

The Effect of Picture Series in Writing Recount Text in SMPN 1 Malinau Barat

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Abstract:

Writing is an important major that should be mastered by students. However it is hard for students to comprehend a long English passage. The purpose of this study is to investigate the types of activities that occur during the teaching process of writing recount text through a series of pictures and to identify the benefits students receive from writing a recount text through a series of images. The total sampling technique is used in selecting samples. The results of the study revealed that teaching writing using a series of images can improve students' ability to write recount texts. In particular, they show some improvements to the process of writing and vocabulary.

Keywords: *Writing, Recount Text, Picture Series*

Introduction

In learning English, writing is a very important aspect that should be learned by students because given student clear information ideas they learn and given understanding when they are communicating one each other and writing is the basic in learn. By mastering writing, it would be easier for the students to learn English. Therefore, learning how to write has gained considerable importance for last two decades due to two factors: its use as a tool for effective communication of ideas, and the extensive research work carried out in this area to examine various issues faced by L2 writers (Dar & Khan, 2015; Graham & Perin, 2007; Haider, 2012; Hyland, 2004).

Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The young learners like to know that writing is done in steps which are as important as the steps necessary to cook something such as chicken or eggs, [10]. Another opinion comes from [19], he explains that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. It means that writing ability needs a special skill and process in organizing language material by using learners' own words and ideas and to be a good composition.

In the fact, many English students especially for the eighth grade are often faced with writing problem. It was proved from the pre-research observation done by the researcher to the eighth grade students of SMPN 1 Malinau Barat. Based on the research observation, the writer found some students face obstacles in writing. Its indicators are: they have limited of writing, it is hard for them to memorize the meaning of words and their scores of English test are low.

By consider the problems as mentioned above, the writer visited the students in the class to get more information. The writer found some factors that student faced. They are: (1) the students assumed that it's very difficult to get ideas for writing and lack of vocabulary used to write. (2) It's very difficult to start writing because of fear of being wrong or lacking in confidence and wanting the results to be perfect. (3) They were bored with monotonous class atmosphere and activities. From all of problems, it can be conclude that the teachers use teaching techniques are less varied in material transfer. Sometime, the students got less motivate in learning English because the teacher do not use such as appropriate technique in learning process. Both of the teacher and students probably cause this problem. A teacher should have interest way in

teaching writing to make students fun in learning activities. Here, the writer tries to use series picture for teaching writing in junior high school. The writer would like to try whether it is suitable for the students or not.

Methodology

The method of this study will be quantitative method. The design of this research is experimental study. The writer use none equivalent Control Group Design. In experimental hypothesis-testing research when a group is exposed to usual condition, it termed a 'control group', but when the group is exposed to some novel or special condition, it is termed an 'experimental group'. It is possible to design studies which include only experimental group or studies which include both experimental and control groups, and then use pre-test post-test or post-test-only [5]. Which a type of this experimental and control group design research is quasi-experimental design with post-test-only design. In a quasi-experimental with post-test-only design, the subjects of the research (two classes) were chosen purposive and the treatment result is introduced into post-test area only [16]. Treatment impact is assessed by subtracting the value of dependent variable between the experimental area and the control area from its value in the test area. The basic assumption in such as a design is that the two areas are identical with respect to their behavior toward the phenomenon considered [7].

Findings and Discussion

Finding

The finding of the study is presented to answer the research problems of the study follows: "Does the use of picture series effect in teaching writing recount text to the eighth grade students of SMPN 1 Malinau Barat in academic Year 2018/2019?" This study used experimental design, which aimed to find out the use of picture series effect in teaching writing recount text on the eighth grade students of SMPN1 Malinau Barat. The writer had data on writing assessments from both group (experimental group and control group) post-test. Writing assessments uses test indicators were : content, organization, vocabulary, grammar, mechanic.

