

Students' Perception of the Implementation Picture Series in Writing Classroom

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ABSTRACT

Most of the students have difficulties in writing. They had poor ability to arrange sentences in a correct logical order and good paragraph structure. However, the previous studies showed that the problems of writing are not only based on the inability of the students to write, but also by the inappropriate method used by the teacher in the learning process. Most teachers do not know about what kind of best visual aid can be applied to develop the learners' ability in writing class. This research is looking at teacher's and students' perceptions of the implementation picture series in the writing classroom. For collecting the data, the researcher used questionnaires and interviews. All of the participants were third-grade students in SMP Negeri 1 Sumberlawang, in the Academic year 2019/2020. The researcher involved 16 students at eleventh-grade junior high school. This study is expected that the implementation of using picture series as a media in the learning process can be beneficial for teachers and students, such as improving the learners' writing ability, improving students' participation in the learning process, fun learning environment, and improving students' writing interest.

INTRODUCTION

In this globalization era writing is an important skill to be mastered in English. Writing does not simply produce a graphic of symbols but also express the writer's feelings. English consists of 4 skills they are speaking, listening, reading, and writing. This position indicates that writing's skill is categorized to be difficult. For a long time writing has become the hardest skill to master. Richard (2001) claims that writing's skill is the hardest, especially for second language learners to master grammatically correct

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form. In real life, students must be able to express something in their mind, change it into a good and meaningful sentence in a paragraph. But there are a lot of students who get difficulty in writing.

To overcome this problem, the use of visual aid to develop students' writing skills will be used. According to the Merriam Webster dictionary, visual aid is an instructional device that appeals chiefly to vision. Teachers must realize the function of visual aid that can assist the learners' to develop their writing skills. But, in the learning activity process, most teachers do not know what kind of best visual aid can be implemented to develop the learners' ability in writing.

There are a lot of instructional media that can be used in the learning process and one of them is visual aids. Visual aids consist of real objects, pictures, and photos. One of the visual instructional media that can be used in this study is the picture series. Callahan, et al. (1992: 479) has a piece of advice for teachers or instructors to use media effectively and useful for teaching. Callahan suggests picture series as one of the instructional media for learning. There are a lot of possible interpretations to be produced in a picture. Pictures can be awesome and amazing media that can help the teacher to give illustrations in the learning process. Picture series is also used to improve the learners' interest in teaching and learning activities. Similar studies conducted by Yunita and Novita (2012) about increasing learners' recount text writing by using picture series shows that "using picture series media to increase the learners' recount text writing. The result of this study showed that the learners progress in improving writing in each cycle." Previous research which was done by Gutierrez, Puello, and Galvis (2015) about action research (CAR) on the use of pictures series technique to develop EFL narrative writing among a group of ninth-graders at Institución Educativa Simón Araujo showed that "the roles of picture series media could increase the overall growth of writing skills, specific to the areas of Transition or logical sequence and Ideas exposure". Another study conducted by Lindawati & Nirwanto (2016) about the effectiveness of picture series toward the students' writing scores claimed that "the learners who got picture series media in the learning process achieved a better score in writing recount text than the learners' that did not teach with picture series". Using picture series as a medium has a good effect on the learning process. However, this kind of research about the perspective of the implementation picture series in the learning process, especially for writing class is still rarely conducted in Indonesia. Therefore in this study aimed to know Students' Perception of the Implementation Picture Series in Writing Classroom. Furthermore, the data of this research is taken by interview and online questionnaire which is the participants are 1 teacher and 15 students.

LITERATURE REVIEW

Today, writing skill is very crucial because writing can be called a communicative action because writing is a line to share ideas, opinions, arguments, information, and experiences with another person. According to Scott (1996, cited in Rozimela, 2004), "writing activity is aimed for communication not for exercise". It means that teachers or instructors must be aware that writing activity is a critical and crucial element of English in the learning process. The teacher as a facilitator needs to be aware and able to assist the learner to increase and establish their writing skills.

