

The Effectiveness of Picture Series in Improving Students' Writing Skill at Mega Buana University

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Abstract

This research has two variables, namely the students' writing skill as independent variable and picture series as dependent variable. The aim of the research is to find out the effectiveness of picture series in improving students' writing skill at Mega Buana University. The research applied Pre-Experimental method, where the students were given both pre test and post test. The population of this research is the Fourth Semester Students of Midwifery Study Program at Mega Buana University with the total of population are 42 students. The researcher chose 15 students as sample. The sample was taken by using purposive sampling technique. The result of this research showed the probability was $0.000 < 0.05$. Based on this fact can be showed that H_0 was rejected. Therefore there was different mean score of pre test and post test in this class. By looking at this result, can be understood that picture series was effective to improve students' writing skill.

Key Words: Picture Series, Writing Skill, Mega Buana University

Background

This research has two variables, namely the students' writing skill as independent variable and picture series as dependent variable. The aim of the research is to find out the effectiveness of picture series in improving students' writing skill at Mega Buana University. The research applied Pre-Experimental method, where the students were given both pre test and post test. The population of this research is the Fourth Semester Students of Midwifery Study Program at Mega Buana University with the total of population are 42 students. The researcher chose 15 students as sample. The sample was taken by using purposive sampling technique. The result of this research showed the probability was $0.000 < 0.05$. Based on this fact can be showed that H_0 was rejected. Therefore there was different mean score of pre test and post test in this class. By looking at this result, can be understood that picture series was effective to improve students' writing skill.

By applying good strategy the students will have good interest. If the new day has been come with the lecture exactly they will have good spirit and motivation to present in the classroom. This situation should make the lecture apply good strategy when teach in the classroom. Without be realized the strategy determines the students' success in the future. Lecture of teacher here will be leader for them. All of the explanation from

them exactly will be followed by the students. This is the most important part why the strategy in teaching is very important.

Another aspect that must be thought by the lecturer when apply the strategy in teaching and learning process in the classroom is the characteristic of the students. The characteristic of the students especially in this era with the complete technology is very different. Before apply one strategy the lecturer or teacher must give the test. The purpose of this test to know their prior knowledge from them. If the result is good the lecturer or teacher can use high strategy but if the result of the test is low exactly high strategy is not suitable to be applied. All of the strategy that will be applied into the students must be done by applying the test.

One of the strategies based on the researcher here is effective especially for students' writing skill in English is the using of picture series. By using picture the students will see many vocabularies. As known that vocabularies is the most important part for English. Without it the students will be difficult to write something. The picture series here is very suitable with the students' condition because they always see the picture every day in their daily life. In other words in knowing and comprehending the vocabularies will be easy for them. The process of using picture series in the classroom when the lecturer brings some pictures series. The picture must common picture for them. This is important so that they will be easy to comprehend. The first thing that must be done by the lecturer is explain the writing skill. After that use the picture to explain the writing skill. The lecturer can explain the important part from the picture to improve writing skill. For example the lecturer can use the classroom picture. By looking the picture the students exactly will get many vocabularies. Later those vocabularies can be used from them to write something.

This process can be done by the lecturer in teaching and learning process in the classroom until some meetings. By doing this process the students will get two main knowledge. The first they can get vocabularies easily. Just look the picture that has been brought by the lecturer they can get many vocabularies. The second they are not confuse again how to write something in English because they have many vocabularies that has been important part in writing. By doing this strategy they are not difficult again to write something. In other words their writing skill can be improved. By looking this situation the researcher here is interested to apply picture series in Mega Buana University especially in Health Faculty. The researcher believes that this strategy is effective for the students there. Beside that the students there have good interest in joining the teaching and learning process. This condition makes the researcher sure that the strategy picture series will be effective for them. The researcher does not arrange their interest again so that they have had good, strong and big interest in teaching and learning process

Related to the existing problems the objectives of the research namely to find out the effectiveness of picture series in improving students' writing skill at Mega Buana University

Writing

Writing is one of the types of English skill that must be mastered by the students. Many experts have opinion about writing. According Abbas (2006) writing the skill to express ideas, opinions and feelings to other parties by using written language. The accuracy of the disclosure of ideas must be supported by the accuracy of the language used, vocabulary and grammar and the use of spelling correctly. The main function of writing as the indirect communication tool into another people. Writing is very important especially for the students because it can make it easier for them to think. Writing can also help the students think critically. According Tarigan (2008) situations that must be considered in writing are the intent of the writer, reader or viewer and time and opportunity.

