

## UTILIZING PICTURE SERIES TO TEACH WRITING TO THE ELEVENTH GRADE STUDENTS AT SMAN 7 KEDIRI

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### Abstrak

Menulis wajib diajarkan kepada siswa sekolah menengah ketika mereka belajar bahasa Inggris di sekolah. Pada saat praktik mengajar di SMAN 7 Kediri, peneliti mengidentifikasi beberapa masalah ketika siswa diajar menulis teks. Sebagian besar siswa mengalami kesulitan mengembangkan ide dan membuat kalimat bahasa Inggris. Oleh karena itu, dilakukan penelitian eksperimen yang menggunakan gambar seri untuk mengajar menulis teks narasi. Penelitian ini bertujuan untuk mendeskripsikan perkembangan kemampuan menulis siswa sebelum dan setelah diajar menggunakan gambar seri dengan menerapkan metode penelitian kuantitatif. Pengumpulan data dilakukan melalui pre-test dan post-test menulis pada 34 siswa kelas sebelas di SMAN 7 Kediri sebagai sampelnya. Data dianalisis menggunakan alat SPSS Statistics 26. Setelah diberikan perlakuan dalam pembelajaran menggunakan media visual berupa gambar seri, kemampuan menulis teks narasi siswa menunjukkan peningkatan. Hasil perhitungan uji-t menunjukkan terdapat perbedaan rerata yang signifikan antara skor pre-test dan post-test. Nilai Sig (2-tailed) perbandingan antara pre-test dan post-test sebesar 0,000 lebih rendah dari 0,005, sedangkan hasil yang diperoleh menunjukkan signifikan jika  $< 0,005$ . Jadi, dapat disimpulkan bahwa gambar seri to adalah media yang efektif untuk mengajar menulis, khususnya menulis teks narasi. Oleh karena itu, disarankan agar guru bahasa Inggris menggunakan gambar seri sebagai media pengajaran untuk mengajar menulis teks narasi.

**Kata kunci:** Gambar seri, Kemampuan menulis, Mengajar keterampilan menulis

### Abstract

*Writing must be taught to secondary school students when they study English at school. During teaching practice at SMAN 7 Kediri, the researchers identified several problems when the students were taught to write English texts. Most students had difficulty to develop ideas and make English sentences. Therefore, experimental research was carried out using picture series to teach writing narrative text. This research aims at describing the development of students' writing skills before and after being taught using series of pictures by applying quantitative research methods. Data collection was carried out through pre-test and post-test writing on 34 eleventh grade students at SMAN 7 Kediri as the sample. Data were analyzed using the SPSS Statistics 26 tool. After being given treatment in learning using visual media in the form of a series of images, students' ability to write narrative text showed improvement. The results of the t-test calculation show that there is a significant mean difference between the pre-test and post-test scores. The Sig (2-tailed) value of the comparison between pre-test and post-test is 0.000, which is lower than 0.005, while the results obtained are significant if  $<0.005$ . So, it can be concluded that the to series of pictures is an effective medium for teaching writing, especially writing narrative texts. Therefore, it is recommended that English teachers use series of pictures as a teaching medium to teach writing narrative texts.*

**Keywords:** *Picture Series, Writing Ability, Teaching Writing*

### INTRODUCTION

Writing is considered indispensable within the realm of language acquisition, and concurrently, it is acknowledged as the most formidable language proficiency to attain (Abas & Abd Aziz, 2018). This proficiency has metamorphosed into an imperative prerequisite for proficiency in language education. Nevertheless, the acquisition of writing is posited as one of the more intricate aptitudes necessitating acquisition during the formative years (Amarwani, 2020). Concerning the requisites of linguistic competency, the process of production entails ideation, organization, initial drafting, subsequent revision, and meticulous editing (Khatter, 2019). The researchers emphasized the significance of understanding vocabulary, grammar, and content as integral components in the enhancement of writing proficiency.

Nowadays Indonesia applied “Kurikulum Merdeka” for their curriculum in almost formal education. “Kurikulum Merdeka” is an alternative education curriculum developed by the Indonesian Ministry of Education, Culture, Research, and Technology in response post COVID-19 pandemic. The curriculum aims to facilitate self-directed learning and to provide educational resources for students who may not have access to traditional classroom settings. Teaching writing within the “Kurikulum Merdeka” aims to provide students with the skills and knowledge necessary to become effective writers in a variety of contexts. By emphasizing self-directed learning and collaboration, the curriculum encourages students to take ownership of their writing development and to become confident, skilled writers. While there is limited information on the specific writing skills that are emphasized in “Kurikulum Merdeka.

