



**THE EFFECTIVENESS OF USING PICTURE SERIES ON STUDENTS' WRITING
ACHIEVEMENT ACROSS LEARNING STYLE**

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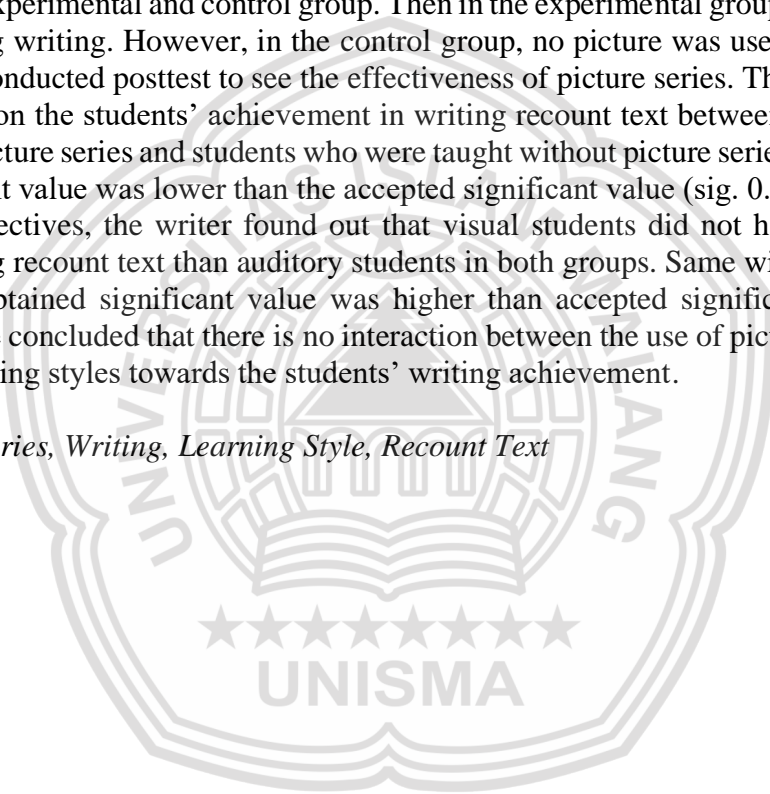
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ABSTRACT

Saputra, Andrianto Aris. (2020). *The Effectiveness of Using Picture Series on Students' Writing Achievement Across Learning Style*. Thesis. Graduate. English Education Department. Islamic University of Malang. Advisor: Dr. Alfian Zuhairi M. Pd

The present study attempted to examine the potential contribution of using pictures for developing students' writing skill. The objectives of this research were (1) to find out whether the students taught by using picture series have better achievements in writing recount texts than those who taught without picture series. (2) to find out whether the visual students have better achievement in writing recount text than auditory students. (3) to find out whether there is any interaction between the use of picture series and the students' learning styles towards the students' writing achievement. For doing this research, the writer chose two classes randomly to become experimental and control group. Then in the experimental group, pictures were used for teaching writing. However, in the control group, no picture was used. After 6 meetings, the writer conducted posttest to see the effectiveness of picture series. There was a significant difference on the students' achievement in writing recount text between students who were taught by picture series and students who were taught without picture series because the obtained significant value was lower than the accepted significant value ($\text{sig. } 0.032 \leq \text{sig. } 0.05$). For second objectives, the writer found out that visual students did not have better achievement in writing recount text than auditory students in both groups. Same with second objectives, because obtained significant value was higher than accepted significant value ($0.491 > 0.05$); it can be concluded that there is no interaction between the use of picture series and the students' learning styles towards the students' writing achievement.

