

Improving Students' Ability in Writing Skill through Picture Series in SMAN 7 Kediri

Nurul Aini, Egita Ratih Kusuma Wardani¹

florida_aini@iainkediri.ac.id

Abstract

This study aims to improve the writing skills of students in class XI MIPA in 2 SMAN 7 Kediri through picture series. The objective of the study to know how picture series can improve students' ability in writing explanation text through Picture Series. CAR is carried out through a cycle consisting of four stages, starting with planning the action, continuing with the action learning and observation activities and ends with a reflection for study and analyze data obtained through action. This research was conducted in one cycle, the criteria of success if 80% of students score above the KKM 75 and with an average score of at least 80. Data were collected from observations, tests, and documentation. The findings in this study found that the use of picture series significantly improved students' writing skills. This can be seen from the average in preliminary test score was 61.75 and the cycle test score of 80.62, increasing to 18,87 based on the criteria of success above, this research considered as successful. This research shows that therefore, using picture series can improve students' writing skills.

Keywords: *Writing Ability, Picture Series.*

¹ IAIN Kediri

Introduction

Writing is one aspect of communication skills in written form. Writing is one of the language skills that plays important role in human communication. It is used to communicate with other people in society and also to express our opinion in writing form (Syam, U. K., Sangkala, I. (2014) Writing skills are very useful skills for a student's academic needs. Writing is an important lesson, it is to increase understanding of learning and can also be used as a communication tool that people use to share information. Depend on Richards and Renandya (2002:303), they explain that writing is the hardest skill for second language learners to be mastered since second language learners have to put attention to various aspects of writing.

In learning English, the curriculum in Indonesia applying to Senior High Schools. For writing skills in the curriculum recommended by the government, the goal of writing learning in Senior high school students can understand and produce a short functional text and short essays in the form of certain text types. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review (Depdiknas, 2006). Explanation text writing skills are taught important in senior high school level. Explanation text is expected that students can give explanatory and write the main points which related in word processing.

Based on the previous explanation, in senior high school students have to understand writing skills. However, based on observations made during intership 2 and have a discussion with the teachers that have been carried out at SMA Negeri 7 Kediri, especially the teacher in class XI IPA 2, the researcher found several problems related to learning to write in the field. The problem is described below.

The first problem is the lack of motivation and interest of students in learning due to the inaccurate choice of learning media related to the material to be studied because in general, the variety of classroom writing activities that can encourage student learning motivation is still a little limited. The next problem came from the students. Students stated that they did not understand some components of the explanatory text, such as the generic structure and language features of the text. Besides, students still have difficulty generating and developing ideas. They are

confused about what to write. That happens because they are usually only given examples of functional text. After that, they have to write or compose their text with limited guidance. Their problems are also related to spelling, punctuation, vocabulary, and grammar.

In this study, researchers focused more on improving students' abilities in writing explanatory texts, because it is one of the texts that must be mastered by eleventh-grade students. Researchers also realize that writing this text is not an easy thing. Through this research, it is hoped that students will be able to produce explanatory texts. In this case the researcher is going to describe the students' skill in writing Explanation text based on their writing test result.

By looking at the above problems, the researcher concludes that one of the factors is in the selection of learning media, therefore the researcher will apply the media to overcome the obstacles found in the field. According to Harmer (2008), the media can effectively help students improve their writing skills. One of the media that can be used to improve students' writing skills is a picture. In this study, researchers used picture series to improve students' writing skills.

According to Wright (1992), picture series have two advantages. First, a series of pictures is very useful for helping students to retell or understand something because they can represent places, objects, and people. Second, series pictures help students understand the general context and interesting and serialized images will increase students' creativity to write. The use of picture series is expected to solve problems and improve students' writing skills.

The content and meaning contained in the photo will support the purpose of teaching and learning to make students more interested, according to Nunan (2004:58) states that many communication activities can be stimulated through the use of pictures. Moreover, picture series gives some inspiration to students when begins to write. Because the clear contrast and authenticity of the photo show a good situation, with simplicity and memories that will create a certain impression, of course, its purity has aesthetic and has practical value and message.

