

JURNAL

**KEEFEKTIFAN DARI GAMBAR BERSERI DALAM PENGAJARAN
MENULIS BAHASA INGGRIS DI KELAS SATU DI SMP
MUHAMMADIYAH 2 KEDIRI TAHUN 2016/2017**

***THE EFFECTIVENESS OF PICTURE SERIES IN TEACHING WRITING
AT THE FIRST YEAR AT SMP MUHAMMADIYAH 2 KEDIRI IN
ACADEMIC YEAR 2016/2017***



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2017**

**SURAT PERNYATAAN
ARTIKEL SKRIPSI TAHUN 2017**

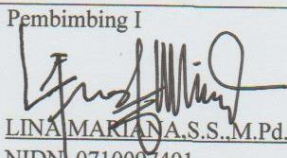
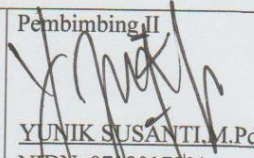
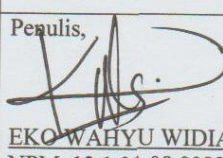
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TEACHING WRITING AT THE FIRST YEAR AT SMP
MUHAMMADIYAH 2 KEDIRI IN ACADEMIC YEAR
2016/2017
Fakultas – Program Studi : FKIP – BAHASA INGGRIS
Nama Perguruan Tinggi : UN PGRI KEDIRI
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THE EFFECTIVENESS OF PICTURE SERIES IN TEACHING WRITING AT THE FIRST YEAR AT SMP MUHAMMADIYAH 2 KEDIRI IN ACADEMIC YEAR 2016/2017

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ABSTRACT

This research is conducted because of a tendency which scattered that writing is considered as the most difficult and complex skill to learn. This problem occurs because the English teacher feels difficult to choose the appropriate media to teach writing. Therefore, the purpose of conducting this research is to investigate the effect of Picture series as the media that can help students to have better ability in writing descriptive text in terms of content, organization, content, accuracy, and mechanics. In conducting this research, the researcher employed the pre-experimental research and one-group pretest-posttest design. The subject of the research was the seventh grade students of SMP Muhammadiyah 2 Kediri in academic year 2015/2016. The sample of the research was class VII-C consisting of 29 students. This research was held in four meetings involved pre-test, first treatment, second treatment, and post-test. The instrument of essay test descriptive was used to know the students' ability in writing descriptive. To analyze the data, the researcher used SPSS vs 17. The research result data showed that the mean score of pre-test was 45,34 and post-test was 52,58. From this result the researcher found that the *t-test* was higher than *t-table* ($8.969 > 2.048$). It can be concluded that the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. The students taught by Picture series method have better ability in writing descriptive text than those taught by Non-Picture series method in the term of organization, content, accuracy, and mechanics. It can be concluded that Picture series method is an effective media to teach writing descriptive text because it developed the students' ability significantly in writing descriptive text. So, it is suggested that English teacher should apply Picture series method to teach writing descriptive text.

Key word: Writing, Picture Series, Descriptive Text

I. INTRODUCTION

Writing, as one of four English macro skills which is very complex and can not be learned naturally like speaking. Harmer (2007: 3) states, “Spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned.” This case is supported by Nunan in Nacira (2010: 18) that “ It is easier to learn to speak than to write no matter if it is a first or second language”. It is not just a simple task to write or make a paragraph since it requires hard work, lengthy steps, enough time, and more practice. Therefore, there must be tight collaboration among teacher and students in learning writing. The explanation above means that in learning writing needs more than enough theoretical knowledge about writing but also the experiences to write based on the theory the students have learned. Writing may be considered as the most difficult language skills.

Writing is not just a skill to write or just creating sentence or paragraph based on ideas, but it has a complex process in the way conveying ideas or feeling into written form. There are some steps of writing that is stated by Harmer (2007: 4) that writing process has four main elements: planning, drafting, editing (reflecting and revising), and final version (draft). Based on the explanation above, it

can be concluded that writing is a person’s ability to communicate information and ideas to someone else through sequence of complex activities such as planning, drafting, editing, and revising in a written form.