Keywords: *Picture Series, Writing, Learning Style, Recount Text*

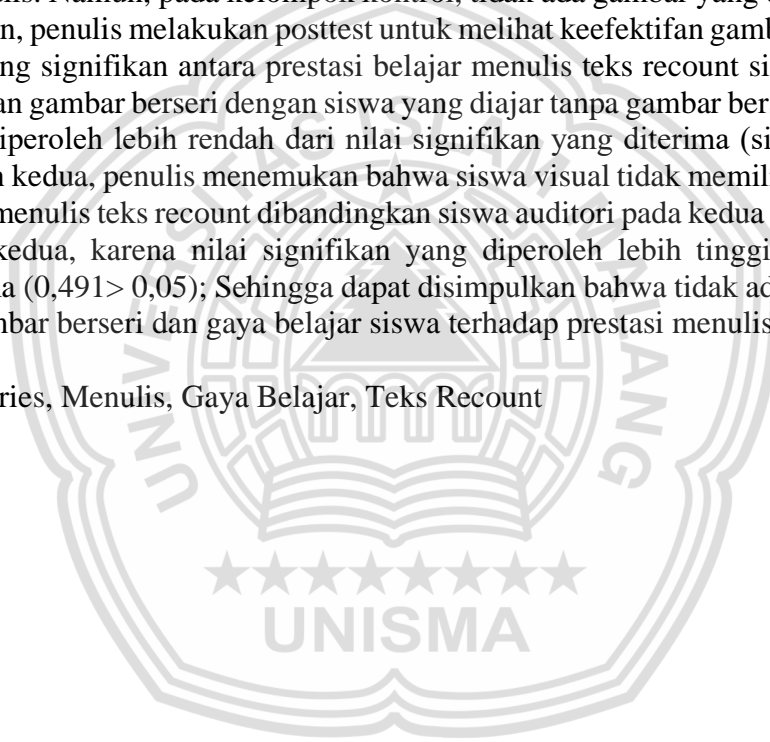


ABSTRAK

Saputra, Andrianto Aris. (2020). *The Effectiveness of Using Picture Series on Students' Writing Achievement Across Learning Style*. Thesis. Pasca Sarjana. Pendidikan Bahasa Inggris. Universitas Islam Malang. Pembimbing: Dr. Alfian Zuhairi M. Pd

Penelitian ini mencoba untuk menguji kontribusi penggunaan picture series untuk mengembangkan keterampilan menulis siswa. Tujuan dari penelitian ini adalah (1) untuk mengetahui apakah siswa yang diajar dengan menggunakan gambar berseri memiliki prestasi yang lebih baik dalam menulis teks recount dibandingkan dengan siswa yang diajar tanpa gambar berseri. (2) untuk mengetahui apakah siswa visual memiliki prestasi yang lebih baik dalam menulis teks recount daripada siswa auditory. (3) untuk mengetahui apakah terdapat interaksi antara penggunaan gambar berseri dan gaya belajar siswa terhadap prestasi menulis siswa. Untuk melakukan penelitian ini, penulis memilih dua kelas secara acak menjadi kelompok eksperimen dan kontrol. Kemudian pada kelompok eksperimen, gambar digunakan untuk pengajaran menulis. Namun, pada kelompok kontrol, tidak ada gambar yang digunakan. Setelah 6 kali pertemuan, penulis melakukan posttest untuk melihat keefektifan gambar berseri. Terdapat perbedaan yang signifikan antara prestasi belajar menulis teks recount siswa antara siswa yang diajar dengan gambar berseri dengan siswa yang diajar tanpa gambar berseri karena nilai signifikan yang diperoleh lebih rendah dari nilai signifikan yang diterima ($\text{sig. } 0,032 \leq \text{sig. } 0,05$). Untuk tujuan kedua, penulis menemukan bahwa siswa visual tidak memiliki prestasi yang lebih baik dalam menulis teks recount dibandingkan siswa auditori pada kedua kelompok. Sama dengan tujuan kedua, karena nilai signifikan yang diperoleh lebih tinggi dari nilai signifikan yang diterima ($0,491 > 0,05$); Sehingga dapat disimpulkan bahwa tidak ada interaksi antara penggunaan gambar berseri dan gaya belajar siswa terhadap prestasi menulis siswa.

