

INCREASING STUDENTS WRITING USING SERIES PICTURE AT MA MIFTAHUL ULUM CERMENAN JOMBANG

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Abstract: The research aimed to describe how series picture is able to improve the students writing ability of Eleventh students of MA Miftahul Ulum Cermenan Jombang. the researcher conducted action research by four stages: planning, implementing, observing, and reflecting. The subjects of the research were 30 students of the eleventh grade of MA Miftahul Ulum Cermenan Jombang in 2021/2022 academic year. This study was implemented in two cycles. Each cycle consisted of four meetings. The data of the study were gathered through the following instruments: observation checklists, field notes, and test. The data were analyzed to obtain the findings of the research. The findings showed that the appropriate ways used in implementing series picture consisted of the following steps: (1) leading students to the material to be done with familiar and interesting picture, (2) giving examples of essays with interesting series pictures, (3) explanation of writing techniques with interesting series pictures, (4) explanation of the elements of writing simple essays, (5) Making an essay with the interesting and familiar series pictures (6) Repairing the teacher's correction results, (7) Asking students to give questions.

Keywords: increasing, writing, series picture

BACKGROUND OF STUDY

Mastering English in this era is very important, since English as sources of important information mostly. Many crucial books or information either in social media or books is written in English. When people will not left behind when they have English. English is taught as a foreign language in Indonesia and its aim is to enable students to master the four English skills, i.e. listening, speaking, reading, and writing¹.

The objective of teaching English in Indonesia is aimed to enable students to use English for communication². Communication in this term means oral and written. It means that all parts of English must be mastered by Indonesian students. The

¹ Depdiknas. *Panduan Pengembangan Silabus Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama* (Jakarta: Direktorat Pembinaan Sekolah Menengah Pertama, 2006)

² Saukah, A., "The Teaching of Writing and Grammar in English". *Bahasa dan seni: Jurnal bahasa, Sastra, Seni dan Pengajarannya*. Vol.28 No. 2 (2000), 191 – 199.

students can be said to master English when they are capable on all skills of English, such as listening, speaking, reading, and writing.

Writing as written communication is one of the four basic language skills plays an important role in the context of English teaching as a foreign language in Indonesia. Writing is defined as a communicative act, a way of sharing observations, information, thoughts or ideas with ourselves and others. Writing is a hard task and must be learned.

Writing is essentially a way of communicating messages between writer and reader. The messages might be in form of pictures, codes, or words, even sentences. These forms represent simple shape of writings. Then, writing might simply be said as putting ideas into written form³.

According to Troyka, Writing is a way of thinking and learning. It gives opportunities to explore the ideas and gain information⁴. Writing is also said as a way of discovering. The act of writing allows the writer to make unexpected connection among ideas and language. Moreover, writing creates reading. It creates a permanent and visible record of ideas for others to read. In addition, writing ability is needed by educated people. Someone's skill in writing is often considered to reflect his or her level of education.

There are a number of reasons for teaching writing to students of English as foreign language. First, by writing, students can communicate with each other though they do not find each other. Second, writing is able to help students who have a problem of their speaking. Then, it is an activity to reinforce, and enhance students' language development, and develop their learning style.

The above explanation is in accordance with Raimes statement, that is when people learn a second language, they learn to communicate with other people to understand them, talk to them, read what they have written, and write to them. An integrated part of participating fully in a new cultural setting is learning to write, i.e. learning how to communicate when the other people are not right there in front of us,

³ Spratt, P. A. & William, M., *The Teaching Knowledge Test Course* (Cambridge: Cambridge University Press 2005), 90

⁴ Troyka, L. Q., Simon & Schuster, *Handbook for Writers* (New York: Prentice-Hall 1987), 190

are not listening to our words, and are not looking at our eyes, facial expression, and gestures⁵.