The Score of Experimental Group

Table 1. The Score of the Student Writing Test

Student Number	Students Score	Classification
1	84	Excellent
2	60	Good
3	79	Good
4	84	Excellent
5	93	Excellent
6	66	Good
7	60	Good
8	93	Excellent
9	60	Good
10	84	Excellent
11	66	Good
12	79	Good
13	84	Excellent
14	79	Good
15	55	Fair
16	93	Excellent
17	93	Excellent
18	84	Excellent
19	79	Good
20	70	Good
21	70	Good
22	84	Excellent
23	93	Excellent
24	84	Excellent
25	93	Excellent
Total	1,969	
Mean Score	78,76	

Based on the Table 1, it could be seen the lowest and the highest score of the experimental class consists of 25 students. In teaching writing recount text, the writer gave the students post-test. The data showed in the post-test that the lowest score was 55 and the highest was 93.

Post Test Experimental Group (VIII-I)

Table 2. The Score of Controlled Group (VIII-II)

No	Score					Total
	Content	organization	Vocabulary	grammar	mechanic	
	13-30	7-20	7-20	5-25	2-5	
1	26	17	14	22	5	84
2	21	11	14	9	5	60
3	25	22	14	13	5	79
4	26	17	14	22	5	84
5	30	18	18	22	5	93
6	21	14	14	12	5	66
7	21	11	14	9	5	60
8	30	18	18	22	5	93
9	21	11	14	9	5	60
10	26	17	14	22	5	84
11	21	14	14	12	5	66
12	25	22	14	13	5	79
13	26	17	14	22	5	84
14	25	22	14	13	5	79
15	16	9	14	12	4	55
16	30	18	18	22	5	93

17	30	18	18	22	5	93
18	26	17	14	22	5	84
19	25	22	14	13	5	79
20	21	20	11	13	5	70
21	21	20	11	13	5	70
22	26	17	14	22	5	84
23	30	18	18	22	5	93
24	26	17	14	22	5	84
25	30	18	18	22	5	93
Total	625	425	368	427	124	1.969
Mean	25	17	14.72	17.08	4.96	78.52

Table 3. The Score of the Student Writing Test

Student Number	Students Score	classification
1	60	Good
2	53	Good
3	43	Fair
4	43	Fair
5	48	Fair
6	43	Fair
7	34	Less
8	34	Less
9	34	Less
10	60	Good
11	43	Fair
12	55	Fair
13	34	Less
14	43	Fair
15	43	Fair
16	55	Fair
17	43	Fair
18	55	Fair
19	34	Less
20	34	Less
21	39	Less
22	43	Fair
23	39	Less
24	60	Good
25	66	Good
Total	1.138	
Mean Score	45.52	

Based on the Table 3, it could be seen the lowest and the highest score of the controlled class consists of 25 students. The data showed in the post-test that the lowest score was 34 and the highest was 66.

Post Test Controlled Group (VIII-I)

Table 4. Scoring Rubric Writing

No	Score					Total
	Content 13-30	organization 7-20	Vocabulary 7-20	grammar 5-25	mechanic 2-5	
1	21	11	14	9	5	60
2	16	9	14	12	2	53
3	13	10	12	5	3	43
4	13	10	12	5	3	43

5	16	7	9	12	4	48
6	13	10	12	5	3	43
7	13	7	7	5	2	34
8	13	7	7	5	2	34
9	13	7	7	5	2	34
10	21	11	14	9	5	60
11	13	10	12	5	3	43
12	16	9	14	12	4	55
13	13	7	7	5	2	34
14	13	10	12	5	3	43
15	13	10	12	5	3	43
16	16	9	14	12	4	55
17	13	10	12	5	3	43
18	16	9	14	12	4	55
19	13	7	7	5	2	34
20	13	7	7	5	2	34
21	13	9	10	5	2	39
22	13	10	12	5	3	43
23	13	9	10	5	2	39
24	21	11	14	9	5	60
25	21	14	14	12	5	66
Total	372	230	279	179	78	1138
Mean	14.88	9.2	11.16	7.16	3.12	45.52