Since the 1980 century, writing has been becoming a serious topic to be discussed. There was a lot of experts to change the mindset that writing is hard to do by using special media. Some researchers assume that picture series can help the

learners in the language learning process and activity. (Raimes, 1983; Wright, 1990; Hill, 1990; Bowen, 1991) Stated that “ Distributing pictures or photos to language instruction and learning has a perfect effect on the development and enhancement of students’ communicative ability”. This source can assist the teacher and instructor to investigate the language by bridging and associating the classroom with the new place outside its dimension. It also strengthens and boosts the learner to adopt the object of language by adding support and help or resource points for writing or talking exercise. Raimes (1983) said that “pictures, photos, images or illustration give a critical and meaningful understanding for the learner in the classroom, a familiar bottom that guides to several variations of language activity in learning” This aspect of icons can be applied to create an assignment that focused on building the learner’ writing skill in the classroom.

The reality of writing in teaching and learning activity is still problematic. The research was done by Riyanto (2005: 3), who discovered that “Most of the learner’ difficulties in writing were because of several factors such as a limit of glossary and vocabulary, No understanding of grammar in English, and shortage of exercises”. But, it is not only the failure of the learners to write that is the basic problem in writing but also the disproportionate method that realization by the instructor or educator in the learning process. Educators such as teachers and instructors as facilitators need to solve the problem and find out the solution in learning. They can give variation and develop the teaching strategy and method in writing, so the students’ motivation can be increased. One of the methods that can be used is a picture series. Based on Wright’s statement (1989: 17) “ There are several benefits of the picture to improve the learners’ writing ability. First, the picture can give the learners’ motivation and make them give the notice to take a role in the learning activity. Second, the picture supplies the condition for the language learner that is used. Pictures are possible to deliver a new dimension for the learner in the classroom. Third, the picture can explain objectively and behave subjectively. Fourth, the picture can give a signal of response to questions or notice the replacement through controlled exercise. Lastly, pictures are possible to encourage and bring knowledge to be pointed out in oral communication.

The researcher found several studies that had been conducted using the picture series in writing class. Yunita and Novita (2012) about increasing learners’ recount text writing by using picture series showed that “The implementation of picture series could develop the learners’ recount text writing ability. The finding of this study displayed that the learners’ progress in writing is increasing for each cycle.” Previous research conducted by Gutierrez, Puello, and Galvis (2015) about action research on the use of pictures series technique to develop EFL narrative writing among a group of ninth-graders at Institución Educativa Simon Araujo showed that “the interference of Picture series media could improve almost the overall growth of writing ability, definite to the range of progress or logical order and Ideas exposure”. Another study conducted by Lindawati & Nirwanto (2016) about the effectiveness of picture series toward the students’ writing scores claimed that “ The implementation of picture series to learners in writing recount text classroom had a positive effect and accept better score than the learners’ who did not get the picture series for learning process”. Apsari (2017) conducted a study about “The use of picture series for teaching narrative text” stated that “The learning process in writing class used picture series could improve learners’ skill in writing recount text. Specifically, they displayed a lot of improvement in the process of learning”

To investigate the students’ perception, a lot of researchers have done a lot of experiments. Gutierrez, Puello, and Galvis (2015) applied experimental research that

was created by following the concept of action research by Carr and Kemmis. Mochtar (2005) conducted a CAR (Classroom Action Research). According to Ur (1996), CAR is brought out by the instructor, educator, and teacher in the classroom. This research was conducted in two steps. For the first step, the method of using picture series was able to be used well, but it still had several weaknesses. The analyst changed the method of action in step 1 to increase the resulting quality in step 2. Because the object was achieved, step 2 was stopped. Apsari (2017) conducted a descriptive qualitative for her research. The data that was used as classroom observation and interview. The class that was examined was writing lessons. Another researcher Lidyawati & Nirwanto (2016) conducted The quasi-experimental design. The learners were split into two categories, the first is the experimental group and the second is the control group. A picture series was implemented for the experimental group. Meanwhile, for the control group, there was no role of picture series media in the learning process. There were a lot of previous researchers who did classroom action research and quasi-experimental design. But, for this research, the researcher used questionnaires and interviews to collect the data. The questionnaires were given to look at the learner's opinion of the use of picture series for writing class. The researcher also interviewed the teacher to know the teacher's perception of using picture series and class observation was done in the learning process to know the role of picture series in a writing activity.

METHOD

This research aimed to display detailed data and information, so a technique of qualitative research was used. Qualitative research used in data collection techniques is questionnaires and interviews (Merriam 1998; Yildirim and Simsek 2013).

