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PICTURE SERIES TO INCREASE WRITING SKILL OF EFL JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

The purpose of this study was to find out whether picture series media was effective on writing knowledge in EFL students of eighth grade at SMPN 31 Gresik in the 2020/2021 school year. The participants in this study were students in eighth grade at SMPN 31 Gresik. The number of samples in this study was 64 students. The classes are divided into two classes; experimental class and controlled class. The method used is a quantitative method that adopts a quasi-experimental design. The instrument used was a recount text writing test consisting of a pre-test and a post-test. After collecting student scores from the two tests, the author uses SPSS v.22 to analyze normality and homogeneity to determine whether the data are normally distributed and homogeneous or not. After analyzing the normality and homogeneity, the writer also tested the hypothesis by using a paired sample test to determine whether there was the effectiveness of using picture series in learning to write recount text. The study's findings found that the average post-test score in the experimental class was higher than the post-test mean in the control class (82.58 > 53.20). Furthermore, the paired sample test analysis proved that the post-test p-score was 0.00 with a significance level of 5% (0.05). In other words, it can be concluded that the p-value (0.00) there is a significant difference between students' writing recount text using picture series and without picture series. That is, picture series is effective and applicable as a medium in writing recount text.

Keywords : Classes, concluded

1. INTRODUCTION

Writing is one of the language skills that are important in a series of language learning activities. Every student who is doing language learning is expected to be proficient in all skills, including writing skills. Writing skill requires learners to master the process of writing, starting from word-level until text level, including the choice of words, vocabulary, and grammar. In order to enable students to become better communicators, we should perhaps go beyond everything, be it grammar, vocabulary, and pronunciation, and that teachers should leave behind the conventional method and make changes by communicating effectively in international settings instead [1] (Yunus,

2018). However, it can be said that this writing skill is included in a difficult skill-based on several statements of students. Junior high school students who make English as their Foreign Language (EFL) experience some difficulties when practicing writing skills. Especially in Indonesia, there are still many students who have difficulty mastering writing skills in English. Most of them are constrained by differences in the structure of the Bahasa and English. Another difficulty faced by EFL students is transferring the meaning of words. Since English is not their first language, so they must be able to transfer the meaning of their writing into the correct order in English so that readers can understand what message they want to convey through the writing.

The most common obstacles that EFL students have when it comes to writing skills are clarity of meaning, the adoption of grammar and language usage variations, the writing groove, and the application of the writing scientific paper approach [2] (Ariyanti & Fitriana, 2017). Based on previous research by Ribak, Aurelius Nong, et al. (2017) [3] that most students do not want to learn English. This can be seen from their lack of motivation in school, as well as lack of vocabulary, spelling errors, punctuation errors, and grammatical errors in writing. Since the target of this study is high school students, so they may not yet apply writing skills in English to scientific writing or apply them to a proposal or thesis. But this becomes their basic understanding so that at the next level, they can apply writing skills correctly into their scientific writing. In terms of content, structure, vocabulary, language, spelling, and mechanism, students may find it difficult to maximize their writing performance [4] (Persada, 2016). According to Asik (2015) [5], mastering language issues, teaching techniques, and teaching writing resources all influence the quality of students' writing. Ndraha (2020) [6] found that students are not active and engaged during the learning process. Media is required in the learning process to motivate students to learn to write some texts. Harisma, Iis, et al. (2019) [7] had to deal with the same issues. And also, when students are asked to write a short paragraph about what they did the day before, students struggle to come up with ideas for their writing assignment. This causes individuals to write a script with very few sentences. They also spent a lot of time brainstorming on a relatively simple work, which was problematic in Putra (2016) [8]. According to Hatina (2017) [9], some students struggle to learn to write related to a variety of causes. First, they have no idea how to begin an excellent piece of writing, which makes them bored and worried.

