

## THE EFFECTIVENESS OF PICTURE SERIES TOWARD THE STUDENTS' WRITING SCORES

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### Abstract

The study is intended to find out whether or not the eighth grade students of MTs Muslimat NU Palangka Raya who are taught through picture series achieve better in writing recount text than those who are taught without picture series. The study was classified as experimental study. The study was conducted at Muslimat NU Palangka Raya. There were 72 (seventy two) students to be the samples of the study. There were 36 (thirty six) students in class VIII-C to be assigned as experimental group and there were 36 (thirty six) students in class VIII-A to be assigned as control group. The data were obtained from writing test. These data were the scores of the students' writing tests after having eight times treatment for each class. The finding confirmed that the eighth grade students of MTs Muslimat NU Palangka Raya who were taught through picture series achieved better in writing recount text than those who were taught without picture series.

**Keywords:** *picture series, writing recount text*

### INTRODUCTION

English consists of four language skills; listening, speaking, reading and writing. Among those skills, writing occupies the last position. This position indicates that writing is considered to be highly difficult and complex to master. Richard (2003:303) claims that writing is the most difficult skill for second language learner to master of putting together strings of grammatically correct sentences.

Although writing is considered to be the most difficult subject, the existence of this skill is required in order to help students to express their ideas, feeling and opinion into different types of writing to readers.

Due to its difficulty, teaching writing should be aided by using

media. There are lot kinds of media that can be used in teaching writing. In in the context of teaching writing to the eight grade students of MTs Muslimat NU Palangka Raya, the media to be used were pictures series. Stephens (1995:205) states that the picture for writing is a supplementary material or developing students' writing skills, a systematic building in writing skills (from sentence construction to paragraph composition), a wide variety of writing task makes a new vocabulary and makes writing fun, and a detailed content map of the writing skills.

Ernestova (1981:5), states that the ready-made pictures can be used to develop and sustain motivation, to procedure positive attitudes toward English and to teach or reinforce some language learning skills. The teacher must supply the necessary motivation and make up for the lack of natural stimuli, in order to develop the enthusiasm his/her students' imagination to help him/her. But words alone are not sufficient to carry the student over into an imaginary situation. More than anything else, it is visual aids in form or another that the students enter an imaginative experience beyond the classroom.

Furthermore, Bowen (1973: 28) says that the function of picture series to tell a story or a sequence of events. It is line with the purpose of recount text that retelling some events in the past. Those statements declare that the strengths of pictures series are informing about place, object, and some events, creating the students' mind-sets, raising the students' motivation and interest, and help ingstudents to arrange the story.

Joklova (2005) in Yuliarsih (2005:42) says that the picture is used in a meaningful and real life communicative way than being just displayed for the students to what they can actually see. Raims (2001:277), states that because everybody likes to look at pictures, their use in the classroom provides a stimulating focus for the students' attention.

Pirrozzolo and Wittrock (1981:212) emphasize the importance of picture series which can be shown as follows.

- a. Pictures are very useful for presenting new grammatical and vocabulary items. They help to provide the situations and contexts which light up the meaning of words or utterances, and help the teachers to avoid resorting to translation or to lengthy explanation of meaning.
- b. Pictures can be used for revision from one lesson to another as well as

- for long-term revision of vocabulary and structures.
- c. Pictures can be used as the basic of written work, for instance, question writing.
  - d. Pictures increase students' motivation and provide useful practice material as well as test material.
  - e. Pictures can be used to give students an opportunity to practice the language in real contexts or in situations in which they can use it to communicate their ideas.

The arguments that pictures series can be used in teaching writing are supported by the following numerous studies. There are a number of researchers who conducted studies on pictures series. Hakim (2010:5) found that the majority of the students have a positive attitude toward the use of picture series to learn recount text writing. Moreover, it was found from the observation data that the students participated actively in the learning process. Finally, the study also proved that the strategy improved the students' writing with their average score increased from 58.57 prior to the teaching-learning process to 77.87 at the end of the treatment.

Astuti (2011:54) revealed that the students could improve their writing ability of recount text through picture sequences. To improve students' writing ability of recount text, the students analysed the schematic structures concerning orientation, events, and re-orientation of any kinds of stories based on the pictures given to the students. Then, they have to tell the story using their own words into a good order of recount text. Furthermore, from the observation during the teaching-learning process of writing recount text, the students were motivated in the teaching-learning process, they felt interested in understanding the story based the picture, and they could write recount text well.

