THE INFLUENCE OF USING PICTURE SERIES AND REALIA TOWARD WRITING ABILITY

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Abstract

Writing is a process of communication which uses a conventional graphic system to the reader. In writing subject especially descriptive text the students' find some problem, such as: they find difficulties in developing their idea, their vocabulary is still low, they get difficulties to make sentences and the teacher uses unsuitable media as a tool to teach writing. The media presented as a solution are picture series and realia media. The objective of this research is to know whether there is more effective of using Picture Series and Realia Media. In this research the researcher uses quantitative research with quasi experimental design. The population in this researcher was 711 students at the tenth grade of SMA Negeri 1 Rumbia. It was consists of 20 classes and average each class consist of 36. The researcher used cluster sampling as technique sampling, the sample of this research is X3 as an experimental class and X4 as control class. To analyze the data, the researcher used ttest formula. The researcher got the result of ttest is 4,59 and ttable is 2,65 (on criterion 1) and 2,00 (So, on criterion 2). It means that thit>ttable. The criterion of ttest is Ha accepted if thit>ttable. There is different result of students writing ability in descriptive text using picture series and realia media. Picture series is more effective than realia media toward students' writing ability in descriptive text, the statement is proven by result of posttest and hypothesis test.

Keywords: picture series, descriptive text, writing ability, realia media

1. INTRODUCTION

A language is used for many kinds of purposes. Thus, it has many functions as well. Furthermore, there are two macro skills of a language; they are receptive and productive skills. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person will be able to convey feelings, ideas, and announcements to others. Writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically. Therefore, learning is very important for improved writing in particular learning of English in Indonesia because the writing is a process of transformation of thoughts and ideas into tangible forms of writing.

In the Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006 syllabus of junior and senior high schools curriculum require students to be able to write some kind of genre in writing. They are narrative, recount, descriptive, report, explanation,

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analytical exposition, hortatory exposition, procedure, discussion, reviews, anecdote, spoof, and news items.

In teaching and learning process many students at SMA N 1 Rumbia thought that writing was difficult. They generally had a problem with English complex vocabularies. The complexities are related to the spelling and meaning; the spelling of some words can be different from the pronunciation. Even sometimes, a word has some different pronunciations. In addition, it is also difficult to remember the meaning of some words. The students stated that they got difficulty to remember the English vocabulary since they often found many unfamiliar words. Furthermore, English grammar became another problem. The differences between Indonesian and English grammar confused many students. The students often made some grammatical mistakes, such as tenses, part of speech, subject-verb agreement, etc. Finally, the students also had a problem to get idea to start writing. Even sometimes they took more than an hour just to think of the first sentence of their text. In fact, they often had many ideas in their mind, but it was difficult for them to express these ideas comprehensively.

The researcher takes the data of the students writing ability score of the tenth grade of SMA Negeri 1 Rumbia from the teacher as follows: From the data, the researcher finds out from 36 students at the tenth grade of SMA Negeri 1 Rumbia. Then, the students that got score ≥75% are 12 students, and the students that got score ≤75% are 24 students. Based on those data, it can be concluded that the quality of English Lessons in writing ability is still low. So, the researcher assumses that students need some greater attention from the teacher and using interest media to improve writing skill for students' expecially in descriptive text. It means that teacher find out the students write as the result of the descriptive text. Therefore, the researcher using picture series media is procedure in form images as media for student, so they can study easily without burden because the picture can help to create handwriting by looking at the pictures and the picture can give stimulus for the students to writing. Realia media is a kind of media that can be used for teachers to teach writing about descriptive text.

2. LITERATURE REVIEW

The theoretical review of this research includes the concept of picture series media and concept of writing descriptive text. The explanation of each sub topic can be seen as follow:

2.1 Picture Series

There are various kinds of teaching media which can be developed and effectively used by the English as foreign English (EFL) and English for young learners (EYL) teachers in their classroom. According to Lachman & lachman (2000) media are divided into three types are: Audio-visual media, audio media, and visual media. Teacher of EFL and EYL have to decide what kind of media will be used related to the material. Instructional English as foreign language can be frustrating for the students if the teachers do not know how to explain well. One of ways in creating a good and nice situation in learning English is by using media. Besides, according to Arsyad (2011) said that picture is suitable medium for the purpose of learning.

There are many kinds of media that can be used such as picture, maps, real things, dialogue and tables present the materials. One of the effective ways to help the students in learn how to write descriptive text is using picture series. Picture series are the picture that tells a story in a sequence on a one chart.