According Christie (2106) state that as teachers and students together initiate writing activities in school so too they engage in writing processes, shaping meanings, working towards purposes and creating different texts or products. In the composition of considered pieces of writing that we intend others to read there are some writing process that can be used in the classroom like:

- 1) Planning and rehearsing means that the generation, selection and sorting of ideas to write about, consideration of purpose and audience which will influence genre selection and organization.
- 2) Drafting or composing means that the recording of ideas with attention to meaning making, grammar, spelling, punctuation and handwriting.
- 3) Revising means that the revisiting of the text often as a result of feedback from peers and teachers to improve and enhance the writing.
- 4) Editing and proofreading means that the polishing of the draft in readiness for publication, which includes editing for spelling, text layout, grammar, capitalization and punctuation.
- 5) Publishing means that the preparation of the text for sharing with an audience, with attention given to the form and style of the text.

Picture Series

According Wright (2020) states that picture sequence consists of cartoon strips and instruction strips. Cartoon strips and instruction strips are potentially useful. The strips can be kept as they are and used to contextualize a story on description of a process. In other words picture sequence need to use by the teacher to make students think chronologically on their writing based on which describe of a process

According Christopher Lin (2023) state that there are some criteria of good picture for example:

- 1) Good picture as a compelling composition means that the picture should have good composition so that many people can be interested to read it. For example the picture should be clear.
- 2) Display of emotion can create a good picture means that in making or providing the picture should be arranged by good emotion.
- 3) Elliptical storytelling means that the picture must have the content that can be arranged into the story. In other words the picture can be used especially for the students in making story in writing form.
- 4) Iconic moment makes good picture means that the picture should have good moment. This is important so that can be interested for many people.
- 5) Attention to Detail means that good picture must have complete component.
- 6) Unique perspective means that the picture should have unique part so that it can be interested to be used

Method of the Research

Research Design

This research applied pre experimental design with kinds of pre test and post test one group design. This research was conducted at Mega Buana University. This research applied just on one group without comparison group. It aims to know effectiveness of picture series in improving students' writing skill.

This is the rule of Pre Experiment One Group Pres test and Post test design

O1 X O2

The first thing that was conducted by the researcher by giving the test before applying the treatment or method. This test can be called pre test. The aim of the test here is to know the students' prior knowledge and then find out their problem about their material. After finding the problem the researcher gave the treatment or strategy. This strategy here is picture series. After applying the strategy the researcher gave the test again. The test is post test. Based on the test both of them can be known the result of their skill. After that the researcher compared based on the result between pre test and post test.

Time and Location of the Research

This research conducted on May 2023. The location of this research is at Mega Buana University.

Population and Sample

Population

The population of this research is the Fourth Semester Students of Midwifery Study Program at Mega Buana University with the total of population are 42 students.

Sample

The researcher chose one class for the sample of the research. The total numbers of the students are 42 students. The sample was chosen by using purposive sampling technique. The researcher used this technique based on the own consideration. The consideration here by looking their mean score. She used students that have high mean score in the classroom. The most important part the researcher applied this technique because their high mean score can be vice all of the students. It means that the sample is 15 students.

Instrument of the Research

In collecting the data, the researcher used writing test as an instrument of the research.

1. Pre test

- a) The students was given the test with the topic "beach",
- b) The students made good writing by using the topic above,
- c) The students collected the test after finishing the pre test.

