

USING PICTURE SERIES IN TEACHING WRITING AT THE SECOND YEAR OF SMA

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Abstract

Penelitian ini bertujuan untuk mengetahui efektifitas penggunaan *picture series* dalam pengajaran teks analitik eksposisi. Komponen di dalam teks dinilai dengan menggunakan rubrik untuk esai argumentatif. Tiga penilai telah dilibatkan dalam penelitian ini. Dua penilai merupakan guru bahasa Inggris SMA yang bersangkutan dan satu penilai yang merupakan peneliti sendiri. Sampel dalam penelitian ini adalah kelas XI IPA 1 yang terdiri dari 34 siswa. Desain penelitian ini adalah *one group pretest posttest* dengan analisa data menggunakan *paired sample t-test*. Nilai rata-rata untuk *pretest* adalah 60.75 dan untuk *posttest* adalah 70.48. Dari analisa data diperoleh juga bahwa t_{value} adalah 1.841 dengan $(df)=33$ di level signifikan $0.05=1.692$. Karena t_{nilai} lebih besar dari t_{tabel} maka itu artinya H_0 nol ditolak atau dengan kata lain *picture series* efektif digunakan dalam pengajaran teks analitik eksposisi.

This study aimed at finding out whether the use of picture series was effective for teaching analytical exposition text. The components within text were scored by using an argumentative essay scoring rubric. Three raters were involved in this research. Two of them were the English teachers and one of them was the researcher. The sample was class XI IPA 1 that consisted of 34 students. This research used one group pre-test post-test design and the data was analyzed with paired sample t- test. The average score of the pre-test was 60.75 and the average score of the post-test was 74.48. After analyzing the data, it was also found that the t_{value} was 1.841 with the degree of freedom $(df)=33$ at the level of significance $0,05=1.692$. Since t_{value} was greater than t_{table} , it concluded that the null hypothesis was rejected or in other words picture series was effective to be used in teaching analytical exposition text.

Keywords: *picture series, analytical exposition text, argumentative essay scoring rubric.*

INTRODUCTION

The use of language is very important in our everyday lives. Starting from the day we were born we used it or some form of it to communicate. It is like a tool which connects us with our surroundings. By using a language one can gain information, knowledge, and express feeling as well as emotions.

Indonesia uses English as a foreign language (EFL). EFL countries do not use English in daily conversation yet for its global acceptability, English is taught in schools. In learning English there are four skills to master, i.e listening, speaking, reading, and writing. Though those skills are important, it seems that writing takes the researcher's attention more because writing gives a room to us to communicate our message to a far larger audience.

According to Raimes (1983: 76) writing is a skill in which we express ideas, feeling and thoughts which are arranged in words, sentences and paragraph using eyes, brain and hand. The assumption about learning to write is not true. However, student writes to learn. The use of picture series in this research aims to make writing is easier so that the purpose of good writing can be reached.

However, writing is considered as an abstruse skill to master because writing involves some crucial things that students need to really pay attention like content, grammar and vocabulary that lead to achieving unity and coherence in its

composition. Moreover, it is more difficult when we talk about writing in a foreign language which is a complex process involving the ability to communicate in foreign language and the ability to construct a text in order to express one's idea effectively.

Based on the current curriculum of SMA, students of Senior High School are expected to be able to write some type of texts. Yet writing is not that easy. After researcher conducting the research in SMA Muhammadiyah 2 Bandar Lampung, it was found that the problem was because students did not really pay attention to the topic enthusiastically, they have difficulties in transferring what they are thinking into written form, and they do not know how to link main idea with supporting details systematically. Therefore, she thought that the teacher should try another strategy that can stimulate students to enjoy the material in order to produce a good writing.

Strategies in teaching writing are miscellaneous. One of them is using pictures. Pictures tend to be practical and easy to use. Teachers can deliver certain questions and ask the students to explain simply by showing pictures while the students are paying attention to what happens in the pictures. Pictures have some powers; they are able to clarify a problem. It means that by seeing the clear pictures, the students will understand more about the topic being taught.

Moreover, the information served by pictures can possibly avoid boredom and lack of interest in the classroom. As the common teaching media, pictures can be presented in many ways. Besides presenting the picture as a single picture, picture can also be presented in form of series.