Second, they continued to make errors in English writing, such as being disorganized, 2018). However, it can be said that this writing skill is included in a difficult skill-based on several statements of students. Junior high school students who make English as their Foreign Language (EFL) experience some difficulties when practicing writing skills. Especially in Indonesia, there are still many students who have difficulty mastering writing skills in English. Most of them are constrained by differences in the structure of the Bahasa and English. Another difficulty faced by EFL students is transferring the meaning of words. Since English is not their first language, so they must be able to transfer the meaning of their writing into the correct order in English so that readers can understand what message they want to convey through the writing.

2. Method

Quantitative research was used in this study. The researcher used experimental research in this study. Experiments come in a variety of forms. The researcher used a quasi-experimental research design to conduct this study. The researcher wanted to know the different impacts of the treatment between the experimental courses that were taught using picture series and the control classes that were taught without picture series; thus, the teacher used the quasi-experimental study as a design.

A sample is a subset of a larger population. It indicates that a good sample should as closely as possible represent the full population, such that the sample's generalization is as accurate as of the population's. In this study, the writer uses a population of 128 students in 8th grade at SMPN 31 Gresik, which is divided into four classes. Purposive sampling was used, in which the writer chooses a member of the sample to participate based on his or her own assessment (Ary, 2010) [12]. In this study, the researcher chose classes 8A, which had 32 students, as the experimental group, which was taught using a picture series. Class 8C, with 32 students, was chosen as the study's control group, which was taught without the use of picture series.

In this study, the data collection instrument was a test. The information came in the form of student performance on writing assessments. The purpose of the test was to assess students' ability to write recount text. The test was carried out twice, once before and once after the treatment (pre-test and post-test). The pre-test was used to assess students' ability to write recount text before treatment, and the post-test was used to assess students' ability to write recount text following treatment.

The researcher administered treatment after conducting the pre-test and before administering the post-test on Monday 5th, 12th, 19th, 26th April 2021.

The following is the treatment procedure in detail:

1) First Treatment was conducted on April, 5th 2021. The researcher began by expressing basic past tense and discussing the major themes of the recount text. The researcher then went over the many media that are used to teach writing recount text. A picture

series or sequence of pictures is utilized as the medium. As soon as the students were asked to compose a sentence based on the picture that was presented, the researcher requested them to match the picture series with the sentence that was arranged.

2) Second Treatment was conducted on April, 12th 2021. The researcher went over the information again and reminded the participants how to complete the activity based on the previous explanation. In the second treatment, the students were given activity by the researcher. Students were given a picture and asked to create a recall paragraph based on it.
3) Third Treatment was conducted on April, 19th 2021. The students were given activities by the researcher. The students were instructed to produce paragraphs with recount text based on the researcher's picture series.
4) Fourth Treatment was conducted on April, 26th 2021. The students were given activities by the researcher. The researcher pastes the picture series on the whiteboard and instructs the students to write a relevant text based on the information provided. The students request that an outline be created based on the picture series, and the plot is developed due to the results of the outlining.

The researcher did an internship for four months, the first week discussing with the English teacher there about the syllabus and teaching methods. One semester only consists of 2 chapters, recount text and singing. The first two months, the researcher taught recount text, and the last two months. The researcher led the singing chapter, which focused more on writing descriptive text.

To collect data, the author employed a pre-test and a post-test. First, the pre-test uses a picture series in the teaching method text to determine students' scores before they are taught. After gathering data from the pre-test, the writer will treat the experimental class by using picture series as media material, while the control class will use a textbook. Second, after administering the treatment, the author administers a post-test. The purpose of the post-test is to determine the students' scores after they have been taught using picture series.

Before the treatment, the pre-test was used to ensure that the experimental and control groups were homogeneous, and the post-test was used to test the hypotheses. We created the writing topics and tested them before implementing them. The analytical scoring rubric was used to grade the students' written work in terms of content conformity with the objective of writing messages, word choice, sentence coherence, vocabulary writing, and grammatical accuracy.

In this study, content validity refers to a learning material instrument test. The amount to which a test gives a sampling of the subject matter is known as content validity. Aside from that, the test items or tasks must reflect what the test as a whole is designed to examine. For example, if the test is based on a syllabus that assesses abilities or functions, the content validity can be determined by comparing the language created in the test to the syllabus (Underhill, 2006) [13]. The test was done to compare students' recall passages against an indication on the curriculum in order to obtain valid data.