2. Treatment. This treatment was given by the researcher in six times into the students. These are the steps of the method, like:

a) Meeting 1

- 1) The researcher provided the picture "school" into the students,
- 2) The researcher explained how to make good writing by using picture series, like by looking the picture and then observed the vocabularies.
- 3) In the teaching and learning process they guessed the vocabularies,
- 4) The students can use all the vocabularies as the content to make good writing,
- 5) After finding all the vocabularies in the picture the students started to make good writing,
- 6) The researcher gave the time for the students in finishing their writing,
- 7) After time is over the students collected their writing.

b) Meeting 2

- 1) The researcher provided the picture "campus" into the students,
- 2) The researcher explained how to make good writing by using picture series, like by looking the picture and then observed the vocabularies.
- 3) In the teaching and learning process they guessed the vocabularies,
- 4) The students can use all the vocabularies as the content to make good writing,
- 5) After finding all the vocabularies in the picture the students started to make good writing,
- 6) The researcher gave the time for the students in finishing their writing,
- 7) After time is over the students collected their writing.

c) Meeting 3

- 1) The researcher provided the picture "hometown" into the students,
- 2) The researcher explained how to make good writing by using picture series, like by looking the picture and then observed the vocabularies.
- 3) In the teaching and learning process they guessed the vocabularies,
- 4) The students can use all the vocabularies as the content to make good writing,
- 5) After finding all the vocabularies in the picture the students started to make good writing,
- 6) The researcher gave the time for the students in finishing their writing,
- 7) After time is over the students collected their writing.

d) Meeting 4

- 1) The researcher provided the picture “big city” into the students,
- 2) The researcher explained how to make good writing by using picture series, like by looking the picture and then observed the vocabularies.
- 3) In the teaching and learning process they guessed the vocabularies,
- 4) The students can use all the vocabularies as the content to make good writing,
- 5) After finding all the vocabularies in the picture the students started to make good writing,
- 6) The researcher gave the time for the students in finishing their writing,
- 7) After time is over the students collected their writing.

e) Meeting 5

- 1) The researcher provided the picture “mountain” into the students,
- 2) The researcher explained how to make good writing by using picture series, like by looking the picture and then observed the vocabularies.
- 3) In the teaching and learning process they guessed the vocabularies,
- 4) The students can use all the vocabularies as the content to make good writing,
- 5) After finding all the vocabularies in the picture the students started to make good writing,
- 6) The researcher gave the time for the students in finishing their writing,
- 7) After time is over the students collected their writing.

f) Meeting 6

- 1) The researcher provided the picture “home” into the students,
- 2) The researcher explained how to make good writing by using picture series, like by looking the picture and then observed the vocabularies.
- 3) In the teaching and learning process they guessed the vocabularies,
- 4) The students can use all the vocabularies as the content to make good writing,
- 5) After finding all the vocabularies in the picture the students started to make good writing,
- 6) The researcher gave the time for the students in finishing their writing,
- 7) After time is over the students collected their writing.

3. Post test

- a) The students was given the test with the topic “library”,
- b) The students made good writing by using the topic above,
- c) The students collected the test after finishing the post test.

Procedure of Collecting Data

1. The students was taught by using picture series in making good writing,
2. There are some picture series that was showed by the researcher,
3. Every student pay attention on the research’s explanation by using picture series,
4. After that the students found out the vocabularies on the picture as the content of writing,
5. After finding all the vocabularies the students made good writing
6. The result of students here is their individual project.

Technique of Data Analysis

To calculate the mean score of students' score test by using the following formula:

$$X = \frac{\sum x}{N}$$

Where:

X = The mean score

$\sum x =$

The total raw score

N = The number of students

To understand of the effectiveness of this strategy there is classification of students' score. For the classification showed the score of average it means that the strategy is effective for them. This is the level of the students' score. Can be used the following classification:

No.	Classification	Score
1.	Excellent	96-100
2.	Very Good	86-95
3.	Good	76-85
4.	Average	66-75
5.	Fair	56-65
6.	Poor	36-55
7.	Very poor	0-35

Findings

These findings consist of result of data analysis especially in pre test, post test, classification of students' pretest and posttest, descriptive analysis of pretest and posttest, normality test, homogeneity and t test value.

1. Analysis of Students' Score in Tests

a. Pre test

The researcher described the students' score in accuracy, fluency, and responsibility, mean score, and rate percentage of students' score were calculated using SPSS 22.

