

**The Effectiveness of Contextual-Based Picture Series to Enhance Students'  
Writing Achievement at Third Year Students of SMPN 33 Bandar Lampung**

A Thesis

By

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1823042011



**MASTER OF ENGLISH EDUCATION STUDY PROGRAM**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITY OF LAMPUNG**

**2022**

## ABSTRACT

### **The Effectiveness of Contextual Based Picture Series to Enhance Students' Writing Achievement at First Year Students of SMPN 33 Bandar Lampung**

**Lidya Setiasari**

This present study aimed to find out the difference in writing achievements between students who were taught using the Contextual-Based Picture Series and Conventional Picture Series and to find out the students' perception after they were taught through the Contextual-Based Picture Series. The subjects of this research were the third grade students of SMPN 33 Bandar Lampung. The data were obtained from the pre-test, post-test, and questionnaire. Anova was used to analyze the data.

The result showed that there was statistically significant difference of students' writing achievement between those who were taught using the Contextual-Based Picture Series and Conventional Picture Series. It is revealed from f-value which is higher than f-table with the significance level of less than 0.05 ( $57.583 > 3.199$ ) ( $0.000 < 0.05$ ). As a result, the hypothesis was accepted. For the second research question, the result shows that the students in experimental class give a positive perception towards the implementation of Contextual based Picture Series. In conclusion, the use Picture Series Based on CTL in teaching writing was regarded as being more effective to encourage students to be involved in the process of teaching learning activities and to obtain better result of writing achievements than the use of conventional Picture Series.

***Keywords:*** *contextual teaching and learning, picture series, writing achievement*

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**A Thesis**

Submitted in a partial fulfillment of  
the requirements for S-2 Degree



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FACULTY OF TEACHER TRAINING AND EDUCATION  
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Research Title : **THE EFFECTIVENESS OF CONTEXTUAL-BASED PICTURE SERIES TO ENHANCE STUDENTS' WRITING ACHIEVEMENT AT THIRD YEAR STUDENTS AT SMP N 33 BANDAR LAMPUNG**

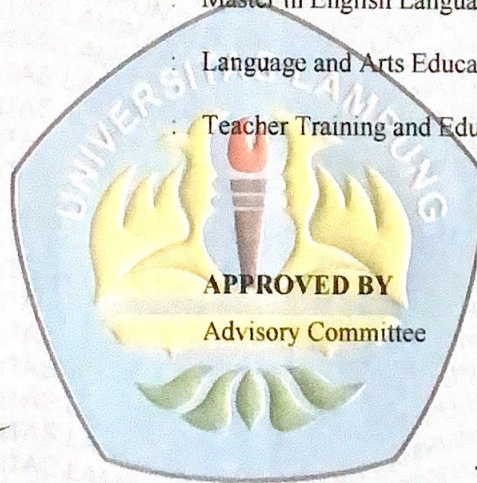
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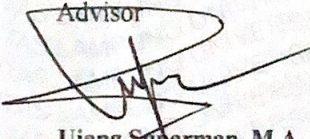
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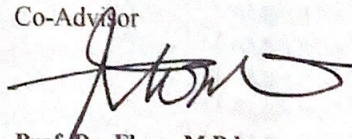
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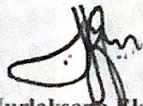
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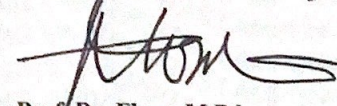
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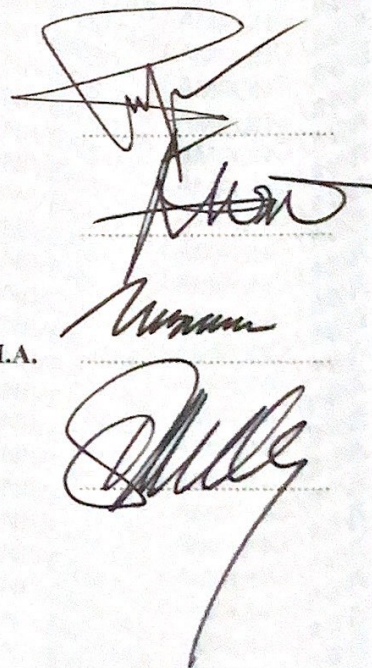
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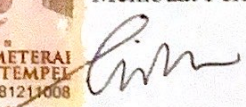
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## **CURRICULUM VITAE**

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## **DEDICATION**

*Bismillahirrohmanirrahim.* By offering my praise and gratitude to Allah Subhanahu wa Ta'ala for His blessing in my whole life, and to Prophet Muhammad Shalallahu 'Alaihi Wa Sallam for the lesson and inspiration, this piece of work is sincerely dedicated to:

My beloved parents (Papa and Mama) with full of love, spirits, their never-ending sincerity and prayers for my success.

My supportive brother and sister (Mas Wili and Mbak Lia)

My friends from my high school, bachelor degree, master degree, and my office mates from SD Sekolah Darma Bangsa, Bandar Lampung

My talented students,  
and my one and only cat, Mbol.



## **MOTTO**

Keep Moving Forward – “Up”

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Bandar Lampung, 16 Maret 2022  
The researcher,

Lidya Setiasari



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## **I. INTRODUCTION**

This chapter discusses introduction of the research which deals several points i.e., background, research questions, objectives of the research, uses, scope of the research, and definition of terms.

### **I.1. Background of Study**

There are four competencies of English that learners need to grasp. They are namely listening, writing, speaking and reading. According to Gangal (2011) in Singh et al (2017), writing is a talent that humans use to specific themselves emotionally and creatively, agitating one's mind. They write with numerous functions, including task utility, an invitation on certain occasions, compliant, short messages to inform people, formal letters, exams, and plenty of extras. No question, writing is a vital tool to verbal exchange with others. We will preserve courting differences via exchanging messages and letters. We will construct relationships with humans worldwide with written language through social media, including Facebook, WhatsApp, and Twitter, within the age of facts and era.

According to Barkaoui (2007), writing is the most challenging skill that language learners are expected to collect. Producing a terrific essay requires a few skills, including appropriate grammar usage, vocabulary, part of speech, spelling and lots more, except they no longer know a way to express the thoughts on the paper. They tend to translate the sentences from their mother tongue, making ungrammatical errors. They frequently find it difficult to express themselves using appropriate words

or grammar because of the lack of vocabulary. Furthermore, first-year students are passive in the schoolroom. It is all about chalk and talk inside the traditional study room where the instructor does all of the talking, and inexperienced persons receive the expertise passively.