Kata Kunci: Picture Series, Menulis, Gaya Belajar, Teks Recount



CHAPTER I

INTRODUCTION

This chapter concerns the background of the study, statement of problem, objective of the study, the hypothesis, the assumption, scope of the study, significance of the study, and definition of key term.

1.1 Background of the Research

Writing is an important skill in learning English. It is a skill that must be mastered to succeed in learning English. At some level of education, students should be able to write a word, sentence, paragraph, text, thesis, and others. Writing is also one of the ways used to communicate between writers and readers. It shows that writing is one of the skills that must be mastered in order to comprehend English. Nunan (2003:89) states that writing is used to prove that the students have mastered a particular grammatical rule, correct spelling, grammar, and overall organization is the most evidence of ability.

Kirszner and Mandel (2008:209) states that writing is a process including a series of steps such as planning, organizing, drafting, and revising and editing reason; writing is always learned in any levels of English lesson. Thus, writing is a series of structured processes where the writer starts with planning, followed by organizing, drafting, revising and editing.

Writing does not only need some stages but it also has special conventions related to grammar, vocabulary, letter, words, and text-formation that are manifested by handwriting, spelling, layout and punctuation (Harmer, 2007;323). Furthermore, writing is a skill that cannot be separated from grammar because grammar is one of the keys to convey idea to people properly and correctly. With grammar too, it will make people easily understand what we want to convey. Besides grammar, writing also requires the use of verbs and pronouns that are correct. Writing also involves many aspects such as paragraph development, organization of content, and it demands standard form of syntax and vocabulary.

Richard and Renandya (2002: 303) state that writing is the most difficult skill for second language and foreign language learners. Furthermore, they claim that writing is not only generating and organizing ideas of our mind, but also translating these ideas into a readable text. Based on their opinions, it is normal for the second language learners to have difficulty in improving their writing skills.

Regarding the difficulties of writing skill, teachers have to pay attention to the components and characteristics in learning to make teaching and learning processes work well. Those components are objectives, strategies, environment, and instructional media (Smaldino, Lowther, & Russel, 2009:24).

One component that has a major influence on the development of students' writing abilities is instrumental media. Due to instructional media, the teaching and learning processes are hoped to be more interesting. In addition, Smaldino, Lowther, & Russel (2009:25) add that the purpose of instructional media is to facilitate communication and learning. So, students will be more enthusiastic in joining the teaching and learning process by using instructional media.

In order to make teaching writing subject more interesting, appropriate instructional media is needed. In teaching learning process, teacher usually uses media which hopefully can improve students' writing ability. According to Munadi (2008:255), to select the appropriate media, the teacher must consider the characteristics of the students, which directly related to the learning process. Teacher should choose what media that is appropriate with their students' condition or situation.

In this research, the researcher attempted to find out the best media which effectively improve or increase students' writing ability. There are so many media that can be used in teaching writing, but the researcher's focus would be on how the students are able to express their idea and imaginations in piece of paper better. The use of suitable media is hoped can

help teacher to create meaningful instructions and also motivate students to improve their writing skill. The media which is appropriate for the research's goal is picture series.

Wright (1989: 68) describes pictures series as a sequence of pictures which shows several actions in order to meet the teaching needs. There are some reasons that picture series can help the students learning process. First, pictures are visual media, which are easy and do not need much money to get. Second, pictures are attracting, it will be able to evoke the students' imagination (Sa'diyah, 2010: 5).

Harmer (2007) says that pictures are often used to present situations to help students work with grammar and vocabulary. Based on this statement, it is clearly stated that pictures help the students easily to get information, and helps the students work with grammar and vocabulary. Moreover, picture series can be used in the English learning teaching since it helps students to comprehend the text, get information easily and helps students toward working with grammar and vocabulary.

