

**USING PICTURES SERIES METHOD TO IMPROVE
STUDENTS' WRITING ABILITY OF THE SECOND
GRADE AT SMPN 2 GALESONG SELATAN
TAKALAR**

SKRIPSI

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY BOSOWA MAKASSAR
2021**

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GALESONG SELATAN TAKALAR**

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**Submitted in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd) in English Education Department**

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BOSOWA

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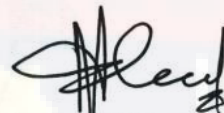
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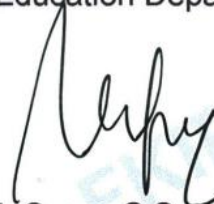
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Menyatakan dengan sebenarnya bahwa Skripsi yang saya tulis ini benar-benar merupakan hasil karya sendiri dan bukan merupakan plagiasi, baik sebagian atau seluruhnya.

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Ameni
Genoveva Benga Eban

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As human being, the writer realizes that what she presents in this skripsi is still far from being perfect. Therefore, criticisms and suggestions will surely be appreciated. Finally, the writer prays may the almighty God bless all of them.

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ABSTRACT

Genoveva Benga Eban, 2021. Using Pictures Series to Improve Students' Writing Ability of the Second Grade at SMPN 2 Galesong Selatan Takalar. Skripsi. The Faculty of Teachers' Training and Education. Bosowa University. (Supervised by Ulfah Syam and Muliati).

The aimed of the research was to know the improvement and significance of using Pictures Series Method in students writing ability of the Second Grade Students' at SMPN 2 Galesong Selatan Takalar.

The writer used quantitative research to find the data and results of tests that have been done by the writer to see the ability of the students in understanding their listening. total population is 112 students which are divided into fourth classes, VIII A, VIII B, VIII C, and VIII D. The sample of the research consists of 27 students. Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense, recap, and evaluate data.

The research was carried out in treatment and it was successful in improving the students' writing ability in several aspects, they were content, organization, vocabulary and language use and mechanics. The treatment consisted of the use of pictures series as modeling of the input text supporting narrative reading texts, providing vocabulary and writing exercises and giving feedbacks to them. There were significance improvement using Pictures Series Method in students writing ability of the Second Grade Students' at SMPN 2 Galesong Selatan Takalar. It can be seen that the T test was 18.683 The score of writing test before the students were taught used pictures series was average. The mean score of writing test in pre-test was 59.2. After the writer conducted the treatment used pictures series in post-test the mean score increased to 76. So, the writer concluded that teaching writing using Pictures Series Method could improve the students writing ability of the Second Grade Students' at SMPN 2 Galesong Selatan Takalar.

Keywords: Pictures Series, Writing Ability

ABSTRAK

Genoveva Benga Eban, 2021. Penggunaan Gambar Seri untuk Meningkatkan Kemampuan Menulis Siswa Kelas II di SMPN 2 Galesong Selatan Takalar. Skripsi. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Bosowa. Dibimbing oleh Ulfah Syam dan Muliati.

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan dan signifikansi penggunaan Metode Gambar Seri terhadap kemampuan menulis siswa kelas II di SMPN 2 Galesong Selatan Takalar. Penulis menggunakan penelitian kuantitatif untuk mencari data dan hasil ujian yang telah dilakukan penulis untuk mengetahui kemampuan menulis siswa.

Jumlah populasi 112 siswa yang terbagi dalam kelas IV yaitu VIII A, VIII B, VIII C, dan VIII D. Sampel penelitian berjumlah 27 siswa /. Analisis data adalah proses penerapan statistik dan / atau teknik logis secara sistematis untuk mendeskripsikan dan mengilustrasikan, meringkas, merekap, dan mengevaluasi data

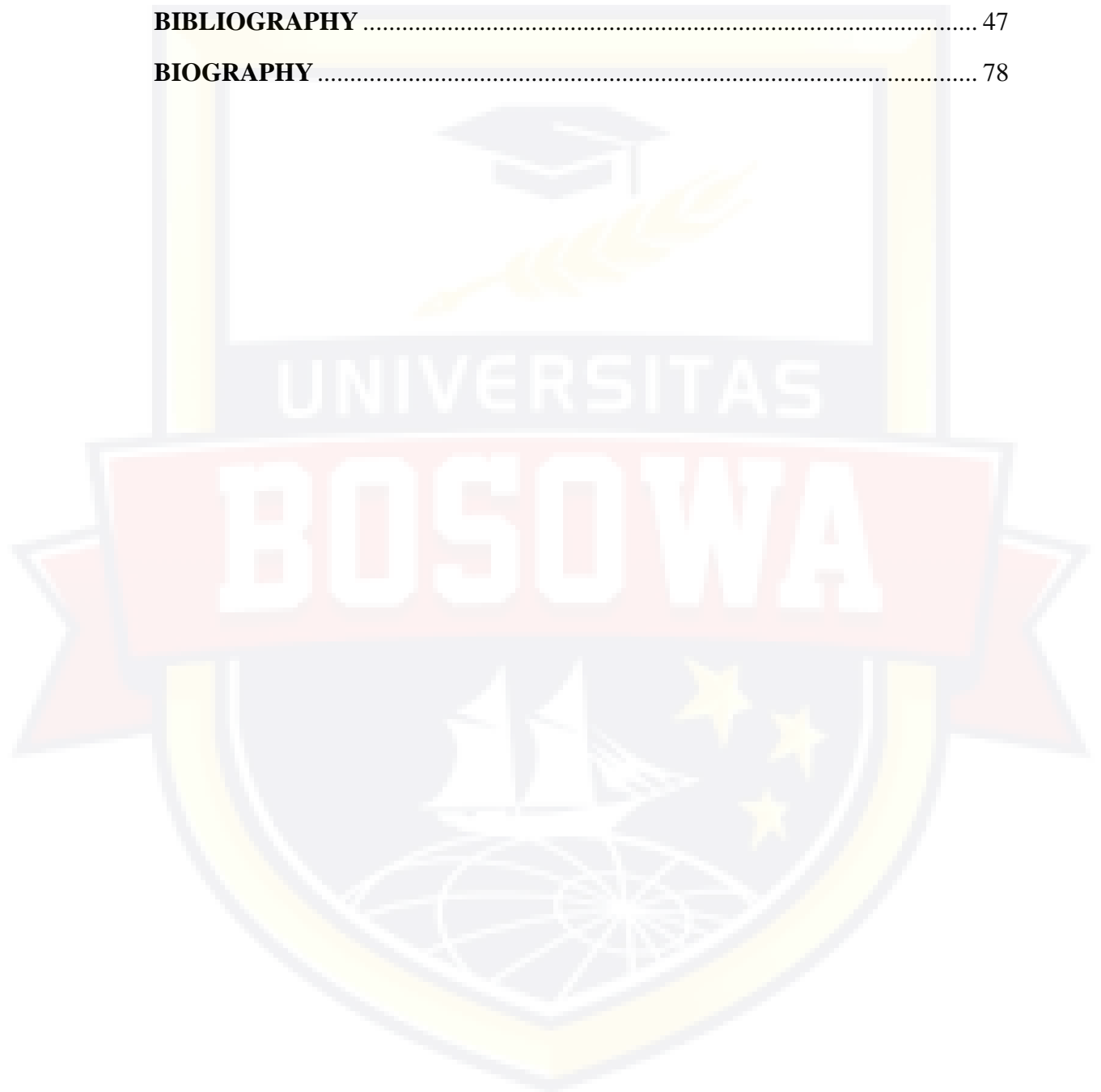
Penelitian yang dilakukan dengan memberikan perlakuan dan berhasil meningkatkan kemampuan menulis siswa dalam beberapa aspek yaitu konten, pengorganisasian, kosa kata dan penggunaan bahasa serta mekanisme penulisan. Perlakuan terdiri dari penggunaan gambar berseri sebagai pemodelan teks input pendukung teks bacaan naratif, pemberian latihan kosakata dan menulis serta pemberian umpan balik kepada siswa. Terdapat peningkatan yang signifikan dalam penggunaan Metode Gambar Seri terhadap kemampuan menulis siswa kelas II SMPN 2 Galesong Selatan Takalar. Terlihat nilai T sebesar 18,683. Siswa memperoleh nilai- nilai rata-rata dalam menulis sebelum siswa diajar menggunakan gambar seri. Hasil nilai rata-rata menulis pada tes awal adalah 59,2. Setelah penulis memberikan perlakuan dengan menggunakan gambar berseri diketahui bahwa nilai rata-rata menulis siswa pada tes akhir meningkat menjadi 76. Oleh karena itu, penulis menyimpulkan bahwa pembelajaran menulis dengan menggunakan metode Seri Gambar dapat meningkatkan kemampuan menulis siswa kelas II di SMPN 2 Galesong Selatan Takalar.

Kata Kunci : Penggunaan Seri Gambar, Kemampuan Menulis Siswa

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CHAPTER I

INTRODUCTION

In this chapter the writer presents about the background of the research, research question, objectives of the research, significance of the research and scope of the research.

A. Background of the Research

According to the basic competence in the junior high school curriculum, in learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount and narrative, procedure. To produce those writing products, especially monologs, students have to follow the writing steps. In fact, most students hardly ever follow the writing stages in their writings. They often copied texts from the students who were good at English subject. Sometimes they just rearranged jumbled sentences gave by the teacher or taken from the text books.

Practicality, it is not easy for them to write a narrative text in English, not as easy as to write it in their native language. Writing is more complex and difficult to learn for them. They have to think and choose the correct vocabularies or diction which is very different from what they have in their own language. Therefore, they sometimes do not know what they want to write to express their thought and ideas. These things can make them frustrated and lose their motivation to learn English.

By using Pictures Series as learning media, teachers may allow students to practice writing a narrative text based on the story in the video clips. The story, moving pictures, song and music in the video clip will make teaching learning process more communicative and interesting. Before the students try to write a text based on the moving picture, they can listen to the song and enjoy the video clip. The teacher will be able to demonstrate to the students how to construct a written text clearly and allow the students developing the feeling of excitement and enjoyment towards the teaching learning process.

The topic of this research is using Pictures Series to improve students' writing ability. There are some reasons why the writer chooses this topic such as the writer chooses writing ability because writing an English text is more complex and difficult to learn for Senior High School students, it is not as easy as writing in their native language. They have to think and choose the correct vocabularies or diction which is very different from what they have in their own language. Therefore, they sometimes do not know what they want to write to express their thought and ideas. As a result, their scores in writing are not as good as other skills. Considering this fact, the writer interested in searching what media which can support the English teaching learning process especially in teaching writing text in joyful and interesting process.

The media which are used in this research are Pictures Series which have not been used by many English teachers as media in teaching writing. Most of English teachers only use common media, such as written texts from textbook, written stories, comics, movies, etc. The writer wants to use media that have been

known by students. Many Junior High School students like watching movie. Students usually watch many Pictures Series from many singers coming from Indonesia or foreign singers in television. If they want to have those singers' video clips, they can buy VCD or download from internet. Therefore, the writer tries to use Pictures Series as a teaching media.