The students no longer participate actively and interact with their critical thinking. They no longer recognize the way to generate thoughts and place the ideas into words. Consequently, a teacher as a facilitator needs to attempt to solve the trouble and improve students' writing talent. The use of aids is one of the methods to improve students' writing ability. Teachers should create attractive learning aids to facilitate college students' studying, specifically writing talent. It is far used to engage students in school room discussion and create a motivating environment for gaining knowledge to feel friendly towards finishing an essay. Visual aids consisting of snapshots, movies, realia, and more can make teaching and mastering writing excellent, thrilling, and straightforward. It profits students' interest, and the teacher can deliver the ideas without problems. At the end of the lesson, final learning results are performed whilst students can produce an essay based on the visible aids.

One of the visual aids that may be used to educate writing is pictures. A picture is a flexible media to train students' writing because it may not be separated from other media. Many kinds of snapshots can be used as media for students. The researcher is interested in the usage of the picture series. Picture series is one of the media which is used in writing skills. It will improve their advent to supply their ideas then they can proportion their expertise to make their friends apprehend what they write. It is one



manner for the students to dig up their creativity in using media and improve their writing, especially writing system textual content. It's miles one in every genre taught to seventh-grade students.

Many researchers proved that picture series is a suitable medium for students. Apsari (2017) conducted research whose objective was to investigate the kind of activities during teaching recount text through picture series and to identify the students' benefits from writing recount text through picture series. The research used a qualitative descriptive research method. The data were obtained from observation and interviews. The study results revealed that teaching using picture series could improve students' ability to write recount text. Specifically, it showed an improvement in the process of writing and vocabulary.

Moreover, the data from observation and interviews showed some benefits: developing students' writing ability, increased students' participation in the class, the fun learning atmosphere, and the rise in students' writing interests. Another researcher is Listyaningsih (2016), who researched the use of Picture Series in writing procedure text. It was quantitative research that had 30 samples of students in the eighth grade. The data were analyzed by t-test. The result showed that there was a statistically significant difference in students' writing of procedure text with a substantial level of  $p < 0.05$ , and the value obtained (3.189) was higher than  $t_{table}$  (2.000). It was shown that picture series helped students understand the difficult words easily. Looking at the pictures made them more enjoyable and exciting to learn writing and made the

class more enjoyable, active, and alive. It can attract students' curiosity in learning new vocabulary so that they can write the composition of procedure text well.

Additionally, Wening et al. (2017) also conducted research on the Using Picture Series to the Indonesian EFL Students' Writing Ability across Learning Styles. The findings revealed that the students who were taught using picture series had better writing ability than those who were taught without using picture series. The results also showed that by using picture series, the visual students had better ability in writing than the auditory students. Furthermore, the students had a favorable opinion towards using picture series. Saputri (2014) researched the use of Picture Series to improve students' writing skills. The research showed that picture series enhanced the students' skills in writing a recount text. The actions significantly improved the students' writing in a content, organization, language use, vocabulary, and mechanics.

The research results are good enough to improve students' writing skills. Many researchers suggest that teachers use picture series to enrich ideas, promote students' attention, help them focus on the learning process, and enhance participation. However, the topic must be connected with the students' context, and the use of colorful pictures will be more enjoyable. Furthermore, in this present research, the researcher combines the use of picture series based on contextual teaching and learning.

According to Johnson in Ningtyas (2018), Contextual Teaching and Learning (CTL) is an educational process that aims to help students see meaning in the academic

material. They are learning by connecting academic subjects to the context in their daily lives, which is with their context, personal, social, and cultural. It also explains that CTL is an approach that aims to help students see what it means in educational material they analyze by connecting instructional topics with a context in their everyday life. Contextual Teaching and Learning involve gaining knowledge of significance to students by clicking on the actual concept. It draws upon students' various abilities, pastimes, experiences, cultures and integrates those into what and how students study and how they may be assessed. In different phrases, Contextual Teaching involves gaining knowledge of and gaining knowledge of activities in actual-life and vocational contexts to which students can relate, incorporating now not the most effective content material, the "what," of studying but the motives why that getting to know is essential.

Many skills learned as parts of contextual learning activities are transferable skills that can be used not only for the successful completion of a current project but also in other content areas to prepare a student for success in the latest goals. Contextual learning engages students in meaningful, interactive, and collaborative activities that support them in becoming self-regulated learners. Based on the background, this present research would focus on implementing Contextual-Based Picture Series to enhance students' writing ability at third grade of SMP 33 Bandar Lampung.

## **1.2 Research Questions**

1. Is there any statistically significant difference between the students' writing achievement taught by Contextual-based Picture Series and Conventional Picture Series?
2. How is students' perception after taught by Contextual-based Picture Series?

## **1.3 Objectives of the Research**

By relating to the formulation of the problems, the objectives of the research are as follows:

1. To examine whether there is a significant difference of the students' writing achievement after the students taught by Contextual-Based Picture Series and Conventional Picture Series.
2. To examine the students' perception after taught by Contextual-Based Picture Series.

## **1.4 Uses**

The uses of this research are as follows:

1. Theoretically

Theoretically, this research could be used as a contribution to other researchers who are interested in conducting future research in the same field. Also, they can use the result of this study as an additional reference and as the consideration for conducting the further research on other issues

in teaching writing at junior high school based on contextual teaching learning.

## 2. Practically

- To help the students and teachers provide a product that is suitable for writing skill.
- As information for the teachers to use the product to apply it for their teaching learning process.

### 1.5 **Scope of Research**

This research is aimed to investigate the improvement of students' writing skill after being the implementation of contextual-based picture series and conventional picture series.

### 1.6 **Definition of Terms**

In this research, there are several definitions of terms that should be taken into account as follows:

#### 1. Writing Skill

Harmer (2004) defines writing is a way to produce language and express idea, feeling, and opinion. Writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.

## 2. Picture Series

Wright (1997, cited in Hakim 2010) defines the pictures series are pictures, which show some actions or events in chronological order.

