THE EFFECT OF PICTURE SERIES ON TEACHING ENGLISH WRITING

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Abstract: Junior high school students are expected to create short essays, and concise texts, according to the junior high school curriculum. The issue is that students are unable to communicate their thoughts. It is proved that when the teacher asks the students to write about recount text or narrative text, they only write a few sentences, and they also make mistakes in using grammar patterns. This research aims to reveal the effect of picture series in teaching writing, and whether students who were taught through a picture series goa t better scores than those who were taught through the conventional method. This research used a quasi-experimental design. The finding showed that picture series could enable students to explore their ideas. The students were able to create and use their imagination to write well after watching the picture series. The result of the T-test analysis showed that the sig (2-tailed) was 0.000, which was lower than 0.05 level significance (0.000 < 0.05). It was assumed that the mean score difference between the experimental and control groups was significant. Thus, it was enough to reject the null hypothesis, which means that picture series-based E-learning significantly affected students' writing, especially in writing narrative text.

Keywords: *e-learning, english teaching writing, picture series*

INTRODUCTION

English is one of the subjects contained in the junior high school curriculum in Indonesia. The purpose of English subjects is for students to communicate effectively and efficiently through both speaking and writing. One of the skills that must be mastered by junior high school students is writing skill. As a language skill, writing is an activity of delivering messages using written language as a means of delivery. Writing skills are related to the process of explaining an object by giving written language with letter symbols, word formation, phrase formation, sentence formation, and paragraph formation to create a written language that has a certain unity of meaning.

Difficulties in writing are felt by many people, especially students. The results of observations obtained by a researcher at SMPN 3 Sugio Lamongan indicate that the difficulties faced by a number of students lie in the use of good and correct written language. This can be seen from the choice of words and the use of inappropriate punctuation marks, ineffective sentences, and difficulty in developing ideas in making paragraphs. The problem faced by students when writing was that students were unable to communicate their thoughts in written form (Wahyuni & Inayati, 2020). This is evident when the researcher asks students to write about recount text or narrative text, they only write a few sentences, and they also make mistakes in using grammatical patterns.

Seeing this phenomenon, the teacher as a student mentor needs to make variations in learning so that the teacher cannot only depend on books and whiteboards. Therefore, other media are needed to support the teaching and learning process. Students will be more enthusiastic and can develop imagination easily if the teacher uses interesting media. Media can be used as a tool to assist teachers in delivering material (Rozie, 2018).

Learning media is very influential in teaching and learning activities, especially in improving students' learning abilities and interests. Media plays an important role as a tool to create better and more effective learning situations (Halim, 2020). With the existing problems, the researcher is interested in using picture series media in teaching writing. Pictures are visual media representations of people, objects, animals, etc. (Pérez & Vargas-Daza, 2019), while picture series is a collection of pictures that are presented as a representation of the whole story based on the storyline in the form of several pictures where students write the topic of the story based on the picture series of the researcher. Picture series is a compelling instrument to improve students' composing execution (Wilson, 2019). It also demonstrated that the ESL instructor gave positive input on the significance of visual guides in the research hall and the capacity of picture arrangement as an educational apparatus in the classroom. Moreover, uutilizing picture series in accordance with a process approach was an effective technique for EFL students in eighth grade to improve their narrative writing skills in English (Gutiérrez et al., 2015).

In addition, the results of the students' opinion survey revealed that using picture series can help them develop their writing, particularly in terms of substance, structure, vocabulary, and grammar (Rahayu et al., 2017). Through the use of picture series in the classroom, there is a substantial gap in competency between visual and auditory students.

A series of pictures can be said to be ideal for visual media of students in writing. Visual media can facilitate understanding and strengthen students' memories and can connect the content of the material with the real world.

Utilizing picture series in the classroom to teach writing was not recent. Some researchers involved picture series media in teaching writing either in senior high school or junior high school in some areas in Indonesia. The gap in this research was that the researcher use picture series media in e-learning-based using Moodle and Google Meet. This research was conducted on eighth grades students of SMPN 3 Sugio Lamongan. The researcher used a quasi-experimental research design by using two classes. One class is for the experimental class, while the other class is the control class. For data collection, the researcher used a technique consisting of tests and observations. Tests were given at the beginning and end of the study in order to determine the effectiveness of using serial images in teaching writing, while observation is used to determine student activities during the learning process.

