

ABSTRACT

INTEGRATING PICTURE SERIES WITH GUIDED QUESTIONS IN INCREASING STUDENTS' WRITING ABILITY

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The objectives of this study are; 1) to investigate the significant difference between the writing achievement of the students who were taught by using the picture series combined with guided questions and the original picture series, 2) to investigate which aspect of writing was most affected by using the picture series combined with guided questions and the original picture series, and 3) to investigate about the students' perception after being taught by using the picture series combined with guided questions. This study conducted in two classes which combined quantitative and qualitative methods. There were 30 students of SMAN 3 Tulang Bawang Tengah, Tulang Bawang Barat, Indonesia in each class who participated in the pretest and posttest. For the first research question, the independent t-test was used to analyze the data. The findings showed that there was improvement of the students' writing achievement in the experimental class from 59.03 to 76.78 with gain 17.75 and the sig. (2 tailed) was < 0.05 . The significant improvement also achieved in control class from 58.85 to 68.37 with gain 9.52 and the sig. (2 tailed) was < 0.05 . The result of the significant difference between the experimental class and the control class reached the gain 8.23 and the sig. (2 tailed) was < 0.05 . For the second research question, content reached the biggest improvement with the percentage 36.45% in the experimental class and 26.97 in the control class. For the third research question, the researcher administered a questionnaire with five Likert scale for measurement and analyzed descriptively. The results show the students' positive response reached about 80,80%, the negative response only 2.20%, and the rest about 17,00% belonged to the neutral. The findings revealed that 1) there was significant difference between students' writing achievement who were taught by using the picture series combined with guided question and the original picture series, 2) content was aspect that the most improved statistically in both of experimental and control classes, 3) there was positive perception of the students who were taught by using picture series combined with guided questions. It is suggested that the using of picture series combined with guided questions as a learning media in writing is more enjoyable for the students. In conclusion, students' writing achievement was higher when they learn using the picture series combined with guided questions than those who were taught through the original picture series.

Keywords: *Writing, Picture Series, Guided Questions, Perception.*