THE EFFECT OF USING PICTURE SERIES ON STUDENTS' WRITING SKILL AT SMK SWAGAYA 2 PURWOKERTO

AN UNDERGRADUATE THESIS
**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of RequirementsT for *Sarjana Pendidikan* (S.Pd.)
Degree**

**by:
Wulida Faradila Riviani
Student Number. 1717404045**

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2022**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
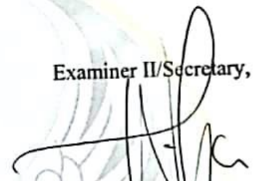www.uinsaizu.ac.id

APPROVAL SHEET
This thesis, entitled

THE EFFECT OF USING PICTURE SERIES ON STUDENTS' WRITING
SKILL AT SMK SWAGAYA 2 PURWOKERTO

Written by **Wulida Faradila Riviani**, Student Number 1717404045, English Education Study Program, Faculty of Tarbiya and Teacher Training, State Islamic University Professor K.H. Saifuddin Zuhri Purwokerto, was examined on Friday, 11 November 2022 and declared qualified for achieving the degree of *Sarjana Pendidikan (S.Pd)* in English Education.

Examiner I/Head of Examiners, Supervisor

Desi Wijayanti Ma'rufah, M.Pd
NIP. 19921252 018012 0 003

Examiner II/Secretary,

Windhariyati DK, M. A, M.Pd
NIDN. 2001049001

The Main Examnier,

Yulian Purnama, M.Hum.
NIP. 19760710 200801 1 030

Legalized by:
The Head of Education Departement,

Dr. Maria Ulfah, M.Si
NIPK 198011520050120004

i

STATEMENT OF ORIGINALITY

Here with I,

Name : Wulida Faradila Riviani

Student Number : 1717404045

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training

Study Program : English Education

Declare that the thesis I wrote with the title, "The Effect of Using Picture Series on Students' Writing Skill at SMK Swagaya 2 Purwokerto" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the material from several resource. All the materials from other sources and references from work done by other people or institution have been properly cited.

If later on my statement is not true, then i am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree)

Purwokerto, November 3, 2022

I Who Declares

Wulida Faradila Riviani

1717404045

ii

OFFICIAL NOTE OF SUPERVISOR

To :

The Head of Education Department

Faculty Tarbiya and Teacher Training,

State Islamic University

Prof. K.H. Saifuddin Zuhri Purwokerto

in

Purwokerto

Assalamu'alaikum Wr.Wb.

After conducting guidance, review, direction, and correction, then through this letter I convey that:

Name	:	Wulida Faradila Riviani
Student Number	:	1717404045
Department	:	Education
Study Program	:	English Education
Faculty	:	Tarbiya and Teacher Training
Title	:	The Effect of Using Picture Series on Students' Writing Skill at SMK Swagaya 2 Purwokerto

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Undergraduate Degree in English Education (S. Pd.)

Wassalamu'alaikum Wr.Wb

Purwokerto, 2 of November 2022
Supervisor

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

MOTTO

"Success doesn't come for free. You have to do whatever it takes to seize your momment"

- Ernesto de la Cruz -

From Movie "Coco"

DEDICATION

"I would like to dedicate this thesis to my beloved parents (Mr. M. Bukhori and Mrs. Novi Purwati N) who have been sincere in raising me, educating me, pray for me, and always supporting me untill I can complete this graduating paper. I will never be able to repay untill the end of my life. "
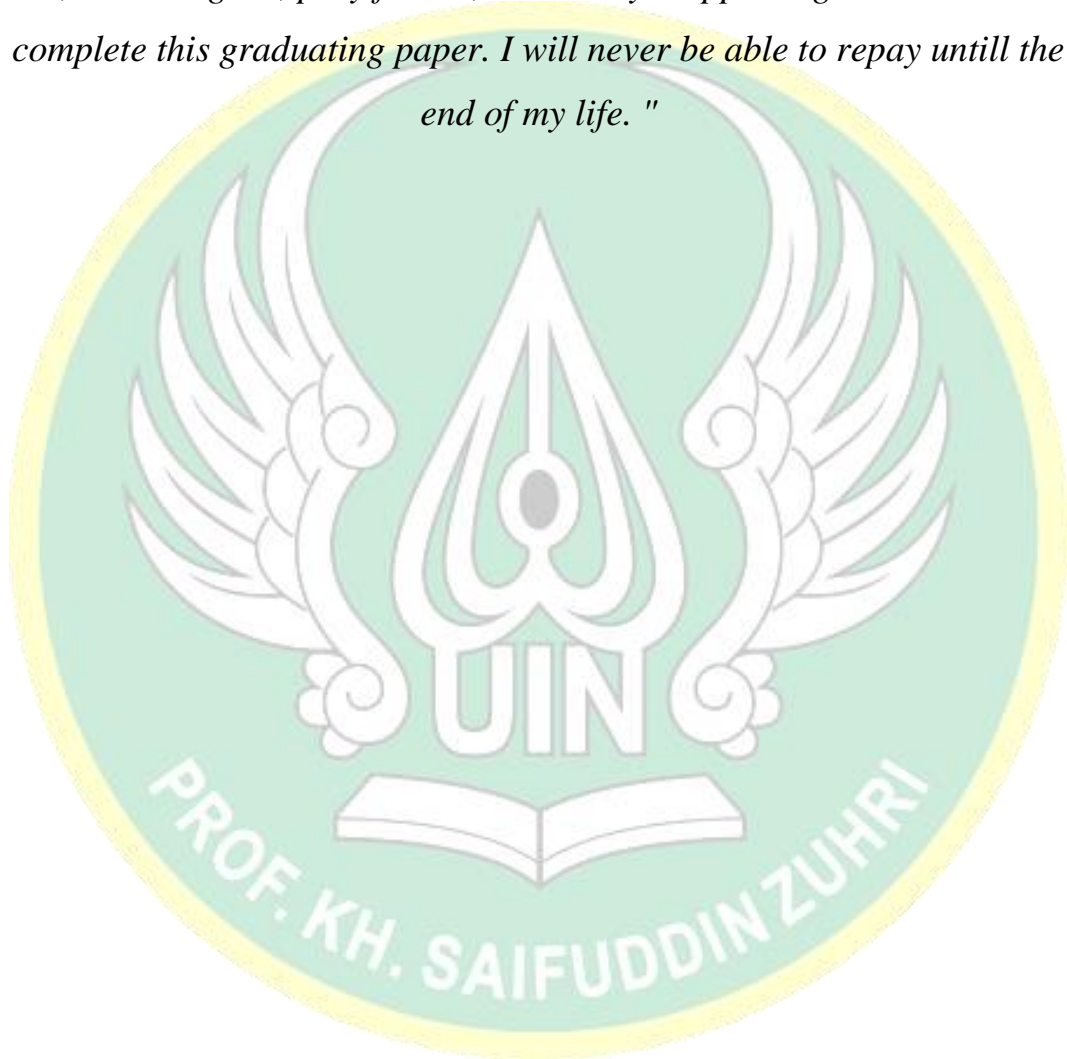
ACKNOWLEDGEMENT

First of all and probably most important, the author gratitude to Allah SWT. the Lord of the World, master and creator of everything in the world, for allowing the author to complete this thesis for specific reason. It is a valuable thing that the researcher has finally completed this thesis titled "THE EFFECT OF USING PICTURE SERIES IN TEACHING WRITING SKILL AT SMK SWAGAYA 2 PURWOKERTO"

It is presented to the Tarbiya and Teacher Training Faculty as part of the requirement for the S.Pd. (S-1) degree in English Education. The author is also grateful to all school members that have been very open to becoming the research location for data collection, including the school principal, teachers, and all students that the author observed that we can finish this report because of their good cooperation

This thesis script has been proposed to faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri, as a partial fulfillment of the requirement for obtaining the Undergraduate Degree of Education (S.Pd)

This Graduation paper could not have been completed without the assistance and direction of an individual and an institution. As a result, the researcher would like to express special gratitude to:

1. Dr. H. Suwito, M.Ag., the Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri.
2. Dr. H. Suparjo, M.A., the I Deputy Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri.
3. Dr. Subur, M,Ag., the II Deputy Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri.

The writer just wanted to thank you so much for your assistance in comletely organizing this thesis for all parties that cannot named on this page. I hope that this research will broaden our knowladge so that we can learn new things every day and become better developers and academics.

Purwokerto,

The Writer

Wulida Faradila Riviani

1717404045

ABSTRACT

THE EFFECT OF USING PICTURE SERIES ON STUDENTS' WRITING SKILL AT SMK SWAGAYA 2 PURWOKERTO

Wulida Faradila Riviani

(1717404045)

Writing is an important major that should be mastered by students. However, it is hard for students to comprehend along English passage. The purpose of this study is to know the effectiveness of picture series in teaching writing at SMK Swagaya 2 Purwokerto. The goals of this study as follows; (1) to find out the effect of using picture series in teaching writing at SMK Swagaya 2 Purwokerto. (2) to find the significant effect in before and after using picture series as media of writing. This research implemented an experimental research by using pre test and post test as an instrument to collect and required data. The data were analysis with five steps; firstly is grouping the data based on variable and participant. Second, tabulating data from all participants based on variable. Third, show the data for each variable. Fourth, make a decision to answer the research question. Finally, consider investigating the hypothesis. Based on the research finding the writer found that the mean of the experimental class pre-test was 40,36 and post-test 70,83. Meanwhile, the mean of pre-test in the control class was 40,26 and the post test was 50,16. The result of this study revealed that teaching writing using picture series can improve students writing skill.

Keywords: *Picture Series, Teaching Writing, Writing Skill*

TABLE OF CONTENTS

LIST OF TABLE

LIST OF APENDICES

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a divine gift from God. Listening, writing, speaking, and reading are the four skills for language acquisition. According to Husain, speaking and writing are referred to as productive skills because the learner/user is not only active, but also produces sound when speaking and symbols (letters, etc.) when writing. Listening and reading, on the other hand, are considered receptive skills because the learner is generally passive and receives information either through listening or reading.[1] Writing is one of the language skills that students must master. Writing text is the ability of the students to arrange the idea from one paragraph to others and make efforts to connect the idea cohesively and coherently so that is meaningful.[2]

Writing is essential in our lives. Because it can solidify ideas and thoughts, it can allow us to reflect on them more effectively than if the ideas remained in our heads.[3] Furthermore, it teaches us how to form language, spell, construct a plot, and construct a logical argument or persuade, primarily through writing. Teaching writing to students is now a requirement.

Researcher focusing on writing because writing is one of the four language skills that play a very important role in second language learning. Writing is more complex and difficult to teach because it requires mastery of not only grammatical and device skills, but also coceptual and judgment skills[4]

---

[1] Noushad Husain, *Language and Language Skills.* Maulana Azad National Urdu Univesity, 2015, p.3

[2] Jeremy Harmer, *How to Teach Writing.* Essex: Longman, 2004

[3] Fitriani Eka, *"The implementation of Shared Writing Strategy With Facebook to Improve Students Writing Skill of MAN 2 Ponorogo in the Academic Year 2017/2018"* (Ponorogo : Universitas Muhammadiyah Ponorogo, 2018), p.1

[4] David Morley, *The Cambridge introduction to creative writing.* New York: Cambridge University Press, 2007

In preliminary research, researcher has interview and found that the students are still unable to organize sentences to become paragraphs. Their reason is the media used by teachers has not been able to make them improve their writing skills. Teachers only teach in one direction, less involving them when teaching. Teacher in SMK SWAGAYA 2 use books as teaching materials. According to Adriana & Vilma, Traditional teaching techniques are primarily dependent on the teacher, and the students passively receive the content.[5]

There are some reason why researcher choose the topic as the title of the research. Firstly, writing is very important component in English language because it plays an important role in a human communication. Then, the students commonly get bored in writing as they must spend many times to write their ideas into writing product so the writer finds innovation with using picture as media to writing recount text.[6]

Based on the explanation above, the purpose of this research is students' are able to compose paragraph from the picture they see. Researcher hope that this research can improve students' writing skills and the media can be used by teachers during teaching in the future.

