The Effectiveness Of Using Picture Series On Students' English Writing Skill Of Recount Text At SMA Dharma Bakti Medan

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ABSTRACT

This research consist to determine the effectiveness of using picture series on students' writing skills in recount texts at SMA Dharma bakti Medan. The design of this research is experimental research. They consist of 150 students and the sample consists of 40 students then divided into two class; The experimental class of 20 students (X-IPA) was taught using serial pictures while the control class of 20 students (X-IPS) was taught without serial pictures. The research instrument used a written test, The test is to make a story text analyzing the general structure of the story text. the score of a text can be obtained from the general structure and grammatical arrangement of the text. After applying the test to the students, the writer analyzes the data using the t-test formula which is commonly used. after calculating and analyzing the data, it was concluded that the $t_{calculate}$ was higher than the t_{table} (4.47> 1.70). it shows that there is a significant difference. The experimental pre-test score was 39 and the post-test score was 60.25, the difference was -21.25. The value of $t_{calculate}$ is greater than t_{table} (4.47>1.70) df is 38, and the level of significance is 0.05. it is stated that the effectiveness of the use of picture series has a significant influence on students' ability to write story texts, Based on the test results above, it shows that picture series can improve students' writing skills in writing story texts. it can be concluded that this research hypothesis is accepted.

INTRODUCTION

After China and Spain, English is the third most spoken mother tongue in the world, English is also used as a second and official language in the European, common, united nations, and various other organizations.

There are four skills in English: speaking, reading, listening, and writing. The researcher will write from some existing knowledge of English, the knowledge of students' who are not very interested. There are several factors that make students less interested in writing. Internal factors are obstacles that arise from within the student himself. For example, students' do not have enough vocabulary.

writing is a skill, and like most other skills, such as typing, driving,orcooking,it canbelearned. Therefore, everyone can learn writing with morepractice and it can be mastered by hard work Langan (2012:9).

It is known from my interview with some students in that school, beside that there are some students still difficult to answer the question based on the contents of the text. It is known from the low students' score in answering the question from the text, beside that the students still feel difficult to find the main idea in the text. It is known based on my experience when the researcher ask the students to read the text some minutes and then the researcher ask them orally "Who knows the main point of the text?" and almost all of the students just silent, and only one two person that brave to answer my question orally. In other than that, students low in vocabulary and it is make them still confused in understanding of the text. It is known when the researcher ask the students to retell the story of the text with their own words, the students still afraid and at all can not do that.

The researcher make quiz games about writing skill to students' and researchers and the hope of the researcher is that it can train students' to think fast, develop self-confidence, increase students' activity, increase learning attractiveness.

Many teachers make efforts to make their class interesting with various methods, techniques, and materials in order to stimulate the learning of language ability effectively. The teacher must be able to created situation that provides opportunities and stimulates the students especially to be interested in reading and it is not impossible if they use a media to make the students enjoy the writing process.

The researcher chooses series pictures as a media because series picture can make the students more interesting and easy to get the message and understand what the author believes in text and encourages the student to explore picture in books. The aims of this study are to determine whether using text with pictures is effective to improve English writing skill for students, examine other strategies that can support the development or improvement of writing skill for students an determine the factors affecting writing skill for students.

Series pictures is one way of media to help the students understanding in writing and motivating them to read especially in English text. Series pictures is one of the visual aids that are used by the teacher in teaching and learning process.

According to Hastuti (2010, p.9), "recount text is a text which retells past events or experience." It means that recount text as a piece of text that retells past even, Some example of recount text of recount text are: newspaper reports, conversation, speeches, television interviews, eyewitness accounts, and letters.

According to Hartina (2013: 8) states that writing is obviously more than the interpretation of sounds. This icon was settled according to certain rules. however, the students normally can't write in one or more sentences which connected by a certain way. In writing include kind of certain message that translates throughout into language.