By using Pictures Series as teaching media, the teaching learning process will be more interesting for the students. Before the students try to write a text based on the moving pictures, they can listen to the song and enjoy the moving pictures in the video clips. Interesting English song, music, and story in the Pictures Series will stimulate them to start enjoying writing English text especially in writing. The lyrics and the interesting moving pictures can help students to explore and get the ideas of what they want to write. In other words, the students will use Pictures Series as sources for students to write. Through Pictures Series, the students will get ideas for writing an interesting text by watching the pictures series or Pictures Series. It was support Nirmala (2013: 54) argues that picture series are pictures which show some actions or events in a chronological order. It can be used as one of the stimuluses in the learning activity to the students.

The facts above frequently happen in many schools. Based on the writer observation in a school in SMPS Lembah Kelapa at class VIII C, it seemed that the students were rarely taught to write in English. They just did the assignment and discussed the answers together. When the students were asked to write, they were reluctant to write even a very simple text, and the products of their writings

were far from the expectation. Actually, students were expected to be able to write a good text with good content and coherence, but in fact, they could not do it well. Students did not have any ideas to write. In other words, they had blank minds when they were asked to write a text, for example a narrative text. Otherwise, when the writer taught at SMPN 2 Galesong Selatan Takalar, the students were active and interested in learning using power point or Pictures Series. Therefore, some media were needed to bring out their ideas. Some media here could be picture series, comics, movies, and animated stories. Of course, each medium has its advantages and disadvantages. One medium might be appropriate for teaching a certain skill and it might be unappropriated for teaching other skills.

In teaching writing, short animated stories are better to be used as media. Short animated stories are more interesting than picture series or comics because they are moving pictures, so students will see the actions of characters. Meanwhile, short animated stories are almost the same as movies in t

heir moving pictures. However, short animated stories are simpler and have less duration than movies. They do not contain too much dialog so that students can catch the content easier. In addition, the language used in short animated stories is easier and more familiar for junior high school students. Furthermore, there are many short-animated stories in the internet that students can download. The stories are in duration about 5-10 minutes with full stories, meanwhile a full story movie can be 1-2 hours duration. So, in the teaching and learning process especially in writing a text, short Pictures Series are more effective.

Based on the explanation above, the writer takes the title “Using Pictures Series Method Improve Students’ Writing Ability of the Second Grade Students’ at SMPN 2 Galesong Selatan Takalar” and hopefully this is beneficial and important for English teacher, students, the reader, and especially for the writer herself.

B. Research Question

Based on the previous background, the problem the writer formulated the following question:

1. Does Using Pictures Series Method Improve Students’ Writing Ability of the Second Grade Students’ at SMPN 2 Galesong Selatan Takalar?
2. Is there any significance of using Pictures Series Method in students writing ability of the Second Grade Students’ at SMPN 2 Galesong Selatan Takalar?

C. Objective of the Research

Based on the problem statement above, the objective of the research is

1. To know the Improvement by Using Pictures Series Method of the Second Grade Students’ at SMPN 2 Galesong Selatan Takalar.
2. To find out the significance of using Pictures Series Method in students writing ability of the Second Grade Students’ at SMPN 2 Galesong Selatan Takalar.

D. Significance of the Research

The writer expects this research could give contribution to the English teaching and learning. The two major significance was theoretical and practical.

1. Theoretical Significance

This research contributes solution to find out the appropriate method in teaching writing.

2. Practical Significance

a. For the Students

The result of this research could be used as a reference to improve the student's ability in understanding about pictures series method in students writing

b. For the teacher

The result of this research could help teacher to easier present the teaching material in writing.

c. For the next writer

It is expected as contribution to other writer has a new reference about a comparative study on teaching writing using Pictures Series. In addition, the writer can know which one is more effective between two techniques on teaching writing.

E. Scope the Research

The limitation of the research was by discipline, this research deals with teaching writing. The writer focuses on using Pictures Series method. This research activity provided a writing test using Pictures Series method. The writer gave a Pictures Series of pictures then students wrote in a paper task according on screen. The writer analyzed the students writing task to know their achievement using Pictures Series method.

CHAPTER II

REVIEW OF LITERATURE

In this chapter the writer discusses some theories related to the research. There are some theories, which require careful and perceptive reading, and attention to detail discusses on the review of the literature. This chapter contains about previous related research finding, some pertinent ideas and conceptual framework.

A. Theoretical Review

In this chapter the writer would like to review some theories that are relevant to this thesis. Some points that will be discussed by the writer are; the general concepts of writing, text, descriptive text and authentic material.

1. General Concept of Writing

According Oshima (2006 : 13) writing is a skill that people need for many aspects in their daily life. Functional writing skills provide an individual with the essential knowledge, skills and understanding that enables one to operate confidently effectively and independently in school, life and work. Through writing students can reinforce the grammatical structure, idioms, and vocabularies. They can have opportunities to be adventurous with the language. They necessarily become very involved with new language, the effort to express ideas.

Besides that Simon (2016: 22) writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to

represent the sound of speech, and may also have symbols for such things as punctuation and numeral. All writing systems use visible signs with the exception of the raised notation systems used by blind and visually impaired people, such as braille and moon.

Based on Oxford Dictionary (2009: 230), writing is produced something in written form so that people can read. It means that, writing skill is productive skill, it makes or produce a text beginning from writing simple sentence, to complex, compound, complex compound sentence, paragraphs and later essays. The writer assumed that writing is how someone try to express their ideas and giving information the readers.

2. The Writing Process

Abu (2003 : 32) define that many people have the mistaken notion that write well is a talent that one either has or doesn't have. This is not necessarily true; you can learn to write effectively if you are willing to learn some strategies and practice them. Writing is one of four skills are learned in English. Being able to write is a vital skill for 'speaker' of foreign language as much as for everyone use their own first language.

Writing is meant to develop the student's writing skill, beginning from writing simple sentence, to complex, compound, complex compound sentence, paragraphs and later essays. The actual goal of writing is the student's ability in recognizing the arrangement of sentences into paragraphs and essays together with their sentence linkers or sequence signals to show coherence in expression.⁷

From some references, Harmer (2004 : 54-60) classified writing has many processes, but in all of these processes it is suggested that the process has four main elements:

1) Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. When planning, writers have to think about three main issues. In the first place we have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, the writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, the writers have to consider the content structure of the piece, how best to sequence the facts, ideas, or arguments which they have decided to include.

2) Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3) Editing (reflecting and revising)

Once writers have produced a draft they then, usually read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may use a different form of words for a particular sentence.

4) Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from the original plan and the first draft because things have changed in the editing process.

3. The Purpose of Writing

Nunan (2015:78) argues that there are some of the reasons why writing systems may have evolved:

- a. To provide a more-or-less permanent record of some event. Records come in many shapes and forms: from records of the weather for a particular city over the course of a year, to a personal diary kept by someone over the course of their life.
- b. To communicate with someone else who is distant in time and space by means of letters, postcards, or emails.
- c. To entertain or instruct through creative literature such as stories, novels, and poems.
- d. To present complex arguments that would be beyond the spoken word in the form of essays, journal articles, and so on.
- e. To remind ourselves of things we need to do: shopping lists, notes in a weekly planner.

Besides, there are three purposes of writing in everyday life according to Halliday in Nunan (2003:84) as follows:

1) Primarily for action

Public signs, e.g. on roads and stations; product label and instructions, e.g. on food, tools or toys purchased; recipes; maps; television and radio guides; bills; menus; telephone directories; ballot papers; computer manuals, monitors and printouts. For social contact: personal correspondence; letter, postcards, greeting cards.

2) Primarily for information

Newspapers (news, editorials) and current affairs magazines; hobby magazines; non-fiction books, including textbooks; public notices; advertisement; political pamphlets; scholastic, medical, etc. reports; guidebooks and travel literature.

3) Primarily for entertainment

Light magazines, comic strip; fiction books; poetry and drama; newspaper features; film subtitles; games, including computer games. From the theories above, it can be concluded that generally the purposes of writing are to give information and to entertain the readers. Writing also is used to communicate with other in different time place (e.g. letter, short message service, etc.).

4. Teaching of Writing

Writing is one of four skills (listening, speaking, reading, writing) has always formed part of the syllabus in teaching of English. Writing has some important roles in human life; either in academic purposes or in other aspect of life. Teaching of writing is conveying, guiding, and giving the knowledge or information about how write well and how produce good writing.

1) The Reason of Teaching Writing

There are many reasons of teaching writing. Harmer (2004:79) states that the reasons for teaching writing to students of English as a foreign language include four reasons.

a) Reinforcement

Some students acquire languages in a purely oral way, but most of them benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentence using language shortly after they have studied it.

b) Language development

The actual process of writing helps learners learn as they go along. The mental activity they have to go through in order to construct proper written texts is all part of the long learning experience.

c) Learning style

Every student has different characteristic. Some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for learners who take little longer time at picking up language just by looking and listening. It can also be a quite reflective activity instead of the rush and bother of interpersonal face-to face communication.

d) Writing as a skill

Writing is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisements and increasingly, how to write using electronic media. They need to know some of writing's special conventions (punctuation, paragraph construction, etc.)

2) Types of Classroom Writing Performance

According to Brown (2001:343), there are five major categories of classroom writing performance, they are:

a) Imitative, or writing down.

At the beginning level of learning write, students will simply "write down" English letters, word, possibly sentences in order to learn the conventions of orthographic code.

b) Intensive, or controlled

This category typically appears in controlled, written grammar exercise. A common form of controlled writing is to present a paragraph to students in which they have to alter given structure throughout.

c) Self-writing

A significant proportion of classroom writing may be devoted to self-writing, or writing with only the self in mind as an audience. Diary or journal writing falls into this category which the students record thoughts, feelings, and reactions and which an instructor reads and responds.

d) Display writing

It was noted earlier that writing within the school curricular context is a life. For all language students, short answer exercises, essay examination, and even research reports will involve an element of display.

e) Real writing

This category aims at the genuine communication of messages to an audience. There are three subcategories in real writing; they are academic, vocational/technical, and personal.

From the explanation above, it can be concluded that there are many types of writing performance. They are imitative writing, intensive writing, self-writing, display writing, and real writing.

3) The Role of Teacher in Teaching Writing

According to Harmer (2004:262), teachers have important role in teaching learning process of writing, the ones that are especially important are as follows:

a) Motivator

Teachers must motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort on our part for longer process-writing sequences. Teachers may need to suggest lines to the students who cannot think anything, or at least prompt them with teachers' own ideas.

b) Resource

Teachers should be ready to supply information and language where necessary. Teachers need to offer advice and suggestions in a constructive and tactful way.

c) Feedback provider

Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction teachers should choose what and how much to focus on based on what students need at this particular stage of their studies, and on what students need at this particular stage of their studies, and on tasks they have undertaken.