## 3. Contextual Teaching and Learning

CTL is an educational process that aims to help students see meaning in academic material they learn by connecting academic subjects with context in their daily life (Johnson, 2002).



## **II. REVIEW OF RELATED LITERATURE**

This chapter discusses literature related of the research which deals several points i.e., the writing skill, procedure text, picture series, contextual teaching and learning, previous study, theoretical assumption, and hypothesis.

### **2.1. Writing**

#### **2.1.1 Definitions of Writing**

A language is used for many kinds of purposes. Thus, it has many functions as well. Furthermore, there are two macro skills of a language; they are receptive and productive skills. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. Writing is one of four English language skills besides listening, reading and speaking. Writing is an ability or activity of arranging words into form of sentences. It uses to communicate information, express the feeling or ideas to someone, public or government. According to Bram (1995) in Ekarista (2018) defines that writing producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Furthermore, Harmer (2004) defines writing is a way to produce language and express idea, feeling, and opinion. He states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.

Writing well is also become the most difficult challenge. Writing is not only to write about what we think but also about thinking ability, organizing the idea, grammar, reshaping and revise the writing. According to Heaton (1975) in Ningtyas (2018) defines writing skill is not only talks about grammars and vocabularies but also of conceptual and judgment elements. Another definition of writing skill is also defined by Urquhart and Mclver, and Harmer. Urquhart and Mclver (2005) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the researcher's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well.

Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds. In writing students have to include many things that are used as criteria. A good deal of attention is placed on 'model' compositions that students would emulate and how well a student's final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation (Brown, 2001).

Based on the definitions above, a definition of writing skill can be obtained. Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising processes to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing. Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.

### **2.1.2 Aspects of Writing**

Writing is one language skill which must be taught to the students. It is the same importance as the other language skills. It is an indirectly way of communication but it is very important in human life in expressing thoughts and feelings in the form of writing especially for the students. Writing is not easy, so it is needed many exercises continuously. In writing there are some aspects must be known, they are namely; a. micro aspect (spelling, punctuation, etc.), and b. macro aspect (content, organization). There are four skills involved in writing competence; grammatical skill, stylizes skill and mechanical skill and judgment skill. Grammatical skill is the ability to write correct sentences. Stylistic skill is the ability to manipulate sentences in effective language. Mechanical skill is the ability to apply the graph

convention such as; spelling and punctuation. Judgment skill is the ability to write in an appropriate manner for a particular purpose. Writing competence has four aspects; orthography, structure, vocabulary, and fluency. 1. Writing is language sound description which is in the form of writing or a symbol and language spelling system. 2. Structure is the arrangement of rules in a language becoming meaningful language units. 3. Vocabulary is the total number of words in a language. 4. Fluency in the writing ability implemented with a properly speed, not too slow or not too fast

### **2.1.3 The Writing Process**

According to Richards (2002), the process of writing contains six steps that must be tried by students and applied to make a good writing, they are:

#### 1) Pre-Writing Phase

The first step is through discussion of the topic, reading of the model composition or the example of beginning of one, brainstorming on the topic or interviews, students generate ideas and collect information related to the topic, and then make notes.

#### 2) Free Writing

The second step is students use their ideas, information, and notes to plan their composition. During this phase, students write freely on the topic. The focus here is on organizing their ideas-not yet on having to worry about perfecting grammar and spelling.

### 3) Drafting

The third step is students now write complete draft in sentence and paragraph form, but again without worrying too much about spelling, grammar, or pronunciation.

### 4) Revising

The fourth step is in pair small group feedback sessions, students read their own or classmate's composition. Then they ask question for clarification, or they can give suggestion for what additional information might be included. After this type of feedback session, each student works alone again to recognize, revise, and rewrite his or her draft.

### 5) Editing

The fifth step is student works alone or in pairs, checks their second draft for accuracy. This time, they concentrate first on checking that their ideas are clearly organized and that have included enough details. When content and organized seem fine to them, students then focus their attention on correcting grammar, spelling, and punctuation.

### 6) Final Phase

The last step is students write, word process, or type a clean third (final) draft to hand in for comment, or they can put their compositions up on classroom bulletin board for others to read.

In this study the researcher assumes that writing never one step action, it is a process that has several steps. When we first write something we have already been thinking

about what we are going to say and how we are going to say. Then after we have finished writing, we read over what we write and make changes and correction, and the last we can publish our writing as our composition.

#### **2.1.4 The Characteristics of Good Writing**

Good writing is a product of writing that critical thinking. It is as a challenge, because it is at once a test of memory, language, and thinking ability. Writing ability further depends on the ability to think clearly about substantive matters (Nickerson, Perkins, & Smith, 1985 in Kellogg, R. T., & Raulerson, B. A. 2007). According to King (2003) categorize those characteristics of good writing are:

1. Clarity and focus

In good writing, everything makes sense and readers don't get lost or have to reread passages to figure out what's going on. Focused writing sticks with the plot or core idea without running off on too many tangents.

2. Organization

A well-organized piece of writing is not only clear, it's presented in a way that is logical and aesthetically pleasing. You can tell non-linear stories or place your thesis at the end of an essay and get away with it as long as your scenes or ideas are well ordered.

3. Ideas and themes

Is the topic of your paper relevant? Does your story come complete with themes? Can the reader visualize your poem? For a piece of writing to be



considered well crafted, it has to contain clearly identifiable ideas and themes.

#### 4. Voice

This is what sets you apart from all other researchers. It's your unique way of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.

#### 5. Language (word choice)

We researchers can never underestimate or fail to appreciate our most valuable tools: words. Good writing includes smart and appropriate word choices and well-crafted sentences.

#### 6. Grammar and style

Many researchers would wish this one away, but for a piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there's a good reason). Style is also important in ensuring that a piece of writing is clear and consistent. Make sure you keep a grammar book and style guide handy.

#### 7. Credibility or believability

Nothing says bad writing like getting the facts wrong or misrepresenting oneself. In fiction, the story must be believable (even if it's impossible), and in nonfiction, accurate research can make or break a researcher.

#### 8. Thought-provoking or emotionally inspiring

Perhaps the most important quality of good writing is how the reader responds to it. Does she come away with a fresh perspective and new ideas? Does he close the cover with tears in his eyes or a sense of victory? How readers react to your work, it will fully determine your success as a researcher.

