

The Effect of Picture Series Towards Students' Writing Skill In Recount Text at The Eighth Grade Students' of SMPN 6 Malingping Lebak-Banten

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Abstract: This research paper aim to investigate the effect of picture series towards students' writing skill in recount text at the eighth grade students' of SMPN 6 Malingping Lebak Banten in academic year 2021/2022. The method used in this research was quantitative method. The design of this research was quasi-experimental design and cluster random sampling: the researcher used VIII A (20 students) as class experimental and VIII B (20 students) as class control. In the collecting data technique, the researcher used pre-test and post-test. The analysis data used to test research hypotheses using SPSS 25.0 is test of paired samples test. The results of the research concluded that there are a significant effect of picture series towards students' writing skill in recount text with a significant value (p-value) = 0.000. They are $< \alpha = 0.05$. The results of the research indicate that the hypotheses is accepted. According to the criteria of the test, it could be concluded that there was progress in the effect of picture series towards students' writing skill in recount text at the eighth grade students' SMPN 6 Malingping Lebak Banten was effective.

Keyword: *Picture Series, Writing Skill, Recount Text*

INTRODUCTION

In this globalization era, the English language is essential for our lives. it is the second most spoken language in the world. In Indonesia, English is very important, especially in education. In addition, it is the first foreign language taught as a compulsory subject in elementary school, junior high school, senior high school, and university. The teaching of English at each level is different, as well as teaching at the junior high school level. Students need learning media that is easy to understand and fun.

Speaking, listening, reading, and writing are the four abilities that learners must acquire in order to learn a language. The instructors in the classroom must included these four competencies into the learning and teaching process. Writing is one of them; it is one of the four language skills that students need to learn.

Writing is a kind of communication. Because writing is a way to measure students' abilities, students are expected to develop writing skills. Writing is one of the useful abilities, following the Indonesian national curriculum, required to be taught by instructors at schools.

The junior high school students must also be able to recognize the social function, generic structure, and linguistic qualities of texts, according to the 2013 Indonesian Curriculum. They must create concise oral and written communication (Kemdikbud, 2016). Writing, thus, plays a significant part in the teaching and learning of the English language. Writing is knowing what is in your mind and then pouring it into written form.

In addition, the researcher also interviewed with English teacher in the eighth grade students SMPN 6 Malingping Lebak. Regarding the results of the interviewing, the researcher found several issues especially writing recount text. The teacher said " the students can not write very well." by looking well the list of grades given by the teacher the score that students get is very small. There are some difficulties in writing such as students are not able to used grammatical order, and students feeling lazy for writing. And then, the students are not able to define a topic. There are unsure of what should be written first, what issue should be covered and they also lack of vocabularies. The vocabulary possessed by students is very less so that students write difficulty writing.

This is in line with the findings of an interview one of the students did, an eighth-grade students SMPN 6 Malingping. The researcher found problems from students such as students having a lack of motivation in writing students' of lack vocabulary. The vocabulary possessed by students is very less so that

students find it difficult to write. The last element is that the teacher's teaching technique makes the pupils feel bored. Additionally, some students' test scores fall below the minimal student mastery criterion as a result of this, which affects their marks.

The school system in Indonesia uses a variety of English text, including report, descriptive, procedure, narrative, and recount texts. In addition, based on the 2013 Indonesian Curriculume, learners must grasp this material as part of their English training. The researcher chosed recount text as the research material in this research based on many texts covered in eighth grade junior high school. Curriculume is rules that must be followed by the teacher and student. Writing about previous experiences from one's own life is a common technique for recount texts, one of the genres taught in schools. Text that recounts events from the past serves both informational text and narrative. We often share stories with others in both verbal and written form in our daily lives.

The condition, the pandemic has changed the learning process to online. from elementary school to university. This condition make teacher required to be creative in the teaching and learning process so the teacher needs new media or innovations. In this research, the researcher used picture series in learning where picture series is the process of learning to compose words from pictures given by the teachers The picture of media which is usually used can be provided easily by the teachers. The picture usually used is a photo because it reminds and tells students about what happened at the time.