B. Pictures Series

1. Definition of Pictures Series

Pictures are two-dimensional visual representation of person, place, or things. They can be painted or drawn, colored or black and white. Sudaryo (2013) classifies pictures into three types such as composite picture, picture series and individual picture. He describes picture series as numbers of linked pictures which form series of sequences in order to tell a sequence of events or a story. The use of picture series can help the students to write types of text that require sequences like procedure, recount, and narrative. Nirmala (2013) stated that when picture series are used as media of teaching writing, it can help the students to generate the idea in terms of deciding the theme and the information they want to write. The pictures must be simple and unambiguous. The teachers can help the students by providing some guided questions in order to stimulate a sequence of sentences (Brown, 2004). There are some examples of Pictures Series that can be used in the classroom to teach writing. Those Pictures Series are applicable to teach some genre which need chronological order, such as procedure, recount, and narrative text. One example of them, picture series in writing, is shown in Figure 1.

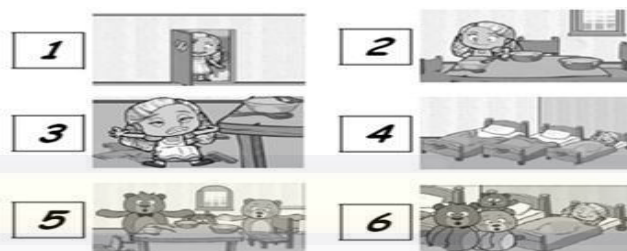


Figure 1. Picture Series (Goldilocks and the Three Bears, 2016)

The above picture series tell about the story of "Goldilocks and the Three Bears". It is a narrative text. From these picture series, the students can be guided to learn the story through its generic structure in terms of orientation (picture 1), complication (picture 2-6), and resolution (picture 7). The students can recognize the participants and place of the story, the problems happened, and the end of the story by analyzing the pictures one by one. The final result is that the students can write the story of "Goldilocks and the Three Bears".

There are some alternative of Pictures Series that can be used in the classroom. These Pictures Series can be colored or black and white. They can be drawn by the teachers or adopted from textbooks, magazines, newspapers, photographs, and the other media. The number of pictures can be in one series can be varied. A sequence of three to six pictures can provide a suitable stimulus for written production (Brown, 2004). Teachers can modify the picture series based on their needs in the classroom. It depends on the complexity of the text. For instance, it depends on the generic structure of the text.

There are some advantages of the use of picture series. The first advantage is that sequential pictures help the students to generate ideas about what they are going to write. Most of the students are confused about what they will write first.

Picture series provide stimulus for written production. Those pictures gave information of which event comes first and which one comes next. Meanwhile, the second one is that picture series can draw students' attention out to be involved in writing process. At last, picture series can increase students' vocabulary. Pictures series are suitable media to introduce new English vocabulary to the students. Hopefully, it will improve students' writing ability.

2. Procedure of Using Pictures Series in Teaching Writing

There is some procedure in implementing picture series to teach writing. It depends on the teachers' strategy in conducting writing teaching-learning process. One of them is by implementing Genre-Based Approach. This approach is chosen since this approach views writing as a social activity (Badger & White, 2000). It is also relevant with our curricula which are developed on the principles of Communicative Language Teaching (CLT). It requires the language competence in which the students should recognize the purpose of the text, generic structure, and language feature of the text. There is habit formation in this technique (building knowledge, modeling, construction and self-construction). Here is an example of procedure of how to implement picture series in teaching writing ability.

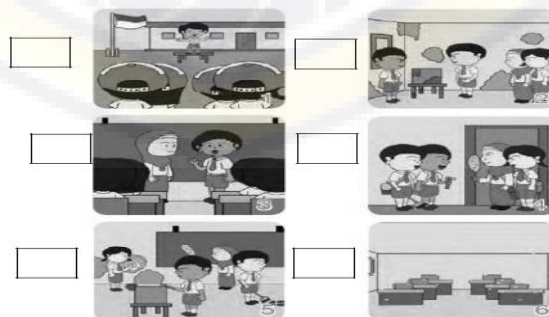


Figure 2. Picture Series of Recount Text (Kemdikbud, 2014)

The first step is Building Knowledge of the Field (BKoF). In this stage, the teacher tries to activate students' prior knowledge of the text by doing brainstorming. Here, teacher asks some questions based on the topic which related to the text. Furthermore, teacher gives series of picture and asks some questions based on it. For example, by asking about the characters and setting of the text based on the pictures. These six pictures tell the students' experience when they won the First Prize of the Classroom Competition. These pictures explain the orientation, series of events, and orientation of the text.

The second step is Modeling of the Text (MoT). In this stage, teacher tries to develop students' understanding of the text by giving an example of intended text. Here, teacher guides the students to analyze the text structure by using scaffold or guided questions based on the picture series. He/ she also helps the students in identifying the language features used in the text and in finding new or difficult vocabulary.

Joint Construction of the Text (JCoT) is the next step. In this third stage, teacher tries to develop students' writing skill to write a text in pairs or in groups. The teacher distributes a set of pictures to each group and ask them to write a text based on those pictures. During the process, the teacher giving feedback to the students writing. The last stage is Independent Construction of the Text (ICoT). The fourth stage leads students to have independent activities. They are asked to write a text that is being studied independently. Here, teacher tries to develop students' writing skill to produce the text individually without collaborating with their pairs or groups.

It is possible for teachers to implement the other method or strategy in teaching writing by using picture series. Teachers can implement it through the other method such as product approach, process approach, or even scientific approach. In scientific approach, in particular, picture series can be presented in early stage, too, namely observing and questioning steps. Teachers can provide exposure by using picture series in generating students' ideas. Then the activities will be continued with collecting information, associating, and communicating.

3. The Advantages of Pictures Series

There are four benefits of the use of visual media. They are to retain students' attention, give meaningful lessons, provide variation in a teaching and learning process, and provide variation of activities (Sari, 2015: 18).

a. Retaining Students' Attention

Instructional media retain the students' attention. Based on the theory, the use of instructional media makes the lesson more attractive. In this condition, the attractive lessons retain the students' attention. By using the media, the students are interested and motivated to the learning activity.

b. Giving Meaningful Lessons

Instructional media bring the students into meaningful lessons. Media use gives the students opportunity to gain the real information of the material delivered by the teacher. They enable the learners to interact with the real language and content so that the learners find it memorable. The use of the media makes the teaching learning process easier. It is said that the media can help deliver new contents. It is presented in the form of texts, movies, or

videos. If the students read a text or see a movie, they will connect those media with their daily life. There the meaningful lesson occurs.

c. Providing Variation in a Teaching Learning Process

Instructional media provide variation in a teaching and learning process. When the teacher uses some media, the teaching learning process will not be monotonous. It is because the teacher can do many activities using those media. If the teacher uses media such as songs, puppets, and cards, the teacher will improvise through those media. On the other hand, when the teacher did not use the media, probably he or she will deliver the lesson flatly and it will make the students bored.

d. Providing Variation of Activities

Instructional media provide variation of activities for the students. Here, the use of media makes the learning process more variable. When the teacher uses videos, the activity that will be carried out can be listening, observing, role playing, or demonstrating. In this case, after the students watch the video the teacher can ask them to do some activities as what has been mentioned before. Another example is when the teacher uses cards. The teacher can set many activities, such as games, quizzes, and puzzles. It can be concluded that instructional media enable the students to be active, develop their thinking, and get information on their own.

4. Disadvantages of Pictures Series

a. Firstly, having Pictures Series need a lot of presentation material and preparation for the same. This may be really time consuming and the writer gave more time this material than speech.

- b. Use of Pictures Series may also distract your audience from presenter speech as they pay more attention on the Pictures Series. Ultimately, the purpose to presenter speech may not be fulfilled.
- c. Keep away from overly elaborated Pictures Series. The ability to see and understand the Pictures Series by the audience is more important than the way of delivery

To sum up, the writer may say that an appropriate use of Pictures Series can give presentation a really superior turn. On the other hand, if the user pay more attention on the Pictures Series than on speech, the user may overshadow in the user eyes of the addressees and seize all the attention of the audience.

C. Previous Related Research Findings

Fitriana in her research in 2012 research on “the use of animation to improve students’ writing skill of narrative text” proved that animation movies could improve the students’ writing skill of narrative texts and the class situation. The improvement of the students’ writing skill included: (a) The students got easy in exploring ideas in their writing, (b) They could produce the sentences with the better construction and minimize their mistakes in English grammar, (c) They were able to use the appropriate word order and used the various words to express their ideas well, (d) They could state the ideas more clearly, organized the ideas better than previous result, used logical sequencing and produced text well in good cohesion and coherence, (e) They were able to demonstrate the convention and minimize the errors and mistakes of spelling, punctuation, and capitalization.

The improvement of class situation included: (a) The students focused seriously on their tasks, (b) They involved and participated actively during the lesson, (c) They became more confident in doing the activities during lesson, (d) They were more enthusiastic and were motivated in joining the writing class, (e) They were not getting bored or made noise but they looked happy in the writing class.

Meanwhile, Akmalia (2011) research on the use of animated film to improve students' ability in writing narrative text proved that Animated films can improve students' ability in writing narrative text. The students could catch the idea because they watched and knew the plot. Using animated film could be a new atmosphere for the students who had not been taught using film before. After the students were motivated by the material, they could rise their spirit to write something using their answer from the questions of film as guidance in learning writing process so that their writing ability improved.

Thesis written by Siti (2011) with the title the effectiveness of picture as authentic material to improve students' writing in descriptive text examine whether the use of picture as an authentic material effective for improving the writing result of student or not. To achieve the objectives of the study, the writer uses a quantitative method to get the data. conducting the research, the writer uses pretest (without using picture as authentic material) and posttest (using picture as authentic material).

Based on the statistical analysis it can be seen that the mean of the post-test score was higher than the mean of the pre-test. In order to know whether the

difference between the two means was significant or not, t-test in small dependent sample was applied. The critical value for two tailed tests for 21 degrees of freedom at 0.05 level of significance is 0.4227. since the obtained t-value (1.721), the writer concludes that the test statically significant. As the men of the post-test was statically higher than that of the pre-test, the writer concludes that the writing score achieved by the eighth graders of MTs. Pus Raden Paku improved after they were taught using picture as authentic material. Based on the analytic scoring using Jacobs et al, pictures were effective to improve the content and organization, but less effective to improve vocabulary, language use and mechanics

From the writers' findings above, the writer will use Pictures Series method to improve students' writing ability. The writer will combine some visual media in improving students' writing. It is different with the writer above that have mentioned. The combination some Pictures Series will increase students' interaction. It made condition in teaching and learning process alive. The students are active to learn. The students will happy, interested, easy to remember and enjoyable to learn writing. In improving students' writing should be taught the variety media because most students sometimes difficult in writing. Therefore, necessary guidance and repetition to students accustomed and easy to write it.

