

**IMPROVING STUDENTS' WRITING ACHIEVEMENT IN
DESCRIPTIVE TEXT USING PICTURE SERIES
THROUGH WHATSAPP MESSENGER AT
SMPN 34 BANDAR LAMPUNG**

(Undergraduate Thesis)

By

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2021**

ABSTRACT

IMPROVING STUDENTS' WRITING ACHIEVEMENT IN DESCRIPTIVE TEXT USING PICTURE SERIES THROUGH WHATSAPP MESSENGER AT SMPN 34 BANDAR LAMPUNG

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This quantitative research was conducted to investigate the use of picture series through WhatsApp could give positive impact on the students' writing in descriptive text. The samples of this research were the second-grade students of SMPN 34 Bandar Lampung. The researcher used experimental group design which applied pretest and posttest as the instruments. Besides, there were two meetings as the treatment. The data were analyzed by using Repeated measure T-Test. The result showed that there was significant improvement on students' writing after the implementation of picture series. The mean of the pretest was increased from 61.13 in the first test to 70.73 in the second test. Moreover, the gain of the test was quite high by having the number of 9.6. Then, the statistical calculation of the students' score also showed that the t-table was higher than the t-table ($10.298 > 2.052$). The highest aspect that improves the most was organization. The mean for this aspect was increased from 14.12 (pretest) to 17.50 (posttest) with the score of the gain was 0.5762. Briefly, it could be concluded that the H_1 is accepted and the H_0 is rejected.

Keywords: Picture Series, Writing, WhatsApp, Descriptive text

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Cintia Chandra Mahesa

**Undergraduate Thesis
Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department of
The Faculty of Teacher and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2021**

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ACHIEVEMENT IN DESCRIPTIVE TEXT
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WHATSAPP MESSENGER AT SMPN 34
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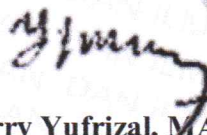
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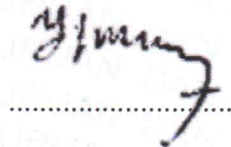
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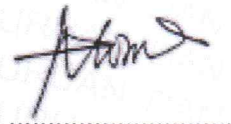
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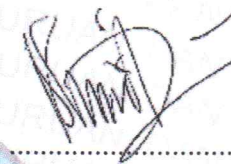
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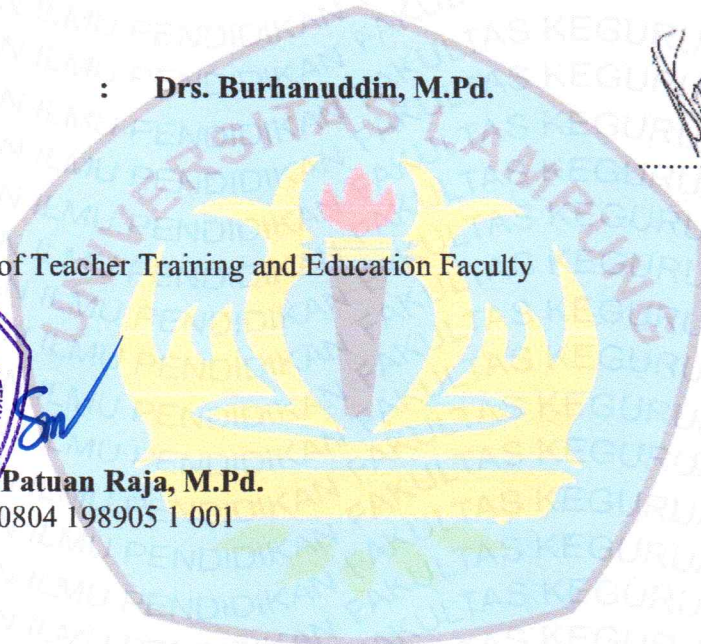
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

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After graduating from senior high school in 2016, she decided to go out from her comfort zone. She went to Kampung Inggris, an English community located in Pare, Jawa Timur. She enhanced her English skill by attending one of their programs for about six months. There, she learned a lot of things including public speaking, vocabulary, and TOEFL.

In 2017, she enrolled in English Education Study Program at University of Lampung. During her college life, she was still active in dancing and modeling. She once experienced a modeling competition by representing a regency in Lampung. She also took a part in ICON ELTL, an international conference conducted by English Education at University of Lampung as a committee. During her last year as an undergraduate, she got a chance to teach at SMPN 34 Bandar Lampung.

MOTTO

*“If something is meant to go elsewhere, it will never come on your way. But if it
is yours by destiny, from you, it cannot flee”*

(Umar bin Khatab)

DEDICATION

Devoted to all great teachers who instilled in me the delight of
learning and teaching, my lovely parents who always support me,
my dearest friends and
you.

