



Menulis Ulang Cerita Melalui Gambar Berseri Untuk Meningkatkan Kemampuan Menulis iswa

Rewriting Story Trough Picture Series To Improve Students' Writing Skills

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah menulis ulang cerita melalui gambar seri meningkatkan keterampilan menulis siswa. Penelitian ini melibatkan 26 siswa kelas XI IPA 3 tahun kedua SMAN 8 Makassar. Sampel diambil dengan menggunakan teknik Cluster Random Sampling. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dan desain yang digunakan adalah pre-experimental design. Data dikumpulkan melalui tes menulis. Hasil analisis data menunjukkan bahwa keterampilan menulis meningkat secara signifikan setelah (skor rata-rata post-test: 74,50) dibandingkan sebelumnya (skor rata-rata Pre-test: 58,85) yang diajarkan dengan menggunakan gambar seri. Sejalan dengan hasil analisis data, perhitungan statistik juga menunjukkan nilai signifikansi sebesar 0,00 yang berarti lebih kecil dari taraf signifikansi 0,05. Terkait dengan perilaku siswa, dalam penelitian ini siswa tampak lebih aktif dan termotivasi tinggi saat menerima materi. Hal ini menunjukkan bahwa gambar seri efektif untuk meningkatkan keterampilan menulis siswa.

Kata Kunci: menulis ulang cerita, gambar seri, keterampilan menulis.

ABSTRACT

The objectives of the research were to find out whether rewriting a story through picture series improves the students writing skills. This research involved 26 students in second-year class XI IPA 3 of SMAN 8 Makassar. The sample was taken by using the Cluster Random Sampling technique. The method used in this study was the quantitative method and the design was a pre-experimental design. The data were collected through a writing test. The result of the data analysis showed that the writing skills were significantly improved after (post-test mean score: 74,50) than before (Pre-test mean score: 58,85) being taught by using picture series. In line with the result of data analysis, the statistical calculation also showed that the significant value was 0.00 which means less than the significant level of 0.05. Related to the students' behavior, in this study, students seem more active and highly motivated when receiving the material. This indicated that picture series effective to improve students' writing skills. is a summary of the contents of a scientific paper which is intended to help a reader to easily and quickly see the purpose of writing.

Keywords:) rewriting story, picture series, writing skills

1. INTRODUCTION

In teaching English, Harmer (2007:265) states that reading, writing, speaking, and listening skills are four things used in language. In the process of teaching-learning English to become good English learners, students must have a good mastery of these four skills. In the teaching and learning process, the teacher has an important role. In this case, the teacher must have effective methods and media for teaching and training students in writing. Improving writing skills, some factors make students have difficulty learning to write. The students are not excited and less motivated in writing English by using the teacher's method that only using markers and a blackboard, it can make students lazy and bored to study.

Based on the problems above, the researcher proposed the use of a picture series as a media to improve students' writing skills, especially in writing narrative text. This is because the English teacher has never used picture series as media in class before. Also, picture series has many benefits such as make students happy to participate in learning as well as focus their mindset and the picture series is easy to adapt to the students' goals and ages.

While in this study, the researcher examine SMA 8 MAKASSAR in eleventh grade, and where previous research uses film media, personal photos, and comics without text, this study uses image media. The picture series is a learning medium that is expected to attract, motivate, introduce and show students so that students' writing skills will be better. Seeing the explanation above, the researcher is interested to conduct a research study under the title "Rewriting Story Through Picture Series to Improve Students' Writing Skill".

2. Literature

2.1 Writing

2.1.1 Definition of Writing

According to Spratt et al. (2005:26), writing is communicating messages with signs such as letters and punctuation. The letters are integrated into the one word, the word into a sentences, the sentence into a paragraph. Scott (1996 in

Rozimela, 2004) stated that apart from being an exercise, writing is communication.

2.1.2 The Purpose of Writing

According to Byrne (1997:6-7) writing has the purpose following pedagogical purposes :

- The experience and behavior of different learners in providing their learning needs..
- The existence of written work can provide evidence that students are progressing in learning.
- Using multiple media is more effective in teaching foreign languages.
- Writing is not only applied in class, but can be done outside the class.
- In formal and informal testing, it can be tested in writing.