In this research, the researcher tried to use picture series as an aid to help students in making their writing better. Picture series itself according to Yunus (1981:49) is a number of related composite pictures which are linked to form series sequence. Picture series contains writing material that provides the necessary information; an excellent device for providing both purpose and content for writing (Heaton, 1988: 135). Picture series devices are able to stimulate students' imagination. Heaton (1990: 107) states that, in everyday life, students may sometimes be required to describe people, objects, places, and even processes. There will also be times when they will have to write about sequences of events, incidents, etc. and give directions. Pictures provide students with ideas for such tasks, enabling them to give their full attention to using written language.

Concerning the problem that the students had in writing, the writer tried to help them to express and develop their ideas in written form through argumentative/persuasive paragraph writing activity. In this case, writing analytical exposition text. It was in accordance with the Curriculum 2006 of the second grade of SMA which states that one of the objectives of English teaching was that the students were expected to be able to write paragraph in form of analytical exposition text.

The researcher chose this type of text because through this text students did not only learn how to write but also how to argue and convince or persuade the reader. Argumentative writing like analytical exposition text utilizes logic and reason.

Ideally, the argument should always use sound reasoning and solid evidence by stating fact. Considering the explanation above, this research was conducted to find out whether picture series an effective strategy to teach students in writing analytical exposition text.

METHOD

This research used *one group pre-test post-test design*. The population was the second year of SMA Muhammadiyah 2 Bandar Lampung and the sample was one class and it was XI IPA 1. In selecting representative students from the population for the research, the writer took sampling technique because all individuals in the defined population have an equal chance of being selected for sample.

Students were given the pre-test before the treatment and the post test after the treatment. The design can be presented as follows:

T1 X T2

(Setiyadi, 2006: 132).

Where:

T1 = Pre-test, which was administered before the students receive the treatment

X = Treatment, that was, teaching writing by using picture series

T2 = Post-test, which was administered after the students receive the treatment.

In writing assessments which have high-stakes outcomes, essays are often scored by two trained human raters, with the final score being an average of the two scores since double-scoring result is a more reliable final score. In this research, the researcher used inter-rater reliability. The raters were two English teachers of SMA Muhammadiyah 2 Bandar Lampung and the researcher itself.

The data gained from the three raters were accumulated to find out mean, difference, standard deviation, standard errors, the t-value and the t-table. The components within text scored by the raters were based on argumentative essay scoring rubric. They were:

Table 1. Components of writing in essay scoring argumentative essay scoring rubric

No.	Category
1.	Focus of Statement
2.	Support for Position
3.	Transition
4.	Closing Paragraph
5.	Grammar and Spelling

RESULT

The first data was from the pre-test and the post-test. The Pretest was administered on October 20th, 2015. From the pretest it was found that 18 of 34 students got poor

score, 4 students were considered medium, 10 students were good and 2 students got excellent score.

After conducting the pre-test, the researcher conducted the post-test. The post-test was administered on October 27th. This test was done to see the scores of students after being taught by using picture series. In the post-test, 2 students got excellent scores, 11 of them got good scores, 13 students were considered mediocre and 8 students got poor scores. The average score of pre-test was 60.75 and the average score of post test was 74.48. It revealed that the students' ability in writing analytical exposition text was increased.

In finding out the t-test in order to gain the difference of students' achievement before and after being taught by using picture series, the researcher used *Paired Sample t-test*. In gaining the t-value or t-observed, the formula was:

$$t\text{-value} = \frac{MD-0}{S\bar{D}}$$

$$t\text{-value} = \frac{4.41-0}{2.397}$$

$$= 1.841$$

The t-table was found by using distribution of t-table with the degree of freedom 33 and the significance 0.05. The formula of t-test and the table of distribution were applied in order to discover whether the hypothesis was accepted or rejected. The basis of testing hypothesis is as follows:

$$H_1 : \mu_1 - \mu_2 > 0.$$

It means that teaching English by using picture series significantly affects on the students' achievement in writing analytical exposition text. In other words, alternative hypothesis is accepted if the $t\text{-observed} > t\text{-table}$.