The researcher provides relevant ideas to students and develops activities during teaching-learning based on the framework of the research discussed above. Based on the aforementioned description, the researcher is motivated to carry out research with the title “ The Effect of Picture Series Towards Students’ Writing Skill In Recount Text At The Eighth Grade Students’ of SMPN 6 Malingping Lebak-Banten in Academic Year 2021/2022.

METHOD

In this research, the researcher used a quantitative approach. According to Pardede, et.al (2020: 294) stated that quantitative research focusse on the outcome rether than the process, characterizing variables, studying correlations between variables, and idetifying couse-and-effect interactions between factors. The method using in this research is quasi-experimental with a pre-test and post-test experimental control group design. According to Latipun (2015:82), a Quasi-experiment design is an experimental design that controls several non-experimental variables and there is a control group as a comparative group to understand the treatment effect. Researcher has implemented the picture series in the experimental class and the control class used flashcards. The population in this research is all of the students in the eighth grade SMPN 6 Malingping that consists of three classes there are of VIII A, VIII B, and VIII C. The total number of the population is 65 students. In this section, the researcher used a cluster random sampling technique to collect the data. The class both experimental class and control class are chosen randomly through a lottery system. After the system lottery is done, the researcher acquires classes VIII A and VIII B as samples with a total number of 40 students. The researcher used two classes to investigate this research because the researcher used the experimental class and the control class in this research.

RESULTS AND DISCUSSION

In the research, the researcher presented the result of the effect of picture series towards students’ writing skill in recount text at the eighth grade students’ of SMPN 6 Malingping Lebak-Banten in academic year 2021/2022. The data of this research was taken from the written tests and it is taken before and after giving treatment. The object of the research is the eighth grade students’ of SMPN 6 Malingping. The data was taken from the pre-test and post-test score of two classes which was chosen as samples of the research. The class VIII A as experimental which is taught by picture series, meanwhile the class VIII B as control which is taught by flashcards. The following tables are the score of pre-test and post-test both experimental class and control class.

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Based on the calculation by SPSS 25.0 the result of the pre-test in the experimental class shows that the total number of students is 20, the maximum score is 75, the minimum score is 25, and the total score is

Table 1. Description of the data

		N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
Pre-test Class	Experiment	20	50	25	75	1038	51,90	3,667	16,399
Post-test Class	Experiment	20	44	50	94	1465	73,25	2,559	11,443
Pre-test Class	Control Class	20	44	25	69	947	47,35	3,053	13,655
Post-test Class	Control Class	20	37	38	75	1153	57,65	2,335	10,459
Valid N (listwise)		20							

1038. Meanwhile, the result of the post-test in experimental class shows that the total number of students is 20, the maximum score is 94, the minimum score is 50, and the total score is 1465. On the other hand, the result of the pre-test in the control class shows that the total students are 20, the maximum score is 69, the minimum score is 25, and the total score is 947. Meanwhile, the result in the post-test in control class: the number of students are 20, the maximum score is 75, the minimum score is 38, and the total score is 1153.

1. Analysis of the Data

a. Normality

In this research, the researcher tested normality using Shapiro Wilk. This test was conducted on two groups, both pre-test, and post-test groups, to determine whether the distributed of the data from the sample was normally distributed or not. In this research, the researcher using SPSS version 25.0. the data could be said normally distributed if normality is by comparing the p-value with $\alpha = 0.05$. The description of the hypotheses of the normality test is as follows:

H_a : The data is normaly distribution

H_0 : The data is not normaly distribution

In the normality test, the researcher using the Shapiro Wilk test with the SPSS 25.0.

The estimation :

If p-value (Sig) > 0.05, the data is normal

If p-value (Sig) < 0.05, the data is not normal

The following is a table of the normality test the results for the pre-test and post-test for the experimental class and the control class.

Table 2. Normality Test

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
The results of the pre-test experiment	,151	20	,200*	,926	20	,132
students' post-test experiment	,151	20	,200*	,966	20	,678

pre-test control	,153	20	,200*	,940	20	,240
post-test control	,146	20	,200*	,954	20	,426

Based on the table above, it could be seen that p-value (0.132, 0.678, 0.240, and 0.426) are higher than $\alpha = 0.05$. It means that H_0 is accepted. In other word, the score on each group is normally distributed.

b. Homogeneity

The homogeneity test was utilized to see if the variance of the data from the two groups was the same. To test the homogeneity of the research, the researcher used the calculation of SPSS software version 25.0. Homogeneity test was calculated by using Levene test. The following table contains the results of the homogeneity test between the two classes, namely the experimental class and the control class.