B. Operational Definition

The following definition is provided to make readers have similar understanding between researcher and readers. It is also aimed to avoid ambiguity or missunderstanding. There is one term, that is:

1. Picture Series

A picture series, according to Yunus, is a collection of related composite images linked together to form a series of

---

[5] Adriana Maria et.al, *Active Learning Methods—An Analysis of Applications and Experience in Brazilian Accounting Teaching.* Journal of Creative Education. Vol. 4, 2013. p.22

[6] Yanuarti Apsari, *The Use of Picture Series in Teaching Writing Recount Text.* ELTIN Journal, Vol. 5/II, 2017. p.51

sequences. As a result, its primary function is to tell a story or sequence of events..[7]

2. Teaching

"Teaching is a scientific process, and its major components are content, communication, and feedback," write Isola. The instructional strategy has a positive impact on student learning.[8]

3. Writing Skills

Tarigan defines writing as an indirect communication medium, as well as a productive and expressive activity.[9]

C. Research Questions

According to the operational definition, the researcher found the proble of the research as follows:

1. Does the use of picture series improve students' writing skill?
2. Is there any significant difference between the use of picture series as a writing tool by students before and after?

D. Objectives and Significances of The Research

1. The Objective of the Research
   a. To determine the effect of using picture series in teaching writing.
   b. To find the significant effect in before and after using picture series as media of writing.
2. The Significances of the Research

   These significances are separated into theoretical and practical aspects.
   a. Theoritical Significances
      1) The resarcher expects this research can provide more interesing media in learning English at school.

---

[7] Noor Azlina Yunus, *Preparing and using aids for English language teaching.* New York: Oxford University Press, 1981.

[8] Isola Rajagapolan, *"Concept of Teaching".* International Journal of Education. Vol. 7, 2019. p. 6.

[9] Tarigan, *Menulis: sebagai suatu keterampilan berbahasa*. Bandung: Angkasa, 2008

2) This research is expected to improve the quality of students in writing skill.

3) The researcher anticipates that this study will serve as a reference for future research.

b. Practical Significances

1) For teachers

The result of this study expectedly will be useful in teaching English to attract students to learn to write.

2) For school

The result of this study hopefully will be beneficial as new insights of learning media.

3) For other researcher

It is expected that other researchers will get new insight and conduct next research about other writing learning media.

E. **Structure of the Research**

In order to conduct a systematic study, its structure must be classified. This study is comprised of five chapters, which will be described in detail below.

The introductory chapter functions as an introduction. It includes the following sections: background study, operational definitions, research questions, objectives and significance of the research, structure of the research.

The theories of Picture Series are dissected into sub-sections in Chapter II.

The section on research methods in Chapter III discusses the research design, time and location of the study, population and sample, instruments for data collection, data collection techniques, and data analysis techniques.

The findings of the study examining the effectiveness of Picture Series in teaching writing skills are presented in Chapter IV.

The conclusion, limitations, and recommendations of the study are presented in the fifth chapter. In this chapter, the researcher concludes and makes recommendations regarding research.

CHAPTER II

THEORITICAL REVIEW

A. Picture Series as Learning Media

1. Definition of Picture Series

Sequence series or picture series discussed by Wright as cartoon strips and instruction strip are potentially benefical. The strips not only can be used to contextualize a process of a strory or descripton but also they can be used to stimulate and guide students in writing.[10] According to Fadhilah, the purpose of the picture series was to help students who were unsure about what they should write or what their ideas were, so they could write and follow what they saw on the picture series[11]

a. Benefits of Picture Series

Based on Raimes, a picture series provides the subject matter to write story and speculate about the story beyond the pictures in strip. It, moreover, shows a same narrative that provides guidance on vocabulary. Structure of sentence, and organization. As a result, students can write and have similiar story because they only follow the guidance from the picture series.[12]

Bob explains that picture series can be used to demonstrate knowledge, promote learning, encourage pupils to engage in discussion, and encourage participation. Simply said, when students are taught utilizing picture series, they may experience distinct emotions and may be more engaged in the learning process. Because they

---

[10] Andrew Wright, *Picture for Language Learning*. (New York: Cambridge University Press, 1999), p.193.

[11] Fadhilah Nur Rohmah, thesis *"The Effect of Using Picture Series Toward Students' Writing Skill in Recount Text (A Quasi-experimental study at tenth Grade of MAN 5 Jakarta in 2016/2017 Academic Year)"*. (Jakarta: UIN Syarif Hidayatullah, 2017), p.17

[12] Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p.36

concentrate on what they see in the provided picture series, no learner can be passive when using picture series.[13]

According to Curtis and Bailey, there are four advantages:[14]

1) Students can easily compose a story because there are pictures that will guide them step by step to create a full story.
2) Students will feel relaxed in composing the story as they feel that are playing with the cards (pictures).
3) They are not being forced to build a story and their confidence gradually increases
4) There is habit formation in this technique (building knowledge, modeling, construction and self-construction.

According to experience when the researcher have a reseacrh, another advantage of picture series is the student enjoy to write becuase there are a image sequence. So, the students just have to find their own words to make a paragraph.

b. Disadvantages of Using Picture Series

According to Putri, there are several disadvantages to using pictures in class, which are as follows:

1) It is difficult to locate a specific image.
2) Students will struggle to express something that happens in the picture in detail if they have never seen it.
3) Everyone has a different interpretation of what a picture means.[15]

---

[13] Bob Linney, *WASH: Visual Aids for Emergencies and Development*, (New York: Unicef, 2012), p. 2.

[14] A Curtis & K. Bailey, *Picture your students talking: using picture series in the language classroom*. ESL Magazine (july/august), 10-12,

[15] Putri L Giri, *Teaching Reading through Narrative Text Using Picture Series at the Second Year Students of SMPN 1 SEPUTIH RAWAN*, A script of English Education Lampung University, 2016, Retrieved from https://scriptiwithoutdiscussionandresult.pdf.

When the researcher has a research, the researcher found that another advantage of picture series is students can not be focus on what they write because they made a joke to the picture that showed.

c. Procedure of Applying Picture Series in Classroom

In this case, researcher gave a set of picture series as a media to make the learners easier to write down their ideas. The learners have 5 minutes to plan, 35 minutes to write and 5 minutes to edit their paragraph. When researcher do the research, researcher gave them a keyword in every picture series.

Nurkamri said that there are several steps when the student's begin to write:

1) Showing picture series to students and asking students to observe then identify.
2) Asking the students to give their own ideas about the pictures.
3) Asking the students to write pharagraph narrative based on the series of pictures in a group work.
4) Checking the suitability of students essay with pictures series concept.

B. Teaching

The students and what they learn are actually the most significant elements of the educational process, despite the fact that as future teachers we have a tendency to think that teaching is all about us and our job. This prompts us to think about what we mean by "learning." Many different theories and definitions can be found as you read on educational literature.

1. Definition of Teaching

When one person imparts knowledge or skills to another, the action is commonly referred to as teaching. Imparting can refer to sharing experiences or communicating information, such as a lecture.[16] Sequeira

---

[16] Isola Rajagopalan, "*Concept of Teaching...* p. 5.

defines teaching as a set of events that occur outside of the learners and are intended to support the internal process of learning.[17] Brown stated that teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.[18] Another definition is from Smith, he stated that teaching as the process of carrying out activities that experience has shown to be effective in getting students to learn. He continues by stating that teaching is what leads to learning, that teaching is what ensures that students learn, and that teaching is to blame if students do not learn.[19] Ojo states that teaching is the engageme with learners to develop their level of understanding and application of knowledge, concepts and processes. It consists of design, content selection, delivery, evaluation, and reflection.[20]

2. Characteristic of Teaching

In order to achiee significant success in education, students and teacher need to develop mutual trust. Teacher have a great responsibility for creating a positive classroom atmosphere, because their task is to convey knowledge to students and prepare them for all the challenges that lie ahead. Many characteristics of teaching essential both for success in school and life arise from that relationship.

According to Isola,

a. Teaching is a fruitful collaboration between the teacher and the students.

b. Teaching is both an art and a science. Teaching is an art because it requires the use of talent and creativity. Teaching as science entails a set of techniques, procedures, and skills that can be studied,

---

[17] A. H. Sequeirs, *Introduction to Concepts of Teaching and Learning.* http://ssrn.com/abstract=2150166. September 2017. Retrieved July 26, 2021.

[18] H. Douglas Brown, *Principles of Language Learning & Teaching.* New York: Longman, 2000, p.7.

[19] M.K. Smith, *Educational Development in Ghana.* Accra: Unimax Publisher, 2004.

[20] Samson A Ojo et.al, "*Availability and Utilization of E-Learning Technology Resources in Teaching and Learning of Vocational Subjects in Senior Secondary Schools".* Journal of Science and Technogy Education. Vol.3 No.2, 2021, p.199

described, and improved systematically. A good teacher enriches the basic repertoire with creativity and inspiration.

c. There are various types of teaching, such as formal and informal raining, conditioning or indoctrination, and so on.

d. Communication is the most important skill in teaching.

e. Teaching is a tripolar process with three poles: educational objectives, learning experiences, and behavioral change.

f. Teaching should be well planned, with the teacher determining the objectives, teaching methods, and evaluation techniques.

g. Teaching is about suggesting rather than dictating.

h. Good teaching is democratic, with the teacher respecting the students and encouraging them to ask questions, answer questions, and discuss issues.

i. Teaching gives students guidance, direction, and encouragement.

j. Teaching is a collaborative activity in which students participate in various classroom activities such as organization, management, discussion, recitation, and evaluation of results.

k. Teaching is kind and sympathetic, and a good teacher helps children develop emotional stability.

l. Teaching is remedial, and the teacher must solve students' learning problems.

m. Teaching enables children to make life changes.

n.   Teaching is a professional activity that contributes to children's harmonious development.

o. Teaching stimulates students' thinking abilities and guides them toward self-learning.

p. It is possible to observe, analyze, and evaluate teaching.

q. Teaching is a specialized task that can be viewed as a set of component skills for achieving a specific set of instructional objectives.[21]

C. Writing Skills

1. Definition of Writing

Writing is, in general, one of the English productive skills. Evidence that supports the idea with specific reasons or details is required in writing. According to Barnet and Stubbs' writing, is a physical act that requires material and energy, as well as practice.[22] Brown also states that writing is the nature of the composing process of writing. He says that writing is a process which consists of thinking (collecting ideas), drafting (writing), and revising (redrafting) that require specialized skills.[23]

a. Stages of Writing

There are some books that explain writing styles. The following are:[24]

1) Prewriting

One thing that could be added to their writing during the prewriting stage is recording impression. It means that the sources of writing are people (including the writer), objects, events, situations, and ideas. The wrir can use their journal to discover, capture, and save information for future use.[25]

2) Organizing

It means that writer generates ideas which one will be included or discveresfor their writing.[26]

[21] Isola Rajagopalan, "Concept of Teaching... p.6.
[22] Sylvan Barnet and Marcia Stubbs, *Barnet & Stubbs's Pratical Guide to Writing: fourth edition*, Canada: Little Brown & Company (Canada) Limited. 1985, p. 13.
[23] H. Douglas Brown, "*Principles of Language Learning & Teaching*...................................p.336
[24] Laidlaw Brothers, *Composition and Grammar II: Steps in the writing process*, California: The Laidlaw Brothers Publisher. 1985. p.13
[25] Laidlaw Brothers, *"Composition and Grammar II*.. p.19
[26] Laidlaw Brothers, *"Composition and Grammar II*.. p.25

a. Writing

Writers should collect all of their ideas before developing the most important and meaningful point for their writing.[27]

b. Revising

Finally, the writer should take on the role of the reader. The writer should review their work. From the reader's perspective, it is better and easier to wait until the next day after writing. It is to discover how the writer's words will be received by the readers.[28]

When the researcher has a research, researcher gave the students time to plan what they want to write, then rsearche gave 35 minutes to write then 5 minutes to editing their work. Researcher gave the students 5 minutes to editing with purpose the students check their work and if they found a wrong tense or vocabullary, they can revising it and make it better.

