

**THE USE OF PICTURE SERIES TO IMPROVE STUDENTS' WRITING SKILL OF GRADE  
IX-E OF SMP N 8 YOGYAKARTA IN ACADEMIC YEAR OF 2016/2017**

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# THE USE OF PICTURE SERIES TO IMPROVE STUDENTS' WRITING SKILL OF GRADE IX-E OF SMP N 8 YOGYAKARTA IN ACADEMIC YEAR OF 2016/2017

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## ABSTRACT

The objective of this research entitled "The Use of Picture Series to improve students' writing skill of grade Ninth E of SMP N 8 Yogyakarta" was to know whether or not teaching writing using pictures series as media was effective to improve the students writing ability. The population of this research was 31 students of the Grade Ninth E of SMP N 8 Yogyakarta and the sample was entire population. It was a classroom action research. This research used one qualitative and quantitative method. The instruments used in this research were pretest and posttest. The qualitative data were obtained through the classroom observation and interview. The quantitative data were obtained through the students' pre-test and post-test. The results of the data analysis showed that: mean score of pretest was 61,06 mean score of posttest was 80,42. It concluded that the use of picture series to students' writing skill of grade Ninth E of SMP N 8 Yogyakarta was improved. Based on the data analysis above the alternative hypothesis of this research was accepted. After conducting this classroom action research by using picture series as media, the students were able to arrange sentences, state a topic, make paragraph, develop ideas, and finally they can make a text. It also meant that teaching writing using pictures as media at the Ninth E Grade Students of SMP N 8 Yogyakarta was effective in improving student's writing ability.

**Key words:** *Teaching writing skill, Picture Series*

## Abstrak

Penelitian ini berjudul "Penggunaan Gambar Seri untuk Meningkatkan Kemampuan Menulis Siswa Kelas IX-E di SMP N 8 Yogyakarta" bertujuan untuk mengetahui keefektifan peningkatan kemampuan menulis siswa menggunakan media gambar seri. Subjek di penelitian yaitu siswa SMP N 8 Yogyakarta kelas IX-E yang berjumlah 31 siswa. Penelitian ini adalah Penelitian Tindak Kelas. Penelitian menggunakan metode kualitatif dan kuantitatif. Instrument yang digunakan adalah pre-test dan post-test. Data kualitatif diperoleh dari observasi dan wawancara. Data kuantitatif diperoleh dari hasil pre-test dan post-test siswa. Hasil data analisis nilai siswa menunjukkan; nilai rata-rata pre-test 61,06 dan nilai rata-rata post-test 80,42. Itu menyimpulkan bahwa penggunaan media gambar seri telah meningkatkan kemampuan menulis siswa kelas IX-E di SMP N 8 Yogyakarta. Berdasarkan hasil analisis tersebut, hipotesis penelitian ini dapat diterima. Setelah melakukan penelitian tindak kelas dengan menggunakan media gambar seri ini, siswa mampu menyusun kalimat, menentukan topic, membuat paragraph, mengembangkan ide, dan akhirnya bisa membuat suatu teks. Sehingga, ini menunjukkan bahwa penggunaan media gambar seri telah meningkatkan kemampuan menulis pada siswa kelas IX-E di SMP N 8 Yogyakarta.

**Kata Kunci:** *mengajar ketrampilan menulis, gambar seri*

## **Introduction**

English is an international language that used all people around the world to communicate each other. So learning English is a must in order to enable us to speak with people around the world. In Indonesia, English has been taught since elementary school. Ramelan (1992:2) stated that English is chosen as the first foreign language to be taught in Indonesian schools for the reason that we recognize the important role plays in the international world.

Teaching language means teaching skill. English consist of four skills, namely: listening, speaking, reading, and writing. These skills should be master by people who learns on that language. Listening and reading are categorized as receptive skill. Meanwhile, speaking and writing are categorized productive skill.

The final goal of teaching language is enable people to communicate in that language oral and written. People can be said mastering a language if they are able to speak and write in that language. It can be implied that speaking and writing are the final product of language.

Most of the learners got difficulties in writing skill. Based on the observation that conducted by the researcher to the grade IX-E students of SMP N 8 Yogyakarta, the learners were felling more enjoy speaking than writing. When the learners spoke, they were easy to speak and develop the argument directly. In other final product of language, the learners had many difficulties in delivering the micro skills of writing such as the use of grammar in making sentences, the use of appropriate diction, and the use of writing systematic and also the macro skills of writing such as developing idea. So, the learners conclude that represent language orally is easier than written.

Writing is difficult but it will be easier, if the teacher has many methods or techniques and various media in teaching writing. Nowadays, the learners' problem is their lack writing ability. It caused the teacher is less explore the learners writing skill and the students were not attractive and active while writing time. The teacher taught them monotonous, showed by the less media and lack in developing the material and activities. That made the learner unenthusiastic and bored when they were learning. The impact is the learners' writing ability was low. Therefore, the teacher should use the appropriate method and media, especially in teaching writing in order to teachable and improve learners writing ability successfully. Teacher as facilitator should think creatively and modify the way of teaching and learning writing process.

The use of media may be the good solution improving the students' writing skill. Media is like a tool, which is for delivering the information. The tool facilitated the teacher in teaching learning, especially English as foreign language. Furthermore, it aids the learner stimulate and help in catching and producing the language. The media that can be used for the teacher in teaching language are flashcard, audio, video, pictures and etc.

To enable the learner improving their writing ability, based on the problems mentioned above the teacher should provide the appropriate material and creative media to support the activities to attract the learners' attention. In a result, the researcher was very excited to use serial pictures as media in teaching particularly writing skill.

