

The Power of Picture Series in ELT to Improve Senior High School Students' Writing Skills



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June, 2023



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Introduction

Background and theory

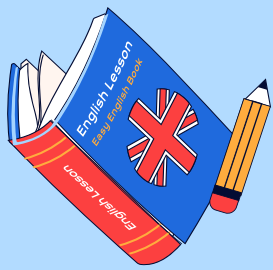
Research gap

Novelty



Statement of aims

Research question



Background and theory

According to Richards (2002), there is no doubt that writing is the hardest skill for learners to master, as statement support by Harmer (2007), writing is a complex skill

According to Dewi, et al,(2022) The picture series learning method is unique for its emphasis on activity, innovation, creativity, and fun

According to Simorangkir, et al., narrative texts describe a story that has a chronology or a sequence of particular events, and picture series can be used to convey a topic or the story in a narrative text

Research Gap



**Aliftha Rizqi
Eliyawati (2022)**

Conducted at MTs SA
Daruth Thalibin Bangilan
Tuban on first-grade
students used descriptive
text to learn writing skills

**Sepura
Cristine (2019)**

Conducted at SMPN1
Malinau Barat on eighth-
grade students used
recount text to learn
writing skills

The researchers conducted at SMA Kemala
Bhayangkari 3 Porong on X-I grade used narrative text
to learn writing skills.



Novelty



Teaching writing narrative text using picture series in ELT in the X-1 grade at SMA Kemala Bhayangkari 3 Porong



Statement of aims

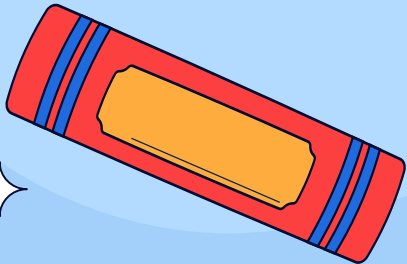


1. Using picture series, the teacher can provide media variations in ELT to improve student's writing skills
2. The researchers expected using media picture series can increase student's creativity to improve their writing skills



Research Question

How is the effect of picture series in ELT to improve student's writing skills at SMA Kemala Bhayangkari 3 porong?



Methodology

Research design

Quantitative
Pre-experimental

Data Collecting technique

The instrument is pre-test, post-test, lesson plan, picture series media



Sample

X-1 class
Consist of 39 students

Source of data

Obtained from the instrument have been applied in X-1 class

Finding

1

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	30	50	88	72.80	7.902
posttest	30	75	90	83.83	5.086
Valid N (listwise)	30				

The data gathered from the writing test before and after the picture series treatment.



Finding ✨

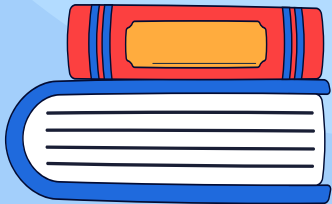


2

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.59637510
Most Extreme Differences	Absolute	.155
	Positive	.111
	Negative	-.155
Test Statistic		.155
Asymp. Sig. (2-tailed)		.065 ^c



- The formula that has been used is Kolmogorov-Smirnov because the data has the same n (number of students).
- Calculation of the normality test of this data is stated normally distributed if the value is sig.> 0.05 and if the value is sig.<0.05 then the data is said to be not normally distributed
- The data is declared normal because the critical value was 0.65.



Finding

3

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-11.033	8.135	1.485	-14.071	-7.996	-7.429	29	.000

- If value sig.(2-tailed) < 0.05 then H_0 is rejected and H_a is accepted= there is effectiveness in the use of picture series
- If the value is sig.(2-tailed) > 0.05 then H_0 is accepted and H_a is rejected=there is no effect on the use of picture series
- The table shows the value of Sig (2 tailed) is 0.00 so the media of picture series improve student's writing skills





Discussion

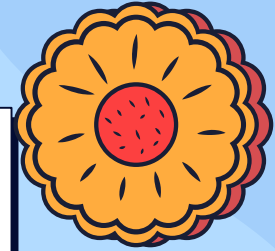


- ❖ The data of students taken from pre-test and post test. The result of data statistics of experimental classes was analyzed by using SPSS. The students' writings of narrative text are scored based narrative text assessment rubric in the lesson plan.
- ❖ Previous research did by Ramadhanty, et al, (2021) the result of their study used showed that there was significant effect that increased students' skills to write an English descriptive writing at the secondary level of school of used picture series and research did by Fitri, et al,(2022) that picture series was more effectively used in teaching writing procedural texts and can increase the content, the organization, and the grammar of the students' writing at senior high school
- ❖ In this research also had an effect on students' writing skills. The researchers concluded the Media picture series increased student's creativity in writing narrative text. In addition to media picture series give variation in English language teaching.



Research implication

The research implies that using picture series media can increase students' creativity as well as help them in writing narrative texts. When picture series used to teach writing, students were fun and motivated. In conclusion, the use of picture series during research improves writing skills so that students can master writing skills.



Conclusion ✨



Based on the results of the data analysis in the previous chapters, there is a significant improvement in the results of the pre-test and post test . The picture series is effective in English Learning Teaching on the skills of writing narrative texts for class XI SMA Kemala Bhayangkari students. Evidenced by the analysis of Pair-sample T-Test with the result of the value of sig.(2-tailed) is 0.00 so H_0 is rejected so H_a is accepted.

Suggestions

The researchers suggested that English teachers use picture series to increase student's creativity in teaching writing. While, to improve the writing skill, students suggested that they keep on writing to practice writing sentences, paragraphs, and eventually texts.



Thank
You...