Writing is an activity to convey information to the readers intentionally in written form. A writer communicates his/her ideas or opinions to readers to a certain purpose. There are many purposes of writing, some of them are to express someone's ideas, to describe something, to

inform, to entertain, to persuade, etc.

One of the texts that high school students learn is writing narrative text. It is a text about recounts an event which is usually fiction and non-realistic. The purpose of narrative text is to entertain readers. This text has some features that students must understand. For example, the usage of simple past tense in the sentences because they narrate about past activity or non-realistic events; the generic structure of text consists of exposition, rising action, climax, falling action, and resolution. Apart from them, the students must understand how to organize the event so that the readers can easily understand the story. Thus, in writing narrative text the students of senior high school are expected to have ability to create a text which fulfill those requirements.

The fact shows that many students find it difficult to write. They find it difficult in the following areas, such as the content, organization, mechanic, grammar, and vocabulary. This is supported by the finding of the previous research by (Puspitasari, 2014). She found that the students had problems to develop and express their ideas in their writing. They had difficulty to create paragraph because they could not know how to organize their ideas. The other problem they often faced, they did not have topics or ideas to write.

Similar problems were also faced by the eleventh -grade students of SMAN 7 Kediri. When the researchers did the teaching practice (*Praktik Lapangan Persekolahan*) at the school, It was found that many students had problems in writing a narrative text. The students found it difficult in grammar and vocabulary. Another problem, they had a lot of ideas in their minds, but they could not focus on a specific topic. As a result, they were confused to start and even they did not know how to develop the ideas. They did not get ideas to start writing.

The researchers found the cause why the condition above happened. First, the teacher who taught writing used conventional method. He only explained kinds of text any their characteristics and assigned the students to create texts. Then, he did not train the students how to develop ideas, how to organize the ideas, and he did not pay attention to the sentence structures. As a result, it made the students could not make good text.

Based on the problems above, the researchers chose a method to give new learning experiences for developing students' idea and organizing those idea to be narrative story. The researchers used picture series as the media to help students practicing writing skill. The solution is strengthened by previous research (Abdullah & Yunus, 2019) who admitted that pictures are useful in helping students generate ideas to construct sentences using the target language. More over the pictures provide visual stimuli that can engage students and stimulate their creativity. This engagement can make language learning more enjoyable and memorable.

Using picture series to teach writing is beneficial for both teacher and students. It is able to help teacher to make students get vocabularies from pictures of visual thing. It is appropriate with previous research (Rahayu: 2016). The utilization of picture series as an instructional tool proves advantageous in enhancing students' writing skills. The selection of picture series is based on their appeal and the inherent chronological order, facilitating students in formulating and structuring their ideas in written expression. Hence, educators are encouraged to exhibit creativity in the selection and creation of captivating instructional materials to effecti-

vely impart writing skills. It is recommended that teachers engage in research to further investigate the effectiveness of employing picture series to enhance students' writing abilities. In this research has differentiate in the picture this research used cyberpunk picture series which focus on postmodern picture which has futuristic picture.

In fact, there are several aspects in writing that students must understand. In the process of writing, students need to focus on how to generate ideas, how to organize them coherently, how to use discourse markers, and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product (Brown and Hood, 1989). While according to (Gebhard, 1996), the aspects of writing are word choice, use of appropriate grammar, syntax, mechanics, and organization of ideas into coherent and cohesive form. Students have to pay attention to writing mechanics such as punctuation and capitalization. In short, students must learn and practice many aspects of writing in order to create good passages.

Based on the explanation above, the researchers did a research to describe the development of the students' writing ability before and after being taught using picture series to the eleventh grade students at SMAN 7 Kediri.

## **METHODOLOGY**

The researchers employed the quantitative approach in this research, especially experimental research. The research analysed the effect of picture series as the media to teach writing to the students. Pre-experimental design with one group pre-test and post-test design was applied. The sample of the study was selected by using clustering sampling technique. The researchers took one class of took the population in the eleventh class of science the name of this class is XI MIPA 1 and the sample consisted of 34 students. The techniques of collecting data were pre-test, treatment, and post-test. The data analysis which used in this research was test-T computation using SPSS Statistical 26.

