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THE EFFECT OF USING PICTURES SERIES ON STUDENTS' WRITING PARAGRAPH AT SMAN 2 LAKUDO

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Abstract

The problem statement, "was there any significant differences effect on writing paragraph between group of students were taught by using pictures series and group on students who were taught with non using pictures series. The objective of this study was to find out if there was a significant differences effect on writing paragraph between group of students were taught by using pictures series and group on students who were taught with non using pictures series." The present research employed a non-equivalent control group design and was classified as a quasi-experimental design. The population of this research consisted of all second-grade students at SMAN 2 Lakudo, which is a senior high school with six classes and a total of 150 students. The sample for this study consisted of approximately two classes, each of which had twenty-five students, selected using the cluster random sampling technique. The objective assessment used in the present study was a paragraph-writing activity. The SPSS 13 program was employed to collect data through pretests, posttests, and analysis. The findings of this study indicated that the use of picture series has a significant differential impact on students' paragraph writing when comparing those who taught by using picture series to those who taught without using pictures series. In this study, the experimental class (which received treatment using pictures) demonstrated greater comprehension of the text in comparison to the control class. This is evident in the mean score and the results of the ANOVA Analysis.

Keywords: Effect, Pictures Series, Students, Writing Paragraph, Writing Skill.

Abstrak

Rumusan masalah dari penelitian ini adalah: "Apakah ada perbedaan yang signifikan antara kelompok siswa yang mendapatkan rangkaian gambar dengan kelompok siswa yang tidak mendapatkan rangkaian gambar dalam pembelajaran writing? Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat perbedaan pengaruh yang signifikan dalam menulis paragraf antara kelompok siswa yang diajar dengan menggunakan rangkaian gambar dan kelompok siswa yang diajar tanpa menggunakan rangkaian gambar. Jenis penelitian ini adalah kuasi-eksperimen dengan menggunakan desain kelompok kontrol non-ekivalen. Populasi dalam penelitian ini adalah seluruh siswa kelas dua di SMAN 2 Lakudo yang terdiri dari enam kelas dengan total 150 siswa. Sampel dalam penelitian ini adalah dua kelas yang masing-masing terdiri dari 25 siswa, yang diambil menggunakan teknik cluster random sampling. Instrumen dalam penelitian ini adalah tes subjektif berupa tugas menulis paragraf. Prosedur pengumpulan data menggunakan pretest, posttest, dan dianalisis menggunakan program SPSS versi 13. Hasil dari penelitian ini menunjukkan bahwa penggunaan rangkaian gambar memberikan pengaruh yang signifikan terhadap kemampuan menulis paragraf siswa antara kelompok yang diajar menggunakan rangkaian gambar dan kelompok yang diajar tanpa menggunakan rangkaian gambar. Dalam penelitian ini, kelas eksperimen (yang mendapatkan perlakuan berupa penggunaan gambar) menunjukkan hasil yang lebih baik dalam memahami dan menulis paragraf dibandingkan kelas kontrol. Hal ini terlihat dari nilai rata-rata dan hasil analisis menggunakan analisis ANOVA.

Keywords: Efek, gambar berseri, Siswa, Menulis Paragraf, Kemampuan Menulis.

1. INTRODUCTION

Writing significantly contributes to mastering the English language. According to (1), One of the key skills for academic accomplishment is having the ability to write. (2) also stated that Writing is an essential skill for everybody who communicate in a foreign language and those who converse in their own language. The significance of writing is also articulated in the 2013 curriculum.

It is asserted that senior high school should include writing as a core competency in the English curriculum. Furthermore, the 2013 curriculum mandates that senior high school students acquire proficiency in many writing

genres, including narrative, descriptive, report, process, and recount texts.

In the context of education, the ability of students to write profanely becomes an essential factor to assess their proficiency in a particular subject. This is achieved through the effective use of the English language. (3) stated that Writing is a disciplined activity that involves discourse and collaboration with peers. Collaborating with peers on writing topics is essential. Moreover, (4) assert that Writing is not a discrete action; it is a continuous creative endeavor. Writing is a linguistic skill that requires extensive practice and inventiveness.

(5) state that A paragraph consists of approximately six to twelve sentences focused on a single topic. To execute effectively, writers frequently must draw upon their experiences from what they have read, heard, observed, or undertaken. Furthermore, writing serves to convey the ideas of writers to readers in both the academic realm and everyday life.

In academic learning, The capacity for proficient writing is a criterion for assessing students' performance in language acquisition. (6) states that Writing serves as a medium for conveying personal interpretations, and writing courses underscore the individual's capacity to formulate their own perspectives on a subject. Furthermore, (7) argue that Writing is a fundamental aspect of language acquisition as it effectively reinforces vocabulary, spelling, and sentence structure.