REVIEW OF LITERATURE

Writing is one of the skills in English that must be improved because it requires complex skills such as idea creation, vocabulary variations and also the use of good and correct grammar. Writing is not an ability that is obtained instantly and quickly, but through a process that takes a long time. Writing is a skill to communicate thoughts, ideas, and information that must be trained from an early age (Munirah, 2015). A writing is said to be good if it has the characteristics of being meaningful, clear, round, intact, economical, and fulfilling linguistic rules. A person's writing ability will be good if that person also has several abilities, including the ability to find the main things to be written, the ability to plan a writing, and the ability to use good and correct language.

Harmer, as cited in (Fhonna, 2014) explains that the ability to write is not something that is innate, but an ability that must be learned and practiced. In the process, there are many components that can support writing activities to be successful, such as the environment, friends, family, teachers and the media used. Media plays an important role as a tool to create an effective, interesting and fun learning environment (Rozie, 2018).

Media in the learning process, according to (Abi Hamid et al., 2020), is an intermediary or introduction between the original message and the intended recipient, encouraging thoughts, feelings, attention, and will so that they are encouraged to actively participate in learning . Gagne' and Briggs in Arsyad (2017) grouped the media into seven, namely; objects to be demonstrated, oral communication, print media, still images, motion pictures, sound films, and machine learning. The above groupings are media boundaries that have the same function, which is to assist teachers in delivering material, but are used in accordance with suitable material. The media planned before learning has been adjusted to the material to be delivered. Classification of learning media according to Leshin, Pollock & Reigeluth Taxonomy as stated in (Firmansah & Farihah, 2019), namely Human-Based Media, Print-Based Media, Visual-Based Media, Audio-visual-Based Media, and Computer-Based Media.

Picture series media is a classification of visual media. Picture series media can be in the form of pictures, photos, or paintings that are used in learning. It is a collection of images that tell an interesting event, which are arranged randomly and sequentially into a series of stories (Arsyad, 2017). The intended images include photographs, paintings, and sketches. The main purpose of the appearance of various types of images is to visualize the concept to be conveyed to students. In line with this, (Sugiarti et al., 2014) explained that serial image media are a number of images that describe the atmosphere that is being told and show continuity between one image and another. From the series of pictures it will form a story which will later become a source of ideas for students to compose according to the students' imagination of the series of pictures. Students can use their eye senses to hone ideas in writing. Each sentence written by students using the media of a series of pictures is the result of their observations of the series of pictures. The more careful students look at the series, the wider the students' imagination in writing.

In addition, students may use pictures to inspire them to write stories (Nursyaida, 2018). There are a variety of activities that students will be expected to complete. First, students will be asked to compose what occurred in dramatic pictures. Next, Students may be provided a set of pictures of various objects and instructed to select one of them and write a story that links them or a sequence of pictures that tell a story. Students may

be given an image and a heading and expected to describe a narrative that makes sense from the photos and phrases.

METHOD

Based on the research purpose above, the researcher wanted to know whether the students taught by picture series had better competence than those taught by conventional method. Therefore, the researcher used quasi experimental. In this type, the researcher did not perform the sample randomization step as done in true experimental research. Mostly in schools, students are grouped by class, so randomization is not possible. The existing class is then randomly selected which belongs to the experimental and comparison groups (Adnan, 2015).

Research participants

The participants were the eighth graders students at SMPN3 Lamongan academic year of 2021/2022. There were six classes existed from class VIII A to VIII F. The researcher selected two classes from the class existed, it's done because the researcher was impossible to random all the population. Class VIII A and VIII F were chosen, each class consisted of 30 students. The classes were categorized into two groups, one control group and the other experimental group. The experimental group was Class VIII F, and the control group was Class VIII A.

Research instrument

The research instrument of the research to collect the data was a test. The test was in the form of simple writing test. Furthermore, there were two kinds of test done by the researcher, those were pretest and posttest. Pretest was done to know the students' basic competence in writing, and the students did the test individually. The researcher also allocated the limitation time in writing. The two groups had the same allocation time to do the test. Students were required to recall and mention basic writing without the use of pictures. They were given the task of selecting a subject prepared by the researcher, and then writing a narrative text based on their selection. The students who took part in the test were split into two groups: experimental and control. After that, only the experimental group was subjected to the test of writing narrative text using picture sequence.