2.2 Teaching writing

2.2.1 Principles for Teaching Writing

Brown (2001: 45) stated that there are six basics of writing including:

- a. Practice applied to be a good writer.
- b. Balance process and result
- c. Consider for cultural / literary backgrounds
- d. Connect reading and writing
- e. Provide as much valid writing as possible
- f. Prewriting, drafting, and revising stages are emphasized in writing.

2.2.2 Teaching Writing for Senior High School

In the process teaching and learning writing, the teacher anticipated to deliver lessons creatively and be able to adapt to characteristics of adolescent high school students. So, teachers can easily design classroom management strategies and instructions.

2.3 Teaching of Media

2.2.1 Definition of Teaching Media

According to Aniqotunnisa (2013:10) stated that teaching media is media that can be stimulates students to learn and can convey a meaning that can be seen in its form.

2.2.2 Kinds of Teaching Media

According to Smaldino et al. (2005:9) suggests that in teaching learning process, six media that can be more effective namely :

2.2.3 Picture Series as Media in Teaching

Picture series is a kind of picture media. Yunus (1981:49-53) stated that there are three kinds of picture namely composite pictures, individual pictures, and picture series.

3. Research Methodology

3.1 Research Design

The research design was used a pre-experimental design with one group pretest and posttest design.

3.2 Research Variable

In this research, there are two kinds of variables, namely :

The independent variable is the use of picture series.

The dependent variable is writing skill of the eleventh years students of SMAN 8 Makassar.

3.3 Population and Sample

3.3.1 Population

The population of this research was the students of SMAN 8 Makassar, the academic year 2020/2021.

3.3.2 Sample

This research used the cluster random sampling technique and took one as experimental group and class selected was XI MIPA 3.

3.4 Research Instrument

This research used a writing test as a research instrument to analyze the students' ability in writing.

3.5 Technique of Collecting Data

3.5.1 Pre-test

In Pre-tests, the researcher asked students to write about topics that have been provided, asked students to write for 50 minutes, students must collect their assignments. The last, the researcher gave score.

3.5.2 Post-test

Post-test the researcher prepares the topic of the story, asked students to write stories according to the topic that has been given within 50 minutes, students should be collected their assignments. And then, the researcher gave score.

3.6 Treatment of the Research

1. The first meeting

- a. The teacher gave examples related to lessons to students, so they get an idea of the material to be taught.
- b. The teacher explains the types of narrative text. The material provided is historical narrative text.
- c. Next, the teacher teaches students about the narrative text includes general parts such as what is narrative text and the elements of language used in narrative text.
- d. Finally, the teacher asks students to conclude what has been taught.

2. The second meeting

- a. The teacher evaluates students about the material previously taught.
- b. The teacher shows the use of the tenses in narrative text
- c. The teacher explains the past tense. Then, the teacher provides formulas and examples of past tense in sentences.
- d. The teacher gave assignment to students to make past tense in sentences.
- e. The last, the teacher gave a score.

3. The third meeting

- a. The teacher evaluates students about the material previously taught.
- b. The teacher explains to the students next activity such as writing the prophet stories based on picture series.
- c. The teachers asks students to choose one of the prophet stories they will write (Prophet Ayyub AS or Prophet Isa AS).
- d. Finally, the teacher and students discuss what students write. Whether they write based on picture series or not.

4. The last meeting

- a. The teacher evaluates students about the material previously taught.
- b. The teacher explains to the students the next activity such as writing the prophet stories based on picture series.
- c. The teachers asks students to choose one of the prophet stories they will write (Prophet Ayyub AS or Prophet Isa AS).
- d. Finally, the teacher and students discuss what students write. Whether they write based on picture series or not.

3.7 Technique of Data Analysis

The researcher analyzed the data in five aspect, there are content, organization, vocabulary,

language use, and mechanics (Jacobs et.al 1981) and classifying the students score in very good, good, average, and poor (Kemendikbud, 2017).

4. Findings and Discussion

4.1. Findings

In this findings of the research showed that the result of the test to answer the research question. The researcher collected data through a post-test and pre-test.

There were twenty-six (26) students of the eleventh grade in SMA Negeri 8 Makassar taken as samples in this research. Based on the data analysis from the post-test and pre-test, it was found that students' writing skill by use Picture Series was improve significantly. Can be showed in the pre-test, 1 student who got *very good* scores (3.8%), no student got *good* scores from (0%), 4 students (15.4%) got an *average* score, 21 students (80.8%) who got a *low* score. However, in the post-test of 26, 1 student (3.8%) who got a *very good* score, 5 students (19.2%) got *good* scores, 7 students (26.9%) got the *average* score and 13 students (50.0%) got *low* scores. So, from the results of the post-test and pre-test scores, it showed that the pre-test scores were lower than the post-test scores.