There are various methods to structure sentences inside a text, one of which is recount text. Writing should be integrated into the academic curriculum. However, following observations and interviews with an English instructor at SMA Negeri 2 Lakudo, it was noted that numerous pupils continue to experience challenges in writing. The students encounter challenges in articulating their experiences, particularly personal ones. The challenges lie not only in articulating their experiences but also in the structuring and arrangement of concepts, as well as in the use of language, grammar, and mechanics. Consequently, students experience boredom and diminished motivation to write.

Consequently, to address the aforementioned issues, the researcher aims to investigate an alternative method for instructing authoring recount texts. One alternating technique that teachers might

employ in the classroom is utilizing picture series as a medium for teaching recount text writing. (8) states that, picture series is recommended technique in teaching writing because it has many advantages in the writing learning process.

As one of the visual teaching tools, the first picture series stimulates students' interest in writing in English. Another benefit is that picture series will help students improve and use their creativity, which will help them write properly. Additionally, it will assist students in making their thoughts easier to read.

Picture series are one method to address challenges in teaching writing. An image serves as a depiction of a person, place, or object. Harmer et.al (2002) said that Providing kids with sequential images as writing assignments will stimulate their creativity in writing.

According (9), Pictures have been utilized for thousands of years to assist students in comprehending various facets of foreign languages. The pictures have inspired students, clarified the subjects being discussed, and exemplified the overarching concepts and characteristics of an object or action specific to a culture.

(10) said that A picture serves as a visual aid that can enhance comprehension and reinforce memory. Visual aids can enhance student engagement and provide a connection between the subject matter and real-world applications.

The researcher makes the conclusion from the previous statements that pictures are a type of visual teaching tool that might be used more successfully to help students develop their ideas for writing about the subject and to help them become more creative.

2. METHODS

This research employed a quasi-experimental methodology, specifically using non-equivalent control group designs (11). This is used to ascertain the difference in students writing performance after teaching with picture series. The experimental class was teaching by a sequence of pictures, whereas the control class was taught using the usual method employed in the school. The design of this study can be seen in following table :

EG = O1	X1	O2
CG = O1	X2	O2

Where:

EG = Experimental group

CG = Control group

O1 = Pretest

O2 = Posttest

X1 = Treatment by picture series

X2 = Treatment by convetional

The study population comprised all second-grade students of SMAN 2 Lakudo Senior High School. (11) defines a population as any distinctly defined class of individuals, events, or objects. The total population consisted of 150 students, distributed among 6 classes.

The sample for this research was obtained by cluster random sampling. Cluster random sampling is a technique in which sampling relates to groups rather than individuals. The writer designated class VIII-3 as the experimental group employing pictures series for instruction, whereas class VIII-2 served as the control group, including 25 students.

The instrument employed in the present inquiry was a writing test. Conducting writing tests in pre-test and post-test formats. The purpose of this instrument was to evaluate the students' writing performance prior to and after to receiving a treatment. This assessment required that the students compose an easily understood paragraph. To encourage the student to engage personally and convey their views to the reader when composing the text, they should select a topic that profoundly captivates their attention (11). The length of material the student needs to generate ranges from 10 to 20 sentences.

A pre-test is conducted before to treatment. The pre-test assesses students' writing performance before teaching using pictures series and traditional techniques, while the post-test assesses their writing performance after the teaching and learning process in both the experimental and control classes. It was conducted at the previous meeting.

In analysing the data in this study, the writer used descriptive and inferential statistics. Descriptive statistics attempt to

calculate and ascertain frequency, mean score, median, mode, range, and standard deviation of both pre-test and post-test results obtained by the students. The inferential statistic aims to analyse the study's hypothesis to determine its acceptance or rejection. Before conducting the hypothesis test, the writer calculates the homogeneity of the sample and the effect size of the employed approach.

3. RESULTS AND DISCUSSION

3.1 Result

The researcher provided detailed account of the four points of data that were acquired in this part of the study. The data descriptions of the The classes include the pre-test experimental group, the pre-test control group, the post-test experimental group, and the post-test control group.

1. Description of the Data

The following is a description of the data regarding the writing achievement of students: (1) the pre-test data of the experiment class, (2) the pre-test data of the control class, (3) the post-test data of the experiment class, and (4) the post-test data of the control class.

The data on students' writing achievement was obtained by employing a picture series and a scoring rubric with a theoretical interval of 13-100. The three scales that operated independently were used to assess the writing performance of the students. In order to figure out the level of the students' capabilities, the score categories are divided into three categories: low, moderate, and high. The moderate category separated at a score of 61-80, the high category separated at a score of 81 or higher, and the low category separated at a score of 60 or lower. The research was described in the table below.