Yusnita (2012:1) conducted a classroom action research. It was found out that teaching using picture series improved the students' recount text writing. The result of this research showed that the students' progress in improving writing in each cycle. First cycle was 61.5 (less than 65, not achieved). The second cycle was 66.0 (Achieved) which was higher than KKM (minimum standard of learning mastery). So, the use of picture series helped the students in improving recount text writing.

Hestri (2013:4-5) found that that teaching writing by using picture series as media could improve the students' writing ability in recount text.

Based on the result of post-test on two groups, the mean score of experimental group was 66.88. Meanwhile, the mean score of control group was 88. The result of the computation of t-value (t-test) was 2.35. The computation showed that t-value was higher than t-table, that was, at  $2.35 > 2.00$ . So the hypothesis is accepted.

## REVIEW OF RELATED LITERATURE

this section will discuss recount text, kinds of recount text, linguistic features of recount text, picture series, the advantages of picture series and teaching writing recount text using picture series.

### Recount Text

There are several definitions of recount text which are given by several language experts. Soeprapto and Darwis (2006:7) define recount as a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. Anderson and Anderson (2014:24) state that recount is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred. From all of these definitions, it can be concluded that recount text is a text tells about something occurred in the past in order to give information into chronologically of what had happened. In order words, recount text is a text type which retells past events chronologically in order to give information or entertainment.

### Kinds of Recount Text

Recount text is classified into five categories. They are *personal*, *factual*, *imaginative*, *procedural*, and *literary recount texts*. (Anonymous. Recount Writing. [www.ijea.org/](http://www.ijea.org/) retrieved on October 17. 2014)

*Personal recount*, retells an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, personal letter.

*Factual recount*, reports the particulars of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical recount, biographical and autobiographical recounts.

*Imaginative recount*, apply factual knowledge to an imaginary role on order to interpret and recount events e.g. *A Day in the Life of a Roman Slave*, *How I Discovered Radium*.

*Procedural recount*, records the steps in an investigation or experiment

and thereby providing the basis for reported results or findings.

*Literary recount* is used to retell a series of events for the purpose of entertaining.

### **Linguistic Features of Recount Text**

The linguistic features usually found in a recount text. They are focusing on specific participants, using material processes, using circumstances of time and place and using past tense, focusing on temporal sequence (Soeprapto and Darwis (2006:7). The following is the example of recount text

**Table 1. Example of Recount Text**

<b>Generic Structure</b>	<b>Text</b>
<b>Orientation</b>	Last week, I spent my vacation in Jogjakarta, the city is famous in Indonesia.
<b>A Series of Events</b>	<p>I went to the temple of Borobudur. My family and I went there in the morning we went to Borobudur temple by private car family. I had prepared everything before we went to Jogja. While we were driving, we get to see some beautiful scenery mountains, forests, and waterfalls as well as cars pass by.</p> <p>My family and I arrived at the Borobudur Temple at 4:30 pm. There, I saw a lot of tourists. Borobudur temple is crowded on a holiday vacation. I can learn and practice speaking English with a foreign tourist different language to me, Dovi his name. He is very friendly. This is the first time I spoke English with foreign tourists. We returned at 22:30 at night.</p>
<b>Re-orientation</b>	It was a very interesting holiday for me and my family was happy.

(Bahasa Inggris untuk SMP/MTs Textbook by Zumaksin and Mufarichah 2007:7)

### **Picture Series**

As mentioned before, picture series are one of the solution to cope the problems in teaching writing. A picture is an illustration of picture that can be used as two dimensional representation of person, place or thing. There are various types of picture used in English teaching and learning. Including these types are picture series. A series of pictures is a sequence of pictures of a single subject that is aimed to tell a story and also a sequence of events.

Cartoon strips and instruction strips of pictures are potentially useful. Experience will show the teacher which strips are the most useful. The strips can be kept as they are and used to contextualize a story or description of a process. First of all the teacher can ask questions to help the students grasp the meaning of the strip. Intermediate and advanced students can discuss the technique of the cartoonist in his/her representation of the people and setting the relationship between the drawing and the words.