Also, in line with Harmer, Wright (2004) also identifies some benefits of using picture series in the teaching process. First, pictures can motivate students to speak or write. Second, pictures can create a context within which the students' response will have meaning. Third, they can provide the students with information to use in controlled practice work. Pictures can show actions, events, objects and relationship can cue answers to questions, substitutions, and sentence completion. Fourth, pictures can sponsor, stimulate, and possibly guide spoken and written description, narration, and dialogue. Fifth, they can offer information for free writing and speaking. "Free" means in the sense of the teacher offering no language guidance or restriction.

Some studies related to the use of picture series in teaching and learning process have been conducted. The results of the studies prove that the use of picture series are good media for teaching English both in Indonesia and another country. They are: Desitawardhani (2013),

Puspitasari (2014), Armanto (2017), Lara (2016), Anggarina (2017), Nirmala (2013), Guitierrez, Puello, and Galvis (2015), and Hossein, Amir, and Armin (2019).

In order to solve students' difficulties in teaching writing, Desitawardhani (2014), Puspitasari (2014) and Muzaiyanah (2017) have conducted action research by using picture series to improve students' writing achievement. In attempt to improve students' writing skill, these researchers used picture series in different text and different level of education. Desitawardhani (2014) implemented on explanation text for senior high school. In the pretest, the students' mean value was 48.36. Then, after Cycle 1 (posttest 1), the students' mean value of posttest 1 was 67.70. At last, after Cycle 2 (posttest 2), the students' mean value in the posttest 2 was 77.50. Through the result of the study, it can be said that the use of picture series helps students to get better achievement in writing explanation text. Puspitasari (2014) implemented on narrative text for senior high school. the gain score of content aspect was increased by 4.78, organization aspect was 4.32, language use aspect was 6.63, vocabulary aspect was 2.52, and mechanic aspect was 0.77. Thus, this research also proved that the use of picture series has positive impact on students' writing achievement. While Muzaiyanah (2017) implemented picture series on procedure text for junior high school. The result was students' posttest score (76) was higher than pretest mean score (66), and there was significant difference of writing skills mastery of procedure text of the ninth-grade students after they were taught by using picture series. From the result of the study, there was a difference of writing skills mastery of procedure text of the ninth-grade students after they were taught by using picture series. Next research about picture series was done by Armanto (2017). His research was aimed to improve students' Skill in writing procedure text by using picture series in Junior High School 17 Jambi City. After being taught by using picture series, students' mean score increased from from 42.91 to 78.19. it means that picture series was successfully improved students writing skill.

In line with them, Anggarina (2017), Lara (2016) conducted experimental research by using picture series in teaching writing skill. Anggarina (2017). She attempted to investigate the effect of teaching reading by using the picture series technique with eight-grade students. Based on the calculation, the mean score of the experimental group is 82,72727 and the mean score of the control group is 71,636. In conclusion, the use of picture series technique is effective in teaching reading for eight grade students of SMP Ta'mirul Islam Surakarta in academic year 2016/2017.

And Lara (2016) attempt to find out whether or not there was an effect of using picture series media on writing narrative text which was conducted at Senior High School. The result of mean score was 76.41 for the experimental group and 65.5 for the control group. It means that picture series media has a significant effect on students' reading skill.

In other countries, Nirmala (2013), Guitterez, Puello, and Galvis (2015) and Hossein, Amir, and Armin (2019) also did an experimental research on the use of picture series. Nirmala (2013) also conducted an experimental research by using picture series in teaching narrative text to ninth grade students in India. These studies have proved that picture series has positive impact in students' writing achievement. Guitterez, Puello, and Galvis (2015) have conducted experimental research by using picture series to teach narrative text to third grade students in Canada. The data analysis also revealed that the Experimental group had an overall improvement of EFL narrative writing components in favor of the post-test, where it is observed a growth of 37.82%. Scores went from 80% of participants in low performance to 100% of participants in good performance. The researcher concluded that the intervention with Picture series technique improved the overall growth of writing skills, specific to the areas of transition or logical sequence and ideas exposure. Hossein, Amir, and Armin (2019) have proved that picture series give positive effect on students' English proficiency. Based on the previous studies above, the researcher believes that that picture series will improve

students' English skills comprehension and motivate the students to participate actively in the teaching learning process.

