THE TEACHING OF WRITING DESCRIPTIVE TEXT THROUGH PICTURE SERIES IN THE SECOND GRADE AT SMPN 26 BANDAR LAMPUNG

(A Script)

By

Dendiaz Wira Yudha

1853042009

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

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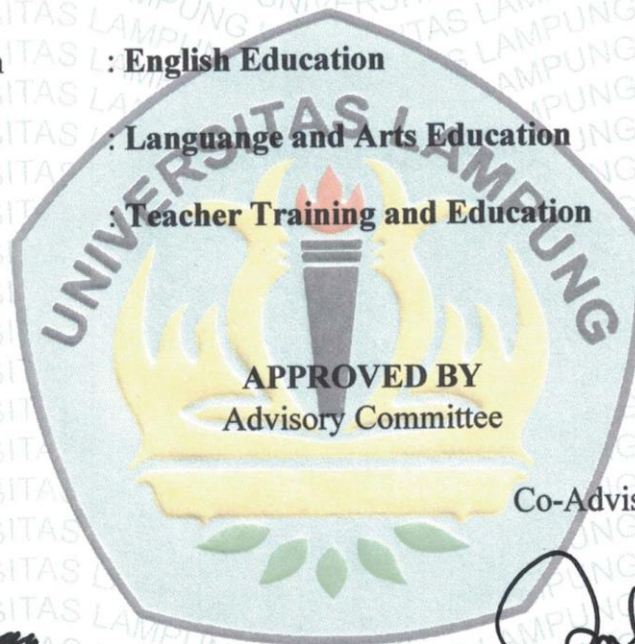
Student's Name : Dendiaz Wira Yudha

Student's Number : **1853042009**

Study Program : **English Education**

Departement : **Languange and Arts Education**

Faculty : **Teacher Training and Education**

APPROVED BY

Advisory Committee

Advisor

Co-Advisor

Dr. Muhammad Sukirlan, M.A.
NIP 19740607 200003 2001

Lilis Sholihah, S.Pd., M.Pd.
NIP 19860505 201903 2022

The Chairperson of
The Departement of Languange and Art Education

Dr. Nurlaksana Eko Rusminto, M.Pd.
NIP 196401061988031001
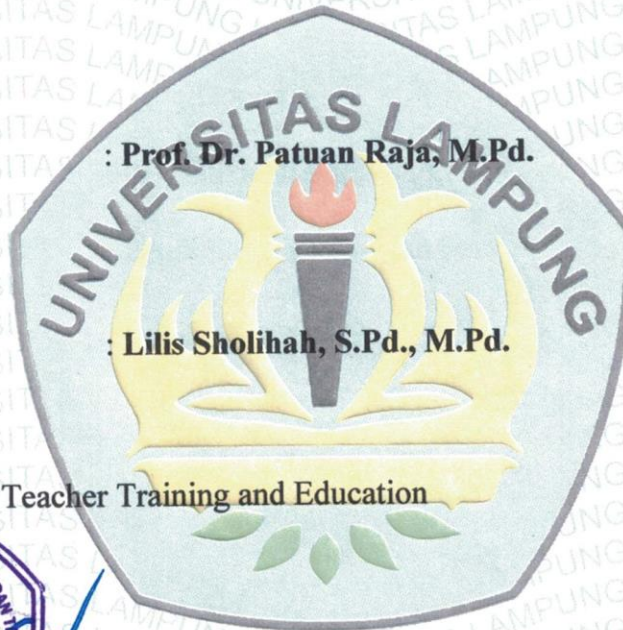
ADMITTED BY

1. Examination Commite

   Chaiperson : **Dr. Muhammad Sukirlan, M.A.** ....

   Examiner : **Prof. Dr. Patuan Raja, M.Pd.** ....

   Secretary : **Lilis Sholihah, S.Pd., M.Pd.** ....