The name of learning media is Picture series, Harmer (2007: 182) argues pictures can also be used to create situations or context in the classroom. In the

teaching and learning process, picture series can provide many benefits and give a real impression to students. Picture series can help students to make it easier to understand the meaning of a word, sentence, or text. By using picture series, students can imagine objects or situations. Hence, in this study, the picture series will be applied as a media to improve writing skills.

Aschawir (2014: 90), said that picture series is one of the alternative media that can give some contributions to dig up students' potential in writing. Picture series can make students interested in answering and understanding all questions about pictures when the teacher gives assignments. Picture series are expected to be able to help students' imaginations when writing an essay or expressing what is intended.

Research Method

CAR is carried out through a cycle consisting of four stages, starting with planning the action, continuing with the action learning and observation activities and ends with a reflection for study and analyze data obtained through action. CAR is different from formal or scientific research, including the training required by teachers, research objectives, methods of identifying problems to be researched, the establishment of basic theory, determination of research samples, design research, measurement rules, data analysis, and application of results research.

For the material studied, namely explanation text about natural phenomena. For questions in each test researcher adopted from thesis Aning Sulistyarningsih, It is about Improving The Student's Writing Skill in Explanation Text by using Guided Discovery Learning Method and Teacher's Corrective Feedback. The researcher was adopted because it has material similarities and a fairly clear assessment rubric, and it is felt that the questions have been successfully tested and got positive results. It also got approval from the subject teacher.

This research took place at SMAN 7 Kediri, to be precise in class XI MIPA 2, where each meeting was 45 minutes. This study used 1 cycles with 3 meetings for test, but for observation and collecting data it is starting on January 4, 2021, to February 10, 2021.

The research subjects in this classroom action research were class XI MIPA 2 with a total of 29 students. In this study, researchers used several types of data collection techniques, namely; written tests, observation, and documentation.

This test is used to determine students' abilities, and to measure the extent to which students can improve their writing skills. In this case, the researcher uses preliminary test and cycle test. Preliminary test is given before the use of the Picture Series in the teaching and learning process. Then the cycle test was given after the use of the Image / Picture Series media to measure the students' improvement.

This study follows the working principles of Classroom Action. This research consists of four stages, namely: the first planning, then implementation Action, Observation, and Reflection. This research was conducted one cycle.

Findings and Discussion

a. Preliminary Test (pre-test)

The Preliminary test, the researcher gave the task to the students to make a explanation text. Then, after conducting the test, the researcher assessed the results of the students' work with English teacher of SMAN 7 Kediri. Based on the result of the students' achievement, the total students' score of rater 1 and rater 2 are 1791. The mean score of Preliminary test is 60,75 and the percentage of successful students is 20,6% (6 students).

This test can be successful if the students get score at least ≥ 75 and the average of students' score is 75 and the percentage of students passing is 80%. With the result that, it can be concluded that the students' score is still low or not satisfy enough. Therefore, the researcher decided to implement picture series media in Cycle Test and the results of the scoring rubric from SMAN 7 Kediri students can be seen in Appendix. When conducting research using Classroom Action Research with provisions, Allwright and Bailey (1991: 2) state that this is a

Cycle 1

This part explains the process of the research. The cycle has three meetings and each meetings are explained below.

1) Planning

In this stage the researcher plans and records all the things that are necessary and happens long as the implementation of the action takes place. To ask students about their writing skills. This includes asking about any difficulties they had in writing and how they produced or developed the text.

The researcher makes lesson plans according to the syllabus and designs steps in taking action. Lesson plans are used as guidelines for teaching activities in the classroom. After making lesson plans from research and designing activities, the authors collect them from the teacher who teaches them. In addition to making lesson plans, researchers also prepare learning media that will be used to support teaching and learning activities. This research lesson plan can be seen on the appendix page.