4.2 The T-test Data Analysis

After each students' scores were collected, then the researcher analyzed the data through a t-test. T-test used for the hypothesis tools to compared two samples in interval or ratio data which find out whether the Picture Series can improve students' writing of narrative text at the eleventh-grade students in SMA Negeri 8 Makassar. Before, the researcher was doing a normality test.

4.2 Discussion

The data analysis its aims to describe how pictures series can improve students' writing skills in eleventh-grade students of SMAN 8 Makassar. Wright (1989: 17), There are five parts for pictures in writing. First, a picture can motivate students so they want to take a role. Second, pictures are useful for clarifying meaning. Third, pictures can explain, provide information, or be responded to based on perspective. Fourth, pictures can respond/clues to something with some practice. The last, pictures can stimulate, and can be used as a

reference for discussion. Therefore, the researcher used picture series as media in this study.

In this study, the researcher was curious whether picture series as a teaching media could increase students' writing skills or not. The use of picture series media in improving students' writing skills can be showed in students' post-test and pre-test scores that calculated by using the SPSS version 25.0.

The result was a significant difference in students' writing skills which increased after treatment with picture series media. This is evidenced by hypothesis testing, the null hypothesis was rejected when the significant value is >0.05 . It showed that the picture series as a teaching media could improve students' writing skill. Wright (1989:2) adds that interest and motivation are increased by picture series.

The researcher compared the results of the students' post-test and pre-test scores in order to determine whether the picture series could increase students' writing skill. The mean score of students' scores in pre-test and post-test showed that students' writing skill was increased in five aspects, they are vocabulary, content, organization, mechanics, and language use.

During the pre-test, generally students faced difficulties to do the test and confused how to write narrative text correctly. This was observed during research. For example, when the pre-test was conducted, many of students still need more time to convey ideas or convey problems experienced and difficulties in learning structure of the narrative text and its language elements. It showed from the students' pre-test scores, 1 student who got *very good* score, 4 students got *average* score and 21 students got *low* score. When researchers asked students' problems in doing the test, most of them admitted that they still confused about writing the narrative text correctly.

During the learning for 4 meetings, students seemed enthusiastic in learning writing by using picture series as medium of teaching. The

researcher conducted the treatment in four meetings, it is explained as follows:

In the first treatment, students were taught about narrative text. The researcher explained about the definition, the generic structure, and language elements of narrative text. Furthermore, the students were asked to convey their problems in understanding the material and the researcher provided students an opportunity to discuss the material.

In the second treatment, the learning material includes the explanation about past tense provided by the researcher. After explaining the material that has been taught, the researcher and students asked questions and discussed it together. When finally, the students understood the material, the researcher ended the online meeting class.

In the third treatment, the researcher provides the learning material with picture series that contained of prophet's story. Students were very enthusiastic in learning, because the pictures and stories that chosen by the researcher makes students interested more. Before starting the

5. Conclusion

In line with the findings and discussion in the previous chapter, the researcher can conclude that the use of picture series can improve students' skills especially the writing skills of eleventh grade students at SMA 8 Makassar. This method helps students be more motivated and creative in conveying their ideas in writing. It showed by the result of the mean score of the students' post test and pre-test. Based on the hypothesis, when the significant value less than significant level, the alternative hypothesis is accepted. It showed that the use of rewriting story through series is effective method in improving writing skill of the eleventh-year students of SMA Negeri 8 Makassar.

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learning material, the researcher tested whether students still remember what they had learned in previous meeting. At the end of the meeting, the researcher asked students to write story about the Prophet.

In the initial activity, it runs normally and effectively, but it also caused students had obstacles, such as they still need more time to convey their ideas or convey problems, they get during class discussions. The students seemed very enthusiastic while doing activities by using picture series as a medium in learning. Students were more active in conveying ideas and ideas about narrative text material.

When all of the treatment was complete, the researcher gave students a post-test. The post-test used to find out measure students' writing skill after treatment. The result of students' post-test showed that there was 1 student got *very good* score, 5 students got *good* score, 7 students got *average* score, and 13 students got *low* score. It means that students' writing skill was improved by using picture series.

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