Table 1. Standard Competence and Basic Competence in School Based Curriculum

Standard Competence	Basic Competence	Indicator	Technique	Form	Number of Questions	Question number
Writing 6. Interacting with the environment by expressing meaning in functional written texts and short introductory essays in descriptive and recount.	6.2. Using a range of written language to accurately, effectively, and acceptably express meaning and rhetorical stages in short introductory essays in the form of descriptive and recount texts to interact with the surrounding environment.	Students can write a simple short text in the form of recount	Written test	Essay	1	1

Inter-rater reliability is a type of reliability testing that incorporates an evaluator or expert. Outside of the research environment, inter-rater dependability should be established. Three specialists, all English instructors from SMPN 31 Gresik, served as assessors in this study, offering ratings to evaluate student performance on a free writing recount text.

Findings

In the following section, the results of research on students' ability to write recount texts through picture series media will be presented, as well as significant differences between students' abilities in writing recount texts before and after learning through picture series media. The research was conducted at SMPN 31 Gresik by first selecting two classes consisting of an

experimental class and a control class. The experimental class received learning treatment using picture series media, while the control class did not. In this study, students in the experimental class and the control class were given a pre-test and post-test to measure differences in their ability to write recount text with picture series. The improvement score was obtained from a simple paired t-test on the ability to write picture series. To answer questions from the problem formulation "Can the use of picture series facilitate the students to increase the writing skills of EFL Junior High School students?", the researcher collected data about the ability to write picture series in the experimental class and the control class. Data collection was carried out using picture series writing tests. Statistical data were processed using SPSS software version 22.0 for windows and excel 2013.

The data was compiled using students' scores on pre-and post-tests in writing recount text in experimental and control classes. The experimental and controlled classes are separated into two tables. The explanations for the data can be found below:

Table 2.

A score of Pre-test and Post-test of Experimental Class

No	Student	Pre-Test	Post-Test
1	1	55	83
2	2	70	77
3	3	71	84
4	4	62	87
5	5	71	77
6	6	34	83
7	7	52	79
8	8	47	80
9	9	72	81
10	10	50	88
11	11	35	83
12	12	65	84
13	13	51	81
14	14	38	77
15	15	42	84
16	16	64	79
17	17	43	89
18	18	59	88
19	19	61	88
20	20	58	77
21	21	43	79

22	22	56	88
23	23	57	77
24	24	40	80
25	25	39	83
26	26	52	83
27	27	61	80
28	28	42	83
29	29	69	83
30	30	42	89
31	31	35	84
32	32	70	85
SUM		1706	2643
MEAN		53,3125	82,58333
MAXIMUM SCORE		72	89
MINIMUM SCORE		34	77

From the experimental class's score above, it can be observed that the mean of the pre-test is 53.31, and the mean of the post-test is 82.58, based on 32 students in the class. The lowest pre-test score is 34, while the highest score is 72. In the meantime, the highest post-test score is 89, while the lowest score is 77. These results improved when Picture Series was used as a treatment in teaching recount text writing. It means that the students' pre-test and post-test performance differed significantly. Table 3 also displays the results of a controlled class's pre-and post-tests. Table 3 below also displays the pre-and post-test results of students but in a controlled class.

Table 3.

A score of Pre-test and Post-test of Control Class

No	Student	Pre-Test	Post-Test
1	1	61	55
2	2	50	59
3	3	38	53
4	4	45	55
5	5	46	56
6	6	36	56
7	7	72	53
8	8	52	56

9	9	61	49
10	10	45	53
11	11	40	47
12	12	58	59
13	13	46	45
14	14	70	52
15	15	52	48
16	16	70	56
17	17	67	48
18	18	36	52
19	19	59	52
20	20	68	49
21	21	49	48
22	22	57	59
23	23	37	48
24	24	49	51
25	25	49	55
26	26	43	64
27	27	47	61
28	28	39	61
29	29	56	47
30	30	44	51
31	31	61	55
32	32	43	51
SUM		1646	1703
MEAN		51,4375	53,20833
MAXIMUM SCORE		72	64
MINIMUM SCORE		34	45

According to table 3, the controlled class has the highest pre-test score of 72 and the lowest score of 34. Furthermore, the highest post-test score is 64, with the lowest being 45. The pre-test mean is 51.43, and the post-test mean is 53.20. The results demonstrate that students' scores in the controlled class have improved as well, but the experimental class's score has improved more than the controlled class.