D. **Review of Relevant Studies**

On the basis of multiple sources related to this research, the researcher describes a number of previous studies that have a correlation with this research. The results of a comparison between this study and previous studies are provided below.:

In 2017, Yanuarti Apuarti wrote an article titled *"The Use of Picture Series in Teaching Writing Recount Text."* The researcher aimed to investigate the types of activities that take place during the process of teaching writing recount text through picture series, as well as the benefits that students received from writing recount text through picture series. The study employed a quantitative descriptive research approach. The research respondents are eleventh-grade students. The information was gathered through observation. The data indicate that teaching writing through picture series can enhance students' writing skills. The similarity between this research and the work of Yanuari Apsari is that they both focus on the same topic. There are differences between these two studies. First, Yuniarti's

---

[27] Laidlaw Brothers, *"Composition and Grammar II...* p.30
[28] Laidlaw Brothers, *"Composition and Grammar II...* p.35

research employed a qualitative descriptive approach, whereas this study employs a quantitative approach. Second, this research surveyed 11th graders, whereas Yunnarti Research surveyed seventh graders.

A research conducted by Irfan Taofik in 2018 entitled *"The Use of Picture Series in Teaching Writing Recount Text"*. The researcher was trying to found out the use of picture series in teaching writing recount extend the students response to it. This study employed qualitative research in form of teacher as researcher in which one class of grade ninth students at one junior high school in Bandung. Classroom observation, interview, and students' samples of writing were used as the instruments to collect the data. The result of the research is showed that the use of picture series significantly assist the students to improve their vocabulary mastery. Morover, it also helped the students to gain new ideas and arrange them in several sentence chronologically by following the sequence of the picture. The similarity between this two research is have a same aim of the research and use students' samples of writing as a instrument to collect the data. The difference is Irfan research is used qualitative and this research is using quantitative research.

Mutmainnah (2018) conducted a study titled *"The Use of Picture Series for Teaching Writing of Recount Text."*. This study aimed to determine whether or not the use of picture series affects students' writing of recount texts and the extent to which students' writing of recount texts improved after being taught using picture series. This study is a pre-experimental study with a pre-test and post-test design for a single group. The population of this study consists of tenth graders. The study demonstrates that picture series enhance students' writing of recount texts. Mutmainnah research and this research are similar in that they use the same method, which is quantitative research. The distinction is that Mutmainnah research is used.

The next previous research written by Sepura Cristine in 2019 entitled *"The Effect of Picture Series in Writing Recount Text in SMP N 1 Malinau Barat"*. The purpose of this study was to investigate the types of activities

that occur during the teaching process of writing recount through picture series in order to determine the benefits students derive from writing recount text using a series of images. This research utilized a quantitative method similar to that used in the Sepura study. The study found that teaching writing through a series of images can improve students' ability to write recount text. The difference is on the sample, Sepura's research have a student of junior high school as a sample while this research have a senior high school for a sample.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology utilized to answer the question posed in Chapter 1. It includes the research type, setting, population and sample, data collection and analysis methods.

A. **Type of the Research**

This research is a experimental study which will be conducted to eleventh grade students of SMK SWAGAYA 2. The researcher conduct this study by using quantitative approach to analyze students' writing skill using picture series. According to Sugiono, quantitative research can be defined as research method based on positivism philosophy, which use to examine on certain population or sample, data collection technique use research instrument, and the characteristic of data analysis is quantitative/statistic in order to examine hypotheses[29]. Creswell stated that quantitative is a research which examine among variables. These variables can be measured on instrument so that numbered data can be analyze using statistical procedure.[30]

The data of this research was calculated with normality test to know whether the data is normal or not. Then, after researcher know that the data is normal, the data can be calculated with Homogenity test: the expected value F is an insignificant F value. The last is with Hypothesis test.

B. **Source of Data**

1. The Location of Research

SMK Swagaya 2 is located at Jl. Prof. Mr. Much Yamin, No. 11, Purwokerto, Karangpucung. Research implementation is 1 month on September until October. "Our mission at Champion school is to develop the unique abilities and potential of each child by offering an enriched educational program. We strive for excellence through a

---

[29] Sugiyono, *Metode Penelitian Pendidikan.* Bandung: Alphabeta. 2018. p. 14.
[30] John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaces.* London: SAGE. 2018. p. 44.

hands-on approach. Rich traditions rooted in our innovative curriculum grow productive, caring, and intellectually curious citizens." Is a mission of SMK Swagaya 2 Purwokerto. The vision of SMK Swagaya 2 is "modern, relevant, and inspires students to have a brighter future. We are determined in our approach to learning, are creative in our thinking, and bold in our ambitions.". the numbers of the teacher are 23 and the numbers of the students are 215.

The reason why researcher choose this school is because according to the prelimenary research, the problem is the students have a lack of interesting in writing english paragraph and the teacher want a researcher to find an appropriate media to teach writing and make them interest in learning english.

2. Subject of the Research

The subject of the research is the students of SMK Swagaya 2 Purwokerto in academic 2022/2023. In this school there are three majors; agency acounting and finance (AKL), automation and office governance (OTKP) and refrigeration and air conditioning techniques (TKTP). The students of 11 AKL and 11 OTKP is chosen by researcher as the subject of the research because according to the teacher information the are lack of interesting in English, so the teacher want the researcher to find the suitable media to teach them. So that they can interest in English and can make their writing skill get better.

In 11 AKL there are 30 students that have done write the pre-test and also post test. they looks enthusiast when the teacher showed the media to learn. The first meet, researcher gave them pre-test to know their initial ability. Their values indicate that they still have a low abilities in find a vocabullary and organize words into paragraph. The next untill last meeting, researcher teach recount text, procedure text, narrative text and descriptive text.

3. Object of the Researcher

Writing on pre-test and post-test are object of this research. On pre-test researcher use a recount text on the picture series. Recount text is a text that telling the reader about one story, action or activity in the past based on the fact. The researcher showed 4th pictures with sequences. The picture was tell about last night activity of a girl. On post test, researcher use a narrative text on the picture series. Recount text is a text that tells about sequences of events in the past that is not real or fiction. Researcher choose Malin Kundang story as a test because the story is familiar with the students. So, students just have to write the story with their own words

C. **Techniques of Data Collection**

In collecting the data, the researcher choose pretest-posttest design. In this design, there are two group: experiment group and control group. Than, the researcher give a pretest to know the preliminary data, is there differences between experiment class and control class before the treatment.[31] Researcher give a discourse to controll class without picture series for media, experiment class is also give a discourse but they have picture series as a media of learning. After researcher is done give a treatment, both of class is given posttest that aims to measure students learning achievement on treatment which has been given.

D. **Techniques of Data Analysis**

Sugiono (2018) stated that there are five steps in data analysis, the first of which is grouping the data based on variable and participant type. Second, tabulating data from all participants based on variable. Finally, show the data for each variable. Fourth, make a decision to answer the research question. Fifth, consider investigating the hypothesis.[32]. In quantitative research there are two kind of statistic to analyze the data, i.e.

---

[31] Sugiono, *Metode Penelitian Pendidikan.* Bandung: Alphabeta. 2018. P. 76.
[32] Sugiono, *Metode Penelitian Pendidikan*.. p. 207.

descriptive statistic and inferential statistic. This study will use descriptive statistic because researcher take whole population as a sample.

In analyzing the data of this research was carried out in stages, namely testing requirements analysis then continued with data anaalysis techniques.

Before doing analysis data, firstly researcher necessary to test the data analysis requirements[33]:

1) Normality test

The objective of this test is to determine whether a score is normal or not. To analyze the normality test, researcher do with Kolmogrov-Smirnov formula:

$$KS = 1{,}36\sqrt{\frac{n1 + n2}{n1 x n2}}$$

Note:

KS : kologrov-smirnov formula

N1 : number of samples observed/obtained

N2 : expected number of samples

2) Homogenitas Test

In the homogenity test, the expected value of F is an insignificant F value, i.e. a smaller empirical F value than the theoretical F value. Homogeneity test with formula:

$$\textbf{F count} = \frac{highest\ var}{lowest\ var}$$

note:

highest var: value of variance greater than two samples that compare

lowest var: value of variance lowest than two sample that compare

3) Hipotesis Test

[33]Sugiono, *Metode Penelitian Pendidikan*... p. 152.

This hypothesis test uses a t-test (independent test), namely test the difference in the mean of the two groups that are mutually burdened with formula:

$$t = \frac{\overline{x1} - \overline{X2}}{\sqrt{\left(\frac{s_1^2}{N_1 - 1}\right) + \left(\frac{S_2^2}{N_2 - 1}\right)}}$$

note:

$\overline{X_1}$: mean on distribution sample 1

$\overline{X_2}$: mean on distribution sample 2

N_1 : number of individuals in sample 1

N_2 : number of individuals in sample 2

S_1^2 : number of varian in distribution sample 1

S_2^2 : number of varian in distribution sample 2

.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter describes research findings and discussion. They consists of description of the data, data analysis, and data interpretation. The chapter shows the result of the study that has been conducted by the researcher.

A. Findings

1. Description of the Data

The data were collected using the pre-test and post-test scores of students in both classes The experimental group and the control group are described in separate tables. The data explanations are provided below:

a. The Pre-test and Post-test Score in the Experimental Class

No	Students	Scores		Gained Score
		Pre-test	Post-test	
1	Student 1	42	76	34
2	Student 2	56	91	35
3	Student 3	14	64	50
4	Student 4	33	63	30
5	Student 5	32	66	34
6	Student 6	56	83	27
7	Student 7	26	59	33
8	Student 8	36	63	27
9	Student 9	31	66	35
10	Student 10	29	60	31
11	Student 11	66	90	24
12	Student 12	36	66	30
13	Student 13	53	88	35
14	Student 14	16	50	34
15	Student 15	29	63	34
16	Student 16	26	60	34
17	Student 17	46	75	29
18	Student 18	72	95	23
19	Student 19	68	90	22
20	Student 20	34	66	32
21	Student 21	39	59	20
22	Student 22	26	53	27

No	Students	Pre-test	Post-test	Gained Score
23	Student 23	33	56	23
24	Student 24	62	93	31
25	Student 25	31	69	38
26	Student 26	47	78	31
27	Student 27	36	61	25
28	Student 28	51	80	29
29	Student 29	55	84	29
30	Student 30	30	58	28
	SUM	1211	2125	914
	MEAN	40,36667	70,83333	30,46666667
	MAXIMUM SCORE	72	95	
	MINIMUM SCORE	14	50	

Table 4.1 Pre-test and Post-test Score in Experimental Class

According to the experimental class score table, the mean pre-test score of the thirty students in the class was 40.36, while the mean post-test score was 70.83. The total score is approximately 30,46 points. The highest score on the pre-test is 72, while the lowest score is 14. Meanwhile, the highest score on the post-test is 95, while the lowest score is 50. After receiving treatment with Picture Series as a learning media for teaching writing, students' scores improve. It can be indicated that there is a substantial difference between the performance of students before and after the test.

Besides, the *pre-test* and *post-test* scores of students in control class are following as :

b. **The Pre-test and Post-test Score in the Control Class**

No	Students	Scores		Gained Score
		Pre-test	Post-test	
1	Student 1	36	41	5
2	Student 2	27	30	3
3	Student 3	57	64	7
4	Student 4	62	64	2
5	Student 5	13	36	23
6	Student 6	27	48	21
7	Student 7	48	57	9
8	Student 8	51	54	3
9	Student 9	30	59	29
10	Student 10	44	59	15

11	Student 11	53	60	7
12	Student 12	40	66	26
13	Student 13	24	44	20
14	Student 14	22	35	13
15	Student 15	19	14	-5
16	Student 16	63	77	14
17	Student 17	47	50	3
18	Student 18	50	62	12
19	Student 19	41	53	12
20	Student 20	33	36	3
21	Student 21	12	29	17
22	Student 22	39	41	2
23	Student 23	70	75	5
24	Student 24	46	53	7
25	Student 25	59	70	11
26	Student 26	68	79	11
27	Student 27	25	22	-3
28	Student 28	32	40	8
29	Student 29	17	25	8
30	Student 30	53	62	9
SUM		1208	1505	297
MEAN		40,26667	50,16667	9,9
MAXIMUM SCORE		70	79	
MINIMUM SCORE		12	14	

Table 4.2 Pre-test and Post-test Score in control Class

According to the table above, the mean pre-test score in the control class is 40,26, and the mean post-test score is 50,16.. The highest score of *pre-test* is 70 and the smallest score of *pre-test* is 12. Meanwhile, the highest score of *post-test* is 79 and the smallest score of *post-test* is 14. The mean of gained score is 9,9. It can be seen that the students' score in the control class is also improved, but not as high as in the experimental class. In another word, the students' improvement in the experimental class is higher than the control class.