### **2.1.5 The Purpose of Writing**

According to O'Malley & Pierce (1996) in Hukom (2020) the purposes of writing are: a. Expository or informative writing. In this purpose is to give knowledge or to share the knowledge and give information or ideas. Informative writing includes describing events or experience speculating on cause and effect, etc. informative writing helps the researcher to integrate new ideas and examine existing the knowledge b. Expressive or narrative writing is a personal or imaginative expression in which the researcher produces the story. It means that the expressive writing is about personal feeling of the researcher, how they produce the stories based on people's observation, object and place. c. Persuasive writing, the researchers attempt to influence the other and initiate action or change. It means that the researcher produces a story to persuade the reader or people. It is based on background information, fact, etc.

### **2.1.6 Definition of Procedure Text**

According to Nystrand and Himley (1986) in Huda (2015), a text is explicit not because it says everything all by itself but rather because it strikes a careful

balance between what needs to be said and what may be assumed. The researcher's problem is not just being explicit; the researcher's problem knowing what to be explicit about.

Writing is the last skill in English that we cannot ignore. When the students write a text, they should not only write semantically correct but also should use correct grammar. Generally, writing is a complex process that involves a range of skills and tasks because by writing process, each of which focuses on specific tasks. Creating a text requires us to make choices about the words they use and how they put them together. If students make the right choices, then they can communicate with others. Our choice of words will depend on our purpose and our surroundings (context).

As procedure, therefore, is a piece of text that gives us instructions for doing something. Thus, from the explanation above, the researcher concludes that procedure text is any meaningful stretch of language in oral and written that has social purpose to describe how something is accomplished through a sequence of actions or steps.

### **2.1.7 Generic Structure of Procedure Text**

According to Swales (1990), structure of texts is a device that supports communicative purpose. Some with other text type, procedure text also has generic structure according to communicative purpose of the text itself. However, there are certain similarities within the texts with the same purpose. The similarities create an expectation of the general schematic structure of the text that is called generic

structure of a text. The generic structure of procedure text also called as constructing a procedure text. Constructing itself comes from the verb construct, which has meaning: to build something, to put or fit something together, to form together. Anderson and Anderson (1997) in Aimah (2011) state that the generic structure of a procedure text contains:

- An introductory statement that gives the aim or goal  
This may be the title of the text or an introductory paragraph
- A list of the materials that will be needed to complete procedure.  
This may be a list or a paragraph, this step may be left out in some procedures
- A sequence of steps in the order they need to be done  
Numbers can be used to show first, second, third, and so on, the order is usually important; such as words a s now, next, and after this can be used, usually the steps begin with command such as add, stir, or push

The linguistic features of a procedure text are the use of technical language, sentences that begin with verbs and are stated as commands, the use of time words or numbers that tell the order for doing the procedure, the use of adverbs to tell how the action should be done.

### **Significant Lexicogrammatical Features**

Procedure text has significant lexicogrammatically features that support the form of a procedure text, which are:

- Simple Present Tense, especially imperative form

Eventually, procedure text has the social function is to tell someone to do something. So, the instruction here is used by imperative verb in present tense. For examples get, chop, cut, stir, add, boil, grind, etc.

- Connective of sequence

Sometimes, that is not enough to make a good instruction just using imperative form of present tense. But, to make it better and easy to follow, we need the word like as then, after that, next, finally, etc. These are called comparative sequence.

- Numbering

The function of numbering here is same as comparative of sequence. It will be needed if the researcher wants to show some variant of sequence, for examples: first, second, third, fourth and etc.

## **2.2 Picture Series**

### **2.2.1 Definition of Picture Series**

Picture series is a kind of media which belongs to picture category. Yunus (1981) classifies pictures into three types they are composite picture, picture series and individual picture. In addition, Wright (1997, cited in Hakim 2010), suggests the pictures series are pictures, which show some actions or events in chronological order. They tend to range from four to eight pictures. According to Lindstormberg (2004) in Hakim (2010), by using picture series, the students will be interested and will enjoy the teaching and learning process. The pictures lead the students to focus

directly on words. It is in line with Le's statement (2005) in Apsari (2017) that the use of picture series gives positive effects such as motivation, enthusiasm, understanding about ideas generation, independence in constructing sentences, high sentence production and cooperative learning. Furthermore, Wright (1989) in Hakim (2010) proposes that there are some roles that pictures can have in the teaching of writing. Firstly, pictures can motivate students and make them want to pay attention and take a part. Secondly, pictures contribute to the context in which language is used. Thirdly, pictures can be described in an objective way or responded to subjectively. Fourthly, pictures can cue responses to questions. Finally, pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling. In using picture series, the teacher can apply certain principle such as modeling, inquiry and learning community.

According to Sadiman (1990) in Ginting (2018), the advantages of picture series as follows:

a. Picture concrete media

By the picture the students can see things which are talking or discussing in class clearly. The problem can be explained by using picture besides explaining by using word.

b. Picture can overcome limitation of space and time

Not all the objects can be brought into the class and not always that children can brought to the object.

c. Picture is available and cheap



It is cheaper and easy to get. Moreover nowadays almost every student has a phone, they do not need to print out, and they can see it through their gadget freely.

### **2.2.2 Previous Research of Using Picture Series**

Apsari (2017) conducted research which was objective was to investigate the kind of activities take place during the process of teaching writing recount text through picture series and to identify the benefits that the students obtained from writing recount text through picture series. The research used a qualitative descriptive research method. The data were obtained from observation and interview. The results of the study revealed that the teaching writing by using picture series can improve students' ability in writing recount text. Specifically, it showed some improvement on process of writing and vocabulary. Moreover, the data from observation and interview showed that there were some benefits, which are the development of students' writing ability, the increasing of students' participant join in the class, fun learning's atmosphere and the increasing of students' writing interests. Another researcher is Listyaningsih (2016), she conducted research about picture series. It was quantitative research which had 30 samples students at the eighth grade. The data were analyzed by t-test. The result showed that there was statistically significant difference on students' writing of procedure text with significant level of  $p < 0.05$  and the value of  $t_{\text{obtained}}$  (3.189) was higher that  $t_{\text{table}}$  (2.000). It was showed that picture series helped students to understand the difficult words easily by looking at the pictures' made them more enjoyable and interesting to learn writing, made the class

more enjoyable, active, and alive. It can attract students' curiosity in learning new vocabulary so that they could write the composition of procedure text well. Additionally, Wening et, al (2017) also conducted research to use picture series on the Indonesian EFL students writing ability. The findings revealed that the students who were taught using picture series had better writing ability than those who were taught without using picture series. The findings also showed that by using picture series the visual students had better ability in writing than the auditory students. Furthermore, the students had positive opinion towards the use of picture series. A thesis by Saputri (2014) showed the result that the use of picture series improved the students' skills in writing a recount text. The actions made significant improvements of the students' writing in the aspects of content, organization, language use, vocabulary, and mechanics.