2. Faculty of Teacher Training and Education

   Prof. Dr. Patuan Raja, M.Pd
   NIP 19620804 198905 1 001

Graduated on : **August 5th, 2022**

ABSTRACT

**THE TEACHING OF WRITING DESCRIPTIVE TEXT
THROUGH PICTURE SERIES IN THE SECOND GRADE
AT SMPN 26 BANDAR LAMPUNG**

By:

Dendiaz Wira Yudha

Learners should master writing skills as one of important language achievement, however there are many learners who still face difficulty writing their ideas appropriately. This research was aimed to investigate whether there is a significant improvement of students' writing achievement in descriptive text and to find out which aspect of writing improves the most after the students were taught through picture series. The sample in this study was class 8C which consisted of 28 students of SMPN 26 Bandar Lampung academic year 2021/2022. The researcher employed quantitative approach with pretest-posttest design which implemented writing tests as the instruments. Moreover, the treatments were done by the researcher to deliver the teaching materials. The collected data were analyzed by using *Paired Sample T-Test*. The mean of students' score improves from 64.32 in the pre-test to 78.68 in the post-test with the gain of 14.36. The result shows that there is a significant improvement on students' writing after the implementation of picture series with a significant value of 0.00 lower than 0.05. Pre test- post test also, the statistical calculation of the students' score also shows that the t-value is higher than the t-table ($11.470 > 2.0518$). Therefore, it could be concluded that the H_1 is accepted and the H_0 is rejected, which means that the use of picture series could assist students in writing descriptive text. In addition, the aspect of writing that improves the most is language use with the gain of the mean score at 4.3.

Keywords: picture series, writing, descriptive text, writing aspects

THE TEACHING OF WRITING DESCRIPTIVE TEXT THROUGH PICTURE SERIES IN THE SECOND GRADE AT SMPN 26 BANDAR LAMPUNG

By

Dendiaz Wira Yudha

A Script

As Partial Requirements for S-1 Degree in
English Education Study Program
The Language and Arts Education Department of
Teacher Training and Education Faculty

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMPUNG

2022

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Dendiaz Wira Yudha

NPM : 1853042009

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Pendidikan

Judul Skripsi : The teaching of writing descriptive text through picture series in the second grade at smpn 26 bandar lampung

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.

Bandar Lampung, 16 Agustus 2022
Yang membuat pernyataan,

Dendiaz Wira Yudha
NPM 1853042009

CURRICULUM VITAE

Dendiaz Wira Yudha was born on July 04st 2000 in Gisting. He is the second child of Sabar and Misnawati. He has two siblings namely Acta Yoga Pratama and Tria Dara Syalsabina.

He started study by attending TK ABA Wonosobo 2006. Then, in the next year, he continued education at SD Negeri 1 Soponyono. After he graduated from elementary school in 2012, he went to SMP Negeri 1 Kota Agung. He then finished his junior high school in 2015 and decided to pursue his study at SMA Negeri 3 Bandar Lampung. He graduated from senior high school three years later in 2018. In the same years, he successfully passed as a student of English Education Study Program of University of Lampung.

During his time in the University of Lampung, he actively involved in UKM-P SEEDS (Society of English Education Department Students). From January to March 2021, he did KKN in Kota Agung, Tanggamus and he conducted PLP at SD Negeri 1 Teratas. To complete his study, he undertook a research related to student's writing descriptive text through picture series at SMP N 26 Bandar Lampung.

MOTTO

"My success comes from Allah SWT"

(Al Qur'an 11:88)

DEDICATION

The writer dedicates this work to:

1. His beloved parents – Sabar and Misnawati

2. His brother - Acta Yoga Pratama

3. His sister - Tria Dara Syalsabina

4. His Almamater – University of Lampung

5. His friends in English Education Study Program

6. UKM – P SEEDS

7. English Teacher

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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 "The teaching of writing descriptive text through picture series in the second grade at SMP N 26 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:

1. Dr. Muhammad Sukirlan, M.A., as the first advisor for his advice, understanding, kindness, and knowledge in accomplishing this research.

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4. Dr. Feni Munifatullah, S.S., M.Hum., as chairperson of English Education Study Program for her contribution and attention.

5. The lecturers and administration staff of English Education for practical knowledge and technical help.

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,16 Agustus 2022
The author,

Dendiaz Wira Yudha
NPM 1853042009

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INTRODUCTION

This chapter provides a brief description of whole contents of the research including background of the research, formulation of the problems, objectives of the research, the uses of the research, scope of the research, and definition of terms.