Procedure of the research

The researcher applied pretest for each class to know the competence of the students before the students were given treatment. The treatment were conducted for four days. After giving treatment, the researcher gave a posttest to know the students' writing competence after being treated by picture series. The students were instructed to write depending on the outcomes of their learning by the researcher. The control group students were instructed to write without providing picture sequence, and they were only write the material provided by the researcher or from a textbook.

The researcher asked two of the English teachers as the raters to score the students' pretest and posttest. After the researcher got the data, then the researcher analyzed the data by t-test analysis. The outcome of the student's writing can be categorized valid based on the syllabus of the eighth-graders. Furthermore, the researcher used independent t-test SPSS computer analysis to know student's writing competence in each group. The researcher then calculated and compared the final results both of groups to see if there was a substantial difference in writing abilities between the two groups.

FINDINGS AND DISCUSSION

Findings

In this case, the researcher showed the students' writing scores in both pretest and posttest. The researchers also classified students' writing abilities from the lowest to the highest score.

The Result of Pretest in Each Point

Table 1. Organization, Introduction, Body and Conclusion

No	Qualification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Good	18 – 20	-	-	-	-
2	Good to Adequate	15– 17	13	44 %	9	30 %
3	Adequate to fair	12 – 14	10	33 %	15	50 %
4	Unacceptable-not	6 – 11	7	23%	6	20 %
5	College-level work	1 – 5	-	-	-	-
	Total		30	100%	30	100%

The result of the use of organization, introduction, body and conclusion was not significant different, 44 percent of students in experimental and 30 percent of students in control received excellent grades. While, 33 percent of students in experiment and 50

percent in control received average grades. The last 23 percent in experiment and 20 percent in control received grades below the average.

Table 2. Logical Development of Ideas (Content)

No	Qualification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Good	18 – 20	-	-	-	-
2	Good to Adequate	15 -17	6	20 %	8	27 %
3	Adequate to fair	12 – 14	14	47 %	13	43 %
4	Unacceptable-not	6 – 11	10	33 %	9	30 %
5	College-level work	1 – 5	-	-	-	-
	Total		30	100%	30	100%

The result of logical development of ideas or content was not so different, there were 20 percent students in experiment had good development and 27 percent in control have good logical development. While, 47 percent students experiment and 43 percent students in control got average score. The last, there were 33 percent of students in experiment scored below average and 30 percent of the control group scored below average.

Table 3. The Use of Grammar Accuracy

No	Qualification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Good	18 – 20	-	-	-	-
2	Good to Adequate	15– 17	11	37 %	6	20%
3	Adequate to fair	12 – 14	11	37 %	11	37 %
4	Unacceptable-not	6 – 11	8	26 %	13	43 %
5	College-level work	1 – 5	-	-	-	-
	Total		30	100%	30	100%

The result of grammar accuracy test showed 37 percent in the experimental and 20 percent in control received a good grade. There were 37 percent students either in experiment and control group got average score, while there were 26 percent students got good in experimental and 43 percent of the control had under average grammar.

Table 4. Punctuation, Spelling, and Mechanics

No	Qualification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Good	18 – 20	-	-	-	-
2	Good to Adequate	15– 17	7	23%	7	23%
3	Adequate to fair	12 – 14	13	44 %	9	30 %
4	Unacceptable-not	6 – 11	10	33%	14	47 %
5	College-level work	1 – 5	-	-	-	-
	Total		30	100%	30	100%

The results of the use of punctuation, grammar, and mechanics in two classes showed 23 percent of students in the experimental and 23 percent in control received strong grades. There were 44 percent of students in experimental and 30 percent in control received an average grade. While, 33 percent of students in experimental and 47 percent in control got under average.

Table 5. Style and Quality of Expression

No	Qualification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Good	18 – 20	-	-	-	-
2	Good to Adequate	17 - 15	3	10%	5	17 %
3	Adequate to fair	12 - 14	15	50 %	8	26 %
4	Unacceptable-not	6 - 11	12	40 %	17	57 %
5	College-level work	1 - 5	-	-	-	-
	Total		30	100%	30	100%

The result of the style and standard of speech showed 10 percent of students in experimental and 17 percent in control received a strong grade. While 50 percent of experimental students and 26 percent of the control got an average grade. The last 40 percent in experiment and 57 percent in control got score below average.

