

ABSTRACT

Munfarida Ulfa Laili, Shella. 2014. The Effectiveness of Picture Series Media toward Writing Skill for the Eighth Grade Students of MTs Nurush Sholihin Magetan in Academic Year 2013/2014. **Thesis.** English Education Department of State Islamic College of Ponorogo (STAIN) Ponorogo. Advisor (I) Dra. Aries Fitriani, M. Pd., (II) Andi Susilo, M. Pd.

Key Words: picture series media and writing skill

Writing has important role in our life. By having good writing will help the students express their thought, ideas, feelings as well as to communicate with others. But most of students still taught that writing is difficult and bored activity. One of the media that can improve the students' writing skill is picture series media that gives solutions to the students and teachers' problems. The goal of picture series media is change a boring, threatening and stressful classroom atmosphere into a relaxing, supportive and enjoyable learning environment which is brings a positive influence on learners' skill. The main purpose of this research is to reveal the effectiveness of using picture series media to teach writing.

The design of this research was quasi-experimental research which the dependent variable was students' writing skill and independent variable was teaching using picture series media. The population, that was taken, was eighth grade students of MTs Nurush Sholihin Magetan in academic year 2013/2014, while the sample was 20 students of VIIIIC were the experiment class and 20 students of VIIIA were the control class. The researcher used random sampling as sampling technique. Then, the technique of data collection was test and documentation. The researcher used the "t" test formula as procedure of data analysis.

The results of this research were as follows: the data was analyzing using t-test for the significance 5% ($\alpha = 0,05$). The results of the research show that picture series media was effective media in teaching writing skill. The result of t-test calculation shows that t-value > t-table (t-value = 9,633; t-table = 2.02). The research rejected Null Hypothesis (H_0) and accepted Alternative Hypothesis (H_a). From the result data analysis above, the researcher concluded that there was a significant difference between writing skill of students who are using picture series media than who are using single picture media.

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of international languages in the world. The important of English covers the various fields or aspects, such as education, business, government and social events. As a mean of international communication, English plays an important role in every field of work and study. For Indonesian students, English is a foreign language. It has become an important subject taught at schools. Douglas Brown said that the course is a whole language course integrating the four skills of listening, speaking, reading, and writing.¹ Those are supported by other language aspects like vocabulary, grammar, and pronunciation based on the theme as way to get the purposes.

In particular, writing is one of the four skills which are developed in teaching English. Callonin said that writing can be defined as a hard skill at which to excel for many of our learners.² The ability to write depends much on two aspects; they are knowledge of the world and knowledge of the language. This means that it is impossible for students to write if students do not have knowledge of experience, like concept and idea to convey in a piece of writing. But this is not enough for students to write. Students also have a good mastery of language competence such as vocabulary, grammar, punctuation, and diction.

¹ Douglas Brown, *Teaching by Principle* (San Francisco: Pearson Education, 2001), 3.

² Callolin Wodds, *Teaching and Assessing Skills in Foreign Language* (New York: Cambridge University Press, 2005), 72.

Nunan said that writing is an extremely complex cognitive activity that requires the writer to demonstrate control of several variables at once.³ That statement shows that writing is a complex skill. It needs not only comprehension of language structure but also vocabulary mastery and good spelling. Moreover, it needs mastery of thinking and arranging words so students are able to make good sentences.

There are many factors that can cause the problems of the students' writing skill. Those factors include students' interest, the material, and the media in teaching English. Beside that, students are mostly encountered with aspects of writing, such as lack of vocabulary, lack of English grammar understanding, and lack of practice. In summary, it can be justified that the most problem faced by students in writing is due to they do not rely on the basic elements of their writing. A part from the above, other factors, such as aptitude, motivation, and previous experience writing can also influence their success or failure in writing.

In accordance to the problems above, generally the teacher makes attempt to help students increase their writing skill by choosing and implementing appropriate media. The application of appropriate media is expected to be able to engage students actively involved in the process of writing. To this end, it is hoped that students are able to convey their ideas optimally in a piece of writing and improve their achievement in teaching writing. In particular, to help students write their ideas easily, the teacher provider effective media for them. Sadiman said that media is anything that can be used to publish and send the message from the sender to the receiver able to thoughts of stimulate, feelings, concerns and attention as well as students' interests so that teaching learning occurred.⁴ There are many media that can be used by the teacher; that

³ David Nunan, *Language Teaching Methodology*, (New York: Prentice Hall International English Language Teaching, 1991), 6.

