The Influence Of Picture Series In Teaching Speaking Recount Text

Mutiara Rahmadania[1], Sayid Ma'rifatulloh[2]
[1]English Education, Mutiara.rhmdnia@gmail.com, Hasyim Asy'ari University
[2]English Education, sayid.unhasy@gmail.com, Hasyim Asy'ari University

ABSTRACT

This research is a research to test whether the use of picture series media is influence in teaching writing. The purpose of this study was to determine whether there was a significant difference in the writing ability of students who were taught using the picture series. The population of this research is the eighth grade students of MTs Nurul Qur'an Jogoroto in the academic year 2022/2023. The total population is 215 students divided into six classes, each class contains between 35-38 students. The sample in this study was class VIII 5 and VIII 6 MTs Nurul Quran Jogoroto, totaling 70 students. The researcher used Quasi Experimental Class method to obtain score data. The researcher conducted a normality test to find out whether the data was normal or not. Based on the data normality test that has been carried out by the researcher, it shows that sig. 2-tailed is 0.000 meaning that data is normally distributed. Then, it will be continued with a mann whitney test. Based on the testing the hypothesis terms, if score of t is sig. < 0.05, Ha is accepted and H_0 is rejected. In the mann whitney test calculation, the data shows sig.(2-tailed) 0.000. The data lower than 0.5, it means that H0 is rejected and Ha is accepted.

Keywords: Picture Series, Writing Skill, Recount Text, Eighth Grade of Junior High School, Quasi Experimental Study.

I.   INTRODUCTION

Writing is a fairly complex skill for students at all levels. Renandya (2002) stated that a difficult skill for students is writing. In writing skills, generating ideas and translating those ideas into easy-to-read text are common difficulties. Writing is one way to convey ideas by using signs that can be read by others and the language presented will be visual. Teachers can identify students' ability to use language, grammar and also ability to apply idea in the mind into a paragraph through writing skills. Although writing is a skill that is quite difficult for the learning process, in fact writing is needed to learn a foreign language. Therefore, they can show some improvement in their writing process and vocabulary. Writing skills are important things that must be learned. For students who study English as their second language, basic skills such as writing are not easy for them to master well. According to Saraswathi (2005), writing is a difficult and complex skill. To write well, students have to learn a lot of sentence structure, vocabulary, punctuation and spelling.

II.   LITERATURE REVIEW

The first researcher is Ariningsih (2010). The previous researcher focused on students' motivation to learn writing skills using a series of pictures for the seventh grade students of SMPN 1 Tanjunganom in the 2008/2009 school year. Previous researchers stated that students easily understand by using picture series. The difference between previous researchers and current researchers is the place to make observations and the focus of the research. The previous researcher focused on the motivation to learn writing skills of seventh graders while the current researcher focused on eighth grade students' writing skills.

The second researcher is Fitria (2014). The previous researcher said that his learning using picture series in recount text was effective. The previous researcher focused on using serial images on students' writing skills, especially in recount text in the tenth grade of SMAN 1 Bandung. The difference between the previous and current research is the place of study and the class being studied. The researcher will now conduct research in the eighth grade at Mts Nurul Quran Jogoroto.

The third researcher is Styati (2016). The previous researcher focused on students' writing motivation by using series pictures in recount text and wanted to make students able to improve in learning to write. Then, the difference with the current researcher is the focus on students' writing skills using picture series on recount text material.

The fourth research is Rohmah (2017). The previous researcher stated that picture series can help students to increase students' writing motivation. Previous researchers focused on students' reading motivation in recount texts by using picture series on tenth graders at MAN 5 Jakarta. The difference between previous researchers and current researchers lies in the focus of research, the place of research and the grade to be studied.

The fifth research is Dewi (2021). The previous researcher stated there was a significant effect by using series pictures in writing skills in recount text. This researcher focuses on using serial images in narrative texts for tenth graders at SMAN 1 Karanganyar. Then, the difference between previous research and current research is that the text used by previous researchers is narrative, while the current researcher used recount text.

