KEEFEKTIFAN PENGGUNAAN GAMBAR SERI TERHADAP KETERAMPILAN MENULIS SISWA

(The Effectiveness of Using Picture Series on Students Writing Skills)

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ABTRACK
This study aims to determine whether there is or is not the effectiveness of using picture series in writing skills of recount text at tenth grade of SMA N 18 Tebo. The problems of this research is that students cannot distinguish structures in writing recount texts, students cannot communicate their thoughts in writing, students cannot arrange a series of stories sequentially in writing recount texts. The purpose of this research was to determine the effectiveness of using picture series in teaching writing, and whether students taught through picture series got better grades than students taught through conventional methods. This research used quasi-experimental design. The finding show that picture series can enable students to explore ideas so that students are able to be creative and use imagination to write well after seeing picture series. The results of the analysis of the hypothesis test data on the paired sample test with a significant level of 0.05, show that the sig (2-tailed) result is smaller than the equation test data 0.000<0.05. it is assumed that the difference in mean scores between the experimental and control groups is significant, then Ho is concluded that there was a significant effect of picture series learning media on the results of students' writing skills of recount text.

Keyword: *writing, picture series, recount text.*

INTRODUCTION

Education is a process that is deliberately realized to gain knowledge, learning, and skills that can be developed and habits that can build new generations through teaching and direct practice in the field. Budiarti et al., (2017) In law number 20 Year 2003 about the National Education System which states Education is a conscious and planned effort to create a learning atmosphere are actively learning and learning process do that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, and the nation.

In Indonesia there are two types of education, namely formal and informal, formal education in Indonesia starts from elementary school, junior, senior high school and university. While informal education is education from the family or the environment in the form of ethics, morals, courtesy and socialization with the environment. At the present time students at school are required to learn English.

English is a foreign language in Indonesia there are several reason to study a foreign language in Indonesia, such us immigration, trade and the need for knowledge as well as education. Therefore, Indonesian students find difficulties in learning English. They want to improve their English, but they are not really willing to study English. In order to facilitate the achievement of learning in English, there are four skill that has to be understood by students namely, Listening, Speaking, Reading and Writing.

Writing is a meter of transferring one's ideas or opinions in sentences and in a paragraph. For students, the writing activities include making notes, writing assignments, completing the missing words, and arranging words into sentences or sentences into paragraph Mardiana, Albert Rufinus, (2017). Writing most important skills of study English Language that students should be master. Based on the expert writing is a productive skill to which careful attention must be paid, and teaching such skills needs special training to make the process of learning more active and effective Umar, (2018) cited in Husni, (2019). So, the students need to master writing skill because it can be used to express the students ideas as well as feelings and communication with others Nunan, (2003).

Picture series is two dimensional visual representations of persons, place and things. Picture work in provoking the imagination and creativity so that they can produce good piece of writing. It mean that by giving students picture series, it is easier for them to get ideas Harmer, (2004). It can develop their imagination and open their mind about how to make or produce something Mansur, (2011). states that picture series is a good media in teaching learning process Elisa, (2019). using picture series media can help students to created or produce recount text by showing several pictures related to the topic Degeng, (2001).

Based on the above problems, the writer realized that the problems must be solved immediately, the role of the teacher is needed in the learning process. To overcome this problems, the writer argues that using a picture series to improve students writing skill recount text will be easier to do in learning. According to Deviga & Ardhani, (2022) picture series can help students to improve students writing skills can encourage students to participate more actively in the learning process. By using this picture series media, students are expected to tell what see in the picture.

Based on the problems and explanation above, the focus of this research is an effective picture series to improve students writing skills of recount text. Therefore, this research will be conducted by the title "The Effectiveness of Using Picture series on Students Writing skills of Recount Text at tenth grade of SMA N 18 TEBO Academic Years 2022-2023"

METHOD

This research design by using experimental research in form of quantitative study. Experimental research is a research method conducted by experiment, which is a quantitative method, used to determine the effect of the independent variable (treatment) on the dependent variable (result) under controlled conditions Sugiyono, (2015). The design in this research is quasi experimental design. The writer used quasi-experimental research because the writer used experimental lass and control class, which was not randomly assign participants to groups. The experimental class used picture series media and the control class used a conventional treatment.