⁴ Arief S. Sadiman et. al, *Media Pendidikan* (Jakarta: Raja Grafindo Persada, 1996), 7.

stimulates students' motivation in learning English especially in learning writing, such as pictures series, picture illustration, poster, tape recorder, chart, and many others.

As one of media, Picture series media is a pre-writing step using some pictures to make students found out ideas. So, they can write what they want to write. Students are not confused again to start writing task. This media results is achievement since students have confidence in writing.

Concerning with this case, the writer is interested in observing the effectiveness of this media in students' writing skill. The title of study is "the effectiveness of picture series media toward writing skill for the eighth grade students of MTs Nurush Sholihin in academic year 2013/2014".

B. Limitation of the Study

To avoid far-ranging discussion, this study focuses on how the difference of students' writing skill taught by using picture series and single picture media in the eighth grade students of MTs Nurush Sholihin Magetan.

C. Statement of the Problem

Base on the background above, the research problem is formulated as follows:

"Is picture series media more effective than single picture media used in teaching writing skill for the eighth grade students of MTs Nurush Sholihin Magetan in academic year 2013/2014?"

D. Objective of the Study

Based on the statement of the problem, this study has objective described as follows:

“To know whether picture series media is more effective than single picture media used in teaching writing skill for the eighth grade students of MTs Nurush Sholihin Magetan in academic year 2013/2014.”

E. Significant of the Study

The result of this study is expected to be beneficial for the English teacher, students, and future researchers.

1. Teachers

This study is expected to give English teachers, an input concerning with the use of picture series media in teaching writing. This will help the teachers to develop teaching learning with a different way as this media. Besides that, this media is hoped to help the teachers set up communicative activities in learning writing process. Therefore, it can make teaching learning process more comfortable and enjoyable.

2. Students

This study is expected to give knowledge for students, particularly the eighth grade students of MTS Nurush Sholihin Magetan in academic year 2013/2014. It is hoped to make students more confident to write and share knowledge with their friends more interestingly.

3. Future researchers

This study is expected to give a contribution for future researchers, particularly the students of English Department of STAIN Ponorogo, in enriching reference concerning with the implementation of picture series media in teaching writing

F. Organization of the thesis

To provide a clear general contain of this thesis, it is important to organize a process of research report systematically. This thesis covers five chapters in which the organization of the thesis follows the steps below:

The first chapter gives the explanation about the introduction of the research. It consists of background of the study, limitation of the study, statement of the problems, objectives of the study, significance of the study, and organization of the thesis, the background of study explains about the important of writing and the difficult of writing. It is also definition of vocabulary. The limitation of the study focuses on the differences students' writing skill that used picture series media than single picture media. The statement of the problem consists of one problem statement. The objective of the study is to know whether picture series media is more effective than single picture media used in teaching writing skill for the eighth grade students of MTs Nurush Sholihin Magetan in academic year 2013/1014. The significant of the study gives contribution for teachers, students, and future researchers. The last, organization of the thesis include the arrangement of thesis.

The second chapter gives the explanation about the foundation that use to theoretical of the research consist of writing skill, writing process, kinds of writing, definition of media, definition of picture series, and teaching writing using picture series. Previous research finding is review of related literature, theoretical framework, and hypothesis.

The third chapter gives the explanation about the technique used to conduct the research. It consists of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis. Research design applies a quantitative approach and this research applies a comparative research. Population and sample explanation about population in the eighth grade students of MTs Nurush Sholihin Magetan and technique of

sample. Instrument of data collection defied into two parts, there are the tests for students who are used picture series media and who are used single picture media. Technique of data analysis explains about test.

The fourth chapter gives explanation about result and discussion. This chapter explains research location and effectiveness of picture series media toward writing skill for the eighth grade of MTs Nurush Sholihin Magetan in academic year 2013/2014.

The last chapter consists of the conclusion. It talks about conclusion and the answer for problem statement and about the recommendations about result of research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Writing Skill

Writing is one of skills in the language area. In English, writing skill is much complex enough and sometimes difficult to teach. Writing skills are complex and sometimes hidden to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment of the mental elements. Writing skill is a process decidedly not to say that it should be turned into a formulaic set of steps. According to Nunan, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.⁵ Writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols, usually in the form of a formal alphabet.

