

THE EFFECT OF USING PICTURE SERIES ON THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT GRADE X AT MAS AL-WASHLIYAH 49 PASAR LEMBU

By

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ABSTRACT

Picture series was a very fun media because it would encourage students to guess and to understand what was happening in the picture. Picture series could be used as learning media to write descriptive text. By using this media students could build the concept of the story. The curriculum and lesson planned to achieve the four aspects of language like proficiency: speaking, reading, writing and listening. With the provisions in the curriculum, regulations have been made to achieve writing, one of which was the ability to write English. This research method used quantitative methods. The purpose of this research method was to find out the specific influence of the treatment on student achievement. After knowing the results of the T-test it could be concluded that the Alternative Hypothesis (Ha) accepted. Hypothesis (Ha) states: There was a significant difference in student's ability to write descriptive text after being taught using Picture Series media at Mas Al-Washliyah 49 Pasar Lembu. Writing descriptive text us picture series as media was a process which took parts in the study to develop skill. Picture as media developed as an interactive approach among students.

Keyword : Picture Series, Writing, Descriptive Text

INTRODUCTION

Language is a human property which is one of the most important aspects of human life. Language is a means of human communication in order to be able to share information with each other that can be used widely. Through

language, humans can express their feelings and thoughts. Humans can interact and socialize through the language used in their daily lives. Therefore, language is a communication tool as a means of how humans can express feelings and thoughts through speech, action

and writing. Human language is indeed very complicated and not simple because it has many types, one of which is English. However, language can be learned and will develop over time.

In Indonesia, English is not the official language and national language, but English is the second language after the mother tongue (Indonesian). With this position, the position of English in Indonesia as a second language provides a policy from the government so that it is necessary to teach English from an early age, so that policies are formed using curriculum and lesson plans to achieve four aspects of language proficiency, which include: speaking, reading, writing and listening. With the provisions in the curriculum, regulations have been made to achieve writing ability, one of which is the ability to write English.

Based on observations made at MAS Al-Washliyah 49 Lembu Market in March 2023, researchers found problems faced by students in writing English in descriptive text subjects. Students experience difficulties in expressing ideas that

must be expressed on student worksheets. Students are even confused about how to write it. In the end students feel bored because for them English writing lessons are boring and uninteresting so students choose not to want to know. On the problems that have been found, teachers are challenged to be more creative in teaching. Sabilah (1999: 3) reported that students' proficiency in English Writing skills are still far from the targets set in the curriculum. They don't have the ability to express their ideas in written form. The students lack ideas in developing sentences and often have bad transitions between topics (Yang 1995: 29 ;Sulastri, 2019). The use of media is one of the right choices to attract students' attention, namely Picture Series which is a sequential picture media that can be used in teaching writing as an additional media that is very influential in attracting students' attention and provoking student ideas so that it is easy to describe them. Picture series is a combination of several images that are combined into a sequential image. Rava (1998:

58) states that pictures carry cultural, artistic and historical information. Hence, the students will be able to get a lot of ideas and information through pictures (Sulastri, 2019).

Harmer (2004) says that pictures are always used to present situations and conditions to help students organize language and vocabulary, quoted by (Fitriani, Rafi Hamdi Nur, Bustamin, Syahban Mada Ali, 2019). Wright (1988) put forward the statement that pictures are very important in helping students to retell experiences and understand something because pictures can represent subjects, objects and events. Picture series is a very fun media because it will encourage students to guess and understand what is happening in the picture.

According (Al Halim M labib,2022) Picture Series is an interesting instrument to improve students' composing performance. Picture series can be used as learning media, especially learning to write descriptive text. By using this media students can build the concept of the story that will be written.

This study intends to solve the problems found by researchers as follows:

1. Students are less interested in writing English in large numbers.
2. Students were lack of strategy in writing English.
3. Students' motivation to write English is still very low.
4. Achieving the Minimum Mastery Criteria in writing English is no longer important for students (don't want to know).

RESEARCH METHOD

a. Research Design

This research method uses quantitative methods. The purpose of this research method is to find out the specific influence of the treatment on student achievement. In addition, this research is also a form of research that requires relatively more stringent requirements when compared to other types of research. The results of observations, tests and interviews were compared with the triangulation method to validate the data collected (Creswell, 2009 ; (Milati, 2021).

In quantitative research, there are two types of variables that are

approved. The variables are independent variables and dependent variables. The dependent variable is the variable that is affected, while the independent variable is a variable that can be changed. This means that the variables that influence learning achievement.

This research carry out at class X at MAS Al-Washliyah 49 Pasar Lembu. This school is located on Jl. Pendidikan No. 5 A Pasar Lembu, Kec. Air Joman Kab. Asahan. This research was conducted in April- May 2023. This research concerns the student curriculum in descriptive English subject texts and teachers who play a major role in the teaching and learning process. Meanwhile, students are used as objects in teaching English.

To collect data, researchers used instruments in the form of teacher interviews as well as field observations and tests. Interviews were conducted to find out information known to the teacher. Observations and field tests were carried out to find out information about student learning processes. In this study, the reduced data are the

results of observations and interviews as well as field tests related to the application of the methods used by the teacher in the teaching and learning process. The research process consists of 5 steps, namely planning, data collection, data analysis and drawing conclusions. In planning the researcher prepares research instruments to assist in data collection.

Planning is the starting point for listing questions and activities in pictures. Another important part is preparing a series of pictures that will be implemented in teaching English writing in descriptive text.