The Result of Post Test in Each Point

Table 6. Organization, Introduction, Body, and Conclusion

No	Qualification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Good	18 – 20	4	13 %	1	3 %
2	Good to Adequate	17 - 15	23	77 %	19	63 %
3	Adequate to fair	12 - 14	1	3 %	3	10 %
4	Unacceptable-not	6 - 11	2	7 %	7	23 %
5	College-level work	1 – 5	-	-	-	-
	Total		30	100%	30	100%

The data in table 6 showed that the result of the use of organization, introduction, body, and conclusion. In the group of experimental, 13 percent of students received an excellent grade, while only 3 percent of students in group of control received an excellent grade. In contrast, 77 percent of students in experimental and 63 percent of students in control were well organized. Still, there were 3 percent in experiment and 10 percent in control group got average score there were 7 percent in experiment and 23 percent in control group got under average score.

Table 7. Logical Development of Ideas (Content)

No	Qualification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Good	18 – 20	7	23 %	-	-
2	Good to Adequate	17 – 15	23	77 %	10	33 %
3	Adequate to fair	12 – 14	-	-	5	17 %
4	Unacceptable-not	6 – 11	-	-	15	50 %
5	College-level work	1 – 5	-	-	-	-
	Total		30	100%	30	100%

The result of logical development of idea in table 7 showed there were 23 percent students of the experiment group reached excellent development, while there were 77 percent students of experiment group 33 percent students in control group had good developing idea, and 17 percent were fair in control group, and 50 percent were under the average score.

Table 8. The Use of Grammar

No	Qualification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Good	18 – 20	23	77 %	1	3%
2	Good to Adequate	17 - 15	7	23 %	23	77 %
3	Adequate to fair	12 - 14	-	-	3	10 %
4	Unacceptable-not	6 - 11	-	-	3	10 %
5	College-level work	1 - 5	-	-	-	-
	Total		30	100%	30	100%

From the table 8, it was described that 77 percent students in experimental group were very good in grammar and 3 percent students in control group got very good score, while there were 23 percent students in experiment and 77 percent students in control

group had good grammatical mastery, and 10 percent of control group were in average score and 10 percent students in control group were poor.

Table 9. Punctuation, Spelling, and Mechanics

No	Qualification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Good	18 – 20	3	10 %	-	-
2	Good to Adequate	15 - 17	26	87 %	28	93 %
3	Adequate to fair	12 - 14	1	3%	2	7 %
4	Unacceptable-not	6 - 11	-	-	-	-
5	College-level work	1 - 5	-	-	-	-
	Total		30	100%	30	100%

Table 9 described punctuation, spelling, and mechanics. There were 10 percent students who were very good in punctuation, spelling, and mechanics 87 percent students were experimental. 93 percent students in control group got good score, while there were 3 percent students in experimental 7 percent of the control group got average score.

Table 10. The Use of Style

No	Qualification	Score	Experimental		Control	
			F	%	F	%
1	Excellent to Good	18 – 20	2	7%	-	-
2	Good to Adequate	15 - 17	28	93 %	14	47 %
3	Adequate to fair	12 - 14	-	-	11	37%
4	Unacceptable-not	6 - 11	-	-	4	14%
5	College-level work	1 - 5	-	-	-	-
	Total		30	100%	30	100%

The data in table 10 showed the result of style, there were two students in experimental group had excellent style, there 93 percent in experiment group and 47 percent in group control were good in style, while there were 37 percent students in control group had average score and 14 percent in control group had under average style.

Independent Samples T-test

The researcher also counted the result of posttest from two group by using independent t-test to know the different mean score of the experiment and control group, and to decide which group was better, the result could be seen in the following table.