The computation showed that the result of $t\text{-value}$ is 1.841 and the $t\text{-table}$ was 1.692. Since the $t\text{-value}$ was greater than the $t\text{-table}$ in significance level $p\text{-value}$ 0.05, it concluded that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. Here is the computation:

[DataSet0]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	W_PICSER	65.1706	34	11.39932	1.95497
	Wo_PICSER	60.7559	34	13.10790	2.24799

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	W_PICSER & Wo_PICSER	34	.356	.039

Paired Samples Test						
		Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
					Lower	Upper
Pair 1	W_PICSER - W0_PICSER	4.41471	13.97951	2.39747	-4.6298	9.29239

Paired Samples Test				
		t	df	Sig. (2-tailed)
Pair 1	W_PICSER - W0_PICSER	1.841	33	.075

The researcher also had calculated that the components which improved the highest and the least. From the scores that were accumulated from the three raters, the frequency and the percentage of students who got below standard, meet standard, approaching standard and above standard can be seen in the table below:

Table 2. frequency of students in each component of writing

Criteria	Pre Test					Post test				
	F (%)	S (%)	T (%)	C (%)	G (%)	F (%)	S (%)	T (%)	C (%)	G (%)
Above Standard	9 (26.47)	4 (11.76)	9 (26.47)	4 (11.76)	3 (8.82)	5 (14.70)	10 (29.41)	5 (14.70)	2 (5.88)	-
Meets Standard	13 (38.23)	11 (32.35)	12 (35.29)	7 (20.58)	10 (29.41)	18 (52.94)	20 (58.82)	21 (61.76)	13 (38.23)	8 (23.52)
Approaching Standard	8 (23.52)	7 (20.58)	2 (5.88)	11 (32.35)	4 (11.76)	9 (26.47)	4 (11.76)	3 (8.82)	10 (29.41)	10 (29.41)
Below Standard	2 (5.88)	11 (32.35)	10 (29.41)	10 (29.41)	15 (44.11)	1 (2.94)	-	3 (8.82)	7 (20.58)	14 (41.17)

Note:

- F : Focus of statement
- S : Support for position
- T : Transition
- C : Closing paragraph
- G : Grammar and spelling

The table shows that the highest improvement is in “support for position”. Students who got meet standard scores increased from (32.55%) to (58.82%). Moreover, in the post test there was no student who got below standard score. The lowest improvement was in “grammar and spelling”. In the post-test there was no student who got above standard scores and there were (41.17%) who got bellow standard scores.

DISCUSSION

The result of t-value was 1.841 and t-table was 1.692 with the degree of freedom 33 in the significance 0.05. Since the t-value was greater than the t-table, it concluded that the alternative hypothesis (H_1) was accepted and (H_0) was rejected. The average score of the pretest was 60.75 and the average score of the posttest was 74.78. The result difference indicates that after getting the treatment, students got better understanding about the text.

The component of writing which improved best was support for position which contains arguments. The arguments of students were better after getting the treatment because picture series with colors contributed significantly to the visual appeal to argue and moved readers emotionally and imaginatively

Sari (2010) who conducted the related research said that picture composition, a type of series of picture could increase students' enthusiasm in learning. It is by far the simplest of all creative techniques used by people who need to create rich ideas. In

line with Sari, this research also proved that picture series gave students a chance to think critically about interpretation of the events in the picture and write their ideas.

CONCLUSION

The result revealed that picture series was effective for teaching analytical exposition text. That the students' score in the posttest was better than the score in the pretest after applying picture series in writing analytical exposition text.

The aspect which got the highest improvement was support for position. It happened because the use of picture series in writing enables the students to add the idea and enrich the arguments so that they could express them into a better argumentative text.

SUGGESTION

Based on the conclusions that were explained before, some suggestions were directed toward the English teachers in SMA Muhammadiyah 2 Bandar Lampung and other researchers. The suggestions were as follows:

1. To the English teacher

Teachers should use proper techniques for teaching writing for example using picture series. The use of picture series was not only adjusting the material with the situation but also avoiding the students' boredom.

2. To other researchers

The results of this study might be used as one of the reading references for the next researchers who would conduct similar study related to the development of the students' writing skill.

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