The author analysed the data by calculating the mean of the experimental class (8A) and control class (8C) pre-test and post-test score normality test and homogeneity test. The normality test was applied in this research to determine if the distribution of research data

followed the normal distribution. The homogeneity test was performed after the normal distribution of data had been tested; it seeks to determine whether the variance of data is homogeneous or not.

Table 4. Tests of Normality

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	8A	.145	32	.086	.936	32	.058
	8C	.121	32	.200*	.944	32	.095

Table 5. Tests of Normality

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Posttes t	8A	.136	32	.139	.928	32	.034
	8C	.097	32	.200*	.968	32	.435

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In the Kolmogorov-Smirnov test, the significance value (p) is 0.200 ($p > 0.05$). According to table 4, the experimental class (8A) has a significance of $0.086 \geq 0.05$ in the normality test of the pre-test, while the control class (8C) has a significance of $0.200 \geq 0.05$. It signifies that both groups' pre-test scores have a normal distribution. In table 5, the experiment class has a significance of $0.139 \geq 0.05$ for the post-test, while the control class has a significance of $0.200 \geq 0.05$. It indicates that both classes' post-test scores are significant.

Table 6. Test of Homogeneity of Variances

Pre-test

Levene Statistic	df1	df2	Sig.
1.081	1	62	.303

Table 7. Test of Homogeneity of Variances

Post-test

Levene Statistic	df1	df2	Sig.
1.486	1	62	.227

Table 8. Paired Samples Test (8A/Experimental Class)

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test (A) - Post Test (A)	-29.28125	13.17680	2.32935	-34.03199	-24.53051	-12.571	31	.000

The pre-test score homogeneity of experimental class (8A) and control class (8C) has a significance of 0.303 ≥ 0.05, according to the test of homogeneity variance indicated above. Furthermore, the homogeneity of both classes' post-test scores has a significance of 0.227 ≥ 0.05. It indicates that both classes are homogeneous.

As shown in Table 8 Paired Samples Test (8A/Experimental Class) above, the value of Sig. (2-tailed) is 0.000 < 0.05, so H0 is rejected, and Ha is accepted. As a result, it may be stated that there is an average difference between the pre-test and post-test learning outcomes in the experimental class.

Table 9. Paired Samples Test (8C/Control Class)

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test (C) - Post Test (C)	-1.81250	12.11887	2.14233	-6.18182	2.55682	-.846	31	.404

The value of Sig. (2-tailed) is 0.404 > 0.05, so H0 is accepted and Ha is rejected, according to the outcome of Table 9. Paired Samples Test (8C/Control Class) above. As a result, it may be stated that there is no average difference between the pre-test and post-test learning outcomes in the control class.

Table 10. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PostTest	Equal variances assumed	1.486	.227	27.328	62	.000	29.34375	1.07375	27.19735	31.49015
	Equal variances not assumed			27.328	59.462	.000	29.34375	1.07375	27.19553	31.49197

The value of Sig. Levene's Test for Equality of Variances of 0.227 > 0.05, according to the output above, indicates that the data variance between groups A and B is homogenous or equal.

As a result, the values in the "Equal variances assumed" table inform the interpretation of the Independent Samples Test output table shown above. The Sig value can be found in the "Equal variance assumption" section's output table for the "Independent Samples Test." As a result of the (2-tailed) of 0.000 < 0.05, it can be concluded that H0 is rejected, and Ha is accepted as a basis for decision making in the independent sample t-test. As a result, the average student learning outcomes of grade 8A (Experiment Class) and grade 8C (Control Class) can be determined to be significantly different. The author concludes that employing picture series to teach writing recall tests is successful.