According to Fajriani (2016: 7) states that writing is a form of thinking the particular audience, and particular occasion. According to the concept, one of the tasks of the researcher which important in mastering the principles of writing and thinking about what will help her to reached her aims. The most important from this principle is invention arrangement, style invention is a process to find ideas for speaking and writing arrangement.

Does the picture series give the good effect to the students' English writing skill especially recount text. This research is the purpose to know the significant effect of using picture series on students' writing skill in tenth grade in SMA Dharma Bakti Medan.

RESEARCH METHOD

This research is categorized as quantitative research with experimental design. Sukmadinata (2015:57) "Experiment design is the purest research because all principles and principles of quantitative research can be applied to this method". In the research, the writer apply her research by dividing the sample in two classs, they are an experimental and control. The experimental class is the class apply by class discussion in learning recount text, whereas, control class is not apply class discussion in learning recount text.

Hanlon and larget (2011:7) explain that: "population is all the individuals or units of interest : typically, there is not available data for almost all individuals in population. The population of this research is the X Students of at SMA Dharma Bakti Medan. Hanlon and larget (2011:7) said that sample is a subset of the individuals in a population : there is typically data available for individuals in samples. If the subject is great in number, it can be take between 10-15% or more. order to present all the population the writer take 29,19% or 40 students, and they divides in to 20 students as control and 20 students as experiment.

The first variables' writing recount text and the second one is picture series technique. The indicator this research was the students improve in writing a text after learning process using picture series as media that focus on making recount text.

In data collection, writing test will be given as an instrument. Students will be invited to write a recount text in the form of a writing test in pre-test and post-test based upon the student's book with the key concepts provided.

In conducting experimental research, the subject are divided into two class. The first class is called as experimental class and the second class is called as control class. The first class or experimental class is which is given the treatment by using picture series. The second one, that the students will not be taught by using picture series.

Table 1.
Procedure Of Research

Experimental	Pre-test	Using picture series	Post-test
Control	Pre-test	Without using picture series	Post-test

Pre-test

Before doing the treatment, the students were given a pre-test. The students can ask to write down recount text. This test was applied to know their prior knowledge.

Treatment

For detail information, the researcher explained the treatment in the form of teaching steps as follows :

a. Pre-writing Activity
b. Writing Activity
c. Re-writing Activity

Post-test

After applied a treatment, the last steps in the writer gave post - test to the students which supplied the same test with other topic in writing test.

The Technique of Collecting Data

In the collection of data and information, observation is utilized. This is through direct observation at the research site. The trick is to give a picture series to students and then they have to write a recount text. From this application, students can easily reply and draft recount texts.

Scoring of the Test

In scoring the test of writing the communicative score range 1-100. Students would pass if they got 70 based on the criteria of scoring. That is, students are able to wait for good steps to be completed, execute short procedural texts based on the material and identify communicative goals, rhetorical structures, and grammatical patterns.

Technique of Analyzing the Data

Order to know the different effect between two class the writer used to test the formula of t-test that proposed by Arikunto (2013 : 354) used the following pattern:

$$t = \frac{|M_X - M_Y|}{\sqrt{\left\{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)\right\}}}$$

Where:

T = Total Score

M_X = Mean of experimental class

M_Y = Mean of control class

$\sum X^2$ = The deviation score of experimental class

$\sum Y^2$ = deviation score of control class

Nx = The total sample of experimental class

Ny = The total sample of control class

RESEARCH RESULT AND DISCCUSSION

In this section, the data presentation was done to show of research that has been carried out to the subject of the research. The sample of the research was 30 students of X-IPA and X-IPS classes at SMA Dharma Bakti Medan in which each class was 20 students. To obtain the data, the test was administred to class. The researcher presented and analyzed the pre-test scores and post-test score of experimental class and control class in writing recount text.

The researcher decided class X-IPA as the Experimental Class. Students' in the experimental class were taught using series pictures, which means that students' were taught to write recount text material using conventional methods. In this study the control class consisted 20 students.

