

Exploring Junior High School Students' Perception on The Implementation of Picture Series as Media for Learning Writing: A Qualitative Descriptive Study

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Abstract

In this 2.0 education era, many English teachers use various visual aids to help students writing performance. One of the visual instructional media that is used picture series. Picture series is defined as a group of several pictures that describe the atmosphere that is told and show continuity between one picture and another. This research was descriptive qualitative research. This research was conducted at a junior high school in Jember with the 23 students as participants. The researcher used the close-ended, and open-ended questionnaires instrument. Based on the data obtained, the results of this research found that the first research question about students' perceptions on teaching writing descriptive text using picture series, the researcher found that when the teacher used picture series, students were more enthusiastic to follow the lesson. The previous results indicated that there was an overwhelmingly positive reception to the teacher's teaching method using picture series. The students reported that this enjoyable method made them more eager to learn and more creative in their approach to their studies. Then, the second research question about students' expectation in this study showed that the students have expressed their satisfaction with the efficiency and effectiveness of their writing teacher in delivering clear and concise material, providing relevant and helpful examples, assigning tasks that are pertinent to what they have learnt, and providing feedback on their work. It is positive to see that the students value their teacher's approach, which has led to their increased motivation and creativity in their learning.

Keywords: Learning Method; Perception; Picture Series; Writing

Introduction

Writing is the process of describing a language so that the message conveyed by the author can be understood by the reader (Bulté & Housen, 2018). Learning

English involves four aspects of language skills: listening, speaking, reading, and writing. In writing, students are encouraged to be creative and to write whatever they want (Argawati & Suryani, 2020). In writing, some processes and concepts are already known. For example, when given a picture, students will think about what idea they will write according to the picture they have received or have. Writing is usually done on paper using a pen (Nuruzzaman et al., 2018). However along with the development of technology currently, writing is also done using electronic devices such as computers or laptops, even more, advanced writing technology is also done when making articles which are then uploaded to the internet such as Google Scholar or blogs (Harlena & Mukhaiyar, 2020).

In writing, all elements of language skills must be fully concentrated to achieve good results. In writing, there are 4 elements involved: the author as a messenger, the message or content of the writing, the writing channel, and the reader as the recipient of the message (Fitria, 2021). According to Tarigan (1986 in Argawati & Suryani, 2020), writing is an activity of expressing ideas by using written language as a conveying medium. Essay writing is a form of story expression that is poured into writing or language that is meaningful and can be understood.

Several studies have been conducted to explore students' problems with writing assignments. The students' writing skills are fragile and below standard (Karim et al., 2018). Most of the problems are caused by incompetence in grammar, coherence, choice of thematic sentence development ideas content, rhetorical conventions, mechanical organization, lack of vocabulary, and improper use of vocabulary (Fareed, Ashraf, & Bilal, 2016). Other researchers, Karim et al., (2018), said that students have great grammar, cohesion, and coherence difficulties. The research revealed minor aspects that had become difficult for students related to student writing, namely paragraph organization, dictionaries, and vocabulary misspellings (Mabuan, 2018). Their research then stated that students expect more intense guidance from teachers, such as responses to teachers' feedback in their draft essays. To create an effective writing class, the lecturer must guide students by using step-by-step

procedures to make students feel comfortable on writing essays and explaining the revisions.

Altunkaya & Ayranci (2020) reported that most students rarely engage in interactive learning strategies. It occurs because the teaching writing method that teachers often use is question and answer and teacher demonstrations rather than touching more class interactions such as group work, peer teaching, and role play. Furthermore, students experience difficulties in academic writing because of limited material resources that are feasible to implement (Ismayanti & Kholiq, 2020a). In its implementation, teachers only use textbooks available in the market. The book itself does not represent students' needs and the curriculum (Sadiah & Royani, 2019).

Most students have low abilities in writing. It can be caused by several factors, one of which is the media used by the teachers. If the teachers chose inappropriate media, it then can make students lose interest, difficult to understand, and many others (Noprianto, 2017). In this 2.0 education era, many English teachers use various visual aids to help students writing performance. Visual aids consist of real objects, pictures, and photos (Ismayanti & Kholiq, 2020b) However, many teachers still have a problem choosing the appropriate visual aids that can be applied to their students. One of the visual instructional media that is commonly used is the picture series.