In this step, the researcher engaged every preparation that accomplished and prepared that things dealing with the classroom activities like making the lesson plan, preparing the observation sheet, preparing the media (Ms Team, WhatsApp, PowerPoint and Google Classroom),preparing picture series, etc.

There are two times of tests. The first preliminary test and the second cycle test. Preliminay is a test given to students before the teaching and learning process begins and cycle test is a test given to students after the treatment is received (teaching and learning process).

2) Implementation

There are three meetings in cycle 1. The implementation of cycle 1 is:

1. First meeting

There are three steps in every meeting. The steps are pre-activity, main activity, and closing activity.

In this step the teacher explains the lesson of Explanation text and about the structure of Explanation text through google meeting. Then, the researcher explains about picture series to improve their writing ability. Besides, the researcher also explains the function and purpose of explanation text, language, and structure that must be used in the explanation text.

In the closing step, the researcher instructs students to do that exercise. The researcher gave review the lesson of that day and gave instruction to students that

the next meeting is still about explanation text using picture series media. In the end, the researcher closed the lesson by saying greetings to all students.

2. Second Meeting

There are three steps in every meeting. The steps are pre-activity, main activity, and closing activity. Then, for this step the researcher explained the explanation text and also explained the technical of picture series media. The researcher also explained about the writing process at the same time. In writing proses there are four steps to write a good paragraph, The grammatical features related to explanation texts, the social function of explanation text. In second meeting, the researcher reviewed the explanatio text and picture series materials. For this stage, the researcher gave several questions to the students to find out the how far the students understood the explanation text using picture seies media.

The researcher gave explanation and benefits of picture series media. The researcher also provided example of making explanation using picture series. This picture series is used to make the students easier to develop their ideas while writing. In closing step, the researcher explained explanation text and picture series media. Then, the researcher also gave a review of today's lesson and informed to students that for next meeting all students make explanation text using picture series media. In the end, the researcher closed the lesson by saying greetings to all students.

3. Third meeting

In this step there are pre-activity, main activity, and closing activity. In this stage the teacher gave test to students to see the level of students' understanding of picture series using picture series media. The researcher gave the time is same which was 45 minutes to write the explanation text. The first picure series is 3 minutes, the content is 5 minutes, and for the conclusion is 4 minutes. The researcher controlled all students through Ms.Team to meet, and students must turn on their camera. Students must collect their assignments via Google Classroom with a determined time limit.

Mostly, the students are enthusiastic about doing this second assignment because according to students, they can get a lot of ideas easily if this technique

applied. In the last meeting, the researcher gave a review so that students better understand the lesson. In the end, the researcher closed the lesson by saying greetings.

3) Observation

The researcher explains that the picture series is a learning method. The researcher explains the steps of the picture series learning media and gives an example of how to arrange for making sentences in the first paragraph. Then the teacher explains the meaning of the explanation text and gives an example of the text and finally, the students make the explanation text using picture series learning media.

The analysis of the data was done after preliminary test had been implemented. The data was got from the students' achievement test in preliminary test. The result of the analysis was as bellow:

b. Preliminary Test

$$M = \frac{P1+P2}{2} + \frac{1791+1794}{2} = \mathbf{1792}$$

$$\text{Mean: } M = \frac{\sum x}{n} = \frac{1755}{29} = \mathbf{60.75}$$

Based on the result of the students' achievement test above, the mean of the results in preliminary test was 61,75 although the percentage of successful students was 20,6 % (6 students). While the criterion of success of students' achievement was 80%, so test-I did not reach the criterion of success (see appendix)

The average score of scoring rubric in preliminary test is 61,75. It means that students' score is still low and not satisfy enough. So, the writer decided to implement the treatment of picture series media. (see appendix)

c. Cycle Test

$$M = \frac{P1+P2}{2} + \frac{2338+2323}{2} = \mathbf{2330}$$

$$\text{Mean: } M = \frac{\sum x}{n} = \frac{2338}{29} = \mathbf{80,62}$$

Based on the result of the students' achievement test above, the mean of the results in cycle test it showed 80,62 of the study achieved their score to the minimal standard passing score of SMA Negeri 7 Kediri. According to the table of students' criterion of success 89,65% is “**excellent**” category the result of the students' success is also higher than minimal category that is 80%. (see appendix)

$$M = \frac{\sum x}{n} = \frac{2338}{29} = 80,62$$

The average score of cycle test is 80,62 This average is satisfied enough, so the writer stopped the cycle.