1.1 Background of the Research

According to Jaramillo and Medina (2011), writing is an important form of expression used to convince others and to show ideas or feelings. As one of the achievements that need to be mastered, writing plays an important tool where students actively convert passive knowledge and information in their minds into their language. Writing is an important skill that every student must master. Writers can convey what they want to say by putting the words together. Therefore, they can communicate with each other by reading written texts. Furthermore, Richard and Renandya (2002) stated that writing is considered the most difficult skill for EFL students to master because it has complexities ranging from brainstorming 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 learned. They can practice their language through writing as a form of written language. Nowadays, writing is a complex skill that students have to understand more than one aspect like grammar, ideas, mechanics, vocabulary, etc.

According to Wyrick (1987:227), "Someone who writes of descriptions makes a word picture of persons, places, objects, and uses emotion in choosing careful details in the description to make an impression on the person." In other words, Descriptive text is derived from the word "describe" which means to explain someone about the thing, person, or animal. Descriptive text has three structures which are identification, description and conclusion. From the explanation above, it can be concluded that descriptive writing is the type of writing was of descriptions, characteristics, definitions of things, objects or people. Then, descriptive text is usually in the form of simple present tense. Teachers need to make learning to write descriptive text easier and more interesting.

In this research, the students write about a place. The students should include several information about the place, such as where the place is, how big it is, how cold or warm the place is, how the place makes you feel, what things you can see in this place, etc. For example, when a student wants to describe about his house, then he should have background knowledge about the parts of the house, such as how many rooms it has, then how many bathrooms do it has, what the color of the fencing, how wide or how high the house is.

In fact, 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 motivated caused by their English teachers who do not give adequate motivations for them to write. Besides, they lack of vocabulary and their insufficient knowledge of grammar. The facts are from the pre-observation in the school when the research was conducting field practice program at SMPN 26 N

Bandar Lampung, as well as the researcher's experiences during studying in junior 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.

Related to the problem above, the researcher uses media to help the students resolve their difficulty of writing, especially in a descriptive text by using pictures series. The picture here means like a signal that the function is the same as brainstorming. By seeing the picture' the students will get an 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 experience, the teacher may use pictures kind of pictures to show the students. Brown et al (1977) say that one definition of the picture is a two-dimensional visual representative of persons and things.

A picture may not only be worth a thousand words but it may also be worth a thousand years or a thousand kilometers. A picture is also simple in that it can be drawn, printed, or photographically processed and it can be mounted for preservation for use in the future (Minor, 1978). The purpose of teaching the writing of descriptive text by using of picture series 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.

1.2 Formulation of the Problem

Dealing with the issues presented in the background, this study is intended to answer the following research questions:

1. Is there any significant improvement of students' writing achievement in descriptive text through picture series?
2. What aspect of writing improves the most after the students were taught through picture series in writing descriptive text?

1.3 Objectives of the Research

In relation to the statement of the problem above, the purposes of this study are determined as follow:

1. To find out whether there is a significant improvement of students' writing achievement in descriptive text.

2. To find out the aspect of writing which improves the most after the students were taught through picture series in writing descriptive text.

1.4 Uses of the Research

The findings of the study are expected to be beneficial both theoretically and practically:

1. Theoretical use
   The result of this research is expected to support and strengthen the previous research and it can be used as a reference for future researchers who want to conduct some related studies.

2. Practical uses
   The result of this research hopefully can be the consideration for teachers, students, and researchers.

a. For English teachers, this research hopefully can be used for increasing their method to find out the students' strength and weaknesses aspect in writing descriptive text and also for another genre of text.

b. For Students, this research is expected to be used to find out the strengths and weaknesses of students so that students can improve their weaknesses and increase their strengths in writing descriptive texts.

c. For further researchers, the research findings are expected to give information about writing a descriptive text. It is hoped to be an inspiration for the next researchers who will do a research in this field. It can be the guidance for them to do a better research.