D. Conceptual Framework

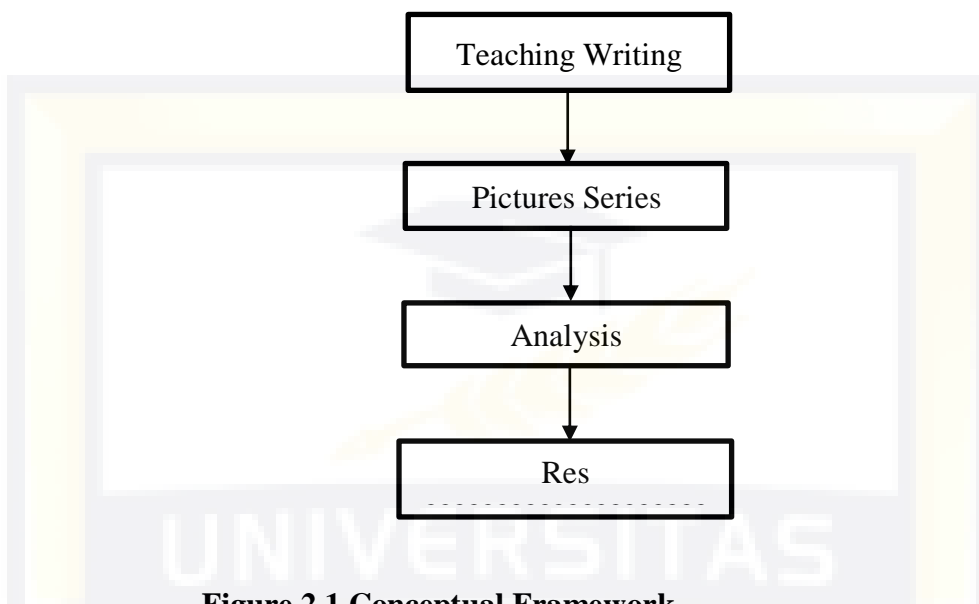


Figure 2.1 Conceptual Framework

In this conceptual framework, the students faced many problems in learning English. Based on the conceptual framework, the writer gave the students a Pictures Series to measure how is the students writing ability. In Pictures Series provide a pictures series. The students will see in the slide and generate their ideas based on the pictures. The students will make a sentence by pictures to pictures to complete the paragraph. The writer will get the result after do the research.

E. Hypothesis

Based on conceptual framework, the hypothesis of the research is there is any significant different between the students writing ability using Pictures Series method at SMPN 2 Galesong Selatan Takalar.

CHAPTER III

METHOD OF THE RESEARCH

This chapter deals with the methodology of this research. The discussion includes research design, population and sample, techniques of data collections and techniques of data analysis.

A. Research Design

In this study the writer used quantitative research to find the data and results of tests that have been done by the writer to see the ability of the students in understanding their writing ability. It is quantitative in the way the main data on the improvement of students' comprehension will be collected and analyze. According to Postlethwaite (2005:13) quantitative research is explaining phenomena by collecting numerical data that are analyze using mathematic methods (particular of statistics). Then, the writer used one kind of experimental teaching designs, namely the pre-test group and post-test design. In experimental method, students are being served with treatment which is presumed to cause the changes on them either single group or multiple groups are being observed subsequently to some agents or treatments presumed to cause the change. Cohen & Morrison (2007:213) represented a pre-test group and post-test design as cited below:

$$\boxed{O_1 \quad x \quad O_2}$$

The design is illustrated as follows:

O_1 : Pre-test

O_2 : Post-test

X : Treatment

The pre-test is administered before treatment (O_1) and the post-test is administered after treatment (O_2). The treatment is applied in order to know the effect of treatments that have been given. Where, the pre-test and post-test are given only for one group, it means that there is no control group. Because it has been using the first test so that the magnitude from the effects of the experiment can be known with certainty. The success of the treatment is cause after comparing the pre-test to the post test result.

B. Population and Sample

1. Population

The population of this study was the eighth-grade students at SMPN 2 Galesong Selatan Takalar in the academic year of 2020/2021. The total population is 220 students which are divided into eight classes, VIII A, VIII B, VIII C, VIII D, VIIE, VIIF, VIIG, VIIEH.

2. Sample

In this study, the writer used random sampling. The writer took class VIII D as the sample of the research. The writer took class VIII D as the sample of the research because most of the students had low ability in writing. The data were collected after the writer done the practice of teaching. The sample of the research consists of 31 students.

C. Instrument of the Research

The writer used Pictures Series as media of the research. In other word, the primary source was prominent data relate to problems of the research. Data is information that has been collected by conducting research. To get the reliable data, the writer has to do some techniques for collecting those data. Data collecting technique is an important step in research, because the aim of the research is to get the data. Collecting data can be done in any settings, any sources, and any ways. There writer collected data through writing test. The writer will be using Pictures Series in kind of pictures series related with students' An Interesting Place in Makassar". The pictures series will consist more than 10 pictures in a slide. The writer used the projector and a laptop as support tools in teaching in classroom.

Teaching activities can be a problem when there is no object available in class. The projector was useful with large classes because the teacher can face the students writing on the slide or explaining something appearing on it. The slides have to be prepared at home, but this is very useful because the teacher does not spend any time writing things on the blackboard. The teacher has everything to prepare and written down in the slide. Then, some other explanations can be written down in the slide itself, or in the blackboard.

On the other hand, the overhead projector needs no special nor difficult preparation (its use is very easy, both for teacher and students). Masking, for example, is very easy with an overhead projector: the teacher simply needs to place a piece of paper over what he/she wants to hide. Then, this simple act made

by the teacher can be used in order to create many creative activities in which students can use their imagination to guess the item that is masked, or in which the teacher uses the overhead projector as a creative support for his/her theoretical explanations.

D. Procedure of Collecting Data

In collecting data, the writer used test. According to Brown (2004:3-4), a test is a method of measuring a person's ability; knowledge or performance in a given domain. He also concluded that test is an instrument that provides an accurate measure of the test-taker's ability within a particular domain. Test is used to know the students' writing skill achievement before and after being given treatment. The test technique is the main technique in collecting the data.

The pre-test and post-test were given in experiment class to find out their understanding using Pictures Series. The writer gave pre-test before treatment to know the students' writing ability. After pre-testing, the writer gave the treatment. The sample will be taught using Pictures Series in teaching writing. The writer asked students to do the test individually in post-test. The writer asked students to make a paragraph about daily activities depend on Pictures Series to know students' writing ability.

E. Techniques of Data Analysis

Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. Shamo and Resnik (2003:1) argue that various analytic procedures provide

a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data. The data collection must be processed and analyzed. The main data which were needed for the present study as mentioned previously were gathered through pre-test and post-test. The following rating scale is the result of considerable and careful research conducted in the scoring of composition in the United States, which is adapted from Seow (2002, 23-25).

Table 3.2
The Scoring of Writing

The component, score and criteria of writing test presented as follows:

Component	Score	Criteria
Content	30-27 Excellent to very good	Knowledge, substantive, etc.
	26-22 Good to Average	Sure knowledge of subject, adequate range, etc.
	21-17 Fair to Poor	Limited knowledge of subject, little substance, etc.
	16-13 Very Poor	Does not show knowledge of subject, non substantive, etc.
Organization	20-18 Excellent to very good	Fluent expression, ideas clearly stated, etc.
	17-14 Good to Average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10 Fair to Poor	Non-fluent, ideas confused or disconnected, etc.
	9-7 Very Poor	Does not communicate, no organization, etc.
Vocabulary	20-18 Excellent to very good	Sophisticated range, effective word/idiom choice and usage, etc.
	17-14 Good to Average	Adequate range, occasional errors or word/idiom form, choice, usage but meaning not obscured
	13-10 Fair to Poor	Limited range, frequent errors of word/idiom form, choice, usage,

Component	Score	Criteria
		etc.
	9-7 Very Poor	Essentially translation, little knowledge of English Vocabulary
Language Use	25-22 Excellent to very good	Effective complex constructions, etc.
	21-18 Good to Average	Effective but simple construction, etc. .
	17-11 Fair to Poor	Major problems in simple/complex construction, etc.
	10-5 Very Poor	Virtually no mastery of sentence construction rules, etc.
Mechanics	5 Excellent to very good	Demonstrates mastery of conventions, etc.
	4 Good to Average	Occasional errors of spelling, punctuation, etc.
	3 Fair to Poor	Frequent errors of spelling, capitalization, cap etc.
	2 Very Poor	No mastery of conventions, dominated by. errors of spelling, punctuation, capitalization, paragraphing, etc

Source: Seow (2002, 23-25).

Table 3.3
Total Scoring

No.	Component	Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Language use	25
5.	Mechanic	5
Total		100

Source: Seow (2002, 23-25).

Then, classifying the students score based on the following class classification:

Scoring Classification

Score	Classification
81-100	Very Good
61-80	Good
41-60	Average
21-40	Poor
0-20	Very Poor

(Paskur, 2006)

Calculating the mean score, finding out the standard deviation of pre-test and post-test, computing the frequency and the rate percentage if the students' scores and testing the hypothesis of significant difference between pre-test and post-test on some independent variable by calculating the value of independent, t-test using SPSS.

To know the mean score of all the students. The writer gave formula as follows:

$$\bar{X} = \frac{\sum x}{N}$$

Where

\bar{X} : Mean score

$\sum x$: The sum of all score

N : The total number of subject

Gay (2006:320)

1. To find out standard deviation of pre-test and post-test. Using the following formula below:

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contained of research finding and discussion after the writer conducted the research.

A. Research Finding

The data were collected by given a test. The writer analyzes that the students writing test. The result of students writing test presented as follows:

Table 4.1
The Result of Writing in Pre-Test

No	Name	Content	Organization	Vocabulary	Language Use	Mechanic
1	Muhammad R	17	14	10	15	2
2	Aldarista	18	17	9	15	3
3	Muh. Adel Z	19	13	8	17	2
4	Ainun Mutia	19	12	7	17	3
5	Fikri Haikal P	20	14	7	16	3
6	Muh.. Fauzan	20	10	7	17	3
7	Husnul K	19	15	8	16	3
8	Iwan	17	16	9	18	3
9	Jumainah	16	13	9	13	2
10	Restu Inayah	13	15	9	21	2
11	Syiti Aisyah	15	14	9	20	2
12	Adel	14	15	9	18	2
13	Nur Anggita	13	11	8	16	2
14	Rahmawati	15	15	7	17	2
15	Apriyah	14	11	8	15	2
16	Fadlia	17	17	10	13	3
17	Nur Annisa	16	12	11	13	3
18	Nawawi	19	15	11	12	3
19	Rusdi	17	14	11	12	3
20	Windy Wu	18	16	12	13	3
21	Fauziah	18	11	11	14	3
22	Wulan	19	17	10	13	3
23	Amirah Zahra	20	14	11	13	3

No	Name	Content	Organization	Vocabulary	Language Use	Mechanic
24	Ainatul A	13	13	17	21	2
25	Asbar	17	12	10	20	3
26	Nurul Azizah	17	11	11	24	3
27	Rini	18	13	11	23	3
28	Agung	13	12	9	19	2
29	Muhammas R	15	14	8	16	2
30	Ahmah Zainal	16	15	7	16	2
31	Rahmat A	17	14	11	23	3
Total		519	425	295	516	80
Mean		16.7	13.7	9.5	16.6	2.6

The sample of students writing in the pre-test above show that students could not generate ideas well. They could not write their writing around 100 words. The students also made some mistakes in vocabulary, grammar, and language use aspects, such as agreement and preposition. It can be seen that the mean score of five aspects in students' writing test such as content was 16.7, organization was 13.7, vocabulary was 9.5, language use was 16.6 and mechanic was 2.5. It indicated that aspect of content the students had limited knowledge of subject, non-substantive, etc.