The most important reason for teaching writing is a basic language skill, just as important as the other language skills, speaking, listening, and reading. Writing is a skill, needs much practice not only in the mind. Writing is a process of putting ideas down on paper to transform thoughts into words, to sharpen main ideas, and to give them structure and coherence organization. Writing is a process of thinking in which a writer puts many elements in account, such as accuracy spelling words, arranging words and sentences grammatically, and selecting the right words⁶.

However, from the four language skills, writing is regarded as the most difficult skill for foreign language learners to be mastered. Such difficulties they get as generating and organizing ideas, translating the ideas into readable text. The skills of writing are also very complicated. The students to write must pay attention to higher level skills of planning and organizing and spelling of lower level skills, punctuation, and word choice. Unexpectedly for those who have low language proficiency, they will be more stressed in facing writing.

According to Mukminatien, the difficulties of writing are not only caused by the students themselves but they can also because of inappropriate techniques or ways of approaching language. These will result in the students' boredom and lack of motivation in learning it. Unfortunately, writing is not a favorite subject, not only for the students but also for the teachers⁷. That is why many English teachers are not interested in teaching writing because the activity needs much time to prepare and to evaluate.

In line with Mukminatien, Ghaitzh says that writing is a convoluted process that recognizes the writers to appraise thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and reflection. When thoughts are written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

⁵ Raimes, A., *Techniques in Teaching Writing* (New York: Oxford University Press, Inc, 1983).

⁶ Brown, H.D., *Teaching by Principles: An Integrative Approach to Language Pedagogy* (2nd Ed.) (New York: Addison Wesley Longman, Inc, 2001.)

⁷ Mukminatien, N., "Making A Writing Class Interesting". *Teflin Journal: An EFL Journal in Indonesia*, Volume 4 Number 2, (October 1991).

Gebhard also explains that such problems confronted by the ESL/EFL teachers in writing instructions as the less-proficiency of students. Who tend to use ineffective writing strategies; the students thinking of incapability to write in English, they like complaining not to be able to write in English; and the teacher's response. The teachers often give an effective way to create students' self-confidence by change their negative attitude toward writing activities; unfortunately they mostly do not pay attention to the teachers' comments and corrections to their written work⁸.

The following are the researchers who explained as teacher had got problem in teaching writing are: (1) Habirun who taught at MTsN Lakudo, before conducting research he found teaching writing difficulties, for instance: his students couldn't produce good paragraph, because they made a number of errors in terms of content, organization, language use, and mechanic; the students did not have enough vocabulary, so, they could not respond teacher's instruction; and they seldom practiced writing. The English instruction was focused more on reading and language focus exercises, and there was not student's motivation in writing. the teacher problems were they just arranged jumbled sentences into good paragraphs based on the textbook without expressing their ideas derived from their real situation⁹.

(2) Zahra who taught at MTs N 2 Medan, found such problems as: Many students of MTs Negeri 2 Medan find some difficulties in learning writing caused students' result of writing was under the minimum success criteria. The students made mistake in grammar, spelling, capitalization, punctuation, and their paragraph organization and content are poor. The students did not know how to begin their writing especially when they have no idea what to write. The students got difficult to generate and translate the ideas into a readable text because of lack of vocabulary. Etc.¹⁰. 3. Prylla rachmawati who taught at MTs Muhammadiyah 1 Jombang. She found difficulties that her students did not have any ideas about what to write first. As a result, the students were unmotivated to complete the task. The students did not have

⁸ Gebhard, J.G., *Teaching English as Foreign or Second Language: A Teacher Self-Development and Methodology Guide* (Ann Arbor: The University of Michigan Press, 2000)

⁹ Nandanguru, Habirun, *The Implementation of Process Writing Approach to Improve the Writing Ability of the Eighth Grade Students of MTsN Lakud* (Malang: PPs UM), 2008.

¹⁰ Zahrah, Raudhatuz, *Using Jigsaw Technique to Improve the Writing Ability of the Second Year Students of MTs Negeri 2 Medan* (Malang: PPs UM), 2009.

sufficient vocabulary in developing their writing and they found difficulties to determine the content in their text. The students' score of writing was under the Minimum Passing Standard. The English teacher was monotonously let them write the paragraph by themselves, seems the teacher was less effective and innovative¹¹.