All of the explanation above implies that a picture series is a kind of pictures that has a series of an object or a situation is explained by some pictures. This picture usually tells about story or an event about something that happened. The series must be in chronological order.

### **The Advantages of Picture Series**

As an interesting media, picture series have some advantages. First, picture series can motivate students in writing. Second, picture series inform the students about the object, and event relation. Third, is it can train the students to arrange the story. And the last one, it can facilitate the students to expand the story.

Picture series that will be presented in teaching process can be made by a teacher or himself or take a book, magazine, internet or other sources. The picture series that will be used have to be adjusted with students' knowledge level and with the materials which will be delivered.

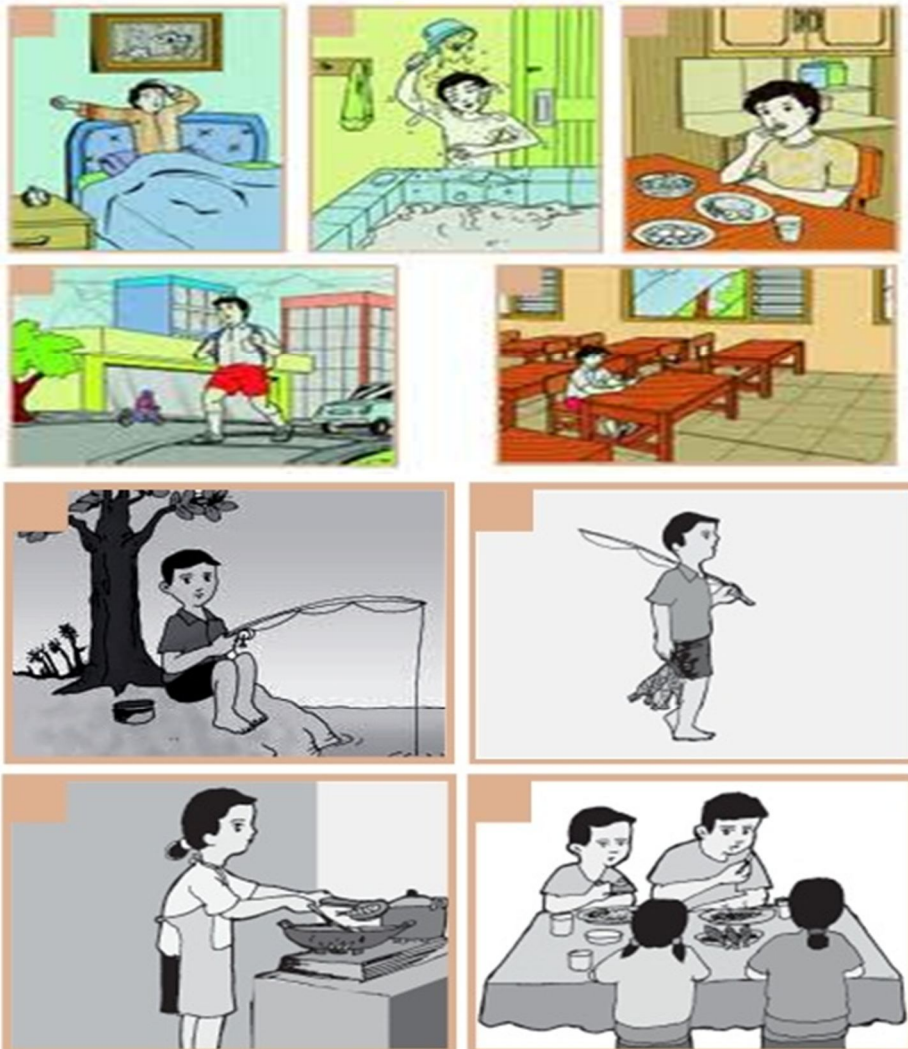
Based on the explanations above, it can be concluded that the position of picture series in solving the problems of writing in terms of:

1. Overcoming lacking of vocabulary. Picture series can promote many vocabularies for the students. We know that the actions on the picture and other details of the pictures, of course can add the new vocabularies for them.



2. Reducing grammatical mistake. From the picture series the teacher can mention some action verbs and ask the students to make the sentences based on the words in past form.
3. Generating idea organization. Some students often think that it is hard to get an idea to build their sentence. And here picture series contain of many actions that can be applied as idea or to provoke the students in imagining something, so the students do not get stuck in the middle of writing because they know what they should do first, after, and then, and so on.