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Praise is only for Allah, the Almighty God, for blessing the author with health, determination, and perseverance to finish this undergraduate thesis entitled “Improving Students’ Writing Achievement in Descriptive Text Using Picture Series through Whatsapp Messenger at SMPN 34 Bandar Lampung”. This script is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as a partial fulfillment of the requirements for S-1 degree.

Having done this work, the author realized that there are many individuals who gave a generous suggestions for finishing this script; therefore, the author would like to express her sincere gratitude and respect to:

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Finally, the author believes that her work is still far from perfection. There might be weakness in this research. Therefore, comments and suggestions are always acceptable for better research. Somehow, the writer hopes this research would give

a positive contribution to educational development, readers, and to those who want to conduct further research.

Bandar Lampung, August 12th 2021

The author,

Cintia Chandra Mahesa

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I. INTRODUCTION

This chapter deals with the background of the problems, research question, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Problem

Writing is an important skill that should be mastered by students. The writers can deliver what they want to say by arranging words. They can write their ideas into paragraphs that then other people can read it. Therefore, they can communicate with each other by reading the written text. Moreover, according to Jaramillo and Medina (2011), writing is an important expression form used to convince other people as well as to show ideas or feelings. As one of the skills which needs to be mastered, writing plays one of the important tools by which students actively change their passive knowledge and information in their minds into their language (Hasan, 2016). In other words, writing is an activity that helps students practice and work with the language they have been studying. They can practice their language through writing as the form of written language.

However, Richard and Renandya (2002) state that writing is regarded as the most difficult skill for EFL students to master as it has complexities by brainstorming the ideas and organizing them into a readable text. It is considered as a complex

skill that the students should understand more than one aspect such as grammar, ideas, mechanics, vocabulary, etc. Whereas, according to the 2013 curriculum, one of the competencies that should be achieved by the students is able to write some kind of texts which one of them is descriptive text. However, Sepyanda (2013) in his study found that descriptive text is difficult to be mastered by the students. It might be caused by the text construction that requires the students to be able to describe a specific thing, person, or place. Even though it looks simple to write a text that describes something, students still need more guidelines to write this kind of text.

In fact that, The students mostly encounter some problems in writing. They are unable to express their ideas through writing. This is probably caused by several factors such as, they are low motivations caused their English teachers do not give adequate motivations for them to write. Besides, they are lack of vocabulary and their insufficient knowledge of grammar. The facts are from the pre-observation in the school when the researcher was conducting field practice program at SMPN 1 Belalau, as well as the researcher's experiences during studying in junior and senior high school. It was found that a number of students were confused how to begin writing. They also got difficulties in expressing and organizing their ideas in writing. The other students had gotten ideas but still confusing how to put them until they become an effective paragraph.

Besides, the students mostly encounter some problems in writing because they are unable to express their ideas through writing. This is probably caused by several factors such as students' low motivations in writing caused by the English

teachers who do not give adequate motivations for them to write. Besides, they are lack of vocabularies. They also have insufficient knowledge of grammar. The facts were taken from the pre-observation in the school where the researcher conducted field practice program, SMPN 34 N Bandar Lampung, as well as researcher's experiences during studying in junior high school. It was found that some students were confused about how to begin writing. They did not know which idea that should be written first. They also got difficulties in expressing and organizing their ideas in writing. The other students had gotten ideas but they were still confused about how to arrange them to be an effective paragraph. Hence, related to the problem above, the researcher decided to use media to help students resolve their difficulty in writing, especially in descriptive text by using pictures series.

According to Brown et al (1977), picture series is a two-dimensional visual representative of persons and things which consists of more than one images that are connected to each other. A picture may not only be worth a thousand words but it may also be worth a thousand years or a thousand kilometers. It is also simple that it can be drawn, printed, or photographically processed and it can be mounted for preservation for use in the future (Minor, 1978). Moreover, the purpose of using picture series as media is to give instruction that helps students bringing out their ideas. Hence, the teacher may use any kind of picture series to show the students. The picture series is used as a signal that the function is the same as brainstorming. By seeing the picture series the students will get an image or ideas to create some sentences to be a whole paragraph. Then, the purpose of teaching the writing of descriptive text by using a series of pictures is to help the

students get ideas easier before they write the text. By seeing picture and arranging it first, the students are able to write sentences one by one related to the picture that has been seen. After writing one by one, the students can create a whole paragraph by mixing the sentences that are made from each picture given.