III. METHOD
A. Technique of Data Collection
To determine the influence of the picture series media in this study, the researcher used three techniques to obtained valid data and objective information, as follows:

1. Test of Writing
In this study, the test used as the main instrument in orders to determine the results of improving student learning in recount text writing skills. This test used in both the experimental class and the control class. Researchers did two tests for the experimental class. The first test is pre-test and the second is post-test. Further explanation below (Alfaki, 2015):

a. Pretest

The pretest conducted at the first meeting before the students given treatment, with the aim of knowing the basis and similarities of the two classes in writing recount text. Then, the researcher conducted the test on 2 classes that selected as control and experiment class. Experimental class is class that received treatment, in which students taught to write recount text using the picture series media and the control class taught without using picture series media.

b. Posttest

The posttest was given when the experimental class and control class received treatment in several class meetings. The purpose of the posttest was determine the progress of the experimental class that was given treatment and measured the influence of the pictures that given by the teacher in recount text writing skills and knew the students' post-test scores. In this post-test, the researcher used an essay with the same level of difficulty as the pre-test.

Before the pretest and posttest of writing is administered, they are tested first its validity and its readability.

a) **Validity.**

Brown (2001) states the fundamental concept to keep in mind when create any assessment is validity. Validity refers to what the test wants to measure. For example, in this study, the researcher made a question sheet for the writing test which was validated by two English lecturers at Hasyim Asy'ari University.

b) **Readability.**

Readability is a measured of how easy a piece of text is to read. The level of complexity of the text, its familiarity, legibility and typography all feed into how readable your text is. Readability is a key factor in user experience.

c) **Variables.**

Variables can be defined as individual or organizational characteristics that can be measured and vary among people or organizations (Creswell, 2009). In other words, a variable is a condition in which a researcher manipulates controls or observations in research. There are two types of variables used in this study, namely the independent variable and the dependent variable.

- Independent Variable

According to Creswell (2009) independent variables are the variables that the experimenter changes to test their dependent variable. A change in the independent variable directly causes a change in the dependent variable. Based on the definition, the independent variables in this study was guided writing technique for teaching writing recount text.

- Dependent Variable

Creswell (2009) state that dependent variable is "dependent" on the independent variable. As the experimenter changes the independent variable, the change in the dependent variable is observed and recorded. Based on the definition, the dependent variable in this study was the students'' writing ability in recount text.

B. Technique of Data Analysis

The next research step, researcher processed and analyzed data from scores of pretest and posttest. First, the researcher compared results of pretest of the experimental and the control class to know the students' background knowledge before they were given treatment. Second, the researcher compared posttest results of experimental and control class. To found out whether noteworthy difference in posttest scores between the control and experiment class. Third, the researcher compared the scores obtained in the both class. Next step after collecting data is analyzing the data. In this study, the researcher compared the results of two studies to analyze the results of the experimental and control group using the formula of independent t-test. Then, Yani et al., n. d. state if the samples are correlate/pair, for example comparing before and after being given treatment or comparing the control group with the experimental group, then the t-test is used. However, before testing the hypothesis that was compared the differences in student achievement in writing, the researcher was test the normality and homogeneity of the pretest data to determine the validity of the sample as a prerequisite test. Then, the researcher was analysis the data from the posttest to find out the truth of the hypothesis.

1. Analysis Data of Experimental and Control Group.
   The author analyzed data of both groups to establish normality and homogeneity of data.
   a. Normality test of control and experimental group.
      A normality test is used to determine whether sample data has been drawn from a normally distributed population (within some tolerance).
   b. Homogeneity test of control and experimental group.
   c. Homogeneity testing was conduct to know whether the collected data has a homogeneous variance or not. This test will determines if two or more populations (or subgroups of a population) have the same distribution of a single categorical variable.

