

USING PICTURES SERIES IN INCREASING STUDENT'S WRITING SKILL TO THE ELEVENTH GRADE STUDENTS OF SMA PGRI 2 PALEMBANG

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ABSTRACT

This research investigated of using pictures series in increasing student's writing skill to the eleventh grade students of SMA PGRI 2 Palembang. The objective of this study was to identify whether or not by using pictures series can increase the students' writing skill. This study was conducted in experimental research to 165 students from the eleventh grade students of SMA PGRI 2 Palembang of the academic years of 2016-2017. This study could be concluded that pictures series strategy gave a significant increase for the students' writing skill than the students' writing skill by using conventional strategy to the eleventh grade students of SMA PGRI 2 Palembang.

Key words: Pictures stories, Writing skill, Experimental research

1. Introduction

There are four skills in teaching and learning English that should be mastered. Those are speaking, listening, reading and writing. Writing is the skill that involves communicating a message (something to say) by making sign on a page. It needs to be taught because communication is not only through speaking but also through writing.

According to Byrne (1997) there are three problems that may handicap the students to develop their writing skill. They are psychological, linguistics, and cognitive problems. In addition, the researcher adds the fourth problem dealing with the teaching - learning problem. The followings are the elaborations of each problem.

The first one is psychological problem. As everyone knows, speech is the natural and normal medium of communication for us in most circumstances and it accustoms us both to having someone physically present when we use language and to getting feedback of some kind. Writing, on the other hand, is essentially an individual activity and in fact that the writer is required to write on his or her own, without the possibility of direct interaction or the benefit of direct feedback from others. As the result, it makes the act of writing difficult. The second is linguistic problem. Speech is normally spontaneously, it means that the speakers have little time to pay attention to organizing the sentence structure, to connecting the sentences and also to choosing the most appropriate words. They repeat, backtrack, expand, and so forth depending on how people react to what we say, while incomplete and even ungrammatical utterances are tolerated. In writing, the writer has to be able to compensate the absences of good linguistic features such as correct sentence, structure, appropriate transitional words, cohesion and so forth.

The next is cognitive problem. Writing is learned through a process of instructions. It means that the learners have to master the written form of language and

to learn certain structures that are less used in speech, but which are important for effective communication in writing. The learners also have to learn how to organize the ideas in such a way that the writing or the text can be understood by a reader who is not present and perhaps by a reader who is not known to the writer himself. The next is the problem in the term of content- what to say. Being at loss for ideas is a familiar experience to most of the learners when they are obliged to write.

The last one is teaching- learning problem. In spite of the fact that, for most students, writing is probably considered the most difficult among four skills, up to now English teaching and learning model practiced in the classroom has not given significant proportion to writing yet. Most of the teachers have not given a lot of opportunities to the students to practice and develop writing skill and have not given correct treatment to the students' writing problem. The teachers also have not found yet appropriate method and technique to teach writing effectively.

Another study was conducted by Riyanto (2005), who found that most of the students' problems in writing were due to some factors: lack of vocabulary, lack of understanding of English grammar, and lack of practice. Students' skills in writing were low. The first factor dealt with the lack of audience's awareness. The second factor dealt with their inability in increasing unity and coherence in their essays. The students found that writing was difficult and at the same time stressing. They did not feel confident in their writing and did not encourage themselves to develop their ability in writing. Hence, they did not frequently practice this skill unless the teacher asked them to.

There are some ways to cope the problems that make students unable to write. According to the researcher, the first thing to improve the teaching and learning process especially in writing skill is teacher should motivate the students by using certain techniques. In this case, the researcher tries to improve in writing

composition for students through pictures series technique.

By applying pictures series technique, a teacher can make a positive atmosphere in the classroom. It can throw away time consuming notes because it shows the shape of topic, related ideas and concepts, and the relative importance of all the information. By applying notice to students' attitude, a teacher may increase their motivation to be successful writer because it serves incorporated keywords, colors and images to make student easier to generate their writing.

As a whole, The research is increased to help the students to enhance their skill in writing using pictures series. the researcher believes that by applying pictures series technique be able to appropriate to the characteristics of the Eleventh Grade Students of SMA PGRI 2 Palembang in the teaching and learning process especially in writing descriptive text.

