IMPROVING STUDNTS' WRITING ACHIEVEMENT BY USING PICTURE SERIES AT THE EIGHTH GRADE OF SMPN 1 ABUNG TINGGI

Undergraduate Script

By:

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ENGLISH EDUCATION STUDY PROGRAM

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ABSTRACT

IMPROVING STUDNTS' WRITING ACHIEVEMENT BY USING PICTURE SERIES AT THE EIGHTH GRADE OF SMPN 1 ABUNG TINGGI

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The research was conducted to find out of the being taught through there is any significant improvement of students' writing achievement picture series technique. This research is quantitative research and use done group pretest-post test design. The sample of this research was 30 students at second grade of SMPN 1 Abung Tinggi in class VIII 3. Instruments used in this research were writing test. The data were collected through paired sample t-test. The results of the research show that , there is significant improvement of students' writing ability after being taught through picture series. The statistical result show that t-value (3.730) is higher than t-table (2.042). It can be concluded that picture series effective to teaching writing.

Keywords: *English Writing, Picture Series, Teaching Writing, Student Writing Ability*

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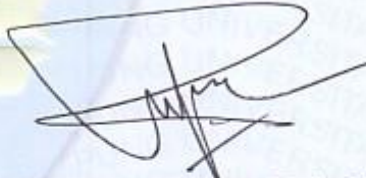|	
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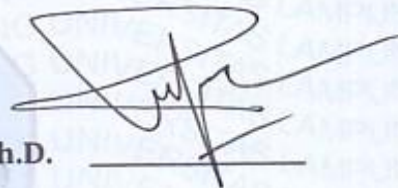
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Judul Skripsi   : Improving Student's Writing Achievement By Using Picture Series At The Eighth Grade Of SMPN 1 Abung Tinggi

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, 11 Oktober 2022

Yang membuat pernyataan,

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CURICULUM VITAE

The writer was born on August 24th 1997 in Sukamarga, North Lampung, Lampung. She is the second daughter of Mr. Sahroni and Mrs. Masnah.

In 2004, the writer started to study school in SDN 1 Sukamarga until 6th grade and graduated in 2010. She continued her study to SMPN 1 Abung Tinggi and finished the study in 2013. Later, she continued her study to SMAN 1 Bukit Kemuning and graduated in 2016.

In August 2016, she enrolled in Lampung University, majoring English Education study program, teacher training and education faculty. She joined teaching practice program (PPL) at SMPN 1 Abung Tinggi,North Lampung. From August 24th to 15th Octoberth 2020.

DEDICATIONS

With full of love and appreciation, this script is proudly dedicated to:

Allah SWT and Rasulullah SAW. My beloved parents, father and mother, Mr. Sahroni dan Mrs. Masnah. My older brother Hendri Pratama Putra (alm) and My young brother Tri Agha Afkar. They are truly the most perfect gift from Allah has ever given me and they are a light in my life who always guide me .

My best partners, my best friends, and my best supporters having you all is the greatest blessing in my life. My beloved Friends in English Education 2016 of Lampung University.

My incredible major and almamater, English Department of Lampung University.

MOTTO

Way out for the pious Whoever fears Allah, He will make a way out for him, and provide him with sustenance from a way he did not expect, and whoever puts his trust in Allah, Allah is sufficient for him.

(QS. Ath- Thalaq : 23

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10. The writer's closest for supporter who always motivate and cheer the writer up in anything. Thank them for supporting the writer all the time.

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12. Last but no least. I want to thank me. I want to thank me for believing in me.I want to thank me for doing all this hard work. I want to thank me for having no day off. Good job Tika.

Bandar Lampung, 25 August 2022
Researcher

Cahya Tika

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CHAPTER I
INTRODUCTION

This chapter presents a general description of the study. It is including background of the study, identification of the problem, problem limitation, the objective of the study, scope of the research, and the significance of the study.

1.1 Background Of The Study

English is the language, which is used to communicate by people. English now also said as the important language, because it is as the second language in the world. So it is very important and must be learnt. It is also called as the international language. In Indonesia, English has an important role for communication and technology.

The writer finds out an alternative way to create suitable and interesting techniques related to students" condition. Through series picture as media in learning English it expected can be one of the positive ways to increase students enthusiasm in learning English and help students to build spirit to writing. Using series picture can be an effective media for any proficiencies level or language skill. The following is an example of how series picture can be used in improving the students" ability to writing.

As the explanation above, this study investigates how the use of series picture can improve the students" writing skill. It is to know the students" response toward the use of series picture. In details, this research entitled "The Use of Series Picture in Improving Students" Writing Skill"

Students have to master the four language skills: listening, speaking, reading,

and writing. However, writing is the most difficult and complicated skill to be learned compared to other language skills. It is because of writing is not only mustering how to use language but also everything about what we are going to write and the way we arrange and write it.There are many problems in teaching English especially in writing. The problems that can be from many factors, it can be learning process, the method or the way how the teacher conveys the material.

Harmer J. (2004) in teaching writing we can either focus on the product of that writing or on the writing process itself. When concreting on the product, we are only interested in the aim of a task and in the end product. As we shall see below, a consideration of written genre has a lot in common with a product approach to writing, an approach which values the contraction of the end- product as the main thing to be focused on (rather than the process of writing itself)

In improving writing skill, there are some factors that make the students get difficulties for teaching writing. The students not really enthusiastic in writing English and the students less motivate to study in writing English too, it all happened because the teacher using old method. The example, teachers teach the students just using marker and white board, it can make the students lazy and bored to study. The teacher has the important role in teaching and learning process. However, the teacher should have an effective method to teach writing to students.