However, in teaching learning process, every student has different ways in learning. Students learn best by looking on the importance and the value of the material presented in the classroom because they have their own learning style. Brown (2007:119) and Celce-Murcia (2001) define learning style as the general approach that the students use in acquiring a new language or learning any other subject by using their own preferred ways. In other word learning style related to the way how someone acquires, retrain, and receives information to learn.

There are some classifications of learning style. But, the most popular classification of learning style is proposed by De Porter, Reardon, and Singer-Nourie (1999:84-86). De Porter, Reardon, and Singer-Nourie (1999:84-86) classify the students' learning style into three types; visual, auditory, and kinesthetic (VAK) learning style. The VAK learning style is the focus of this study because this theory has a classification of visual learning style that is closely related to the question which may show up when talking about picture series as visual instructional media of the students in learning.

Learning style has an important role in students' life. When students know their learning style, they will integrate in the process of learning, so they will learn more easily and will be successful (Gilakjani and Ahmadi, 2011:471). A study done by Felder and Henriques (1995) stated that a mismatch between teaching and learning styles causes learning failure, frustration and demotivation. Students tend to getting bored, unmotivated, do poorly on tests and get discouraged about the course. Therefore, teacher should be able to understand their students' learning style in order to find the best way for both students to learn and teacher to teach effectively.

Finally, although all of the previous studies and theories suggested that the use of picture series in writing has a positive impact on improvement of students' writing skills; it appears that there has not been any study investigating the use of picture series on recount text. Moreover, this study also investigates the effect of picture series to visual and auditory students in how their achievement on writing recounts text.

1.2 Statement of the Problem

Based on the background mentioned above, the research problems were formulated as follow:

- Was there any significant difference in writing achievement between the students taught using picture series and those taught without picture series?
- Did the visual students have better achievement in writing recount text than auditory students?
- Was there any effect between the use of picture series and the students' learning styles towards the students' writing achievement?

1.3 Objectives of the Study

Based on the research problem above, the objectives study of this research were:

1. To find out that the students taught using picture series had better achievements in writing recount texts than those taught without using picture series
2. To find out whether the visual students had better achievement in writing recount text than auditory students
3. To find out whether there was any effect between the use of picture series and the students' learning styles towards the students' writing achievement

1.4 Research Hypothesis

The researcher makes the hypothesis based on the research problem. The hypothesis is:

Students taught using picture series had better achievement in writing recount text than those who taught without picture series

Visual students had better achievement in writing recount text than auditory students

There was an effect between the use of picture series and the students' learning styles towards the students' writing achievement

1.5 Assumption of the Study

In line with the hypothesis, the researcher made assumption of this study that conducted at SMK Unggulan Annur Bululawang especially in tenth grade students. First, the picture series are assumed to be the appropriate media for teaching English writing skills to the tenth-grade students. Thus, the picture series will make the teaching and learning activity fun and interesting so the students will be more motivated to learn English. Second, students' learning style plays a role in students' achievement. And the last, it is expected that the use of picture series and students' learning style are related.

1.6 Scope and Limitation of the Study

This research investigated two variables. The independent variable was picture series as the active independent variable (variable which the researcher can manipulate directly in this research) and learning styles as the attribute or moderator independent variable (the variable which the research cannot manipulate in this study). Based on previous studies, picture series gave positive results for the students' achievement. Hopefully, picture series could also influence students' writing recount text achievement. Moreover, the researcher also investigated the influence of learning style toward students' score. The researcher used questionnaire designed by University of Texas Learning Center (2006) to ascertain students' learning style.