### Example of Picture Series



### **The Disadvantages of Picture Series**

In addition to the advantages that have been explained before, picture series also have some disadvantages. The first, the size is very limited for big audience. Second, because picture series only focus on sense of sight. Third, it can make the students uncreative because picture series consist some sequences so in writing the text, the students just follow the sequences of picture series without thinking creatively. Fourth, picture series are only used for beginners.

### **Teaching Writing Recount Text Using Picture Series**

To implement picture media in teaching of writing at the senior high school there were pedagogical activities to be done. They are Pre-Writing, Whilst Writing and Post-Writing.

In pre-writing activity, the class activity is focused on stimulating the students' background knowledge by showing pictures, having students brainstorming on topic and explaining the objective of the task.

In whilst writing activity, the class activity is focused on guiding and assigning the students to identify the picture, to obtain the writing of task. They will find out their ideas and pour it in their writing. Then they develop the idea to be a good writing.

In post-writing activity, the class activity is focused on having students revising their writing. In this sense, the teacher guide and assign students to correct their writing.

### **Research Method**

The quasi-experimental design was used in the study. The students were divided into two groups, experimental group and control group. Picture series were used in experimental group. Meanwhile, non picture series were used in control group. The population was all the eighth graders of MTs Muslimat NU Palangka Raya who were registered as the tenth year students in academic 2014-2015. The samples were the students of class VIII C (experimental class) and the students of class VIII A (control class)



**Table 2. The Number of Sample at MTs Muslimat NU Palangka Raya**

No.	Grades	The Number of the Students
1.	VIII-A	36
3.	VIII-C	36
Total		72

In collecting data, writing tests were used. The results of the tests were investigated by using statistical analysis and the outcomes were compared to see the effects of picture series on writing skill. The allocated of time to do each writing test was 80 minutes. The tests were given before treatment (pretest) and after the treatment (posttest). In analysing the data, the writer used descriptive statistical analysis (central tendency, variability and inferential analysis (normality, homogeneity, and hypothesis tests).

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **Pre-Test Scores in the Experiment Class**

There were 36 (thirty six students) in the experimental class. They were taught writing recount text using picture series. The results of pretest indicated that out of 36, there were 13 (thirteen) students who were able to pass KKM (minimum standard of learning mastery level), that was, at the score of 67. Meanwhile, there were 23 (twenty three) students who achieved the scores under KKM. Further result indicated that the standard of deviation of pre test scores in experimental class was 6.8662 and the standard of error of pretest score of experimental class was 1.16059.

#### **Pre-Test in the Control Class**

There were 36 (thirty six) students in the control class. Out of 36 students, there were 10 (ten) students who were able to pass the KKM (minimum learning mastery level), that is, at the score of 67. While, there were 26 students who achieved scores under KKM. Further result indicated, the mean score was 64.5, the standard of deviation of pretest score of control class was 5.91604 and the standard of error of pretest score of control class was 0.99999.

### **Post-Test Scores in the Experimental Class**

There are 36 (thirty six) students in the experimental class were assigned to write recount text with using picture series at the end of the lesson. Out of 36 (thirty six) students, there were 26 (twenty six) students who were able to pass the KKM (minimum learning mastery level), that was, at the score of 67. While, there were 7 (seven) students who were unable to pass the KKM (minimum learning mastery level). Based on the results, it was obtained that, the mean score was 74.61, the standard deviation was 3.63454 and the standard error of post-test score of experiment class was 0.61435.

### **Post-Test of the Control Class**

There are 36 (thirty six) students in the experimental class were assigned to write recount text with using picture series at the end of the lesson. Out of 36 (thirty six) students, there were 28 (twenty eight) students who achieved KKM (minimum learning mastery level), that was at the score of 67. While, there are 8 (eight) students who achieved scores under KKM. Further result indicated that the mean score was 71.25, the standard deviation of post-test score of control class was 4.60299 and the standard error of post-test score of control class was 0.77804.

## **DISCUSSION**

The results confirmed that the eight grade students of MTs Muslimat NU Palangka Raya who were taught through picture series achieved better in writing recount text than those who are taught without picture series. The students who were taught using picture series got higher score in post-test indicated by mean was (74.61) than those students who were taught by conventional method indicated by the mean was (71.25).