Data collection was carried out from the beginning to the end of the student teaching research. The most important data source is behavior. Participation, as well as interaction between students and teachers in class. The way teachers teach and implement media is also an important part of this research. According to Syarifa Harahap quoted from (Rahmadi, 2011) the method in the research context is part of the methodology related to the

explanation of the techniques or tools used in collecting and analyzing data. This can be interpreted as a set of knowledge about systematic and logical ways of finding data related to a particular problem to be processed, analyzed, drawn conclusions and then looked for solutions.

b. Research Procedure

In taking samples, this study used random sampling. Based on (Arikunto, 2013) said that "random sample in taking only a portion of the number of students randomly to be

sampled". How to take samples by using three rolls of paper containing class names. After that, the researcher will take two scrolls as samples. The research sample was taken in class X1 as the experimental group and X2 as the control group consisting of 72 students for both classes. The population of this study were students of class X MAS Al-Washliyah 49 Pasar Lembu. Students will be divided into four classes at this school with 36 students per class, that :

Number	Class	Students
1	X1 IPS	36
2	X2 IPS	36
3	X3 IPS	36
4	X1 IPA	36
Total		144

This research instrument uses a test; pre-test and post-test. The test used is the Essay test. The pre-test was given before the treatment. The post-test was given after the treatment. Here, researchers will be given test instructions based on Basic Competition (KD). It is expected that students are able to express meaningful ideas in the form of

functional texts and short essays in the form of descriptive text.

FINDING AND DISCUSSION

a. The process of Teaching Writing Us Picture Series in Descriptive Text at X Grade at MAS Al-Washliyah 49 pasar lembu

Based on the RPP it can be seen that the teaching process is carried out by pre-teaching, teaching

process and post-teaching. Pre-learning is carried out with religious activities such as greetings and prayers, after which the teacher checks student attendance which will have an impact on the end of semester scores. Brainstorming is also carried out to restore students' enthusiasm and joy before learning to teach. In the learning process the teacher uses a scientific approach so that students are always active in class. In carrying out learning the teacher always uses the media picture series as a medium in learning to write descriptive text. In post-learning the teacher always draws conclusions and gives grades to student worksheets.

b. The Students' Writing Score in Experimental Class

Experimental class students consisted of 36 students. Experimental class students used serial picture media as learning media for writing descriptive text. At the first meeting students were asked questions to find out students' abilities using the method applied by the teacher. At the second meeting students studied descriptive text. At

the third meeting, students learn how to use serial picture media. At the last meeting students can do a post test as a final exam using picture series media. The percentage of student scores on the pre-test is lower than the post-test. The average score of students in the pre-test was 68.05% and after being given treatment using the serial image model it increased by 84.20% so that the average score in the post-test was 80.83.

From the explanation above, it can be concluded that serial images can be used as a medium in teaching writing and increasing students' writing scores.

c. The Students' Writing in Control Class

In the control class there were 36 students. In this class students get different treatment from the experimental class. At the first meeting students were given questions according to the teacher's application. At the second meeting students studied descriptive text. The third meeting students analyze descriptive text. At the fourth meeting, students did a post-test.

Percentage students' score in pre-test was lower than post-test. The mean of students' score in pre-test was 63,05 and after giving treatment by using picture series as media, it was increased 85,15% until the score mean was being 74,04 in post-test.

d. Interpret the results of Significant difference between Student Writing Scores in Control and Experiment Class

After finding the results of the two groups, a significant difference was calculated between the achievement of students' writing scores in the control class and the experimental class. SPSS version 20 was used to analyze the data.

Table of Differences in Class Control and Experiment Statistics :

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Control	74.3056	36	5.87401	.97900
	Experimen	80.8333	36	3.27327	.54554

The table shows the difference in mean scores between the control class (M = 74.3056, SD = 5.87401) and the experimental class (M = 80.8333, SD = 3.27327). To test whether the experimental class and

the control class differed significantly in achievement tests, an independent sample T-test was performed using an alpha level of 0.05. The results are shown in the table below:

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Analysis:	Equal variances assumed	8.210	.005	-5.825	70	.000	-6.528	1.121	-8.763	-4.293
	Equal variances not assumed			-5.825	54.825	.000	-6.528	1.121	-8.774	-4.282

The interpretation of the table above is that there is a significant difference between the two groups if the sig.(2-tailed) is equal to or lower

than 5% or 0.05. From Sig.(2-tailed) we can see that P is lower than 5% (0.000 , 0.05). So, it can be concluded that the t value is

significant at the 5% significance level. This means that there is a significant difference between the control class and the experimental class. The effectiveness of using Picture Series as a medium to improve students' writing skills.

e. Effectiveness of Using Picture Series as Media to Improve Students' Writing Ability

After knowing the results of the T-test it can be concluded that the Alternative Hypothesis (Ha) is accepted. Hypothesis (Ha) states: There is a significant difference in students' ability to write descriptive text after being taught using Picture Series media at Mas Al-Washliyah 49 Pasar Lembu. Before testing this hypothesis, the T-test was calculated to compare the mean between the experimental group and the control group, the results revealed that the experimental group could outperform the control group by a significant value of 5% ($4.53 > 2.00$). This is supported by previous research by Uli Yana Sirait entitled "The

Influence of Using Rows of Images on Students' Descriptive Writing Ability". Differences between the two classes are found. Therefore, the null hypothesis (H0) is rejected in favor of an alternative hypothesis. Thus "There is no significant ability in writing descriptive texts of students after being taught using Picture Series media in MAS Al-Washliyah 49 Pasar Lembu.

Conclusions

After analyzing the data, so can get conclusions as the following :

1. Writing descriptive text us picture series as media is a process which takes parts in the study to develop skill, in writing text.
2. Writing descriptive text us picture series as media is develop as an interactive approach among students.
3. The students who were taught by using picture series as media in learning writing descriptive text.

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