## **FINDING AND DISCUSSIONS**

### **1. Findings**

In this study, the researchers used a research instrument, namely writing test. The result of writing tests, both in pre-test and post-test were analyzed to draw conclusions regarding the research objectives. The researchers then elaborated the findings into several sections.

#### **The Data Analysis of Pre-Test**

Based on the results of the pre-test analysis, the researchers provided an image of an object as the teaching media to teach writing text. The students were given 60 minutes to create a narrative text based on the provided image. The research sample consisted of 34 students in the 11<sup>th</sup> grade science class at SMAN 7 Kota Kediri. The purpose of conducting this pre-test was

to assess the students' writing abilities in creating a narrative essay before any intervention was introduced. The researchers used SPSS 26 to determine descriptive statistics and the percentage of students' scores in the pre-test. The results obtained from the calculation of descriptive statistics through the SPSS 26 application are as follows.

**Table 1. Data Descriptive Statistics on Pre-Test**

Descriptive Statistics								
	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean		Std. Deviation Statistic	Variance Statistic
					Statistic	Std. Error		
Pre-Test	34	44	34	78	63.12	1.977	11.528	132.895
Valid N (listwise)	34							

**Source:** The Result of SPSS 26

The data above shows that the average score in the pre-test results for 11th-grade science class students at SMAN 7 Kota Kediri is 63.12. The maximum score achieved by the students is only 78, with an average score of 63.12 for all students who took the pre-test. This means that the average score of students in the pre-test was still below the average test score.

The Data Analysis of Post-Test

In the treatments, the researchers used picture series to teach writing. The students discussed the event which portrayed the sequence of the story as well as the characters which can be seen from the pictures. Then they had to rewrite a text based on the media given.

The post-test aimed to measure students' writing ability after they got the treatment. In the post-test, the students were required to write a narrative text. The time allocation of the post-test 60 minutes for. The post-test data collection included the same 34 students as in the pre-test.

**Table 2. Data Descriptive Statistics on Post-Test**

Descriptive Statistics								
	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean		Std. Deviation Statistic	Variance Statistic
					Statistic	Std. Error		
Post-Test	34	22	70	92	80.44	.940	5.484	30.072
Valid N (listwise)	34							

**Source:** The Result of SPSS 26

the minimum score achieved by all students were 70 and the maximum score was 92. This means that students were able to meet the passing grade (KKM) for writing. Furthermore, the average score of 80.44 for all students. This results of data analysis shows that there is an effect of teaching writing using picture series. This can be seen that the students' score in writing increased from pre-test to post-test. The following table shows the detail data.

**Table 3. Statistical Comparison Data Pre-Test dan Post Test**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	34	34	78	63.12	11.528
PostTest	34	70	92	80.44	5.484
Valid N (listwise)	34				
Description	-	Increase	Increase	Increase	-

Source: The Result of SPSS 26

The data in the table above shows that the score of writing between the pre-test and post-test is a significant different. The minimum score obtained by the students in the pre-test is 34, indicating that there are still some students who have not fully grasped the concept of narrative writing, resulting in scores below the passing grade of 70. Furthermore, the pre-test assessment shows that the maximum score achieved by the students is only 78, with an average score of 63.12 for all students who took the pre-test. This average score is considerably below the passing grade, demonstrating a significant gap between the students' initial performance and the required level of competence.

After giving the treatment to students by teaching writing using picture series to create narrative texts, the students learned how to develop ideas and create a text. This is evident from the post-test results, where the minimum score achieved by all students were 70 and the maximum score was 92. This means that students were able to meet the passing grade for writing. Furthermore, the average score of 80.44 for all students. It can be concluded that the research results indicate a significant improvement, and it can be said that the use of the picture series to teach writing shows a high level of effectiveness. This is also reflected in the comparison graph obtained using SPSS 26, as shown below.