Based on the explanation above, it needs creative teacher by providing students good teaching method or model which be able to make the students motivated and improve their writing ability. One of them is series picture.

Picture is the most commonly used media. It is a common language, which can be understood and enjoyed everywhere¹². Picture is a media which serves to convey information messages through images that involve the sense of sight. The message conveyed is poured through visual communication symbols. The aim of pictures is attracting attention, clarifying material, illustrating facts and information¹³.

Picture learning model is a model learning using serial images. This learning is active, innovative, creative, and fun. This learning always emphasizes the active participation of students in every learning process. Innovative means giving something different and always attract participants educate. Creative means it can cause students to produce something in the learning process.

This learning model relies on images as a media in the learning process. These pictures are the main factor in the learning process. So that before the teacher's learning process is prepared the picture must be displayed¹⁴. Learning using pictures will attract the attention of students in trying to sort and write a simple essay for explain the description of the picture, so that it can be understood by the reader¹⁵.

Wright proposes that some many types of pictures can be used in the teaching and learning process. There are twenty one types of pictures such as, picture of single

¹¹ Wati, Pryla Rochmah, The Implementation of "Put Yourself in the Picture" Strategy to Improve EFL Writing Ability of the Second Year Students of MTs Muhammadiyah 1 Jombang (Malang: PPs UM), 2009.

¹² Arief S, Sadiman, dkk., *Media Pendidikan: Pengertian, Pengembangan dan Pemanfaatannya* (Jakarta: Rajawali pers, 2011), 28-29.

¹³ Cecep Kusnandi, Bambang Sujupto, *Media Pembelajaran Manual dan Digital* (Bogor: Ghalia Indonesia, 2013), 41-42.

¹⁴ Imas Kurniasih & Berlin Sani, *Ragam Pengembangan Model Pembelajaran Untuk Meningkatkan Profesionalitas Guru* (Bandung: Kata Pena, 2015), 44-45.

¹⁵ Imas Kurniasih & Berlin Sani, *Ragam Pengembangan Model Pembelajaran Untuk Meningkatkan Profesionalitas Guru* (Bandung: Kata Pena, 2015), 45.

object, picture of one person, pictures of places, pictures of people in action, pictures from history, pictures of fantasies, pair of pictures, etc.¹⁶. it can be said that there are many kinds of pictures that can be used in language learning.

There are many advantages of picture, such as: a. concrete, the pictures are more realistic show the subject matter compared to the media purely verbal; overcoming the limitations of space and time, because it does not all objects, or events can be brought to classroom; overcoming limitations the observations; Pictures can clarify a problem in any field and for any age; it is cheap and does not require special equipment for deliver it. Pictures or photos only emphasize sensory perception eye. Complex pictures are less effective for learning activities; and the size is limited for large groups¹⁷.

Another advantage of the picture are: a. teachers can easily find out the ability of each student b. train logical and systematic thinking c. Develop students' critical thinking and creative skills d. Increase student learning motivation in a better direction e. Students are involved in classroom planning and management¹⁸. In terms of efficiency, in terms of the costs incurred, the procurement of serial images is very cheap compared to electronic media, so it can be said that the use of serial image media is very efficient¹⁹. Based on the above statements, this article will discuss the teaching of writing (short story) using series picture as media.

This research design was Classroom Action Research (CAR) because this study was focused on the teaching and learning activities in the classroom. This action was designed to improve the students' writing ability through series picture. The classroom action research design of this study was done by researcher and was helped the teacher of MA Cermenan Jombang as collaborator.

In conducting the research, the researcher followed a number of steps namely preliminary study to analyze and identify the problems as the preparation, followed by planning the action, implementing the action, observing, analyzing, and reflecting. The research procedure follows Kemmis and Mc Taggart's procedure²⁰.