A. Research Questions

The problem can be formulated in the following question : "Could increase writing skill after being taught using pictures series strategy and those who are taught using conventional strategy ?"

B. Literature Review

1) Concept of Writing

Learning English is needed by the students in junior high school. Writing is the important aspect in learning a foreign language. Harmer (2001: 250) states that writing is one of the productive skills which are closely bound up with the receptive skill work. Students will improve much if they learn more words and expressions. Richards and Renandya (2002: 203) argues that writing is the most difficult skill in learning foreign language. As Trudy Wallace (2005:15) states that writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Furthermore (Djuharie, 2009:5), writing is telling information or message by written.

Writing is the act of forming letters and characters on paper, wood, stone or other material for the purpose of recording the ideas which characters and words express, or of communicating them to others by visible signs (Dian, 2009:46). According to Dian (2009:47) points out those specific instruction objectives of writing. They were :

- a. participants are able to understand the stages of the writing process by explaining them;
- b. participants are able to apply the stages of the writing process in functional writing contexts; and
- c. participants are able to apply the stages of the writing process in creative writing contexts.

On the other hand, Brown (2004:220) states that there are four categories of written performance that capture the range of written production considered here. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect

the uniqueness of the skill area. They are presented as follows :

a. Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concerns.

b. Intensive (controlled)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

c. Responsive

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to 'exercise some freedom of choice among alternative form of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

d. Extensive

It implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

Related to the preceding of explanation stated above, it could be concluded that writing is one of the language skills that need to be mastered by the language learners and writing something can be an enjoyable activity because by writing someone can express something in written then share it with others. Writing also needs process. In this case, this

study should find the way to solve the problem, and motivate the students to write a paragraph in order they are eager to express their ideas in writing activity and make the students interested and enjoyable in writing.

2) *Concept of Pictures Series*

As English teachers, it is useful to use some varieties of language to help them in teaching English. They are able to engage the students in a topic or as the basis of the whole activity. Using pictures is one of the ways that can be used in teaching English. The pictures are one of the solutions that can help the teachers to explain language meaning and construction. The teachers are able to cope with the problems in teaching English. A picture is an illustration of picture that can be used as two dimensional representation of person, place or thing. It means that picture is one of the media of communication that can show people, place and thing that are far from us. Picture can make anyone getting clearer ideas or information than language term.

There are some types of pictures used in the English teaching and learning. One of them is picture series. A series of pictures is sequence pictures of a single subject that is aimed to tell a story and also a sequence of events. According Brown (2004) to understand the way of the picture series, the students need to appreciate it in abstract way. In the same way, when they express their ideas to construct the story in a good coherence as well as unity, they have to

think it in abstract excessively. Both of them will be easier for them in learning process if the teacher can use picture series. It cannot only help the students to get ideas more realistic in understanding the recount text but also in constructing ideas to create it. During the students are writing the text, they can use top-down technique in predicting the content of the text based on understanding of picture series. Based on that, the pictures give the schemata to the students to construct ideas from their background knowledge and experience.

Harmer (2004) states that there are various number of writing tasks that students can be asked to undertake and one of them is students can be given a series of pictures which tell story and they have to write story based on the pictures. He then adds that giving the students sequence picture as the writing task will incite them to be creative writers. The students will explain their understanding about the pictures. Picture series is recommended in the writing learning process.

In this research study, a series of pictures in sequence will be used as the main media to improve students' writing skill. An appropriate media in teaching writing can help students achieve their writing skill.

3) *The advantages of using pictures series in writing*

Picture series is recommended for it has many benefits in the writing learning process. The first benefit using picture series is that it will make the students interested in writing English because picture series is one of the visual teaching media (Dino Mahoney, 2012).

The second benefit is picture series will stimulate the students to develop and use their imagination so that they will be able to write well. Then, it will also help students in expressing the ideas. The last benefit is that picture series will improve the students' motivation in writing. Students can construct their knowledge during writing a text easily by using media. One of the media is picture series. Media make the student more easily to explore their ideas. The media must be used in intergated way in teaching and learning.

