

IMPROVING WRITING SKILL OF JUNIOR HIGH SCHOOL STUDENTS THROUGH PICTURE SERIES MEDIA

Esti Dwi Oktaviani

Fakultas Keguruan dan Ilmu Pendidikan, Universitas Borneo Tarakan

estidwioktaviani234@gmail.com

Abstract

This research objective was to find out whether there was any significant difference in students' writing skill before and after being taught using Picture Series media in learning recount text at Eighth grade students of SMP Negeri 8 Tarakan. The design of this research was Pre-Experimental research. The population in this research was all of the eighth grade students at SMP Negeri 8 Tarakan. The sample in this research was 30 students. The sample was chosen by using purposive sampling technique. Class for treatment was VIII-6. It consisted of 30 students. The steps in this research were pretest, treatment, and posttest. In the pretest, the students were asked to write the writing test. After giving the pretest, the researcher gave treatment. The treatment class was taught by using Picture Series media. After giving the treatment, students were asked to write the writing test in posttest. In analyzing the data, the researcher was used paired sample t-test in SPSS 24.0. The result of this research showed that there was different mean score in pretest and posttest. It was proven by the result of the students' mean score from pretest was 36.27 and 43.20 in the posttest. It means that the improvement of the students' mean score was 6.93. The result of Paired Sample t-test was 2.119 higher than t-table was 2.045. It means that the students' writing skill in recount text have an improvement after giving the treatment. The result of sig (2 tailed). 0.000 is lower than 0.05, it means that the Picture Series media can give any contribution to the students' writing skill. Based on the explanation above, it can be concluded that using Picture Series Media is effective to improve student's writing skill in recount text.

Keyword: *Listening comprehension, audio visual media*

INTRODUCTION

English as one of the important language is used by most people in the world as the first or second language as tool of communication. . It makes English is one of the important lesson that should be taught to the students. In Indonesian, English is the foreign language that is important to be developed. There are four English language skills that students should be master it, among them speaking, writing, listening and reading. All of them have relation each other and it can't to be separated. And in all of the English language skills have different difficultness especially for writing skill. Writing is one of the important skills to be mastered by the students. They use it to communicate to each other, as means of ideas and emotional expression, because when they write their ideas and emotion creatively, they are communicating on paper in their very best way and purposes. . Writing can be planned and given with an unlimited number of revisions before it is released. The students should express their idea on a paper through sentences that are arranged well intact, complete, and clear. In curriculum 2013, in Junior High School there are five genres of text that should be taught, namely narrative, recount, procedure, descriptive and report. In learning genre of text, the student will learn the particular style of texts which have different purposes.

All genres have different social functions, general structure, and grammatical features. For Junior High School, one of the texts that they will be learnt is recount text which purpose is to retell events for the purpose of informing or entertaining.

By the researcher's preliminary study when researcher did the observation at SMP Negeri 8 Tarakan, there were some problems that researcher found during the learning process especially in teaching writing skill of recount text. The students were not interested in learning especially in writing session and they could not explore their ideas as well to write although the theme had been already determined clearly. Furthermore teachers should be creative and be able to use the appropriate teaching media and method to provide interesting learning process. Considering these facts above, the researcher suggests one of teaching media that appropriate and assume that could be solve the problems is Picture Series Media. In line with this, Harmer (2001: 134) states that pictures is one of the variety of teaching aids which is used to explain language meaning construction, to engage students in a topic, or as the basis of a whole activity. Picture series is chosen as one of the effective technique used to deal with the students writing difficulties in the instructional process. From the previous explanation, the researcher was interested to carry out the research entitled, "Improving Students' Writing Skill by Using Picture Series Media at Eight Grade Students of SMP Negeri 8 Tarakan". Adam (2016:8) states that writing is a process of forming and conveying ideas, feelings and emotion in form of written text.

Writing is also one of the productive skills which both of teacher and students must pay attention carefully. It means that writing is a process when the learners find the idea by using their feelings and emotion and in the end they find the idea to write something on a paper. It was supported by Jukeri (2016:7) writing is the creativity to develop the ideas then change it into the words combination to build the sentences. In writing, the students are forced to dream about ideas and put it into the words as the representative of the ideas and thought. Anderson (1997: 49) suggests that recount is a text which tells about events happening in the past in a sequence of time. The purpose of the text is to tell the audience about what happened in the past and when it happened. It was supported by Wardiman, et al. (2008: 61) say that a recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. According to Shoes (1960: 188), a picture is likeness of a person, place, thing or idea on a flat surface produced by means of drawing, painting, or photography. From the explanation above, it can be concluded that picture is a kind of visual aids which includes an image of terms of kinds of pictures and this (picture) is important to make success in learning because picture makes the students build their imagination, interest and motivation. It depends on the teacher to select which one is suitable. According to Symonds (1999:10), picture-story is made of comprehensive study imaginative processes in children. He adds that among the many methods employed was the collection of stories which were written in response to picture. Based on the definition above, it can be concluded that combination of picture and story is interesting to improve the students' motivation and comprehension in children because by using picture-stories the students can reflect what they are thinking about the story in the text. They not only read the text but also see the actions of the story in picture. It makes the students interested in reading the text.