Table 4.1 Students' score in pre test

No	Respondents	Three Aspects of Writing Assessment			Score
		Accuracy	Fluency	Comprehensibility	
1.	S1	2	2	2	33
2.	S2	2	2	3	39
3.	S3	2	2	2	33
4.	S4	3	3	3	50
5.	S5	2	3	1	33
6.	S6	2	2	2	33
7.	S7	3	3	1	39

8.	S8	3	3	3	50
9.	S9	2	2	2	33
10	S10	3	2	2	39
11	S11	3	2	2	39
12	S12	2	2	2	33
13	S13	2	1	1	22
14	S14	2	2	3	39
15	S15	2	1	2	28
Total		Mean Score			36,2

Table 4.1 above that indicated of pretest score in students' speaking skill. The scoring consists of accuracy, fluency, and comprehensibility. The table above also showed the mean score of students' pretest.

The next part researcher also conducted one of the most important parts in this research. The table showed the rate of percentage of students' pretest. The rate of percentage of students' pretest here consists of accuracy, fluency, and comprehensibility.

1) Accuracy

Table 4.2 The rate percentage of students' pretest in accuracy

No	Classification	Rating	Pre Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fair Good	4	0	0%
4	Fair	3	5	25%
5	Poor	2	10	75%
6	Very Poor	1	0	0%
Total			15	100%

From the table previously can be understood that no students who got excellent, good, and fair good (0%). There were 5 students (25%) who got fair, there were 10 students (750%) who got very poor and no students who got very poor (0%). In other words possible all students performed incorrectly on pretest of speaking skill

2) Fluency

Table 4.3 The rate percentage of students' pretest in fluency

No	Classification	Rating	Pre Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fair Good	4	0	0%
4	Fair	3	4	20%
5	Poor	2	9	70%
6	Very Poor	1	2	10%
Total			15	100%

From the table previously can be understood that no students who got excellent, good, and fair good (0%). There were 4 students (20%) who got fair. There were 9 students (70%) who got poor and there were 2 students (10%) who got very poor.

3) Comprehensibility

Table 4.4 The rate percentage of students' pretest in comprehensibility

No	Classification	Rating	Pre Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fair Good	4	0	0%
4	Fair	3	4	20%
5	Poor	2	8	75%
6	Very Poor	1	3	15%
Total			15	100%

From the table previously can be understood that no students who get excellent, good, and fair good. There were 4 students (20%) who got fair. There were 8 students (75%) who got poor and there were 3 students (5%) who got very poor.

b. Post test

In this section the researcher described the students' score in accuracy, fluency, and responsibility, mean score, and rate percentage of students' score. The result was presented in this table:

Table 4.5 Students' score in post test

No	Respondents	Three Aspects of Writing Assessment			Score
		Accuracy	Fluency	Comprehensibility	
1.	S1	4	4	4	67
2.	S2	4	3	4	62
3.	S3	4	4	3	61
4.	S4	4	4	4	67
5.	S5	4	3	4	61
6.	S6	4	4	3	61
7.	S7	4	4	3	61
8.	S8	3	3	4	56
9.	S9	4	4	4	67
10.	S10	4	4	3	61
11.	S11	4	4	4	67
12.	S12	4	3	3	56
13.	S13	3	4	3	56
14.	S14	3	3	4	56
15.	S15	4	4	4	67
Total		Mean Score			61,7

Table 4.5 previously showed that of posttest scoring in students' speaking skill. The scoring consists of accuracy, fluency, and comprehensibility. The table also showed the mean score of students' post test.

The next session researcher also conducted again one of the most important parts in this research. The table showed the rate of percentage of students' post test. The rate of percentage of students' posttest here consists of accuracy, fluency, and comprehensibility.

1) Accuracy

Table 4.6 The rate percentage of students' post test in accuracy

No	Classification	Rating	Post Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fair Good	4	12	85%
4	Fair	3	3	15%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
Total			15	100%

From the table previously can be understood that no students who got excellent, and good. There were 12 students (85%) who got fair good. There were 3 students (15%) who got fair and no students who got poor and very poor.