Besides that, aspect of organization the students not organize the writing test very well. Aspect of vocabulary the students had little knowledge in vocabulary while translate a word into English. Meanwhile, the language use show that the students had a major problem in simple sentence construction and the mechanic show that most of the student's frequent error in spelling, capitalization and paragraphing. In order to solve this problem, the writer gave a treatment for the students used pictures series to increase the students writing ability.

Table 4.2
The Result of Writing in Post-Test

No	Name	Content	Organization	Vocabulary	Language Use	Mechanic
1	Muhammad R	22	17	13	17	4
2	Aldarista	25	17	14	17	4
3	Muh. Adel Zain	25	15	16	19	4
4	Ainun Mutia	25	14	13	23	5
5	Fikri Haikal P	24	18	16	21	5
6	Muh.. Fauzan	25	14	13	20	5
7	Husnul K	22	15	16	22	5
8	Iwan	21	17	13	23	5
9	Jumainah	21	18	17	15	4
10	Restu Inayah	21	17	16	21	5
11	Syiti Aisyah	21	17	15	20	5
12	Adel	23	18	13	18	4
13	Nur Anggita	15	14	15	17	4
14	Rahmawati	14	17	13	19	4
15	Apriyah	16	14	15	17	4
16	Fadlia	15	19	13	23	5
17	Nur Annisa	18	16	15	22	5
18	Nawawi	17	17	11	20	5
19	Rusdi	20	18	12	25	5
20	Windy Wu	18	20	16	23	5
21	Fauziah	24	14	13	23	5
22	Wulan	25	20	16	22	5
23	Amirah Zahra	23	17	15	22	5
24	Ainatul A	24	16	13	21	4
25	Asbar	14	15	18	20	5
26	Nurul Azizah	18	14	17	24	4
27	Rini	18	17	16	23	4
28	Agung	19	15	15	21	4
29	Muhammas R	14	17	14	18	4
30	Ahmah Zainal	16	18	13	19	4
31	Rahmat Abidin	17	17	11	23	5
Total		620	512	446	638	141
Mean		20	16.5	14.4	20.6	4.5

From the sample of student's writing above, it can be implied that the students could generate ideas based after the writer gave them a treatment used pictures series. They could gain many vocabularies from pictures series during

treatment. The ideas and vocabulary related to content and vocabulary in the writing aspect. The organization of their writing is in a good arrangement because in the identification paragraph and the students could mention the place and the location. The mean score content in post-test was 20, organization was 16.5, vocabulary was 14.4, language use was 20.6 and mechanic was 4.5. The mean score was increase after the writer gave treatment used pictures series.

Table 4.3
The Total Result of Writing in Pre-Test and Post-Test

No	Name	Pre Test	Percentage	Post Test	Percentage
1	Muhammad R	58	58%	73	73%
2	Aldarista	62	62%	77	77%
3	Muh. Adel Zain	59	59%	79	79%
4	Ainun Mutia	58	58%	80	80%
5	Fikri Haikal P	60	60%	84	84%
6	Muh.. Fauzan	57	57%	77	77%
7	Husnul K	61	61%	80	80%
8	Iwan	63	63%	79	79%
9	Jumainah	53	53%	75	75%
10	Restu Inayah	60	60%	80	80%
11	Syiti Aisyah	60	60%	78	78%
12	Adel	58	58%	76	76%
13	Nur Anggita	50	50%	65	65%
14	Rahmawati	56	56%	67	67%
15	Apriyah	50	50%	66	66%
16	Fadlia	60	60%	75	75%
17	Nur Annisa	55	55%	76	76%
18	Nawawi	60	60%	70	70%
19	Rusdi	57	57%	80	80%
20	Windy W	62	62%	82	82%
21	Fauziah	57	57%	79	79%
22	Wulan	62	62%	88	88%
23	Amirah Zahra	61	61%	82	82%
24	Ainatul A	66	66%	78	78%
25	Asbar	62	62%	72	72%
26	Nurul Azizah	66	66%	77	77%
27	Rini	68	68%	78	78%

28	Agung	55	55%	74	74%
29	Muhammas R	55	55%	67	67%
30	Ahmah Zainal	56	56%	70	70%
31	Rahmat Abidin	68	68%	73	73%
Total		1835	1835%	2357	2357%
Mean		59.2	59.2%	76	76%

Table 4.3 show that the result of students writing ability in pre-test and post-test. The sample of the research was 31 students. The mean score in pre-test was 59.2 (59.2%) and post-test was 76 (76%). Based on the result in pre-test, the writer found that most of the students still poor in writing. Most of them lack in vocabulary. After the writer conducted treatment used pictures series the students could increase their writing ability. It was support by the mean score in post-test.

Table 4. 4
The Score, Frequency and Classification in Pre-Test

Score	Frequency	Percent	Valid Percent	Classification
41-60	20	64.5	64.5	Average
61-80	11	35.5	35.5	Good
Total	31	100	100	

Based on the score and frequency in table 4.4 of experimental group showed that there were 20 students got 41-60 (64.5%) and classified as average. Meanwhile, there were 11 students got 61-80 (35.5%) and classified as good. None of the students got very poor, poor and very good. The result in pre-test show that several of the students classified as average in writing. It also indicated that the students need practice to improve their writing ability. The writer gave the students treatment used pictures series to increased their writing ability. The writer conducted the treatment twice.

Table 4. 5
The Score, Frequency and classification in Post-Test

Score	Frequency	Percent	Valid Percent	Classification
61-80	27	87	87	Good
81-100	4	13	13	Very Good
Total	31	100	100	

Based on the score and frequency in table 4.5 of experimental group showed that there were 27 students got 61-80 (87%) and classified as good. Meanwhile, there were 4 students got 80-100 (13%) and classified as very good. None of the students got very poor, poor and average. The result in post-test show that most students score were raised after the writer conducted the treatment. It indicated that the after the students got treatment used pictures series was improved their writing ability.

4. The Result of Mean Score and Standard Deviation in Pre-Test and Post Test

Table 4.5
The Mean Score and Standard Deviation in Pre Test and Post-Test

		Statistics	
		Post-Test	Pre-Test
N	Valid	31	31
	Mean	76.03	59.19
	Std. Deviation	.973	.805

Based on the mean score and standard deviation pre-test and posttest in table 4.5 showed the result after the writer conducted the research. The mean score in pre-test was 59.19 and standard deviation was 0.805. Besides that, the mean score in post-test was 76.03 and standard deviation was 0.973. The result of

the mean score was significant between post-test and pre-test and improve the students writing ability.

Table 4.6

The Result of T-Test

		Paired Differences				t	df	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	POST_TEST - PRE_TEST	16.839	5.027	.903	14.995	18.683	18.649	30

Based on the table 4.6 above, it can be seen that the T test was 18.683 with the df was 30. The score of writing test before the students were taught used pictures series was average. The mean score of writing test in pre-test was 59.2. After the writer conducted the treatment used pictures series in post-test the mean score increased to 76. It indicated that teaching writing used pictures series improved the students writing ability. It was support with the paper test result which can be seen in appendix.

B. Discussion

In this research findings, the writer discussed the result of research. The result contains of the research questions. The writer analyzes and discussed the research findings included the improvement and the significance of using Pictures Series Method.

1. Using Pictures Series Method in Writing Ability

The research aimed at describing how pictures series could improve the writing ability of class VIII D students of SMP Negeri 2 Galesong Selatan Takalar. Referring to the research's objective, the finding showed that the use of pictures series and the supporting with treatment improved the students' writing ability in the aspect of content (that is highly engaged and understand the issue/topic), organization,(typically refers to the large elements of text structure), vocabulary (efers to the knowledge or words, including their structure (morphology), use (grammar), meanings (semantics), and links to other words (word/semantic relationships), language use (refers to the communicative meaning of language. It can be compared to usage, which refers to the rules for making language and the structures we use to make it) and mechanics (refers to the rules of the written language, such as capitalization, punctuation and spelling). It was true that the students' improvement in writing had gradually improved through the use of pictures series.

After the researcher applied pictures series in the class during teaching writing, the researcher found that some of the students seem to be appealing in doing the writing test. It can be proved by the score and analyze. After calculating and analyzing the data, the researcher found that the result showed pictures series can improve students' writing skills. The result was proven by the improvement of students score in writing test. As the Helena stated that, there are many ways of teaching new words and teachers need to learn a variety of techniques, because some methods will work better with certain type of words than others. Moreover, in pre-test most of students showed difficulties distinguishing to recognize the

writing because they had lack in writing. This condition certainly makes the students got low score in writing test. On the contrary, in the posttest, most of the students felt more comfortable and easier to adopt the material.

Generally, the using pictures series prime aimed at increasing teaching process to be more motivating and appealing for students. Technique, media, method and media can be used not only to make teaching interesting but also to make teaching more effectives in terms of students' improvement. Even though, some students' score still remained the same but most of students of writing in post-test were better than their score in pre-test. After the researcher applied pictures series; the researcher found that the implementation of pictures series as media in teaching vocabulary were done as expected. In the teaching writing skills activities process, the researcher uses three phases as well as pre-teaching writing activities, while-teaching.

In the pre-teaching writing activities, the students were given some question to activate their background knowledge related to the topic. The researcher also reviewed some material in writing to introduce them to with using pictures series being applied. In while-teaching writing activities, the students were taught some material which related the topic of writing narrative text and gave them some exercise as the main activities to observe their skills in writing narrative text. In the post-teaching writing the students were asked them to do some activities to check their comprehension to what they had learned through pictures series. In the pre-teaching writing phase that prepares students through activities involving activating prior knowledge or reviewing some material related the main topic. The while-teaching writing phase focuses on how to students

follow or accepted the researchers' explanation about the material of writing narrative text by using picture series, and makes them can applied based on the main topic to found how to learning of writing narrative text easily, and not boring for them. The post teaching writing phase typically involves response to analyze that using picture series, it makes them easily and interesting for English teaching, so there were increasing for them of learning language, especially in writing narrative text.