Picture series is defined as a group of several pictures that describe the atmosphere that is told and show continuity between one picture and another. In line with Dewi et al., (2019) states that students' writing skills and essays are still relatively low. The same thing is also proven by Safaria et al., (2020) from the results of the study that the average score of students in the initial test of writing narrative essays is still relatively low, namely: 60.8. Another study by Asrul Nasution said that the average score of students before receiving treatment in writing narrative essays is: 65.66. Thus, it can be concluded that the ability to write narrative discourse needs to be improved again in the learning process.

Hamalik (2007, in Farkhan & Faya, 2020) suggests that the use of learning media in the teaching and learning process can generate motivation, stimulate teaching and learning activities and even give pleasure to students in learning. The media in question is the use of serial image media. According to Rohani (1997, in Farkhan & Faya, 2020), picture series is a graphic image medium

consisting of several pictures that contain a story in a certain order so that one picture with another picture has a related story.

Based on the previous studies above, the researcher interested to explore on how students' perception to the use of media of serial images when in learning writing descriptive text using picture series. The descriptive text of one of the functional texts that is difficult for students to learn. According to Noprianto, (2017), a descriptive text is one that describes the characteristics of someone, something, or a specific location. This research intends to determine students' perceptions, which will later become material for teacher evaluation in teaching writing especially in writing descriptive text using picture series.

Method

This research is used a qualitative approach. Creswell (2009) asserts that qualitative research is a method for examining and comprehending the significance of persons or groups that are referred to as having social or human problems.

The qualitative descriptive research is using in this research. However, qualitative research, according to Nassaji (2015), is more comprehensive and frequently entails a rich gathering of data from several sources to acquire a deeper understanding of specific participants, including their thoughts, perspectives, and attitudes. Data gather are using qualitative methods. To put it another way, the qualitative technique is concern with and focuses on how something can happen as well as what is kept secret from a phenomena or participant.

The close-ended and open-ended questionnaire is one of the instruments the researcher used for data collection as a research procedure. The researcher first formulated the content of any questions following her research so that the respondent can answer the questions appropriately. The researcher used questionnaire sheet and collected the results directly to the students. Then the researcher distributed the questionnaire to 23 students of Class VIII A. The researcher asked. The last one is a semi-structured interview. To find out more about students' perceptions, the researcher selected seven respondents based on the answers from the questionnaire. The Researcher chosen respondents who have detailed answers because the researcher believe that respondents were interested in this research. After choosing the students, the researcher contacted

the respondent first to make an appointment and their willingness to be interviewed. This interview took only one day. Interviews were conducted directly in the class one by one. Each respondent's interview duration is different, but the average duration is 15 minutes.

Data from interviews and questionnaires analyzed to ascertain which information is presented and covered in the findings once the data has been collected. According to Creswell (2014), the questionnaire data is analyzed through marking, dividing, and drawing conclusions. The researcher divided and summarized the questionnaire data collected in a table into several sections in a description. It helps the researcher to analyze data and enabled the understanding of responses by the researcher. Then, the researcher concluded in the form of a description for each aspect of the research.

The data analysis is using thematic analysis method. Based on Braun and Clarke (2006), thematic analysis is a method for identifying, analyzing and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail. However, frequently it goes further than this, and interprets various aspects of the research topic (Boyatzis, 1998). The range of different possible thematic analyses will further be highlighted in relation to a number of decisions regarding it as a method.

Findings

In determining this study, the researcher used questionnaires and interviews to collect data. The researcher can find students' perceptions of how teachers teach writing and determine what students expect from writing teachers through questionnaires and interviews. The researcher found the research results through the following questions below:

First findings

In this learning writing activity, the teacher used picture series as teaching method. There were two kinds of questionnaire to find out the students' perceptions in learning writing descriptive text using picture series. In this research close-ended adapted from Muhlisin (2018), and open-ended from Ariyanti and Fitriana (2017) were used.

In this research, closed-ended questions are closed questions that ask respondents to choose answers provided by researchers, where these answer choices can be obtained from desk research or qualitative research. This type of

closed question is commonly used on survey questionnaires. Then, the researcher distributed the questionnaire to 23 students of Class VIII A. The results of close-ended are shown below.