METHOD

This research used an Pre- Experimental design as one of kinds in quantitative approach. According to Muijs (2004: 1), quantitative approach is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). In this research, pre- experimental research was chosen by the researcher as a

research design with used One Group Pretest-Posttest design. In this research, there were two variables, namely independent variable and dependent variable. The population of this research was the Eighth grade students of SMPN 8 Tarakan in academic year 2019/2020. It consist of seven classes and the total of the population is 222 students. This research just conducted in one class. In this research the researcher used purposive sampling technique. Sample of this research was the students of class VIII-6 that consists of 30 students. Instrument of this research was writing test. The test was administered in pretest and posttest. To collecting the data there were three phase, the researcher gave a pretest, treatment and posttest. In analyzing data, the researcher used descriptive analysis and inferential analysis to describing the data.

RESULTS/FINDINGS

From the result, there were significantly increase between the result in pretest and posttest. The result in pretest score was 36.27 and in posttest was 43.20. Based on the result between both of the test it can concluded that the students' mean score in posttest was higher than pretest. Before using the t-test to test the hypothesis, there are prerequisite tests that must be conducted. The tests were normality test and homogeneity test.

The result of sig. pretest and posttest of treatment class was 0.200. From these result, both of pretest and posttest got the higher sig. than the level of significance that was 0.05, so it can be concluded that the data from both of pretest and posttest were normally distributed. The result of significant value of pretest and posttest were 0,155 which was higher than 0,05. It can be concluded that the result of both the tests' score hade same variant or homogenous with the fulfillment of the requirement of normality of data distribution and homogenous of both samples in pretest and posttest the research hypothesis testing of variance can be continued. After the data have already been processed by using normality test and homogeneity test and the data were in normal distribution and same variance or homogeneous, the data analyzed by using Paired sample of T- test. Significant difference resulted by pairing pretest and posttest. The result of pretest and posttest which was analyzed by using paired sample T-test. There were two ways to answer the hypothesis testing of this research. First way was the result could be seen that the sig. (2 tailed) is lower than the level of significant ($0.000 < 0.05$) and the second way was comparing the result of t-test with t-table. In this case, the df in t-test was 29 so, t-table was 2.045. According to Sugiyono (2015: 97), in testing the hypothesis that uses two tailed test, value of t-test is absolute value. So, in this case the researcher doesn't need to see the positive sign (+) or the negative sign (-). So the comparison is t-test was higher than t-table ($2.119 > 2.045$) and the alternative hypothesis was accepted and the null hypothesis was rejected. It means that there was a significant improvement by using Picture Series toward students' writing skill in recount text. Mean on the table was 6.933 it used to know the difference of the mean score from pretest and posttest. After the data has been analyzed by using SPSS version 24.0, the researcher found there was a significant improvement by using Picture Series toward students' writing skill in recount text at the Eighth grade of SMPN 8 Tarakan. It means that H_a is accepted and H_0 is rejected.

CONCLUSION

Based on the result of the research on the use of Picture Series Media to improve students' writing skill in recount text at the eighth grade students of SMP Negeri 8 Taralam, the researcher concluded that Picture Series Media was an effective to improve students' writing skill. It is proven by the result of computation using Paired Sample T-test which showed that sig. (2 tailed) was lower than level of significant ($0.000 > 0.05$). The

researcher found that the mean score of the students' writing skill between pretest and posttest were different. Before giving the treatment the researcher found that the mean score from pretest was 36.27. After giving the treatment the researcher found that the mean score from posttest was 43.20. The improvement of the mean score from pretest to posttest was 6.93 point. The result of computation t-test was 2.119. It meant that the t-test was lower than t-table which was at degree of freedom (df) was 29 and the level of significant 5% $p = 95\%$. So, the result of t-test $2.119 < t\text{-table } 2,045$. It meant that Picture