Furthermore, several studies regarding picture series have been conducted before. The first is Suli Hestri's (2011) research about the effectiveness of using picture series to improve students' writing ability in recount text at the eight-grade students of SMPN 33 Purworejo in the academic year of 2011/2012. It was found that the mean score of the control group was 61.88. The result of the computation of the t-value (t-test) was 2.35. The computation showed that the t-value is higher than the t-table that was $2.35 > 2.00$. So, the hypothesis that is there any improvement of students' writing after using picture series, was accepted. The second is a Classroom Action Research (CAR) research entitled "Improving the Writing Skills of Recount Texts by Using Picture Series for the Eighth Grade Students of SMP Muhammadiyah 2 Kalasan in 22 the Academic Year of 2013/2014" written by Saputri (2013). The aim of her study was to investigate students' improvement in writing recount text using picture series technique. The writer used observation, interview, and test in collecting the data. As the result, she proved that picture series could improve the students' writing skill in recount text. The third is the research written by Eni Yusnita et al (2012) entitled "Improving Students' Recount Text Writing by Using Picture Series a Classroom Action Research to the Tenth Grade Students of SMK Panca Bhakti Kubu Raya in Academic Year 2011/2012". The objective of their study was to improve the students' recount text writing using picture series. The methodology of their

research was classroom action research which consisted of 2 cycles. The result indicated that the students had good writing progress in each cycle. The first cycle was 61.5 (less than 65, not achieved). The second cycle was 66.0 (achieved) which was higher than the KKM score.

Additionally, it is also important to use an online platform in conducting the learning process as today's classes are mostly conducted online in order to decrease the limitation of time and place. One of the effective platforms that can be used is WhatsApps. Barhoumi (2015) observed that WhatsApp facilitates knowledge sharing among peers, improves learners' manipulative skills, facilitates the learning process, and fosters the evaluation process. WhatsApp is seen as an educational mobile tool with great potentials of helping students construct their knowledge while making use of digital mobile devices. WhatsApp application is specially designed for educational activities that enhance communication, creativity, critical thinking, and problem-solving skills among learners. A research on the impact of WhatsApp mobile social learning on the achievement and attitudes of female students has been conducted by Army (2016). The result showed that there were real differences in the achievements and attitudes of the experimental group compared with the control group. Fattah (2015) also conducted a research about the effectiveness of using WhatsApp Messenger as one of the mobile learning techniques to develop students' writing skills. It was found that the use of WhatsApp had the students improve their writing. The last two studies came with satisfying result that WhatsApp is effective to be used as a platform to teach writing.

In conclusion, in teaching writing, teacher should use a media that can help students during the learning process. One of media that can be used is picture series. Therefore, the researcher tried to find out the improvement of students' writing ability by using picture series through WhatsApp Messenger in teaching descriptive text.

1.2 Research Question

Based on the background above, the research problems can be formulated as follows:

1. There is significant improvement of students' ability in descriptive text writing after they are taught by using picture series through WhatsApp messenger
2. Which aspect of writing improves the most after they are taught by using picture series?

1.3 Objectives of the Research

In relation to the statement of the problem above, the objectives of the research are determined as follows:

1. To find out whether the use of picture series through WhatsApp messenger can improve student's writing achievement in descriptive text.
2. To find out which aspect of writing improves the most after they are taught by using picture series in descriptive text.

1.4 Uses of the Research

The findings of this research are hopefully beneficial for as follows:

1. Practically, this research hopefully can be the consideration for English teachers that using picture series through WhatsApp Messenger as learning can improve students' ability in writing descriptive text.
2. Theoretically, this research is an aspect to show that the result is relevant to the previous theories that using picture series through WhatsApp Messenger as a media can improve students' ability in writing descriptive text.

1.5 Scope of the Research

This study focused on improving students' ability in writing descriptive text by using picture series through WhatsApp Messenger as the media. Writing skill was chosen in consideration that based on the researcher's evaluation, most of the students had problems in writing descriptive text. The samples of this research were the second-grade students of SMPN 34 Bandar Lampung in the academic year of 2020/2021. In this research, the researcher used a picture series that was taken from google images. During the pretest, the students were asked to make a short descriptive text based on the theme given, while in the posttest they had to make a writing basen on the picture series given by the teacher. The assessment of the students' writing was based on five-aspects; content, organization, language use, vocabulary, and mechanic.

1.6 Definition of Terms

In relation to the uses of research, there are some definitions clarified in order to have a similar understanding. The terms can be described as follows:

1. Writing

Write someone or something looks or feels. A process of explaining how something is done. Also, Gerot and Wignel (1994) say that descriptive text is a type of written text which has a specific function to describe a particular person, place, or thing.

