Using Picture Series in Teaching Writing Skill for The First Semester Students of Medical Record Program in Stikes Bhakti Husada Mulia Madiun

by Lidia Deviga

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Article Info

ABSTRACT

The aim of this research was to find out the using picture series in teaching writing skill for the first semester students of medical record program in STIKES Bhakti Husada Mulia Madiun. This study was done on september 2019. 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 reducing the data, displaying the data and draw conclusions or 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 not only between lecturer and students, but also among 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. 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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1. INTRODUCTION

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 mecanics 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

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order. 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.

Based on the researches' experiences, teaching writing skill of the recount text have some problems found in the teaching of the recount text. The first problem is that the students' writing is not comprehensible because the content of the composition is not relevant to the topic. The students lack the ideas clearly to write the sentences are not well organized. It may stand from the student like of understanding on the function of text, rhetorical steps in text writing recount text. 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 lecturers have duties to help them in developing their skill and ability by using method, technique, and media. It is considered to enable the students to understand the text easier. It is necessary to do something different to have students writing skill improved. It should give many opportunities for English lecturer to improve their professionalism on teaching. 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 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 serties 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). Therefore, the aim of the study is to know the implementation of using picture series in teaching writing skill for the first semester students of medical record program in STIKES Bhakti Husada Mulia Madiun.

2. METHOD

The study was conducted in the the first semester students of medical record program of STIKES BHM Madiun. There were 45 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. Observation means that the researchers record the information as they truly observed during the study.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 (1) reducing the data, (2) display the data (3) draw conclusions and verification.

3.   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. There are some aspects stated in lesson plan or teaching planning. There are competence standard, base competence, indicator, instructional objective, material, method/strategy, teaching learning activities, source/teaching media, assessment. 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. First, teacher gives a greeting and check the students' attendance list. Then, the students answer greeting of the lecturer. The lecturer and students pray before starting the lesson. One of the students leads the students to pray together. Before beginning the lesson, the lecturer gives motivation to the students. The teacher gives motivation to the students to make the students excited to join the lesson. In whilst activity has been conducted using exploration, elaboration, and confirmation. It uses contextual teaching.

The lecturer asks the students about the attention of students to join the lesson. 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. The lecturer gives example by providing the text. Then, the lecturer explains on how to determine the characteristics of pictures that distributed by lecturer and give examples about how to make recount text based on the pictures series that given by the lecturer. The lecturers explain generic structure and give the example of generic structure of recount text. After finishing the explanation, the exercise is given to the students. Then, the students are asked to analyze the generic structure of recount text. Then, the activity is production of the text. The students are asked to make recount text. The students make a listing to generate the ideas and organized the idea from the topic about 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. The lecturer asks about student's difficulty by giving some questions to the students. After meeting, the teaching learning process is evaluated to determine that the teaching learning process run well. It has been stimulated to prove the existence of the learning objectives and good response are achieved from the students. There is good interaction not only between lecturer and students, but also among 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.

No.	Questions	Yes	No
1.	Greeting to begin the teaching learning process	√	
2.	Praying	√	
3.	There is a warming up to stimulate the students to join the class	√	
4.	Ice breaking	√	
5.	The lecturer states the objectives of the teaching learning	√	
6.	The lecturer explains the material (recount text)	√	
7.	The students are given opportunity to read the text	√	
8.	The students are given opportunity to explore their experience	√	
9.	The students asked the problem relating to the material	√	
10.	The students feel easy to write using picture series	√	
11.	The students share their experience based on the pictures	√	
12.	The students are active and the class situation is condusive	√	
13.	The lecturer evaluates the teaching learning process	√	
14.	The leacturer summarize the materials together	√	
15.	The leacturer gives opportunity to the students to ask questions	√	

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 interview has been conducted in the office from the lecturers of writing.