¹⁶ Wright, A., *Pictures for Language Learning* (New York: Cambridge University Press, 1992), 193.

¹⁷ Wright, A., *Pictures for Language Learning* (New York: Cambridge University Press, 1992), 29-33

¹⁸ Wright, A., *Pictures for Language Learning* (New York: Cambridge University Press, 1992), 44-45.

¹⁹ Soeparno, *Media Pembelajaran Bahasa* (Jakarta: Intan Pariwara, 1988), 11.

²⁰ Kemmis, S. & McTaggart, R. (Eds.), *The Action Research Planner (3rd Ed.)* (Victoria: Deakin University Press, 1988), 15.

In the planning stage, the researcher made prior preparation to the implementation of series picture based on the preliminary study. The preparation consisted of designing model of series picture and the lesson plans for teaching of writing, developing the materials and determining the success criteria. The success criteria were (1) the students' motivation toward the implementation of series picture during the teaching and learning process, that was 70% (21 out of 30) of students were enthusiastic in writing narrative (short story) text as well as developed social interaction one another in their group from the pre-activity to the post-activity of the teaching process and (2) the students' improvement in writing was considered successful if 60% (18 out of 30) of the students with individual score in writing narrative text achieve at least the same as or above 65.

In the implementation stage, the researcher taught writing using series picture. In the observation stage, the researcher and collaborator observed the teaching and learning writing process to get data through students' writing product, questionnaire, and observation checklist and filed notes which were carried out. The data gained were used to confirm whether or not the success criteria were achieved. Besides, they were also used to identify aspects of the technique to be modified in the next plan. In the reflection, the researcher and the collaborator or English teacher discussed together about the implementation and observation during the teaching and learning process in the classroom. The researcher then made conclusion.

DISCUSSION

A. Result Of Preliminary Study

Based on the result of interview, the students of second grade of MA Miftahul Ulum Cermenan were not motivated to study English of writing skill. They tended to learn grammar. So the teacher mostly taught grammar than writing skill. Even she had never taught writing. The result of observation also showed that mostly the students were not motivated to write English. When they were given task to write story, even their story, and the students mostly didn't do the task.

The researcher then asked them to write down a free essay, and the result is as follows:

Table 1 students writing score on preliminary study

Item	Name	Score	Item	Name	Score
1.	AMI	50	16.	MAI	35
2.	ARB	40	17.	MN	45
3.	AUS	45	18.	MJH	40
4.	BZ	50	19.	NSI	35
5.	BRS	35	20.	NNA	40
6.	CCH	40	21.	NUI	55
7.	DMU	45	22.	PR	60
8.	DPS	60	23.	RAW	50
9.	GHB	40	24.	RSY	55
10.	HPI	45	25.	SUS	45
11.	HMT	30	26.	ST	30
12.	JESP	50	27.	SLT	40
13.	KHI	55	28.	TAP	30
14.	LRP	45	29.	THY	40
15.	LMW	50	30.	WHY	60
Mean					44,67

Based on the students score of writing at eleventh class of MA Miftahul Ulum Cermenan on preliminary study was 44, 67. From 30 students, none who was able to reach the minimum criteria that was 65.

B. Result Of The First Cycle

In the first cycle the researcher did 1) Planning including a) Making lesson plans. b) Prepare data collection instruments in the form of student observation sheets and teacher observation sheets. c) Coordination with collaborator. 2) Action and observation. In this action activity, the researcher conducted teaching activities in accordance with the lesson plans that have been designed at the research planning. The observation is carried out simultaneously with the learning process which includes student activities and learning outcomes. During the learning process, researchers made observations by observing student behavior during the learning process on the followings are these activities observed:

Table 2 observation result of students' activities in the first cycle

Item	Activities	Meeting 1		Meeting 2		Meeting 3		Meeting 4	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%