4. Discussion

Based on the findings of the study, he student's writing ability has increased as a result of the Picture series, particularly in recount text. Researchers discovered a considerable improvement in various aspects of students' writing in this study, including vocabulary and

grammar/language use. The majority of the students lacked vocabulary, which is an important factor to consider when writing. Students received a lower vocabulary score because they were unable to articulate some details in the development of their thoughts in writing. However, in the post-test, students attempted to write better than in the pre-test; they attempted to add some phrases, new vocabulary, and accurate syntax in order to improve their writing. To make a paragraph more coherent, the students wrote their ideas phrase by sentence.

According to certain literature and prior studies, picture series is an efficient medium for teaching writing. In addition, statistical analysis of the research findings demonstrated that using picture series had a substantial impact on students' capacity to produce recount texts. The derived Sig value is known. (2-tailed) of 0.000 > 0.05, therefore it may be stated that H0 is rejected and Ha is accepted as a foundation for decision making in the independent sample t-test. As a result, it may be stated that the average student learning outcomes of grade 8A (Experiment Class) and grade 8C (Control Class) differ significantly. To put it another way, students who were taught using picture series had a superior capacity to write recount text than students who were not. This result was consistent with earlier research. In her research, Nirmala (2013) [14]found that picture series convey information about which event occurs first and which occurs next. According to Apsari (2017) [15], the benefits included improving students' writing abilities, increasing students' involvement in class, creating a joyful learning environment, and raising students' interest in writing. In a similar vein, once the researcher offered the treatments in the form of a picture series, the students were so enthusiastic about learning English, particularly in terms of writing ability (Pratiwi, 2016)[16]. According to Muhabbidin (2016) [17], teaching writing using the picture series technique significantly enhanced students' writing skills, especially for recount texts. Finally, this finding confirmed Kreli and Matijevi's (2015) [18] assertion that pictures as visual media could improve students' vocabulary and grammar skills by facilitating both teaching and learning foreign languages due to the simultaneous visual input supplied by visual tools. As a result, it is critical to incorporate media in the teaching-learning process nowadays because it can assist students in comprehending the picture series.

Although many previous researchers were successful, several other researchers also failed when trying to experiment with picture series media. According to Rohma (2017) [19], picture series does not have a significant impact on students' recount text writing skills, but picture series intervention can increase students' writing skills in the experimental class. The use of picture series in teaching writing skills, on the other hand, has its limitations. The picture series had no effect on vocabulary, sentence organization, or other characteristics of writing. Even if they had the ideas, they committed several grammatical errors. They were more likely to translate from their own speech. As a result, in order to develop students' other areas of writing, the teacher needed to organize and create extra instructional aids. The experience gained from performing this study may aid teachers in applying what they've learned in the classroom in the future. When he was analytical and innovative in trying out different teaching strategies and

applying diverse teaching methods, teachers would have a more coherent learning experience (Singh et al., 2017) [20].

Furthermore, this research could assist other English teachers in better understanding how to improve their students' writing skills. The use of picture series as a teaching aid would be beneficial to students' effective learning. Students' writing performance and engagement would improve if they were exposed to engaging teaching aids such as picture series.

5. Conclusion

This study found that using picture series can help eight grade students at SMPN 31 Gresik improve their recount writing skills, particularly in terms of substance. There are two ways to see this improvement. The first point is that the average score in the post-test improved after the researcher administered the therapies. As indicated in Tables 3 and 4 in the preceding section, the mean pre-test score in the experimental class is 53.20, while the mean post-test score in the experimental class is 83.58. It indicates that significant progress has been made. Furthermore, the paired sample test analysis proved that the post-test p-score was 0.00 with a significance level of 5% (0.05). In other words, it can be concluded that the p-value (0.00) there is a significant difference between students' writing recount text using picture series and without picture series. That is, picture series is effective and applicable as a medium in writing recount text.

Because the results of this study showed that employing picture series to assist students in generating and developing their thoughts was useful, it is suggested that English teachers use them to teach recount text writing. As a result, the students' ability to write recount texts improved, particularly in terms of content. This study looks at how picture series can be used to help students improve their recount writing skills, particularly in terms of substance.

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