This study was done at SMP N 1 Sumberlawang Sragen. The target was the third-grade students of SMP N 1 Sumberlawang, in the Academic year 2019/2020. The researcher included 15 students at nine-grade junior high school because not all of the students had a smartphone.

In conducting this study, there were two instruments used to grab the data. For this research, the instruments used to collect the data were questionnaires and interviews. The questionnaires were delivered to look at the learner's perception of the implementation picture series in writing class. This questionnaire included fourteen questions to determine the learners' perceptions about the media toward the teaching-learning activity. Interviews were conducted with the teacher to get detailed information about the perception of implementation picture series in writing class. This study procedure started by interviewing an English teacher. The next step was a questionnaire that was given to the students consisting of several questions to check the students' opinion of the implementation picture series media for writing class. To have a deeper analysis, the researcher also interviewed 3 students about the implementation of picture series media in the classroom.

FINDINGS

Implementation of the Use of Picture Series in Writing Classroom

This study interviewed the teacher which used picture series in the learning process. There were some steps to do. First was a teacher who would make a group discussion which consisted of four up to 5 students. Then the teacher would explain what description text is and give an example of descriptive text to the learners. After that, the teacher would show a picture on the screen of the LCD and guide the students to make a short description. The teacher chose simple pictures but it was interesting,

meaningful, and authentic because those pictures contain daily activity life. Next, the teacher would show another picture on the screen of LCD, and the learners were asked to create a short description in a group activity. The last step was the teacher would invite the groups one by one to read the result of the group discussion. According to the teacher, she claimed that she used this picture series media for teaching activity could engage and encourage learners' motivation to learn more. The teacher wanted to make a fun class environment. She said that this media was successful enough to be conducted in teaching a learning activity because most of the learners were active in a group discussion activity.

What the teacher implemented is similar to Wright's statement. Wright (1989: 2) claims that there are five categories for choosing the pictures, they are simple to arrange, simple to coordinate, amusing, delightful, meaningful, authentic, and acceptable. Those five categories can be implemented by teachers in learning practice. Based on Wright (1989: 17), the benefit of pictures for speaking and writing can motivate the learners and influence them to pay attention. Pictures as media for learning can be categorized as good aids. Young learners are full of creative imagination, so that visualization is needed for them. According to Scott and Ytreberg (1990: 5), there are a lot of activities for young students that include movement and concern the senses. Several objects and pictures are possible to use.

Students' Perception On the Use of Picture Series in Writing Classroom

The previous study was done by Apsari (2017) and Pratiwi (2016) had shown that Picture series media increased the learners' interest. Previous studies were in line with the research that has been conducted by the researcher. This research used Qualitative research which used data gathering strategies such as questionnaires and interviews. This study showed that most students considered that they liked the implementation of picture series media in writing class. one student is neutral and one more student does not like the use of this media in the learning process. Another four students like picture series media and 7 students highly like picture series in the learning process. This indicated that the majority of students like the use of picture series media in teaching and learning activities. They agreed that this media was fun and interesting. From another question in the questionnaire, most of the students also indicated that 61.5 % of the students agree that the use of picture series media in the learning process was fun and interesting.

Saya menyukai pembelajaran teks deskriptif menggunakan media picture series
13 tanggapan

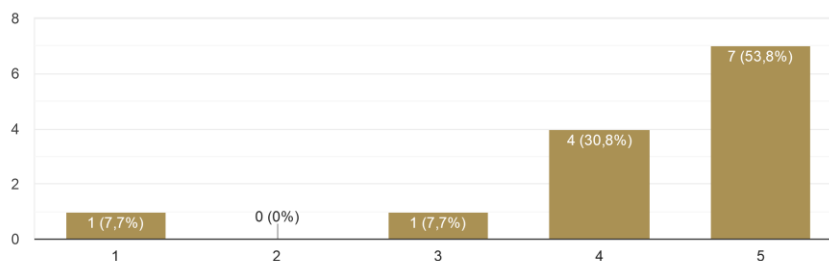


Chart 1. Students' opinions of picture series in the learning process.

