

# EFL Education Journal

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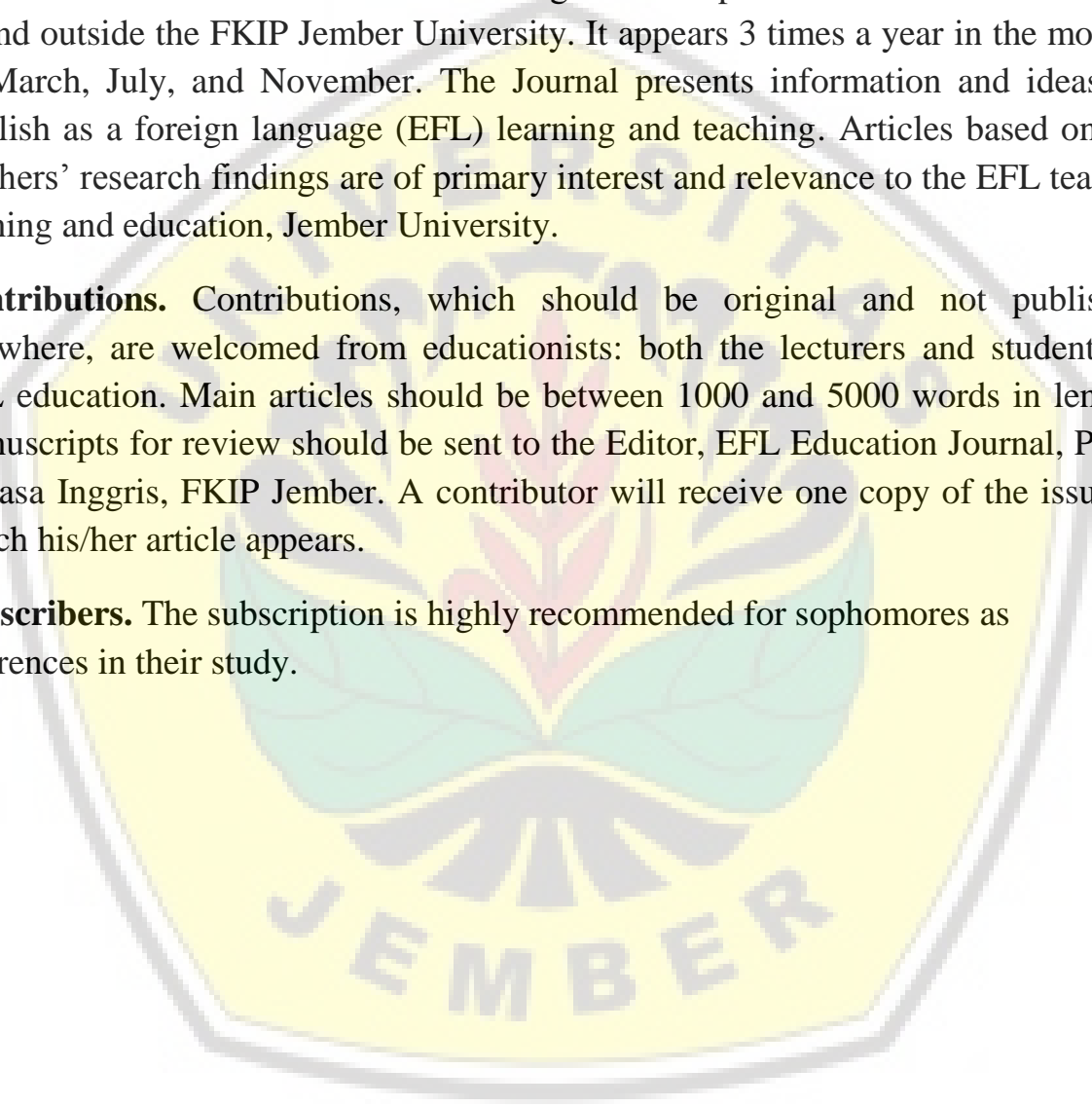
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## The Effect of Using the Serial Slideshow of Single Pictures on the the Eighth Grade Students' Descriptive Writing Achievement at SMPN 1 Mayang, Jember

Riantino Yudistira, Aan Erlyana Fardhani, I Putu Sukmaantara,  
the FKIP, the University of Jember

**Abstract:** This research was to investigate whether or not there was a significant effect of using slideshow of the serial of single pictures on students' descriptive writing achievement. The research method was quasi-experimental with post-test only design, The respondents were the students of VIII A of SMPN 1 Mayang, chosen randomly from the homogenous population as the experimental group. The students of class VIII B of the school were assigned as the control group. The data were collected by test, interview and documentation. The research result proved that the media had a significant effect on the students' writing achievement because the value of the significant column of Lavene's test was 0.021 lower than 0.05. Thus, the alternative hypothesis ( $H_a$ ) 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 was accepted.

**Keywords:** Writing Achievement, Slideshow of the Serial of Single Pictures.

In Indonesia, English has long been adopted as a foreign language and taught as a compulsory subject to junior and senior high school students. The students at the school learn English comprising the four skills; listening, speaking, reading, and writing. One of the skills regarded as a very difficult skill is writing, and this is in line with what Hadfield & Hadfield (2008:116) notes that writing skill is a difficult skill to acquire for both native speaker learners and EFL learners.