2. The Significance of Using Pictures Series Method in Writing Ability

The students who taught by using the picture series technique gave a significantly better writing performance. The first time the writer considers that in pandemic there is no teaching and learning can apply in face to face. Besides, Distance learning during the COVID-19 pandemic is a new experience in the field in SMP Negeri 2 Galesong Utara. Distance learning during the COVID-19 pandemic is the first experience, so various expectations arise. The expectation on distance learning during COVID-19 pandemic is the students can continue to learn or continue teaching and learning activities even in a pandemic state by using distance learning methods, although not as optimal as before. It was supported by the vice principal state that the learning can continue to work and teach in classroom because the school run as usually but the writer and students should follow the protocol. However, the teaching and learning process can still take place even though it has not been maximized in school because of pandemic

Before the students did posttest, the researcher gave treatment in order to improve their writing skills. In pre-test, the writer found that some students were

had quite low ability of writing. Therefore, she implemented some actions such as providing pictures series, vocabulary and writing exercises and also giving feedbacks to them. The students of class VIII D at SMP Negeri 2 Galesong Selatan Takalar showed good improvements during treatment. The students showed fewer mistakes compared the results of their pre test.

The result show that the mean score of five aspects in students' writing test such as content was 16.7, organization was 13.7, vocabulary was 9.5, language use was 16.6 and mechanic was 2.5. It indicated that aspect of content the students had limited knowledge of subject. Otherwise, the students writing is in a good after the researcher gave treatment using serial pictures. The mean score content in post-test was 20, organization was 16.5, vocabulary was 14.4, language use was 20.6 and mechanic was 4.5. The mean score was increase after the writer gave treatment used pictures series.

The result show that there was a significance used pictures series to improve the students writing ability. The students who just got the score 59.2 in the pre - test were able to increase their score up to 76 in the post test. The target score was 65. It means that the students pass the writing target. It indicated. that the students were successful in making considerable improvement in writing by using pictures series.

From the explanation above, it means that picture have an important role and advantages in teaching learning process in order to make the students be more active in teaching learning process, especially vocabulary, so that the teaching-learning process can be reached.

Otherwise, the with a visual stimulus, there is a danger that the learner will miss the point of a picture or story, for personal or cultural reason. Unless vocabulary items in the picture are supplied, the learner who knows the names of only two or three crucial items will be at strong advantages over those who do not. Even if the items are supplied on request, and marks not deducted, it is psychologically demotivating to have ask for vocabulary before the students begin.

3. Suitable cartoon stories are hard to find and difficult for an amateur to draw. Even deciding on a good storyline can be a difficult task. Another disadvantages of pictures, they are;

1. Pictures only emphasize on eye perception.
2. Complicated pictures are less effective for the teaching-learning process.
3. Size of pictures is very limited for the students of the large class.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion section presented as follows.

A. Conclusion

The researcher implemented pictures series to the eight grade students of SMP Negeri 2 Galesong Selatan Takalar. This research was successful to improve the writing ability of class VIII D students at SMP Negeri 2 Galesong Selatan Takalar by using pictures series. The writer draw the conclusion as follow:

1. The writer found that by using Pictures Series Method was improve the students' writing ability of the second grade at SMPN 2 Galesong Selatan. The research was carried out in treatment and it was successful in improving the students' several abilities. It was the criteria of content, organization, vocabulary and language use and mechanics.
2. There were significance improvement using Pictures Series Method in students writing ability of the Second Grade Students' at SMPN 2 Galesong Selatan Takalar. It can be seen that the T test was 18.683 The score of writing test before the students were taught used pictures series was average. The mean score of writing test in pre-test was 59.2. After the writer conducted the treatment used pictures series in post-test the mean score increased to 76. Therefore, the writer concluded that teaching writing using Pictures Series Method could improve the students writing ability of the Second Grade Students' at SMPN 2 Galesong Selatan Takalar.

B. Suggestion

Some suggestions are given to the participants who are closely related to this research. The suggestion presented as follows:

1. For the English teacher

The English teacher should consider the students' needs and interest before designing the writing materials. It is important for the teacher to make a variation of the activities and use the various media in the teaching and learning process of writing because it can reduce the students' boredom and monotonous in the teaching and learning process. Besides, the teacher is required to provide videos of short animated stories in the teaching and learning process because they can help the teacher deliver the materials easily and keep the students interested.

2. For the School Institution

The school can apply some efforts to improve the quality of the students' writing skill considering the problems that occur in the school, for example, they provide the relevant and appropriate media to support the teaching and learning process of writing. The school can provide many kinds of short animated stories to enrich the teaching media. Furthermore, the school can carry out a workshop among English teachers to create or find appropriate short animated stories.

3. For the Next Researchers

The weakness of this study is its limited time in implementing the treatment. The next researchers who are interested in the same field are recommended to implement the treatment in a longer period of time to get more maximum results so that the improvement will be more significantly seen.

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Appendix 1 Research Instrument
PRE TEST AND POST TEST

Name :

Nis :

Class :

Directions:

1. Write down on a piece of papers with the topic “An Interesting place in Makassar used the pictures below”
2. You word not more than 150
3. Your time is 45 Minutes



1. Losari Beach

2. Galesong Beach

3. Lae-Lae Beach



4. Trans Studio



5. Akarena Beach

Appendix 2 Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah : SMP Negeri 2 Galesong Selatan Takalar

Mata Pelajaran : Bahasa Inggris

Kelas / Program : VIII/II

Materi : Describing About Interesting Place

Jumlah Pertemuan : 2 pertemuan (2 x 45')

1. Kompetensi Dasar

- a. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana
- b. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

2. Indikator Pencapaian Kompetensi

- a. Mengidentifikasi generic structure dan language feature dari pictures series
- b. Mengidentifikasi perbedaan teks descriptive dengan procedure dilihat dari generic structure dan language featurenya
- c. Menentukan topik dan main idea dari pictures series
- d. Menulis teks sesuai dengan tampilan pada pictures series

3. Tujuan Pembelajaran

- a. Selama proses pembelajaran, peserta didik terbiasa menggunakan bahasa Inggris dalam menyampaikan pendapat, bertanya, maupun menjawab pertanyaan
- b. Dalam mengekspresikan ide secara lisan atau tulis, peserta didik lebih memilih kata, istilah, atau ungkapan bahasa Inggris.
- c. Peserta didik menunjukkan perilaku tidak menjiplak pada kegiatan menulis teks
- d. Peserta didik selalu tepat waktu dalam menyelesaikan tugas.
- e. Peserta didik bersedia merespon pokok-pokok persoalan yang dipaparkan dalam pictures series
- f. Peserta didik mau mengajukan pertanyaan-pertanyaan kritis terhadap apa yang ditampilkan pada pictures series
- g. Setelah melihat pictures series , peserta didik dapat menentukan dan main idea.

4. Materi Pembelajaran

- a. Pictures Series of Interesting Place

5. Metode

- Pendekatan : Saintifik
- Metode : Pictures series, Curah pendapat, diskusi, dan penugasan

6. Media Pembelajaran

- Pictures Series (Captured Pictures)

7. Sumber Belajar

Bahasa Inggris dan Internet

8. Langkah-Langkah Pembelajaran

- Pertemuan Pertama

Pendahuluan:

- a. Guru mengucapkan salam
- b. Guru meminta salah satu siswa untuk memimpin doa bersama
- c. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- d. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.

Kegiatan Inti:

Mengamati

- a. Siswa memperhatikan beberapa contoh teks tentang penggambaran seseorang.
- b. Siswa menirukan contoh secara terbimbing.
- c. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks.

Mempertanyakan (questioning)

- a. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar Interesting Place dan Historical Place yang ada dalam bahasa Inggris, perbedaan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia
- b. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari pictures series

Mengeksplorasi

- a. Siswa secara kelompok mengerjakan tugas dari pictures series lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat.
- b. Siswa menyaksikan lagi tampilan slide visual yang berisi tempat wisata
- c. Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari interesting place yang dibaca/didengar.
- d. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan
- e. Berkelompok, siswa menggambar salah satu teman di kelasnya

Mengasosiasi

- a. Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang.
- b. Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengkomunikasikan

- a. Berkelompok, siswa menyusun teks deskripsi tentang orang sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya
- b. Siswa menyunting deskripsi yang dibuat teman.
- c. Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading.
- d. Siswa membuat kliping deskripsi tentang orang

Penutup

- a. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran,
- b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram,
- c. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

• Pertemuan Kedua**Pendahuluan:**

- a. Guru mengucapkan salam
- b. Guru meminta salah satu siswa untuk memimpin doa bersama
- c. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- d. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.

Kegiatan Inti:**Mengamati**

- a. Siswa memperhatikan pictures series
- b. Siswa diminta menjawab pertanyaan terkait materi yang diberikan
- c. Siswa diminta untuk mengidentifikasi ciri-ciri kebahasaan dan generic structure
- d. Dengan bantuan gambar dari beberapa *screen capture* pada pictures series tersebut, siswa mencoba menulis kembali cerita dalam slide visual tersebut menggunakan kata-kata mereka sendiri.
- e. Guru memandu dan mengoreksi siswa dengan cara berkeliling kelas.
- f. Siswa mengajukan pertanyaan apabila ada hal-hal yang belum jelas.

Mempertanyakan

Dengan bimbingan dan arahan guru, siswa mempertanyakan pengertian topic, main idea dan generic structure.

