

## Using Picture Series in Teaching Writing Skill for the Second Semester Students of Medical Record Program in STIKES Bhakti Husada Mulia Madiun

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**ABSTRACT:** The aim of this research was to find out the using picture series in teaching writing skill for the second semester students of medical record program in STIKES Bhakti Husada Mulia Madiun. This study was done on April 2022. The method that was used in this research was descriptive research design. The techniques for collecting data were observation, interview, and documentation. The data were analyzed by displaying the data and verification of the data. During the research, the researcher acted as the teacher and acted as an observer during the implementation of picture series. The findings of observation shows that there is good interaction between lecturer and students. The lecturer gives the task to make the students understand the material well. The finding of interview shows that By using picture series, the students can have the ideas how to start writing recount text well. They can arrange the picture series to help them in composing the writing. By using picture series the students can improve their writing based on the criteria asked by the lecturers. The criteria of the writing are based on the content, organization, vocabulary, language use and mechanics. The finding of documentation shows that the use of picture series in teaching writing recount text make the students are interested and enthusiastic, pay attention and focus on lecturers' explanation about the material. Thus, the learning process is supported that the students are better to write from the results of their experiences to compose recount text. Thus, the use of picture series is effectively used in helping students' improve their performance in writing recount text. The future researcher can conduct the use of picture series in other skill of English such as on speaking skill. Furthermore, the researcher can do this study by using the other design such as the experimental research design to find better media in teaching English writing skill.

**Keywords:** Pictures Series, Writing Skill

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## **INTRODUCTION**

Writing is one of four basic language skill. It is very important in teaching and learning English. A recount is the form of texts that aims at retelling past events for the purpose of informing or entertaining. In a recount text, sentences are usually organized according to time order . One event happens and then another event happens , and the events are told in the same order. The result reveals that the teaching writing by using picture series can improve students 'ability in writing recount text. It shows the improvement on process of writing and vocabulary on recount text. The first problem is that the students' writing is not comprehensible. The second problem is associated with many errors in vocabulary, grammar and spelling. It indicates that the student mastery on the English components of the text are still low. Students writing skill must be developed to make students explore their idea, imagination, creativity and knowledge. The lecturer have duties to help them in developing their skill and ability by using method, technique and media. It is necessary to do something different to have students writing skill improved. It should motivate students to more actively learn English and throw away their mindset that English is difficult. Giving opportunities for them to create more conducive classroom can implement some methods which are more attractive and interesting. It can use of the media to have the implementation in teaching and learning process. Picture series are believed to help the students to improve the students 'ability in writing skill because it will encourage students to participate more actively in teaching and learning process while using picture series in telling about events. By using this media, the students are expected to be able to tell whatever they see in the pictures. Many studies support this study such as ( Aschawir,2014;Asrifan,2015;Lina,1994) that picture series have been used to help the students in writing. Therefore , the aim of the study is to know the implementation of using picture series in teaching writing skill for the second semester students of medical record program in STIKES Bhakti Husada Mulia Madiun.

## **REVIEW OF LITERATURE**

Writing is one of four basic language skills. It is very important in teaching and learning English. It involves some language components. i.e spelling, grammar, vocabulary, and punctuation. Braine & May (1996) state that writing clear sentences requires writers to learn the rules of English grammar and mechanics such as the correct use of verb pronoun and other punctuations. Styati & Latief (2018) mention that writing can be analyzed based on content, organization, vocabulary, grammar and mechanic. There are various ways to organize sentences in a piece of writing. The text organization can be represented by several text types; one of them is a recount text. A recount is the form of texts that aims at retelling past events for the purpose of informing or entertaining. In a recount text, sentences are usually organized according to time order or chronological One event happens and then another event happens, and the events are told in the same order. There are many studies on teaching recount

text conducted by many researchers. Apsari (2017) has conducted the research on recount text by using picture series. The results reveals that the teaching writing by using picture series can improve students' ability in writing recount text. It shows the improvement on process of writing and vocabulary on recount text. Furthermore, there are many studies on recount text conducted by (Saputri, 2014 & Putra, 2014) focus on teaching writing of recount text. Giving opportunities for them to create more conducive classroom can implement some methods which are more attractive and interesting. It can use one of the media to have the implementation in teaching and learning process. Using multimedia can help the students better understanding in the classroom (Berk, 2014). One of the media that can be used in the class is picture series. Picture series are believed to help the students to improve the student's ability in writing skill because it will encourage students to participate more actively in teaching and learning process while using pictures series in telling about events. By using this media, the students are expected to be able to tell whatever they see in the pictures. Many studies support this study such as (Aschawir, 2014; Asrifan, 2015; Lina, 1994) that picture series have been used to help the students in writing. Picture series are the authentic materials that can help the teaching learning process in writing run well (Rahman, 2013).