The data correlated with a study which was conducted by Pratiwi (2016) that said picture series could increase the students learning English interest. From 3 students that the researcher interviewed, all of them said that they liked picture series because using picture series in the learning process was new for them. One of them said, "Picture series is more interesting than reading a book without any colorful pictures". Another reason why all of them liked this media because it could make fun of teaching and learning activity. They said that "I like when the teacher uses a picture series for teaching it is fun".

Students' Perceptions of the Process of Picture Series In Learning Activity

In general, the majority of students thought that the process of learning was effective. Almost 50% of students claimed that they agreed that the implementation of the picture series was effective in the learning process, 23,1% agreed, and the rest of 30,8% were neutral. Another question in the questionnaire indicated that 69,2% of the students thought that the teaching and learning activity by using picture series media worked well.

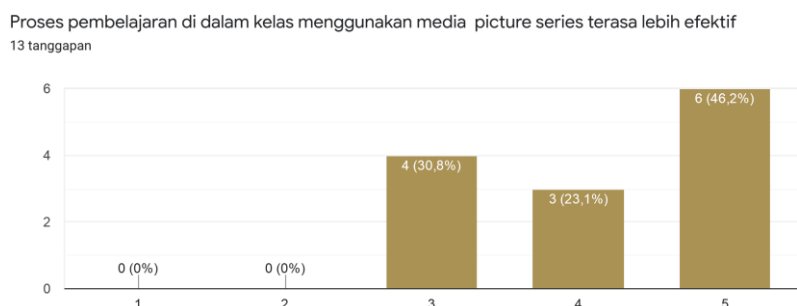


Chart 2. Students' Perceptions of the Process of Picture Series In Learning Activity.

The data's result was in line with the study that was conducted with Apsari (2017) that said picture series could create interesting and good progress in the learning activity. From the 3 learners that the researcher interviewed, they said that the learning activity was in good progress and effective. Most of them said "Using this media in the learning process feels like you are playing with a picture but you get something to learn."

Students' perception of the Benefits of the Implementation of Picture Series in Learning Process

Based on the chart most of the learners stated that picture series media affect their learning motivation. There were 45.2 % of learners' agreed with this statement, 38.5 students agreed, 7.7 % of students neutral, and the rest did not agree. Another question based on the questionnaire claimed that the learning process used picture series could help the students to understand the material well. There were 53.8 % of learners' agreed with this statement.

Pembelajaran di dalam kelas menggunakan media picture series meningkatkan motivasi saya untuk belajar
13 tanggapan

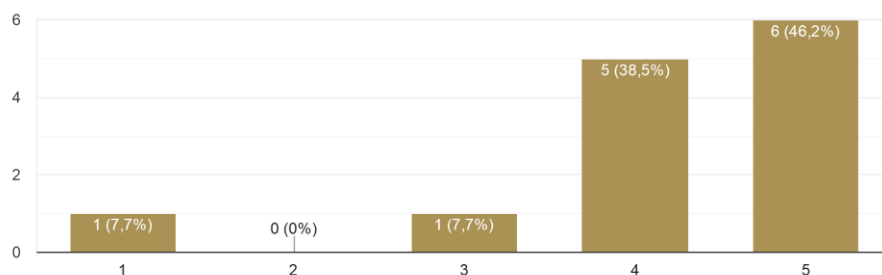


Chart 3. Students' Perceptions of the Benefits of the Implementation of Picture Series Media in Learning Process

This result showed that the chart was in line with another study which was conducted with Mochtar, K. (2016) that picture series could increase the learners' ability in writing paragraphs. From interviewing 3 students, most of them said that the implementation of picture series media in the learning process could increase their motivation and assist their understanding of new material which was explained by the teacher. One of them said, "This media helps me to build my learning motivation and this changes my mind that English is not too hard to be studied".

Students' Perceptions of the Difficulties on the Implementation of Picture Series in Learning Process

In general most of the students agreed that the difficulty of learning activity by using picture series was the limit of time. 38.5 % of students agreed with this statement, 15.4 % of students neutral, and 23.1% disagreed with this statement. Another question based on the questionnaire claimed that used picture series media made the teaching and learning process too fast. There were 57.1% of students agreed with this statement.