Based on those previous studies, the contextual teaching and learning is one of many approaches that is suitable to enhance students' skill in English, which are speaking, reading, writing, even listening. However, there were only a few that take writing as the main issues of the research. Based on the background, the researcher will to have the Contextual Based Picture Series to enhance students' writing skill for 7<sup>th</sup> grade of junior high school in SMP 33 Bandar Lampung.

## **2.3 Contextual Teaching and Learning**

### **2.3.1 Definition of Contextual Teaching and Learning**

Contextual teaching and learning has been differently defined by many experts. Some experts define contextual teaching and learning as a concept that helps teachers and students relate the meaning and real-world situations with the subject matter in the right way (Johnson, 2002; Sears, 2002). In other words, CTL motivates the learners to take charge of their own learning and to relate between knowledge and its application to the various contexts of their lives. Besides the previous definition, Nurhadi (2000) in Satriani et al (2012) has argued that the constructivism philosophy is the reason why teachers choose CTL as an alternative teaching and learning approach. In this case, the students are expected to learn through “experiencing” not by “memorizing” the subject matter.

### **2.3.2 Characteristics of contextual teaching and learning**

Contextual teaching and learning expected that students can use their knowledge flexibility which means that it could be implemented from context to another as the necessity.

Sanjaya (2015) stated five important characteristics in learning process by using Contextual teaching learning approach:

1. CTL approach build up students' prior knowledge and process it into the new knowledge which means that what is going to learn will be related to what has been learned. It is going to be a whole knowledge that related to each other.

2. CTL is learning in order to acquire and increase a new knowledge acquired deductively, meaning that learning begins by learning entirely the take it in detail.
3. Understanding knowledge means that the acquired knowledge neither is nor for memorize but to understand
4. Applying knowledge means that students will be acquired experience and knowledge should be implemented in the students' real life. There will be improvement in students' behavior.
5. Reflection toward the knowledge development strategy. It is such as feedback for improvement and perfecting the next teaching learning process.

### **2.3.3 Components in contextual teaching and learning**

The contextual teaching learning is a learning to be meaningful and hoping that the learners would feel the actual experience so that they are can build up their prior knowledge and new knowledge. According to Nurhadi (2002) in Hasnawati (2006), learning contextual involves seven main components of learning, namely:

#### **Constructivism**

The meaning of constructivism is that students construct / build their own understanding of new experiences based on initial knowledge through the process of social interaction and assimilation accommodation. The implication is that learning must be packaged into a process of "constructing" rather than receiving knowledge.

**Inquiry**

The essence of inquiry or investigating is the process of moving from observation to understanding. Therefore, in this activity students learn to use critical thinking skills.

**Asking**

Asking or questioning in contextual learning is done by both the teacher and students. The teacher asks is intended to encourage, guide and assess students' thinking skills, while for students to ask as an important part of inquiry-based learning.

**Learning Community**

The learning community is a group of people (students) who are bound in learning activities, exchange experiences, and share experiences, in accordance with the theory of constructivism.

**Modeling**

Modeling is the process of displaying an example so that other people (students) imitate, practice, apply to other situations, and develop it. According to Albert Bandura, learning can be done by modeling this.

**Reflection**

Reflection in principle is to think about what has been thought or learned, in other words an evaluation and evaluation of the learning activities he has done.

**Authentic Assessment**

Authentic assessment is intended to measure and make decisions about the authentic knowledge and skills of students (in fact). In order to be able to assess the reality, authentic assessment is done in various ways such as evaluating product ratings,

performance appraisals, portfolios, relevant and contextual tasks, self-assessment, peer assessment and so on.

#### **2.4 The Procedure of Conventional Picture Series**

As usual on the first five minutes in virtual class started with introducing activities, such as greeting, praying, checking attendance, and motivate students to focus on the material to be studied. After that the teacher began the activities in curriculum of 2013 which is consists of 5M observing, questioning, understanding, exploring, and communicating. The main activities were dominated by using Picture Series. Firstly, the teacher showed the picture series and give examples of procedure text about how to make something while students mentioned vocabularies related to the picture such as the ingredients and the tools. Then, the teacher explained the communicative purpose, language features, and the structure of the procedure text and students paid attention. After that, students read the example of procedure text and they tried to understand the content of procedure text. Then students and teacher had a question-and-answer session about the material. Next, students were asked to write their procedure text with the same topic, while teacher did not show the example anymore. However, students were still showed by the Picture Series related to the topic. Students did the writing individually. After students had finished with the draft, they can communicate it to the teacher and have some feedback. Students revised their text and did the final checking. After that, students submitted the result of their procedure text to the teacher. The last activity was closing, by the teacher guidance; students had a reflection what they have learned. The teacher and students conclude the

learning activities that have been studied. Finally, the teacher closed the learning activity with regards.

No	Activity	Description	Time
1	Pre	<ul style="list-style-type: none"> <li>• The teacher explains about what will be learnt today.</li> <li>• The teacher gives example of <i>Procedure Text</i>.</li> </ul>	
2	While	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• The teacher shows the <i>picture series</i> about how to make donuts.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• The students guess the tools and materials in English.</li> </ul> <p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>• The students find information about how to make donuts based on <i>picture series</i>.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• The students make a draft of procedure text</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• The students discuss the <i>draft</i> to the teacher</li> <li>• The teacher gives <i>feedback</i> related to students' <i>draft</i></li> <li>• The students revised the draft</li> <li>• The students handed the final draft to the teacher</li> </ul>	
3	Post	<ul style="list-style-type: none"> <li>• Teacher and students made conclusion together.</li> </ul>	

## 2.5 Contextual-Based Picture Series

Picture Series is one of visual media which is commonly used in the process of learning activity. Lindstormberg (2004) says that by using picture series, students will be interested and will enjoy the teaching and learning process. It leads students to

focus directly on words. With the help of picture series as a media, students will get some pictures which show some actions or events in chronological order. The total of picture series will be based on the instructor or teacher. They may have four until eight picture series in a theme.