1	Paying attention to the teacher's explanation of the material to be done	20	66%	-	-	-	-	-	-
2	Pay attention to the teacher's explanation when giving examples of essays with series pictures	20	66%	-	-	-	-	-	-
3	Listening to the explanation of writing techniques with series pictures	-	-	21	70%	-	-	-	-
4	Paying attention to the explanation of the elements of writing essays	-	-	18	60%	-	-	-	-
5	Making an essay with the existing series pictures	-	-	20	66%	-	-	-	-
6	Working cooperatively with group members	-	-	-	-	25	83%	-	-
7	Repairing the teacher's correction results	-	-	-	-	-	-	20	66%
8	Asking questions	-	-	-	-	-	-	12	40%

Based on the table, the activity on the first cycle can be described as follows:

The first meeting, the teacher activity was explaining the material, the students who paid attention to the teacher explanation was 20 students (66 %), the rests didn't pay attention, there were 3 students spoke by themselves, 3 others played hand phone, 2 students were sleeping, and 2 others were muse, when the teacher explained the example of narrative text using series picture. The students who gave attention were 20 (66 %), the rests didn't pay attention, there were 4 students played hand phone, 4 students spoke by themselves, and 2 others were muse.

In second meeting, the teacher explained writing technique using series picture, the students who were listening to the explanation were 21 (70 %), and the rests (9) students didn't pay attention, their activities as follows: there were 3 students wrote the note, 2 students spoke by themselves, and 2 students went out from class, and 2 others were muse, when the teacher explained the elements of writing essays, the students who actively involved was 21 (70 %), the rests (9) students didn't pay attention, their activities as follows: there were 3 students wrote the note, 2 students spoke by themselves, and 2 students went out from class, and 2 others were muse. The students who actively involved in creating an essay in group with the existing series pictures was 20 (66 %), the rests didn't involve, some of them were confused, and some of them were looking for dictionary. The others just were just sitting down.

The third meeting was discussing, in this case all students worked cooperatively with their group member. The students who were actively involved in working together with their group was 25 students (83 %), the rests didn't pay attention, there were 3 students just kept silent, and 2 others looked very confused.

The forth meeting was time of repairing the teacher's correction result of students work. However, from 30 students, only 20 students (66 %), the rests didn't know what to do. They felt confused when the teacher asked them to repair. It was also proof that the students who asked to repair their work only 12 students (40 %).

Table 3 observation result of teacher activities in the first cycle

Item	Activities	Assessment	
		Score	Description
1	Motivate/communicate learning objectives	3	Good
2	Connect the material with the previous material	3	Good
3	Provide contextual problems	3	Good
4	Directing students to know how to write by giving instructions as necessary	3	Good
5	Observing how students write essays in turn	2	Enough
6	Encourage students to compare answers between students in groups	2	Enough
7	Encourage students to express ideas or respond to other students' ideas in group discussions		Enough
8	Appreciate different opinions	3	Good
9	Provide opportunities for students to ask and answer student questions	3	Good

The above table shows that the teacher's activity in the first cycle can be said good, because the results of the collaborator's assessment of the teacher's performance get score on average 3 or good, but there are also got score of 2 or enough. As described as follows: the teacher in motivating and communicating learning objectives according to collaborator was good, and so in connecting the material with the previous material, providing contextual problems, and directing students to know how to write by giving instructions as necessary. They got good score. Besides, she got good score in appreciating different opinions, and providing opportunities for students to ask and answer student questions.

However, she got enough score in observing how students write essays in turn, encouraging students to compare answers between students in groups, and encouraging students to express ideas or respond to other students' ideas in group discussions, this need to be improved for the next cycle.