Table 1. Description of the Data on Students' Writing Skills.

Statistics				
	Pre test Experiment	Post test Experiment	Pre test Control	Post test control
Mean	57.88	65.08	51.76	56.88
Median	60.00	65.00	50.00	60.00
Mode	60	70	55	60
Std. Deviation	5.681	6.416	7.812	6.240

Variance	32.277	41.160	61.023	38.943
Range	21	22	27	21
Minimum	45	55	40	45
Maximum	66	77	67	66
Sum	1447	1627	1294	1422

2. Description of Data on Pre Test of Experiment Class

The pre-test empirical score of students' writing performance in the experimental class was derived from 25 students (n) applying a scoring scale with a theoretical range of 13-100. The maximum score attained in this class was 66, while the lowest score was 45, resulting in a score range (r) of 21. There were 6 classes (k) with an interval (i) of 4, therefore satisfying Sturges' rule, namely $k \cdot i \geq r + 1$ ($24 \geq 22$). Median (Me) 60, mode (Mo) 60, and standard deviation (S) 5,681 comprised the mean score of 57.88. The table below illustrates the frequency distribution of students' writing performance.

Table 2. The Frequency of Pre Test on Students' writing Skills in Experiment Class.

No	Interval class	Absolute frequency	Relative frequency
1	45-48	1	4
2	49-52	4	16
3	53-56	6	24
4	57-60	8	32
5	61-64	4	16
6	65-68	2	8
Total		25	100

Table 2 indicated that a minimum of 19 students (76%) achieved a score in the interval class, four students (16%) were in the interval class that met the mean score, and one student (8%) achieved a score at the top of the interval mean score. In the sixth class interval, scores were divided into three categories: scores in class intervals 1, 2, 3, and 4 were classed as low, while scores in class intervals 5 and 6 were classified as moderate. According to the preceding category, 19 students (76%) were categorised as low, while 6 students (24%) were categorised as moderate. The mode, median, and mean scores were all within the same class interval, specifically class interval 4, indicating a normal distribution of the data. The distribution of students' writing performance in the experimental class is illustrated in the histogram below.

3. Description of the data on Pre Test Control Class

There were 25 students (n) used to obtain the pre-test empirical score of their writing performance in the control class using the assessment scale, which has theoretical 13-100 points. The maximum score attained in this class was 67, while the lowest score was 40, resulting in a score range (r) of 27. There were six classes (k) with an interval (i) of 5, thus satisfying Sturges' rule, namely $k.i \geq r + 1$ ($30 \geq 28$). The median (Me) was 50, and the mode (Mo) was 55. The standard deviation (S) was 7,812, and the mean score was 51,76. The table below illustrates the frequency distribution of students' writing performance.

Table 3. The Frequency of Pre Test on Students' Writing Skills of Control Class

No	Interval class	Absolute frequency	Relative frequency
1.	40-44	3	12
2.	45-49	5	20
3.	50-54	6	24
4.	55-59	7	28
5.	60-64	2	8
6.	65-69	2	8
Total		25	100

Table 3 showed that A minimum of 21 students (84%) attained scores inside the interval class, 2 individuals (8%) fell into the interval class that encompassed the mean score, and 2 students (8%) got scores above the mean score of the interval. In the sixth class interval, scores were divided into three categories: scores in class intervals 1, 2, 3, and 4 were classed as low, while scores in class intervals 5 and 6 were classified as moderate. 21 students (84%) were classified as low category and 4 students (16%) as moderate category, as determined by the preceding category. The median and mean score were contained within the same class interval, specifically class interval 3, which serves as an indication that the data has a normal distribution.

4. Data Description of Post Test Experiment Class

The pre-test empirical score of students' writing performance in the experimental class was derived from 25 students (n) utilising an evaluation scale with a theoretical range of 13-

100. The maximum score attained in this class was 77, while the lowest score was 55, resulting in a score range (r) of 22. There were 6 classes (k) with an interval (i) of 4, therefore satisfying Sturges' rule, namely $k.i \geq r + 1$ ($24 \geq 23$). The mean score was 65.08, with a standard deviation of 6.416, a mode of 70, and a median of 65. The frequency distribution of students' writing performance is presented in the following table.