There are many researchers which have done the research about the use of picture series. The results of the researches are good enough for the improvement of students' writing skills but any of their findings that it is improved but not that significant. They give the suggestion for further research that it is better for teachers to use picture series to enrich ideas, promote students' attention, help them focus on the learning process, and enhance participation but the topic of the teaching should be connected with the students' daily life and familiar with the students. It would be more interesting for students and they would be more engaged with the lesson. So that in order to overcome this, the use of Picture Series should be more contextual. This requires the students to relate their schemata to the material given by the teacher. Moreover, McCarthy (1990) in Unaldi et al (2013) argues that a word learned in a meaningful context is best assimilated and remembered. In the field of second or foreign language teaching and learning there are still more studies which have investigated the role of context in learning words, and have examined the effectiveness of contextual learning and focusing on ways readers guess the meanings of unfamiliar words. By all means, contextual teaching and learning must be implemented.



Johnson (2012) in Nawas (2018), Contextual Teaching and Learning (CTL) Approach is an approach which helps students understand what they are learning by connecting their subject with their lives' context. CTL approach emphasizes students' interest and experiences, so the students are easy to understand the material. Moreover, Sears (2003) also defines that Contextual Teaching and Learning (CTL) approach encourages the students to take a part of their learning and provides a concrete framework for combining pattern theories and practice. Sears (2003) also stresses that the CTL approach is the learning process which has purposes of supporting the students for understanding the educational material that they are learning by relating academic subjects to the situation of their lives such as their personal, social and cultural situation. Teaching and Learning (CTL) approach helps the students relate the topic substance to the real circumstances and encourages them to make a relation between the material and its application to their lives.

Thus, regarding the explanation above, the writer aimed to combine the Picture Series with CTL approach. Moreover, in implementing a Picture Series with CTL approach, researcher wanted to enrich students writing being rich in content, the good choice of relatable vocabularies, more structured sentences, good organization, and also to be more critical in the mechanic aspect.

## 2.6 The Procedure of Contextual-Based Picture Series

There are seven component of CTL which are constructivism, inquiry, questioning, learning community, reflection, and authentic assessment. Researcher has made the procedure based on the seven components of CTL. The procedures are as follow:

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME ALLOCATION
Pre	<ul style="list-style-type: none"> <li>➤ The teacher greets the students in the class.</li> <li>➤ The teacher checks the students' attendance list.</li> </ul> <p><i>Constructivism</i></p> <ul style="list-style-type: none"> <li>➤ The teacher activates students' schemata relating to the material of vocabularies related to students favorite drink</li> </ul> <p><i>Questioning</i></p> <ul style="list-style-type: none"> <li>➤ The teacher chooses on context of the lesson (for example, how to make something)</li> <li>➤ The students answer some teacher's questions related to material.               <ul style="list-style-type: none"> <li>• What drink you usually make in the morning?</li> <li>• How to make that drink?</li> </ul> </li> </ul>	20 minutes
While	<p><i>Inquiry</i></p> <ul style="list-style-type: none"> <li>➤ Teacher gives the feedback and give instructions based</li> </ul>	40 minutes

	<p>on the generic structure of procedure text</p> <ul style="list-style-type: none"><li>➤ Students are asked to mention the vocabularies related to the material (chronological words)</li></ul> <p><i>Learning Community</i></p> <ul style="list-style-type: none"><li>➤ Students are divided into six groups. One group consists of four students. They must count from number one to six. The students who get the number one become the first group, and so on.</li><li>➤ Each group have a discussion about the theme (choose one kind of drink they want to make into procedure text) and inform it to the teacher.</li></ul> <p><i>Modeling</i></p> <ul style="list-style-type: none"><li>➤ Each group is given Picture Series based on the drink they want to make.</li><li>➤ They start to make a draft in <i>breakout room</i> while teacher approach them one by one. Teacher help them if they have any difficulties and give them guidance.</li></ul> <p><i>Authentic Assessment</i></p> <ul style="list-style-type: none"><li>➤ The students are given an opportunity present the result of their draft in front of the class.</li><li>➤ Teacher and students listen to the presentation and give them feedback</li></ul>	
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Post	<p><i>Reflection</i></p> <ul style="list-style-type: none"> <li>➤ Each group has to revised the draft and do final checking</li> <li>➤ The students listen to the teacher’s reviews about the material that they have learned.</li> </ul>	20 minutes
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### **2.7 Concept of Perception**

The process when we become aware of many stimuli that affect our senses is perception. As Subur (2004) in yoshepine, hidayat, and susanto (2018), stated that the perception is a kind of the overall process that the produces to respond after the stimulus is applied to the people. It means that the perception is a process of stimuli to give the assumption and we become to know something and be understanding that situation. There are some factors influencing perception are functional, structural and cultural factors. First, the functional factors consist of needed, give motivation, inform of past experience, getting hope, attention, emotion and situation. Second, the structural factors consist of intensity of stimulus, quantity of stimulus, and the contradiction of stimulus. The students’ perception is a process stimulus that they get the argument about what they think after they are being taught using the strategy.

### **2.8 Theoretical Assumption**

Writing is considered difficult to acquire for EFL learners this is the result of lack of vocabularies and the monotone teaching process. Hence, in English teaching learning in EFL context, the teaching learning activity is devoted into language rules. The

implementation of Contextual Based Picture Series is believed to be able to provide students with the comprehensible input.

### **2.9 Hypotheses**

Based on the frame of theory and theoretical assumption, the hypotheses could be formulated as follows:

1. There is a significant difference in students' writing achievement between those who are taught with the Contextual-Based Picture Series and Conventional Picture Series.

Briefly, those are the explanations of several points in this chapter; they are concept of writing, concept of teaching and learning writing, concept of Picture Series, CTL approach, concept of perception, previous research, theoretical assumption, hypotheses.

### III. RESEARCH METHODOLOGY

This chapter discusses the methodology of the research which deals several points i.e., research method, research setting, population and sample, data collection technique, and data analysis technique.