Mengeksplorasi

- a. Siswa membuat draft yang menggambarkan cirri ciri fisik dan karakter salah satu teman di kelasnya

- b. Siswa mengembangkan draft yang sudah ditulis

Mengasosiasi

- a. Siswa membandingkan teks historical place yang sudah ditulis dengan teman sebangku
b. Siswa merevisi teks yang telah ditulisnya

Penutup

- a. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran,
b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram,
c. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

9. PENILAIAN

- a. Sikap: observasi
b. Pengetahuan: Portofolio
c. keterampilan: demonstrasi
Penilaian proses Mengamati, Bertanya,

10. Rincian Aspek Penilaian

Penilaian dari Aspek Sikap (Attitude)			
No	Aspek yang Dinilai	Kriteria	Score
1	Jujur (respect)	Sangat sering menunjukkan sikap jujur	5
		Sering menunjukkan sikap jujur	4
		Beberapa kali menunjukkan sikap jujur	3
		Pernah menunjukkan sikap jujur	2
		Tidak pernah menunjukkan sikap jujur	1
2	Peduli (care)	Sangat sering menunjukkan sikap peduli	5
		Sering menunjukkan sikap jujur peduli	4
		Beberapa kali menunjukkan sikap peduli	3
		Pernah menunjukkan sikap peduli	2

		Tidak pernah menunjukkan sikap peduli	1
Penilaian dari Aspek Pengetahuan (Knowledge)			
No	Aspek yang Dinilai	Kriteria	Score
1	Tujuan Komunikatif	sangat memahami	5
		Memahami	4
		cukup memahami	3
		kurang memahami	2
		tidak memahami	1
2	Pilihan Kosa Kata	sangat variatif dan tepat	5
		variatif dan tepat	4
		cukup variatif dan tepat	3
		kurang variatif dan tepat	2
		tidak variatif dan tepat	1
4	Pilihan Tata Bahasa	pilihan tata bahasa sangat tepat	5
		pilihan tata bahasa tepat	4
		pilihan tata bahasa cukup tepat	3
		pilihan tata bahasa kurang tepat	2
		pilihan tata bahasa tidak tepat	1
	Penilaian dari Aspek Keterampilan (Skills)		
Kemampuan Menulis (Writing Skill)			

No	Aspek yang Dinilai	Kriteria	Score
1	Pilihan Kosa Kata	Pilihan kosa kata sangat tepat	5
		Pilihan kosa kata tepat	4
		Pilihan kosa kata cukup tepat	3
		Pilihan kosa kata kurang tepat	2
		Pilihan kosa kata tidak tepat	1
2	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5
		Pilihan tata bahasa tepat	4
		Pilihan tata bahasa cukup tepat	3
		Pilihan tata bahasa kurang tepat	2
		Pilihan tata bahasa tidak tepat	1
3	Penulisan Kosa Kata	Penulisan kosa kata sangat tepat	5
		Penulisan kosa kata tepat	4
		Penulisan kosa kata cukup tepat	3
		Penulisan kosa kata kurang tepat	2
		Penulisan kosa kata tidak tepat	1
4	Kerapihan Tulisan	Tulisan rapih dan mudah terbaca	5
		Tulisan tidak rapih tetapi mudah terbaca	4
		Tulisan rapih tetapi mudah terbaca	3
		Tulisan tidak rapih dan sulit terbaca	2

Taken from: Jacobs et al in Weigle (2002)

Catatan:

5. Skala penilaian 1-5. Usahakan tetap berikan penghargaan kepada peserta didik usaha yang dilakukan
6. Jika terdapat aspek penilaian yang tidak teraplikasikan, guru dapat menandainya dengan N/A (Not Applied ; Tidak terlaksana).

Mengetahui

Peneliti

Guru Mata Pelajaran

.....

NIP

Genoveva Benga Eban

NIM : 4514101014

UNIVERSITAS

BOSOWA



Task

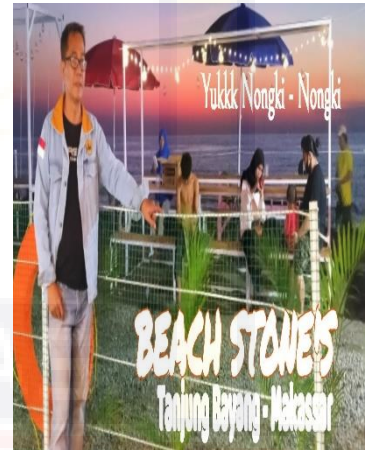
Watch the Pictures Series of and write an Interesting Place in a piece of paper using your own words! Use these pictures to help you.



1. Fort of Rotterdam



2. Fort of Somba Opu



3. Tanjung Bayang Beach



3. Bugis Waterpark



5 Center Point of Indonesia (CPI)

Appendix 3 The Result of Writing in Pre-Test

No	Name	C	O	V	LU	M	Total
1	Muhammad Rizky	17	14	10	15	2	58
2	Aldarista	18	17	9	15	3	62
3	Muh. Adel Zain	19	13	8	17	2	59
4	Ainun Mutia	19	12	7	17	3	58
5	Fikri Haikal Putra	20	14	7	16	3	60
6	Muh.. Fauzan	20	10	7	17	3	57
7	Husnul Khotimah	19	15	8	16	3	61
8	Iwan	17	16	9	18	3	63
9	Jumainah	16	13	9	13	2	53
10	Restu Inayah	13	15	9	21	2	60
11	Syiti Aisyah	15	14	9	20	2	60
12	Adel	14	15	9	18	2	58
13	Nur Anggita	13	11	8	16	2	50
14	Rahmawati	15	15	7	17	2	56
15	Apriyah	14	11	8	15	2	50
16	Fadlia	17	17	10	13	3	60
17	Nur Annisa	16	12	11	13	3	55
18	Nawawi	19	15	11	12	3	60
19	Rusdi	17	14	11	12	3	57
20	Windy Wulandari	16	14	12	13	3	62
21	Fauziah	18	11	11	14	3	57
22	Wulan	19	17	10	13	3	62
23	Amirah Zahra	20	14	11	13	3	61
24	Ainatul Adawiyah	13	13	17	21	2	66
25	Asbar	17	12	10	20	3	62
26	Nurul Azizah	17	11	11	24	3	66
27	Rini	18	13	11	23	3	68
28	Agung	13	12	9	19	2	55
29	Muhammas Rafly	15	14	8	16	2	55
30	Ahmah Zainal	16	15	7	16	2	56
31	Rahmat Abidin	17	14	11	23	3	68
Total		519	425	295	516	80	1835
Mean		16.7	13.7	9.5	16.6	2.6	59.2

Appendix 4 The Result of Writing in Post-Test

No	Name	C	O	V	LU	M	Total
1	Muhammad Rizky	22	17	13	17	4	73
2	Aldarista	25	17	14	17	4	77
3	Muh. Adel Zain	25	15	16	19	4	79
4	Ainun Mutia	25	14	13	23	5	80
5	Fikri Haikal Putra	24	18	16	21	4	83
6	Muh.. Fauzan	25	14	13	20	5	77
7	Husnul Khotimah	22	15	16	22	5	80
8	Iwan	21	17	13	23	5	79
9	Jumainah	21	18	17	15	4	75
10	Restu Inayah	21	17	16	21	5	80
11	Syiti Aisyah	21	17	15	20	5	78
12	Adel	23	18	13	18	4	76
13	Nur Anggita	15	14	15	17	4	65
14	Rahmawati	14	17	13	19	4	67
15	Apriyah	16	14	15	17	4	66
16	Fadlia	15	19	13	23	5	75
17	Nur Annisa	18	16	15	22	5	76
18	Nawawi	17	17	11	20	5	70
19	Rusdi	20	18	12	25	5	80
20	Windy Wulandari	18	20	16	23	4	81
21	Fauziah	24	14	13	23	5	79
22	Wulan	25	20	16	22	5	88
23	Amirah Zahra	23	17	15	22	5	82
24	Ainatul Adawiyah	24	16	13	21	4	78
25	Asbar	14	15	18	20	5	72
26	Nurul Azizah	18	14	17	24	4	77
27	Rini	18	17	16	23	4	78
28	Agung	19	15	15	21	4	74
29	Muhammas Rafly	14	17	14	18	4	67
30	Ahmah Zainal	16	18	13	19	4	70
31	Rahmat Abidin	17	17	11	23	5	73
Total		620	512	446	638	141	2357
Mean		20	16.5	14.4	20.6	4.5	76

Appendix 5 The Total Result of Writing in Pre-Test and Post-Test

No	Name	Pre Test	Percentage	Post Test	Percentage
1	Muhammad Rizky	58	58%	73	73%
2	Aldarista	62	62%	77	77%
3	Muh. Adel Zain	59	59%	79	79%
4	Ainun Mutia	58	58%	80	80%
5	Fikri Haikal Putra	60	60%	84	84%
6	Muh.. Fauzan	57	57%	77	77%
7	Husnul Khotimah	61	61%	80	80%
8	Iwan	63	63%	79	79%
9	Jumainah	53	53%	75	75%
10	Restu Inayah	60	60%	80	80%
11	Syiti Aisyah	60	60%	78	78%
12	Adel	58	58%	76	76%
13	Nur Anggita	50	50%	65	65%
14	Rahmawati	56	56%	67	67%
15	Apriyah	50	50%	66	66%
16	Fadlia	60	60%	75	75%
17	Nur Annisa	55	55%	76	76%
18	Nawawi	60	60%	70	70%
19	Rusdi	57	57%	80	80%
20	Windy Wulandari	62	62%	82	82%
21	Fauziah	57	57%	79	79%
22	Wulan	62	62%	88	88%
23	Amirah Zahra	61	61%	82	82%
24	Ainatul Adawiyah	66	66%	78	78%
25	Asbar	62	62%	72	72%
26	Nurul Azizah	66	66%	77	77%
27	Rini	68	68%	78	78%
28	Agung	55	55%	74	74%
29	Muhammas Rafly	55	55%	67	67%
30	Ahmah Zainal	56	56%	70	70%
31	Rahmat Abidin	68	68%	73	73%
Total		1835	1835%	2357	2357%
Mean		59.2	59.2%	76	76%

Appendix 6 The Frequency Data in Pre-Test and Post-Test

Statistics			
		Post_Test	Pre_Test
N	Valid	31	31
	Missing	0	0
Mean		76.03	59.19
Std. Error of Mean		.973	.805
Median		77.00	60.00
Std. Deviation		5.419	4.483
Variance		29.366	20.095
Range		23	18
Minimum		65	50
Maximum		88	68
Sum		2357	1835

Pre_Test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	6.5	6.5	6.5
	53	1	3.2	3.2	9.7
	55	3	9.7	9.7	19.4
	56	2	6.5	6.5	25.8
	57	3	9.7	9.7	35.5
	58	3	9.7	9.7	45.2
	59	1	3.2	3.2	48.4
	60	5	16.1	16.1	64.5
	61	2	6.5	6.5	71.0
	62	4	12.9	12.9	83.9
	63	1	3.2	3.2	87.1
	66	2	6.5	6.5	93.5
	68	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

Post_Test					
		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	65	1	3.2	3.2	3.2
	66	1	3.2	3.2	6.5
	67	2	6.5	6.5	12.9
	70	2	6.5	6.5	19.4
	72	1	3.2	3.2	22.6
	73	2	6.5	6.5	29.0
	74	1	3.2	3.2	32.3
	75	2	6.5	6.5	38.7
	76	2	6.5	6.5	45.2
	77	3	9.7	9.7	54.8
	78	3	9.7	9.7	64.5
	79	3	9.7	9.7	74.2
	80	4	12.9	12.9	87.1
	82	2	6.5	6.5	93.5
	84	1	3.2	3.2	96.8
	88	1	3.2	3.2	100.0
Total		31	100.0	100.0	

Appendix 7 The Result of T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Post_Test	76.03	31	5.419	.973
Pre_Test	59.19	31	4.483	.805

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Post_Test & Pre_Test	31	.498	.004

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post_Test - Pre_Test	16.839	5.027	.903	14.995	18.683	18.649	30	.000



Appendix 8 The Result of Writing in Pre-test and Post-test

Pre-Test

Nama : Muhamad Rafly
Kelas : 8c

Losari Beach

I like losari beach. The beach so beautiful. So many people go there. And there you can buy all foods. There are fried ~~can buy~~ rice, meat balls and banana epe. I very happy and also my family.