## **Research Method**

Because this research tries to solve the problems found in the teaching and learning process of writing based on the preliminary observations and interviews, therefore this research categorized as action research. It is a type of research that aims to enact immediate changes in an educational setting. The subjects of the research were the students of grade IX E of SMP N 8 Yogyakarta. This class was chosen as the subjects of the study based on the discussion between the English teacher and the researcher. It was conducted collaboratively by all research team members. The members are the researcher, the English teacher, and the researcher's partner. This study involved the researcher, the two collaborators, and grade IX E students of SMP N 8 Yogyakarta. This action research was conducted on August until November in grade IX-E students of SMP N 8 Yogyakarta in

the academic year of 2016/2017. It is located at Prof. Dr. Kahar Muzakir street no.2 Yogyakarta. The research was conducted in the first semester of the academic year of 2016/2017. Then the action was conducted on September until October 2016. It started on September 6<sup>th</sup> and ended on October 20<sup>th</sup> 2016. In grade IX E there are 31 students consist of 19 girls and 13 boys.

The instruments of the research are; Observation checklist, Interview guidelines, and Tests (pre-test and post-test). The procedure of this action research were followed by suggestion of Kemmis and McTaggart (1988) in Burns (2010:9). The action research steps are: Reconnaissance, planning, action and observation, and the last is reflection. To get the validity of the data, Anderson et al (1994) in Burns (1999:161-162) propose five criteria of validity. The criteria are: Democratic validity, Outcome validity, Process validity, Catalytic validity, and Dialogic validity.

## **Research Finding and Discussion**

The researcher has done many preparations before implementing the classroom action research. The researcher was identified the problems based on the observation and interview before conducting the action research. The problems to solve are; the students couldn't develop the ideas in writing, the students had difficulties in constructing the sentences, the students still got grammatical error in writing, the students still had errors in writing mechanism, the media was not support, and the activities was not interesting. After identifying, the researcher designed the lesson plan and all media and tools to support the action. The material was about procedure text in writing skill. The media chosen is picture series. In the lesson plan covered indicators, teaching learning activities, materials, time allocation, assessment, and classroom management.

In this teaching learning process, the researcher used scientific approach. There are three phases in the teaching learning activities, they are; opening, main activity, and closing. Based on this approach, the researcher should do 5 steps in main activity. The steps are; observing, questioning, collecting data, associating, and communicating. Because this research was concerned on writing skill which is as a productive skill, so the researcher suppose to do creating step for the last steps.

This research has done in two cycles. The first cycle, the researcher planned to have two meetings. First meeting conducted on October 6<sup>th</sup> 2016 and the second meeting was conducted on October 13<sup>th</sup> 2016. In the first cycle, the students have to know about the text first. For the first meeting of this cycle, the researcher gave a text of procedure and then the students have to analyze it by finding the meaning of unfamiliar words, deciding the purpose of the text, and stating its structure text. After that, they categorized noun phrase, connector words, and matching the appropriate measurement of foods. For the second meeting of this cycle, the researcher used media it is picture series. The pictures were prepared randomly. The students' duties are to arrange the jumble picture series into good order and then make a procedure text based on the good order pictures. Creating a text was students' post-test. The result of first students post-test has not satisfied. So, the researcher decided to continue this research to the second cycle. Its aim is to gain the minimal score mastery level criterion.

The second cycle designed in to two meeting. The first meeting was conducted on October 14<sup>th</sup> 2016 and the second meeting was conducted on October 20<sup>th</sup> 2016. Based on the problem that has not improved yet in the first cycle, the researcher was planned to give the students other activities that more challenging. That focused on the structure text of procedure text and the writing mechanism. In this meeting the researcher still used scientific approach. The meeting was planned to give example of procedure text and it more focused on analyzing the language feature and writing mechanism. The researcher designed the activities such as a) the researcher gave example error sentences and the students analyze it. Then the teacher explained the language feature based on that example, b) the student completed the sentences with the appropriate action verb, c) the students analyzed an error text by underlying it. In the second meeting was focused in the term of structure text. The researcher used series pictures as media to help the students in developing idea and

arranging the structure text during writing activity. This meeting was continued of the first meeting. The activities was designed are a) the students arrange jumble pictures and then stick the pictures in good order in the worksheet, b) the student write caption on each pictures, c) the students write a procedure text by developing ideas which is written in the caption in correct structure text, writing mechanism, language feature, and appropriate diction. Writing a procedure text was their post-test. And the result of that was great. The mean of the students' score has achieved the minimal score mastery level criterion. So, the researcher finished this classroom action research.

The activities designed by the researcher were running well. The students seemed active in teaching learning process. The teaching learning process was students' centered. In this approach, the teacher just direct and guide the students in learning the materials or it can be called facilitator. By the activities and media have planned, the students' writing ability is improved. The students' score in post test increased better and better than pre test. Now, the students are able to determine the appropriate measurement of food, they can use the appropriate action verb in procedure text, they can write a procedure text structurally, and they can write the procedure text in correct mechanism. It means that the students' problem in grade IX-E has solved.

## Conclusion

There are some conclusions found on the discussion of previous chapter. The conclusions are presented as follows. The first conclusion is that picture series can be used to improve the students' writing skill. The improvement could be seen through some points. The first point is in organizing the structure text. It can be seen in the mean score of pre-test, post-test 1, and post-test 2. The mean score of pre-test is 61,06. The mean score of first post-test is 69,19. The mean score of second post-test is 80,42. The second conclusion is that the implementation of picture series improved the students' motivation in learning writing. The students' attitude toward writing is good. It is indicated from their activeness in teaching learning process. They also enthusiastically do the activities. They were not afraid anymore of making mistakes because they know that the teacher will give correction to them.

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