Tabel 1
Score of Student's Test

Score Explanation	Preliminary Test	Cycle Test
Total Score	61,75	80,62
The Number of Students	29	29
Students' Score	1791	2338
Mean Score Improvement	547	

Based on the students' score of mean, the students' criteria of success, and the percentage of students and teacher observation sheet indicated that their writing ability was improved. The mean score improvement was 547, the percentage of teacher' observation sheet was 90,9%, and also the criteria of the students' success was 79,35%. The students felt enjoyed in teaching learning process especially in writing skill. Therefore, they could achieve writing ability in English lessons enthusiastically. (see appendix)

d. Observing Teacher Activity

Based on the table observation, teacher activity in the first meeting showed that she did 8 items from 11 items. The percentage of teacher's activity was $(\frac{8}{11} \times 100\%)$ 72,7%. Then, in the second meeting, the teacher did 10 items from 11 items. It was shown that there is increased 2 items. The percentage of teachers' activity in the second meeting was $(\frac{10}{11} \times 100\%)$ 90,9%. and also the last meeting

same with the percentage of teachers' activity in the second meeting, it was $(10/11 \times 100\%) 90,9\%$.

So, the mean percentage from the first, second and last meetings was 84,8%. (see appendix)

4) Reflection

The application of picture series media in cycle was completed. Then after the author applies the picture series media, the writer continues to reflection. It finds students' progress in writing skills. For the application of picture series media in writing, students are better at composing text. After the teaching and learning process, the teacher and writer discuss the conclusions of implementing implementation. although initially there were still deficiencies in it related to student responses.

However, this can be overcome by evaluating the results of the assignment at the end of the lesson, and there is always a question and answer session and giving conclusions at the end of the lesson. Although there are several drawbacks in cycle, there are also advantages because in this cycle the student learning outcomes have seen a good increase compared to the results of initial observations.

Based on the results of observations of the teaching and learning process, students increased. They pay more attention to the material and write good text. Not only that, students are also more motivated to write and more confident in writing without feeling afraid like before.

Discussion

The improvement of students' writing ability was found in the tests conducted on Preliminary test and cycle test, the average score of students on Preliminary test was 61.75 while on cycle test obtained a higher average score for that test is 80,62 means that the average score increases. The percentage of teacher observations on the first meeting was 72.7%, on the second and the last meeting, the percentage of student observation sheets increased by 90.9%. The results of the observation sheet show that the picture series media is an effective learning media and can get good results because students feel interested in the research material and learning media.

Based on the explanation and description of the percentage of students' success rates above, the researchers concluded that there was an increase in writing skills, namely 89.65%. Therefore, the researcher concludes that the application of picture series media can help increase students' scores in learning to write and can improve students' writing skills in class XI-MIPA 2 SMA Negeri 7 Kediri.

The result of this study is as same as the previous study that was conducted by The results of this study are the same as previous research conducted by Shalihah (2015) in this study on The Use of Series Picture in Improving Students' Writing Skills. The sample consists of 40 students. The population of this research is the seventh-grade students of SMP Negeri 11 Bandung. This is consisting of thirteen classes and the total number of seventh grades students are 441 students which are composed of 200 boys and 241 girls. Sampling is the process of selecting the number of individuals that represent the large group from which they are collected. The individual selected is called a sample. A sample is supposed to be representative of the population.