In this research study, picture series will be used as the main media to improve students' writing skill. In implementing picture series in the research, there are processes that need to be done by the researcher and other members of the research. They are designing the lesson plan for the teaching and learning, designing the teaching techniques used to implement the picture series, then selecting the appropriate and suitable picture series to be used in the writing activity.

4) *The disadvantages of using pictures series in writing*

Picture series have some importance in teaching writing. But on the other hand, the use of picture series also has some negative sides. There are two negative sides. First, students are not able to use oral language skill effectively. In this case, students find difficulties in presenting their writing in front of the class. They cannot present their stories fluently and communicatively. Therefore, teachers need to give the chances for the students to practice dialog or monolog in the stories they made before.

Another negative side of using pictures series as media to teach writing is the teachers do not have enough time to teach and evaluate the writing process. In the writing process, students are given such picture series to be done into narrative composition. Students have to work by their own. Teacher only give some important rules which are usually become unclear directions. Teachers do not big have enough time to guide them well, especially when the class consists of big number of students.

From the statements above the writer could conclude that the teacher could ask the students about the difficulties in writing using picture series. Then the teacher would give some feedbacks. The teacher could give them the task about picture series and then the students had to tell their writing to another student. The teacher also had to give the enough time to explain about the material using picture series so that the students could clear enough about the material.

C. *Methodology*

In this case, the writer used experimental method with factorial experimental method design in accordance that she could describe the students' scores in the pre-test and those in the post-test of descriptive paragraph writing through pictures series strategy. In using factorial design, she divided the classes into two groups, the first is the experimental group, and the other one is as a control group.

D. Population and Sample of the Study

The population of this study will involve the eleventh grade students at SMA PGRI 2 Palembang In the academic year 2016/2017 because this population has some problems in writing descriptive paragraph. The total number of population is 285 students.

In taking the students who were used as sample of the study, she used two stage random sampling. It meant that there were two techniques in choosing samples. First, she took sample using cluster random sampling and second using simple random sampling.

In this research, the sample of study were 40 students in XI IPS 1 class, for each group that were consisted of 20 students who applied pictures series strategy In the experimental group and 20 students who applied conventional strategy in the control group.

E. The Technique for Collecting Data

In this study, the instrument that used to collect data is an English writing test. The test conducted to collect the data. The data of the research was in the form of the students' writing score. This research used a test of writing skill in the form of simple writing to be used for pretest and posttest. In the pre-test students would be asked to remember and to mention simples' writing without using picture series. The writing test used curriculum as the standard that is KTSP The standard competency of English lesson in writing skill for the eleventh grade in semester two of Senior High School was expressing meaning in short functional text in the form of *descriptive* in daily contexts. The students involved experimental group and control group. After that the researcher would teach writing by using picture series toward experimental group only, after giving treatment by using picture series to the students, and the researcher would ask the students to write based on result of their knowledge, while on the control group, the researcher would ask the students wrote without giving picture series only the material which was given by the researcher.

The instrument was an essay type test. The English writing competences of Senior High School grade XI is visualized in the table.

Table 1. *Table of The English writing competences of Senior High School*

Standard of competency	Basic competences	Indicators
6. Expressing meaning of short functional text and simple essays in daily life in the form of <i>descriptive</i> .	6.2 Expressing meaning of short functional texts and simple essays in daily life knowledge usage accurately, fluently, and understandably	<ul style="list-style-type: none"> • Students are able to use correct organization of <i>descriptive</i> texts. • Students are able to use correct grammatical rules. • Students are able to find meaning of unfamiliar

	in the form of <i>descriptive</i> .	words of <i>descriptive</i> texts. <ul style="list-style-type: none"> • Students are able to use appropriate mechanics rules in creating a <i>descriptive</i> texts. • Students are able to make <i>descriptive</i> texts.
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Moreover, in order to find out the influence caused by applying pictures series strategy and the difference in average of writing achievement between the students who were in two groups, the data were collected through the result of the pre-test and post-test that she had made. The test has been tried out with a high reliability score, and cover idea, content, organization and coherence, sentence structure and mechanism. The pre-test is administered to see the basic achievement of students in writing descriptive paragraph before they got the treatment. Meanwhile the post-test is given to find out the students' writing achievement on those aspects after the treatment conducted.