In brief, the teacher must have some method and media for teaching the student and train them well. Beside of that, teacher must be a smart and creative person who has much knowledge about the material and ready to catch the student for transfer the material. Environment and facilities also must support the students to apply the knowledge who had acquired in school.

1.2 Identification of the Problem

Based on the observation done in SMPN 1 Abung Tinggi, there were some factors that influenced students' writing skills: the teacher, the teaching learning process, and the students. Problems related to the teacher and teaching learning process included the method, material, and media used. The teacher's method, material, and media used in teaching affected students learning motivation in writing. The English teacher used a course book as the main reference for teaching. Almost all of activities done in teaching learning process were based on the course book's content that does not give enough exposure to the students to do writing activities. Most of the course book activities are focused on reading. The teacher used other media sometimes, such as PC and LCD projector, but the material given through the other media was still not interesting enough to encourage the students to do writing.

The other factor contributing to low students' writing competence is the students. Students' interest and motivation, low ability of composing story, and lack of vocabularies were being main problem that should be solved. Being motivated in learning will make the students able to improve their writing based on the observation done, the students were less motivated in learning writing. When the

teacher was delivering the lesson, they tended to be passive learners. Some of the students spent their time by talking to their friends, somewhere quite and put their heads down face the table, and some others were doing something else.

The other problem is composing ideas into good and coherence story. The students found difficulties in finding ideas and organizing sentences into chronological and coherent story. Vocabulary mastery also became one of the problems faced by the students. The students' knowledge of diction was not sufficient yet. As the result, having insufficient vocabulary makes it difficult for them to do their writing activity. The last problem needs to be solved is the inability of the students to use right punctuation and capitalization. They did not put punctuation mark such as full stop/period (.) and comma (,) in their place and write wrong capital letters for words.

In conclusion, the students' writing ability in this school is not satisfying yet due to several factors related to the teacher and the students. Therefore, to enable the students develop their ability in writing, problems involving the teacher and students must be solved.

1.3 Problem limitation

In this research study, the researcher employed the approach of Action Research. The researcher focused on how to improve the students' writing skills in eight grade students of SMPN 1 Abung Tinggi through picture series. Picture series were expected to be able to overcome the problems and to help the students to improve their writing skills. They are valuable resources as they help students in writing in term of content, organization, vocabulary, grammar and mechanic. The

researcher was also expected the students would highly motivated in learning by using picture series.

1.4 Research Question

Is there any significant improvement of students" writing skill of picture series technique?

1.5 The objective of the study

This research is aimed to improve the students writing skills through the use of picture series at SMPN 1 Abung Tinggi.

1.6 Scope of the Research

This research is an experimental quantitative one. It focused on picture series as a media to help students in developing their analytical procedure text. The subject of this research was the sophomore of SMP N 1 Abung Tinggi North Lampung ,In teaching and learning process, it is hoped that the teacher could make the students active in teaching learning activity since basically, the main purpose of teaching writing skills is to achieve the effective written communications; it is not just aimed at producing correct English sentences.

1.7 The significance of the study

This study is expected to be beneficial for:

1. English teachers in SMPN 1 Abung Tinggi and other English teachers, thefinding of this study hopefully can be a valuable source of information to improve the quality of English teaching and learning process. Hopefully.it will be useful references to improve students learning achievement and solving problem on how to improve their students' writing skills.

2. English education students of Lampung State University: the finding of this study hopefully becomes one of the considerable reading materials either to enrich their reference in writing their script or to improve their knowledge in English and teaching learning process.

CHAPTER II
LITERATURE REVIEW

This chapter concerns with several theories which support the research: concept of writing, concept of picture series, concept of procedure text ,previous related research, conceptual framework and hypothesisare elaborated in the following section:

2.1 Writing

Writing is one of the four language skills that learners need to acquire. Raimes (1983) states that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentencesand paragraphs using eyes, brain, and hand. Writing seems to be the most difficult skills from the other three skills (listening, speaking, and reading) and it does not come naturallysince people born, but this skill should be learned through many steps. It is in line with John Langan (2007: 13), who says writing as a skill, not a "natural gift." It is a skill likedriving, typing, or cooking; and, like any skill, it can be learned.

Furthermore, Nunan (2003) argues that writing is the physical act committing words or idea, thinking about how to express them and organizing them into statements and paragraph that will be clear to the reader. It means that writing skill deals with the ability to arrange the graphics system such as letters, words, and sentences of certain language being used in written communication so that the

reader can understand the message or the information. Through writing, people can share information with the others, such as to carry out the transaction, to persuade, to tell how they feel, and to shape their thoughts, ideas and lives.Thus, writing is the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer"s ideas as a means of communication. To communicate effectively, people must constantly adjust their speech to suit their purpose and audience. This same idea is true for writing. When you write for others, it is crucial to know both your purpose for writing and the audience who will be reading your work.From those statements, it can be concluded that writing is a process of arranging the ideas or thoughts into written form as a one way of communication.

2.2 Aspects of writing

There are several aspects of writing which should be considered by students in order to create a good written text. Jacob et al. in Weigle (2002:116) mentions that there are five aspects of writing that should be taken into serious attention, they are:

1. Content refers to the substance of writing, the main idea (unity). It can be identified by seeing the topic sentence. The topic sentence should express main idea and reflect the entire paragraph.

2. Organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that the ideas run smoothly within the paragraph. Some transactional expressions are included.

3.   Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can. Choosing words that express his meaning is precisely rather that skews it or blurs it.

4.   Language use refers to the use of correct grammatical form and syntactic pattern. It is identified from the construction of well-formed sentence.