While for the dependent variable in this research was the students' achievement in writing recount text. Recount text was chosen because it is one of the important texts that should be learnt by senior high school students and it required chronological order which was relevant to the use picture series. Thus, the researcher of the current study only focused on composing a recount text in a logic and chronological order as its generic structure (orientation, events, and reorientation).

Considering the importance of writing comprehension, the researcher expected that after getting treatment, students could use grammar correctly and could use the right words when composing a recount text. Related to the micro skill of writing, this research was limited to two micro skills: first is to produce an acceptable core of words and use appropriate word order patterns and second is to use acceptable grammatical systems (e.g., tense, agreement, and pluralization), patterns, and rules. Moreover, the writing material focused on holiday experience because this material was based on school's curriculum. The students should be able to create a recount text with at least 100 words.

1.7 Significance of the Study

Based on objective of the study, the result of this study was expected to have both theoretical and practical contribution to the English teachers especially when they teach writing skill and learning process. The theoretical contribution was this research can support whether or not the use of picture series was effective on the students' writing achievement and whether or not the students' learning styles were corresponding with their language achievement. Moreover, the result of this research could enrich the existing theory of teaching English, especially in the use of picture series on students' writing achievement across learning style.

Practically, for the English teachers, this research is expected to be a consideration for them to use it as learning strategies so that teaching and learning process activities become exciting and fun. In addition, teachers could also use this strategy to teach not only writing skills but also another skill like speaking and reading because based on the previous studies that has been explained above, this strategy also had positive effects on teaching speaking and reading skill. For the further researcher, the result of this study can be used as the reference to conduct the other setting and subjects to see whether picture series is usable and beneficial especially for teaching writing comprehension with picture series as a media for teaching writing.

1.8 Operational Definition of Key Terms

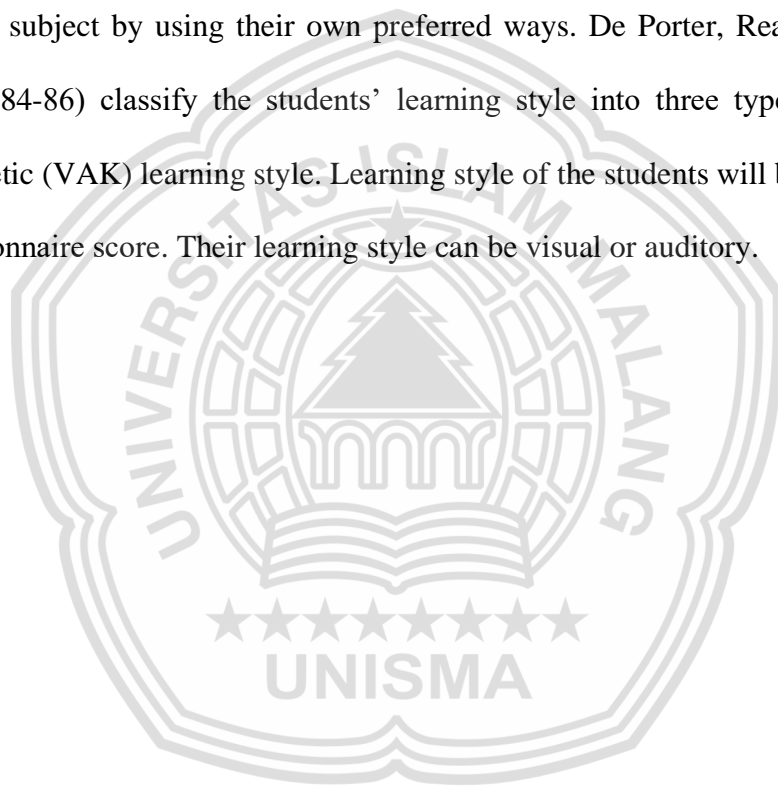
Definition of key term is important to be given in order to avoid misunderstanding. Referring to the topic discussed in the present study some terms used need to be defined.