Furthermore, the score tables for both classes revealed that the experimental class's total gained score is 914, while the control class's total

gained score is only 297. It can be said that there is significant difference between students' achivement in the experimental class and the control class.

Following the diagram below, the difference between the experimental class and the control class can be seen:
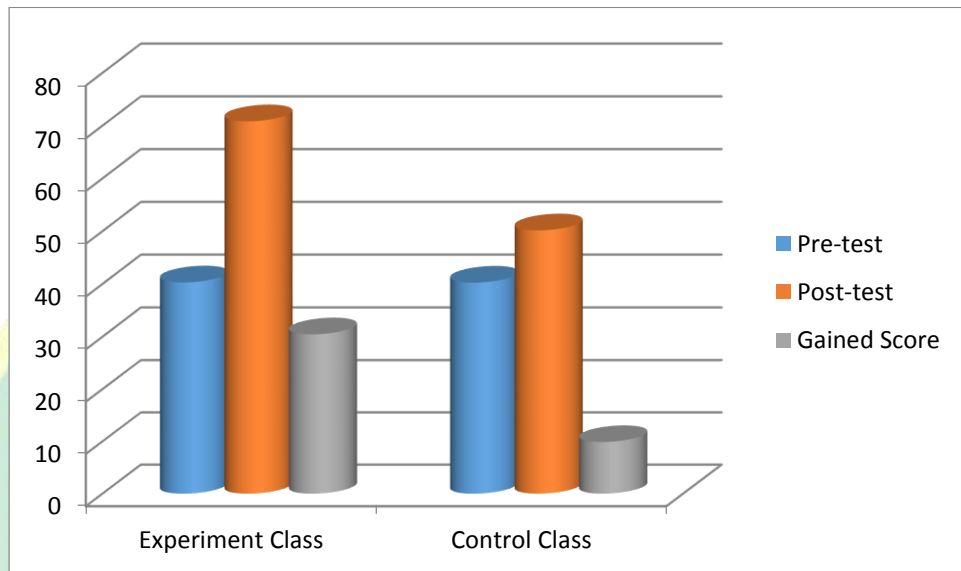
2. Data Analysis

a. Normality Test

A normality test is conducted before calculating the hypothesis test to know whether the data from the experimental and control classes has been normally distributed. The normality test is computed using Kolmogorov-Smirnov and Shapiro-Wilk formula with the help of SPSS, the data result are shown as follow:

1) Pre-test Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Kelas	Statistic	df	Sig.	Statistic	df	Sig.
PreTest Experiment	,180	30	,197	,947	30	,142
PreTest Control	,089	30	,200[*]	,972	30	,322
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Table 4.3 Pre-test Normality Test

The basis for the normality test decision; if the probability value of t-statistics is greater than the Level of Significance (0.05), the data is normally distributed. According to the preceding table, the significance of the experimental class is 0.197 and the significance of the control class is 0.200. It can be concluded that the data is normally distributed because significance value in both classes are above 0.05. Afterwards, the *post-test* normality test is also conducted as follow:

2) Post-test Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Kelas	Statistic	df	Sig.	Statistic	df	Sig.
PostTest Experiment	,110	30	,200[*]	,919	30	,310
PostTest Control	,238	30	,191	,976	30	,200[*]
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Table 4.4 Post-test Normality Test

According to the post-test normality test table above, the significance of post-test in the experimental class is 0.200 and post-test in the control class is 0.191. If the t-statistics probability value is greater than the Level of Significance (0.05), the data is normally distributed. It can be concluded that the data is normally distributed because both classes significance are > 0.05.

b. Homogeneity Test

The homogeneity test is conducted after doing the normality test to examine the similarity of the sample in both classes. The homogeneity test is calculated by comparing Levene Statistic with significance level 0.05. In this study, the homogeneity is tested on *pre-test* and *post-test* in both classes.

1) Pre-test Homogeneity Test

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
,324	1	58	,571

Table 4.5 Pre-test Homogeneity Test

According to the table above, the significance of the pre-test between the experimental and control groups is 0.571. As a result, the pre-test data is homogeneous because it is greater than 0.05..

2) Post-test Homogeneity Test

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
1,631	1	58	,207

Table 4.6 Post-test Homogeneity Test

The result of the *post-test* homogeneity test also proved that the experimental class and the control class are homogeneous. It can be seen from the significance of both classes is 0.207, which means higher than 0.05.

c. Test of Hypothesis

Hypothesis testing is conducted to see the significance between the two classes of scores and to know whether there is an effect of using picture series in teaching writing or not. In this study, to examine the significance of the effect of picture series towards teaching writing, the researcher used Independent Sample T-test. This test is used to compare two unpaired samples and determine whether there is a statistically significant mean difference between the experimental group and the control group.

There are two bases for the decision of the Independent Sample T-test, as follow:

1. If the value of Sig. (2-tailed) < Research Alpha (0.05), then H_0 is rejected and H_a is accepted.
2. If the value of Sig. (2-tailed) > Research Alpha (0.05), then H_0 is accepted and H_a is rejected[34].

1) Independent Sample T-test of pre-test

Group Statistics					
	Model Pembelajaran	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Model Experiment	30	40,3667	15,16685	2,76908
	Model Control	30	40,2667	16,53196	3,01831

Table 4.7 Independent Sample T-test of pre-test

The mean score for the experimental class and the control class is nearly the same, as shown in the Group Statistics output table above. The mean score of pre-test in the experimental class is 40,3667, meanwhile the mean score of pre-test in the control class is 40.2667. Therefore, it can be said that teaching writing in the experimental class and the control class are homogeneous or have the same ability.

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
								95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	,324	,571	,024	58	,981	,10000	4,09609	-8,09922	8,29922

[34] V. Wiratna Sujarweni, *Metode Penelitian: Lengkap, Praktis, dan Mudah Dipahami*, Yogyakarta: Pustaka Baru Press, 2014, p. 99

			,024	57,574	,981	,10000	4,09609	- 8,10051	8,30051
Equal variances not assumed									

Table 4.8 Independent Sample Test

The table above contains the statistical hypothesis of this research that compute by using SPSS, showed in the significance value column is 0.571 (p > 0.05). This indicates that the two variances are identical, so the t-test must be based on the same column of assumed variance to compare the variances of the population means (t-test for Equivalence of Means).

Known in the equal variance assumed column, the sig. (2-tailed) value is 0.981 > 0.05. H0 is accepted and Ha is rejected based on the basis for a decision of the independent t-test. As a result, there was no difference in the average pre-test scores of students in the experimental and control classes.

2) Independent Sample T-test of post-test

Group Statistics					
	Model Pembelajaran	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Model Experiment	30	70,8333	13,24591	2,41836
	Model Control	30	50,1667	16,95854	3,09619

Table 4.9 Independent Sample T-test of post-test

According to the Group Statistics output table shown above, indicated that the mean score of the post-test in the experimental class is higher than the control class. The mean score of the post-test in the experimental class is 70.8333, meanwhile, the mean score of the post-test in the control class is 50.1667. As a result, students' writing scores in the experimental group are greater than those in the control group.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	1,631	,207	5,260	58	,000	20,66667	3,92872	12,80247	28,53086
	Equal variances not assumed			5,260	54,787	,000	20,66667	3,92872	12,79264	28,54069

Table 4.10 Independent Sample Test

Based on the hypothesis table above, the statistical of this research showed in the significance value column is 0.207 (p > 0.05). This indicates that the two variances are homogeneous or identical, so the t-test for equality of means must be based on the variance column, which is assumed to be identical.

The two-tailed sig. value is 0.000 > 0.05, as shown in the column assuming equal variance. Based on the results of the independent t-test, H0 is rejected and Ha is accepted. As a result, significant differences in average students' post-test writing scores in the experimental and control groups can be concluded.

3) Independent Sample T-test of gained score

Group Statistics					
	Model Pembelajaran	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Model Experiment	30	30,4667	5,82937	1,06429
	Model Control	30	9,9000	8,13825	1,48583

Table 4.11 Independent Sample T-test of gained score

In the table above contains statistical result of gained score of both the experimental and the control class. In each class there were 30 students who involved in the test. It can be seen that the mean score of students in experimental class is 30.4667, meanwhile the mean score of students in the control class is 9.9000. From the data computed by SPSS, it can be concluded that there was a significance difference in mean score of both classes. The difference mean between the experimental dan the control class is 20.5667; which the mean score of the experimental class is higher than the mean score of the control class

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	3,297	,075	11,253	58	,000	20,56667	1,82768	16,90816	24,22517

			11,253	52,557	,000	20,56667	1,82768	16,90008	24,23325
Equal variances not assumed									

Table 4.12 Independent Sample test

The statistical significance of this study is 0.075% (p > 0.05), as shown in the significance value column of the table displaying the outcome of a t-test based on the score attained. This indicates that the two variances are homogeneous or identical, so the t-test must be based on the same assumed variance column to compare population mean variances (t-test for Equivalence of Means).

As shown in the column assuming equal variance, the sig. (2-tailed) value is 0.000 > 0.05. On the basis of the outcome of the independent t-test, H0 is rejected and Ha is accepted. It is therefore possible to conclude that there were statistically significant differences between the average post-test writing scores of students in the experimental and control groups..

4) **Effect Size Formulation**

The effect size is used to measure what level of the effectiveness from the treatment of the study. In this study, the formulation of effect size is conducted by using Cohen's calculation (*Cohen's d*). The calculation is conducted manually based on Muijs. The formulation is described as follows:

$$d = \frac{mean\ of\ experimental\ group - mean\ of\ control\ group}{pooled\ standard\ deviation}$$

Mean of Experiment Class   : 70.83

Mean of Control Class   : 50.16

Std. Deviation$_1$ (Experiment) : 13.24

Std. Deviation$_2$ (Control)   : 16.95

Before calculating the *Cohen's d*, the pooled standard deviation (SDpooled) is computed as follows:

SDpooled

$$= \frac{\sqrt{SD_1{}^2 + SD_2{}^2}}{2}$$

$$= \frac{\sqrt{13.24^2 + 16.95^2}}{2}$$

$$= \frac{\sqrt{175.29 + 287.30}}{2}$$

$$= \frac{\sqrt{462.59}}{2}$$

$$= \sqrt{231.29}$$

$$= 15.20$$

So, the SDpooled score is **15.20**

The next step is to compute the Effect Size by using *Cohen's d* formulation:

$$d = \frac{mean\ of\ experimental\ group - mean\ of\ control\ group}{pooled\ standard\ deviation}$$

$$= \frac{70.83 - 50.16}{15.20}$$

$$= \frac{20.67}{15.20}$$

$$= 1.35$$

After getting the result of formulation, it can be interpreted on the following criteria[35]:

---

[35] Lee A. Becker, Effect Size Measure for Two Independent Group, *Jurnal: Effect Size Becker*, 2000, p. 3

31

Cohen's Standard	Effect Size
High	0,8 – 2,0
Moderate	0,5 – 0,7
Low	0,0 – 0,4

Table 4.13 Cohen's standard

Based on the analysis results of effect size formulation, the effectiveness of picture series in teaching writing in the experiment class was 1.35 which means categorized as high.

B. Discussion

This study's data analysis revealed that the experimental class that received treatment had a pre-test mean score of 40.36 and a post-test mean score of 70.83. In contrast, the control group, which did not receive any treatment, had a pre-test mean score of 40.26 and a post-test mean score of 50.16. The experimental class gained a total of 30.46 points. In contrast, the gained score for the control group was 9.9 Furthermore, if the difference between the experimental class's pretest and posttest scores is compared to the difference between the control class's pretest and posttest scores, the experimental class outperforms the control class because 30.46 > 9.9.