5.   Mechanic refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.

In addition, Harris (1979: 68-89) also states that there are five aspects of writing. They are:

1.   Content refers to the substance of writing, the idea expressed (unity).

2.   Grammar refers to the employment of grammatical form and syntactic patterns.

3.   Form refers to the organization of the content (coherence).

4.   Style is related to the choice of structure and lexical items to give a particular tone or flavor to the writing.

5.   Mechanic refers to the conventional devices used to clarify the meaning.

In this research, the writer chose those aspects of writing which is stated by Jacob in evaluating the students writing score. They are content, organization, vocabulary, grammar and mechanic.

2.3 Teaching writing

Harmer (2004) stated:"Teaching writing means teaching how to generate ideas, how to express the ideas into correct English sentences or paragraph, and how to arrange the paragraphs into good organization"**.** The important thing that must be considered by teachers in teaching writing in the junior high school level is that the success of teaching writing to teenager students seems more likely determined by the learning styles and the purposes. As the result, the teaching and learning writing must be designed also to help the students develop their writing strategies so that they will able to improve their writing skill. Brown (2000:346) mentions principles for designing writing techniques, they are:

a. Incorporate practices of "good" writers,

b. Balance the process and product,

c. Account for cultural/literacy background,

d. Connect reading and writing,

e. Provide as much authentic writing as possible,

f. Frame the techniques in terms of prewriting, drafting, and revising.

Teachers have a number of crucial tasks to perform when helping students to become better writers. Harmer (2004: 41) explains that there must be five steps at least in teaching writing. The steps are the task which teachers have to perform before, during, and after student writing. They are demonstrating, motivating and provoking, supporting, responding, and evaluating.

The first step in this case is demonstrating. In this stage, teachers give students examples of a text type that is going to be learned. They are explained in

details, like its purpose, social functions, and grammatical feature. Students are given an understanding related to the differences among text types.

After demonstrating, the second stage to go is motivating and provoking. Here, teachers are about to provoke and motivate students in finding ideas with fun ways. Before entering class, it will be better for teachers to prepare what they will do in order to stimulate students" ideas. For example, teachers prepare some pictures to be shown. From the pictures, students can find their ideas. They can ask teachers for the correct sentences after they get ideas.

The third step in teaching English writing well is supporting. Actually, students need a lot of help from teachers. Therefore, teachers should be available anytime students need their help in classroom. In writing process, students must have many questions to ask. They will ask about grammar, vocabulary, punctuation, and anything dealing with writing features.

The fourth step to do after supporting is responding. In this step, teachers give suggestions to students" works so far. It is about how the researcher their writing is. Here, teacher will not make correction symbols on students" works. Once again, it is about giving comments or suggestions rather than filling their works full of correction symbols. For example, teachers say, *"You have to be careful with your past tense. You are able, actually. It's just about your carefulness."* The italicsentence is an example of suggestions from teachers in responding student"s works.

The last step but not the least is evaluating. It is considered as a must in every task or activity. In evaluating, teachers judge students" work as the final product.

When evaluating, teachers will get each student‟s score. Teachers usually give correction symbols on students‟ work. It can also be used as learning opportunity. After students receive back their scripts that are already filled with correction symbols, they can learn where they made mistakes and how to revise them.

2.4 Procedure Text

According to Kosasih (2014: 67) "Procedural text is a text that explains the complete, clear, and detailed steps on how to do something. Based onits function, procedure text is included in the exposition text, the text aims toprovide an explanation of the procedure for doing something as clearly as possible. according toMahsun (2014: 30), "Procedural text is one of the types of text that belongs to the genre"factual subgenre of procedures. In everyday life we use procedure text toprovide instructions so that someone can do a job properly.

Procedure text is taught to eighth grade students in junior high school based on standard competencies and basic competencies. Procedure text is atype of text that serves to inform the reader about the steps to do something.(Procedural text is a text that aims to inform the reader about the steps to do something). Usually, this text begins with "How to……" For example, "How to operate……" or "How to make……"

Here is example of procedure text by Watkins and Knapp (2005:162)

Table 1 The Example of Procedure TextHow to make a Salad Sandwich

Schematic structures	Example	Language features
Goal	How to make a Salad Sandwich	Each step in the process
Ingredients/materials	2 pieces of bread Butter Lettuce Tomato Beetroot Cucumbar	Is represented by an action verb- *Take, spread, put* – expressed in the Simple present tense. These actions Are stated as imperatives, with the Addressee referred to both directly and indirectly at different stages of
Method/sequences of Steps	1. You take 2 pieces of bread. 2. Spread butter on the bread 3. Next, put in your lettuce, Tomato,beetroot& cucumber 4. Put the other piece of bread on top. 5. Put on plate and give it to your mum!	The text; for example, *you take* (direct) *and spread butter* (indirect) It is also expressed in the simple present tense. It uses temporal connectives to do With time or sequence of action And it can be used to link Information (first, then, next, when etc)

Morevor, content standard of junior high school states that English teaching in classroom should be conducted based on a text-based approach. Text- based approach can be defined as an approach to teach language using different types of text. In relation to teaching procedure text, it is focused on the genre approach.

2.5 Picture Series

Picture series is one of the media which used in the class. Picture series are defined as a series of pictures, which are placed on one chart. It will improve their creation to deliver their ideas then they also can share their understanding in order to make their friends also. Picture series is two dimensional visual representations of persons, place or things. The picture has a role as visual aid in teaching speaking which provides a starting point to talk about in the classroom. Picture can be adopted from books, magazines, newspaper, internet, photograph, brochure, catalogue, posters, cartoon strips one‟s drawing. Picture is a visual media based (image or metaphor) plays in important role in learning process. Picture can facilitate understanding through the elaboration of the structure and organization and strengthen the memory.