Table 2.
Students' Score of Pre-test and Post-test of Experimental Class

No	Name of Students	Pre-test (T1)	Post-test (T2)
1	AAT	70	80
2	AZG	40	65
3	AS	40	60
4	AT	50	60
5	AG	45	65
6	BE	40	55
7	DS	30	60
8	GS	30	50
9	GK	40	55

10	IT	35	60
11	IS	35	50
12	LDB	40	60
13	LS	30	65
14	NFP	35	55
15	SP	30	50
16	RP	40	70
17	RHG	50	60
18	SS	45	60
19	SA	25	65
20	YH	30	60
	Total	780	1205
	Average	39	60,25

Based on the data above,it is seen that the total score of pre-test for Experimental class was 780,while the highest 70 and the lowest score 25,Then the total score of post-test for control class was 1205,while the highest 80 and the lowest score 50.

Based on the score of the class in the table in post-test, it can be known that the sum of their score is 1205 thus, the mean score of them computed as below :

$$My = \frac{\sum x}{N}$$
$$My = \frac{1205}{20} = 60,25$$

The researcher decided class X-IPS as the control class. Students' in the control class were taught without using the series pictures which was taught to read narrative text material. In this study, the experimental class consisted of 20 students'.

Table 3.
Students' Score of Control Class In Pretest and Posttest

No	Names of Students	Pre-test	Post-test
1	AS	40	60
2	DT	25	35
3	FS	25	35
4	FS	35	55
5	FB	40	60
6	GT	40	60

7	JS	25	30
8	MS	30	40
9	MP	25	45
10	MSA	25	30
11	NS	35	40
12	NW	35	45
13	PT	50	55
14	PS	40	55
15	RS	35	45
16	ST	35	40
17	SAL	30	35
18	TSA	40	45
19	TS	40	50
20	YS	50	60
	TOTAL	700	920
	Average	35	46

Based on the data above, it is seen that the total score of pre-test for control class was 700, while the highest 50 and the lowest score 25, Then the total score of post-test for Control class was 920, while the highest 60, while the highest 60 and the lowest score 35.

Based on the score of the class in the table in post-test, it can be known that the sum of their score is 920 thus, the mean score of them computed as below :

$$\text{My} = \frac{\sum x}{N}$$

$$\text{My} = \frac{920}{20} = 46$$

After doing the treatment for the students, the researcher gave post-test. The mean score post-test for both of classs were significantly different. The mean score of experimental classs was 55,75 on contrary, the mean score of control class was 46. Here is the students' writing skill score.

Table 4.
The Calculation of Comparison of Means Post-test of Both
Class in writing Test

Post-test Experimental class	Post-test Control class	Difference
60,25	46	14,25

Table 5. Result of Post-test Score both Experimental and Control Class

Class	N	Max score	Min score	Mean	Standard deviation	Sum score
Experimental	20	70	50	60,25	9.07	1205
Control	20	50	30	46	10.3	920

Based on data on the table above, it can be describe that the score of experimental class after getting treatment were 90 as the highest score, the lowest score 70, mean score was 76.8 , standard deviation was 5.80 , and sum score was 3075. While the result of post-test of control class were 80 as the highest score, the lowest was 70. Mean score was 76.5 , standard deviation was 4.26, and sum score was 3060.

$$ t = \frac{|M_X - M_Y|}{\sqrt{\left\{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1+1}{Nx + N_y}\right)\right\}}} $$

Where:

M_X = 60,25

M_Y = 46

$\sum X^2$ = 9,07

$\sum Y^2$ = 10,3

Nx = 20

Ny = 20

$$ t = \frac{|M_X - M_Y|}{\sqrt{\left\{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1+1}{Nx + N_y}\right)\right\}}} $$

$$ t = \frac{60,25 - 46}{\sqrt{\left\{\left(\frac{9,07 + 10.3}{20 + 20 - 2}\right)\left(\frac{1+1}{20 + 20}\right)\right\}}} $$

$$ t = \frac{14,25}{\sqrt{\left\{\left(\frac{19.37}{38}\right)\left(\frac{2}{40}\right)\right\}}} $$

$$ t = \frac{14,25}{\sqrt{\{(0.509)(20)\}}} $$

$$ t = \frac{14,25}{\sqrt{(10,18)}} $$

$$t = \frac{14,25}{3,19}$$
$$t = 4,47$$

Based on the calculation above, it was obtained $t_{calculate}$ is 4,47 meanwhile t_{table} for N = 38 and α = 0.05 is 1.70.

Based on the data calculating above by using t-test score, the result of research t-test indicated that t-table was greater than t-test in which was t-table (4,47>1,70) with Mx=38 at a significant level 0,05.After analyzing the data hypothesis (Ha) is accepted. It can be concluded that teaching and learning process using series pictures on writing Skill of Recount Text is effective to be implemented.

Showed the test significance testing result.For the level of significance 0,05 and degree (Dx) (Nx –Ny)-2 =20+20)-2 showed that value of the T-test was higher than T-table.The result of the test clearly showed that there was a significance difference between the students' score in the experimental and control class after the treatment of small class discussion method was effective improving students' writing skill of recount text. It means Ho rejected and Ha was accepted because the T-test than T-table (3,05>1,70).Therefore the hypothesis of the researcher was accepted.

In this part, the result of findings would be explained clearly about the influence of using series pictures towards students' English writing skills after teach recount text. It was when the researcher gave the students' assignment in pre-test and post-test result. It proved the media that the researcher was successfully as previous said. Evidently, The researcher concluded that pictures series as instructional media can improve students writing skill. this part deals with the interpretation of the findings.

The pretest was conducted on July 11th 2022.The topic was taken from the material based on syllabus at the school that was recount text. The researcher asked the students to answer the question on multiple choice. Most students found difficulties to comprehend the text. Most of them gave the wrong answers on the test especially in question about aim or goal, material. It showed that their writing skill which had been appeared in pre-test, the researcher conducted in three meetings.

The first meetings was on July 12th 2022.It was the first day for treatment. The researcher conducted the first treatment by teaching about recount text. Firstly, The researcher explained about recount text and its generic Structure, purpose, and its example. The researcher than showed the students a series

picture about recount text and students identify the generic structure and also the researcher brough the students to focus on.

The second meetings was on July13^{th}2022 .It was the second treatment. the teacher given the text about recount text with an Irregular series pictures. Then the students arranged the series pictures that given by the teacher and also identify the aim or goal, the material.

In the three meetings of treatment, the students seemed enthusiastic by applying series pictures as media and also the students had fun and enjoyable. By using media, the lesson material was more interesting. It was supported based on Shin J (2006), there are several ways to English for young Learner. One of them is by supplementing the activity of learning with media. The media which is used in this research is visual media, in the form of picture to attract the students' attention in the process of learning.

Last meetings was on July 1^{th}2022 .This meeting was for giving the post-test after treatment.Based on the row score, all of the students gave right answer for question about the aim or goal, the material recount text. It showed most of the students' showed their improvement in their achievement.

CONCLUSION

The use of the team pictures series can make students' more active in learning seen from the way they write the text and discuss between class, as well as answer question in turns when given treatment. The average score of the experimental class (the students who were taught by team using pictures series in writing recount text) was 39 and 60,25 for the pre-test for the post-test). The average score of control class (the students who were taught by using pictures series) was 35 for the pre-test and 46 for the post-test.) Team pictures series is effective for improving students' writing skill of recount text at SMA Dharma Bakti Medan. It was proved by the obtained score of t-test. The T –test showed that t-score 4,47 was higher than t-table 1,70. There is a significant affective of the team pictures series on students' writing skill of recount text. Ho was rejected Ha was accepted. It mean that the team series pictures which was applied to the experimental class had an affective on improving students' writing skill.

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