1 Pakusari, it was known that he still used explanation and only relies on students' work sheet (LKS) in teaching English, especially writing. It means that he rarely used various visual media in teaching learning process. Consequently, there was no part that made the students interested.

Yunus (1981:49) states that pictures are most widely available of all teaching materials. Raimes (1999: 28) also adds that picture can be a valuable resource as it provides: a shared experience; a need for common language forms to

use; a variety of tasks; a focus of interest for students. In other words, pictures as media of teaching material can give a number of special roles, such as to help the teachers to be able to attract and motivate the students in the teaching and learning process. Pictures also can be used to share the students' experience to other for communication in teaching learning process. In short, pictures are useful for helping the teachers in teaching learning process.

In this research, the researcher proposed to use a kind of pictures that is appropriate for procedure text. The kind of pictures was pictures in series. Yunus (1981:50) says that pictures in series are a number of related composite pictures whose function is to form a sequence. Besides, procedure text is a text that gives some clues of how to do something through a series of actions. These mean that there is similarity between pictures in series and procedure text. They have sequence (a series of actions).

Based on the above explanation, it is clear that pictures in series not only have many advantages in the teaching learning process but also pictures in series are appropriate for procedure text used. Thus, the researcher proposed a procedure of using pictures in series in teaching writing.

According to Wright (1989:24-25,41), the ways of teaching writing by using pictures in series are:

1. *Write Anything You Know*
  - a. The teacher shows a picture in class.
  - b. Students write down any words they can think of related to the pictures in series.
  - c. Students combine the words into phrases and sentences.

## 2. Recombination

- a. The students look at the pictures in series showing a certain scene,
- b. The teacher asks a variety of questions focusing on a teaching point based on the pictures in series,
- c. The teacher introduces a sentence pattern,
- d. The students take the pattern and find different ways of applying it to the pictures in series.

In this research, the researcher adapted those ways from Wright (1989:24-25,41) in teaching learning activity :

1. The teacher showed pictures in series in the class.
2. The teacher asked leading questions about the pictures in series to motivate the students.
3. The teacher asked the students to make a pair.
4. The teacher distributed a handout containing pictures in series for each pair.
5. The teacher asked the students to discuss and write down any words they can think of related to the pictures in series with their partners.
6. The teacher gave an example to the students to create procedure text by asking guided questions and introduced a good sentence pattern related to the text.
7. The teacher gave the students other pictures in series then assigned them to make a procedure text independently.
8. The teacher revised and evaluates the students' work.

## Research Methods

The research design was quasi experimental design. It was conducted because the researcher cannot conduct true experiment and the use of random assignment. Fraenkel and Wallen (2006: 277) confirm that quasi experimental design do not include the use of random assignment.

The research design of this research was quasi experimental research with pretest post-tests non-equivalent groups design. This design was chosen because the researcher wanted to know whether there was a significant effect of using pictures in series on the seventh grade students' writing achievement at SMP Negeri 1 Pakusari.

SMP Negeri 1 Pakusari was purposively chosen as the research area after the researcher got the permission to conduct this research. The population of the research was all of the seventh grade students of SMP Negeri 1 Pakusari in the 2012/2013 academic year. Then, the researcher determined two classes of seven classes in the seventh grade students of SMP Negeri 1 Pakusari as the experimental class and the control class by cluster random sampling. The researcher used the students' final examination score in the previous semester to know the homogeneity of the population. The result of ANOVA showed that the population was homogeneous. Consequently, the researcher chose two classes by using lottery to define experimental class and control class as the respondent.

The class as the experimental class was taught writing procedure text by using the pictures in series as the media

in teaching, while the other class as the control class was taught writing procedure text by using Question-Answer method. Then, both classes were given a writing post test. The results of the test were analyzed statistically by using t-test formula.

In this research there were two kinds of data: primary data and supporting data. The primary data were the students' scores of the writing test while the supporting data were the results of interview and documentation. The primary data were obtained from pretest and post-test then scored by using analytical scoring method. Hughes (2003:100) says that analytical scoring is a method of scoring which requires a separate score for each number of aspects of the task. There were five aspects of writing achievement measured namely content, organization, vocabulary, language use, and mechanics. In this research the researcher adapted the scoring criteria from Huges' scoring rubric. After that, the students' scores of the writing test were statistically analyzed by using t-test formula to know whether or not there was a significant difference between the results of the control class and experimental class.