The writer use the statistical method to made computation of the average score (mean) of teaching writing taught without picture series method and teaching writing by using picture series by adding all score and dividing the sum by the number of the students' test, the computation can be seen bellow:

The average score (mean) of control group:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1.138}{25}$$

$$\bar{X} = 45.52$$

The average score (mean) of experimental group:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1.969}{25}$$

$$\bar{X} = 78.76$$

The computation above showed the result of mean score of experimental and control group which the control group taught without apply picture series was 45.52 and the experimental group which taught by apply picture series was 78.76. It means that the mean of picture series affect in teaching writing recount text have a good result.

The writer presented the result of the research and that had been obtained from the post-test to know the value t-table.

Table 5. Result of Collecting Writing Test

Number of student	X ₁	X ₂	X ₁ ²	X ₂ ²
1	84	60	7056	3600

2	60	53	3600	2809
3	79	43	6241	1849
4	84	43	7056	1849
5	93	48	8649	2304
6	66	43	4356	1849
7	60	34	3600	1156
8	93	34	8649	1156
9	60	34	3600	1156
10	84	60	7056	3600
11	66	43	4356	1849
12	79	55	6241	3025
13	84	34	7056	1156
14	79	43	6241	1849
15	55	43	3025	1849
16	93	55	8649	3025
17	93	43	8649	1849
18	84	55	7056	3025
19	79	34	6241	1156
20	70	34	4900	1156
21	70	39	4900	1521
22	84	43	7056	1849
23	93	39	8649	1521
24	84	60	7056	3600
25	93	66	8649	4356
Total	1969	1138	158587	54114
Mean Score	78,76	45,52		

The table above is the result of collecting writing test data from students, the writer analyzed to find a significant difference between the experimental group of students and the control group. The table above shows the data calculation.

Discussion

Furthermore, the data from observation showed that the students enjoyed in exploring the verbs related to the picture. It can be seen that all students were active and enthusiasm in expressing what they see. They were able to mention the verbs related to kind activities in the pictures. In addition, the students also were able to make the sentences using the verbs. After that, they were able to arrange several the sentence based on the pictures given. This indicates that picture series gives fun learning atmosphere and motivating effect that the students were willing to learn.

In the description of the data which taken from 25 students of experimental class, the writer could explain briefly about the data got from the students before they were analyzed. The description of the experimental class after giving 2 times treatments for experimental class

using picture series, the writer got the mean of post-test 72.04. The data showed in post-test that the smallest score was 55 and the highest score was 93. Meanwhile, from the description in this class, the writer did not give the students picture series, but the writer only give a theme to writing recount text. After giving 2 times treatments without using picture series, the writer got the mean of post- test 45.52. The data showed in post-test that the smallest score was 34 and the highest score was 60. It be summarized that the lowest and the highest score in post-test were also higher than pre-test.

In regard with hypothesis statement, it provided that were was significant effect on writing of eight grade students of SMP Negeri 01 Malinau Barat who taught by using picture series. The finding of the study showed that the treatment of using picture series in writing recount text for 3 meeting had better mean score than without using picture series. Two different treatments were given two different groups of students. Treatment using picture series was given to experimental group and without using picture series was given to the controlled group. After three meeting ended, then the two groups were given a writing test. The test result showed that the significance value of the difference between the mean score of the two groups was higher than the level significance. It means that using picture series gave significant result to the students writing.

Conclusion

Based on the description of the data analysis on the pervious chapter, the writer Would like to conclude the following result.

1. The result of the student's in writing recount text using picture series and without treatment.

No	sample	Mean	Different
1	Experimental Group	78.76	
2	Controlled Group	45.52	33.24

2. The used of picture series affects in writing recount text using and without picture series. Many kinds picture series such as pictures of places, pictures of people in action, pictures from story atc.
3. The weakness of this research was the writer only conducted three times of Treatments in teaching writing recount text by using picture series of SMPN 01 Malinau Barat in academic year 2018/2019.

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