Students can construct their knowledge during learning writing easily by using media. Media has a prominent role in teaching learning activities. Picture series is a media which helps the students in learning English especially writing. The students can image the mind, think through picture series. Besides that, in this case the researcher combines the picture series in descriptive text. It is very useful for the students to encourage in learning. The students can get information about the story through descriptive text and the information can be transferred earlier because there is a picture which helps the students remember about the story.

Bactiar (2010) said that picture series is an image, or likeness of an object, person or scan produce on a flat surface, especially by painting, drawing or photography. Picture is two dimension visual representations of person, place, or things. By using instructional media, students' are expected to be able to get learning experience concretely, and they can be more active in the teaching and learning process. According to Raimes (2003) pictures can be the basis for fairly mechanic controlled composition, sentence combining exercise, or sequencing of sentences, writing of original dialogues, letters, report, or easy. Picture is one of media for them, media that can be used to present materials is used develop the students interested in learning process. By having picture as media in teaching learning process.

There were steps in the implementing picture series. (1) introducing the picture series, (2) explaining about picture series, (3) explaining about the generic structure and the language features of the descriptive texts, (4) giving the example of a descriptive text with picture series and asking students to identify the generic structure and the language features, (5) asking the students to write a draft of a descriptive text based on the picture series given. (6) ask them to edit and publish their writing in front of the class.

2.2 Realia Media

In the learning process, the real media can be used as a medium. Abraham and Syahodih (2002) says that the real object or media including media or media learning resources specifically developed as a component of the instructional system to facilitate radar and planned formal learning". Realia is a kind of media that can be used for teachers to teach writing about descriptive text. Based on Soulier (2001) real objects or realia are things that people meet every day. Sometimes, someone do not realize that they are very important to the math and English teachers as they are to the basketball coach and the medical professor. There are four advantages of using realia as the media in learning activities especially in teaching descriptive writing: First, realia are motivating. Second, they provide the learners with the sort of direct experience that cannot be obtained through other media of learning no matter how well contrived (designed). Third, they allow learners to apply various senses and this make effective. Finally, they are available in large quantities and are cheaply obtained. From the explanations from the experts, realia give opportunity in many areas of studies. Realia become a center of interest, stimulating other ideas for study.

Realia consist of actual objects or items which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production. It concretizes vocabulary and language and places it in a frame of reference. It also allows language learners to see, hear, and in some cases touch the objects. Here are some examples:

1. To illustrate and teach young learners vocabulary for animals, clothing, fruit for example, I use actual objects or facsimiles thereof (piece of clothing, toy animals, plastic fruit). For young learners, it's a very useful tool in making the abstract concrete.

2. To introduce my students to Canada, I use a Canadian flag, a map of the world, and photographs of Canada. What realia allows me to do is create a picture of my country, introduce and practice target vocabulary and sentence patterns (I'm from Japan), and serve as a springboard to compare and contrast Canada with Japan (Japan is part of Asia. Canada is part of North America).

Realia can be used to tell a story. I have used Christmas cards as a means to explain the concept of Christmas and some of its many traditions, to illustrate Christmas images such as Santa Claus, reindeer, candy cane, Christmas trees, poinsettia and to teach Christmas greetings such as "Merry Christmas and a Happy New Year?. Christmas cards provided a springboard to get my students to talk about their own holidays and customs.

Using realia in the EFL classroom serves to foster a more creative and active teaching-learning environment and promotes cultural understanding. As I have previously written, there's a connection between language and culture. Helping language learners see the connection helps them understand more clearly the leaning of language.

Budded (2011) says that realia in ELF terms refers to any real objects use in the classroom to bring the class to life. In this tip the research would like to offer a few suggestion for activities using real and to consider the main advantages of using real objects into the classroom is to make the learning experience more memorable for the learner. To give a couple of simple examples, if you are going to teach vocabulary of fruit and vegetables it can be much more effective for students if they can touch, smell and see the object at the same time as hearing the new world.

Teaching writing in Senior High School Students through realia will develop the students' competence in writing text types especially descriptive texts. Besides that, the writer make a syllabus to applied the materials to make students interested in the writing a descriptive text by using realia. Before a teacher teaches their students, the teacher must make a syllabus first. Based on Fatmawati (2011), syllabus is providing a focus for teachers and students in achieving basic competencies and indicators and influencing the development of individual students.

In the teaching of descriptive texts by using realia as one of media in learning activities, the writer used the three-phase technique which includes pre-writing, whilst-writing, and post- writing.