The interpretation:

If Levene Statistical value (Sig) > 0.05 , the data is homogeneous.

Table 3. Homogeneity Test Variances

Levene			
Statistic	df1	df2	Sig.
,712	1	38	,404

The statistic result showed that the score of homogeneity of pre-test between experimental and control class is higher than $\alpha = 0.05$ P-value (0,404) $> \alpha = 0.05$. it's means that the data is homogeneous. In another word, the data is from an equal population.

Table 4. Homogeneity Test Variances

Levene			
Statistic	df1	df2	Sig.
,627	1	38	,433

The statistic result showed that the score of homogeneity of pre-test between experimental and control class is higher than $\alpha = 0,05$ P-value (0,404) $> \alpha = 0,05$. it's means that the data is homogeneous. In another word, the data is from an equal population.

c. Hypotheses

After the data have fulfilled the pre-requirement of research analysis (normality and homogeneity test), so the next step is analyzing the hypotheses. To calculate the hypotheses, the researcher used SPSS 25.0. According to Bevans (2020 : 1) the t-test is a statistical test used to compare the mean of two groups. Then, the scores is taken from the post-test between the control class and experimental class as the result of the research.

The hypotheses testing of this research as follows:

- If $\text{sig} > \alpha = 0.05$, H_0 is accepted and H_a is rejected.
- If $\text{sig} < \alpha = 0.05$, H_a is accepted and H_0 is rejected.

The statistical hypothesis is as follows:

- H_a : There is a significant effect of picture series towards students' writing skills in recount text at the eighth grade students' of SMPN 6 Malingping Lebak Banten.
- H_0 : There is no significant effect of picture series towards students' writing skill in recount text at the eighth students' of SMPN 6 Malingping Lebak Banten.

So, the result of data could be seen on the following table:

Table 5. The Result of Hypothesis Analysis Using T-test

Paired Differences	T	Df	Sig. (2-
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	Mean	Std. Deviation	Std. Error	Error	tailed)
Pair 1 Pre Test Experiment - Post-Test Experiment Class	21,350	12,609	2,819	-7,573	19 ,000
Pair 2 Pre Test Control - Post Test Control Class	8,750	9,375	2,096	-4,174	19 ,001

Based on the calculation used SPSS 25.0, It can be concluded that the significant value (p-value) = 0.000. They are $< \alpha = 0.05$, H_a is accepted and H_o is rejected. So, on the other more that there was a significant difference in the students' score before and after the used of picture series towards students' writing skills in recount text at the eighth students' of SMPN 6 Malingping Lebak Banten.

CONCLUSIONS

One of the components of English is writing. The educational picture series had a positive effect, particularly in terms of improved writing skill in recount text. After performing the research and compiling the data, it was determined the effect of picture series towards students' writing skill in recount text at the eighth grade students' of SMPN 6 Malingping Lebak Banten in academic year 2021/2022 that picture series had an effect. There were 40 students overall across the two classes (VIII A and VIII B). The students were divided into two classes, VIII A and VIII B, each with 20 students. Treatment was administered to both groups. Class VIII B served as the control class and used flashcards, where as Class VIII A served as the experimental and used picture series. Both groups received a pre-test and a post-test. Based on the test, where the p-value was significant at 0.000 where $< \alpha 0.05$. It was evident from the pre-test and post-test results that H_o was rejected while H_i was accepted. It follows that using picture series to teach writing in recount texts would significantly improved students' writing abilities in recount text at the eighth grade students' of SMPN 6 Malingping Lebak Banten in academic year 2021/2022. The null hypothesis (H_o) is rejected. The alternative hypothesis (H_a) is accepted. Based on the analysis data above, the reseracher concluded that "there was a sigificant influence of picture series towards students' writing skill in recount text at the eighth grade students' of SMPN 6 Malingping".

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