2. Picture Series

Khotimah (2017) said that picture series is sequences of pictures that tell a story. Picture series is a media with the use of a form of entertainment that make a story by images giving the illusion of continuous movement.

3. WhatsApp Messenger

Barhoumi (2015) observed that WhatsApp facilitates knowledge sharing among peers, improve learners' manipulative skills, facilitate the learning process, and foster the evaluation process. WhatsApp is seen as an educational mobile tool with great potentials of helping students construct their knowledge while making use of digital mobile devices.

4. Improvement

Improvement is the process of a thing moving from one state to a state considered to be better, usually through some action intended to bring about that better state. The concept of improvement is important to governments and businesses, as well as to individuals.

II. LITERATURE REVIEW

This chapter discusses concept of writing, aspect of writing, technique in teaching writing, descriptive text, picture series, WhatsApp messenger, procedure of using picture series in teaching writing, advantages and disadvantages, theoretical assumption, and hypothesis.

2.1 Concept of Writing

According to Uma and Ponnambala (2001), there are four skills in teaching and learning English: listening, speaking, reading, and writing. Those skills are related to each other and cannot be independent; therefore, learners need to master all of the four skills. Additionally, Jaramillo and Medina (2011) said that writing is an important expression form used to convince other people as well as to show ideas or feelings. As one of the skills which need to master, writing plays one of the important tools by which students actively change the passive knowledge and information in their minds into their language (Hasan 2016). Writing is an important skill that should be mastered by students. The writers can deliver what they want to say by arranging words. Therefore, they can communicate with each other by reading the text written. Furthermore, Richard and Renandya (2002) state that writing is regarded as the most difficult skill for EFL students to master as it has complexities starting by brainstorming the ideas and organizing them into a

readable text. In other words, writing is an activity that helps students practice and work with the language they have been studying. They can practice their language through writing as the form of written language. Nowadays, writing is a complex skill that the students should understand more than one aspect such as grammar, ideas, mechanics, vocabulary, etc. Students should be able to deliver their ideas in writing appropriately. Hence, writing becomes important skill that should be mastered by the students.

2.2 Aspects of Writing

There are some aspects of writing which should be given a lot of attention from the students. Ratnaningsih (2016) stated that teachers should use different aspects of writing to give more information about students' writing ability. Jacob (2002) mention that there are five aspects of writing as follows:

1. *Content*

Refers to the substance of writing, the experience of the main idea from a group of related statements that a writer presents as a unit in developing the subject. The content paragraph does the work of conveying ideas rather than fulfilling the special function of transition, restatement, and emphasis.

2. *Organization*

It refers to the logical organization of the content. That sticks together so that ideas run smoothly within a paragraph.

3. *Vocabulary*

It refers to the selection of words that are suitable for the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can.

4. *Language use*

It refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out the logical relationship in paragraph writing.

5. *Mechanic*

It refers to the use of the graphic convention of the language, i.e., the step of arranging letters, words, and paragraphs by using knowledge of the structure and some others related to one another.

Thus, there are content, organization, vocabulary, language use, and mechanics. All the aspects above should be covered so the intended readers can follow during the writing process.

2.3 Technique in Teaching Writing

Teaching writing means teaching students how to deliver their imagination and ideas by using several words. As a teacher, we should make the learning process to be effective so the students feel enjoyable, but the lesson is still easy to understand. According to Brown (1980), teaching is showing or helping someone to learn how to do something by providing knowledge and by causing to know or to understand. Related to the statement above, to make students able to know and understand, it needs a professional teacher.

Those cannot be reached maximally if the teacher is not professional. Professional means that they generally can make hard material in the teaching-learning process become easy to understand by students. In short, in every teaching, teachers must help students, guide them successfully in learning the materials to understand and can do something well. Furthermore, Raimes (1983) stated that teaching writing is a unique way to reinforce learning. Referring that statement, teaching writing can be a good step in improving students' ability to express their ideas or thoughts on the papers. The difference is if the product of writing is in written language while speaking is in oral language. It means that teaching writing is very important to build students' language skills. Therefore, the teacher should know the problems which are faced by the students during the teaching-learning process to know the appropriate ways to overcome the writing problems in writing class.

Related to the statement above, there are three steps of writing stated by Edelstein and Pival (1988):

1. *Pre-writing*

In pre-writing, the writer selects the general subject, restricts the subject, generates the ideas, and organizes the ideas.

2. *Writing*

In this step, the writer sets the ideas in his mind into words, sentences, paragraphs, and etc.

3. *Re-writing*

The writer evaluates his/her writing: they are in a part of correcting the content and the form, correcting vocabularies, punctuation, and grammar, and correcting writing errors, word duplication, and omission. Briefly, as a

teacher, we should teach the students to step by step as above. On the other hand, we should facilitate our students in learning writing to enjoy the teaching-learning process, in this case by using a picture series.