1. Pre-writing
   a. The teacher asks to the students to mention objects that they see in the real life such as books, pails, and snakes etc.
   b. The teacher explains to the students about the material they will learn.

2. Whilst-writing
   a. The teacher gives a picture to the student one example of realia media that is eyeglasses.
   b. The teacher gives questions about the object through an overhead projector.
   What is the picture?
   What is the color of the frame?

What is the color of the lens?

How long the eyeglass?

c. The teacher asks the students to work in a pair
d. The teacher tells the students about the characteristics of a descriptive text.
e. After the students understand how to describe object, the teacher asks to the students to look for another real object indoor or outdoor of the class with the teacher's guiding.
f. Each group discusses about everything related to their objects by using the leading questions from the teacher or based on their own questions.
g. The teacher asks to the students to write a descriptive text based on the real objects that they found.
h. Some groups read their descriptive text in front of the class.

3. Post-writing

a. The teacher asks the students to submit their work.
b. The teacher has reflection session to hear students' opinion for what they have learned.
c. For homework, the teacher asks the students to look for another realia in around their house.

2.3 Writing Ability

Descriptive Writing is the clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes.

According to Thresia (2017) descriptive text is fun and it makes students' writing more interesting to readers because the students use their words to help readers "see" or to visualize of people, places, or things. Descriptive text has the features of the text, the generic structure and language focus. The generic structure of descriptive text is identification and description. Identification parts identifies a particular thing to be discussed.

It means that by using descriptive text, the readers can create their own pictures of what those are written. Writing a descriptive text needs more attention because the students have to know the things that will be described in detail. Because of that reason, the teachers must use the variety and useful strategies to make students write well in descriptive text.

A descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writers (Ellis et. al., 2009). In addition, it allows students to share interesting impressions of a person, a place, or an object surrounding them (Troyka, 2007).

According to Brown *et al*. (2001) there are six categories that are often the basic for the evaluation of student writing, they are:

1. Content: thesis statement, related ideas, development of ideas, development of ideas through personal experiences, use the descriptions, and consistent focus.
2. Organization: effectiveness of introduction, logical of sequence of ideas, conclusion, appropriate lengths.
3. Discourse: topic sentence, paragraph unity, cohesion, variation.
4. Syntax
5. Vocabulary
6. Mechanics: punctuation, citation of reference

Peterson (2003) state that show the five several categories that are often the basic for the evaluation of student writing, they are structure, sentencing, vocabulary, conventions of English language, and personality.

2.4 Instructional of using Picture Series and Realia Media Toward Writing Ability on Descriptive Text

Hamalik (2003) states instructional is a combination organize including human components, material, facilitation, supply, and procedures interacted to achieve a goal. From the definition from experts above, it can conclude that instructional is a set of event that contain of some components of instructional that doing between the students and the teacher that effect to the learners. In this research the researcher uses flashcard as the media of instructional. Latuheru (2003), states that are instructional media materials, tools, or techniques used in teaching used in teaching and learning activities with the intention that the communication interaction process between teacher and student education can take place, appropriate, and efficient. Based on the definition, instructional media have great benefit in facilitating students to learn the lesson material. Learning media used must be able to attract students' attention on teaching activities and more stimulating learning activities of students.

In this research, the researcher will focus on the instructional precisely in using picture series and realia media the students' writing ability in descriptive text. For instructional process, for students' writing descriptive text the teacher uses two media are picture series and realia media to interest students' in writing. To applying the instructional, there are procedures as follow:1) the teacher gives some forms of picture series and realia media, 2) the teacher will distribute one picture series and one realia media with the text in pair of students, 3) the students are writing descriptive text in pair.

3. METHODS

3.1 Research Design

Cresswell (2012) states Research design is a plan or program which made by a researcher, as the activity target that will be done. The researcher applies quantitative research method specifically in Quasi Experimental Design. In this research, the researcher uses experimental design. The kind of design is control group pre-test and post-test design. This experimental design deals with two classes: one is an experimental class and another is a control class. Each class receives pre-test, treatment and post-test in order to find the development of students' writing ability. Both of classes receive the same steps but they are given the different media in treatment step. The experimental class is taught by using realia media and the control class is taught by using picture series.There are two variables in this research, they are Y (writing ability at descriptive text) as dependent variable, X_1 (picture series media) and X_2 (realia media) as independent variables.

The whole students in SMA Negeri 1 Rumbia are decided as the population of the research. The total population of this research is 711 students. The researcher takes the sample by using cluster sampling because the members of sample are homogenous. the researcher gets X3 which consist of 36 students are experimental class and X4 which consist of 36 students are control class.