#### 3.1 Research Method

This study is experimental research at the third year of SMP 33 Bandar Lampung. It uses quantitative that focused on student's achievement in learning procedure text. This kind of experiment is quasi experimental design inform of pretest -posttest control class design. The design of the experiment could be described as follow:

$$\begin{array}{c} E O1 X O2 \\ C O3 Y O4 \end{array}$$

Where:

E: Experimental group

C: Control group

O1: Pre-test for the experimental group

O2: Post-test for the experimental group

O3: Pre-test for the control group

O4: Post-test for the control group

X: Treatment using picture series based on CTL

Y: Treatment using common picture series

From design above, subjects of research were grouped into an experimental group and control group. The quality of subject was first checked by pre-testing them (O1 and O3). Then, the experimental treatment was applied to experimental group, while

control group was taught using picture series without CTL. The result of post-test (02 and 04) were computed statistically.

### **3.2 Research Settings**

This research was implemented on January. The researcher conducted the research at SMP 33 Bandar Lampung. It is located at Jalan Kamboja II, Enggal, Bandar Lampung. This research was conducted at the ninth-grade students of SMP 33 Bandar Lampung which 9A class as the experimental group and 9B as the control group. Every class consisted of 24 students as participants, who were mostly 13-14 years old.

### **3.3. Population and Sample**

Population is a set or collection of all elements possessing one or more attributes of interest. The population of this research was the ninth grade of SMP 33 Bandar Lampung in the academic year of 2021/2022. Sample is a part of population to be researched. The researcher selected two groups of students from the population as sample in this research. The total number of the population was 48 students which were divided into two classes. The process of selection would be discussed in the sampling technique

### **3.4. Sampling Technique**

In this research, the researcher used simple random sampling technique. According to Sugiyono (2007), random sampling is one of sample techniques that all of the

individual of population may have a same opportunity and have chosen as the independent sample. So, the researcher took two classes as a sample, they were 9A and 9B which were 48 students as participants. Students in class 9A were taught by contextual based picture series and considered as experimental group, while students in class 9B were taught by conventional picture series and considered as control group. Both of those classes had the same teacher who taught them and on the available time to teach them.

In gaining this data, the researcher attempted to employ these following methods:

### **Test**

Test used to measure the achievement or functionality of the character or institution. This method was used to get statistics about score of the pre-check and post-check so one can take delivery of to both groups, the experimental and control class. The test on this study was an essay check or subjective take a look at. In essay take a look at of writing, the scholar has freedom to suppose as tons as feasible. They are able to freely specific and arrange their ideas in written shape (Nurgiyantoro, 2001).

There were two kinds of test, pre-test and post-test. Those tests were given to the students as participants, either the experimental or the control group.

### **Pre-test**

Before carrying out the teaching, the pre-test was given to experimental and control classes in order to make sure that the two groups have similar and equal level of



proficiencies. It was used to find out the initial condition of students before treatment. The researcher gave an assignment to write a procedure text based on theme. The students had to pay attention to the five aspects of writing which would be used in the assessment. These five aspects were as follow; grammar, vocabulary, mechanic, relevance and fluency.

### **Post-test**

The post-test was given to the experimental class after being taught by contextual picture series while using conventional picture series to the control class. It was given in order to know the improvement of students' ability in writing procedure text.

### **Questionnaire**

A questionnaire is the main means of collecting quantitative primary data (Roopa and Rani, 2017). It is a written or printed list of questions to be answered by a number of people. In this research, questionnaire was used to collect data about students' point of view after them being taught by picture series based on contextual learning and scientific learning in writing process. This questionnaire used random sampling to gets the data. So, we took all the English students at ninth grade to get the data. In this present research, the researcher used questionnaire about perception. The kind of this instrument is direct questionnaires by giving questions to all respondents directly.

## **3.5. Technique of Data Analysis**

### **Scoring Rubric**

The researcher used analytic scale which categorized by some classifications. O'Malley and Pierce state that analytic scale separates the features of a composition

into components that are scored separately. This analytic score has five items and each item scores five. So, the maximum score is 25. The items are:

### **Grammar**

Brown (2001) states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. And the researcher states grammar is the employing grammatical and syntactic form.

### **Vocabulary**

According to Linse (2006), vocabulary is the collection of words that an individual knows.

### **Mechanic**

The mechanic is the use of graphic convention of the language. Mechanic will make students' writing well and reasonable to be read. The examples of mechanic are capital letter, quotation, comma, semicolon, and others.

### **Relevance and fluency** (style and ease of communications).

Relevance contains reasonable sentences (supporting sentences) that supports to the main idea (Brown, 2001). If students write paragraph without state the main idea, the reader will confuse to decide the main topic of the text, while fluency refers to the sentences that flow easily and not too hard to understand by audiences (readers).

In giving scoring of the writing test, the researcher processes the result of the students' test. The researcher gives the score for each element of writing as follows:

Table 3.1. Scoring Rubric for Writing Test

Item Analysis	Score	Criteria
Content	18-20	Excellent: knowledgeable-substantive, etc.
	14-17	Good: some knowledge of subject adequate
	10-13	Fair: limited knowledge of subject – little substance.
	7-9	Very poor: does not show knowledge of subject - non substantive.
Organization	18-20	Excellent: fluent expression - ideas clearly stated.
	14-17	Good: somewhat choppy – loosely organized but main ideas stand out.
	10-13	Fair: not fluent - ideas confusing or disconnected.
	7-9	Very poor: does not communicate – no organization.
Vocabulary	18-20	Excellent: sophisticated range – effective word/idiom choice and usage.
	14-17	Good: adequate range-occasional word/idiom, choice, usage, but meaning is not obscure.
	10-13	Fair: limited range - frequent errors of word/idiom, choice, usage.
	7-9	Very poor: essentially translation-little knowledge of English vocabulary.
Grammar	18-20	Excellent: effective complex grammar construction.
	14-17	Good: effective but simple construction in grammar.
	10-13	Fair: a major problem is simple/ complex construction in grammar.
	7-9	Very poor: virtually no mastery of sentence construction rules.
Mechanic	18-20	Excellent: demonstrates mastery of construction.