To conclude, there are several steps that should be followed by students in the process of writing. There are pre-writing, writing, and re-writing. By following those stages, students will be easier in constructing their writing.

2.4 Descriptive Text

According to Zemach (2002), a descriptive text explains how someone or something looks or feels. Besides, Gerot and Wignel (1994) said that descriptive text is a type of written text which has a specific function to describe a particular person, place, or thing. Added by Wyrick (2011:321) that the writer of description creates a word-picture of persons, places, objects, and emotions, using a careful selection of details to make an impression on the reader. As Yuniarsih and Saun (2014:194) say that the social function of the descriptive text is to describe a particular person, a thing, or a place.

Furthermore, Sepyanda (2013) said that descriptive text is difficult to be mastered by the students. It might be caused by the text construction that requires the students to be able to describe a specific thing, person, or place. Even though it looks simple to write a text that describes something, students still need more guidelines to write this kind of text.

Related to the previous research above, the researcher should find the strategy to help the students resolve their difficulty of writing, especially in a descriptive text

by using pictures series. Picture becomes like a signal that the function is the same as brainstorming. By seeing the pictures, the students will imagine image or ideas to create some sentences to be a whole paragraph about descriptive text.

The purpose of using media as the instruction is to bring out the learner's ideas that learners have a meaningful-experiences, hence the teacher may use any kind of pictures to show the students. Brown et al (1977) states that picture series is a two-dimensional visual representative of persons and things which consists of more than one images that are connected to each other. A picture may not only be worth a thousand words but it may also be worth a thousand years or a thousand kilometers. It is also simple as it can be drawn, printed, or photographically processed which can be mounted for preservation for use in the future. Minor (1978) states that the purpose of teaching the writing of descriptive text by using a series of pictures is to help the students easier get ideas before they write the text. By seeing the picture first and arranging it first, so the students can write one by one related to the picture that has been seen. After writing one by one, the students can create a whole paragraph by mixing the sentences that are made from each picture given.

Briefly, descriptive text is a kind of text that has a purpose is to describe something such as a person, things, animals, and that should be clear, concrete, and detailed. To make it clear, the example will be given below.

2.5 Picture Series

Picture series are sequences of pictures that tell a story (Khotimah, 2017). It is media with the use of a form of entertainment that make a story by images, giving

the illusion of continuous movement. Series is a group of related things or events. The picture series is expected to be used for helping the students in their writing descriptive text. Using this media in teaching writing, helps students prepare ideas which use specific terms or vocabularies. Therefore, Minor (1978). The purpose of teaching the writing of descriptive text by using picture series is to help the students get idea easier before they write the text. By seeing the picture first and arranging it first, so the students can write one by one related to the picture that has been seen. After writing one by one, the students can create a whole paragraph by mixing the sentences that are made from each picture given. Below is the examples of picture series:



Moreover, according to Mochtar (2005), picture series as the instructional media are very useful for teaching English. The use of picture series as a visual medium in the teaching-learning process is intended to make the process more effective and efficient so that the quality of learning outcomes can be improved.

To conclude, the researcher used picture series because it is a suitable media to teach writing. The pictures can guide students to construct the ideas that will be put in their writings.

2.6 WhatsApp Messenger

According to Barhoumi (2015), WhatsApp facilitates knowledge sharing among peers, improves learners' manipulative skills, facilitates the learning process, and fosters the evaluation process. WhatsApp is seen as an educational mobile tool with great potentials of helping students construct their knowledge while making use of digital mobile devices. Added by Lister (2009) that WhatsApp messenger works with internet connectivity and assists its users to keep on in touch with friends, teachers, and relatives in the contact list. It helps users to create groups, send the unlimited message, sharing images, video, and audio messages, exchanging ideas, thoughts, and emotions to any other user in which, those features can be used to deliver material during teaching and learning process. Hence, it can be good innovation of teaching platform especially in online situation.

2.7 Procedure of using Picture Series in teaching writing

According to Buehl (2012) these are some steps of using Picture Series in WhatsApp:

1. Prepare the topic and some picture series related to the topic.
2. Each picture series is completed with clues. They are some vocabularies which can help the students to develop the idea.

3. Share topic and some picture series to the students through the WhatsApp group.
4. Give instruction to the student about what to do.
5. Let the students do the tasks, the researcher guides and monitor the students' activity.

