THE IMPACT OF PICTURE SERIES ON WRITING ABILITY AMONG INDONESIAN JUNIOR HIGH SCHOOL EFL LEARNERS

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ARTICLE

ABSTRACT

This study tried to shed light on investigating the impact of picture series on Indonesian Junior High School EFL learners' abilities in English descriptive writing. To fulfill the objective, quantitative method with quasi experimental design was employed. 50 Indonesian Junior High School EFL learners were selected out of 100 students in a private Junior High School in Banten province. The sample of this research was chosen based on the non-equivalent group design technique. Moreover, the chosen participants were divided into two equal groups: experimental group and control group. In collecting the data, the researchers conducted pre-test and post-test. The data, then, were analyzed by using t-test. The result of t-test revealed that revealed that the experimental group performed better than the control group. Finally, the implications of the findings and recommendations for future research were also discussed.

INTRODUCTION

Writing is the form of interaction to describe the thinking or feeling overwritten after speaking. Byrne (1988) expresses that writing is the quantity of someone to produce written messages from words, into sentences, into text, into a coherence where the readers can understand the meaning. Writing should be used to convey a text that can be interpreted by readers in a coherent manner. Writing, thus, becomes one of the important abilities that students should learn and master to communicate effectively.

Writing in high school level focuses on a variety of texts, one of them is a descriptive text. The descriptive text is a text that process of creating communication image through words. According to Oshima & Hogue (1997: 48) descriptive writing is about how something or someone looks and uses space order. The descriptive text is used to describe a specific location, person, or object. Furthermore,

descriptive text is also possibly assumed as a writing that explains thing or place so that readers know what a writer means.

Picture series are one form of teaching media that teachers may use to teach descriptive text. A picture series is a collection of images that depict the continuous events of a story with significant data. In addition, picture series also have many advantages, such as to increase the students' ideas and writing skills. Based on the researches that have been conducted by Yunitawati (2015), Juleha (2016), and Nurdhany (2015), picture series are able to develop the ideas and imagination of students in writing or producing a descriptive text. Therefore, students were easier in writing because these pictures had events arrangements that help them to increase their writing.

Several studies have been carried out in order to analyze the effect of picture on Indonesian EFL leaners' ability in English descriptive writing (Yuniawati, 2015; Nurdhany, 2015; Juleha, 2016). The results showed the effect of picture series, in which it can give a significant influence on students' English learning abilities, both writing ability and speaking ability. The function of picture series can enhance writing scores of students in English narrative writing. Moreover, the function of picture series also can advance speaking scores of students. However, in those previous studies, the picture series were used to reveal whether any significant influence of using picture series in students' English narrative writing and speaking ability. In the previous studies, the researchers used true experimental research design. On the other hand, in this research, the researcher used picture series to know whether any significant influence in students' English descriptive writing. This research also used quasi-experimental research design. Hence, another research on the function of picture series is still needed to be done to fill the gap from the previous studies. This research is aimed at revealing the impact of picture series on Indonesian Junior High School EFL Learners' abilities in writing descriptive text.

METHOD

In this research, the researcher used a quantitative method. Aliaga and Gunderson expressed that (2002) quantitative research was research that explains a phenomenon by gathering numerical data that was analyzed by utilizing a mathematically based approach inappropriate statistic. In this research, the researchers wanted to know whether there was any effect of using picture series on Indonesian Junior High School EFL learners' abilities in English descriptive writing in a private Junior High School in Banten province.

In carrying out this research, the researcher used an experimental research design with Quasi Experimental Design – Nonequivalent Pre-Test and Post-Test Control Group Design. According to Creswell (2012: 309) a Quasi-experimental design is the experimenter that cannot artificially create new

groups for the experiment. The quasi-experimental design is a study which is purposed at discovering the influence of particular treatment which applies with pre-test, treatment, and post-test. In addition, the researcher chose two classes namely a control class and an experimental class. Besides, in this study the researchers used pre-test and post-test group design.

The participants of this research were 50 Indonesian Junior High School EFL learners were selected out of 100 students in a private Junior High School in Banten province. The population consisted of four classes 8A until 8D. Each class has 25 students. In this research, the total population was 100 students. In this research, the researcher used Nonequivalent Group Design as technique of sampling. Therefore, amongst four classes, two classes used as the research sample. The two classes were experimental and control classes. The 8A as the control class and 8B as the experimental class.

In this research, the researchers used content validity. Content validity was used to identify the instrument's validity used in collecting the data. In content validity, the defined universe or content domain had to be represented by the instruments, Ary et al. (2010: 226). Related to this, the researchers made this test based on the syllabus used in this school. The researchers used inter-rater reliability to get the students' writing score. According to Ary et al. (2010: 236) the reliability of a measuring instrument was the degree of consistency with which it measured whatever it was measuring. The researchers asked help to an English teacher as the second rater. The researchers used assessment criteria suggested by Weigle (2002: 117) in score. The researchers used *Cohen Kappa* which measures inter-rater reliability.