1.5 Scope of the Research

This research is conducted through a quantitative method. This study focuses on teaching students' writing descriptive texts in describing a person. This research used kind of picture series on describing hero as the technique and the material of the research was limited only to descriptive text covering content, organization, vocabulary, language use, 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

  Writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words. (Brown, 2001)

2. Writing Achievement

Writing achievement is the student's mastery on writing of performance by student in learning writing.

3.Descriptive Text

Descriptive text is a text which is intended to describe a particular person, place or thing.

4.Picture Series

Khotimah (2017) picture series are 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.

5.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.

Those all above are what this chapter contains, such as, background of the research, formulation of the problems, objectives of the research, uses of the research, scope of the research, and the definition of terms.

II. LITERATURE REVIEW

This chapter discusses the previous studies, concept of writing, aspects of writing, techniques for teaching,descriptive text, picture series, prosedure of using picture series,advantages and disadvantages, theoritical assumption, and hypotheses.

2.1 Previous Studies

There are previous studies related to this research.According to Sa'diyah (2010), entitled "Improving Students' Ability In Writing Descriptive Texts Through A Picture Series-aided Learning Strategy SMA Negeri 1 Kembangbahu Lamongan", There is an increase in students' descriptive text writing. By using picture series, the students will have imagination about pictures they see. It will help them to write descriptive a text; write their idea into sentences to make the coherence and unity descriptive text.

Based on the experimental research conducted by Puspitaloka (2016), entitled "The Effect Of Picture Series Toward Students' Descriptive Writing Skill " The application of Picture Series media have positive effect for the students' descriptive writing skill.

In addition,there is study conducted by Chairena, entitled "The Use of Pictures to Teach Writing Descriptive Text" in (2007). In conductingthe research, she used method with experimental design. The research was conducted at Eight Years

Students of SMP N 13 Semarang. There is one class experimental use of pictures teach the instrument that used by the researcher was only a pre-test and post-test in class.

In addition, Kurotun, is research entitled "Improving Students' Ability In Writing Descriptive Text By Using Picture in of SMP Plus Az Zahro Pegandon in the Academic Year of 2014/2015". The researcher conducted the research by using classroom action research. There is one class consist 26 students.

In completing the research, the researcher used, written tests, and teach for collecting the data. The result of this research indicated that the students had progress writing 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. Regarding to the previous studies that have been explained above, it can be said that picture series could give a positive impact on students' writing achievements. It reveals that picture series could help both teachers in teaching writing and students on improving their writing achievement.

2.2 Concept of Writing

According to Uma and Ponnambala (2001), there are four skills in teaching and learning English: listening, speaking, reading, and writing. These achievement are interrelated and cannot stand alone; Therefore, students need to master these four achievement. Therefore, Jaramillo and Medina (2011) say that writing is an important form of expression used to convince others and to show ideas or feelings. As one of the achievement that need to be mastered, writing plays an important tool where students actively convert passive knowledge and

information in their minds into their language (Hasan 2016). Writing is an important skill that must be mastered by students. Writers can convey what they want to say by putting the words together. Therefore, they can communicate with each other by reading written texts. Furthermore, Richard and Renandya (2002) stated that writing is considered the most difficult skill for EFL students to master because it has complexities ranging from brainstorming 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 learned. They can practice their language through writing as a form of written language.

Nowadays, writing is a skill that students have to understand more than one aspect such as grammar, ideas, mechanics, vocabulary, etc. Students must be able to convey their ideas in writing appropriately.

2.3 Aspect of Writing

There are several aspects of writing that should be given a lot of attention to students. Jacob (2002) mentions that there are five aspects of writing descrptive text as follows:

1. Content

   Referring to the substance of the writing, the experience of the main idea of a group of related statements presented by the author as a unit in developing the subject.

   The body paragraph serves to convey ideas rather than fulfill the special function of transition, restatement, and emphasis.

2. Organization

It refers to the logical organization of content. that stick together so that ideas run smoothly in a paragraph.

3. Vocabulary

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

4. Language-Use

Its use refers to the use of grammatically correct forms and synthetic patterns of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to create logical relationships in paragraph writing.

5. Mechanics

This refers to the use of language graphic conventions, namely the steps of arranging letters, words, and paragraphs using knowledge of structure and some other things that are related to each other.