	14-17	Good: occasional errors of spelling, punctuation.
	10-13	Fair: frequent errors of spelling, punctuation, capitalization.
	7-9	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.
Total	100	

*Based on Burhan Nurgianto's grid (2001)*

### 3.6 Analyzing the Data

After conducted the test, data analysis was carried out to find out the data normality and the homogeneity of sample. Data analysis discussed two main things:

#### - Normality Test

The first step was to test the data normality. It was aimed to know whether the data came from normal distribution or not. The researcher used Chi quadrate formula, as follows:

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where:

$X_2$  = Chi square

$O_i$  = Frequency that was obtained from data

$E_i$  = Frequency that was hoped

$k$  = the sum of interval class

If the obtained score was lower than t -table score by using 5% alpha of significance,

$H_0$  was accepted. It was meant that  $H_a$  was rejected.

### - Homogeneity Test

It was meant to get the assumption that sample of research came from a same condition or homogenous. The researcher uses the formula as follows:

$$X^2 = (\ln 10) \{B - \sum (n_i - 1) \log S_i^2\}$$

With:

$$B = (\log s^2) \sum (n_i - 1) \text{ and } s^2 = \frac{\sum (n_i - 1) S_i^2}{\sum (n_i - 1)}$$

**Where:**

$X^2$  = Chi square

$S_i^2$  = i-variance

$n_i$  = number of participant

$k$  = the sum of interval class

If  $\chi^2$  count  $\geq \chi^2(1-\alpha)(k-1)$  with significance 5% and dk= k-1 so Ho was refused, the data is not homogeneous. If the participant is homogenous, the researcher used the formula below to measure the hypothesis:

F = Variance Biggest

Variance Smallest

Hypothesis:  $H_0: \delta_1^2 = \delta_2^2$

$H_a: \delta_1^2 \neq \delta_2^2$

Ho is accepted if  $F < F_{1/2\alpha (nb-1);(nk-1)}$

### 3.7 Analyzing the result of the test

Firstly, the test was done in both groups, experimental and control group. Secondly, the result of the test was scored by using analytic scale. Thirdly, the mean score of the two groups were determined. Finally, all the result of the test including pretest and posttest of the two groups were analyzed using the SPSS. Since the data were more

than two groups (pretest of control class, posttest of control class, pretest of experimental class, and posttest of experimental class), the writer decided to use Anova as a tool of data analysis in order to get an accurate data.

### **3.8 Analysis of variance**

Analysis of variance (ANOVA) is a collection of statistical models, and their associated procedures, in which the observed variance in a particular variable is partitioned into components attributable to different sources of variation. In its simplest form ANOVA provides a statistical test of whether or not the means of several groups are all equal, and therefore generalizes t-test to more than two groups. For this reason, ANOVAs are useful in comparing two, three or more means. The reason for doing an ANOVA is to see if there is any difference between groups on some variable. This research focuses on students' achievement on test of prohibition. Hence, in this research, the data analysis will be done by comparing students' achievement among students' pre-test and post-test achievement using ANOVA. It is an inferential technique which is used to examine the difference of value average. As an analysis technique, ANOVA have some advantages, they are:

- 1) ANOVA can be used to determine two or more average of sample is different significantly or not.
- 2) Calculation of ANOVA results  $F_{ratio}$  value which is significantly shows to researcher whether sample that is researched comes from different population.

3) ANOVA can be used to analyze data which is resulted by using complex factorial design. In a factorial design that results double F values, ANOVA can finish them all at once. By using ANOVA, researcher can understand which variables that have difference significantly and which variables that interact each other.

4) The ability of ANOVA can test the significance of tendency of a hypothesized trend. The result of the test called analysis of tendency.

5) ANOVA technique can be used to examine significance of two or more different variable.

The main element of variance analysis is variable among groups that be placed as numerator and variance in the group that be placed as denominator. Hence, a bigger variance in the group,  $F_{ratio}$  value will decrease. Thus, more subjects which researched caused the denominator value increases. After getting  $F_{ratio}$  value, it should be compared with  $F_{table}$  in a particular real degree and particular degree of freedom. Hypothesis that is examined through  $F_{ratio}$  is as follow:

$$H_o : M1 = M2$$

$$H_a : M1 \neq M2$$

$H_o$  will be refused and  $H_a$  will be received if the value of  $F_{ratio} \geq F_{table}$  in a particular real degree and particular degree of freedom.

## V. CONCLUSIONS AND SUGGESTIONS

This chapter offers the conclusions of the research findings and suggestions for further research.

### 5.1. Conclusions

The analysis of data shows that there is a statistically significant difference in writing achievement between students who are taught with the modified Contextual-Based Picture Series and Conventional Picture Series. It indicates that a Contextual-Based Picture Series has more advantages on students' writing achievement than conventional Picture Series. In addition, learning experiences of Contextual-Based Picture Series are arranged for students' needs to improve their writing ability. By the time, the students are interested with this kind of teaching, they were more accustomed to compose procedure text. Then, the togetherness in doing certain task is helpful for the students to find out ideas and elaborate their text through discussion and feedback either from the member of the small group or the teacher. This demonstrated that it is a new challenging way which enables junior high school students to make greater increase of their writing achievement.

Furthermore, another result shows that students' give a positive perception towards the implementation of Contextual-Based Picture Series. It is due Contextual-Based Picture Series is a fun activity that provides the students a material related to their



life. Besides, it also gives the students an opportunity to have discussion in group which make them having many inputs from their friends

## **5.2. Suggestions**

Referring to the conclusion above, some suggestions could be listed for the teachers, learners, and further researchers:

### **5.2.1. For the Teachers**

It is suggested to apply the modified Contextual-Based Picture Series in the class to enhance the students' writing achievement. Using group work in an interactive class is needed to exchange information. In addition, the type of Picture that will be given to the students must be considered as a familiar activity to them. It is also suggested to make a clear instruction in order to ease the students following the teaching learning activity. Moreover, it is highly recommended to focus on all aspect of writing especially grammar.

### **5.2.2. For the Learners**

It is suggested to utilize the modified Contextual-Based Picture Series as the students' writing learning strategy. It is also suggested to bring a dictionary in order to ease the students finding appropriate vocabularies.

### **5.2.3. For Further Researchers**

It is suggested to conduct the Contextual-based Picture Series with the attachment of special treatment to the students' grammar understanding. Moreover, it is better if it

is conducted in the offline situations to have more time in teaching and learning process.

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