REFERENCES

- Rohmah, Fadhilah. 2016. *The Effectiveness of Picture Series Toward Students Writing Skill*. Jakarta: Syarif Hidayatullah State Islamic University Jakarta
- Anderson, Mark and Anderson, Kathy. 1998. *Text Types in English 3*. Australia: MacMillan.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- Ariningsih, Dwi. 2010. *The Effectiveness of Using Picture Series to Improve Students' Writing Skill viewed from Their Learning Motivation at the VII Grade of SMPN 1 Tangjunganom Nganjuk in Academic Year 2008/2009*. Surakarta: Sebelas Maret University. (Published Thesis)
- Astrid. 2010. *Improving Writing Recount Text Through Personal Journal*. E-journal of English Language Teaching Society (ELTS). Vol. 1, pp.13
- Astuti, Puji. 2011. *Improving Students' Ability in Writing Recount Text Through Picture Sequences at X Grade MA Darul Ma'arif Cipete*. Jakarta: Syarif Hidayatullah State Islamic University Jakarta. (Published Thesis)
- Eurika Pendidikan. 2015. *Komik Sebagai Media Pembelajaran*. (Article Online). Available at: <http://www.eurikapendidikan.com/2015/02/komik-sebagai-media-pembelajaran.html?l=1>
Accessed on 13th June 2018
- Gay, L, R, et al. 2012. *Educational Research: Competences for Analysis and Applications, Tenth Edition*. New York: Pearson Edition, Inc.
- Derewianka, Beverly. 1990. *Exploring How Texts Work*. Sydney: Primary English Teaching Association.
- Nurhayati, Dwi Astuti. 2014. *Using Picture Series to Inspire Reading Comprehension*. Tulungagung: IAIN Tulungagung. (Published Thesis)
- Jhonson, Andrew P. 2008. *Teaching Reading and Writing A Guidebook for Tutoring and Remediating Students*. United State of America: Rowman & Littlefield Education
- Knapp, Peter and Waikins, Megan. 2005. *Genre, Text, and Grammar*. Sydney: University of New South Wales.
- Simanjuntak, F. 2012. *The Use of Picture Series in Improving Writing Skill on Recount Text of The Tenth Grade Students of SMA Don Bosco in Academic Year 2011/2012*. Skripsi. Tarakan: Borneo University Tarakan.

- Marrison, G Timothy. Gregory Bryan. George Chilcoat. 2002. *Using Students-Generated Pictures in the Classroom*. Journal of Adolescent and Adult Literacy. pp.759.
- McVicker, Claudia J. 2007. *Picture Series as a text Structure for Learning to Read*. International Reading Association. Vol. 61, pp.85-88.
- Muijs, Daniel. 2004. *Doing Quantitative Research in Education with SPSS*. London: Sage Publications
- Mukarto and Sujatmiko. 2007. *English on Sky 2 Junior High School Students Year VIII*. Jakarta: Penerbit Erlangga.
- Nunan, David. 2003. *Practical English Language Teaching*. New York: The McGraw-Hill.
- Nurpitriyani, Dewi. 2015. *The Effectiveness of Story Mapping Technique Towards Students' Reading Comprehension of Narrative Text at the Tenth Grade Students of SMAN 1 Kota Tangerang Selatan in the Academic Year of 2014/2015*. Jakarta: Syarif Hidayatullah State Islamic University Jakarta. (Published Thesis)
- Patel, M. F. & Jain, Praveen. M. 2008. *English Language Teaching: Methods, Tools & Techniques*. India: Sunrise Publishers & Distributors.
- Priyana, Joko. Irjayanti, Arnys. Virga, Renitasari. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: Departement Pendidikan Nasional.
- Prastya, Ferri. 2013. *The Implementation of Picture Series as Media in Teaching Writing Narrative Text for the Tenth Grader of Senior High School*. Surabaya: Surabaya State University. (Published Thesis)
- Ratnasari, Yulia. 2014. *The Effectiveness of using English Picture Series in Teaching Writing of Narrative Text at the Eight Grade Students of SMP Islam Al Ikhlas in the Academic Year 2013/2014*. Jakarta: Syarif Hidayatullah State Islamic University. (Published Thesis)
- Siahaan, Sanggam. Shinoda, Kisno. 2008. *Generic text Structure*. Yogyakarta: Graha Ilmu.
- Sugiyono. 2015. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta
- Sujianto, Eko Agus. 2009. *Aplikasi Statistik Dengan SPSS 16.0*. Jakarta: Prestasi Pustaka.
- Trista, Delia. 2016. *Developing English Writing Materials by Using Picture Series for Grade VIII Students*. Yogyakarta: Yogyakarta State University. (Published Thesis)
- Mardiana, 2013. *Teaching Recount Text Writing Using Picture Series for Eight Grade Students of SMPN 2 Monterado*. Pontianak: Tanjungpura University. (Published Thesis)