According Kemmis and McTaggart (in Kasbolah and Sukarsana, 2001); the design of Classroom Action Research has four stages. They are planning, acting, observing and reflecting. The fourth components can be seen at the following scheme :

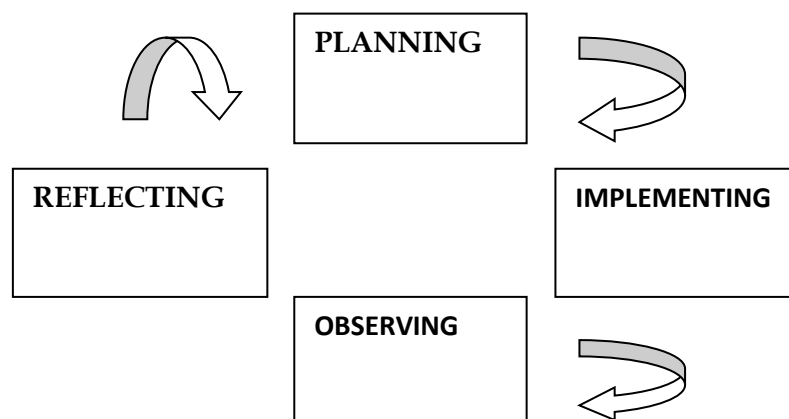


Figure 1. The procedure of Classroom Action Research  
(Taken from Kemmis and Taggart ,2001)

## METHOD

The study was conducted in the the second semester students of medical record program of STIKES BHM Madiun. There were 78 students involved in this study. The students were given the subjects in writing which aimed to develop the types

of the writing for instance descriptive, procedure, narrative, recount, and etc. The study was about composing recount text. It is a descriptive research. It is the research conducted with the main objective to provide description of a situation objectively. Riyanto (2001) argues that descriptive research is research that refers phenomena, facts or events in a systematic and accurate information on a particular subject. The data are obtained from observation, interviews, and documentation. Arikunto (2010) mentions that observation is by completing blank format as an instrument of observation. There was using of observation guideline to get the data. Then, Arikunto (2010) also mentions that the interview is the collection of data by asking questions directly to the respondents in detail in the form of check list. It used the guideline checklist of interview to ask the questions to the interviewee. Moreover, Arikunto (2010) mentions that documentation is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agendas and so forth. In this study, the data of documentation from the preparation of the teaching learning process namely lesson plan, the materials, and the other documentation is the students' score. The data were analyzed by reducing the data, displaying the data and draw conclusions or verification of the data. This study used descriptive qualitative. Furthermore, Sukardi (2006) mentions that the data collection in a qualitative descriptive study, in general, can be done by reducing the data, display the data and verification.

## **FINDINGS AND DISCUSSION**

The result of observation of the teaching learning process has done well by the lecturer by doing some preparation in teaching writing of recount text by using several stages of planning, implementation and evaluation. At the planning stage, the lecturer prepares lesson plan. The lecturer prepares lesson plan and some instruments. Lesson plan are made by the researcher as one of the pre-requirement of the teaching. The lecturer designs the lesson plan. The implementation of using picture series can be done in three stages namely opening, whilst, and closing activity. The opening activity has done before teaching learning process started. In whilst activity has been conducted using exploration, elaboration, and confirmation. The lecturer gives some questions to the students about their memorable experience. The students answer their unforgettable experience. Then, the lecturer starts explaining to the students about definition, generic structure and language feature about writing recount text. The students listen the explanation of teacher. After finishing the explanation, the exercise is given to the students. Then, the students are asked to analyze the generic structure of recount text. Moreover, the lecturer also gives worksheet to the students, it consists of three tasks, task 1, the students must arrange the picture about how to determine the characteristics of the picture and then make recount text about it. Task 2, the students must mention the generic structures and language features. Task 3, one of member must present their job in front of class without paper and just take pictures series. In the post activity,

the lecturer concludes the lesson by asking to the students to summarize the material. The students answer about the lecturer' question. After meeting, the teaching learning process is evaluated to determine that the teaching learning process run well. There is good interaction between lecturer and students. The lecturer gives the task to make the students understand the material well. Giving feedback is also given to the students in the end of the meeting. The following is the result of observation checklist on the teaching learning process of recount text. To present the data from the interview can be achieved from the interview with the lecturer and the students. It is presented to know the difficulty from the students and the lecturer related to the use of picture series in teaching recount text. The documentation was obtained from the lesson plan and student writing from the second semester students of medical record program of STIKES BHM Madiun. Based on the data, the application of teaching using picture series in teaching recount text was divided into two stages: preparation and application of using picture series in writing recount text. The lecturer makes some preparation before conducting the teaching learning. The lecturer makes the lesson plan before starting the teaching learning process. The lesson plan is completely written. The lesson plan is used to guide the teaching learning process in writing class. This can help the lecturers in teaching and learning process run conducive. By using the lesson plan, teaching objectives can be achieved. It is used to minimize the errors in the teaching and learning process. After that, the lecturer begins teaching writing on recount text. The result can be seen that the activity in this step can be done successfully by students. In this preparation, teacher prepares lesson plan and materials. The lecturer must master teaching materials and comprehend the methods which is appropriate, evaluation, media and teaching environment. Teaching using picture series in writing recount text is useful to improve the students writing score. It can be seen from the result of the students' score in the following diagram.