Picture is one visual aids and picture is very important to helping students to gives information about experience or understand something since they can represent place, object, people and can give students a great help and stimulate language learning.
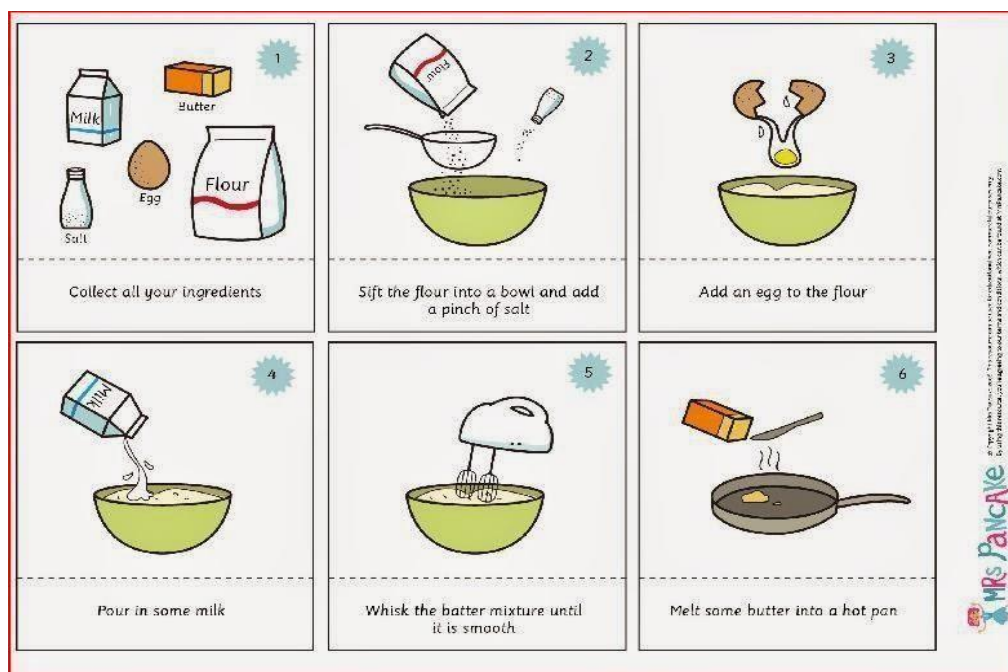
Picture 1 the example of picture series in procedure text

2.5.1 Picture Series as Media in TeachingWriting

Picture series is a kind of media which belongs to picture category. These pictures can represent the image of people, animals, things, or events. Picture series consist of a number of pictures which relate each other and they place in sequence. Picture series is usually used to tell a series of events or to tell a story. Pictures are media which can be easily modified to adjust the teaching and learning condition. pictures are suitable for teachers who have; any kind of students from beginners to advanced, from children to adults, little time for preparation, little money or sophisticated media, and little time and examination syllabus to follow.

Picture series can be used to create many interesting activities especially inteaching writing. There are various numbers of writing activities that students can do. One of the examples is by giving a series of pictures which tell story and ask

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the students to write story based on the pictures. The last by giving the students picture series as the writing task will stimulate them to be creative writers.

There are some ways in using pictures in writing those are; To motivate the students to write; To create a context within which his/her response will have meaning; To provide the students with information to use in controlled practice work. Pictures showing objects, actions, events and relationships can cue answer to questions, substitutions and sentence completions; To sponsor, stimulate and possibly to guide written description, narrations and journals nd the last; To sponsor, stimulate and offer information free writing.

2.5.2 Teaching Writing Using Picture Series

According to Wright (1989:2) pictures contribute to interest and motivation, a sense of context of the language, and a specific reference point or stimulus. He also stated that picture can be useful on emphasizing the teaching of writing and speaking, listening and reading integrated. The most benefit of a picture can make is to contribute to the student"s understanding of a more general context which may be made up of pictures, the teacher"s actions, the student"s actions, sound effects and words. This overall context of new language will have meaning to the students. Harmer (2004: 67) explains that some situations, particularly related to grammar and vocabulary work can be presented by pictures. Furthermore, they can also be used to provoke students to be creative or develop imagination. He also states that there are various number of writing tasks that students can be asked to undertake and one of them is students can be given a series of pictures which tell story and they have to write story based on the pictures. He then adds that giving

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the students sequence picture as the writing task will incite them to be creative writers.

Pictures can stimulate expression, develop understanding, add spice, and variety to verbal lesson, and provided opportunities, for individual or group study. Pictures are besides plentiful, inexpensive, and often timely and carefully documented, they present tremendous potential for extending verbal experience, reducing misinterpretation that result from vagueness, assisting in the organization of learning, showing process step by step and pictures bring not only images of reality, but also can be function as a fun element in the class.

The most benefit of a picture can make is to contribute to the students understanding of a more general context which may be made up of pictures, the teachers actions, the students actions, sound effects and word. This overall context of new language will have meaning to the student.

2.5.3 The Advantages of Using Picture Series in TeachingWriting

Picture series is a kind of media which belongs to picture category. These pictures can represent the image of people, animals, things, or events. Teaching is all of the teacher"s activities in the classroom such as to manage the class and observe the student"s activities in the classroom. From the statement the researcher concludes that teaching writing is process to help the student how to develop the student"s writing skill in the classroom activity by using picture series. By showing picture series,the students will be more interested to get some information from the mand they will try to understand what the pictures tell about. [21]Furthermore,

picture series also gives many benefits in teaching writing. The first benefit is it

can help the students to brainstorm and to gather the idea that they need for writing.

Another benefits is it simple, does not costly, and relatively easy to get.