Therefore, all of the above aspects, i.e., content, organization, vocabulary, language use, and mechanics should be covered so that the intended reader can follow along during the writing process.

a. Techniques for Teaching Writing

Teaching writing is a skill that teaches students how to convey their imagination and ideas using a few words. As a teacher, we must make the learning process effective, students feel fun but still easier to understand. According to Brown (1980), teaching is showing or helping someone to learn how to do something that

provides knowledge, causes to know or understand. In connection with the above, so that students can know and understand, professional teachers are needed. This will not be optimal if the teacher is not professional. Professional means that they are generally able to make difficult material in the teaching and learning process easy for students to understand. In short, in every teaching, the teacher must help students, guide them successfully in learning the material so that they understand and can do something well. Furthermore, Raimes (1983) stated that teaching writing is a unique way to strengthen learning. Referring to the statement, teaching writing can be a good step in improving students' achievement to express their ideas or thoughts on paper. The difference is if the product is written in written language while in speaking it is in spoken language. This means that teaching writing is very important to build students' language achievement. Therefore, teachers must know the problems faced by students during the teaching and learning process to find out the right way to solve writing problems in the writing class.

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

1. Pre-write

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

2. Write

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

3. Re-write

Writers evaluate their writing: they are in the sections correcting content and form, correcting vocabulary, punctuation, and grammar, and correcting spelling errors, word duplications, and omissions. Briefly, as teachers, we must teach students to step by step as above. On the other hand, we must facilitate our students in learning to write so that they enjoy the teaching-learning process, in this case by using picture series.

2.4 Descriptive Text

According to Zemach (2002), descriptive text explains how someone or something looks or feels. A process paragraph explains how something is done. Besides, 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. Furthermore, Sepyanda (2013) says 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.

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 of series. The picture means like a signal that the function is the same as brainstorming. By seeing the picture' the students will get an 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, the teacher may use pictures kind of pictures to show the students,(Brown et al,(1977). One definition of the picture is

a two-dimensional visual a representative of persons and things. A picture may not only be worth a thousand words but it may also be worth a thousand years or a thousand kilometers. A picture is also simple in that it can be drawn, printed, or photographically processed and it can be mounted for preservation for use in the future. Minor (1978) 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.

Based on the explanation above, descriptive text is a kind of texts that has a purpose to describe something such as person, things, or animals, also it 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 series of events. According to Khotimah (2017), 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. Series is a group of related things or events. The picture series is expected to be used for helping the students in their writing narrative text. Using this media in teaching writing, helps students prepare ideas which use specific terms or vocabularies well. 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 an examples of picture series:

According to Mochtar (2005), pictures as the instructional media are very useful for teaching English. The use of pictures 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.

2.6 Procedure of using Picture Series in teaching writing

In practicing to write by using picture series technique and observing the process, the researcher followed the following procedure proposed by Blanchard and Root (2003):

1. Prewriting

Prewriting activity gave warming up the brain to gather the ideas to write about. The teacher would introduce the students the topic of learning which was about descriptive text. After that, he explained the picture chronologically from the first

picture to another. Then, he would tell the students that of picture series would help them in generate ideas when they started to write.

2. Writing

After that, the teacher gave a picture series to the students and they should create the first draft. The teacher asked them to start writing their descriptive text individually based on the picture series that were given. The result of brainstorming of picture series in prewriting process was as guidance for the students to write paragraph. The students should concern about the developing ideas.

3. Revising

In this step, the students focused on the clarity of their message such as organizing ideas and selecting more precise vocabulary. In editing, the students proofread for and corrected errors in spelling, punctuation, capitalization, and usage.

Based on the explanation above, it is believed that writing descriptive text with series of picture could be an effective way to facilite the teaching-learning process. The use of picture series would help the students to illustrate it in a short story to write descriptive text. Picture series are able to stimulate the writing achievement of the students. In this research, the researcher utilized three procedures to write descriptive text Prewriting, Writing and Revising.

2.7 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. Idem, students pay attention to the picture more than learned material. It takes time and costs much to provide attractive pictures and some students do not participate in the discussion. The weakness of using pictures 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.