- SA : Strongly Agree
 A : Agree
 F : Fair
 SD : Strongly Disagree
 D : Disagree

Table 1. Students Close-ended Questionnaire Results

No	Item	SA	A	F	SD	D
1.	The learning using picture series that has been applied make you have a high willingness to take a lesson	15	5	3	-	-
2.	The learning using picture series that has been applied can eliminate the concept of mistake in you.	10	12	1	-	-
3.	The learning using picture series that has been carried out gives meaning and makes it easier to understand the material.	7	12	4	-	-
4.	Learning by using picture series makes it easy for you to understand the material being taught.	10	12	1	-	-
5.	Learning using picture series quite interesting, fun, and not boring.	7	15	1	-	-
6.	I feel the time spent understanding this concept is getting shorter using picture series.	6	12	3	2	-
7.	This lesson using picture series motivated me to get a high achievement.	9	11	2	1	-
8.	Learning with using picture series improves your critical thinking.	6	10	4	2	1

9.	I feel more valued in expressing my opinion in learning writing using picture series	5	14	3	1	-
10.	I feel more willing to express my opinion in this learning process using picture series.	10	10	2	1	-

(Source: *The Researcher Data*, 2023)

In the statement 1, there were 15 students strongly agreed, five students agreed that learning with picture series made them understand the material easier. There were three students who unsured with the statement. Then, there were no students disagreed or strongly disagreed to the statement. It meant that the use of picture series technique helped the students to understand the material easily.

In the statement 2, it showed that 10 students strongly agreed and 12 students agreed that learning with picture series technique made the learning more effectively. There was a student who unsured with the statement. Then, there were no students disagreed or strongly disagreed to the statement. It meant that learning with picture series was effective in their making writing ideas.

In the statement 3, it showed that there were seven students strongly agreed and 12 students agreed that learning with picture series helped them to find related knowledge and information for learning. There were four students who unsured with the statement. Then, there were no students disagreed or strongly disagreed to the statement. It meant that the use of picture series technique helped student to find knowledge and information.

In the statement 4, it showed that there were 10 students strongly agreed and 12 students agreed that learning with picture series increased their participation actively in learning. There was a student who unsured with the statement. Then there were no students disagreed and no students strongly disagreed to the statement. It meant that students participated actively when learning writing descriptive text using picture series.

In the statement 5, it showed that there were seven students strongly agreed and 15 students agreed that learning with picture series increase their motivation. There was a student who unsured with the statement. Then, there

were no students disagreed and no one strongly disagreed to the statement. It meant that they were motivated when learning writing using picture series.

In the statement 6, it showed that there were eight students strongly agreed and 12 students agreed that learning with Mind mapping technique helped to improve their ability in writing. There were five students who unsured with the statement. Then there five students disagreed and no one strongly disagreed to the statement. It meant that the use of mind mapping technique helped to increase the students' writing narrative text ability.

In the statement 7, it showed that there were six students strongly agreed and 12 students agreed that learning with picture series was more interesting than with text book. There were three students who unsured with the statement. Then, there were two students disagreed and no students strongly disagreed to the statement. It meant that the use of picture series was more interesting.

In the statement 8, it showed that there were six students strongly agreed and 10 students agreed that learning with picture series prompted them to express their idea and thoughts better. There were four students who unsured with the statement. Then, there were two students disagreed and one strongly disagreed to the statement. It meant that students could express their ideas and thoughts better when learning writing with picture series.

In the statement 9, it showed that there were five students strongly agreed and 14 students agreed that learning with picture series helping the, in learning writing descriptive text easily. There were three students who unsured with the statement. Then, there was a students disagreed and no one strongly disagreed to the statement. It meant that the use of picture series technique helped students in learning writing descriptive text easily.

In the statement 10, it showed that there were 10 students strongly agreed and 10 students agreed that they were more behaved and under control when learning with picture series. There were two students who unsured with the statement. Then, there was a student disagreed and no one strongly disagreed to the statement. It meant that learning with picture series made students more behaved and under control.

Table 2. Thematic Analysis of Interview

Categories	Code	Description
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Method	The picture series useful as learning method especially in teaching writing skill.	The participants felt that they enjoyed the learning process in writing skill using picture series.
Delivery of Material	Teacher delivered the writing material in a systematic and effective manner.	This approach creates a learning experience that is engaging and supportive for students, as it allows them to actively engage with the material and receive feedback in real-time
Assignment	Teacher consistently provides assignments that are appropriate and related to the material they are teaching writing using picture series	Consistent practice is an essential component of mastering any skill, including writing, and assignments can provide a framework for this practice while also ensuring that students are working on relevant and appropriate writing tasks.
Feedback	The feedback from students about the writing teacher's response to their writing is a positive sign that the teacher is engaged and responsive to their writing tasks	Overall, the positive feedback from students indicates that the teacher teach writing using picture series providing effective feedback that is supportive and helpful.