2.8 Advantages and Disadvantages

According to Hakim (2010) there are advantages and disadvantages of using picture series in teaching writing:

Advantages:

1. Picture series can be helpful for students to develop their ideas in writing a descriptive text. Pictures will help students to arrange some events correctly.
2. Picture series are a recognized way of representing a real situation so they can be served as an example of the advantages of using visual aids. In the classroom, pictures can help the students to associate with their real-life experiences. In this case, the picture series are chosen to teach the descriptive text because it can make the students understand.
3. Pictures are relatively cheap and easy to use since they can be prepared quickly.

Disadvantages:

1. According to Hakim (2010) Students pay attention to the picture more than learning material. It takes time and costs much to provide attractive pictures and some students do not participate in the discussion. The weakness of using picture series is that it only emphasizes the visual side

of the students, therefore the size of the picture that is used in the classroom is very limited for a large group of students. The last weakness of using pictures is that it is too complex, not effective enough for learning vocabulary.

2.9. Theoretical Assumption

In teaching writing, it is important to use an interesting learning strategy that can help students reach the goal of the teaching-learning process. One of the learning strategies that can be used to make students get ideas easier in their writing is the picture series. The researcher assumed that teaching writing by using picture series, the learning process will be more effective and enjoyable because the students enjoy to find objects and actions in the picture so that it can stimulate their imagination and idea to make a sentence, to generate, to write, and to review into a good paragraph. It is strengthened by Heaton (1991) who mentioned that the use of pictures is an excellent device for providing both purpose and content for writing. A picture series not only provides the students with the basic material for their composition but also stimulates their imaginative powers. In other words, students are helped to stimulate their ideas and to develop them into a paragraph. So, the researcher expected that the implementation of the picture series can increase students' writing skills, especially in descriptive text.

2.10. Hypotheses

Concerning the theories and assumption above, the researcher formulated hypotheses as follows:

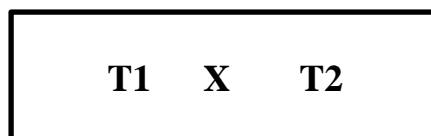
1. Using picture series through WhatsApp messenger can improve students' writing ability.
2. Organization is the aspect that improves the most among the order aspects of writing.

III. METHODS

In this chapter, the researcher discusses the research design, variable, data source, data collecting technique, instruments of the research, validity and reliability, data analysis, and hypothesis testing.

3.1 Research Design

The quantitative design is based on one group pre-test – post-test design modified from the idea of Setiyadi (2006). In this research, the researcher used the One-Group Pretest-Posttest design. This design is used in this research because the researcher only used one class as an experimental class that received treatment of teaching writing using picture series through WhatsApp messenger. There were two writing tests administered. The first test was conducted before treatment, the second writing was given after having the treatment of using picture series through WhatsApp messenger. The design of the research is presented as follow:



Notes:

T1: Pretest

T2: Posttest

X: Treatments (using the picture series)

(Setiyadi, 2018)

The research is conducted in two meetings on WhatsApp Messenger. The first and the second meeting were treatments for the students. The result of this research was to make sure that teaching writing by using picture series can increase students' ability in writing descriptive text.

3.2 Variables

In this study, there are two types of variables, they are independent variable (X) and dependent variable (Y). The independent variable of this study is picture series. By doing so, it can influence the dependent variable to determine the effect between the phenomenon and the object which is observed. Then, the dependent variable is writing ability measured to see the effect of the independent variable as a teaching model.

3.3 Data Source

The participants of this research were first-year students of SMPN 34 Bandar Lampung in the academic year of 2020/2021. Meanwhile, the sample is a smaller group selected from the population as a representative. The researcher took one class as the sample of this research that was VII A. The classes were selected randomly. It was applied based on the consideration that every student in the population has the same chance to be chosen to avoid subjectivity in the researcher (Setiyadi: 2006).

3.4 Technique for Collecting the Data

In collecting the data, the writer used the following steps:

1. Pre-test

There was a pre-test administered to know students' mastery in writing before they were given the treatment.

2. Post-test

There was a post-test administered which was used in order to find out students' writing improvement after received the treatment.

3.5 Instrument of Research

In this subchapter, the researcher will explain the instrument that was used in this research. Since students' writing ability had been evaluated, the writing test was the instrument of this research. Heaton (1991) suggested that writing can be a useful testing tool since it provides the students with an opportunity to demonstrate their ability to organize language material, using their own words and ideas, and to communicate. In this research, the students were asked to write a descriptive text. There were two writing tests in this research; the writing pretest and the writing posttest. The tests were accompanied by detailed instructions and directions including time allocation. In fulfilling the criteria of a good test, reliability, and validity of the test should be considered.