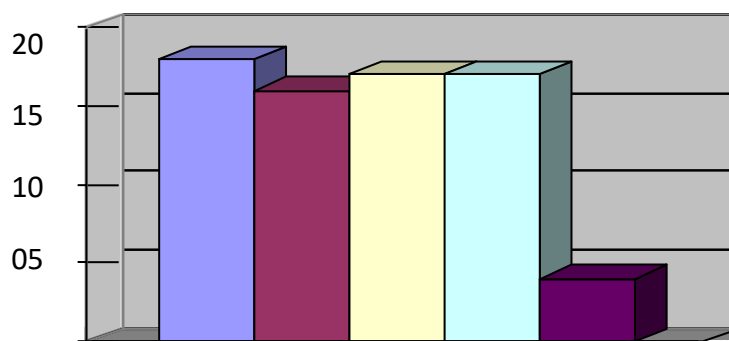


Figure 2. students writing score

Based on the explanation above, it can be seen that the use of picture series in teaching writing can help the students compose the recount text well. The diagram shows that the criteria of writing can be achieved well by the students. The average of the content shows 19. The organization shows the average of the students achievement is 17. The average of the students' vocabulary is 18. The

students can compose by using better language use namely 18. The last, the students show that the average of using mechanics are 4. The average of the students' score is 74. It can be concluded that the teaching learning using picture series was done successfully. In addition to the use of picture series in teaching writing recount text make the students are interested and enthusiastic, pay attention and focus on lecturers' explanation about the material. Thus, the learning process is supported that the students are better to write from the results of their experiences to compose recount text. Based on the findings above, it can be discussed that the use of picture series in teaching recount text for the second semester students of medical record program of STIKES BHM Madiun. There are many reasons and implications the use of picture series in teaching recount text. Using picture series can help the students to express their ideas more creatively. The students can create their ideas while arranging the pictures. It is supported by Mayasari (2014) has reported that using picture series can help the students to generate and organize their ideas. And Mayasari, Putra (2014) also mentions that the students can get more ideas by paying attention to the picture series to write recount text. It represents a very stimulus take initiative, discuss, and write among the picture series. Thus, it is an easy way of bringing the outside world into the classroom to enrich the students' text about recount text. Using pictures can help the students to have better writing skill. The students can enjoy the process so that they can manage well how to write. Furthermore, Saputri (2014) reports that the use of picture series can improve the students' skills in writing. This can be seen from the significant improvements of the students' writing in the aspects of content, organization, language use, vocabulary, and mechanics. The students are interested in joining writing classroom. They are more motivated to join the writing class because of better media. All in all the use picture series can help the students to express their ideas more creatively. Using pictures can help the students to have better writing skill. The use of picture enhances the students' motivation and interest. Moreover, the use of picture is applicable to the students. Finally, the use of picture series is effectively used in helping students' improve their performance in writing recount text

## **CONCLUSION**

The use of picture series in teaching recount text for the second semester students of medical record program of STIKES BHM Madiun has been done successfully. It makes the students are interested in writing . The use picture series can help the students to express their ideas more creatively to have better writing skill and enhance the students' motivation and interest. Moreover, it is applicable to the students in helping students' improve their performance in writing recount text. The use of picture series can be achieved the criteria of success. Based on the conclusions above, the students' writing recount text through picture series is not a new thing in the field of teaching to develop the students' competence of writing. However, there are still many challenging for the teaching learning to apply it. In teaching writing, the teacher should realize the difficulty of the students' writing. Thus, the lecturer should be innovative to guide the students in writing. The future researcher can conduct the use of picture series in other

skill of English such as on speaking skill. Furthermore, the researcher can do this study by using the other design such as the experimental research design to find better media in teaching English writing skill.

### **FURTHER RESEARCH**

The future researcher can conduct the use of picture series in other skill of English such as on speaking skill. It is hoped can be used as the easy media to express the students' creativity in their speaking. Furthermore, the researcher can do this study by using the other design such as the experimental research design to find better media in teaching English writing skill.

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