2.5.4 Procedure of Using Picture Series as Instrumental Media

There are some of the activities which are introduced in this research as

proposed in Wright (1989: 68). Since media used in this research is picture, more

specifically picture series, the activities adapted are mostly about challenge to

sequence. The procedures of the use of the picture series are presented bellow:

1.   Jumbled Sentences

Individual or pair work, jumbled sentences are given to the students. They write

them out in the correct order,guided by a sequence of pictures.

2.   Change Some Words.

A text, a sequence of pictures and a number of alternative words for some

those in the text are given to the students. They write out the text with

their choice of words, guided by reference to the pictures.

3.   Missing Part

Individual or pair work, the students are given a story with the beginning, the

middle, or the end missing. The students write out the given text and add in the

missing part,based on one or more pictures.

4.   Picture Guided Story

Individual or pair work, a sequence of pictures is given and the students write the

story without any other assistance or guidance. In conclusion, picture series are a kind of media used by the teachers due to their benefits of using pictures. Furthermore, they can provide various activities to support the teaching and learning process.

2.5.5 The Roles of Picture Series as Instructional Media

In general, according to Latuheru, the use of instructional media can give to certain advantages in the teaching-learning process:

1. Attracting and increasing students' attention

2. Helping to cope with the differences of the students experiences due to differences in their social and economic background

3. Providing learning experiences that may be difficult to get in any other way

4. Helping arrange the experiences the students acquire systematically to promote their cognitive development

5. Helping develop students" ability to do the self-learning based on their experiences and facts they learn. Decreasing verbalism (using verbal)

2.6 Previous Related Research

There are some researchers who conducted the research with respect to this topic, they are:

Marheni Siriwaji (2011) did a study through a series of pictures in teaching writing. A series of picture is a media that can be involved in the process of teaching and learning. The researcher had found three results of the research. The first result is that students" ability in constructing kind of text could improve by using a series

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of pictures. The second finding is that a series of pictures showed the effectiveness of teaching learning process. It could improve students' motivation and passion to learn English writing. The last result is that the cooperative learning among the students could also improve by using a series of pictures. They got more chances to participate.

Risdayanti (2020) This research is categorized as pre-experiment design; the objective on this study is to find out whether applying picture series was able or not to improve students' vocabulary mastery, and then by using pictures series is effective to improve the students' writing skills at the tenth grade of SMAN 8 Pinrang 35 Students. The result shows that there is a significant difference of students' writing skills before and after the use of picture series.

Ahmad Ibnu Fahrizal (2015) The objective of this research study was to improve the writing skills of the VIII D students through the use of picture series. Based on the research findings and discussion in implementing picture series in teaching of writing, the researcher founded some points:

First, the picture series can improve the students" ability in writing. The students" improvement includes the mastery of stimulating and organizing ideas in written form, using correct grammatical sentences, selecting appropriate words and expressions, and mastering and obeying conventions of spelling, punctuation, and mechanics.

Second, picture series could make the students more engaged and interested in the teaching and learning process of writing. As the result, the students can improve their motivation in the teaching and learning process of writing.

Third, picture series could make students" interest and motivation in learning writing improved.

Fadhilah NurRohmah (2017) The result of this study shows that picture series is effective for students writing skill improvement.In addition to the effectiveness, picture series has a positive effect on students writing recount text.. This shows that the effect of picture series toward students writing skill in recount text has modest effect.

Sarinten (2010) This research was conducted in the eighth grade of SMP Negeri 1 Cawas,Klaten for three months (February-April). From the research, the researcher gets some findings:

1. Picture series as teaching media improves the students" interest and motivation

2. Picture series as teaching media can be implemented with various techniques inteaching learning process

3. Picture series as teaching media helps the students in getting and developing the idea of their writing

4. Picture series as teaching media helps the students to find the appropriate vocabularies for their writing

5. Picture series helps the students in using noun phrases in their writing

Based on the result of the research findings, some conclusions can be drawn. First, the result of this action research shows that the use of picture series improves the students" skill in writing narrative text. It is shown from the scores they got in the tests either in the first or second cycle.

Through picture series, the students are able to improve their skill in writing narrative text. They can easily generate the idea and develop their writing. They

also improve their sentence structure, choose appropriate vocabularies, and organize text structure properly depending on the story.

Besides, the students" motivation and attitude toward English lesson especially writing get better. The students are interested in participating and taking part in the lesson and to the media. They got involved actively in every activity during the lesson. Most of them were brave to ask questions and express their different ideas. They were very enthusiastic and not reluctant to write and do the tasks. Picture series, as interesting media, helps them to have higher motivation and interest in joining writing class.

2.7 Conceptual Framework

Writing is an activity of language to make people share their information, story, ideas or experience in the form of symbols, letters and words, and written form by considering writing aspects and writing stages to be clear understood by the readers. At this point, the researcher draws the theoretical framework as follow:

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                    ┌─────────────────────────────┐
                    │    Teaching Writing Skill    │
                    └─────────────────────────────┘
                                  │
                                  ▼
                    ┌─────────────────────────────┐
                    │        Types of Media        │
                    └─────────────────────────────┘
        ┌─────────────────────────┼─────────────────────────┐
        ▼                         │                         ▼
┌───────────────────┐   ┌─────────────────────┐   ┌───────────────────────┐
│   Auditory Media  │   │     Visual Media    │   │   Audio-Visual-Media  │
└───────────────────┘   └─────────────────────┘   └───────────────────────┘
                                  │
                                  ▼
                    ┌─────────────────────────────┐
                    │      Using Picture Series    │
                    └─────────────────────────────┘
                                  │
                                  ▼
                    ┌─────────────────────────────┐
                    │    Students" Writing Skill   │
                    └─────────────────────────────┘
```
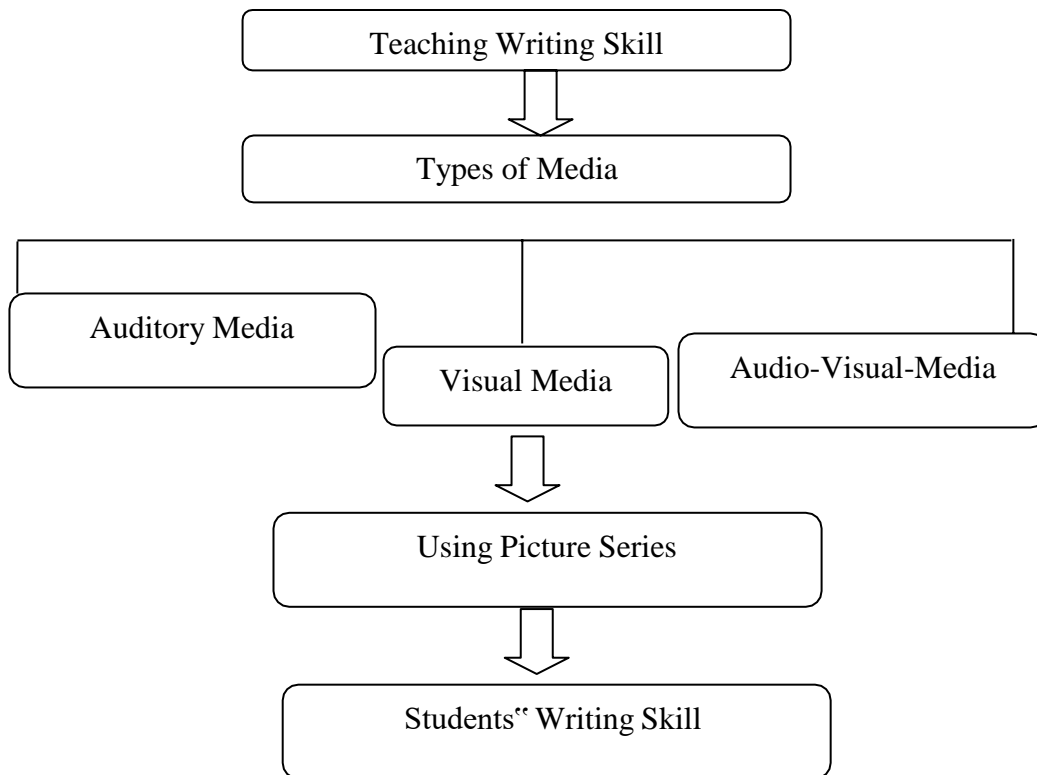
The main components above, there are four stages involved in this research such as teaching writing skills, types of media, using pictures series as instrumental media and students" writing skill. Teaching writing skill above, using the one of learn types of media. There are some types of media for English teaching, such as visual, auditory, kinesthetic, analytic, experiential, etc. This research the researcher will be applied the visual as instrumental media; it is means the learner prefers to see the language written down. The visual as type of media is use picture series. In this research the researcher using picture series for English teaching especially in teaching writing, to improve the students' writing skill.

2.8 Hypothesis

Hypothesis is a statement and provisional answer toward the research problem, the hypothesis formulation is based on the theoretical investigated and the conceptual framework that the researcher did, furthermore the hypothesis need the research process to examine the data.based on previous explanation, the researcher of this research is formulated as follow:

H_0: There is no significant difference in students' writing skill after the implementation of picture series technique?

H_1:There is significant difference in students' writing skill after the implementation of picture series techniques?

CHAPTER III
RESEARCH METHOD

Chapter three presents the research method and procedures used in carrying out the research objectives. It is divided into several parts. They are research design, subject of the research, population and sample, procedure data of the research, instruments of the research, technique of data analysis, and validity and reliability, research procedure and hypothesis testing.

3.1 Research design

The research is a quantitative research. The goal of this research was to find out about the students" ability in writing procedure texts using pictures series after the students had been taught by using picture series procedure text. To fulfill the goal of this research, the researcher used pretest-posttest design. This design needed one class as an experimental class. By using one experimental class, it meant that this class received pretest before the treatment and after the students" get the treatment, they also received posttest. The result of pretest and posttest was compared to find out the difference.

The research design is presented as follows:

T1	X	T2

T1   : Pretest

T2   : Posttest

X   : Treatment

3.2 Subject of the research

The subject of this research study was students of eighth grade of SMPN 1 Abung Tinggi.

3.3 Population and Sample

The population in of this research is the eighth grade students of SMP N 1 Abung Tinggi in academic year 2021/2022 which has about 30 students in each class. In conducting the research, the researcher took one class as the experimental class. The sample class was VIII-3Which is chosen by using lottery technique.The research was conducted on 8th January 2022 to 5th February2022.

3.4 Research Instrument

Test : The writer did the pre-test and post-test to know the result of students" ability on writing before and after treatment. The writer as the teacher give pre- test to the students to know students" ability using series picture in learning writing. The writer asks the student to arrange the pictures, then write the

text in the form of procedural text by stages. The writer decided to use One Group Pre- test Post-test Design.

3.5 Validity of the instrument

Validity is arguably the most important criteria for the quality of a test. The term validity refers to whether or not the test measures what it claims to measure. The evidence of validity and reliability are pre requisites to assure the integrity and quality of a measurement instrument Kimberlin & Winterstein, (2008). A test must aim to provide true measure of the particular skill which it is intended to measure. There are four types of validity, i.e., (1) Face validity, concerns with the layout of the test; (2) content validity, represent the materials to be included; (3) construct validity, measures certain specific characteristics in accordance with a theory of language learning; (4) criterion-related validity, concerns with measuring the success in the future as in replacement test. Based on the types of validity above, the researcher used content and construct validity because the two are considered to be less needed, both of them explained as follows:

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the students. In the content validity, procedure text using picture series are given because it is suitable with the curriculum of the second year of junior high school. Since the test instrument conducted to get the data of the students" procedure text writing ability, the researcher made the material based on the objective in the teaching syllabus.

Meanwhile, construct validity is concerned with whether the material is

actually in line with the theory of the language skills" aspects. In this research, the language skill that used is writing. The test reflects what it means to know a language and to produce it verbally. So, the test covered of the writing aspects that are used in procedure text writing. The media picture series that is also suited the aspects of procedure text speaking.