Table 4. The Frequency of Post test on students' writing skills of experiment class

No	Interval class	Absolute frequency	Relative frequency
1	55-58	4	16
2	59-62	5	20
3	63-66	6	24
4	67-70	7	28
5	71-74	2	8
6	75-78	1	4
Total		25	100

Table 4 showed that at least 15 students (60%) attained scores inside the interval class, 7 students (28%) fell within the interval class that encompassed the mean score, and 3 students (12%) got scores exceeding the mean score of the interval. In the sixth class interval, scores were divided into three categories: scores in class interval 1 were classed as low, while scores in class intervals 2, 3, 4, 5, and 6 were classified as moderate. According to the preceding category, 4 students (16%) were categorised as low scorers, whereas 21 students (84%) were categorised as moderate scorers. Additionally, the mode was determined to be 70, the median was 65, and the mean score was 64.

5. Description of Data on Post Test Control Class

The pre-test empirical score of students' writing performance in the control class was derived from 25 students (n) utilising an assessment scale with a theoretical range of 13-100. The maximum score attained in this class was 66, while the lowest score was 45, resulting in a score range (r) of 21. There were six classes (k) with an interval (i) of four, thus satisfying Sturges' rule, namely $k.i \geq r + 1$ ($24 \geq 22$). The average score was 56.88, with a standard deviation of 6.240, a mode of 60, and a median of 60. The frequency distribution of

students' writing performance is presented in the following table.

Table 5. The Frequency of post test on students' writing skills of control class

No	Interval class	Absolute frequency	Relative frequency
1	45-48	4	16
2	49-52	4	16
3	53-56	6	24
4	57-60	8	32
5	61-64	2	8
6	65-68	1	4
Total		25	100

Table 5. showed that A minimum of 14 students (56%) attained scores below the interval class, 8 students (32%) fell inside the interval class that encompassed the mean score, and 3 students (12%) got scores above the mean score of the interval. When the scores in the sixth class interval are divided into three categories, the scores in class intervals 1, 2, 3, and 4 are classed as low, while those in class intervals 4 and 5 are labelled as moderate. According to the preceding category, 22 students (88%) were categorised as low scorers, while 3 students (12%) were classed as moderate scorers. The mode and median were located inside the same class interval, specifically class interval 4, whereas the mean score was in a separate class interval, notably class interval 3, indicating a normal distribution of the data.

6. Inferential Statistic

The researcher analysed the data by interpreting the ANOVA formula table. The subsequent table presents the summarised results of the ANOVA formula.

Table 6. Hypothesis Testing
ANOVA

Students' Writing Performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2257.320	3	752.440	17.357	.000
Within Groups	4161.680	96	43.351		
Total	6419.000	99			

From the table 6 above, the general finding indicates that the treatments employing picture

series at SMAN 2 Lakudo involve two hypotheses: the null hypothesis (Ho) and the alternative hypothesis (Ha), both of which require validation.

Concerning the hypothesis and the summary results of the ANOVA presented in Table 4.6, the Fcount value for Treatments is 17.354, while the Ftable is 3.94, indicating that Fcount exceeds Ftable, with a significant value of .000. Since the significance value is .000, which is less than .05, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Based on the ANOVA calculations above, it can be concluded that there was a significant effect of the treatment utilising photo series at SMAN 2 Lakudo. It indicates that students instructed using picture series exhibit superior writing performance compared to those taught without picture series.

3.2. Discussion

In this study, after the conducting of pretests and posttests in the experimental group, the researcher tabulated the data, indicating a mean score of 57.88 for the pretest and 65.08 for the posttest.

This study showed that the students' writing performance at SMAN 2 Lakudo using by the application of pictures series, as revealed by the results of the pre-test and post-test. The data analysis indicates that teaching writing through pictures series significantly enhances students' writing competence.

This study showed that writing with picture series has advantages for teachers as well as students. For teachers employing picture series as a substitute technique for teaching writing in the classroom. This technique may enhance students' writing performance by generating a shared knowledge of various writing styles and assisting them in writing paragraph by using pictures series.

(12) says that In a writing activity, "using pictures series" could assist students in generating up with their own ideas that are closely connected to or related to their experiences. The use of pictures series confirmed to be highly effective in enhancing the writing abilities of learners since it can be used to guide students in expressing their ideas in writing and to enhance their writing skills. (13) point out that "The aim of employing pictures is to provide students with an

opportunity to practise the language in a circumstance where they may use it to express their ideas. This statement regarding pictures suggests that they can be generated by a series of pictures.

4. CONCLUSION

Based on the result of the study, the researcher take conclusions that : The writing performance of students at SMAN 2 Lakudo was significantly different between those who received instruction using picture series and those who were directed using non-picture series. This implies that students who received instruction through the use of picture series displayed greater writing skills in comparison to those who were informed without the use of picture series.

The researcher concluded that the use of picture series in the teaching and learning process may significantly enhance the writing performance of students at SMAN 2 Lakudo, as shown by the mean scores before and after treatment. It is shown by the data count result, which was 17,357 with a significant value of.000.

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