3.2 Test of Research Instrument

Writing test is a device to measure the students' writing ability. In this research, the writing test covers pre-test and post-test. The pre-test is given before

the treatment and post-test is given after the treatment. The form of writing test is written test. The students are asked to express the picture series and realia media the write it in descriptive text. There are some aspects which are scores namely content, grammar, organization, vocabulary, and mechanic. Specification table is used to make an instrument in order. A table of specification is the technical term given to the plan for writing test. A table of specification should reflect what has been taught in the instructional sequence.

3.3 Alternative

Agreement and alternatif is one of ways to collect information. This is used to support the data which got from the research. The researcher determines the alternatif in order to get the information about the students' ability in English. The researcher uses alternatif such as always, often, sometimes, ever and never.

3.4 Validity and Reliability

In this research, to measure the test has good validity, the researcher only sees from content validity because the validity of the content reflects the extent to which the items in the tests reflect material presented in the curriculum. Content validity expresses how far item in the test express matter which present in curriculum according to Sugiyono (2011).

The researcher uses test-retest reliability. According to Gay (2002) test-retest reliability in accounted from the two rows of score which is gotten from students and the scoring can be done equally. Where, the students' writing ability can be evaluated equally by one instrument in twice test, so the result of reliability test can be reliable.

3.5 Data Analyze Technique

After the writer gives the test and finds the result of the test, the score of students from pretest and posttest will be counted by using normality test, homogeneity test and hypothesis test.

4. FINDINGS AND DISCUSSION

4.1 Result of Try out Test

After the researcher gained the data from the tryout, the researcher measured the validity and reliability of the instrument by using implementing test-retest on undertaken the try out and then the result score by using implementing the product msrioment was 0,09 and spearman-brown was 0,09 in the categorize is very high

4.2 Result of Validity Instrument

In this research, the instrument of the pretest and posttest got validity agreement from the expert of writing lectures. The instruments got the approval from the experts of writing lectures. They are Mr. Amirudin Latief, S,Pd, M,Pd. and Mrs. Fitri Palupi, S,Pd, M,Pd. After getting validation from the validators, it means that the instrument is ready to use.

4.4 Result of Reliability Instrument

Reliability of the test was needed in order that the test could be used. The researcher used product moment formula to know the reliability. The result of the tryout test was the test-retest. Both of them were correlated by using Spearman-Brown formula.From the calculation obtained the result of the test item in writing ability in descriptive text was 0,99 it has very high reliability. It means that the test items of writing ability in descriptive text can be used in this research.

4.5 Description of Data

In collecting the research data, the researcher used tests as data collecting techniques. The explanations are as follows:

4.5.1 Result of Pre-test

Researcher gave pre-test before giving the treatments. The pre-test was given to 72 students. With consist of 36 students in X3 and 36 students in X4. In experimental class the highest score was 57 and lowest was 25 which had a mean 42,6. Meanwhile, in control class the highest score was 60 and the lowest score was 20 which had a mean 40,3.

Based on data frequency distribution of pre-test in experimental class, there are 4 students got score between 25-26, 7 students got score between 30-35, 15 students got score between 40-45, and 11 students got score between 55-57. The total number of class is 36 students.

It has difference with control class. Based on the data frequency distribution of pre-test in control class, there are 4 students got score between 20-25, 6 students got score 30, 20 students got score between 40-45, 4 students got score 50 and 2 students got score between 60.

4.5.2 Result of Treatment

In experimental class, for the first treatment, the highest score was 60, and the lowest score was 40. In the second treatment, the highest score was 78, and the lowest score was 58. In the third treatment, the highest score was 88, and the lowest score was 60. In the fourth treatment, the highest score was 95, and the lowest score was 75. The total score of the first treatment until four treatments in experimental class was 277,75.

In other hand, in control class the second treatment. The first treatment, the highest score was 47, and the lowest score was 30. In the second treatment, the highest score was 57, and the lowest score was 40. In the third treatment, the highest score was 69, and the lowest score was 50. In the fourth treatment, the highest score was 78, and the lowest 60. For the data can be seen in appendix 44 page 236.

4.5.3 Result of Post Test

After getting the data of test, the researcher found that in post-test from experimental class the highest score is 90 and the lowest score is 60, with the average is 76,9. Meanwhile, the result of post-test in control class, the highest score was 80 and the lowest score is 50 with the average score is 66, 9. Based on the data frequency distribution of post-test in control class, there are 6 students got score between 60-65, 12 students got score between 70-77, 14 students got score between 80-85, and 4 students got score 90. By comparing influence the highest and lowest score in experimental and control class. It clears that picture series is more effective than realia media.