There are five elements of good writing that is mentioned by Walker (2010: 1) they are writing purpose, the readers that the writer writes for, clarity is about word choice, grammatical and its mechanic, unity and coherence, and text organization. Students often get difficult to be aware and even easy to get lost what their writing purpose is, how to keep focusing on the topic, who is the text addressed to, and how to maintain coherence within a paragraph can make the information goes organized together.

Relate to the explanation above, a sort of matter occurred in most levels of schools in Indonesia particularly Junior High School. The students get difficulties in writing. First, the students do not have much idea, it is also stated by Taylor (2009: 4) that writing is an extremely difficult task if they are trying to grab in their language with new ideas and new ways of looking at them. Second, the students feel stress in making sentences or even paragraphs, it is in line with Harmer (2007: 278) states that mastering productive skill especially writing can be very stressful if they do not know the

appropriate words or grammar to express the idea. Beside, the students' difficulties relate to the teacher is ignoring the aspects of teaching writing. As it is stated by Harmer (2007: 11), "For many years the teaching of writing focused on the written product rather than on the writing process." It means that students are only directed to have good product of writing but does not really care about the process of writing itself. Therefore, when students have some problems to find the ideas and feel stress in writing surely they will get difficulty to organize the sequence of paragraphs well. To overcome the problems, the role of teacher as facilitators should be well-prepared to teach students in front of the class. Such as giving interesting medias to support teaching and learnig process.

As an effort to make the students have better writing ability. Finally, this reseach introduces picture series as a media of teaching writing. The researcher purposes to use pictures as a guideline for students in writing, especially to the seventh grade students of SMP Muhammadiyah 2 Kediri. Therefore the main function of picture series is to help students to write. A statement of picture series which is stated by Raimes (1994: 11) that the use of pictures in teaching writing is potential to support the students to study writing. It is because commonly

people have some imaginations after seeing pictures. Therefore, the students will get easy to have ideas to write after seeing the picture. They also can imagine what are the points that should be written in the picture immediately and the most important is as the aim of picture series, the students will have sequence paragraphs.

There are many researchers have conducted the research by using picture series in teaching writing to find out the effect on students' writing comprehension by using picture series as a media . Such as Saputra (2010: 131), Nurjanah (2012: 105) and Yudiati (2011: 97). They state that using pictures to teach writing can help students to improve their writing skill. Pictures are good media to stimulate the communication activities. By using pictures the teacher can conduct many communication activities. It can encourage students to utilize the vocabulary and expression they had learned from picture series in their production of English. The students can develop their imagination by the pictures in order to make meaningful paragrapghs.

This research is different from those previous findings above, the researcher applies picture series at the first year of junior high school of Muhammadiyah 2 Kediri which has different level with the previous research

above. Beside, the capability of the junior high school students which mostly still have low background of english. The writer wants to know the effectiveness of picture series there. Another reason to conduct the reasearch in SMP Muhammadiyah 2 Kediri is because when the writer did the teaching practice there. The writer saw the teacher used monotous media to teach was course book and it was not sufficient. Furthermore, students had low motivation in composing a text especially descriptive text, these activities in the school are done in the old fashioned way. They also faced a problem of having lack of ideas.

Based on the background above, the writer is interested to conduct the experimental research by using picture series as media in students' writing descriptive text. By applying the media hopefully it can make the students have lots of ideas to write and can make sequence paragraphs. Finally, the writer determines the topic of the research with entitled: The Effectiveness of Picture Series in Teaching Writing at The First Year at Smp Muhammadiyah 2 Kediri in Academic Year 2016/2017.

II. METHODOLOGY

This research used quantitative research design of experimental research especially the pre-experimental design.

Ary (2010: 265) points out that the goal of experimental research to determine the effect of one variable to another. He also points out that there are three kinds of experimental design that can be used in educational research, they are pre-experimental research, true experimental research and quasi experimental research. In this research the researcher used a Pre - experimental research as the design of the research, namely the one-group pre-test post-test design. The reason writer chose one-group pre-test post-test is to comparing students' scores from the pre-test and post-test in order to know the effectiveness of picture series on students' writing ability toward the first year studens. This research was conducted at SMP Muhammadiyah 2 Kediri. This research was conducted from April until August 2016. The writer used quantitative data, the sources of the data were the first year students (VII) of SMP Muhammadiyah 2 Kediri. In this research, the technique of collecting data that the writer used was pre- test, treatment, and post- test.

