

IMPROVING THE STUDENTS’ WRITING SKILL THROUGH PICTURE SERIES AT THE ELEVENTH GRADE OF SMA N 5 PURWOREJO IN THE ACADEMIC YEAR OF 2022/2023

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Abstract

This research aims to describe the implementation of teaching writing using picture series and to find out the improvement of students’ writing in narrative text at the eleventh grade of SMA N 5 Purworejo in the academic year of 2022/2023. This study was collaborative classroom action research. It was conducted in two cycles, which was held for three meetings in the first cycle and two meetings in the second cycle. The steps involved reconnaissance, planning, action and observation, and reflection. The subjects of this research were 36 students of class XI IBB of SMA N 5 Purworejo. The data were in the form of qualitative data and also supported by quantitative data. The qualitative data were collected through observing the teaching and learning process. Meanwhile, the quantitative data were gained through pre-cycle test, test of cycle 1, and test of cycle 2. The result of the research shows that the use of picture series in teaching and learning process effectively improved the students’ writing skill. Based on the qualitative data, the students could develop their ideas to produce narrative text with better vocabulary, sentence structure, punctuation, and capitalization. The researcher also found that the students’ writing skill were improved. There was an improvement the pre-cycle test mean score was 42.28, the test of cycle 1 mean score was 69.67. At last, after cycle 2 the students’ mean score in the test of cycle 2 was 82.03. It can be concluded that the use of picture series could improve the students’ writing skill of narrative text.

Keywords: Writing skills, Narrative text, Picture series

1 INTRODUCTION

English as a foreign language has been taught as a compulsory subject in all senior high schools in Indonesia. The aim of its teaching and learning process according to curriculum is to develop students’ communicative competence in reaching the informational level which is already prepared for senior high school students to access information. Since language plays important role as a means of communication, students need to master the four language skills namely listening, speaking, reading, and writing. So that the students are able to comprehend and produce spoken and written texts.

Writing is one of the basic skills in learning English which is to communicate with each other, writing includes the most complicated basic skills for students. According to [1], writing is one of the production abilities that writers use to express or transmit their thoughts, ideas, opinions, fantasies, and information. We know that mastering writing skills is not enough for just a few years, but requires a longer study time to get good writing. Learning English for 8 years from elementary school to high school does not ensure that the grammar in students’ writing skills is good.

Writing is one of the basic skills that must be developed. [2] state that writing and speaking belong to productive skills. Speaking and writing, particularly, involve producing language rather than receiving it. According to [3], writing is one of the important skills in English because writing is a medium to convey ideas, thoughts, and information in written form, a process of transferring ideas into written form that is understandable, and writing can become a tool for communication and it is important to be included in teaching English. [4] states that a lot of what a writer does as a writer does not appear on the page because writing is a discovery process that involves learning about ideas, how to organize them, and what you want to add to your order. Students must understand what they write by expressing what’s on their minds emotionally. According to [5] inscribing or recording signs and symbols in writing is a form of human communication that expresses language and emotion. [6] states

that teachers should be smart to choose how to make the students make add students' vocabulary increase, the solution is for teachers have uses games, pictures, songs, real objects, cartoons, or movies as their teaching media to grow the student's creativity in the learning process. Furthermore, [7] explains well the four stages in the writing process.

[8] states that the process approach to teaching writing emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teacher should do to help the learners perform a writing task. [9] audio (radio, tape recorder, cassette), visual (image, photograph, drawing), and audiovisual (video).

[10] Narration is story writing. The purpose of narrative text is to entertain or amuse the readers. [11]state that in addition to entertaining the audience, a tale may also aim to provoke thought, impart knowledge, or arouse strong feelings in the audience. [12] An event or series of events that are complicated or difficult is the focus of narrative literature, which strives to discover solutions to these issues.

[13] states that one of the communication media, pictures can depict individuals, locations, and objects that are distant from us. [12] images may definitely make it easier for students to understand the meaning of a word, a sentence, or a paragraph. Pictures are used to help people cope with memory, language, or speech deficiencies [14]. According to [15], a visual stimulus in a learning activity could be a picture series. When employed as a writing instruction tool, picture books can assist students in coming up with ideas for topics and facts to write about. According to [16], there are some advantages of picture series in teaching writing. Those are the following:

1. Picture series will make the students interested in writing English because of their knowledge of writing a text easily.
2. Picture series will stimulate the students to develop and use their imagination so that they will able to write well.
3. Help students in expressing the ideas picture series their knowledge during writing a text easily by using media.

2 METHODOLOGY

This research employed collaborative action research. According to [17] action research is the name given to a series of procedures teachers can engage in, perhaps they wish to improve aspects of their teaching because they wish to evaluate the success of certain activities and procedures. According to [18] stated that action research is used to know the increase of the learning process by applying some teaching techniques.