2. Data Analysis of experimental and control group.
   Analyzing data is the processed of analyzed obtained from research result. After all the data needed in this study were collected in the form of recount writing. The researcher analyzed whether there was a significant difference between the writing skills that would be taught using and without drawing series. For described student achievement in writing recount text, the researcher in this study used SPSS 25 for windows with independent t-test. The Independent Sample T-Test is a statistical test used to determine whether 2 groups differ significantly from each other on the variable of your interest. Your variable of interest should be continuous, normally distributed, and have the same spread between your 2 groups. If The Independent t-test < t table in significant degree of 0.05, Ho (null hypothesis) is rejected. It means that the rates of mean score of the experimental group are higher than the control group. The using of picture is effective on students' writing of recount text. If The Independent t-test > t table in significant degree of 0.05, Ho (null hypothesis) is accepted. It means that the rates of mean score of the experimental group are same as or lower than the control group. The using of picture series is not effective on students' writing of recount text.

IV. FINDINGS AND DISCUSSION

Findings

In Findings, the researchers describe the results of data analysis from the collected data. The aim is to find significant differences in students' writing performance before and after applying Picture Series media. The test consists of a pre-test and a post-test. Pre-tests were conducted to determine students' writing ability before receiving strategies and treatments, and post-tests were conducted to determine improvement in students' writing abilities after receiving treatment. Pre-test and post-test results show improvement in speaking ability. Researchers compare pretest and posttest results, and if the posttest result is higher than the pretest, it means that the student's learning outcomes are increasing.

Researchers described the process from pre-testing to post-testing. In a second treatment or meeting, researchers described the recalculated text, language features, and past tense for each class. The researchers were then divided into several groups, consisting of two students, and given a picture series and a paper theme for each class. The students then created a review text based on the picture theme. In the second treatment or meeting, the researchers repeated and reminded the students about the text, language features, and past tense of each class. The researchers then gave each group of students a series of pictures in the experimental class and a paper theme in the control class. Students then created review texts based on the pictures and themes.

Discussion

In this study, the researcher conducted research at MTs Nurul Quran Jogoroto. The sample in this study were students of class VIII 6 and VIII 5, were there were 35 students in each class total. In the first treatment, the researcher did explain about recount text, language features and past tense in each class. Then, the researcher divided into some group was consisting 2 students and gave picture series and paper theme in each class. Then, students made a recount text based on the picture theme. The results of the first treatment or meeting showed the students' improvement in developing ideas. However, the students' improvement in content, vocabulary and language use were not satisfying. The students still made mistakes in writing a recount text. Besides that, the students' motivation in teaching learning process improved. In the second treatment or meeting, the researcher did repeat about recount text, language features and past tense in each class to remind the students. Then, the researcher divided again into some group was consist 5 students in each class. After that, the researcher gave a picture series for students in each group in experimental class and paper theme in control class. Then, students made a recount text based on the picture and theme. In this treatment or meeting, the students experienced an increase in writing recount texts. They could construct a text in a good chronological order.

After going through several tests, the researcher managed to get the pre-test and post-test scores that had been done. Based on the information in the point findings above, the researcher has presented the pre-test and post-test scores. From the data, it can be knew that students who were taught without picture series experienced a slight increase, it can be seen from the average pretest score of 36.31 and from the posttest average score of 45.62. But, the developments of students in controlled class are not as high as the experimental class. Students who are taught by using pictures series made a significant increase, it can be seen from the average value of the pretest was 37.48 and the average value of the posttest was 51.8. Therefore, it means pretest score of the experimental class is better than the pretest score of the control class.