Writing is the result of employing strategies to manage the composing process, which at one of gradually developing a text.⁶ According to Mary S Lawrence, writing practice is concerned with the meaning, both in content and through relationship. The cognitive method treats writing not as an end of product to be evaluated and graded but as an activity, a process, which the students can learn how to accomplish.⁷ According to Nunan; Writing is one of important skills in teaching and learning English, because in writing activity, the students can cover at least three aspects. First, writing as a channel of learning, a process of learning that is very important

⁵ David Nunan, *Practical English Language* (New York: McGraw Hill, 2003), 88.

⁶ Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University press, 2003), 302.

⁷ Mary S Lawrence, *Writing as a Process* (USA: The University of Michigan press, 1976), 3.

element of the language. Second, writing is as a good way to express our thinking, and to respond to various real life situations. Third, writing is the linguistic learning such as note taking in the classroom, summarizing, narrating, report means that is each part of any written text will make a continuous, constitute, organized whole to relate another.⁸

Writing skills are complex and sometimes hidden to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment of the mental elements. Writing skill is a process decidedly not to say that it should be turned into a formulaic set of steps. And steps of writing skills necessary for writing good process into five general components. They are:

1) Language use

Language use is the ability to write correct and the appropriate sentences.

2) Mechanical skills

Mechanical skills are an ability to use corrects those conventions of paragraphing and sentence structure.

3) Treatment of content

Treatment of content is the ability to think creatively and develop thought, excluding all irrelevant information;

4) Stylistic skills

Stylistic skills are the ability to manipulate sentence and paragraphs, and use language effectively;

5) Judgment skill

⁸ David Nunan, Practical English Language Teaching, 88.

Judgment skill is the ability to write in an appropriate manner for a particular purpose with the particular audience in mind, together with an ability to select, organize and order relevant information.⁹

From the statements above, the researcher concludes that writing is a complex process that allows the writers to find out the concept, thoughts, feeling, opinion and ideas on the written form, so that the readers can understand what is communicated by the writer. The good writing skill is covered by the mastery of language use, mechanical skills, treatment of content, stylistic skill, and judgment skill.

2. Goals of Writing

Good writing must be aimed as the target. Whether are writing a grocery list or a novel, should write for a purpose and to achieve a specific goal or set of goals.¹⁰ A goal is a clear and concise statement that represents what will be accomplished as a result of the program. It is a global or broad statement describing the overarching purposes of the project or what will be achieved by conducting the proposed program.¹¹ The goals of teaching writing for students are:

1. Expressing ideas and opinion in written form
2. Describing person, an object and a place
3. Defining a concept or an idea and interpret it with examples
4. Telling story or sequence of events
5. Discussing or arguing a topic as an article
6. Reporting an event, an experiment, or a scientific fact

⁹ J. B. Heaton, *Writing English Language Test* (New York: Longman INC, 1989), 135.

¹⁰ William C. Sprueill and Dorothy E Zemach, *Writing and Grammar* (USA: McGraw-Hill Companies, 2001), 1.

¹¹ Laura N. Gitlin and Kevin J.Lions, *Successful Grant writing* (New York: Springer Publishing Company, 2008), 89.

From statements above, the goal of teaching writing is encouraging students to express their ideas and imagination in written form with the good language and structures.

3. Writing Process

There are some steps in writing process. According to Touny, the process of writing consists of five steps,¹² there are prewriting, drafting, self-review and peer review, revising, and the last is editing. Each of the steps is highlighted as follows:

The first step is pre writing. In this initial step, teachers set the stage for the students to write by helping the students the ways to stimulate ideas. Ideally, teachers have consulted their content of writing to guide them in their expectations for the overarching assignment. So this is a targeted prewriting activity geared to the type of assignment e.g. personal descriptive and short story. There are many ways that the teachers can assist the students in prewriting as the follows:

- 1) Discussing ideas with peers.
- 2) Drawing pictures to generate ideas.
- 3) Writing key thoughts and questions.
- 4) Brainstorming ideas.
- 5) Organizing information according to type and purpose of writing.¹³

The second step is drafting. After brainstorming, students are primed for writing a rough draft. They should be aware of the criteria for given writing assignment as they write. Some criteria items might include the following: writer with narrow focus, stays on topic, elaborates and support central idea, use organizational scheme, uses ideas to develop a paragraph, write with attention audience and purpose, and arrange the varies of sentence structure.

