

**THE EFFECT OF SERIAL IMAGES ON CONTENT DEVELOPMENT IN
SECOND/FOREIGN LANGUAGE WRITING**

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ABSTRACT

This study aims to investigate the effect of using serial images in teaching second/foreign language (L2) writing on content development during L2 writing. Participants of this study were 36 students at MA Al-Hasan, Tanggul, Jember. These students were assigned into an experimental group or a control group. During the study, each student received the same pretest and posttest. Nonetheless, only students in the experimental group received an instructional treatment consisting of writing a descriptive text in English based on serial images. In contrast, those in the control group wrote a descriptive text after receiving explanation from the teacher/researcher about the generic structures of such a text. Results of this study indicate that the gain scores made by the two groups from the pretest to post-test differed significantly. Specifically, the gain scores made by the experimental group were significantly higher than those made by the control group. These results suggest that the use of serial images in teaching L2 writing is effective in facilitating content development.

Keywords: Serial images, content development, second/foreign language writing

Writing has long been considered difficult skills to develop since it not only relies on language knowledge but also higher-order thinking skills (Rasuki, 2016). Furthermore, students are usually less interested in expressing ideas and developing them in written form. What is more, they usually do not understand writing according to good writing rules. All of these may be caused by a lack of motivation that students have in learning to write in addition to the less attractive methods used in classroom learning (Mulyani, 2020).

In creating a suggestive atmosphere of stimulus and as a bridge for students to express ideas and be able to imagine a picture of the sequence of events. Media picture series is very suitable to train students' skills in writing. It is assumed that serial pictures can generate ideas and opinions regarding the aspects that are drawn so that they are in the order of the story.

Zamel (1983) in Hyland (2002:25) states, "Writing is a 'non-

linear' exploratory and generative process in which writers discover and reformulate their ideas when they try to approximate meaning". While concerning observing pictures, writing is interpreted as an active process that invites someone to find and construct certain meanings, then interpret the information in written form.

Based on the description above, the ideas generated in the writing do not appear suddenly, but ideas arise due to the stimulation of the image. Robinson (2021) that is, greater effort at conceptualization will lead learners to develop the L2 linguistic resources they have for expressing such conceptualization. The term conceptualization here is the same as idea generation.

Method

This study uses an experimental research method to test whether serial images affect content development in writing in high school students. In line with the research method, this study used a two-group pretest-posttest design. Each class was

given a different treatment. The experimental class was subjected to learning using serial image media while the control class was subjected to verbal (conventional) learning. Both classes were given the same material, namely descriptive text with the same material order.

The participants of this study were 16 students of class 2B as the control class and 20 students of class 2A as the experimental class at MA Al-Hasan Tanggul. For data collection, researchers conducted face-to-face meetings which lasted for 2 hours of lessons in each class. In the first stage, each class was bought with the same pretest, the second stage, namely the experimental class, was given treatment by dissecting serial images. The last stage is giving posttest to both classes.

After the face-to-face meeting, the researcher scored the students' pretest and posttest results. Furthermore, students' pretest and post-test scores were analyzed by independent sample t-test using SPSS.

Results and Discussion

The results showed that serial images had a significant effect on students' content development in writing. It is proven by the results of sig analysis. (2-tailed) of $0.000 < 0.05$. $t(34) = 8026$, $p = 0.000$, so as the basis for decision-making in the independent sample t-test, it can be concluded that H_0 is rejected and H_a is accepted, which means that there is an average difference in student learning outcomes between groups.

These results are following La Ode Fendi Donga and Ader Laepe (2021), saying that serial pictures are very suitable for practicing students' writing skills. Therefore, serial images can help students come up with ideas to add content to writing.

Conclusion

The findings in this study indicate that there is a significant difference in students' writing using picture series. it can be proved that the experimental class students who were taught using picture series were better than the control class students who were taught using verbal explanations.

So it can be concluded that the use of serial image media can help stimulate students to come up with ideas that are outlined in the content of the writing.

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