In the pre-test was in the form of an instruction, the students were asked to make the text based on the picture given. The activities of pre-test were in the following. First, the writer introduced himself and told the purpose of her research. Then the writer asked the

students to make a text, which at that time was descriptive text based on their knowledge and imagination. They were given a guideline to make an outline before writing the text. After the students had made the outline, they were asked to develop the outline which finally became a paragraph. When the students had done the test, then the writer asked them to submit the work.

The researcher conducted the same activities in the treatment but the difference was the students given series of pictures. The treatment was done twice. The first treatment, the students were given series of picture about an activity then the students should make a descriptive text according to the pictures. In the second treatment, the researcher gave another series of picture about parts of a house. The purpose of giving those treatments was to teach picture series media in learning writing before the researcher gave post-test to the students. Then, the researcher explained what descriptive text is, explained the generic structure, also the language feature used in descriptive text.

Post-test was conducted to measure how well the students' writing ability increasing after being taught by using Picture Series. The steps in post- test was similar with the steps in pre- test.

After getting the data, the writer analyzed the data. To know the significant difference, the data were analyzed by using following formulation of T-test. All the data collected from the pre-test score and post-test score were analyzed using SPSS version 17. The data which got from the pre-test score compared with the post-test score using the formula of paired sample t-Test with the taraf significance 5% (0,05). To know the difference of students' writing ability before and after being taught using Picture Series and to proved the hypothesis. If there is the students score average is not significance difference, the (H_0) is accepted and (H_a) is rejected, but if if the students score average is significance difference the (H_0) is rejected and (H_a) is accepted.

III. RESULT AND DISCUSSION

A. RESULT

The data were analyzed by using t-Test. The data from pre-test and post-test were compared and analyzed by using compare means- paired sample t-Test formula in SPSS version 17 to find the differences of the score.

1. Is there any effect of Picture Series toward the first year students' writing ability in academic year 2016/2017?

According to the result of students' achievement in pre test, the total students' score in experiment class was 906 and the mean was 45.3 meanwhile in post test the

students' total score was 1051 and the mean was 52.5. It shows that the students' achievement of pre test is lower than post test.

Table 4.9. Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 BEFORE	45.3448	29	8.85710	1.64472
AFTER	52.5862	29	9.31787	1.73028

Related to the hypothesis and data, the result of analysis is showed in the table below:

Table 4.12. Testing Hypothesis

Df	t-score	t-table	Sig. (2-tailed)	Ha	Ho
		95% confidence interval of difference			
37	8.969	2.048	0.000	Accepted	Rejected

The score of sig (2-tailed) is 0,000 is lower than the taraf significance 5% ($0,000 < 0,05$). It means that, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Finally the conclusion is teaching writing by using Picture Series gives significant effect on students' writing ability of the first year

students at SMP Muhammadiyah 2 Kediri in academic year 2016/2017.

Harmer (2004: 69) giving the students sequence picture as the writing task will incite them to be creative writers. It was also supported by previous research conducted by Yudiati (2011: 97) she taught writing by using picture. The students can develop their imagination by the pictures.

According to researcher's research findings and the data supported above, it can be concluded that students' writing ability before being taught using picture series was low, and students' writing ability after being taught using picture series was higher and also there was significant effect of picture series on students' writing ability.

B. DISCUSSION

After conducting the whole research including analyzing the data, the researcher finally draws some conclusions based on result of the findings. In the previous chapter, for most of students is the most difficult skill to master in order to ensure success in learning. As an effort to make students' writing ability will be better, one of the effective media that is used by the teacher in teaching writing is Picture Series. Based on the finding of the previous chapter, the researcher concludes that teaching writing using Picture Series at the first year students of SMP Muhammadiyah Kediri is effective. By

using Picture Series in teaching writing, it was proved that Picture Series is effective in those aspect of writing. The first aspect is developing idea. The second aspect that has been proved to be developed is content.

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