

Improving Students' Writing Skill through Series Picture

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Abstract

This research is conducted in order to improve students' writing skill through series picture at Eight grade of SMP PGRI 2 Bekasi. Classroom action research as the method of the research. This research consists of three cycles and each cycle consists of four steps. They are planning, action, observation, and reflection. Data were collected through test, interview and observation. The result of the research showed that there were improvement in students' writing skill. In cycle 1, the test result showed there were 8 students who got 50 as the lowest score, and there were 4 students who got 70 as the highest score. The average score was 58,75. In cycle 2, there were 6 students who got 60 as the lowest score, and there are 4 students who got 80 as the highest score. The average score was 65,21. In cycle 3, there were 5 students who scored 68 as the lowest score, and there were 5 students who scored 85 as the highest score. The average score was 75,13. In cycle 3, all students passed the KKM. There were improvements of students' writing in each cycle. Based on the data above, the researcher concludes that teaching writing through series picture can improve their writing skill.

Keywords: series picture, writing skill.

INTRODUCTION

Writing is one of language skills beside listening speaking and reading. Writing is the mental work of inventing ideas, thinking how about to express them, and organizing them into statement and paragraph that will be clear to a reader (Nunan, 2003). Writing is a thinking process. It means that we write what is in our mind into a written form.

English is taught as foreign language in Indonesia. That is why many people are lack of chance to practice English. The students of the eighth grade of SMP PGRI 2 Bekasi only has an opportunity to practice English at school, not at their environment. Thus, the objective of the English teaching and learning must be emphasized at helping them to be able to communicate both in spoken and written forms. It is clear that writing skill is important. But, in fact, the teaching of writing at the eighth grade of SMP PGRI 2 Bekasi is not successful yet. It can be seen from the learners' performances in writing and their responses toward writing. The students think that writing skill is hard to master since they have to face grammar in order to be able to write English correctly.

One technique that is usually used to improve students' writing skill is Series Picture. Series picture is one of the effective effort to deal with writing skills. Imastuti (2014) state that the picture series contain simple stories that can be easily understood by the Junior High School students. It will also help the students express their idea they have in mind into the texts because picture series

has systematically story line from beginning, middle and ending. By seeing the pictures and listening the explanation from the teacher, the students can write a good story. And by giving the students series of picture, they are more interested in learning process that conducted by the teacher.

Considering the explication above, the purpose of the research is to find out how Series Picture can assist and improve the writing skill of the eighth grade students of SMP PGRI 2 Bekasi.

THEORITICAL FRAMEWORK

Definition of Writing

Bram (1995) says that writing means try to produce or reproduce written message, it should have something meaningful to convey. It means that when we write, it must be clear and meneangful in order to the message that we are going to tell to the reader is delivered. Writing is one of the four language skill besides listening, speaking and reading. It is an activity in arranging words, phrases and sentences that is grammatically correct and appropriate with its purpose. Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or a pencil.

According to Harmer (2004), writing is a way to produce language an express idea, feeling and opinion. When we write, we try to express what we feel to the reader so, the reader can know our feeling and opinion. Byrne (1988) also state that writing is the act of forming letters or combination of letters: making marks on flat surface of some kind. It is more than production of sounds. The symbols have to be arranged according to certain conventions to form words, and words are arranged to form a sentence. Writing is the production of graphic symbols which have to be arranged according to certain conventions to form meaningful words, sentence, etc.

Assessing writing

Test is an important part of every teaching and learning experience. Test is a set of questions that is used to measure the skill knowledge, intellegent and talent of an individual of a group. As a stated by Brown (2004), that a test is an instrument and a set of techniques, procedure, or items that requires performance on the part of the test takes. It measures an individual's ability, knowledge, or performance. A standard technique should be used in measuring the test to show the result of research are reliable. To measure the writing test, the researcher used the analysis method. According to Omaggio (2001), there are five major items or categories in scoring writing. they are content, organization, vocabulary, grammar and mechanic.

Picture Series Technique

Picture is one of media in teaching English, picture can be good stimulus of writing, but the picture must be based on the student's ability. Accordint to Zhuri (2013), picture series are some pictures representing continuous events of a story with important information. Brown (2004) also state that picture may be very simple, designed to elicit a word or a phrase; somewhat more elaborate and "busy"; or composed of a series that tells a story or incident. Harmer (2001) also

says that picture can also be used for creative language used, whether they are in a book or in cue cards, flashcards, or wall pictures.

Based on definition above, the researcher concludes that pictures series is a media to help students to express their ideas and feelings into written language. Picture series is as learning technique that use the image as a teaching and learning media. Picture series aimed to guide a student in writing for instance when student need to write something and they are not confused about what they should write and what their ideas are; so they can write and follow based on what they see on picture series.

RESEARCH METHODOLOGY

The objective of this research is to improve students' writing skill for junior high school level using picture series. This research is held at SMP PGRI 2 Bekasi, West Java, Indonesia. This research uses Qualitative paradigm. And the method that researcher used in this research is Classroom Action Research. This research is conducted with three cycles. Each cycle consists of 4 steps. They are planning, acting, observing, and reflecting. The researchers choose grade VIII as the subject of the research that there are 23 students in the classroom. The data were collected through observation, written test, interview, and documentation. Based on the interview with students, most of them like English but they said that they got difficulties in writing sentences in English. They felt confused to start writing in English because they have to face grammar, lack of vocabulary and less attention to the teaching and do not active in learning process. Most of the students think that writing is considered to be hard for them to master.