In this research, the pretest and posttest were measured by based on aspect based on the indicator. It is examined by referring the aspect that measure with the theories of the aspect namely, content, grammar, vocabulary, organization, and mechanic. A table of specification is an instrument that helps the raters plan the test.The scores can be seen from rating scale in table of specification taken from Jacob et al. in Weigle Oral-English Scoring Sheet (2002:116)

Table 1.Jacob et al. in Weigle Oral-English Scoring Sheet

Aspect of Writing	Rating scale	Description
Content	5	The topic is complete and clear and the details are relating to the topic
	4	The topic is complete and clear but the details are almost relating to the topic
	3	The topic is not complete and clear but the details relating to the topic
	2	The topic is not complete and clear but the details are not relating to the topic
	1	The topic is not clear and the details are not relating to the topic
	5	Makes few (if any) noticeable errors of grammar or word order.

Grammar	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Mustoften rephrase sentences and or restrict himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible
Vocabulary	5	Effective choice of words and wordforms
	4	Few misuse of vocabularies , word forms, but not change the meaning
	3	Misuse of words and very limited vocabulary Limited range confusingwords and word forms
	2	Limited range confusing words and word forms
	1	Very poor knowledge of words ,word forms and not understandable
Organization	5	Identification is complete and description arearranged with proper connectives
	4	Identification is almost description arearranged with proper connectives
	3	Identification complete and descriptions arearranged with few misuse of connectives
	2	Identification is not complete and descriptionsare arranged with few misuse of connectives
	1	Identification is not complete and descriptionsare arranged with few misuse of connectives

Mechanics	5	It uses correct spelling , punctuation andcapitalization
	4	It uses correct spelling , punctuation and butcapitalization is wrong
	3	It has a occasional errors of spelling .punctuation and capitalization
	2	It has a frequent errors of spelling .punctuation and capitalization
	1	It has a dominated errors of spelling .punctuation and capitalization

The scores of each point are compared in percentage as follows:

Content   20%

Grammar   20%

Vocabulary   20%

Organization   20%

Mechanic   20%

Total   100%

Table 2. Rating : Sheet Score

S's Codes	Cont. (1-5)	Gram. (1-5)	Voc. (1-5)	Orga. (1-5)	Mech. (1-5)
1.					
2.					
3.					

3.6 Reliability of the Instrument

Reliability is the degree of consistency of a measure. A test will be reliable when it gives the same repeated result under the same conditions. In science, the idea is similar, but the definition is much narrower. Based on the Martynand Lyndsay (Aug 22, 2009) Reliability is a property of any measure, tool,

test or sometimes of a whole experiment. It's an estimation of how much.

random error might be in the scores around the true score. In achieving the reliability of the pretest and posttest of writing, *inter rater reliability* is used in this study.

For this research, the first rater is the researcher herself and the second rater is the English teacher, from SMP N 1 Abung Tinggi . In achieving the reliability of pretest and posttest of writing test, first and second raters discussed and put mind of the writing criteria in order to obtain the reliable result of the test. Besides inter rater reliability that is used in this research, the researcher also used the statistical formula for counting the reliability score between the first and second raters. The statistical formula of reliability Sugiono (2007) is as follow:

$$r_i = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{[n \sum X_i^2 - (\sum X_i)^2][n \sum Y_i^2 - (\sum Y_i)^2]}}$$

N   : The number of students

Xi   : pretest

Yi   : posttest

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability below:

SCALE	LEVEL OF REALIBILITY
0.00- 0.20	Not reliable
0.20 - 0.40	Less reliable
0.40 - 0.60	Reliable enough
0.60 - 0.80	Reliable
0.80 - 1.00	Very reliable

Test		X1	X2	X3	X4	X5	Score
Pre-test	$\sum$	355,5	400,5	252	349	318	1675
	Mean	11,85	13,35	8,4	11,6333	10,6	55,8333
Post-test	$\sum$	441	434,5	388	452	474,5	2190
	Mean	14,7	14,48333	12,93333	15,06667	15,81667	80
	Progress	2,85	1,133333	4,533333	3,433333	5,216667	17,16667
	%						

$$Ri = \frac{30 \times 122.443,3 - (1675)(2190)}{\sqrt{[30 \times 94.952 - (1675)^2][30 \times 160.158 - (2190)^2]}}$$

Ri = 0,411

The result of pretest shows that the value of reliability of the test is 0,411. Based on the table of criteria of the reliability of the test, 0,411 is reliable enough. Thus, it could be used for instrument of this research.

3.7 Research Procedure

The procedures of the research are conducted as follow as:

a) Selecting writing material

In selecting the writing material, the researcher choose the material from the procedure text which suited the syllabus of the second year of SMPN students based on curriculum 2013, which the curriculum is used by the school.

b) Determining the instrument of the research

The instrument of the research is writing test. The aim of this research is to find out an improvement of students" procedure texts writing ability. The researcher conducts pretest and posttest. The purpose of these test is for gaining the data of the students" writing ability score before and after treatment through picture series. The test covered on five aspect of writing namely content, organization, vocabulary, grammar, and mechanic.

c) Conducting pretest

To know the student schemata the pretest was given in writing test. The pretest

was measured one by one to get a valid score. The pretest held on Wednesday, January 12th 2022 the aim of pretest was to know the students writing skill before receiving the treatment. The topic of the posttest is make a paragraph procedure text about " How to make Chicken Fried Rice"

d) Giving treatment