The pre- and post-test results from the experimental and control groups are analyzed using the Independent Sample T-test in order to compare two unpaired samples. The purpose of this study, as stated previously, was to compare the mean writing scores of students in the experimental group and the control group. Each experimental and control class contained 30 students in the table of group statistics. In the experimental class, the mean writing score was 40.36, while it was 40.26 in the control group. It revealed that the difference in pre-test writing scores between the experimental class and the control class was only 0.10. In other words, there

was no statistically significant difference between the mean scores of the two classes, as their abilities were nearly identical.

The sig value of Levene's Test for Equality of Variances was 0.571, which exceeds the alpha value computed from the output table of the Independent Sample T-test in the pre-test (0.05). It demonstrated that the variants of experimental and control data were identical or homogeneous. As a result, the Equal Variances Assumed table directs the next analysis in the pre-Independent test's Sample T-test. The table shows that the sig. (2-tailed) value was 0.981 > 0.05. Ha is rejected on the basis of the decision proposed in the Independent Sample T-test. As a result, there was no difference in the mean pre-test writing scores between the experimental and control classes. The revealed mean difference was only 0.10. The difference in mean score between the experimental and control groups was demonstrated by this value: 40.36 - 40.26 = 0.10. As a result, the mean score did not differ because the mean score in both classes was nearly identical.

Using the t-count and t-table comparison techniques, the Independent Sample T-test data could be described in greater detail. If the t-count > t-table, Ha will serve as the basis for a determination.. The t-count was calculated from the Independent Sample T-test output table of the pre-test. Meanwhile, the t-table was calculated using df = 58 and due to the study's unpaired sample, an alpha of 0.05 divided by two was used. Therefore, the value of the t-table was 2.001 in column 0.025, row df = 58.. The result was a t-count t-table, or 0.24 2.001. It is possible to draw the conclusion that Ha is rejected. As a result, there was no difference in the experimental and control groups' mean pre-test scores.

Furthermore, the post-test output table of the Independent Sample T-test computed the sig value Levene's Test for Equality of Variances was 0.207, which is greater than the alpha (0.05). It demonstrated that the experimental and control data variants were identical or homogeneous. As a result, the Equal Variances Assumed table guides the next analysis in the Independent Sample T-test of the post-test. According to the table, the sig. (2-tailed) value was 0.000 > 0.05. As proposed as the decision-making basis in the Independent Sample T-test, Ha is accepted. As a result, there was a difference in the mean post-test writing scores

between the experimental and control classes. The average disparity was 20.67. The difference in mean score between the experimental and control groups was represented by this value: 70.83 - 50.16 =20.67. As a result, there was a difference in the mean score, and the difference in the mean score ranged from 12.80 to 28.53 (95% CI of the Lower and Upper Limits).

A comparison method between t-count and t-table supported the aforementioned conclusion. If t-count is greater than t-table, Ha will be used as the basis for a decision. The t-count, which was 5.260, was obtained from the output table of the Independent Sample T-test of the post-test. In the meantime, the t-table was calculated using df = 58 and an alpha of 0.05 divided by two due to the unpaired nature of the sample. Therefore, the value of the t-table was 2.001 in column 0.025, row df = 58. The result was that t-count exceeded t-table, or 5.260 exceeded 2.001. Acceptance of Ha is possible to conclude. Consequently, there was a difference between the experimental and control groups in terms of the mean post-test score.

In addition, the Independent Sample T-test was used to determine the difference between the experimental and control groups' mean scores. In the output table for the Independent Sample T-test, the sig value for Levene's Test for Equality of Variances was 0.075, which is greater than the alpha value (0.05). It demonstrated that the experimental and control classes' data variants were identical or homogeneous. In light of this, the Equal Variances Assumed table guides the subsequent analysis of the obtained score for the Independent Sample T-test. According to the table, the value sig. (2-tailed) was 0.000 greater than 0.05.. As proposed by the Independent Sample T-test as the basis for acceptance, Ha is accepted. Consequently, there was a difference between the writing scores of experimental and control group students. The standard deviation was 20.56. This value represented the difference between the mean scores of the experimental and control groups: 30.46 - 9.90 = 20.56. Consequently, there was a difference in the mean score, which ranged from 16.60 to 24.22 (95% Confidence Interval of the Difference Lower and Upper) points.

In the Independent Sample T-test of the gained score, a method for comparing t-count and t-table was also employed. Ha will be the deciding factor if

the t-count exceeds the t-table. The t-count obtained from the output table of the Independent Sample T-test of a gained score was 11.253. In the meantime, the t-table was derived using the value of df = 58 and an alpha value of 0.05 divided in half because the sample was unpaired. Therefore, the value of the t-table was determined to be 2.001 in the column 0.025, row df = 58. Consequently, t-count was greater than t-table, or 11,253 was greater than 2,001. The conclusion is that Ha is acceptable. In other words, the mean gained score differed between the experimental and control groups.

Based on the interpretation of the results data analysis in the pre-test and post-test Independent Sample T-test output in the experimental class and the control class, the mean difference between the post-test results of both classes can be seen.; known the experimental class was higher than the control class. Moreover, it was proven by the calculation of *Cohen's d* effect size which shows 1.35, it described that picture series has high effect. In other words, picture series as learning media strongly affect and improve students' writing skill in the experimental class.

The experimental class's writing scores improved significantly after being treated with a picture series as a learning media. The experimental class is being treated by researcher and they have 4th material such as; recount text, narrative text, procedure text and descriptive text. It was demonstrated by students' understanding of the picture series' points and then writing them down in relation to the picture series' content. In line with that, a study by Mutia Mulya Fitriani from Syarif Hidayatullah Islamic State University Jakarta in 2018 mentioned that the side effect of data analysis from *pre-test* the average of study result gained in tests with the average value was 50.30 and the average of study result gained in post-test was 72.64; which known the picture series has a large significant effect on student's writing skill[36]According to Desi's analysis of the current situation, the majority of

---

[36] Mutia Mulya Fitriani, "The Effect of Using Picture Series to Improve Students' Writing of Descriptive Text", *A Thesis*, UIN Jakarta, 2018, p. 41

students have admitted to having an intermediate mastery in English; In particular, the majority of them have adequate writing abilities.[37]

Furthermore, it has been demonstrated that the picture series can pique students' interest and pique their curiosity in learning English, particularly in writing skills. As Perrin suggests in Erika, good writing necessitates careful thought. It can be represented by generating ideas, selecting appropriate words and vocabulary, and organizing those ideas into a good sequence.[38]. It means that students need a media or tool that guide them to be able creatively thinking and stimulate their ideas. The picture series as learning media can attract students' interest and they will enjoy the teaching and learning process. It will stimulate students to use their imagination and develop their minds in order to be able to write well. As stated by Noor Azilna, providing visuals or realia enhances students' understanding of the subject, and it can help them to develop their ideas to improve their writing skill[39].

Writing is considered the most difficult skill to be mastered. It is the most challenging skill for second language learners to master. The difficulties found not only in generating and organizing ideas but also in translating the ideas into text[40]. Therefore, the students need to have a tool or media to help them master writing skills easily. As proposed by Aenun et al., teaching language especially writing skills need an interesting way. One of the interesting ways is the use of Youtube as instructional media that can help students to still get materials well with the convenience to repeat the video material which has an interesting visual whenever they want[41]. In addition, a research by Ismi and Agus mentioned that writing skills

---

[37] DW Ma'rufah, Muflihah, A Ulil, Need Analysis on The Writing Skill: What Do The Students Really Need for Writing Course?, *Tarling: Journal of Language Education*, 2021, 5 (1), p. 66

[38] Erika Yulia Puspitasari, "The Use of Picture Series To Improve the Writing Skills of Tenth Grade Students of SMAN 1 Srandakan in Writing Narrative Texts in the Academic Year of 2013/2014, *A Thesis*, Universitas Negeri Yogyakarta, 2014, p. 11

[39] Noor Azilna Yunus, *Preparing and Using Aids For English Language*, Kuala Lumpur: Oxford University, 1981, p. 49-53

[40] Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, New York: Cambridge University Press, 1992, p. 303

[41] A Mutoharoh, A Zumrotul 'Ulya, Euis Nawangsari, SR Fatin, M Mualim, The Use of Youtube As A Medium for Teaching English Writing Skill During Covid-19 Pandemic, *Tarling: Journal of Language Education*, 2021, p. 139

can be improve by using Instagram. It indicated a significant achievement of students' competencies in using Instagram than conventional learning in writing recount. It was showed through the mean scores from the experimental and the control class obtained 69.875 > 64.818[42].

Another learning media that is capable to use is picture series. The picture series contains eye-catching pictures that can attract the students' attention and interest. As stated by Bob, the picture series can be useful to deliver information, build students' motivation to do discussions, and making them participate. In short, students will have a new experience when they are taught by using picture series; they might be more active and participate during the teaching and learning process. Thus, there are no students who are passive during the teaching and learning process because they will focus on what they see given in the picture series[43]

---

[42] IB Sallamah, AHA Sabiq, Does Instagram as Learning MEDIA Affect Students' Writing Skill on Recount Text? : An Experimental Research, REiLA: Journal of Research and Innovation in Language, 2020, 2 (3), p. 132

[43] Bob Linney, WASH: Visual Aids for Emergencies and Development, New York: Unicef, 2012, p. 1

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

On the basis of the research findings and discussion, it can be concluded that instruction with picture series had a different effect on students' understanding of writing skill than instruction without picture series. As previously mentioned, the students who were taught using picture series significantly outperformed those who were not taught using picture series. In conclusion, the picture series effectively improve students' writing skills.

The outcome of this study was determined by comparing the students' mean test scores. Pre-test mean for the experimental class was 40.36 and post-test mean was 70.83. The post-test mean for the control group was 40.26, while the post-test mean was 50.16. Calculations indicate that the experimental class is greater than the control class. In other words, the pre- and post-test results indicated that students' responses to picture series in teaching writing skills were favorable. They can enjoy learning with the picture series and are able to write about the picture series' context.

B. Limitation of Study

Based on the researcher's direct experience in this study, there are some limitations experienced and can be a number of factor sthat can be paid more attention to future researchers in further refining his research because this research itself certainly has shortcomings that need to be improved continuously in research in the future. The limitations of this study are as follow:

1. The limitation is related to the object of the study. As stated in the research questions that this study was intended to investigate whether a picture series can improve students' writing skills. This study only investigated one language skill: writing. The result might be different if the study also investigated other skills: listening, speaking, and reading or even vocabulary mastery.

2. The instrument; the items of the *pre-test* and *post-test*. The type of test was only an essay. The result might be different or better if the study employed other types of test items, for instance: multiple choice, unscramble words or sentences, or memory test.

3. The range of between students with the lowest and highest achievers of post-test scores in the experimental class. The range between them widens after treatment in the learning process. Even expected all the treatments given too improve low-performance and high-performing and close the gap between them. These results can be different if students have almost the same ability and intelligence. Maybe there should be special treatment or effort for the weak or top achievers to close the gap between them.

C. Suggestion

After drawing conclusions based on the results of data analysis, the researcher would like to provide some suggestions that may be useful for English teachers, students, and other researchers. These suggestions are expected to facilitate teachers and students in teaching and learning activities. Those suggestions are presented as follows:

1. For teachers, need to choose and apply more interesting methods and media in teaching writing. It can attract students' curiosity and motivation in learning. Teachers can use picture series as teaching aids related to some material; procedure text, narrative text, and recount text. In addition, the picture series can easily be understood by students to get the point of learning materials.

2. For students, need to practice more in writing and manage themselves to always have positive attitudes towards English. The motivation for learning should be stimulated in order to keep them actively participating in the learning activities.

3. For other researchers, this research can be used as an additional reference. In addition, this research needs to be refined from different perspectives, ideas, and points of view to add input on different opinions.

REFERENCES

Anderson, M & Anderson, K. (2003). *Text types in English 2*. South Yarra: Maxmillan Educatio Australia

Becker, Lee A. (2000). *Effect Size Measure for Two Independent Group*. Jurnal: Effect Size Becker.