## Research Findings

To make the writing test reliable, the researcher conducted try out test. It was intended to know whether or not there were errors in the writing test material and time allocation before the test was tested to the respondents. In conducting try out test, the researcher used VII A which had the nearest mean score. The mean score of VII F was 76.9 while mean scores of both VII F and VII G were 77.1 and 76.7.

After knowing the result of try out, the researcher conducted the writing test to the respondents in both the experimental class and control class.

In order to know whether or not both classes had a significant difference in writing achievement, the scores of the writing test was analyzed statistically by using t-test formula. The result showed that the t-value was 3.8184. Then the result of data analysis was consulted to the value of t-table of 5% significant level (confidence interval 95% and Df 69). In t-table the value was 1.9949. It showed that t-value was higher than the value of t-table of 5% significant level (confidence interval 95% and Df 69). It means that the null hypothesis was rejected. Therefore, the alternate hypothesis was accepted, that "there is a significant effect of using pictures in series on the seventh grade students' writing achievement at SMP Negeri 1 Pakusari". It means that pictures in series as a media gave significant effect to the students' writing achievement especially writing procedure text.

## Discussion

The result of data analysis indicated that pictures in series gave significant effect on the seventh grade students' writing achievement in SMP Negeri 1 Pakusari. The experimental group who was taught writing by pictures in

series got better score compared to the control group who was taught writing without any visual media. Related to vocabulary, the researcher stimulated the students in experimental class by showing pictures in series in front of the class. They showed enthusiasm toward the pictures in series. They were happy when they answered the questions that the researcher asked. On the other hand, the students in control class were taught without any visual media like pictures. They got material as usual like the way they did in LKS. The researchers only directed them to imagine what vocabulary related to the topic given.

Concerning with the language use, in experimental class the researcher taught how to create sentence according to pictures in series to the students. By looking at the pictures in series, the students could be guided by the researcher more easily because they knew what sentence would be created. In contrast, in order to make a sentence, the students in control class were guided by answering some guided questions.

Related to organization (generic structures and conjunction), the students in the experimental class was not only guided by guided questions but also by looking at the sequences on each scene of pictures in series. It helped them. In other class, the researcher taught organization by asking the guided questions and giving explanation about the learning materials. The class was passive although the researcher gave a chance for asking.

After comparing two classes it can be concluded that pictures in series give positive input. That is why many experts suggest teaching writing using pictures. One of the pictures here includes pictures in series. Yunus (1981:49) states that pictures are most widely available of all teaching materials. In other words, pictures as media can give a number of special roles, such as to help the teachers to be able to attract and motivate the students in the teaching and learning process. Harmer (2004: 67) also argues that just as music using pictures can provoke creativity in students especially those who are particularly responsive to auditory stimuli. In this research, the use of pictures in series as the media affected them directly. It can be seen when the researcher showed and provided pictures in series in teaching learning activities. The pictures in series attracted the students to write their text easily and efficiently. It was different from control class which had not received any visual media like pictures in teaching writing, because the researcher taught writing by Question-Answer method. As a result, the students in the control class could not absorb the material as well as the experimental class. It was difficult for the students in control group to catch the idea.

Harmer (2004: 69) states pictures in series are really useful to prompt students into writing stories. The use of pictures in series as media had proved helping the students in constructing their writing. In previous research finding, Yuana (2004) conducted the research entitled "The Effect of Using Picture Series in Teaching Writing on the First Year Students' Writing Ability at SMUN 1 Gambiran-Banyuwangi in the 2003 / 2004 Academic Year" showing the effectiveness of the use of picture series in teaching writing was 23.63%.

## Conclusion and Suggestion

Based on the results of the data analysis and discussion, it could be concluded that the use pictures in series had a significant effect on the eleventh grade students' writing achievement at SMP Negeri 1 Pakusari in the 2013/2014 academic year. It is suggested to the English teachers of SMP Negeri 1 Pakusari to use pictures in series as an alternative to teach English writing. Meanwhile, the students of SMP Negeri 1 Pakusari are suggested to apply pictures in series to motivate and direct the students in writing. In addition, the future researchers are suggested to conduct a future research dealing with the use of pictures in series as a media focusing on similar problems by using another research design.

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