Penggunaan media picture series dalam proses pembelajaran memiliki waktu yang terbatas
13 tanggapan

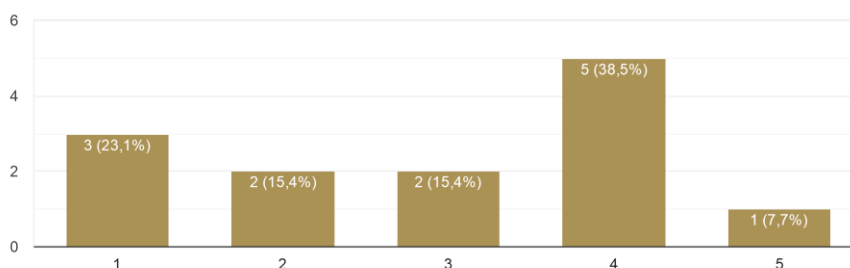


Chart 4. Students' Perceptions of the Difficulties on the Implementation of Picture Series In Writing Classroom

From the three learners I interviewed, most of them complained about the limited time for group discussion activity and several pictures could not be seen clearly. They also told the researcher that using picture series makes the time flies so fast. Most of them said "Picture series is interesting and fun, but it feels like time goes too fast.

When we are still doing a group discussion activity and writing sentences, the teacher will say the time is still 10 minutes, so it makes us in a hurry. Several of the pictures also have a bad resolution so we can not see clearly”.

Students’ Perception of Teaching and Learning Environment Using Picture Series Media

Almost all of the Students claimed that using this media made a fun environment. 64.3 % of learners agree with this statement and 7.1 % of students were neutral. Another question based on the questionnaire claimed that using this media in writing classrooms made the learners’ comfortable. This statement was supported by 42.9 % of students.

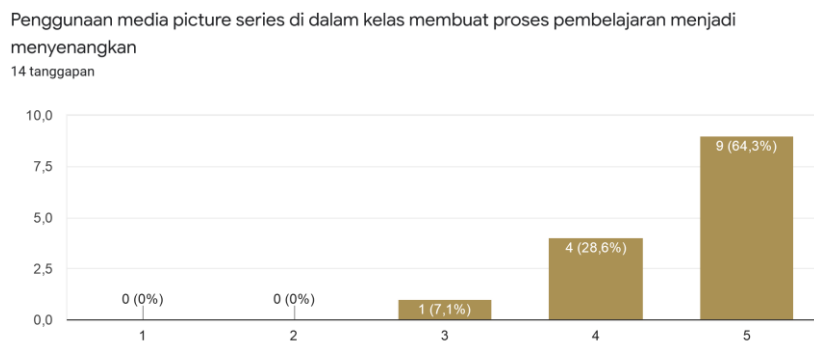


Chart 5. Students’ Perception of The Environment of Using Picture Series Media

This research is in line with another study that was conducted by Apsari (2017). Three students that the researcher had interviewed, all of them agreed that using picture series media in teaching and learning activity could make a fun and comfortable environment. All of them said “ Using picture series media makes me comfortable, so I enjoy the learning process without any pressure. The other thing is that it can make the teaching process fun.”

In general, this study had shown us the students’ perception of picture series in the writing classroom, process, benefits, difficulties, and how students thought about its implementation and the environment. While the use of CAR (Classroom Action Research) in several previous studies was still not able to capture it comprehensively, the use of qualitative research like questionnaires and interviews in this study allowed the researcher to go deeper and further in the data analysis process. From the results, it implies the need for teachers to continue to teach and develop this writing method using picture series to improve the learners’ learning motivation, easier the students’ understanding, and make fun and comfortable teaching and learning process. However, there were several weaknesses in this method such as the limitation of time group discussion activity, teaching, and learning process felt too fast and some pictures that could not be seen clearly. Therefore, more ethnographic or classroom action-oriented inquiries still need to be done in future research to better capture the dynamics of the activities in the classroom.