Brown, H. Douglas. (2000). *Principles of Language Learning & Teaching.* New York: Longman.

Barnet, Sylvan & Marcia Stubbs. (1985). *Barnet & Stubbs's Pratical Guide to Writing: fourth edition*, Canada: Little Brown & Company (Canada) Limited.

Creswel, John W., & J. David Creswell. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaces.* London: SAGE.

Derewianka, Beverly. (1990). *Exploring How Texts Work*. Sydney: Primary Teaching Association.

Fitriani, Mutia Mulya. (2018). *"The Effect of Using Picture Series to Improve Students' Writing of Descriptive Text"*, A Thesis, UIN Jakarta.

Husain, Noushad. (2015). *"Language and Language Skills".* Maulana Azad National Urdu Univesity.

Hyland, Mauren. (2009). *Writing Text Types: A Practical Journal*. Western Australia: RIC Publication.

Laidlaw Brothers. (1985). *Composition and Grammar II: Steps in the writing process*, California: The Laidlaw Brothers Publisher.

Larry B. Christensen et.al. (2015). *Research Methods, Design, and Analysis.* England: Pearson

Lidyawati, Tri and Rahmadi Nirwanto. (2016). *"The Effectiveness of Picture Series Toward the Students' Writing Scores".* Proceedings of International Conference: Role of International Languages Toward Global Education System. IAIN Palangkaraya

Linney, Bob.(2012) *WASH: Visual Aids for Emergencies and Development*. New York: Unicef

Ma'rufah, DW and Muflihah, A Ulil. (2021). *Need Analysis on The Writing Skill: What Do The Students Really Need for Writing Course?* Tarling: Journal of Language Education

Maria, Adriana. And Geni, Vilma Slomski. (2013). *"Active Learning Methods—An Analysis of Applications and Experience in Brazilian Accounting Teaching",* Journal of Creative Education. Vol. 4, No. 12B.

Mutoharoh, A, A Zumrotul 'Ulya, Euis Nawangsari, SR Fatin, M Mualim. (2021). *The Use of Youtube As A Medium for Teaching English Writing Skill During Covid-19 Pandemic*, Tarling: Journal of Language Education.

Puspitasari, Erika Yulia. (2014). *The Use of Picture Series To Improve the Writing Skills of Tenth Grade Students of SMAN 1 Srandakan in Writing Narrative Texts in the Academic Year of 2013/2014*. A Thesis, Universitas Negeri Yogyakarta

Ojo, A Samson et.al. (2021). *Availability and Utilization of E-Learning Technology Resources in Teaching and Learning of Vocational Subjects in Senior Secondary Schools.* Journal of Science and Technogy Education. Vol.3 No.2.

Putri, L.G. (2016). *Teaching Reading Through Narrative Text Using Picture Series at the Second Year Students of SMPN 1 Seputih Rawan*. A script of English Education Lampung University. Retrived from https://scriptiwithoutdiscussionandresult.pdf.

Rajagapolan, Isola. (2019). *"Concept of Teaching"*. International Journal of Education. Vol. 7, No. 2.

Richard, Jack C and Willy A. Renandya. (1992). *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press

Raimes, Ann. (1983). *Technique in Teaching Writing*. Oxford: Oxford University Press.

Sallamah, IB and AHA Sabiq. (2020). *Does Instagram as Learning MEDIA Affect Students' Writing Skill on Recount Text? : An Experimental Research*.REiLA: Journal of Research and Innovation in Language

Scholes, Robert and Nancy R Comley. (1985). *The Practice of Writing: Second Edition*, New York: St. Martin's Press Inc.

Sequeirs, A. H. (2012). *Introduction to Concepts of Teaching and Learning.*

Smith, M.K. (2004). *Educational Development in Ghana.* Accra: Unimax Publisher.

Tarigan, Henry Guntur. (2008). *Menulis: Sebagai suatu keterampilan berbahasa.* Bandung: Angkasa.

Thesis Sunarti. (2015). *"Improving the Students' Writing Skill on Recount Text Through Picture and Picture Learning Model at The Second Grade of SMP MUHAMMADIYAH 1 TARAKAN"*. Tarakan: Borneo University.

Thesis Indah, Dwi Nur. 2010. *"Improving Writing Recount Text by Using Photograph"*. Semarang: IKIP PGRI Semarang.

V. Wiratna Sujarweni. (2014). *Metode Penelitian: Lengkap, Praktis, dan Mudah Dipahami,* Yogyakarta: Pustaka Baru Press.

Wright, Andrew. (1989). *Pictures for Language Learning*. (Cambridge: Cambridge University Press.

Yunus, Noor Azlina. (1981). *Preparing and using aids for English Language teaching*. New York: Oxford Univeristy Press.

APPENDICES

Appendix 1: Pre Test

PRE-TEST

Name   :

Class   :

Students Number :

Write a recount text with your own words based on the picture series below. Write at least 150 words in 45 minutes.

(Source: Buku Tematik Kelas 1 SD/MI Tema 8 Halaman 39-40)

....

....

....

....

....

....

....

POST-TEST

Name :

Class :

Students Number :

Write a narrative text with your own words based on the picture series below. Write at least 300 words in 60 minutes.

(Source: https://borneochannel.com/cerpen-cerita-malin-kundang-dalam-bahasa-inggris/)

....

....
....
....
....
....
....
....
....
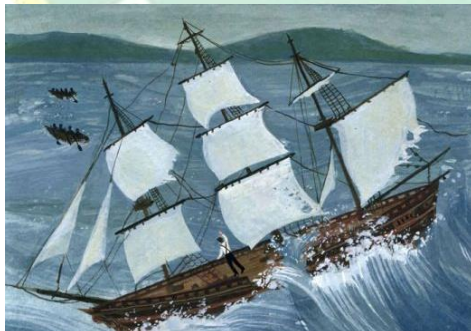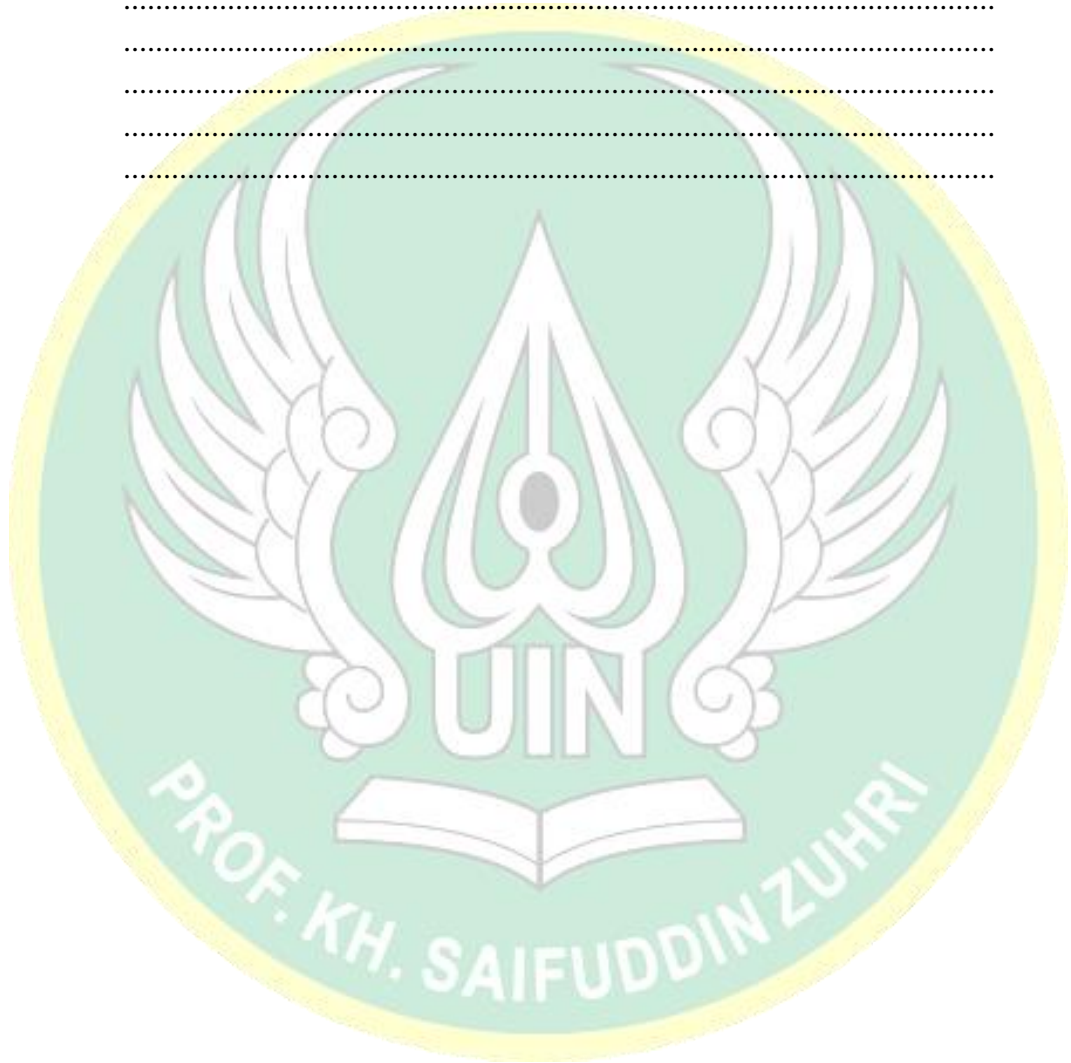
Appendix 3: Writing Rubric Indicator

Classification	Score Level	Criteria
Content	1-5	Excellent to very good: knowledge, substantive development of topic, relevant to assigned topic.
	1-5	Good to arrange: some knowledge, of subject, adequate range, limited development of topic, but lacks details.
	1-5	Fair to poor: limited knowledge of subject, the title substance, inadequate development of topic.
	1-5	Very poor: does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate.
Organization	1-5	Excellent to very good: fluent expression ideas clearly stataed/supported succint, well organized, logical sequencing, cohesive.
	1-5	Good to average: somewhat choppy, loosely organized but main ideas stand out. Limited support, logical but incomplete sequencing.
	1-5	Fair to poor: non fluent, ideas confused or disconnected, lacks logical sequencing.
	1-5	Very poor: does not communicate, no organized.
Vocabulary	1-5	Excellent to very good: sophisticated range, effective word/idiom choice and usage.
	1-5	Good to average: adequate range, occasional errors of word/idiom form, choice, usage, meaning not confused or obscured.
	1-5	Fair to poor: limited range, frequent errors of word/idiom form, choice, and usgae, etc.
	1-5	Very poor: essentially translation, title, knowledge of English vocabulary.
Language Use	1-5	Excellent to very good: effective complex construction, few errors agreement, tense, number, word order/function, articles, pronouns, preposition.
	1-5	Good to average: effective but simple/complex construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition, but meaning seldom obscured.
	1-5	Fair to poor: major problem simple/complex construction frequent errors of negation, agreements,

		tense, number, word/function, articles, pronouns, preposition, and/or fragments, deletion, meaning confused.
	1-5	Very poor: virtually no mastery of sentence contributuions rules. Dominated by errors, does not communicate, or not enough to evaluate.
	1-5	Excellent to very good: demonstrated mastery conventions. Few errors of spelling, function, capitalization, paragraphing.
	1-5	Good to arrange: occasional errors of spelling, function, capitalization, paragraphing, but meaning not obscured.
	1-5	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
Mechanics	1-5	Very poor: no mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Based on the student report cards in 2013 Curriculum, indicators of students' score as follows:

Table 1. Indicators of Students' Score

Range	Qualification
90-100	Very Good
76-89	Good
75	Enough
<74	Less

Appendix 4: Score Experiment Class

No	Students	Scores	
		Pre-test	Post-test
1	Student 1	42	76
2	Student 2	56	91
3	Student 3	14	64
4	Student 4	33	63
5	Student 5	32	66
6	Student 6	56	83
7	Student 7	26	59
8	Student 8	36	63
9	Student 9	31	66
10	Student 10	29	60
11	Student 11	66	90
12	Student 12	36	66
13	Student 13	53	88
14	Student 14	16	50
15	Student 15	29	63
16	Student 16	26	60
17	Student 17	46	75
18	Student 18	72	95
19	Student 19	68	90
20	Student 20	34	66
21	Student 21	39	59
22	Student 22	26	53
23	Student 23	33	56
24	Student 24	62	93
25	Student 25	31	69
26	Student 26	47	78
27	Student 27	36	61
28	Student 28	51	80
29	Student 29	55	84
30	Student 30	30	58

Appendix 5: Score Control Class

No	Students	Scores	
		Pre-test	Post-test
1	Student 1	36	41
2	Student 2	27	30
3	Student 3	57	64
4	Student 4	62	64
5	Student 5	13	36
6	Student 6	27	48
7	Student 7	48	57
8	Student 8	51	54
9	Student 9	30	59
10	Student 10	44	59
11	Student 11	53	60
12	Student 12	40	66
13	Student 13	24	44
14	Student 14	22	35
15	Student 15	19	14
16	Student 16	63	77
17	Student 17	47	50
18	Student 18	50	62
19	Student 19	41	53
20	Student 20	33	36
21	Student 21	12	29
22	Student 22	39	41
23	Student 23	70	75
24	Student 24	46	53
25	Student 25	59	70
26	Student 26	68	79
27	Student 27	25	22
28	Student 28	32	40
29	Student 29	17	25
30	Student 40	53	62

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMK Swagaya 2
Mata Pelajaran   : Bahasa Inggris
Materi Pelajaran   : Recount Text
Kelas/Semester   : XI/I
Waktu   : 2jp x 30 menit

Kompetensi Inti	3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah. 4. Mengolah, menalar, dan mempresentasikan, dalam bidang konkret dan abstrak terkait dengan pengembangan dari apa yang dipelajari di sekolah secara mandiri, bertindak efektif, dan kreatif.
Kompetensi Dasar	3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tertulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya. 4.1 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan seusai konteks.

A. Tujuan Pembelajaran

- Mengidentifikasi fungsi sosial kelengkapan dan keruntutan struktur teks *recount*.
- Mengidentifikasi fungsi sosial dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait

pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

- Mampu membuat teks *recount* yang berisikan unsur kebahasaan preposisional penunjuk dan penghubung waktu dengan memperhatikan fungsi sosial dan struktur teks.

B. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (10')

1. Guru membuka pelajaran dengan salam dan berdoa
2. Calling the roll
3. Menyampaikan tujuan pembelajaran
4. Brainstorming

b. Kegiatan Inti (40')

1. Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik.
   - ➢ *"Yesterday is Sunday, can somebody tell me how was your Sunday?"*
2. Guru memberikan materi tentang teks *recount* untuk dapat dipahami maupun dikembangkan peserta didik.
3. Guru menunjukkan sebuah picture series yang berisikan kegiatan dengan tema kegiatan salah satu anggota keluarga di hari sebelumnya kemudian membiarkan siswa mengamati dan menyampaikan apa yang mereka lihat di gambar.
4. Setiap peserta didik diminta untuk membuat satu kalimat kemudian dikembangkan menjadi satu paragraf teks *recount* sesuai konten yang terdapat pada picture series tersebut.

c. Kegiatan Penutup (10')

1. Guru bersama peserta didik membuat kesimpulan/rangkuman tentang hal-hal penting yang telah dipelajari.
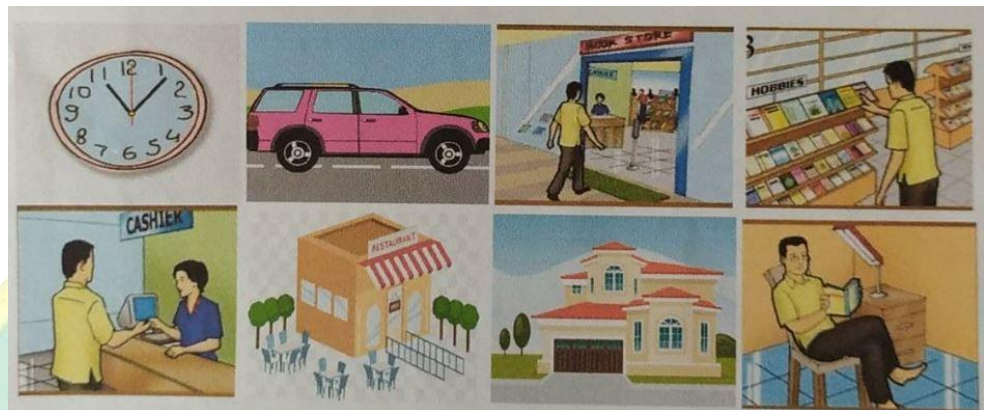2. Melakukan refleksi tentang materi yang telah disampaikan.

C. Media, Bahan, dan Sumber Belajar

a. Media, Bahan Ajar   : Picture Series
b. Sumber Belajar   : Buku Pendamping Pembelajaran TUNTAS: Bahasa Inggris untuk SMA/MA Kelas XI

D. Penilaian

a. Teknik   : Tes tertulis
b. Prosedur : Awal pelajaran, selama proses, dan akhir pelajaran
c. Bentuk   : Tes tertulis

Soal:

Penilaian: Terlampir

Purwokerto, 26 Oktober 2022

Guru Pamong

Nuryanah, S.Pd
NIP. -

Peneliti

Wulida Faradila Riviani
NIM. 1717404045

Mengetahui
Kepala SMK Swagaya 2

Veronica Rahayu, SE
NIP. -

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMK Swagaya 2
Mata Pelajaran : Bahasa Inggris
Materi Pelajaran : Procedure Text
Kelas/Semester : XI/I
Waktu : 2jp x 30 menit

Kompetensi Inti	3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah. 4. Mengolah, menalar, dan mempresentasikan, dalam bidang konkret dan abstrak terkait dengan pengembangan dari apa yang dipelajari di sekolah secara mandiri, bertindak efektif, dan kreatif.
Kompetensi Dasar	3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedure lisan dan tertulis dengan memberi dan meminta informasi terkait proses pembuatan sesuatu sesuai dengan konteks penggunaannya. 4.1 Menyusun teks prosedur lisan dan tulis, pendek dan sederhana, dalam bentuk manual terkait proses pembuatan sesuatu.

A. Tujuan Pembelajaran

- Mengidentifikasi fungsi sosial dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait proses pembuatan sesuatu, pendek dan sederhana, sesuai dengan konteks penggunaannya.

- Mampu membuat teks prosedur yang berisikan unsur kebahasaan preposisional penunjuk dan penghubung waktu dengan memperhatikan fungsi sosial dan struktur teks.

B. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (10')
1. Guru membuka pelajaran dengan salam dan berdoa
2. Calling the roll
3. Menyampaikan tujuan pembelajaran
4. Brainstorming

b. Kegiatan Inti (40')
1. Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik.
   - ➢ *"Does anyone know how to cook an instant noodle?"*
2. Peserta didik diberikan materi tentang teks prosedur oleh guru untuk dapat diamati dan dipahami.
3. Guru menunjukkan sebuah picture series yang berisikan cara memasak telur goreng kemudian membiarkan siswa mengamati dan menyampaikan apa yang mereka lihat di gambar.
4. Setiap peserta didik diminta untuk membuat satu kalimat kemudian dikembangkan menjadi satu paragraf teks *procedure* sesuai konten yang terdapat pada picture series tersebut.

c. Kegiatan Penutup (10')
1. Menanyakan peserta didik apa yang telah mereka tangkap dari materi yang disampaikan.
2. Merefleksikan materi yang telah dipelajari.

C. Media, Bahan, dan Sumber Belajar
a. Media, Bahan Ajar   : Picture Series
b. Sumber Belajar   : Buku Pendamping Pembelajaran TUNTAS: Bahasa Inggris untuk SMA/MA Kelas XI

D. Penilaian
a. Teknik   : Tes tertulis
b. Prosedur : Awal pelajaran, selama proses, dan akhir pelajaran
c. Bentuk   : Tes tertulis

Soal:

Procedure Text II
How to Make a Sunny-Side Egg

Purwokerto, 26 Oktober 2022

Guru Pamong   Peneliti

Nuryanah, S.Pd   Wulida Faradila Riviani
NIP. -   NIM. 1717404045

Mengetahui
SMK Swagaya 2

Veronica Rahayu, SE
NIP. -

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMK Swagaya 2
Mata Pelajaran : Bahasa Inggris
Materi Pelajaran : Narative Text
Kelas/Semester : XI/I
Waktu : 2jp x 30 menit

Kompetensi Inti	3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah. 4. Mengolah, menalar, dan mempresentasikan, dalam bidang konkret dan abstrak terkait dengan pengembangan dari apa yang dipelajari di sekolah secara mandiri, bertindak efektif, dan kreatif.
Kompetensi Dasar	3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tertulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.1 Menyusun teks naratif lisan dan tulis, pendek dan sederhana, terkait fairy tales, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan seusai konteks.

A. Tujuan Pembelajaran
- Mengidentifikasi fungsi sosial kelengkapan dan keruntutan struktur teks naratif.
- Menemukan informasi penting dalam suatu teks naratif.
- Membuat ringkasan/simpulan dari teks naratif.

B. Langkah-langkah Kegiatan
a. Kegiatan Pendahuluan (10')
1. Guru membuka pelajaran dengan salam dan berdoa
2. Calling the roll

3. Menyampaikan tujuan pembelajaran
4. Brainstorming

b. Kegiatan Inti (40')

1. Guru mengaitkan materi dengan pengalaman peserta didik dalam membaca buku cerita yang pernah mereka baca dan memberikan stimulasi pada topik.
   - ➤ *"When you were a child, did your parents tell you stories?"*
   - ➤ *"What story did you like most?"*
2. Guru menunjukkan picture series berisikan teks naratif dan meminta peserta didik untuk mengamati dan memahami.
3. Peserta didik dibimbing oleh guru mengidentifikasi informasi tertentu terkait topik dan fungsi sosial dari teks naratif tersebut.
4. Guru menyediakan picture series lainnya untuk kemudian meminta peserta didik menyusun teks naratif bersama-sama.
5. Bersama mengidentifikasi isi pokok dan informasi terkait di dalam teks naratif tersebut.

c. Kegiatan Penutup (10')

1. Guru memberikan feed back dengan menanyakan kembali pokok-pokok pelajaran yang telah dipelajari.
2. Mereflesikan kesulitan yang dialami peserta didik selama pembelajaran.