¹² El Gamal Touny, Practical Academic Writing (Egypt: The Egyptian Scribe Publisher, 1999), 11- 47.

¹³ El Gamal Touny, Practical Academic Writing (Egypt: The Egyptian Scribe Publisher, 1999), 11- 47

The third step is self review and peer review. When the students critique students' examples and examine their own and classmates' writing for a particular assignment, they are currently working on their own work to be improved.

To assist in this step, assign one or more of these suggested strategies to help students with self-review and peer review:

- a) Respon to others' writing by asking questions and making comments.
- b) Assist classmates in editing for proper grammar and conventions usage.
- c) Determine the strongest features of the paper.
- d) Determine the purpose of writing, and assess if this goal is achieved.
- e) Ask for feedback.
- f) Assess own paper againts checklist or rubric.
- g) Assess classmates' papers againts checklist or rubric.

The next step is revising. In this step, students have written their rough drafts, critically reviewed their own papers, and obtained comments from peers. This stage allows the students to take a look at what they have written and at their own and others' comments and then to revise their papers accordingly. It might mean students make significant changes by deleting some sentences or something less intrusive, such as using stronger vocabulary where weaker words and phrase once were. Students may also have opted to revise their papers after the self-review stage, before their peers review them.

The last step is editing. In the ending stage of the writing process, the students need to focus on the grammar and conventions of writing: the correct spelling, the constructed sentences grammatically. Students need to focus on editing their papers.

The students edit their written work by the following stages:

- a) Proofread using dictionary and other reference materials.
- b) Edit for grammar, punctuation, capitalization, and spelling at developmentally appropriate level.
- c) Include illustrations, photos, charts, software graphics, or maps.
- d) Consider format of the paper in term of proper paragraphing, margins, indentations and details.

So, the steps in writing process are prewriting, drafting, self-review, revising, and editing.

Each step is related and cannot separate.

4. Kinds of Writing

In writing, there are many kinds of genre to compose writing. They are narrative, exposition, procedure, recount, and descriptive.

1). Narrative

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

The generic structure:

- a. Orientation: introducing the participants and informing the time and place.
- b. Complication: describing the rising crises which the participants have to do with
- c. Resolution: showing the way of participant to solve the crise, better or worse.

After the researcher analyzes the generic structure, he can understand and study about language features of narrative.

Language features of Narative:

- a. using processes verbs
- b. using temporal conjunction

c. using simple past tense.¹⁴

2). Exposition

Exposition is a text that elaborates the writer's idea about the phenomenon found in society. Its social function is to persuade the reader that idea is important matter.

The generic structure:

- a. Thesis: introducing the topic and indicating the writer's position
- b. Argument 1: explaining the argument to support the writer's position.
- c. Argument 2: explaining the other argument support more.
- d. Reiteration: restating the writer's position.

From the statement above, to understand the exposition text is not easy, because it concern not only generic structure but also the language features.

Language features of Exposition:

- a. Relational process
- b. Internal conjunction
- c. Causal conjunction
- d. Simple present tense¹⁵.

3). Procedure

Procedure in a text shows a process in order. Its social function is to describe how something is completely done in sequence of series.

The generic structure:

- a. Goal: showing the purpose.
- b. Material: telling the needed materials.

¹⁴ Norfi, Anten, Discussion Material of Genre for Senior High School Student (Solok: SMA Students' Modul of English), 14.

¹⁵ Ibid., 9.

- c. Step-end: describing the steps to achieve the purpose.

Beside generic structure, the following are some features to understand about language features of procedure.

Language feature of procedure:

- a. Using temporal conjunction.
- b. Using action verb.
- c. Using simple present tense.¹⁶

4). Recount

Recount is a text which retells events or experience in the past. Its purpose is either to inform or entertain the audience. The generic structures of recount are orientation, events, and reorientation.

The generic structure of recount:

- a. Orientation: Introducing the participant, place, and time.
- b. Events: Describing series of event that happened in the past.
- c. Reorientation: it is optional. Stating personal comment of the writer to the story.

The language feature of recount:

- a. Using chronological connection.
- b. Using linking verb.
- c. Using simple past.¹⁷

5). Descriptive

Descriptive is a text which says what a person or a thing is like. The purpose of this text is to describe and reveal a particular person, place, or thing.

¹⁶ Ibid.20.