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. 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. When someone needs to communicate with someone else, whom he cannot meet face to face, writing can be used as another way to communicate with other people instead of speaking. When a teacher gives his/her 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 ways 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 ,2001:13). The steps are pre-writing, whilst writing and revising. In pre-writing phase, the students generate ideas to write and to discover what they want to say. They also make a draft and discover what they already know about the topic, what they have to find out and how to put it into the text. The phase of pre-writing might be ignored by teachers in teaching writing. It is in this phase, the students should learn how to 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, generating more complex ideas is a helpful component for the students. Further, using pictures as media becomes a strategic option as guidance. According to wright (1989:161) pictures provide extra information that allows students to infer what is not clearly stated in a text. This statement confirms that using pictures as a

media in teaching writing is a beneficial act. Certainly, this also affects their speed writing.

In addition, a preliminary study conducted at SMPN 1 Mayang in 2012 was done by observing the classroom activity. The observation result revealed that the teaching and learning process was in an uncomfortable atmosphere. The students tended to feel bored of this situation. As Stated by Harmer (2004:5) one of the greatest enemies of successful teaching is the students' boredom. This is often caused by the lack of variation in teaching media applied by the teacher. The failure in attracting the students' interest in learning also occurred since the teacher only used single pictures as media. As a result the teacher was unable to deliver the lesson optimally, and therefore the students did not perform well in the writing assignment.

The above explanation suggests that interesting and efficiently working media in teaching descriptive paragraph writing is definitely needed. The media that might be more efficiently working than just single pictures include the serial slideshow of single pictures. Such media allow the teacher to attract students' attention and to show more pictures. Likewise, the teacher may easily create the media animations to avoid the students' boredom.

As it is written in the 2013 curriculum, one of the standard competence aspects of writing suggests that the students had to be able to create a descriptive paragraph. The media appropriate for these issues include the serial slideshow of single pictures. Such media provide the students a better source of information about what to describe. The mechanism of this media enables the students to develop their ability to create well organized descriptive paragraphs; more pictures show more variance of details about the same object.

## Research Methods

The research method was quasi-experimental with post-test only design (McMilan, 1992:175). There were two groups taken by lottery from a homogenous population in this research, namely the experimental and the control groups. The media, the serial slideshow of single pictures, was given only to the experimental group; while the control group was taught by using single pictures only. After the experimental treatment delivered both classes were given the same descriptive paragraph writing test.

The purposive method was used to determine the research area. In this research, SMPN 1 Mayang was chosen as the area to conduct the research. The method used in determining the respondents for the experimental group was cluster random sampling. Fraenkel, Wallen and Hyun (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 was 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.

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 that ensures 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 students' difficulties in learning descriptive writing skill. Meanwhile, the documents contain the data about students' previous writing scores.

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). The secondary data were analyzed qualitatively to support the results of the experiment.

## **Research Results**

The post test was given to both the experimental and the control groups in 2014 after the special treatment to the experimental group was conducted. The scores of the post test in this research were used to investigate whether or not, there was a significant effect between the experimental and the control groups. The post test results were analyzed statistically by using SPSS with independent sample t-test to know whether the mean difference between the experimental group and the control group was significant or not. The output of SPSS showed that the total number of the students taken the test in the experimental group was 42 students and the control group was also 42 students.

The post tests' mean score of the experimental group was 78.42 with the standard deviation 9.002. While, the mean score of the post test of the control group was 62.25 with the standard deviation 13.213, and the significance amount was lower than 0.05. This number proved that there was a statistical difference between the experimental group and the control group after the treatment given. In other words, there was a significant effect of using the serial slideshow of single pictures on students' descriptive writing achievement. DRE formula was applied in this

research to measure the effect of using the serial slideshow of single pictures on students' descriptive writing achievement quantitatively. The calculation result of DRE formula showed the number of 25.98%. In other words teaching writing descriptive paragraph using the serial slideshow of single pictures was 25.98% more effective than teaching using conventional teaching technique.

## **Discussion**

Based on the data analysis, this experimental research proved that there was a significant effect in teaching using the serial slideshow of single pictures on the eighth grade students' descriptive writing achievement at SMP Negeri 1 Mayang. This is because the serial slideshow of single picture was relatively efficient in overcoming common issues such as time management and gaining students' attention in teaching the descriptive paragraph writing. Further, the mechanism of such media allows the students to dig in deeper on the information about the object. Likewise, such media allow teachers to prepare all the teaching materials before the class. In this case, teachers have more time to add some animations on the slideshow that might 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 are 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 experience much difficulty. It was because the objects were shown from different sides which provided more details of the environment shown in the media.

Further, the result of this research supports previous research findings. For example, Yuana's (2004) and Mochtar's (2011) research findings also use single pictures as media in teaching descriptive writing. They have found that using single pictures is more effective than using conventional teaching media. In their research, they proved that by using this media, the experimental class achieved descriptive writing scores in the test better than those of the control class. In short, the serial slideshow of single pictures is appropriate media that had a significance effect on the descriptive writing achievement at SMPN 1 Mayang.

## **Conclusion**

As mentioned before, the research results showed that using the serial slideshow of of single pictures as teaching media had a significant effect on the eight grade students' descriptive writing achievement at SMPN 1 Mayang. In other words, the students' ability to write descriptive texts could be developed by using the serial slideshow of single pictures. This positively contributes to the students' writing achievement in the sense that their performance in writing descriptive texts was evidently much better than if they learned writing without such media.

Therefore, the teacher at the school should use the serial slideshow of single pictures as media, and the future researchers are expected to make use of this

research finding as information. Such information provides evidence that they can conduct another research that focuses on improving students' writing achievement by using the serial slideshow of single pictures.

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