V.   CONCLUSION AND SUGGESTION

Conclusion

After the writer has finished the previous chapters, the writer conveyed conclusions as a result of research on the influence of the used of picture series in learning to write recount texts at MTs Nurul Quran in the 2021/2022 academic year**.** Based on the findings, it can be conclude that:

1. The students' writing ability in the experimental class in pretest was lower score, because they got the treatment yet. The average pretest score students of the experimental class before being taught using a picture series was 37.48.
2. The students' writing ability in the experimental class in posttest was increase than pretest. The average posttest score of the experimental class was 51.8.
3. The students' writing ability in the control class in pretest was lower score, because they have not got material yet. The average pretest score students of the control class before being taught using lecture method was 36.31.
4. The students' writing ability in the control class in posttest was increase than pretest. The average posttest score of the control class was 45.62
5. Gain the mean score of the control group between the pretest to posttest was 9.31 and the average score of the experimental group between pretest and posttest was 14.32. So, there is influence of picture series for teaching writing recount text.

The Researcher got the results of writing scores between experimental class students and control class students by compared the post test scores of the two classes. After the researcher calculated the data, the researcher analyzed the data using the t-test. Based on the data analysis, the researcher got 0.000 (P value) < 0.05. Then, the alternative hypothesis (Ha) is accepted. It means that teaching writing recount text using picture series is more effective than using the lecture method. Finally, besides being able to be used in writing other texts such as descriptive text, report text, narrative text or procedural text as is often used by others, the researcher concluded that picture series are also effective for teaching recount text to class VIII students of MTs Nurul Quran Jogoroto in academic year 2022/2023.

Suggestion

After being involved with the educational environment, the researcher gave some suggestions to the English teacher. The teacher is one of the most important factors in the process of teaching English. The teacher is actually the key behind the smooth teaching and learning process, therefore teachers are also advised to use various activities or strategies in teaching to overcome student boredom and make the class come alive, especially in learning to write recount texts which usually make students bored.

One thing that teachers almost forget, the teacher only teaches the material without thinking about how the material is obtained by students. English is a language that needs more practice than theory. By using picture series in the teaching and learning process, teachers can make the classroom situation more live. This situation is in accordance with students' expectations when they study, because students at school prefer to do something they like rather than study, such as playing and chatting with students. Therefore, to increase students' motivation to learn English, teachers are advised to explain to students the importance of English by giving them praise, rewards and giving them learning strategies that can motivate them.

DAFTAR PUSTAKA

Alfaki, I. M. (2015). University students' English writing problems. *International Journal*, *3*, 40–52.

Anyasari. (2010). *Employing Picture Series Strategy to Improve the Writing Ability*.

Ariningsih, D. (2010). *The Effectiveness of Using Picture Series to Improve The Student's Writing Skill Viewed from Their Learning Motivation (An Experimental Study in the Seventh Grade of SMPN 1 Tanjunganom Nganjuk in the Academic Year 2008/2009)*. Sebelas Maret University.

Brown, H. D. (2001). *Teaching by Pinciple : An Interactive to Language Pendagogy* (second). New York: Addison Wesley Longman, Inc.

Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches.* Los Angeles: Sage.

Dewi, R. K. (2021). *Improving the Ability of Grade 10th Students of Senior High School 1 Karanganyar in Writing Narrative Texts through a Sequence of Pictures*. Muhammadiyah University Purwokerto.

Fitria, V. N. (2014). *The Effectiveness of Using Series of Picture in Teaching Recount Text to Improve Students' Writing Ability : A Quasi-experimental Study conducted in a Senior High School in Bandung*. Universitas Pendidikan Indonesia.

Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Longman.

Renandya. (2002). *Methodology in Language Teaching An Anthology of Current Practice*. Cambridge University Press.

Rohmah, F. N. (2017). *The Effectiveness of Using Picture Series Toward Students' Writing Skill in Recount Text (A Quasi-experimental Study at the Tenth Grade of MAN 5 Jakarta in 2016/2017 Academic Year)*. Syarif Hidayatullah State Islamic University.

Saraswathi. (2005). *English Language Testing: Principles and Practice*. Hyderabad. Orient Longman Private Limited.

Styati, E. W. (2016). *Effect of YouTube Videos and Pictures on EFL Students' Writing Performance*. *16*.