¹⁷ Ibid, 41.

The generic structure:

- a. Identification: it identifies the phenomenon to be described. It can mention the name, occupation, profession and carrier.
- b. Description: it describes the phenomenon in parts, qualities, and Characteristic. It can mention the physical feature, characteristics, and personality of the object described.

In the writing process of descriptive text writer can analyze the generic structure and language features.

Language features of descriptive:

- a. Using attribute and identifying process
- b. Using adjective and classifiers in nominal group
- c. Using simple present tense.¹⁸

From the statement above, the researcher is able to conclude that that kinds of writing are narrative, exposition, procedure, recount, and descriptive. The researcher chooses one kind of them. It is recount as material in teaching learning, especially in teaching writing process.

5. Teaching Writing

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹⁹ Writing is one important skill in teaching and learning English. Teaching writing means the act of guiding or instructing to create written work or anything expressed in letter or alphabet. Teaching writing is the teacher activities, which teacher as facilitator to helps the students understand and practice in learning writing.

The advantages of teaching writing they are:

- a. To increase intelligence;

¹⁸ Ibid,12.

¹⁹ H. Douglas Brown, Principles of Language Learning and Teaching (USA: San Francisco State University, 2004), 7.

- b. To develop initiative resource and creativity;
- c. To improve bravery;
- d. Encourage a wish and ability gathering information.²⁰

From the statement above, the advantages of teaching writing are encouraging students to increase intelligence, creativity and ability in the written form with a good language and structure.

6. Picture Series Media

a. Media

Media is very important part to help students in understanding the lesson. Learner and teacher need a media to support the teaching and learning process. Arsyad said that media is a component of learning resources or physical vehicle containing instructional materials in the environment of students who can stimulate students to learn.²¹ According statement above, media is the effort to stimulate students' attention in teaching and learning.

Media carry the information between a source and a receiver.²² Because of that, Media is everything used to deliver a message to the students from the teachers to stimulate and motivate the students. Therefore, teachers should selective of the interesting media to increase students' motivation.

The purpose of media is to facilitate communication.²³ However, it can give visual experience for students' motivation in teaching, to make easier complicated concept and to make the abstract to be concrete. Besides media will make learning more interesting in learning process, positive attitude about material able to help students' active and direct learners.

²⁰ Suparno, et. al. Keterampilan Dasar Menulis (Jakarta: Universitas Terbuka, 2008), 1.4.

²¹ Azhar Arsyad, Media Pembelajaran (Jakarta: Rajawali Pers, 2009), 4.

²² Heinich Molenda Russell, Instructional Media and the New Technologies of Instruction (New York: university of Hawaii Press and East West Philosopher Conference, 2005), 5.

²³ Ibid, 4.

Media has important role in education. Media will help to motivate students in learning. Media is very essential because it is as a bridge between the students' thought and the real object. When the media is not appropriate the student will have a false map of real object taught. Even though, the teacher should be creatively such as choose of good teaching media suitable with students' development to apply in the class. So that, must give attention about material will be delivered, situation and facilities.

According to Suyanto, media is facilitates in teaching English language especially for children. Media able to benefit such as;

- a. To help of simplify in teaching language and complete it.
- b. To decrease using by mother tongue.
- c. To awaken students motivation.
- d. To explain new concept in order to students understand without difficult.
- e. Perception assimilates if that concept has one more of means.
- f. To increase teaching English quality.
- g. To make interesting and interactive in teaching learning process.²⁴

In conclusion, media is very important to helps students in understanding the lesson in the teaching learning process. Learning media is everything that brings information and knowledge in interaction between teacher and students. Beside that, media will make learning process more interesting because it can stimulate the possitive attitude towards material. That is able to help students to be active learners. There are many kinds of media to be applied in teaching and learning process. So, the teacher should be creative and able to choose interesting media to make students active and enjoy in teaching learning.