This research used nonequivalent control group design. Nonequivalent control group design is experimental group and control group not selected randomly. The pre-test gave to the experimental class and control class before applying picture series media, the post-test gave after using picture series media in both classes.

$$\underline{O_1 \ X \ O_2}$$
$$O_3 \ X \ O_4$$

Explanation:
O1: experimental group before treatment
O2: Experimental group after treatment
X: Treatment (Picture Series Media)
O3: Control group before treatment
O4: Control group conventional treatment

RESULT AND DISCUSSION

The population in this study were students of class X IPA1 and IPA 2 SMA Negeri 18 TEBO with a total 47 people. The type of design used is the control group design, namely the design used pre-test and post-test in the control class and experiment class. The sampling technique used in this study was a purposive sampling technique where only two classes were used a sample. Namely class X IPA 1 and X IPA 2, to compare students learning outcomes before and after being given treatment using the picture series media. On the skills of writing recount text.

Table 1. The Distribution of Post-Test Score in Control class and Experimental class

Score	Categories	Control Class		Experimental Class	
		Frequency	Percentage	Frequency	Percentage
85-100	Excellent	1	5%	6	20%
65-80	Very Good	15	80%	14	75%
45-60	Good	7	15%	2	5%
25-40	Bad	-	-	-	-
1-20	Very Bad	-	-	-	-
Total		23	100%	22	100%

From the table above the post-test result in control class can be those that there is only 1 students in the excellent category (5%), 15 students (80%) are is very good category, 7 students (15%) are is good category, no students in bad and very bad categories. And for the post-test result in experimental class it can be seen from the above table there are 6 students (20%) in excellent category, 14 students (75%) are is very good category, 2 students (5%) are in good category, no students in bad and very bad categories.

Table 2. descriptive statistic

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Experiment	22	45	85	64.55	10.901
PostTest Experiment	22	60	90	76.36	9.282
PreTest Kontrol	23	30	80	46.96	15.721
PostTest Kontrol	23	50	85	68.26	9.841

Valid (listwise)	N	22					

Normality test

The normality test was used to know the data had normal distribution or not. They hypothesis for normality test are shown in.

Table 3. normality test

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	PreTest Experiment	.162	22	.140	.966	22	.611
	PostTest Experiment	.152	22	.200[*]	.943	22	.231
	PreTest Kontrol	.236	23	.002	.845	23	.002
	PostTest Kontrol	.135	23	.200[*]	.954	23	.349

Homogeneity test

The homogeneity test is used to know the data posttest of experimental and control class had variance homogeneity or not. The result of homogeneity test are shown in the table.

Table 4. homogeneity test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar	Based on Mean	.045	1	43	.833
	Based on Median	.004	1	43	.953
	Based on Median and with adjusted df	.004	1	41.648	.953
	Based on trimmed mean	.041	1	43	.841

Based on the table above the homogeneity of variance sample between experimental class and control class in posttest was 0.833, it is mean that the significant was higher than 0,05. The conclusion of experimental class and control class was homogeneous.

Hypothesis

The section is intended to answer the research question whether picture series is effective to improve students writing skills at tenth grade of SMA N 18 TEBO. T-test was used to answer the research question and conducted in both the experimental class and control class by used IMB SPSS 20. The result of the t-test can be seen in the table below:

Table 5. paired sample

Paired Samples Test

	Paired Differences								
				95% Confidence Interval of the Difference					
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t		Df	Sig. (2-tailed)
Pair 1 Hasil Belajar – Kelas	69.141	15.755	1.969	65.205	73.076	35.108		63	.000

Based on the table above, the significance independents sample T-test is sign. (2-tailed) or 0.000<0.05, which mean Ho is rejected and Ho is accepted. So, it concluded that there is a significant effectiveness of using picture series on students writing skills of recount text at tenth grade of SMA N 18 Tebo.

CONCLUSION

Based on the finding and discussion in chapter IV, it can be conclude that using picture series to improve students' writing recount text skills at tenth grade of SMA N 18 Tebo is effective. It is provided by obtained score of t-test. The T-test is sig. (2-tailed) or 0.00<0.05, which mean Ho is rejected and Ho is accepted. So, there is significance difference is score between students in experimental class and control class who are taught picture series. So, picture series is effective to improve writing recount text skills at tenth grade of SMA N 18 Tebo.

There are some differences between the experimental and control class both in the learning process so that the final students' between the experimental and control class only got conventional strategy which was usually used by the teacher were not significantly improved. The students in control class got little bit low post-test scores than post-test scores of experimental class. It can be concluded that the picture series media is able toward students writing skills. Most of the tenth grade students in experimental class had better development and post-test scores than their score in pre-test. The result of this research indicate that using picture series media provides a significant different toward students writing recount text skills of what they found knowledge about vocabulary, and how to make a good content. Therefore, in this research it means that picture series media can improve students writing recount text skills at tenth grade of SMA N 18 Tebo.

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