In conclusion, the researcher believed that picture series could be an effective way to teach and learn writing descriptive text. Using picture series would help the students to illustrate it in a paragraph. The picture was one of good ways to stimulate the writing achievement of the students.

2.8 Theoretical Assumption

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

2.9 Hypotheses

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

H_0: There is no improvement of students' writing achievement in the descriptive text after they are taught by using Picture series.

H_1: There is an improvement of students' writing achievement in the descriptive text after they are taught by using Picture series.

Those all above are what this chapter covers, such as, previous studies, concept of writing, aspect of writing, descriptive text,picture series, procedure of using picture series in teaching writing, advantages and disadvantages, theoretical assumption, and hypothesis.

III. METHODS

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

3.1 Research Design

The quantitative research with one group pre-test – post-test design was used based on the idea of Setiyadi (2006). In this research, the researcher used the One-Group Pretest-Posttest design. This design was used in this research because the researcher only had one class as an experimental class that received treatments of teaching writing using picture series. 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. The design of the research is illustrated as follow:

Notes:

$$\boxed{\textbf{T1} \quad \textbf{X} \quad \textbf{T2}}$$
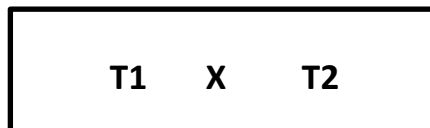
T1: Pretest

T2: Posttest

X: Treatments (using the picture of Series PPT)

(Setiyadi, 2018)

The research was conducted for three meetings. The first and second meetings are treatment for students. The last research is to ensure that teaching writing using picture series can improve students' achievement 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 the Picture of the 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 achievement which measures to see the effect of the independent variable as a teaching model.

3.3 Data Source

The participant in this research is the eight grade students of SMPN 26 Bandar Lampung in the academic year of 2021/2022.The researcher took 1 class as the sample of this research. The classes is 8 C there were 28 students chosen randomly. This is 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 uses the following steps:

1. *Pre-test*

   There are three pre-tests administered to know students' mastery in writing before they are given the treatment.

2. *Post-test*

There are three post-tests administered that can be used in order to find out students' writing improvement after being given the treatment.

3.5 Instrument of Research

In this subchapter, the researcher explains the instrument that was used in this research. Since students' writing achievement had been evaluated, the writing test was the instrument of this research. Heaton (1991) suggests that writing can be a useful testing tool since it provides the students with an opportunity to demonstrate their achievement 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

3.6.1 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 descriptive text writing test that was supposed to be comprehended by the second 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 second grade students at SMPN 26 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 achievement. The researcher measured the result of students' writing with the scoring criteria proposed (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.

3.6.2 Reliability

In this research, to find the reliability of the data, the researcher uses inter-rater reliability. It means that there are two raters to judge students' writing achievement. The first rater is the researcher himself and the second rater is the English teacher of SMPN 26 Bandar Lampung. Reliability means consistency and stachievement. Hatch and Farhady (1982) state that the reliability of a test can be defined as the extent to which a test produces 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 if it is done for the same subject although at different times. Hence, the first and the second-rater used writing aspects devised from Jacobs et al (1981). After that, the result from rater-one and rater-two were compared to determine the reliability. Moreover, to find out the correlation between the two raters, the researcher employed Rank Spearman Correlation in statistical tool. Meanwhile, statistical formula was used in order to achieve the reliability. The formula is as the following:

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

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

3.6.2.1 Pre-Test Reliability

Table 3.1 Inter-rater Reliability of Pre-Test

Correlations

			Rater 1	Rater 2
Spearman's rho	Rater 1	Correlation Coefficient	1.000	.899[**]
		Sig. (2-tailed)	.	.000
		N	28	28
	Rater 2	Correlation Coefficient	.899[**]	1.000
		Sig. (2-tailed)	.000	.
		N	28	28

**. Correlation is significant at the 0.01 level (2-tailed).

Firstly, the raters, researcher and English teacher, scored the pre-test; then, the researcher calculated the mean scores from both rater-one (R1) and rater-two (R2) for each student. After getting the mean score of each student, Rank Spearman Correlation was used to find out the reliability. From the Table 3.1 above, it can be seen that the reliability of pre-test is 0.899. Hence, it can be concluded that the pre-test used is considered to have a very high reliability.