Table 11. Result of Independent T-test Analysis

		Students' Score	
		Equal variance assumed	Equal variance not assumed
Levene's Test for Equality of Variances	F	1.512	
	Sig.	.224	
t-test for Equality of Means	T	8.153	8.153
	Df	58	52.459
	Sig. (2-tailed)	.000	.000
	Mean Difference	11.500	11.500
	Std. Error Difference	1.410	1.410
95% Confidence Interval of the Difference	Lower	8.677	8.670
	Upper	14.323	14.330

Table 11 deals with the result of students' posttest. Based on the result of T-test analysis, the result of sig (2tailed) was lower than 0.05 as level of significant. It was reported that the mean performance of the experimental and control groups differed significantly. Thus, it was enough to reject the null hypothesis, which means that picture series-based E-learning significantly affected students' writing, especially in writing narrative text. The details of students' posttest score could be seen in diagram below.
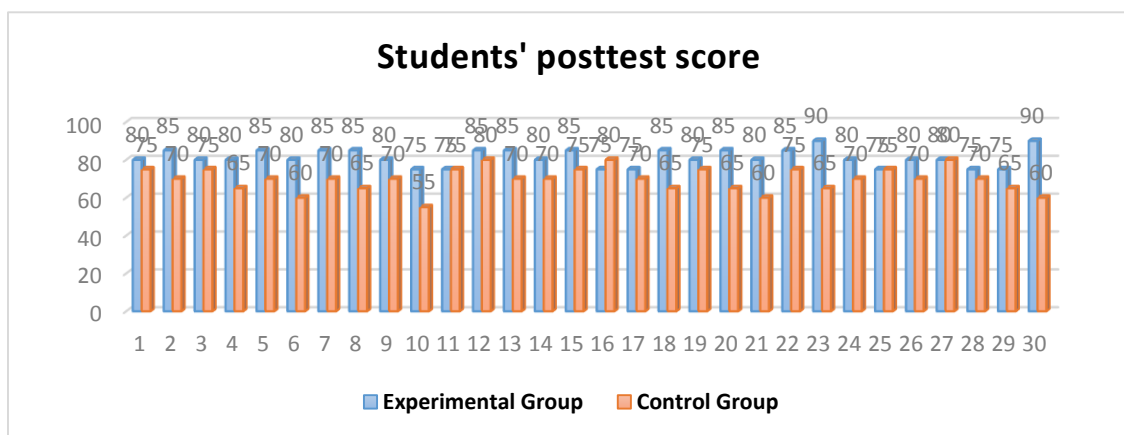
Picture 1. The Result of Students' Posttest Score

Discussion

The T-test calculation revealed the difference in average score of pretest and final test between the groups. The average score of experimental was 63,5, while the control was 61,8. Both groups were categorized the same because the different pretest score was lower than 0.05. The calculation was counted based on writing criteria, organization, logical development, grammar, punctuation, and style. While, the outcome of the posttest

proved significant different. The results showed that the students' achievement improved between the groups. The experimental group's mean posttest score was 81, up to 17 percent, while the control group's mean posttest score was 69, up to 7 percent. It was reinforced by the result of independent t-test analysis. There was a significant difference between the experimental and control groups when the sig (2tailed) was less than 0.05 as a degree of significance (0.000 < 0.05). It indicated that the mean score between the experimental and control groups was significantly different. Thus, it could be concluded that the use of picture series in teaching narrative text writing was successful because students who were taught through picture series scored higher than traditional methods.

The result of this research would strengthen the previous research that the use of picture series media could improve students' writing skills. Picture series media could also provide additional motivation for students in writing. It's because pictures series inform students about objects, and event relationships, thus it trained students to organize stories and facilitated them to expand stories through their imagination. Students appear to be motivated, enthusiastic, and cooperative in their learning when exposed to picture series media. It has the potential to become a means for the development of students' cognitive, affective, and psychomotor abilities (Wibowo et al., 2020).

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the finding and discussion of the research, it could be summarized that picture series was effective in teaching writing and improving students' writing achievement. Students' posttest scores between experimental and control groups indicated a significant difference between students who were taught through picture series and conventional methods. The result of T-test analysis showed the sig (2tailed) was lower than 0.05 as level of significant (0.000 < 0.05). Thus, it indicated that there was a significant difference in students writing skills between experimental and control group. Therefore, the researcher could conclude that picture series could be used as an alternative way to teach English writing.

Suggestions

The findings of this study could be used as a comparison and reference for the next researchers, as well as a consideration for further deepening research by comparing several media in teaching writing.

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