From the observation of teaching learning process, it can be seen some improvements that the students gained. In the pre-observation, in terms of the students' skills; the students had poor ideas, they did not have the topics, they had difficulties how to develop the topics, they had difficulties in expressing ideas in a sequence of sentences, they had difficulties in organizing ideas chronologically and coherently, and they had difficulties in reviewing and revising their work.

In terms of the students' behaviours; they did not have interests in learning, they had very low motivation, they felt bored with the writing lesson, and they were very passive in learning.

After the treatment were given to the students, in terms of the

students' skills; the students had good ideas, they knew how to get the topics, they knew how to develop the topics, they could express ideas in a sequence of sentences, they could organize ideas chronologically and coherently, and they could review and revise their work. These findings are in line with Stephen's statement (1995:205) that the picture for writing is a supplementary material or developing students' writing skills, a systematic building in writing skills.

In terms of the students' behaviours; they had interests in learning, they had very high motivation, they enjoyed writing lesson, and they were very active in learning. These findings are in line with Ernestova's opinion (1981:5), that the ready-made pictures can be used to develop and sustain motivation, to procedure positive attitudes toward English and to teach or reinforce some language learning skills. .

## RESULT OF DATA ANALYSIS

### Hypothesis Testing Using T-test

T-test statistical calculation with significant level of the refusal null hypothesis  $\alpha = 0.05$  was used. The criteria of  $H_a$  is accepted when  $t_{observed} > t_{table}$ , and  $H_o$  is refused when  $t_{observed} < t_{table}$ . The result of testing hypothesis can be explained in the following table.

**Table 3.**

**The Standard Deviation and the Standard Error of  $X_1$  and  $X_2$**

Variable	The Standard Deviation	The Standard Error
$X_1$	3.63454	0.61435
$X_2$	4.60299	0.77804

Where:

$X_1$  = Experimental class

$X_2$  = Control class

The table shows the result of the standard deviation calculation of  $X_1$  is 3.63454 and the result of the standard error mean calculation is 0.61435. The result of the standard deviation calculation of  $X_2$  is 4.60299 and the result of the standard error mean calculation is 0.77804.

The next step, the standard error of the differences mean between  $X_1$  and  $X_2$  was calculated follows:

$$\begin{aligned} SE_{M1}-SE_{M2} &= \sqrt{SE_{m1}^2 + SE_{m2}^2} \\ SE_{M1}-SE_{M2} &= \sqrt{0.61435^2 + 0.77804^2} \\ SE_{M1}-SE_{M2} &= \sqrt{0.37743 + 0.60534} \\ SE_{M1}-SE_{M2} &= \sqrt{0.99135} \\ SE_{M1}-SE_{M2} &= 0.99135 \end{aligned}$$

The calculation above showed the standard error of the differences mean between  $X_1$  and  $X_2$  is 0.99135. Then, it was inserted to the  $t_o$  formula to get the value of  $t_{\text{observed}}$  as follows:

$$\begin{aligned} t_o &= \frac{M_1 - M_2}{SE_{M1} - SE_{M2}} \\ t_o &= \frac{74.61111 - 71.25}{0.99135} \\ t_o &= \frac{3.36111}{0.99135} \\ t_o &= 3.390 \end{aligned}$$

Connecting to the following criteria:

If t-test ( $t_{\text{observed}} \geq t_{\text{table}}$ ), it means that  $H_a$  is accepted and  $H_0$  is rejected.

If t-test ( $t_{\text{observed}} < t_{\text{table}}$ ), it means that  $H_a$  is rejected and  $H_0$  is accepted.