In this research, the researchers used quantitative analysis technique by using statistical analysis. The quantitative data of this research analyzed by using statistical computation. The researchers used independent sample t-test at Microsoft Excel 2013 and t-test formula based on Arikunto (2010: 354). In this research, there were three main steps of research procedure, they were introduction step, implementation step, and last step.

RESULT & DISCUSSION

The researchers used content validity and inter-rater reliability to know the validity and reliability of the instrument. Here were the results of reliability test between the two raters by interpreting the Value of Kappa.

Agreement of Inter-Rater Reliability

Group	Pre-Test	Post-Test
Experimental Class	0.84 Agreement	0.70 Agreement
Control Class	0.67 Agreement	0.53 Agreement

From the table above, it shows the reliable data obtained by pre-test and post-test in experimental class and control class.

After doing validity and reliability, the researchers analyzed the data. First, the researchers calculated the mean score pre-test and post-test from each class. The data analysis that calculated as follows:

Descriptive Statistic Table

No.	Result	Pre-Test		Post-Test	
		E	**C**	**E**	**C**
1.	Mean	59.12	54.52	83	66.24
2.	Min. Score	44	36	75	53
3.	Max. Score	75	75	92	80

Second, the researchers calculated the normality of pre-test and post-test. Third, the researchers calculated the homogeneity of the variance from two classes. The researchers used Chi-Square for normality of distribution test. The result of normality test described as follow:

Result of Normality Test

Test	Result					
	Experimental			**Control**		
Pre-Test	x^2_{count}	$\leq$	x^2_{table}	x^2_{count}	$\leq$	x^2_{table}
	7.785	$\leq$	11.070	3.748	$\leq$	11.070
Post-Test	x^2_{count}	$\leq$	x^2_{table}	x^2_{count}	$\leq$	x^2_{table}
	9.836	$\leq$	11.070	4.804	$\leq$	11.070

Based on the result of normality test, there were found $x^2_{count} \leq x^2_{table}$. It reveals that the pre-test and post-test data in experimental and control class were normally distributed.

Third, the researchers calculated the homogeneity of the variance from two classes. The researchers used a computation of homogeneity testing by using F formula by the value of significance = 0.05. The result of homogeneity variance described as follow:

Result of Homogeneity Variance

Test	Result		
Pre-Test	F_{count}	$\leq$	F_{table}
	1.634	$\leq$	1.984
Post-Test	F_{count}	$\leq$	F_{table}
	1.562	$\leq$	1.984

Based on the result of homogeneity variance, there were found $F_{count} \leq F_{table}$. Moreover, it shows that the data obtained by pre-test and post-test in experimental and control class were homogeneous.

Last, the researchers calculated the independent sample t-test. In order to identify the significant influence on the students' score before (pretest) and after (posttest) having a teaching media namely picture series, the researchers used independent sample t-test based on Arikunto (2010: 354). From the result of statistical calculation, it can be seen that the value of t_0 or t_{count} was 10.287 and the t_{table} was 2.00. It was calculated that $t_{count} \geq t_{table}$ or $10.287 \geq 2.00$. In conclusion, it is shown that Ha was accepted because t_{count} was higher than t_{table}. It meant that picture series had significant influence in teaching English descriptive writing.

In line with the result of the data analysis followed by the test of hypotheses, this research showed that there was significant influence of using picture series in teaching English descriptive text. In other words, picture series gave positive influence in students' abilities in English descriptive writing. The result of this study showed that there was significant effect of using picture series on Indonesian Junior High School EFL Learners' abilities in writing descriptive text. It means that the alternative hypothesis was accepted and the null hypothesis was rejected. Therefore, this teaching media can be used to increase students' abilities to write an English descriptive writing at the secondary level of school.

CONCLUSION

As it is mentioned in the first chapter, this study is aimed to reveal the impact of picture series on the abilities of students in writing descriptive text. The conclusion that can be drawn from the findings and discussion is that the alternative hypotheses were accepted and there was an impact of using picture series towards students' abilities in English descriptive writing. Based on the result of pre-test, the mean of experimental class is 59.12. Meanwhile, the mean of control class is 54.52. In addition, it obtained the mean of post-test in experimental class 83. Meanwhile, the resulted mean of post-test in control class is 66.24. The researchers attained that $t_{count} \geq t_{table}$ that was $10.287 \geq 2.00$. In conclusion, the researchers conclude that the use of picture series can give good influence and benefit for the students in writing English descriptive text.

After conducting the research, the researchers recommend some suggestions for the further researchers. The recommendations for further researchers are based on the limitation of the present research. First, they should determine the time allocation in teaching and learning process. They should be well-prepared before conducting the teaching and learning process.

Second, it is recommended to use other teaching media in teaching other text, such as narrative, recount, report, and procedure text. They should use other teaching media besides picture series or video in teaching English text. The use of other teaching media is expected to enhance students' abilities in writing English text as it can improve the students' ideas as well as improve students' lexical resources in writing English text.

Last, they need to use other research method in conducting the further research. It is suggested to use qualitative or case study as research method for further research. The further research with different method can be the complementary of the present research.

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