2) Fluency

Table 4.7 The rate percentage of students' post test in fluency

No	Classification	Rating	Post Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fair Good	4	10	75%
4	Fair	3	5	25%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
Total			15	100%

From the table previously can be understood that no students who got excellent and good (0%). There were 10 students (75%) who got fair good. There were 5 students (25%) who got fair. There was no student who got poor and very poor (0%).

3) Comprehensibility

Table 4.8 The rate percentage of students' post test in comprehensibility

No	Classification	Rating	Post Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Good	5	0	0%
3	Fair Good	4	9	70%
4	Fair	3	6	30%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
Total			15	100%

From the table previously can be understood that no students who got excellent and good (0%). There were 6 students (30%) who got fair good. There were 9 students (70%) who got fair. There was no student who got poor and very poor (0%).

c. The Mean Score of the students in pre test and post test.

			Statistic	Std. Error
Pre Test	Mean		36,2	1.279
	95% Confidence Interval for Mean	Lower Bound	56.59	
		Upper Bound	62.08	
	5% Trimmed Mean		59.81	
	Median		60.00	
	Variance		24.524	
	Std. Deviation		4.952	
	Minimum		45	
	Maximum		65	
	Range		20	
	Interquartile Range		0	
	Skewness		-1.737	.580
	Kurtosis		4.637	1.121
Post Test	Mean		61,7	.591
	95% Confidence Interval for Mean	Lower Bound	75.07	
		Upper Bound	77.60	
	5% Trimmed Mean		76.20	
	Median		75.00	
	Variance		5.238	
	Std. Deviation		2.289	
	Minimum		75	
	Maximum		80	
	Range		5	
	Interquartile Range		5	
	Skewness		1.176	.580
	Kurtosis		-.734	1.121

d. Analyzing of hypothesis acceptability.

Table 4.10 The Paired Sample of Pre Test and Post Test

		Paired Differences					t	df	Sig. (2- taile d)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test Post Test	- 13.000	4.928	1.272	-19.729	-14.271	- 13.360	14	.000

From the table previously can be understood that the mean score from pre test and post test was 13.000, standard deviation from this research was 4.928, and standard error was 1.272. Based on the confidence interval of the difference the lower from this research was -19.729 while the upper was -14.271. The last from the probability sig. $0.000 < 0.05$. This thing showed that H_0 was rejected.

Hypothesis

H_0 : There is no difference of the mean score of pre test and post test

H_1 : There is difference of the mean score of pre test and post test

The criteria of taking decision

a. If probability (sig.) > 0.05 it means that H_0 is accepted

b. If probability (sig.) < 0.05 , it means that H_0 is rejected

Discussion

This research aimed to find out the effectiveness picture series in improving students' writing skill at Mega Buana University. After the data was collected and analyzed, it can be seen clearly that picture series was efectively to improve students' writing skill It supported by the research of Wahono and Afifah (2022) in their research journal which is under the title "The Record of Using Picture Series to Develop Students' Writing Skills". This research use classroom action research. Based on the result can be seen that there is significant improvement from students' score from cycle 1 into cycle 2. From the result can be understood that using picture series can improve students' writing skill.

In this research the researcher used 15 students as sample. Before conducting research the researcher gave the pre test to them. The purpose of the pre test was to find out their prior knowledge and their condition before doing the treatment. The result of the pre test can be seen on the table previously. After giving pre test the researcher gave the treatment to them to improve students' writing skill. After giving treatment the researcher gave test again. The name of the test was post test. The purpose of this test is to find out the improvement of their writing skill.

The result of pre test was low by looking this condition the researcher was interested to apply picture series. After applying picture series the students' writing skill was improved. It can be seen from the result of mean score and the probability score sig. $0.000 < 0.05$. It means that H_0 was rejected. From the result can be understood that there is difference score between pre test and post test. In other words picture series was effective for the students

Conclusion

From the findings and discussion previously the researcher concluded especially from paired sample test. The probability was $0.000 < 0.05$. Based on this fact can be understood that H_0 was rejected. Therefore there was different mean score between pre test and post test in this class. By looking this result, the researcher concluded that describing picture was effective and can be used for students' writing skill.

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