C. Media, Bahan, dan Sumber Belajar

a. Media, Bahan Ajar   : Picture Series
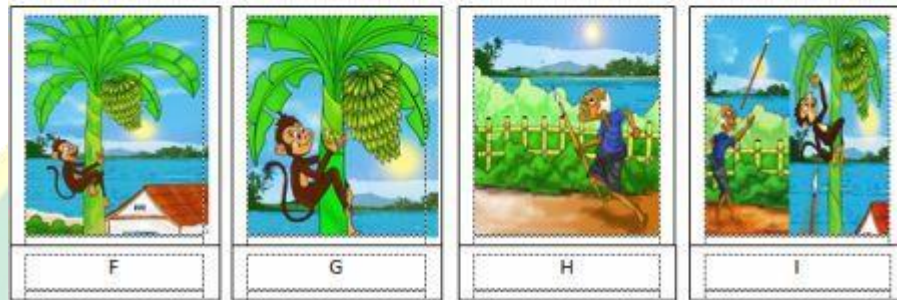**b.** Sumber Belajar   : Buku Pendamping Pembelajaran TUNTAS: Bahasa Inggris untuk SMA/MA Kelas XI

D. Penilaian

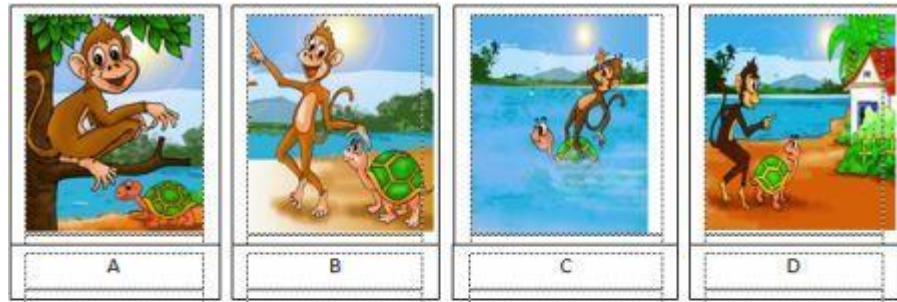**a.** Teknik   : Tes tertulis
b. Prosedur : Awal pelajaran, selama proses, dan akhir pelajaran
c. Bentuk   : Tes tertulis

Soal:

A	B	C	D

F	G	H	I

Purwokerto, 26 Oktober 2022

Guru Pamong

Nuryanah, S.Pd
NIP. -

Peneliti

Wulida Faradila Riviani
NIM. 1717404045

Mengetahui
Kepala SMK Swagaya 2

Veronica Rahayu, SE
NIP. -

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMK Swagaya 2
Mata Pelajaran   : Bahasa Inggris
Materi Pelajaran   : Descriptive Text
Kelas/Semester   : XI/I
Waktu   : 2jp x 30 menit

Kompetensi Inti	3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah. 4. Mengolah, menalar, dan mempresentasikan, dalam bidang konkret dan abstrak terkait dengan pengembangan dari apa yang dipelajari di sekolah secara mandiri, bertindak efektif, dan kreatif.
Kompetensi Dasar	3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks *descriptive* lisan dan tertulis dengan memberi dan meminta informasi terkait lingkungan sekitar sesuai dengan konteks penggunaannya. 4.1 Menyusun teks *descriptive* lisan dan tulis, pendek dan sederhana, terkait lingkungan sekitar, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan seusai konteks.

A. Tujuan Pembelajaran

- Mengidentifikasi fungsi sosial kelengkapan dan keruntutan struktur teks *descriptive*.
- Menemukan informasi penting dalam suatu teks *descriptive.*
- Membuat ringkasan/simpulan dari teks *descriptive*.

B. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (10')

1. Guru membuka pelajaran dengan salam dan berdoa
2. Calling the roll

3. Menyampaikan tujuan pembelajaran
4. Brainstorming

b. Kegiatan Inti (40')
1. Peserta didik disajikan picture series dengan konteks "My Family".
2. Guru menstimulasi peserta didik terkait dengan materi pembelajaran.
   ➢ *"From the picture, can you imagine the appearance of the family member?"*
3. Guru menunjukkan sebuah picture series yang berisikan tema tentang kegitan harian salah satu anggota keluarga kemudian membiarkan siswa mengamati dan menyampaikan apa yang mereka lihat di gambar.
4. Setiap peserta didik diminta untuk membuat satu kalimat kemudian dikembangkan menjadi satu paragraf teks *descriptive* sesuai konten yang terdapat pada picture series tersebut.

c. Kegiatan Penutup (10')
1. Guru melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
2. Guru memberikan feed back terhadap proses dan hasil pembelajaran.

C. Media, Bahan, dan Sumber Belajar
    a. Media, Bahan Ajar   : Picture Series
    b. Sumber Belajar   : Buku Pendamping Pembelajaran TUNTAS: Bahasa Inggris untuk SMA/MA Kelas XI
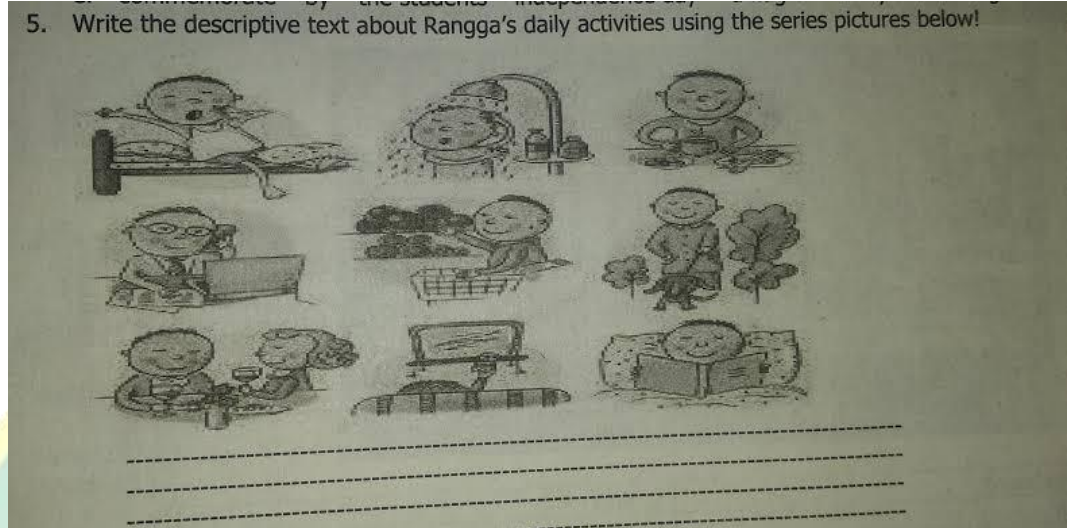
D. Penilaian
    a. Teknik   : Tes tertulis
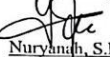   **b.** Prosedur : Awal pelajaran, selama proses, dan akhir pelajaran
    c. Bentuk   : Tes tertulis

soal:

5. Write the descriptive text about Rangga's daily activities using the series pictures below!

Purwokerto, 26 Oktober 2022

Guru Pamong

Nuryanah, S.Pd
NIP. -

Peneliti

Wulida Faradila Riviani
NIM. 1717404045

Mengetahui
Kepala SMK Swagaya 2

Veronica Rahayu, SE
NIP. -

Appendix 7: Validation Sheet

INSTRUMENT VALIDATION

Tittle of The Research   : The Effect of Using Picture Series on Students'
Writing Skill at SMK Swagaya 2

The Researcher   : Wulida Faradila Riviani

NIM   : 17174040

Major   : English Education Study Program

Data of Validator

Name   : Irra Wahidiyati

Age   :

Educational Background   :

Teaching Experience   : 12 years

Instruction

Put a checkmark (√) in the assessment column that matches with your assessment based on the question for writing assessment.

   5= Strongly Agree

   4= Agree

   3= Doubt

   2= Disagree

   1= Strongly Disagree

No.	Statements	1	2	3	4	5
1.	The filling instructions in the pre-test and post-test question sheets can help students in filling them out.				√	

No.	Statement	1	2	3	4	5
2.	The picture series used is based on the understanding of 11th grade students of Senior High School.					√
3.	The color in the picture series media is not screw the students' understanding.					√
4.	Arrangement of the picture series can help students to understand the material.				√	
5.	Arrangement of the picture series can help students to understand the main idea				√	
6.	The picture series is formulated briefly and clearly.				√	
7.	The picture series can be used to attrack students' attention in understanding material.					√
8.	The picture series is worthy to used according the curriculum of material.				√	

A. **Conclusion Validator/Assessor**

Please fill in by circling the following answer according to your conclusion:

1. Can be used without revisions
2. Can be used with minor revisions
3. Can be used multiple revisions
4. Unable to used

B. **Comments/Suggestion**

……………………………………………………………………………………

……………………………………………………………………………………

XXI

…………………………………………………………………………………

…………………………………………………………………………………

…………

Purwokerto, 5 Oktober 2022

Validator

Irra Wahidiyati.

Appendix 8: Certificate of the Research

YAYASAN MARDISISWA PUTRA
SEKOLAH MENENGAH KEJURUAN (SMK) SWAGAYA 2
BIDANG KEAHLIAN BISNIS MANAJEMEN
DAN TEKNOLOGI REKAYASA
Alamat : Jalan Prof. Mr. Much Yamin XI/4 Telp. (0281) 6845010 Purwokerto
Website : smkswagaya2purwokerto.sch.id / Email : smkswagayadua@yahoo.co.id

SURAT KETERANGAN
Nomor : 124/103.22/SMK/SW.2/MN/2022

Yang bertanda tangan di bawah ini Kepala SMK Swagaya 2 Purwokerto Kabupaten Banyumas menerangkan bahwa :

Nama   : WULIDA FARADILA RIVIANI
NIM   : 1717404045
Program Studi   : Tadris Bahasa Inggris
                      Fakultas Tadris dan Ilmu Keguruan (FTIK) Universitas Islam Negeri
                      KH. Saifudin Zuhri

Telah melaksanakan Penelitian Skripsi dengan judul "The Effect of Using Picture Series at SMK Swagaya 2 Purwokerto" di SMK Swagaya 2 dan yang bersangkutan telah melaksanakan tugasnya dengan baik dan penuh tanggung jawab.

Demikian surat keterangan ini dibuat dengan benar, untuk dapat dipergunakan sebagaimana mestinya.

Purwokerto, 31 Oktober 2022
Kepala Sekolah

VERONICA RAHAYU, SE

Appendix 9: Students Worksheet
   1. **Pre Test Students' Worksheet**

XXIII

a.

Saisa sees the moon and start at nigh from the bed room window the time was 7 PM. After that Saisa went to eat with the family. after finishing eating Saisa went to study with the help of mother. After the time shows 9 PM Saisa goes to the room and prys after that sleeps

b.

1. at night Fino sees the stors ond the moon benina the window

2. Fino ans her family are having fun gothering and eating together

3. mom help finish the Final drowing

4. When going to sleep, Fino reaas the sleep prayer First

c.

foron is looking at the moon ond stars in front of the window, then foron doo his Job, foron is drawing ard is being helped by her grand mother after their foron had dineler with her father ond mother after eatiny ranigo Straight to sleep

2. Post Test Students' Worksheet

a.

one day there was a FAMiLY in a Village near the coast, consisting oF a Mother and children named Malin Kundang. The child grew up to be a brave child. one day Malin Kundang asked his Mother For permision to go to the city, and would return when he was al ready rich.

When Malin kundang returned to his village on large ship, Malin kundang came home with a lot oF Wealth and married a very beautiful noble doughter. When Malin kundang arrived at his village he was greeted with great Joy by the villagers, and an old woman came to him and said "oh my son you are back, mother misses you very much" said the woman. Then Malin kundang's wiFe replied "Who is it?" Maling kundang replied "Who are you, you are not my mother, my mother can't be like this", Malin kundang even though he knew that it was his mother but he was ashamed oF his very poor mother.

Then Maling kundang's mother prayed, "oh my god, What's wrong with my son, please make him aware that I am his biological mother." Then te rain Fell heavily along with very strong winds and very big waves. Then Maling kundang's body stiffened, then he pros trated and his body turned to stone.

b.

Malin Lundang

Once upon a time there was a child and a mother who lived in a village with a very poor economic situation. At that time a child grew up. Then he wanted to migrate to a big city.

And when a child named malin lundang arrived, he asked his mother to say goodbye to him to go abroad to a big City. While there he got a job until he was appointed as a manager in a large OFFice then he was asked to marry a daughter oF the owner oF the oFFice and then he married until he was rich and lived a happy liFe.

And when he was rich he Forgot his mother in the village. so much she missed her mother looking For her son named malin lundang in the big city and Finally met his son, but unFortunately his son was embarrassed by thy arrival oF his mother and kicked his mother out then the mother Felt hurt and cursed her son named malin lundang to stone.

The legend malin kundang

Once upon a time, on the nort coast of sumatera lived a poor woman and his son, who called Malin Kundang. His Father eventually died, and his mother lived alone as a poverty-Stricken old woman.

malin kundang grew up as a skillful young boy. He always helps his mother to earn some money. one day, malin kundang decide going to overseas and promise to come back.

After several years had gone by, malin kundang finally decide to return to his village. He arrived wearing fine clothes and traveling on one of his ships. Someone arriving in such splendor was uncommon to the villagers, so many of them went down to the harbor to view the sight.

one of the villagers recognized malin kundang form a scar that he had received while playing as a child. Upon recognizing the mark, the villager went to tell malin kundang's mother that her son had returned. Excite She went to the shore and recognized her son the minute her eyes fell on him.

c.