FINDING AND DISCUSSION

Finding

Based on the post test in cycle 1, the test result showed that there were eight students whose score is 50 as the lowest value of 23 students, and there are four students whose score is 70 as the highest value. The average score was 58,58 out of 23 students. From the beginning of the cycle 1, it seems that most students are still unconfidence to practice writing English test. The possibility maybe the lack of vocabulary they have and also how to compose words into sentence. Many students are still wrong to use the correct form of verbs 2

Based on the problems faced in cycle 1 above, in this cycle 2, researcher plans to drill again the materials about how to compose sentence and list of verb 2 that will be used in writing. The material to be delivered is completing the story with the correct form of verb. In the learning objectives, at the end of the lesson, students are expected to be able to compose a sentence correctly and also to be able to choose and use verb 2 correctly. The students's behaviour during the learning process in this cycle is more conducive. The test result showed that there were six students who got 60 as the lowest score of 23 students, and there were four students who got 80 as the highest score of 23 students. The average score was 67,78 out of 23 students.

Learning to write in the cycle 3 ran faster than the cycle 1 and cycle 2. For example, students have confidence in writing a story based on series of picture.

They are able to compose sentences into paragraph. They have understood how to write a paragraph. They have known using sequencers to connect between sentences. Students who made less noisy and tried to focus on teachers' explanation. Researcher and teacher have done their best to make teaching and learning process conducive. The test results showed all students succeed with a score above KKM (65). There are five students who score 68 as the lowest score of 23 students, and there are five students who score 85 as the highest score. The average score of 23 students is 75,13.

The description data can be seen as the improvement of students' average scores in the graphic below:

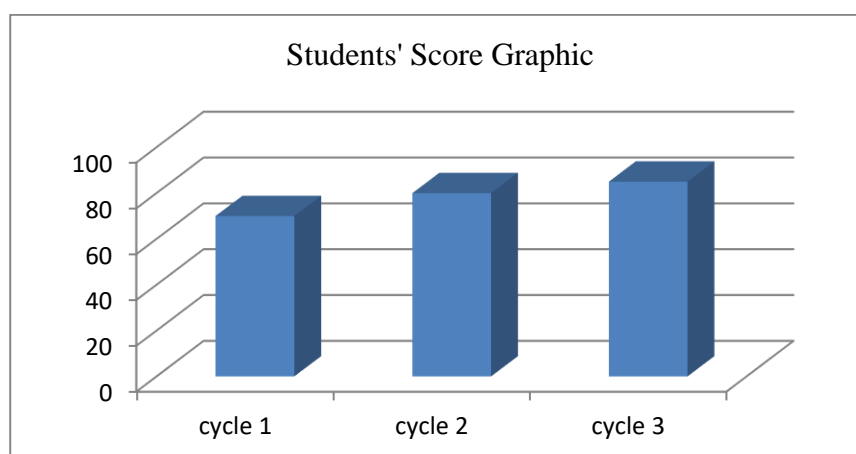


Figure 1. Students' score in each cycle

Based on three times tests, the score have shown increasing. All students succeed with score above KKM. It can be concluded that Picture Series technique is good to be applied in teaching writing skill. As it shown the average score is increasing from 58,95 in cycle 1 to 67,78 in cycle 2 and 75,13 in cycle 3. The highest score is increasing from 70 in cycle 1 to 80 in cycle 2 and 85 in cycle 3.

The test results in cycle 1 showed that there were eight students who scored 50 as the lowest score of 23 students, and there were four students who scored 70 as the highest score. The average score was 58,95 out of 23 students. The problems are there were many students who had not understood yet about composing sentences, choosing the correct verb 2, using sequencers, and also spelling and punctuation.

Next, in cycle 2, the test result showed that there were six students who scored 60 as the lowest score of 23 students, and there were four students who scores 80 as the highest score. The average score was 67,78 out of 23 students. There were an improvement in this cycle, Many students had known how to compose sentences, choosing the correct form of verb 2, but there are also still many students who were wrong in writing the form of verb 2, and also in using spelling.

Finally, the last result of the test (cycle 3) showed all students succeed getting score above KKM (65). There were five students who scored 68 s the lowest score of 23 students, and there are also five students who scored 85 as the highest score. The average score was 75,13 out of 23 students. Thus, there was a writing skill improvement in every cycle. The main problem that caused there wer no

significant improvement in writing is still, writing the correct form of verb 2 and also use correct spelling, especially in writing a capital letter.

CONCLUSION

After conducting the whole steps of this Classroom Action Research, the researcher will give some conclusions as the result of this research. Based on the research conducted in eighth grade of SMP PGRI 2 Bekasi, the researcher concluded that Picture Series technique can improve students' writing skill, showed by the scores they got. In the result of post test in cycle 1, there were 7 or 30% students who passed the KKM. Next, based on the result of post test in cycle 2, there were 14 or 61% students who passed the KKM. And in the post test in cycle 3, all students or 100% students passed the KKM. It is showed that the students have significant improvement. The improvement can be seen from the score that gets higher from post test 1, post test 2 and post test 3.

It can be conclude that the students like Picture Series technique. Moreover, the observation checklist showed that the students seemed braver and more confident in writing in English. It proved by their liveliness to ask to the researcher about the material cycle by cycle and it effect their improvement in writing.

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