The sample of the research is class 7-3 of seventh-grade students of SMP Negeri 11 Bandung which consists of 40 students. The sample is chosen randomly. Data was collected using a pre-test and post-test design, this study used experimental quantitative research. The results of this study prove that picture series media can improve students' writing skills. The average score of students in the first cycle is found the result of test 1 is 2372 as total score and the average score of test 2 is 59.3. However, after students are taught with media picture series, the post-test score average is increasing up to 74.6%.

The second result of this study Desitawardhani (2014) Conducted Similar Research, Namely Improving Student's Skills in Writing Explanatory Text through Image Series For XII Class Students of SMA Negeri 2 Sleman in The Academic Year 2013/2014. The content of the research used photo series media, the researcher observed the process of teaching and learning English in class XII IPA 1 SMA N 2 Sleman.

This research was conducted in two cycles. In this study, observations were made on November 1, 2013. Then the action was carried out from November 6 to

November 22, 2013. After calculating the results of the students 'pre-test and post-test, it was seen that the student's average score in this aspect increased in each cycle. In the pre-test, the students' mean score was 1.57. In cycle 1, the students' mean score increased by 2.32. Then in post-test 2 the mean score of the students was 2.82. The gain score was obtained by comparing the mean score of the pre-test and post-test 2 students, namely 1.25.

Conclution and Suggestion

Picture series media can improve the mastery of writing explanation tests about students' natural phenomena in class XI MIPA 2 SMAN 7 Kediri for the 2020/2021 school year. This research is said to be successful if 80% of students score at least 75 and with an average score of at least 75. This study succeed in obtaining an increase in students' ability in writing explanation text, which can be seen from the increase in the average score in Preliminary was conclude 61.75 and the cycle test score of 80.62, increasing to 18,87.

This research includes classroom action research. This study involved an English teacher and a student of class XI MIPA 2 SMA Negeri 7 Kediri. The implementation is from January 4 to February 10, 2021, during this period it includes observation, tests, collecting documentation, and processing the results of the scores. In a week there is one meeting with a duration of 45 minutes. This study aims to improve the writing skills of students of class XI MIPA 2 through the use of picture series.

Based on the information obtained from the discussion in the previous chapter, such as the increase in student scores, this proves that the application of picture series in the teaching and learning process of writing is proven to improve students' writing skills.

REFERENCES

- Allwright, D. & K. Bailey. 1991. *Focus on the Language Classroom*. Cambridge: Cambridge University Press
- Anderson, K. And Anderson, M. 1997. *Text Types In English1*. Australia : Macmillan Education Australia.
- Ann,. Alice, Oshima and Hogue, A. 1997. *Introduction to Academic Writing*. Pearson Longman.
- Aschawir, Ali. 2014. *Using Series Picture to Develop the Students' Ideas in English Narrative Writing*. South Sulawesi: STAIN Watampone
- Barnet, Sylvan and Marcia Stubbs. 1990. *Practical Guide to Writing: with Additional Readings (6th ed)*. New york: Addison Wesley Longman, Inc.
- Bell, J. 2005. *Doing Your Research Project-4th Edition: A Guide for First-time Researchers, in Education, Health and Social Sciences*. Berkshire: Open University Press.
- Boardman, Cynthia A. 2002. *Writing to communicate : paragraphs and essays*. p.56
- Bogdan, S. P., (1992), *Quantitative Research for Education: an Introduction to Theory and Methods*, Boston: Allyn & Bacon.
- Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. America: Prentice Hall
- Burns, A. 1999. *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Creswell, J.W., Fetters, M.D. and Ivankova, N.V. 2004 Designing a mixed methods study in primary care. *The Annals of Family Medicine*, 2, 7-12.
- Daulay, Sholihatul, Hamidah. 2018. *An Analysis of Inflectional Merhomes Errorsin Writing A Text by Second-year Students of Mas TPI Silau Dunia*. *Journal of Language, Literature and Education*, 06.
- Dietsch, Betty Mattix. 2005 *Reasoning and Writing Well: A Rhetoric, Research Guide, Reader, And Handbook*. Ohio: Graw Hill Marion TechnicalCollege.
- Gerot, L., & Peter, W. 1994 *Making Sense of Functional Grammar*. Cammeray: NSW: Antipodean Educational Enterprises (AEE).
- Gibson, J. J., 1978. National Academy of Scient. Washington D.C
- Harmer, Jeremy. 2004 *The Practice of English Language Teaching Edinburg Gate*: Pearson Education Limited.