Then, the writer calculates the degree of freedom (df) with the formula:

$$\begin{aligned} df &= (N_1 + N_2 - 2) \\ &= (36 + 36 - 2) \\ &= 70 \end{aligned}$$

$t_{\text{table}}$  at df 70/60 at 5% significant level = 2.00

The calculation above shows the result of t-test calculation as in the table follows:

**Table 4. The Result of T-test**

Variable	$t_{\text{observed}}$	$t_{\text{table}}$		Df/db
		5%	1%	
$X_1 - X_2$	3.390	2.00	2.66	70/60

Where:

$X_1$  = Experimental class

$X_2$  = Control class

$t_{\text{observed}}$  = The calculated value

$t_{\text{table}}$  = The distribution of t value

df/db = Degree of freedom

The result of hypothesis test calculation (Table 4.26) proves that the value of  $t_{\text{observed}}$  is higher than the value of  $t_{\text{table}}$  at the level of significance in 5% or 1% that is  $2.00 < 3.390 > 2.66$ . It shows that  $H_a$  is accepted and  $H_0$  is rejected. From the result of hypothesis test, it can be described that students who are taught by using picture series achieve better in writing recount text than those who are taught without picture series. It can be interpreted that alternative hypothesis is accepted.

### Testing Hypothesis Using SPSS Program

SPSS 16.0 program was applied to calculate t-test in testing hypothesis of the study which supports the result of manual calculation. The result of the test using SPSS 16.0 program can be seen as follows.

**Table 5. The Calculation of T-test Using SPSS 16.0**

#### Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

Equal variance s assume d	1.29 3	.259	3.12 7	70	.003	3.25000	1.03921	1.17736	5.322 64
Equal variance s not assume d			3.12 7	66. 934	.003	3.25000	1.03921	1.17569	5.324 31

The hypothesis testing uses T-test to measures the significant effect of using Picture Series toward students' writing score in recount text. Based on the manual calculation and SPSS 16.0 program of T-test the  $t_{observed} = 3.127$  is consulted with  $t_{table}$  with significant level 5% (2.00) and 1% (2.66) or  $2.00 < 3.127 > 2.66$ .

The result of calculation confirms that  $H_a$  is accepted and  $H_0$  is rejected. From the result of hypothesis test, it can be described that students who are taught by using picture series achieve better in writing recount text than those who are taught without picture series. This indicates that the alternative hypothesis stating that the students who are taught through picture series achieve better in writing recount text than those who are taught without picture series is accepted.

Meanwhile, the null hypothesis stating that that the students who are taught through picture series do not achieve better in writing recount text than those who are taught without picture series is rejected. It means that the students who are taught through picture series have better writing scores than those who are taught without picture series.

To supports the result of testing hypothesis, SPSS 16.0 program was used. The result of the analysis shows that the students who are taught by using picture series give significant effect on the writing score. It is confirmed that the value of  $t_{observed}$  is higher than  $t_{table}$  at 5% and 1% significant level or  $2.00 < 3.127 > 2.66$ . This finding indicates that the alternative hypothesis stating that the students who are taught through picture series achieve better in writing recount text than those who are taught without picture series is accepted. On the other hand, the null hypothesis stating that



that the students who are taught through picture series do not achieve better in writing recount text than those who are taught without picture series is rejected.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

The result of data analysis shows that writing scores which are gained by the students before and after conducting treatment are significantly different. This can be seen from the following facts. First, the result of t-test using manual calculation shows that the calculation value  $t_{\text{observed}}$  is greater than  $t_{\text{table}} = 2.00 < 3.390 > 2.66$ . Second, the result of t-test using SPSS 16.0 calculation found the value  $t_{\text{observed}}$  is higher than  $t_{\text{table}} = 2.00 < 3.127 > 2.66$ . This indicates that the alternative hypothesis stating that the students who are taught through picture series achieve better in writing recount text than those who are taught without picture series is accepted. Meanwhile, the null hypothesis stating that the students who are taught through picture series do not achieve better in writing recount text than those who are taught without picture series is rejected. It implied that if the students are taught using picture series, their scores would be higher than without using picture series.

### **Suggestions**

Based on the research findings, there are some suggestions which are addressed to the teachers, the students, and other researchers.

First, it is suggested that teachers should be more creative and innovative to select the teaching strategy to deliver their material. They could find a good instructional media to stimulate their students' interests in learning English, especially in writing. Picture series would be appropriate to improve students' writing scores; therefore the teacher needs to use picture series in the next teaching. Second, it is suggested that the students to do more practicing writing exercises in order to get better in mastery of writing skill especially in recount writing. Third, it is suggested to future researchers to conduct similar studies on the other skills such as listening, reading, or speaking skill or other language components such as vocabulary and grammar for the improvement of the quality of teaching of English. Fourth, the teachers are also suggested to improve the research with the better methods and designs in order to produce new findings.

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