The researcher presents the material for treatment in experimental group by using picture series. The students are commanded by the researcher to follow the classroom activity. In each treatment, there is one stage used for the teaching-learning activity. students were given an explanation about procedure text using picture series.The first treatment is held on Wednesday, January 19th 2022. The topic is "How to make Chicken Fried Rice". The teacher asks the students about procedure text and picture series, for brainstorming. After that, the teacher checks the background knowledge of students by asking students to write down the meaning of the procedure text on the blackboard. Second treatment is held on Wednesday, January 26th2022. the researcher continues the next step of the teaching writing procedure text using picture series. The teacher gives printed paper containing procedure text using pictures. the teacher explains what is a text procedure and what is a picture series. First, the teacher explains what procedure texts are, then explains the generic structure, explains the structure of the text "How to Make Chicken fried rice" (Material/Ingredients). And Step of Make Chicken fried rice. Then the teacher explains the meaning of Picture series. Then the teacher explains the procedure part of the text above by using the picture series on the paper. Starting from Ingrediants and the steps to Make Chicken fried rice. Third treatment is held on Wednesday, February 2nd2022.the teacher gives exercise. exercise 1 "write the following material according to the picture"

exercise 2 "study the jumbled pictures carefully. then match them with the texts, How to make Chicken Fried Rice". Teacher gives feedback or correction of wrong writing content, organization, vocabulary and grammar student.

e) Conducting posttest

Post-test was given after treatment. Used to determine the development of students' writing skills after using picture series. The posttest was held on Saturday, February 5th 2022. The test is students to make a procedural text about "How to Make Chicken Fried Rice" using pictures series.

f) Transcribing

Collecting student worksheets from students' pretest and posttest performance will be transcribed to assist the assessment and the data will be easier to analyze in detail.

g) Analyzing the data

After assessing the pre-test and post-test, the data was analyzed using excel. It is used to find out the meaning of the pre-test and post-test and how they are improved. After collecting data, namely the way students write procedure texts, after collecting data, the data collected and assessed. The data were analyzed with reference to the rating scale, namely content, organization, vocabulary, grammar and mechanics. First, assess the pretest and posttest, then tabulate the test results and calculate the average pretest and posttest for the experimental

class. Finally, drawing conclusions from the results of the pretest and posttest using the Repeated Measures T-Test SPSS (statistical package for social sciences) version 23.0 for Windows

3.8 Hypothesis Testing

The hypothesis testing is used to prove whether the hypothesis proposes in this research is accepted or not. SPSS is used to know the improvement of treatment effect. The hypothesis is analyzed at significance level of 0.05 in which the hypothesis is approved if Sig<α. It means that probability of error in hypothesis is only about 5%. After collecting the data, the researcher is recorded and analyzed them in order to find out whether there is an improving in students „ability in speaking mastery or not after the treatment. The researcher is used Paired Sample T-test to know the level of significance of the treatment effect.

The criteria are:

H0: There is no significant difference in students‟ writing skill after the implementation of picture series technique. The criteria is H0 (null hypothesis) is accepted if alpha level is higher than 0.05 (α>0.05)

HI: There is a significant difference in students‟ writing skill after the implementation of picture series techniques The criteria H1 is accepted if alpha level is lower than 0.05 (α<0.05).

The pretest and posttest are compare by using repeated measures T-test in order to know whether the hypothesis proposed in this research is accepted or not.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions from the research and suggestions for English teachers and other researchers which are interested in this field. The explanations are shown in the followings.

5.1 Conclusions

After the research that had been conducted at second grade of SMPN 1 Abung Tinggi, researcher got the result from analyzing the data. After the data analysis, there are some conclusions that can be drawn from it as follows:

1. There was a significant improvement of students" writing achievement in procedure text writing after being taught by using "picture series" as the media. This is shown by the gain between posttest and pretest score which is 73. From this gain, the result of hypothesis testing by using Paired Samples T-Test shows that value of alpha is smaller than 0.05, which proves it has a significance effect of improvement. This significance improvement is likely happened because by using picture series on paper as media makes the students got the same atmosphere, with pictures series help students in compiling an essay because they are arranged sequentially from the beginning of the activity or event to the end. This image serves to help students understand and direct students' writing.

2.   The aspect that improve the most in this result of this study is showed that vocabulary had the highest increase among the others. After that, content was the second highest increase, because at the beginning of picture series learning students were asked to state the content (main idea) of learning procedure text using picture series based on the material provided. In the next process, students are asked to state the content (main idea) of the procedure text using picture series. Therefore, students are able to understand the correct content (main idea) used in the text by practicing writing and understanding to complete the task.

5.2 Suggestions

Referred to conclusions above, the researcher suggests some points for English teachers and for further research as follows:

1)   The Teachers

Effective classroom management is the most important skill to have as a teacher, improving the good classroom management by teacher in order to achieve the goal of teaching. To arising and increasing students interest in joining English subject, the teacher must be creative, do not rely on textbook, and uses the media.

2)   The Students

By using series picture as media. The students are suggested to be better to write in English and can learn more in writing better than before from their mistakes in learning process

3)   The Further Researcher

The next researcher is suggested to learn from the weakness of this paper and make better research and gives contribution or the excellence of this paper as a reference.

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