The following is the result of students writing test in the first cycle:

Table 4 students writing score on the first cycle

Item	Name	Score	Item	Name	Score
1.	AMI	65	16.	MAI	40
2.	ARB	50	17.	MN	65
3.	AUS	65	18.	MJH	50
4.	BZ	65	19.	NSI	45
5.	BRS	35	20.	NNA	40
6.	CCH	65	21.	NUI	55
7.	DMU	55	22.	PR	70
8.	DPS	75	23.	RAW	60
9.	GHB	45	24.	RSY	80
10.	HPI	65	25.	SUS	45
11.	HMT	40	26.	ST	30
12.	JESP	65	27.	SLT	40
13.	KHI	70	28.	TAP	30
14.	LRP	65	29.	THY	50
15.	LMW	50	30.	WHY	75
Mean					55

Based on the test results after implementing the strategy in the first cycle, it showed that the mean score of students writing was 55, and from 30 students, only 13 students (43%) were able to achieve the minimum criterion that is 65. The result of the reflection shows that the success criteria, (60% of the total number of students) or at least 18 students must be able to reach the minimum criteria, which is 65, has not been achieved, so it needed to conduct second cycle.

C. The Result Of The Second Cycle

As like in the first cycle, in the second cycle, the researcher also did the same way, but it was changed based on the result of reflection in the first cycle. And the result is as follows:

The result of observation can be seen on the following table

Table 5 Observation result of students' activities in the second cycle

Item	Activities	Meeting 1		Meeting 2		Meeting 3		Meeting 4	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	Paying attention to the	26	86 %	-	-	-	-	-	-

	teacher's explanation of the material to be done with familiar and interesting picture								
2	Pay attention to the teacher's explanation when giving examples of essays with interesting series pictures	27	90%	-	-	-	-	-	-
3	Listening to the explanation of writing techniques with interesting series pictures	-	-	26	86%	-	-	-	-
4	Paying attention to the explanation of the elements of writing simple essays	-	-	24	80%	-	-	-	-
5	Making an essay with the interesting and familiar series pictures	-	-	23	76%	-	-	-	-
6	Working cooperatively with group members	-	-	-	-	28	93%	-	-
7	Repairing the teacher's correction results	-	-	-	-	-	-	23	76%
8	Asking questions	-	-	-	-	-	-	15	50%

The activity of the second cycle can be described as follows: on the first meeting, the teacher activity was explaining the material using familiar and

interesting picture, the students who paid attention to the teacher explanation was 26 students (86 %), it was increasing than on the first cycle, the rests who didn't pay attention were 2 students wrote something, one student day dreaming, one other was sleeping, when the teacher explained the example of narrative text using interesting series picture, mostly students paid attention that was 27 (90 %), the rests 2 students played hand phone, and one student was muse.

Different with the first cycle, the second meeting in the second cycle, in which the teacher explained writing technique using interesting series picture, the students who were listening to the explanation were 26 (86 %), and the rests there were 2 students wrote the note, 2 students spoke by themselves, when the teacher explained the elements of writing simple essays, the students who actively involved was 24 (80 %), their activities of those who didn't pay attention, were 2 students wrote the note, 2 students spoke by themselves, and 2 others were muse. The students who actively involved in creating an essay in group with the interesting and familiar series pictures was 23 (76 %), the rests didn't involve, 4 of them were confused, and 2 of them were looking for dictionary, and one student was muse.

The third meeting was discussing, in this activity most of students worked cooperatively with their group member. The students who were actively involved in working together with their group were 28 students (93 %), the rests didn't pay attention, and they looked very confused.

The forth meeting was time of repairing the teacher's correction result of students work. The students who actively involved in repairing the teacher correction was 23 (76 %), the rests 4 student said that they didn't bring dictionary, and 3 students felt confused when the teacher asked them to repair, the students who asked when they were repairing their work was 15 students (50 %). From the above explanation shows that there is increasing motivation of students in writing narrative text with interesting and familiar picture.