²⁴ Kasihani K. E. Suyanto, English for Young Learners, (Jakarta: Bumi Aksara, 2008), 101.

b. Kinds of Media

In modern area, there are various kinds of media used as the source of teaching. Azhar Arsyad said about the kinds of media are seen from the development of technology. They are including:

- 1) Traditional Media
 - a) Silent Visual Projected
 - (1) Opaque project
 - (2) Overhead
 - (3) Slide
 - b) Visual Projected
 - (1) Picture-poster
 - (2) Photo
 - (3) Chart
 - (4) Announcement board.
 - c) Audio
 - (1) Radio
 - (2) Cassette
 - d) Multi media
 - (1) Slide plus voice
 - (2) Multi image
 - e) Dynamic Visual
 - (1) Film
 - (2) TV
 - (3) Video
 - f) Printing
 - (1) Text book
 - (2) Hand out and workbook.
 - g) Game
 - (1) Simulation
 - (2) Puzzle
 - h) Reality
 - (1) Model
 - (2) Spaceman (example).
 - (3) Manipulative (doll).
- 2) Modern Technology Media

- a) Media Based on the Telecommunication
 - (1) Teleconference
 - (2) Study from far
- b) Media based on the Microprocessor
 - (1) Computer
 - (2) Intelligent teacher system.
 - (3) Hypermedia.²⁵

From the statement above, media can be classified in two major categories; traditional media and up-to-date technology of media or modern technology media. So, the use of the instructional media needs to be planned carefully in order to avoid problems during classroom activities.

c. Picture Series

Picture is a design or representation made by various means. According to Hornby picture is a painting or drawing. That shows a scene, a person or things.²⁶ Everybody likes to look at pictures. The use of picture in classroom provides the stimulating focus for students' interest. Picture also brings outside world into classroom in a vividly concrete ways. Picture can attract students' interest and translate abstract idea into more realistic forms.

Picture series are numbers of pictures that is related in some way to the other. According to Wright, picture series are pictures which show same action or events in chronological order. The pictures usually tend to range from four to eighth pictures. They usually tell some sort of stories but they may also be used to depict a process, for examples, how to make something and chronological of event.²⁷

²⁵ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Rajawali Pers, 2009), 33.

²⁶ A S Hornby, *Oxford Advanced Learners Dictionary* (Oxford: Oxford University Press, 2000), 991.

²⁷ Bambang Yudi Cahyono, *Technique in Teaching EFL Writing* (Malang: State University of Malang Press, 2009), 11.

So, picture series are number of related composite picture linked to form a series or sequences. It means those picture are related to one another to tell a story or sequences of events.

d. Advantages and Disadvantages of Picture

Using of a picture series in teaching English carries the advantages and disadvantages for students. Here the researcher will discuss about it.

1) Picture's Advantages

There are many kinds of picture's advantages as follows:

- a) A picture is a concrete characteristic. A realistic picture shows a main problem than verbal media.
- b) A picture can solve a limited room and time.
- c) A picture can solve limited observation.
- d) A picture clarifies a problem, any fields and ages.²⁸
- e) Cheap price and get easily without specific tools.²⁹

2) Picture's Disadvantages

There are some kinds the disadvantages of the picture. According to Arief, the disadvantages of the picture divided into 3 kinds, they are:

- a) Picture is a complex thing, so it's ineffective to use in learning process.
- b) Picture is limited size for a big group.
- c) It is uncompleted inspiration, because picture only emphasizes sense perceptions.³⁰

From the statement above, the writer can conclude that by using picture series the teacher can make students understand the material easily without giving them a lot of explanation.

²⁸ Asnawir, *Media Pembelajaran* (Jakarta : Ciputat Press, 2002), 50.

²⁹ Arif S. Sadiman, *Media Pendidikan Pengertian, Pengembangan dan Pemanfaatannya* (Jakarta: Raja Grafindo Persada, 1996), 31.

³⁰ Ibid 33.

e. Procedure Teaching Writing Using Picture Series Media

In this research, picture series media is a pre-writing step using some pictures to make students found out ideas. So, they can write what they want to write. Students are not confused again to start writing task.

The procedures in using picture series in the teaching and learning process are as follows:

- a) The teacher asks to students about a recount text.
- b) The students can share with their friends to answer it.
- c) The tteacher gives clarification and explanation definition of a recount text, generic structure, language features of recount.
- d) The teacher asks to students to count from 1- 4. So, there will be some groups in a class.
- e) The teacher gives handout material of the picture series to each group.
- f) Then, based on the given pictures, teacher asks the groups to arrange the jumble picture.
- g) After that, teacher asks the groups to complete the terms of generic structure.
- h) After getting all information about the picture series. Teacher asks the students to return in their place.
- i) The teacher asks the students to write the story in recount text by guiding picture series media.
- j) The teacher asks the students to submit their assignment.