4.6 Data Analysis Technique

4.6.1 Result of Normality Test

The normality test was employed to know whether that test which to give to the samples had the normality distribution or not. The data normality of the test accepted H_a if $x^2 ratio \leq x^2 daf$ for the significant level 5% $(\alpha = 0,05)$ and also the significance level 1% $(\alpha = 0,01)$. Based on the table above, it was obtained that x^2_{ratio} posttest was lowest than $X2_{df}$ in the significance level of 5% $(\alpha = 0,05)$ and also 1% $(\alpha = 0,01)$ in the reality. So, the hypothesis H_a was accepted. It means that the both samples in this research has normality distribution.

4.6.2 Result of Homogeneity Test

The data have been proven to be in normal distribution, so the researcher also conducted the data students of homogeneities variance from both samples to prove

whether the both samples have the variant equality or not. The data homogeneity of the test accepted H_a if $F_{ratio} < F_{df}$ for the significance level 5% $(\alpha = 0,05)$ and also the significant 1% $(\alpha = 0,01)$. From the data, it was obtained that f_{ratio} of pretest and posttest were lowest that f_{df} in significance level of 5% $(\alpha = 0,05)$ and 1% $(\alpha = 0,01)$. So that, the hypothesis H_a was accepted, it means that both samples have the variance equality.

4.6.3 The Testing of Hypothesis

After analyzing the data, the researcher got the average score and variances of those groups, next to prove the hypothesis; there is any difference result of using picture series media and realia media toward students' writing ability in descriptive text, and it is also concluded that picture series media is more effective than realia media toward students' writing ability in descriptive text for the tenth grade students of SMA Negeri 1 Rumbia. Based on the teasting criterion 1, it is found that t_{hit} = 4,59 and t_{table} = 2,65. So, Ho is rejected. And Ha is accepted. It means that there is any difference result of using Picture Series Media and Realia Media toward students' Writing ability in descriptive text for the tenth grade students of SMA Negeri 1 Rumbia.

The result of testing criterion 2 finds that t_{hit} = 4,59, moreover the researcher looks at t_{table} for α = 5%, the t_{table}= 2.00. It means $t_{hit} > t_{table}$. So, Ho is rejected and H_a is accepted. From that calculation, it can conclude that the hypothesis of this research is approved. The hypothesis is there is significant influence of using picture series and realia media toward writing ability on descriptive text. Thus, the objective of this research is reached because there is significant influence of using picture series and realia media toward writing ability on descriptive text it caused by the students' score by using picture series and realia media in writing descriptive text is increasing. In short, by using picture series is more effective to increase the students' writing ability at the students of SMA Negeri 1 Rumbia.

4.7 Discussion

The result and data calculation show the evidence that picture series is more effective than realia media during writing ability in descriptive text class. During the writing activity using picture series media, the students feel enthusiasm, happy, and not bored also feel interesting when they looking picture series media in the paper. By using picture series as media in writing ability in descriptive text, the picture gave the explanation about the activity. The students are expected to understand the material easily. Meanwhile in realia media, the students sometimes are not interesting fully and fell bored. The learning activity often be in trouble and the session serves mostly an entertainment value. It takes willing participation and effort from the students.

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In conclusion, the researcher assumes that Picture Series was more effective in students' writing ability in descriptive text than Realia Media. It is proven by the result of pre-test and post-test. For writing, picture series is very good media for the students. Picture series make students can study easily without burden because the picture can help to create handwriting by looking at the pictures and the picture can give stimulus for the students to writing. So, the writing class is also very attractive, clear enjoying and interesting.

5. CONCLUSION

Based on the result and discussion, the findings can be explained as follows: There are influences of using picture series and realia media toward students' writing ability in descriptive text. They are proven by the result of pretests and posttests. Before the students were given treatments, the average of students writing ability in descriptive text are low but after the researcher gave picture series and realia media in learning and teaching activities, the students writing ability in descriptive text in descriptive text are developed. It means that there are influences of using picture series and realia media toward students' writing ability in descriptive text. Picture series is more effective than realia media toward students' writing ability in descriptive text, the statements are proven by result of posttests and hypothesis tests. From hypothesis test, it is obtained that t_{hit} is higher than t_{table}. In addition, the average students' score of writing ability in descriptive text in experimental class is higher than control class. It is clear that picture series is more effective that realia media toward students writing ability in descriptive text.

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