Then, the results of open-ended questionnaire and semi-structured interview adapted from Ariyanti and Fitriana (2017) was distributed to 23 students as participants.

Question	Respondent	Answer
How is the situation of the class at the time of learning writing using picture series	Respondent 2	"In the descriptive writing lesson, the teacher used a picture series as the teaching method in the classroom."
	Respondent 14	"After learning through the picture series method in the descriptive writing lesson, I believe it is a fun and enjoyable way to learn because using pictures makes the learning process more enjoyable."
How picture series methods have teacher	Respondent 6	"When using the picture series method to learn

used when teaching writing?		writing, I found that it was very enjoyable because it was more visual. Not only did it involve text, but there were also many images that made the learning process more enjoyable and easier to understand. I enjoyed using the picture series because it was not boring.”
	Respondent 7	I enjoy using the picture series because using pictures is very enjoyable. Sometimes I even get inspired when I see the pictures. So for me, pictures can stimulate creative ideas from the students.”
In your opinion, picture series is effective for improving your writing skills? Why	Respondent 3	“During the writing lesson using the picture series, I feel comfortable when the method and the teacher who teaches are enjoyable. I like teachers who can make the learning atmosphere more active and creative.”
How does your teacher explain writing material using picture series?	Respondent 11	“I like the way the teacher teaches using picture series along with some examples to help me understand better what the teacher is trying to convey and make it easier for me to understand.”
	Respondent 15	“The teacher effectively communicates the material. They explain it with examples and give students practice exercises with evaluations so that the students can better understand and grasp what they are learning.”

<p>What are the forms of good writing examples using picture series that your writing teachers have given you?</p>	<p>Respondent 10</p>	<p>"I feel better when the teacher uses pictures as the teaching method. Because pictures are very engaging and make me more excited to write. With the use of pictures, I feel more enjoyable and focused on the core of the lesson."</p>
	<p>Respondent 3</p>	<p>"I really enjoy when the teacher uses picture series, because it's more enjoyable. After that, the explanations used by the teacher are much clearer with the aid of pictures, which can stimulate the student's ideas even more."</p>
<p>What forms of assignments do writing teachers give to improve your writing skill using picture series?</p>	<p>Respondent 8</p>	<p>"The teacher gave us assignments that were consistent with what the teacher explained. In giving us the assignments, the teacher provided pictures to train and generate ideas for our writing based on the pictures. Therefore, I really like the picture method in learning because it can give us specific ideas, especially in writing."</p>
	<p>Respondent 14</p>	<p>"With practice, the material that we have learned can be easily understood and grasped."</p>
	<p>Respondent 18</p>	<p>"That's absolutely true! With practice writing, our writing skills can be even more finely honed!"</p>

	Respondent 21	“Absolutely, the teacher asked us to write descriptive text using the picture series, which stimulated us to come up with ideas for our writing.”
On your opinion, whether the writing assignment given by the teacher using picture series can improve your writing skills? Give the reason!	Respondent 3	“With the practice, I can learn more about writing with more insights and vocabulary expansion. Also, with the use of picture series, I can broaden my ideas even further when practicing descriptive text writing.”
What is the form of the feedback given by the writing using picture series from the teacher to you?	Respondent 7	“I feel happy when the teacher corrects my work with colors and clearly explains my mistakes so that I can improve my results more effectively.”
	Respondent 19	“When the teacher gives corrections with various colors, I understand it more and can work on the revisions effectively.”
	Respondent 20	“When I had difficulty understanding the picture that the teacher provided, the teacher explained it well so that I could understand the picture I received, and I was able to write the descriptive text effectively.”
	Respondent 5	“The response and feedback that the teacher gives can help me easily identify and correct

		my mistakes.”
What do you hope for a writing teacher to make teaching more productive to improve students' writing skill especially in using picture series?	Respondent 1	“I hope that when the teacher gives explanations, it's followed by examples so that I can understand it more easily.”
	Respondent 13	“I hope that the teacher always uses engaging methods like using picture series, because it makes learning more interesting and enjoyable— I really like it!”
	Respondent 8	“I hope that the teacher provides not just language instruction but also writing skills training, because writing skills are important and require practice to develop.”