According to [18] action research consists of four steps in a cycle; planning, action, observation, and reflection. In this action research, some steps were followed. Those steps are namely: reconnaissance, planning, action, observation, and reflection [19].

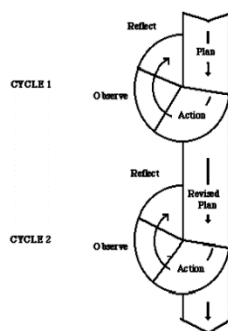


Figure 1. Cyclical Action Research Model by Kemmis and McTaggart

The validity and reliability of the data in this research were based on the criteria proposed by [19]. They are democratic validity, outcome validity, process validity, dialogic validity, and catalytic validity.

3 FINDING AND DISCUSSION

3.1 Pre-Cycle

The researcher assessed by using a scoring rubric adapted from [20] The more detailed result of the pre-cycle test is seen in the table below.

Table 1. Pre-cycle test result

Score	Categorization	Frequency	Percentage
87.5-100	Excellent	0	0%
75-87.4	Very Good	0	0%
62.5-74.9	Good	0	0%
50-62.4	Fair	3	8%
37.5-49.9	Poor	28	78%
25-37.4	Very Poor	5	14%
Mean	42.28		
SD	5.33		

The result of the pre-cycle test shows that the writing skills of the students were still low. The mean value of students' writing in the class was 42.28. 100% of students were categorized into poor writing skills, 5 students were in the very poor category, 28 students were in the poor category, and 3 students were in fair category. None of the students was categorized into good writing skills. It means that all of the students got scores under the minimum standard. The minimum standard score in English is 70. It means that all of the students got scores under the minimum standard. The highest score in the pre-cycle test was 54, and the lowest score was 33. So, the result of the pre-cycle test shows that the student's writing skills needed to be improved. The researcher decided to improve it using picture series.

3.2 Cycle 1

In the first meeting, the plan was focused on the student's writing skills before giving the treatment. So, the pre-cycle test was given. The researcher gave some picture series to each student. The students were asked to make a narrative story entitled *Snow white*.

In the second meeting, the plan was focused on building the student's knowledge of narrative texts. The action re-explains the structure of the text and language features. An input text entitled *Rapunzel* was also given to the students. The next action was providing worksheets containing some tasks namely identifying generic structure in the story of *Rapunzel* and finding out difficult words with the meaning.

The third meetings focus was on the test of cycle 1. The researcher gave a test of cycle 1 to know whether the technique could improve students writing or not. The researcher gave a task for the students to make a narrative story based on picture series entitled *Cinderella*.

3.3 Cycle 2

In the first meeting, the researcher planned to review the material of narrative text such as; the purpose of narrative text, generic structure and language features. Besides that, the students were asked to do assignment in pairs, entitled *Sangkuriang*. Through the story, the students were expected to be able to have background knowledge about the text. Next, the students were asked to answer questions and match the word.

The last meeting of cycle two, the researcher planned to give a test for students as the test of cycle two. The meeting was conducted on March, 13th 2023. This test to know the improvement of the students' of narrative text. After discussing with the collaborator, the researcher planned to ask the

students to write an narrative text as the result of cycle two. The students did the test of cycle two individually. They were asked to write an narrative text based on the picture series given.

3.4 The improvement of students' writing in narrative text

In the first cycle, there were some improvements concerning the content. The students could generate their ideas easily by implementing picture series in writing narrative texts compared with the pre action.

In cycle 2, The students also understood the concept of grammar especially simple past tense and they applied it in their writing. the steps of writing namely, drafting, editing, and producing the final product were also done by the students

The analysis result of each cycle is presented in table 2.

Table 2 . *The improvement of the Students' writing scores in the pre-cycle test, test of cycle 1, and test of cycle 2*

Categories	Frequency		
	Pre-cycle test	Test of cycle 1	Test of cycle 2
Excellent	0	0	4
Very Good	0	7	26
Good	0	25	5
Fair	3	3	0
Poor	28	1	0
Very poor	5	0	0

4 CONCLUSIONS

The implementation of picture series could improve students' skills in writing narrative texts. Picture series could help the students to stimulate the ideas about what they had to write. Picture series provided an image that the students could easily to write. The students could arrange the ideas based on the generic structure of narrative text. As a result, the students' writings were well written and also well read. Picture series also could improve students' vocabulary mastery.

The improvements of the students' writing skills are supported by the improvement of their writing scores. The students' mean scores in writing are increased cycle by cycle. The increase of the students' writing skills are also supported by the result of the test scores. The mean scores of the pre-cycle test was 42.28, it improved to 69.67 and the final test, it increased 82.03. It can be concluded that the use of picture series in narrative text does improve the students' writing skill.

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