C = 15
O = 14
V = 8
U = 6
M = 2

55

Scanned by TapScanner

Post-Test

No. _____
Date : _____

Nama : Muhammad Rafly
Kelas : 8c

Losari Beach

Losari beach is one of the famous places in Makassar. The beach is very beautiful. I really like it. So many people go there. There are a lot of food and drink. Fried rice, meat balls and banana epe. I am very happy and also my family.

C = 14
O = 12
V = 14
U = 18
M = 4

67

Scanned by TapScanner

Pre-Test

Nama : Nur Anggita

Kelas : 8 C

Akkarena Beach.

Akkarena beach is beautiful beach. The located at the Coastal Side of the city of makassar. Sand is black. That great choice for hang out with family in there.

$C = 13$
 $O = 11$
 $V = 8$
 $L = 16$
 $M = 2$

(50)

Scanned by TapScanner

Post-Test

Nama : Nur Anggita

Kelas : 8 C

Akkarena Beach

Akkarena beach is located at the Coastal Side of the city makassar. Akkarena beach is a stunning black Sand beach and is great choice for hang out with family. Akkarena beach not only beautiful beach but also clean. you can find many food and drink there.

$C = 15$
 $O = 14$
 $V = 15$
 $L = 17$
 $M = 4$

(65)

Scanned by TapScanner

Pre-Test

Nama = Rahmawati
 Kelas = VIII C

Lae-Lae Beach

Lae-Lae beach is one of the most beautiful beaches in the city of Makassar, especially on Lae-Lae island. The beach is beautiful and clean. The third time I was there I was very happy. The sand is white and many boats pass by.

C = 15
 O = 15
 V = 7
 L = 17
 M = 2

56

Scanned by TapScanner

Post-Test

Nama = Rahmawati
 Kelas = VIII C

Lae-Lae Beach

When I go Lae-Lae beach, I very happy. Because the beach very beautiful and the sand is white. Many people go there. Lae-Lae beach. The atmosphere is calm and safe. Many people go there in holiday.

C = 14
 O = 17
 V = 13
 L = 19
 M = 4

67

Scanned by TapScanner

Pre-Test

Nama : Nur Annisa
Kls : VIII C

No. _____
Date : _____

Galesong Beach

I and my family enjoy a day off at galesong beach. Pantai galesong is beautiful beach. Not also people in Makassar go there but also tourist. At galesong beach there is swimming pools, banana boats and cafe. We ~~can~~ can enjoy the sunset in the afternoon. The beach clean and fresh.

C = 16
O = 12
V = 11
L = 13
M = 3

55

Scanned by TapScanner

Post-Test

Nama : Nur Annisa
Kls : VIII C

Galesong Beach

Galesong beach is located in Makassar, South Sulawesi. Galesong beach is a great choice for family recreation, couples, community or even company gathering, training or celebrating anniversaries. There are swimming pools for children and adults, cafe and banana boats. The place is interesting and the beach is beautiful. We can enjoy the sunset in the afternoon.

C = 18
O = 15
V = 15
L = 22
M = 5

76

Scanned by TapScanner

Pre-Test

Nama : Apriyan
Kelas : 8C

Losari Beach

Losari beach is the beautiful beach. The Location at Makassar, south Sulawesi - There are some people who sell many food and drinks. Many Unique obyek we can use to take a picture. We can se the Sun rise and sanset over there. ~~And~~ also we can spending the time with ~~our~~ our family and we can ride on the boat.

C = 14
O = 11
V = 8
L = 15
M = 2

50

Scanned by TapScanner

Post-Test

Nama : ~~Apriyan~~ Apriyan
Kelas : 8C

Losari Beach

In Makassar, South Sulawesi, we can visiting one of the icon named Losari Beach. Losari Beach is the Most beautiful beach. The water is clean. Many spots we can take a picture there. We can ride on the boat to see beautiful beach. We can buy some food and drinks. So many food and drinks there. We can also see the sunset and sunrise there. There are some people who sell souvenirs. We can do many things there. We can riding a bicycle.

C = 6
O = 14
V = 15
L = 17
M = 4

66

Scanned by TapScanner

Pre-Test

Post-Test

Macaroni

Name: Muhammad Rizky
Date: _____
Class: VIII C

Losari Beach

Losari Beach one of interesting places in Makassar. At the Losari Beach there are beautiful Mosque and a statue of hero. One of the specialty food is banana eppe. The Losari Beach we can find a lot of food and drink. Losari Beach is suitable for our choice at Weekend.

C = 12
O = 14
V = 10
L = 15
M = 2

58

Scanned by TapScanner

Pre-Test

Name: Muhammad Rizky
Class: VIII C

"Losari Beach"

One of the interesting places in Makassar is Losari Beach. On the Losari Beach there is a beautiful Mosque, a statue of a hero. one of the specialty foods is eppe banana.

Losari Beach we can find a lot of food and drink of various types. Losari Beach is suitable for our choice on weekends.

G = 22
O = 17
V = 13
L = 17
M = 2

73

Scanned by TapScanner

Nama : Muh. Alief Kamaluddin
Kelas : 8C

Galesong Beach

Galesong beach is beautiful beach In Galesong beach there is swimming pool and place have place to play for children. The entry price is 25 thousand. The beach are beautiful. You can enjoy a sunset there.

C = 17
O = 16
V = 9
W = 18
M = 3

63

Scanned by TapScanner

Post-Test

Nama : Muh. Alief Kamaluddin
Kelas : 8C

Galesong Beach

One of the famous beach in Makassar is Galesong beach because it have a swimming pool. There is a children's pool and a adult pool. There is a place to play the children. The entry price per person is twenty five thousand. The pool faces the beach so we can enjoy the sunset in the afternoon. What a beautiful sight.

C = 21
O = 17
V = 13
W = 23
M = 5

79

Scanned by TapScanner

Pre-Test

Nama : Fikri Haikal Putra
Kelas : VIII C

Losari Beach

Losari beach or as known as pantai Losari is a beach located in South Sulawesi. Losari Beach is beautiful place and a good place to gathering with family or hangout with friends. You can also enjoy the new of sunrise and sunset in Losari. Beside that, there are many food stalls where the tourist can enjoy.

C = 20
O = 14
V = 7
LU = 16
M = 3

60

Scanned by TapScanner

Post-Test

Nama : Fikri Haikal Putra
Kelas : VIII C

Losari Beach

Losari beach is a proud icon in south sulawesi especially Makassar City. It is a good place to visit and hangout with friends or family. But, if you want travel alone in there, it is also the best place to relax because you can enjoy the beautiful views, see the people gathering and feel the breeze of the air. There are also many best spot such as sunset spot where tourists can enjoy the beautiful view when the dawn is coming.

C = 24
O = 18
V = 16
LU = 21
M = 4

83

Scanned by TapScanner

Pre-Test

No. : _____ Name = Widyana Date. : _____
 Class = VIII C

Akkarena Beach very famous black sand beach in South Sulawesi. Beach with beauty and comfort makes this beach look clear tidy and clear water. So many people go there.

C = ~~15~~ 16
 O = ~~15~~ 14
 V = 12
 W = 13
 M = 3

62

Scanned by TapScanner

Post-Test

No. : _____ Name = Widyana Date. : _____
 Class = VIII C

Akkarena Beach

Akkarena Beach have beauty black sand. The located of Akkarena Beach is Jalan Tanjung Bunga, City of Makassar. The beach so beautiful and comfort. The beach also clear and clear water. So many people go the beach when holiday with their family. Many foods and drinks there. You can enjoy your self at the akkarena beach.

C = 18
 O = 20
 V = 16
 W = 23
 M = 4

81

Scanned by TapScanner

Pre-Test

Name : Windy Wulandari
Class : VIII C

No. : _____ Date. : _____

Trans Studio Mall

Trans Studio Mall located at Jalan Metro Tanjung Bunga. Mall is so beautiful. At mall we can find many gallery for clothes, food and drinks, gallery telephone and rides. Trans Studio very famous because have a rides. You can enjoy to mall trans studio when day off

$C = 19$
 $O = 17$
 $V = 10$
 $LU = 13$
 $M = 3$

62

Scanned by TapScanner

Post-Test

Name : Windy Wulandari
Class : VIII C

No. : _____ Date. : _____

Trans Studio Mall

One of the interesting places in Makassar is the Trans Studio Mall. In the mall there are many galleries for clothing, food and beverage, electronic equipment and rides. Trans Studio Mall is very famous for its rides. Trans Studio Mall can be used as a choice for families to spend their vacation time.

$C = 25$
 $O = 20$
 $V = 16$
 $LU = 22$
 $M = 5$

88

Scanned by TapScanner

Appendix 9 Documentation of the Research



Picture 1. The students were doing writing activity in pre-test



Picture 2. The students were doing treatment activity by using pictures series



Picture 3. The students were doing writing activity in post test



Picture 3. The Writer was Giving a Souvenir to the Headmaster of SMPN 2 Galesong Selatan Takalar

Appendix 10. Letters


 PEMERINTAH KABUPATEN TAKALAR
 DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 2 GALESONG SELATAN
Jl. Pendidikan No. 1 Galesong Kota Kec. Galesong Kab. Takalar

SURAT KETERANGAN IZIN PENELITIAN
 Nomor: 097/Disdikbud/UPT.SMP.2/XII/2020

Yang bertanda tangan di bawah ini Kepala UPT SMP Negeri 2 Galesong Selatan Kecamatan Galesong Kabupaten Takalar Provinsi Sulawesi Selatan Menerangkan bahwa:

Nama : Genoveva Benga Eban
 Nim : 4514101014
 Tempat/Tanggal Lahir : Sabah - Malaysia, 1 Januari 1993
 Jurusan : Pendidikan Bahasa Inggris
 Fakultas : FKIP (Universitas Bosowa)

Benar telah melaksanakan penelitian tugas akhir pada SMP Negeri 2 Galesong Selatan Kec. Galesong Kab. Takalar dengan judul ***Using Pictures Series to Improve Students' Writing Ability of the Second Grade at SMPN 2 Galesong Selatan Takalar*** Dari tanggal 14 Desember sampai dengan 19 Desember 2020.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Takalar, 19 Februari 2021


 Kepala Sekolah,

 AMSUL, S.Pd
 Pangkat : Pembina
 Nip. 19791007 200604 1 015

BIOGRAPHY



Genoveva Benga Eban was born in Sabah Malaysia on January 1st 1993 from the marriage of his parents Blasius Penaten and Kristina Kewa Kuma. She is the second from three siblings. She has a sister and a brother name is Susana Lelu Sanga, S.Kep.,Ns, and his names is Agustinus Anselmus Ola Wali. She starts her first education at SDK Kiwangona East Flores in 2006 then she continued to SMPS Lembah Kelapa and finished in 2009. In 2012, she completed her education at senior high school in SMA Makassar Raya and she graduated in 2014. She decided to continue her study in English Education Department Bosowa University in 2014. She participated as a member in UKM English Meeting and she graduated in 2021.