Table 6 observation result of teacher activities in the second cycle

Item	Activities	Assessment	
		Score	Description
1	Motivate/communicate learning objectives	3	Good

2	Connect the material with the previous material	3	Good
3	Provide contextual problems	3	Good
4	Directing students to know how to write by giving instructions as necessary	4	Very Good
5	Observing how students write essays in turn	3	Good
6	Encourage students to compare answers between students in groups	3	Good
7	Encourage students to express ideas or respond to other students' ideas in group discussions	3	Good
8	Appreciate different opinions	3	Good
9	Provide opportunities for students to ask and answer student questions	4	Very Good

The above table shows that the teacher's activity in the second cycle based on the collaborator's assessment was good, the score on average was 3 or good, and there are two activities who got score of very good that was when the teacher directing students to know how to write by giving instructions and providing opportunities for students to ask and answer student questions. It shows that in the second cycle the writing activity was success.

Based on the result of writing test in the second cycle, it is increasing from the first cycle, and the data can be seen on the following table.

Table 7 students writing score on the second cycle

Item	Name	Score	Item	Name	Score
1.	AMI	70	16.	MAI	50
2.	ARB	65	17.	MN	65
3.	AUS	65	18.	MJH	60
4.	BZ	70	19.	NSI	45
5.	BRS	40	20.	NNA	40
6.	CCH	65	21.	NUI	65
7.	DMU	65	22.	PR	70
8.	DPS	75	23.	RAW	70
9.	GHB	45	24.	RSY	80
10.	HPI	65	25.	SUS	45
11.	HMT	40	26.	ST	50

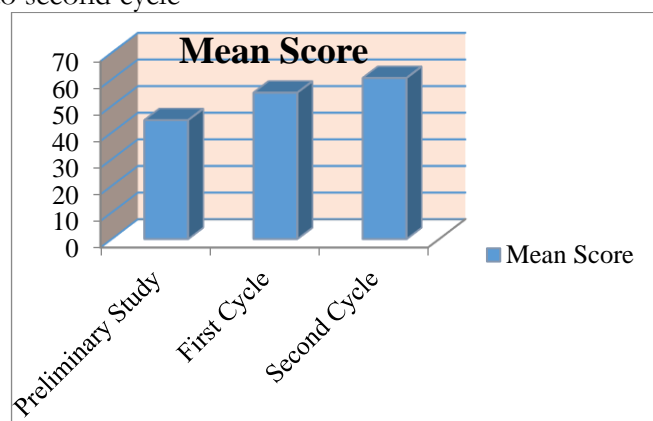
Item	Name	Score	Item	Name	Score
12.	JESP	65	27.	SLT	65
13.	KHI	70	28.	TAP	35
14.	LRP	65	29.	THY	65
15.	LMW	65	30.	WHY	80
Mean					60,5

The above table is the test result of writing in the second cycle. The table showed that the mean score of students writing was 60.5, and those who were able to achieve the minimum criterion (65) was 20 students or 66% from 30 students. The results of the reflection concludes that the success criteria, (60% of the total number of students or a minimum of 18 students), must be able to reach the minimum criterion has been achieved, so there is no need for the next cycle. Table 8 the increasing students mean score of writing from preliminary study to second cycle

Students mean score of writing using series picture		
Preliminary study	First cycle	Second cycle
44,67	55	60,5

The above data can be showed in the following chart

Chart 1 the increasing students mean score of writing from preliminary study to second cycle



CONCLUSION

Referring to the findings obtained during the implementation of the strategy it can be concluded that series picture can increase students writing ability of the eleventh students of MA Miftahul Ulum Cermenan using several steps as follows (1) leading

students to the material to be done with familiar and interesting picture, (2) giving examples of essays with interesting series pictures, (3) explanation of writing techniques with interesting series pictures, (4) explanation of the elements of writing simple essays, (5) Making an essay with the interesting and familiar series pictures (6) Repairing the teacher's correction results, (7) Asking students to give questions. It was said to improve since the criteria of success can be achieved, in which 20 students or 66% from 30 students can achieve the criterion. The improvement of the students' writing ability can be showed from the students mean score of writing, that was 44,67 in the preliminary study raised to be 55 in the first cycle, and became 60, 5 in the second cycle.

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