3.6 Validity and Reliability

1. Validity

A test can be said valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982). According to Hatch and Farhadi (1982), there are two basic types of validity, they are content validity and construct validity. To measure whether the test has good

validity, those two types of validity were analyzed. In this research, there were several aspects in measuring the validity of the test, they were.

a) Content Validity

According to Hatch and Farhadi (1982), content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In content validity, the material which is given must be suitable for the curriculum. Furthermore, in this research, the researcher used a recount text writing test that was supposed to be comprehended by the first grade of junior high school students. The test was considered valid in content validity since the test of writing constituted a representative sample of the language skill and structure and also the material was chosen based on the 2013 English Curriculum and the objectives in the syllabus of the first-grade students at SMPN 34 Bandar Lampung.

b) Construct Validity

Construct Validity is needed for the test instrument which has some indicators in measuring one aspect or constructs (Setiyadi, 2013). Construct validity is the process of determining the extent to which test performance can be interpreted in terms of one or more constructs. In this research, the researcher asked the students to write a descriptive text to measure the students' writing ability. The researcher measured the result of students' writing with the scoring criteria proposed by Jacobs et al (1981). The scoring rubric consists of five aspects of writing; they are content, organization, language use, vocabulary, and mechanic. Those aspects are things that the test had been covered with construct validity.

2. Reliability

In this research, to find the reliability of the data, the researcher used inter-rater reliability. It means there were two raters to judge students' writing ability. The first rater was the researcher herself and the second rater was the English teacher of SMPN 34 Bandar Lampung. Reliability means consistency and stability. Hatch and Farhady (1982) state that the reliability of a test can be defined as the extent to which a test procedure's consistent result when administered under similar conditions. A research instrument must have consistency in giving the result. Then the result also has to be stable in describing the object. In practice, the test should show consistent findings which is done for the same subject although at different times. Before scoring the students' descriptive text writing, it is important to make sure that both raters use the same criteria of scoring. Hence, the first and the second-rater will use scoring criteria devised by Jacobs et al (1981).

To measure how reliable the scoring is, this study used Rank – order Correlation with the formula:

$$\rho = 1 - \left(\frac{6 \sum d^2}{N(N^2 - 1)} \right)$$

Where :

ρ : Coefficient of rank order

d : Difference of rank correlation

N : Number of students

1-6 : Constant number

(Hatch and Farhady, 1982: 206)

In this case, the coefficient of rank correlation is analyzed with the standard of reliability as follows:

1.0.80000 - 1.0000 : very high reliability

2.0.60000 - 0.7900 : high reliability

3.0.40000 - 0.5900 : medium reliability

4.0.20000 - 0.3900 : low reliability

5.0.0000 – 0.1900 : very low reliability

3.7 Research Procedure

The procedures of the research are as follows:

1. Determining the sample

The researcher chose the first-grade students of SMP N 34 Bandar Lampung as the population. The researcher took one class as the sample of this research for the experimental class through WhatsApp messenger. The class was selected randomly by a certain consideration.

2. Selecting and determining the materials

The materials were based on the 2013 Curriculum for the first-year students in Junior High School, which is the curriculum used by the school. The material should cover the goal of teaching descriptive text as the target of the achievement.

3. Determining the instrument of the research

The instrument in this research was writing test. The researcher conducted two writing tests for pretest and posttest by considering five aspects of writing namely content, organization, vocabulary, language use, and mechanic in

writing descriptive text. These tests aimed to see students' improvement in writing scores before and after treatment.

4. Administering the pretest

The researcher gave the pretest before the treatment. In this step, students in the experimental class were assigned to write a descriptive text. The test was in the form of written text based on the instruction of the test. The topic of the test was about describing the picture series. The pretest was administered to find out the students' writing skill before treatments. The test was held for 60 minutes.

5. Giving treatments

After giving the pretest to students, the researcher conducted the treatments in two meetings which took 90 minutes every meeting. The researcher taught writing descriptive text by using picture series as the learning strategy.

6. Administering the posttest

Posttest was given after giving treatments. It was conducted to find out the progress of students' descriptive text writing ability after being taught using picture series. The test was in written form which the materials related to the curriculum that is used in the school. The topic of the test was similar to the pretest. It was about describing the picture. The posttest was conducted in 60 minutes.

7. Analyzing the data

Both pretest and posttest results were analyzed by using *Repeated measure T-Test of SPSS (statistical package for social science)* for windows. It was used to find out the means of pretest and posttest and how significant the improvement was. The researcher analyzed the improvement by comparing the scores of pretest and posttest from the experimental class. If the score of the posttest was better than the pretest, it means that there was no improvement in students' writing ability.