Meanwhile, blueprint of the writing ability test that is used as a concept in making test presented in table.

Table 2. *Table of The blueprint of the writing ability test*

No	Indicators	Aspect of Writing	The item number
1	Writing a <i>descriptive</i>	a. Content b. Organization c. Vocabulary d. Language use e. Mechanics	

F. Validity

According to Richards, et al., (1989:304), validity is the degree to which a test measure what it is supposed to measure, or can be used successfully for the purpose for which it is intended. By the referring to the statement, the content validity of the test being administered to the sample students obtained based on syllabus of English for the eighth grade students of SMP PGRI 1 Palembang in the academic year of 2016-2017.

G. Reliability

Since the test is given in the form of writing instructions, the reliability is measured by using inter-rater reliability (According to Creswell (2008) in which two or more raters score the answer of the same student and the scores are then correlated. The writer is the first rater and the second one is the class teacher.

The scorers used as writing guidance of analytical scale for rating composition tasked by Anderson (2003:92). There are five categories (*organization, logical development of the ideas, grammar, punctuation/mechanism/ spelling, style and quality of the expression*).

They are divided into a number of contributing factors. The mathematical assignment of the 100 point scale gave equal weight (maximum 20 points) to each five major categories. The students' score in writing descriptive text was defined using some indicators.

The writer asked to the teacher of English to check the result of the students' writing descriptive test. Related to the try out, it was found that the value of the inter-rater reliability coefficients of the students' try-out test in writing descriptive text was 0,83883. It meant that the students' writing skill test was categorized in reliable and could be used.

H. *Technique for Analyzing the Data*

In this research, the data would be collected by using a test. The test would be used to find out the students' achievement in doing test. The researcher divided the instrument into a pre-test and a post-test that toward for the subjects of the research. The pre-test conducted based on the schedule of the English lesson for XI.IPS.1 before the treatment was given to the subject of the research. The pre-test for both would be given once, while the treatment would be given in six meetings, three meeting per week. The post-test conducted after treatment is complete. In the post-test, the control group provided a test without doing picture series, and the experimental group would be given a test with picture series.

2. Findings and Discussion

In this study the researcher used two techniques of analyzing the data are:

A. *Descriptive analysis*

The descriptive analysis is utilized to describe and interpret the data. The researcher in this case calculated the mean, standard deviation, and two scores so that the researchers can find out the degree of students' ability in writing based on the mean and standard deviation. Descriptive analysis was to provide answer to the research question formulated about whether there was a significant different in writing composition between the students taught using pictures series and those taught using conventional strategy.

B. *Inferential analysis*

The inferential analysis focused on the answering the question, if there was significant difference in writing composition between students who were taught using pictures series and those who were taught using conventional strategy.

In analyzing the students' writing composition, the writer applied three techniques. They were the statistical on measuring homogeneity and normality of the data, independent t-test, and two-way ANOVA. All the data analyses were measured by using the Statistical Package for Social Science 17 (SPSS 17).

Based on the data analysis, Pictures series strategy can increase the students' writing skill because there was

a significant increasing of students in writing skill after being taught using pictures series strategy and those who are taught using conventional strategy.

3. Conclusion and Suggestion

A. *Conclusion*

Upon analyzing the data, the writer finally could draw conclusions that pictures series strategy could a significant increasing for the students' writing skill after being taught using pictures series strategy and those who are taught using conventional strategy.

B. *Suggestion*

Based on the research that has been conducted with a variety of results that have been obtained, the researcher may give suggestions as follow:

1. For teachers : The use of teaching media should be more emphasis on the visual aspects such as the use of picture series, so as to improve students' writing descriptive text.
2. For the School : The SMA PGRI 2 Palembang is expected to provide infrastructure and equipment especially visual media learning, such as pictures series.
3. For other researchers in order to develop the research further need to add other variables that influence writing ability.

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