3.6.2.2 Post-Test Reliability

Table 3.2 Inter-rater Reliability of Post-Test

Correlations

			Rater 1	Rater 2
Spearman's rho	Rater 1	Correlation Coefficient	1.000	.926[**]
		Sig. (2-tailed)	.	.000
		N	28	28
	Rater 2	Correlation Coefficient	.926[**]	1.000
		Sig. (2-tailed)	.000	.
		N	28	28

**. Correlation is significant at the 0.01 level (2-tailed).

After scoring the post-test and getting the mean score of each student, the same procedure as the prior explanation was done. Based on Table 3.2, the reliability of the post-test is 0.926. According to the specification table, the value is categorized as a very high reliability.

To sum up, the result shows that both tests have a very high reliability by getting the score 0.899 for pretest and 0.962 for posttest. This indicates that all of the tests have a good consistency of assessment result.

3.7 Research Procedure

The procedures of the research are as follows:

1. *Determining the sample*

   The researcher chose the eighth-grade students of SMP N 26 Bandar Lampung as the population. The researcher took one class as the sample of this research for the experimental.

2. *Selecting and determining the materials*

The materials are based on the 2013 Curriculum for the eighth-grade students in Junior High School, which is the curriculum used by the school. The material covered the goal of teaching descriptive text as the target of the achievement.

3. *Determining the instrument of the research*

The instrument in this research is the writing test. The researcher conducted a writing test 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 at finding out the students' improvement in writing scores before and after the treatments.

4. *Administering the pre-test*

The researcher gave the pre-test before the treatment. In this step, students in the experimental class were assigned to write a descriptive text. The test is in the form of written text based on the instruction of the test. The topic of the test is about describing the picture series. The pretest was administered to find out the students' writing skill before treatments. The test was held for 80 minutes.

5. *Giving treatments*

After giving the pretest to students, the researcher conducted the meeting for three meetings which took 80 minutes in every meeting. The researcher taught writing descriptive text by using Picture Series as the learning strategy.

6. *Administering the post-test*

   Post-test was given after giving treatments. It was conducted to find out the progress of students' descriptive text writing achievement after being taught using Picture series. The test is in a written form which the materials relate to the curriculum that is used in the school. The topic of the test is basically similar to the pre-test. It is about describing the picture. The post-test was conducted in 80 minutes.

7. *Analyzing the data*

   Both pre-test and post-test results of the class 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 the pre-test and the post-test and how significant the improvement was. The researcher analyzed the improvement by comparing the scores of the pre-test and the post-test from the experimental class. If the score of the post-test is better than in the pre-test, it means that there is an improvement in students' writing achievements.

3.8 Data Analysis

To answer the first research question, the data gain from pre-test and posttest is analyzed through following step:

1. Scoring all of the students' writing tests using inter-rater.

2. Tabulating the result of pretest and posttest.

3. Obtaining the mean of both test by calculating the result using this formula:

$$Md = \frac{\Sigma d}{N}$$

Md : mean (average score)

Σ d : total students' score

N : number of students

(Hatch & Farhady, 1982)

4. Finding the mean of pretest and posttest by applying this formula:

$$\textbf{M} =$$

Note:

M : Mean (average score)

: The Total of the Students' Score

N : The Total Number of the Students

(Hatch and Farhadi, 1982)

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

$$\textbf{I} = \textbf{X2} - \textbf{X1}$$

Where:

I : improvement on students' writing achievements

X2: average post-test score

X1: average score of the pre-test

6. Drawing conclusion from tabulated result of the pre-test and post-test administered that is statistically analyzing the data using statistical computerization, i.e.., matched t-test of statistical package for social science (SPSS) version 16 for windows to test whether the improvement gained by the students is increase or not, in which the significance is determined by $p < 0.05$.

And to answer the second research question, the researcher analyzed the gain score made by students on each aspect of writing.