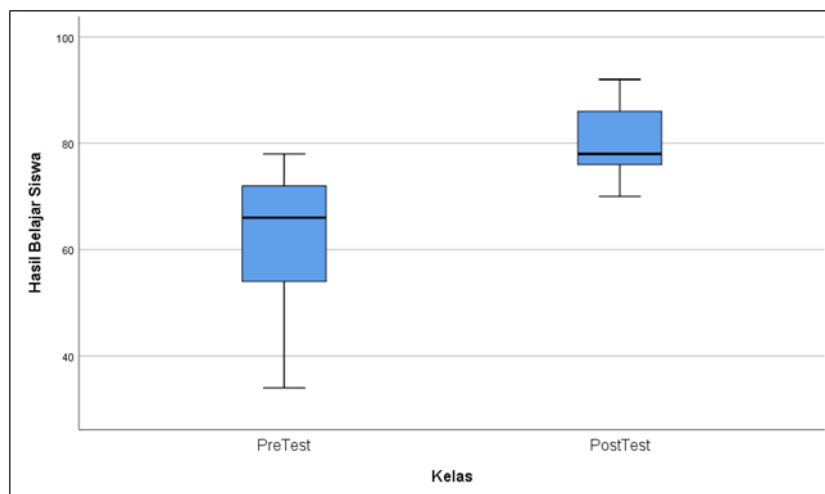


Figure 1. Graphic Statistic of comparison Pre-test dan Post-test

Resource: The Result of SPSS 26



There is a significant effect in the students' writing ability on narrative text using the picture series. The pre-test results indicate scores below 80, while the post-test results show scores ranging above 80. This clear contrast highlights the substantial improvement in student performance in narrative writing after using the picture series as a learning tool. The shift from scores below 80 in the pre-test to scores above 80 in the post-test underscores the effectiveness of the approach and the positive impact of the treatment on students' writing abilities. This result demonstrates that there has been a notable improvement in student performance in narrative writing as a result of the treatment involving the use of the picture series.

The researchers employed the Paired Sample t-Test with SPSS Statistics 26 to analyse the findings. The Paired Sample T-test was used to compare the difference between the means of two paired samples, assuming that the data is normally distributed. Both samples came from the same subjects and were taken under different conditions or situations. Besides, the reason for using the T-test was the data distribution was normal. The results of the analysis can be seen in the table below:

**Table 4 Descriptive Statistics of Pre-Test and Post-Test**

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-17.324	12.576	2.157	-21.712	-12.935	-8.032	33	.000

**Source:** The Result of SPSS 26

The results of computation shows there is a significant difference in means between the pre-test and post-test scores. The Sig (2-tailed) value for the comparison between the pre-test and post-test is 0.000, which is lower than 0.005. Since the obtained result shows Sig < 0.005, it can be concluded that Ho (null hypothesis) is rejected, and Ha (alternative hypothesis) is accepted. Based on the findings presented in the table above, it can be concluded that the use of the picture series media to teach writing is effective. It can be said that English teachers can utilize picture series to teach writing, especially writing narrative text, as there is significant different between before the treatment and after the treatment.

## 2. Discussions

This study proved that the main factor which made the students had problem in writing skill was the teaching strategy, especially the method and the use of media used in class. Teacher should select appropriate method and media which help students learn writing. The data showed that using pictures series was useful for students to develop ideas. Besides, picture series is fun, unique and interesting for students. They can learn through this media about the idea to write and organize the idea. In short, picture series is an effective media to teach writing, especially

writing narrative text.

The finding of the research that there is significant effect of using picture series to the students' writing ability at SMAN 7 Kediri. After the researchers applied the pictures series in the class during teaching and learning process of writing, they found that some of the students seem to be appealing in doing the writing test. After calculating and analyzing the data, the researchers found that the result showed through using pictures series can improve the students' writing skills. This research supports the previous research by (Abdullah & Yunus, 2019) who explain that picture series are very beneficial in helping students to generate idea to build sentences. Moreover, the pictures provide visual stimuli that can engage students and stimulate their creativity. This engagement can make language learning more enjoyable and memorable.

## CONCLUSIONS

From the research findings, it can be concluded that there is a significant effect of using picture series to teach writing to the students. It can be seen from the different scores between the pre-test and post-test. The pre-test was conducted before the students were given before the treatment. The post-test was conducted after the treatment that is the students were taught using the picture series to create narrative text. The results clearly indicate that the pre-test scores (before the treatment) are lower compared to the post-test scores (after the treatment). This demonstrates that there has been a notable improvement in student performance in narrative writing as a result of the treatment involving the use of the picture series. In other words, picture series help students to write an English text, especially narrative text.

Knowing the conclusion, the researchers recommend other English teachers to use teaching media, especially picture series, to teach productive skills. Students can focus on the story based on the image so that they can focus on developing vocabulary needed. Besides, the teachers should provide activities for the students practice language features needed in a text. Finally, they should also anticipate the problem occurred in this research. They are time management, the facilities of the class and the position of students' seat in the class.

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