Writing is process of expressing ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or information to share and learn (White, 1986:10). It can be said that writing is the skill to generate and organize relevant ideas related to the topic through the use of appropriate vocabularies, correct grammatical features and content of the text. The writing aspects that researcher wants to accomplish is students can use appropriate words and patterns and be able to use acceptable grammatical systems.

Recount text is text that retells experiences in the past. A recount text presents the past experience in the series of events in detail. In this present study, the researcher focuses on the form, diction, grammar usage and the content of the text. For the form, the students must be able to create a recount in accordance with the generic structure of recount text. Moreover, the students will make personal recount text about holiday with at least 100 words.

Picture Series are set of pictures that are telling about events chronologically. They have function as a media to help the students generate their ideas when they want to write a recount text. In this study, the researcher chooses picture series in form of cartoon pictures. The cartoon increases interest and intrinsic motivation and reduce boredom, academic stress and anxiety (Tamblyn: 2002). For this research, the researcher used a number of pictures which tells about holiday.

Learning style is the general approach that the students use in acquiring a new language or learning any other subject by using their own preferred ways. De Porter, Reardon, and Singer-Nourie (1999:84-86) classify the students' learning style into three types; visual, auditory, and kinesthetic (VAK) learning style. Learning style of the students will be derived from students' questionnaire score. Their learning style can be visual or auditory.



CHAPTER VI CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research findings. The conclusion related to the research problems, and the suggestion can be a recommendation of the application of learning strategy and for the future research. The description of each part is presented as follows.

6.1 Conclusions

Some conclusions were found from the data analysis results. First, through the computation of the findings by using two-way ANOVA, it was shown that the students taught by picture series got significantly better writing recount text achievement than students who were taught without picture series. In short, the picture series were effective in improving students' writing recount text achievement. This finding was supported by further investigation through mean score comparison of the five writing components. The findings shown that the students who were taught by using picture series got better writing recount text achievement than students who were taught without picture series in terms of five writing components: content, organization, vocabulary, grammar, and mechanics.

Next, there was no significant difference on the students' writing recount text achievement between visual and auditory students in the experimental and control groups. It means that the visual students did not get better score than auditory students in both experimental and control groups. In other words, visual and auditory students considered getting same writing achievement. Therefore, the students' learning style did not affect their writing achievement.

The last, the third hypothesis about the effect between the use of picture series on their writing achievement. As stated above, the result of the computation

shows that the obtained significant value was higher than accepted significant value ($0.491 > 0.05$). Because the significant value was higher than accepted significant value, so the alternative hypothesis was rejected. In other words, the use of picture series did not influence by students' learning style on the students' writing achievement.

6.2 Recommendation

Based on the conclusion of the study, the researcher would like to give some suggestions related to this research. First recommendation is for English teachers. First, English teachers are suggested to use picture series in their teaching and learning process because it is proved that the use of picture series can improve students' writing skill. Second, the teacher also could use picture series to teach other skills and other text types. It is proved by Anggarina (2017) who used picture series in teaching reading. In her research, the students got better achievement. It means that picture series not only limited to be used to teach writing skills but also other skills. And the last, English teachers should be more creative in selecting the media for their teaching and learning process because students have different learning style.

For the next researchers, this study could use this study as a reference for conducting further research of the relevant topics. The future researchers can use picture series to different type of picture series, type of text, grades, and level education. Then, the next researchers are expected to analyze all of the learning styles from VAK (Visual, Auditory and Kinesthetic) theory because in this study, the researcher only compares visual and auditory learning style. Furthermore, the future researchers are expected to search the relationship between the use of picture series in improving students' writing achievement from other learning style like

VARCK theory, different aspect like gender, personality, or IQ. Finally, the next researchers are recommended to investigate the more effective and fun way to improve students' writing achievements, especially if the school is in Islamic boarding school environment because the students not only have activities in their school but also activities in their Islamic boarding school. It is possible the next researchers to combine the use of the picture series in improving students' writing skill by combining it with another method or approach of teaching writing skill







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