3.8 Data Analysis

To answer the first research question, the data gained from pretest and posttest were analyzed through following step:

1. Scoring pretest and posttest. The scoring system in this research was dividing the right answer by total items timed 100. In scoring the students' result of the pretest and posttest, the formula by Arikunto (1997) was employed:

$$S = \frac{R}{N} \times 100$$

Where:

S : the score of the test

R : the total of the right answer

N : the total items

2. Finding the mean of pretest and posttest that were calculated by applying this formula:

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

Note:

M : Mean (average score)

$\sum x$: The Total of the Students' Score

N : The Total Number of the Students

(Hatch and Farhadi, 1982)

To be able to know whether students get any progress after being taught by picture series, the researcher applied the following formula:

$$I = X2 - X1$$

Where:

I : improvement on students' vocabularies achievements

X2 : average post-test score

X1 : average score of the pre-test

3. Drawing conclusion from tabulated result of the pretest and posttest administered by matching t-test of statistical package for social science (SPSS) version 25.0 for windows. It was used to test whether the improvement gained by the students was increased or not, in which the significance is determined by $p < 0.05$.

And to answer the second research question, the data were gained from the aspect that improved the most. The researcher analyzed the improvement made by students on each aspect of writing with the formulation:

$$\frac{Posttest - Pretest}{Total Score - Pretest}$$

Therefore, before testing the hypothesis using T-test, it was necessary to find out whether the data in experimental class was normally distributed or not. Since the objective of this study was only to find out the improvement of students' writing ability, the data were treated only using normality test.

This test was used to measure whether the data was normally distributed or not. The data were tested by One-sample Kolmogorov-Smirnov Formula (SPSS 25). The criteria of normal distribution are:

H0: the distribution of the data is normal

H1: the distribution of the data is not normal.

The hypothesis is accepted if the result of the normality test is higher than 0.05 (sign > α). In this case, the researcher will use the level of significance of 0.05.

3.9 Hypothesis Testing

Hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not. The hypothesis is drawn as follows:

1. Ho: There is no improvement of students' writing ability in the descriptive text after they are taught by using Picture series.
2. H1: There is an improvement of students' writing ability in the descriptive text after they are taught by using Picture series.

If $P < 0,05$ H_i is accepted

If $P > 0,05$ H₀ is not accepted

The researcher used the level of significance 0,05 in which the hypothesis is approved if $\text{sign} < P$. It means that the probability of error in the hypothesis is only 5%.

V. CONCLUSION AND SUGGESTION

This final chapter offers the conclusion of the research finding and suggestions for English teachers and for other researchers who are going to conduct similar research.

5.1 Conclusions

Referring to the discussion of the research findings in the previous chapter, the researcher comes to following conclusions:

1. The result showed that there was significant improvement in students' writing after the implementation of picture series. The mean of the pretest was increased from 61.13 in the first test to 70.73 in the second test. Moreover, the gain of the test was quite high by having the number of 9.6. The reason is because the use of picture series through WhatsApp can guide the students in constructing descriptive text and can gain students' motivation and interest to follow the learning process. Besides, it also helps students in developing the idea of their writing.
2. It was also found out that all of the writing aspects were improved after the students learned descriptive text using picture series in WhatsApp group. The highest aspect that improved the most was organization. The mean for this aspect was increased from 14.12 (pretest) to 17.50 (posttest)

with the score of the gain was 0.5762. It is because the picture series helps students in serving the information that they get from the picture coherently. Students are able to arrange the information in their descriptive text by following the sequence of the pictures. As the result, they can organize their ideas clearly to be a good paragraph.

5.2 Suggestions

In reference to the conclusion above, some points of recommendations are put forward as follows:

1. Suggestions for English Teacher

- a. Considering the positive result of the implementation of picture series through WhatsApp, English teachers are suggested to apply picture series as an alternative media in teaching writing especially descriptive text. The students are eager to actively engage in the class as the use of this media can help teachers to take students' attention and interest.
- b. As the class was conducted online by using WhatsApp, teachers should be able to manage the class well. Bringing interesting topic and asking some questions can help the teachers to build interaction with the students. A group chat discussion can also be applied in WhatsApp to have the students brainstorm their ideas better.

2. Suggestions for Further Researchers

- a. In this study, the researcher conducted the treatment in only two meetings. Hence, the treatment should be applied in more than two

meetings in order to get more accurate result of data. A longer frequency of treatment is needed to get the better finding.

- b. Since the teaching and learning processes in this research were done through WhatsApp with no face-to-face interaction, other researchers can utilize other platforms such as Zoom and GoogleMeet to conduct similar study in the use of picture series in order to gain interaction with the students.

Briefly, those are the conclusion and suggestions of the findings for the English teacher and further researcher who want to use picture series and conduct a research in similar topic.

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