- Harmer, J 2007. *The Practice of English Language Teaching* (Fourth Edition). London: Cambridge Pearson Longman.
- Harnby, A. S., 2007. *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press.
- Heaton, J.B. 1974. *Writing English Language Test*. London: Longman.
- Hogue, Ann. 2003. *The Essentials of English: A Writer's Handbook*, 225.
- Hogue, Oshima. 1983. *Writing Academic English*. Canberra: Australian National.
- Husna Lailatul, Z. R. 2013. An Analysis Of Students' Writing Skill In Explanation text At Grade X1 Ipa 1 Of Man 2 Padan). *Journal English Language Teaching (ELT)*, 6.
- J, Harmer. 2004. How to teach English . *Journal Pearson Education*, 12.
- Kane, Thomas S. 2000. *Essential Guide to Writing*. New York: Oxford University Press.
- Koshy, V. 2005. *Action Research for Improving Practice A Practical Guide*. London:Sage.
- Kroma. 1988. *Action Research in Teaching Composition*. Vol 24 forum Washington DC.
- Lesnussa, Ersih., Hanapi., Bugis, Riki, Bugis and Handayan, Naniki. 2018. *The Use of Pictures in Teaching Explanation text to Improve*. 3-4.
- Linse, C., & Nunan, D. (Ed.) 2005. *Practical English language teaching: young learners/by Caroline T. Linse; David Nunan, series editor*. McGraw-Hill, New York.
- Linse, Caroline T. 2006. *Practical English Language Teaching: Young Learners*, NY: McGraw Hill
- Luber, Juliant. 2014. *Explanation text*. (Retrieved on March 13th.
- Nunan, D. 2003. *Practical English Language Teaching* (1sted). Singapore: McGrawHill
- Pelani, Gustian. 2015. The Effect of Personal Photograph on Students' Writing Quality In Explanation text. *Center of Language Innovation Journal of Linguistics and Language Teaching*.
- Penny, Ur. 1988. *Grammar Practice Activities*. Cambridge: Cambridge University Press
- Raimes, A. 1983 *Techniques in Teaching Writing*. New York: Oxford University Press.
- Richard, Jack C and Willy A Renandya. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University.
- Silfia, Efa. (2018) *The Use of Picture Series to Improve Students' Writing Ability in News Item Text*. Jambi : Scientific Journals Of Economic Education
- Sudjana, N dan Ahmad Rivai. 2001. *Media Pengajaran*. Bandung: Sinar baru Algensindo.
- Sudarwati, T. M. 2007. *Look Ahead: An English Course for Senior High School Students Year XI*.

- Sudjana. 2005. *Metode Statistika*. Bandung: Tarsito
- Soekarwati. (1996). *Analisis Usaha Tani*. Jakarta: Universitas Indonesia Press
- Soeparno. (1988). *Media pembelajaran bahasa*. Jakarta: PT. Intan Pariwara.
- Syam, U. K., & Sangkala, I. 2014. *Information Transfer Technique in Teaching Writing*.
Exposure: Jurnal Pendidikan Bahasa dan Sastra Inggris, 3(1), 97- 106.
- Warriner, John E. 1989. *English Grammar and Composition*, New York: Harcourt, Brace
Jovanovich.
- Weigle, A.C. 2002. *Assesing Writing*. New York: Cambridge Univercity Press.
- White, Fred D. 1986. "The Writter's Art", California: Wadsworth Publising Company
- Wishon, George E. and Julia M.Burks. 1980. *Let's Write English*. New York: Litton
Educational Publishing, Inc.
- Yunus, Noor Azlina. 1981. *Preparing and Using Aids for English Language Teaching*. Kuala
Lumpur: Oxford University Press.