1. Finding the means of each writing aspect both in pretest and posttest.

2. Analyzing the significant improvement of each aspect of writing by comparing the means of the pretest and posttest.

3. Computing the data to SPSS.

4. Drawing conclusion by comparing the *N-gain score* of each writing aspect.

3.9 Normality Test

Before testing the hypothesis using T-test, it is necessary to find out whether the data in experimental class is normally distributed or not. Since the objective of this study is to find out the improvement of students' writing achievements, the data was treated by using normality test.

This test was used to measure whether the data was normally distributed or not. The data was tested by One-sample Kolmogorov-Smirnov Formula (SPSS 16). 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 (sig. > α). In this case, the researcher used the level of significance of 0.05.

3.9.1 Normality Test Result

There are three basic assumptions that should be fulfilled in using Repeated

Measure T-test analysis to examine the hypotheses (Setiyadi, 2018), namely:

1. The data are an interval.

2. The data are taken from random sample in population (non-absolute).

3. The data are distributed normally.

To know whether the data are normally distributed or not, the researcher applied

Shapiro-Wilk Formula with the hypotheses stated below:

H_0: The distribution of the data is normal

H_1: The distribution of the data is not normal.

The level of the significance is 0.05. H_0 is accepted if the result of the normality

test is higher than 0.05 (sig. > 0.05). Moreover, the result of the normality test is

shown in the next table.

Table 3.3 Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre-Test	.114	28	.200[*]	.963	28	.402
	Post-Test	.141	27	.180	.952	27	.239

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The Table 3.3 proves evidence that both of the data are distributed normally. The

value of normality test in the pre-test is 0.402 while the value of normality test in

post-test is 0.239. It can be summed up that H_0 is accepted as the data from both

tests are higher than 0.05. Therefore, the tests are proven to have normal distribution.

3.10 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. H_0: There is no improvement of students' writing achievement in the descriptive text after they are taught by using Picture series.

2. H_1: There is an improvement of students' writing achievement in the descriptive text after they are taught by using Picture series.

This chapter covers research design, variables, data source, technique for collecting the data, instrument of research, validit and reliability, research procedure, data analysis, normality test, normality test result, hypothesis testing.

V. CONCLUSION AND SUGGESTION

This chapter offers the conclusion of the research findings and suggestions for English teachers who are willing to teach writing achievement as well as for further researches in the same area.

5.1 Conclusions

Based on the results of the research that has been discussed in the previous chapter, the researcher concludes the findings in this study as follows:

1. The implementation of picture series in teaching writing achievement leads to a positive impact on the students' writing achievements in descriptive text. Besides, the result reveals that there is a significant improvement in students' writing achievements after the implementation of picture series by having a significant value of 0.00 lower than 0.05. Also, the statistical calculation of the students' scores shows that the t-value is higher than the t-table (11.470 > 2.0518). Moreover, the mean of students' scores increases from 64.32 in the pre-test to 78.68 in the post-test with the gain score of 14.3. It means that picture series could provide students with a better understanding to learn writing achievement.

2. The data reveal that all of the writing aspects increase, particularly in the language use. The mean of this aspect inclines from 15.0 in the pre-test to 19.3 in the post-test with the gain of 4.3. Most of the students are able to

3. create coherent sentences by using prepositions, also make fewer errors in using pronouns and tenses than in the first test. Therefore, they could produce clear statements to support the ideas neatly.

5.2 Suggestions

Based on the conclusions that have been presented, the researcher proposes several suggestions that could be considered in teaching writing achievement.

5.2.1 Suggestions for English Teacher

1. Taking into account the positive impact of picture series as the medium in teaching writing achievement, hereby, the researcher suggests that English teacher could implement this medium to assist the students in generating their ideas of the topic into the written form.

2. The teacher should prepare the teaching materials carefully and make sure to provide a clear series of pictures. Coming up with interesting topic is necessary to build an interaction with the students, so that it could trigger students' attention.

5.2.2 Suggestions for Further Researchers

1. It is suggested that further researchers could investigate the effect of picture series on the other achievement such as speaking achievement.

2. In this research, the researcher run the learning process that require the students to do the tasks individually. Therefore, further research could examine the implementation of picture series by modifying the instruction into group work rather than individual tasks.

3. Even though there is an increase, the students' writing results still contain errors. Therefore, the researcher suggests for future research to explore the difficulties experienced by students in writing using picture series as the media.

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