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The result of the interview can be seen that many of the students have figured out their problems on the difficulty in expressing the ideas and arrange good generic structure in writing recount text. It can be proved from the discussion of the lecturer and the students. The student of HJ which mentions that using picture series help the way how to start writing. Another respond of interview from DT has mentioned that using picture series are useful to improve the students writing on recount text. They change their way because most of the students write from their first language and then it is translated into English. 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. Then, the interview with the students and the lecturer can be described based on the interview checklist or the guideline. There are some questions given to the students to have the other result of the interview. In addition to the interview checklist relate to the materials in the teaching learning process are provided as follow:

Interview with the students

No.	Questions	Yes	No
1.	Is using picture series useful?	√	
2.	Can picture series guide you to start writing?	√	
3.	Is picture series interesting?	√	
4.	Does it help to improve the criteria of writing?	√	
5.	Does the lecturer explain well?	√	

Interview with the lecturer

No.	Questions	Yes	No
1.	Do you think that the students are interested in joining the class?	√	
2.	Can picture series guide the students to start writing?	√	
3.	Is picture series interesting for the students?	√	
4.	Does it help to improve the criteria of writing?	√	
5.	Does the students understand well in how to write using picture series?	√	

The documentation was obtained from the lesson plan and student writing from the first 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.
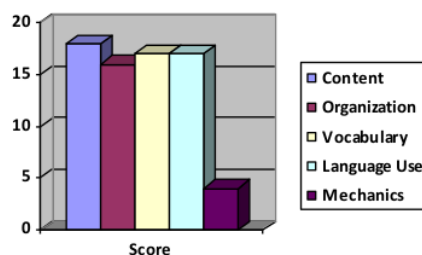

Diagram of Students' Score

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 18. The organization shows the average of the students achievement is 16. The average of the students' vocabulary is 17. The students can compose by using better language use namely 17. The last, the students show that the average of using mechanics are 4. The average of the students' score is 7. 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 first 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. That pictures are interesting because those are prepared well than that using the text. It is supported by Chairena (2007) that the use of picture series can help the students write better. It can stimulate the students' interest in English writing especially writing recount text. The students' writing can improve the students' way how to write recount text well. Another study by Mayasari (2014) has reported that using picture series can help the students to generate and organize their ideas. In line with 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. The students achieve the writing score better on the content, vocabulary, language use, and organization. It is supported by Styati (2016) that using pictures can help the students in writing performance. In fact, this study compares the use of using picture series and YouTube videos. Using picture series are effectively to help the students in writing. This study also reports that the students writing performance based on the criteria of content, organization, vocabulary, grammar and mechanics. 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.

Concerning with the other benefits of writing recount text through picture series, it is effectively used in helping students' improve their performance in writing recount text. Mansourzadeh (2014) reports that pictures help the students to know the difficult words easily by looking at the pictures. The use of pictures can enlarge the students' vocabulary learning. It attracts the students' curiosity in learning new vocabulary. It is also inline the study of Gutiérrez et al., (2015) which mentions that pictures help students enlarge their vocabulary usage by utilizing words. It is also providing visual feedback of the objects and actions described in writing especially in recount text.

The use of picture enhances the students' motivation and interest. The students are interested in joining writing classroom. They are more motivated to join the writing class because of better media. They become very happy in writing recount text because the use of pictures can attract the students to write well in recount text writing. Using pictures can reinforce the students' experience in the past because recount text retell the experience that the students have experienced. The students manage the pictures in writing to determine the sequence order of recount text writing. It maintains the student's attention and makes the class more interesting. Hazanah (2011) mentions that the use of picture sequence can gain better in determining the arrangement on the organization on writing related to the ideas. Thus, this indicates that there are several benefits from the use of picture series in teaching writing. The benefits raise the development of students' writing performance, the increasing of students' motivation in the class, conducive learning's environment and the increasing of students' writing interest. It is worth automatically to provide practice for students with various ability levels in teaching writing recount text.

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 first semester students of medical record program of STIKES BHM Madiun has been done successfully. It makes the students are interested in writing

enthusiasticly, focusing on explanation about the material very well. It supports the learning process in the classroom. Thus, it supports the students to develop better to write from their unforgettable experiences in the students' life. 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. The lecturer needs the easy way how to help the students start writing. Thus, the lecturer should be innovative to guide the students in writing. That is why the lecturer should be able to create a good and comfortable atmosphere in class.

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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