Discussion

From the findings of this research, it's clear that the students appreciate a writing teacher who uses a variety of methods, including picture series, to deliver material and provide feedback on their writing assignments. They also appreciate it when their teacher sets goals for their writing and provides clear and constructive feedback to help them improve. Based on these findings, it can be concluded that the students want a writing teacher who is effective and supportive, providing them with a positive learning environment and guidance to help them develop their writing skills

The first is how the student feels about the teacher's teaching style in the classroom. According to the survey's findings, using picture books as a teaching tool has benefits and drawbacks. Students appreciate instructors who use an approach that includes detailed delivery of material, examples, assignments, and feedback. From interviews results, the students felt that their writing skills had increased when the teacher applied these things. In line with the opinion of Islam (2017), Learning methods that follow a set of rules from start to finish might help students' writing abilities. The researcher discovered from the interview data that students believed image series to be an efficient writing

instruction method. According to Harmer (2007), most teachers really combine some or all of these strategies to meet their learning objectives.

The teacher's interpretation of the content comes in second. According to the survey results, the teacher's technique of teaching involved using picture series before explaining the content and providing examples to ensure that the students were happy. The researcher discovered from the students' responses that the teacher's detailed and repeated delivery of the topic following the use of examples and activities might help students fully comprehend the subject. In line with Inah (2015) opinion, the learning process will be effective in education if communication and interaction between teachers and students occur intensively.

The third is the task. Writing descriptive language requires a strong understanding of assignments. Assignments can help students become adapted and develop their writing abilities. We can see in the literature review section Kittle (2008, as cited in Jason & Jennie, 2017) showing that regular practice can improve students' skills. According to the findings, the right tasks enable students to practice writing while also putting what they have learned in class into practice. Additionally, students contend that by putting their ideas into writing, learning and enhancing their vocabulary, and mastering proper grammar, they can develop this writing skill. In line with Aka (2018), said that Exercises in producing descriptive texts can improve grammatical understanding, vocabulary, and thoughts. Additionally, the assignments assigned by the teacher help students comprehend the subject matter better and tangentially enhance their writing abilities.

The fourth is in terms of feedback. When a teacher provides criticism, students are satisfied because they can identify their areas of weakness and are inspired to do better. Students who received feedback felt that their writing was read and valued by other students. In line with this opinion, Harisusmida (2015) states that the most important factor in writing skills is personally involved as a student. Specific tactics are required to motivate students to participate in the development of their writing abilities. According to Nation (2009), who also supports this view, it is possible to influence students' writing growth by identifying issues, encouraging them to write more, and offering helpful criticism regarding the nature and format of their writing assignments. Additionally, Octaviana (2016) research demonstrated that less motivated students are more likely to drift off, act out, and create discipline issues in

writing classes. Students that are more motivated, on the other hand, will take an active role and pay closer attention to certain assignments or learning exercises in the book.

This suggests that when teachers write, students pay attention to their teaching strategies, how the material is delivered, assignments, and assessments. So when a teacher creates a method that works, then presents the subject in an entertaining way, followed by assignments that correspond with the material, and then consistently gives feedback on student work, the students feel content, pleased, and comfortable learning to write. In line with this opinion, Byrne (1993 in Hayne 2019) states that this approach does not solve students' specific problems have when handling the written language, although like fluency writing. It does motivate them to write and shows how writing is a form of communication. Then Atkinson, (2002) argues that teachers have no other choice but to awaken students' motivation to learn to write. Furthermore, reinforced by the opinion of Jason and Jennie (2017), adding that as teachers, we can carry out some of these strategies to develop student's writing skills by focusing more on drafting and revision, respecting individual student processes, recognizing the pros and cons of various writing styles.

In addition to sharing their opinions about using image series to teach writing descriptive texts in class, students also expressed a need for a writing instructor who used an effective teaching strategy and who consistently provided comments on each assignment.

Conclusion

Based on the findings of the research, the researcher would make conclusion by showing the result of the observation checklist and interview towards the students.

Regarding to the first research question about students' perceptions on teaching writing descriptive text using picture series, I found that the students can increase their motivation to further improve their writing skills using picture series. The previous results indicated that there was an overwhelmingly positive reception to the teacher's teaching method using picture series. The students reported that this enjoyable method made them more eager to learn and more creative in their approach to their studies.

Regarding to the second research question about students' expectation of teacher in this study showed that the students have expressed their satisfaction with the efficiency and effectiveness of their writing teacher in delivering clear and concise material, providing relevant and helpful examples, assigning tasks that are pertinent to what they have learnt, and providing feedback on their work. It is positive to see that the students value their teacher's approach, which has led to their increased motivation and creativity in their learning. Such methods of teaching can aid in boosting students' engagement and motivation and potentially result in improved writing skills.

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