DISCUSSION

The primary purpose of this research was to find out students' perceptions of the implementation of picture series in the writing classroom. Previous research mostly said that the teaching and learning process by using picture series media was beneficial. Specifically, in the writing class, it said that (Apsari 2017) "Picture series media can improve learners' participation in the classroom, fun learning atmosphere and the increasing of learners' writing interest". However, there is still a lack of research about the learners' perception of this media in the classroom, especially in Indonesia. They're still a few studies about the positive effects and the difficulties of using picture series media in writing class. This research had a different focus from previous research, so the findings were different. Research conducted by Gutierrez, Puello, and Galvis (2015) was focused on CAR on the use of picture series to increase EFL narrative writing for ninth graders at Institución Educativa Simón Araujo. Meanwhile, this research had different findings because the researcher used qualitative data which was used questionnaires and interviews to collect the data so the effect which was found from findings was more complete for the data analysis. The previous study saw the effects of picture series media to increase the learners' skills in writing. But, in this research, the researcher tried to find out the result based on the learners' perception of using this media in writing in the classroom. In this research, students were indicated that they liked the implementation of this media. The learners' learning interest also increased. This result was the same as the research that was done by Pratiwi (2016) and Misiyanto (2018).

In this research, students' indicated that they like using picture series media in the classroom. They said that the picture series was new and it was interesting. This was in line with a statement from Pratiwi (2016) "Learners showed different interest when they are learning English especially English for writing skill".

A previous study was done by the researcher, students thought that the process of teaching and learning was effective. The majority of students also agreed that the teaching and learning process used picture series media worked well. This result is similar to Apsara's statement (2017) " There are some benefits of using picture series, such as improving the learners' writing skills, improving the learners' participation in class, creating a fun learning environment and improving the learners' writing interest. My reflection is the use of picture series may be conducted in teaching-learning activity to decrease the learners' difficulty of writing activity in class".

The data from the chart can be concluded if most of the learners agreed that picture series media could affect their learning motivation. The learning process used by this media also assists students to understand the material well. This is in line with Mochtar, K. (2016) "Suitable type of using picture series in the learning of writing paragraphs includes several steps and all of them have several power to increase the learners' skills in writing paragraphs".

The data of the research revealed that learners were indicated that their difficulty in the learning activity by using picture series media was the limit of the time. Most of them argued that the teacher gave too short a time in a group discussion activity. Another difficulty was the fast learning process. Some of the learners' claimed that using picture series media made the teaching and learning process feel too fast. Several of the students also argued that there was a picture series that could not be seen clearly. This difficulty was new findings of using this media.

The research, it showed that almost all of the learners claimed that using picture series made a fun and comfortable environment in the learning process. This result is similar to Apsari's statement (2017) "There are some benefits of using picture

series, such as building the learners' writing skills, improve learners' participation in the classroom, create a fun learning atmosphere and improving learners' writing interest. My reflection is the use of picture series may be conducted in the teaching process aimed to decrease the learners' difficulty of writing activity in class".

CONCLUSION

The research question of this study focused on students' perception of the implementation of picture series in the writing classroom. While previous studies primarily focused on the effects of using picture series media in the learning process, this research focused on the students' perception, process, benefits, difficulties, and the environment of the implementation of using picture series media in writing classrooms. This topic is still relatively rare to be discussed in Indonesia. So, the researcher tried to conduct this study to get deeper data about the students' perception of the implementation of picture series media in the writing classroom.

The researcher had displayed how the students' perceptions of the picture series media were good in writing the classroom. The result of the study also showed that students like and enjoy the media in the writing classroom. All of the participants who had completed the questionnaire realized that the activity had benefited significantly. There were several major benefits of using this media in writing class. Those several benefits include creating an effective and creative teaching and learning activity, increasing students' learning motivation, making easier students' understanding, and creating a comfortable and fun learning activity. All of those benefits were important in teaching and learning goals.

There was a shred of evidence that showed by this research that there was a challenge of the implementation picture series in the writing classroom. It showed that the learners had difficulty because of the limited time of the group discussion activity and some pictures that could not be seen clearly. As a result, most of the students argued that when the teacher implemented picture series media the teaching process felt too fast. As a result, It implies that teachers need to continue and develop this media in writing class as it gives students' benefit in communicating, creating, teamwork, and creativity. The teacher may give an additional time when doing group discussion activity so that the students will not feel that the teaching and learning process is in a hurry. Teachers should check the media and revise them soon if it cannot be seen clearly before the media is implemented in the teaching and learning process. There have been new findings that were not provided by previous studies about the difficulties of the implementation of this media in the teaching and learning process. This finding can be so important to develop the next study in the future. For the last, further research should be done to look at the benefit, difficulties, and deeper effects in using picture series for the teaching and learning activity in the writing classroom.

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Appendix