B. Previous Study

This study is necessary to review some previous research as consideration theory in this study. The details are explained as follows:

Buana Mustika Sari in her study “the effectiveness of using picture media in teaching reading to class XQ MA Darul Huda Mayak Ponorogo in academic year 2011/2012.” This research is quantitative research with t test formula, with pre test and post test. The result of this study with students’ reading ability, it showed that using the media Picture is effective in teaching reading for class XQ MA Darul Huda Mayak Ponorogo in academic year 2011/2012, it can be seen on the rise of score which research 17,35%.

Based on this study, it suggested that the teacher should make use of different genre and a number of picture media to conduct their lesson, to change a boring, threatening and stressful classroom atmosphere into a relaxing, supportive and enjoyable learning environment which subsequently brings a positive influence on learners’ performance. One of different innovate picture media is “picture series media”.

Kusnul Kotimah in her study “the use of picture and picture method in the teaching procedure teks to improve students’ ability for the tenth grade students of SMAN 1 Babadan Ponorogo in academic year 2009/2010.” This is Classroom Action Research, with cycle model had been applied in two cycles. In the first cycle the target had not been reached. In second cycle, the students enjoyed the activities and the use of picture method made English as a fun subject and they lack of bored activities. The result of this study with students’ writing ability, it showed from the improvement of average. Score from cycle 1 to cycle 2, the number of students reach standard score increase about 30%. Based on the three research above show that the picture media effective to improve the quality in teaching learning especially in teaching procedure text. The difference between Kusnul study and this study is in the technique of data collection; in Kusnul study are documentation, interview, field notes, and observation. Than in this research is test.

Wahida Rafika in her study “Improving students speaking ability by using picture media for the first grade students of SM Ma’arif 1 Ponorogo in academic year 2010/2011.” This research is classroom action research, the result of this study is using pictures media able to improve the vocabulary mastery in teaching speaking for the students. The joyful environment created in the class motivated the students toward English subject, the use of pictures media helped the students to get a clear idea of what was being taught, and it made English Subject more fun. The difference between Wahida’s study and this study is the sample, this study there are two classes, experimental class and control class. And in Wahida’s study just one class that was researched.

The difference between this study and some previous study above was in technique of data collection, sample and the used of media. One of different innovate picture media is picture series media. The difference between Kusnul study and this study is in the technique of data collection; in Kusnul study are documentation, interview, field notes, and observation. Than in this research is test. Wahida’s study and this study is the sample, this study there are two classes, experimental class and control class. And in Wahida’s study just one class that was researched.

Related to this research, the previous research finding became a contribution and references to the researcher. From it, now, the researcher realizes well that a successful teaching writing in indeed depending on the professional teacher and technique used. The professional teacher refers to a proficiency of teaching management, at least the teacher can be a facilitator and motivator to encourage students to be active and practice in writing skill. The good technique in teaching writing gives facilities to make teaching learning process run well. Besides that, the students feel interest and fun with good technique. In this case, the researcher tries to apply picture series media to improve students’ writing skill.

C. Theoretical Framework

Writing is one of the important skills which the students should be able to master because it is a productive skill meaning that is a product of learning communicates. In order to achieve the purpose, the teachers should create kinds of media so that the students are freely to use their knowledge and implement it.

In this research, the researcher concludes this thesis consist of two variables: Those variables are Picture series Media(X) as independents variables and Writing Skill (Y) as dependents variables.

From two variables above, the researcher can conclude the theoretical framework as follows:

1. If students are using picture series media, the students' writing skill is high.
2. If students are not using picture series media, the students' writing skill is low.

D. Hypothesis

Hypothesis is the alternative of guess answer which was made by the researcher for the problems which has presented in his research. The guess answer is the truth which will be tasted his truth by collecting data which is collected by the researcher.³¹ Hypothesis is temporary answer to the problem of theoretical research that is considered most likely and highest levels were correct.

There are two hypotheses offered in this study, there are:

Ha: There is a difference between students' writing skill who are using picture series media for and who are use single media, for eighth grade students of MTs. Nurush Sholihin Magetan in Academic year 2013/2014.

³¹ Suharsimi Arikunto, Managemen Penelitian (Jakarta: PT. Rineka Cipta,2000), 71.

Ho: There is no difference between students' writing skill who are using picture series media and who are using single picture media, for the eighth grade Students of MTs Nurush Sholihin Magetan in academic year 2013/2014.

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