

## IMPROVING STUDENTS' WRITING ABILITY IN NARRATIVE TEXT BY USING PICTURE SERIES IN SMA

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**Abstract:** This research focused on finding out how Picture Series can improve students' writing ability in narrative text. The subjects of this research were eleventh grade students of SMAN 6 Pontianak. There were 33 students who actively participating in classroom. The researcher selected the media from real things related to the material. That is picture series. In conducting this research, the researcher collected the data from the class by means of action research that was carried out through two cycles. The researcher found that there was an improvement from first cycle to the second cycle. The result of this research showed that the students' improvement in mastering writing narrative was good. The second cycle was higher than first cycle. There were 64.54% in the first cycle and 78.18% in second cycle. Based on this study, it was found that by using picture series the students' quality of writing was improved.

**Keywords:** Writing Ability, Narrative Text, Picture Series

**Abstrak:** Penelitian ini berfokus pada bagaimana picture series dapat meningkatkan kemampuan menulis siswa pada teks narasi. Subjek dalam penelitian ini adalah siswa kelas sebelas di SMAN 6 Pontianak. Terdapat 33 siswa yang aktif berpartisipasi di dalam kelas. Peneliti memilih media nyata yang disesuaikan dengan materi pembelajaran. Media tersebut berupa gambar berseri. Dalam melakukan penelitian ini, peneliti mengumpulkan data di kelas yaitu berupa penelitian tindakan kelas yang dilakukan dalam dua siklus. Peneliti menemukan peningkatan dari siklus pertama menuju siklus kedua. Hasil penelitian menunjukkan bahwa kemampuan menulis teks narasi siswa telah baik. Siklus kedua lebih tinggi dari siklus pertama. Pada siklus pertama 64.54% dan siklus kedua 78.18%. Berdasarkan penelitian ini, dapat disimpulkan bahwa dengan menggunakan picture series siswa dapat meningkatkan kemampuan menulis narasi.

**Kata kunci:** Kemampuan Menulis, Teks Narasi, Gambar Berseri

**M**astering writing as one of the language skills in English as a Foreign Language is an important thing to balance literate era. As one of compulsory subjects in senior high school, students should master English in four skills; listening, speaking, reading, and writing. It is very challenging because every skill consists of many aspects, especially writing skill. Hammer (2005:11) stated that writing is a complex skill. It means that the students should have adequate information and good skill before starting to write for they are expected to be able deliver a message. This is supported by Hudelson (1989:1) who stated that in the process of teaching and learning, writing is placed on the last stage after the three skills; those are listening, speaking, and reading. When students master those skills, they are easier to master writing.

Based on a pre observation and the result of the students' exercise in the classroom, the researcher found that most of the students of SMAN 6 Pontianak had problems in mastering writing skill. There is low achievements of students' score and process of writing. The low achievements of students in writing especially in narrative text are caused by some general problems: (1) the students found difficulties in getting ideas for the content about what they had to write, and most of them did not know how to start writing, (2) the students lacked in vocabulary so that they could not express their ideas properly in writing, and (3) the students were not interested in English writing class because the teacher just applied the monotone technique in teaching that made the students easy to get bored. The specific problem is: the students faced difficulties in writing narrative text appropriately using the generic structure such as orientation, complication, and resolution because they got bored when starting to study English, especially writing skill.

In this research, the researcher focused only on the students' difficulties in process of writing especially in the generic structure of narrative text including orientation, complication, and resolution. The generic structure was the main point of students' difficulties in writing process. It is because most of students had problems in digging their ideas, gathering ideas, organizing ideas, and formulating them with sufficient vocabularies to construct the text based on the generic structure.

Actually, the study about using picture series is common and many researchers have done it. Based on this thesis, the researcher wants to do replication study, but in different school and technique. In this research, the researcher will apply picture series to solve the students' problems of writing narrative text. It can guide the students to write a story easily, clearly, and systematically. Then, the result will be shown from their activity and result of their writing narrative text.

Picture series are some pictures representing continuous events of a story with important information. Raimes (1983:11) stated that the use of pictures in

teaching writing is potential to support the students to study writing. This media is aimed to increase students' motivation and to develop their writing skills, which make the students more competent to produce a good narrative text. The picture series will solve the students' problems in writing especially on how the students can write narrative appropriately based on the generic structures that are orientation, complication, and resolution. Therefore, this media preserves a variation in teaching learning English, especially in writing narrative text.

The consideration of the use of picture series is because students are usually interested in new thing swchich can encourage them to pay attention and learn about it. They also can imagine the chronological events of the story in the picture immediately. These picture series also can elicit the power of acquiring new language. As Diaz Rico (2004: 203) stated to access motivational power, that the second language must reconnect with a symbolic system that is subdominant in the first language but lies dominant, connected with powerful emotions, in sense waiting for a portal expression. Hence, the door opens to the imaginary. In addition, a new atmosphere should be brought in teaching narrative to emerge the student's interest and motivation. So they were hoped to be able to write a meaningful composition and academically could give a benefits to their achievements.

## **METHOD**

A method of this research is classroom action research. A classroom action research or CAR has many definitions. It is expending time by time, but basically emphasize of the definition of classroom action research are almost same. CAR is a form of reflective research that conducted by the teacher themselves and the result of which can be utilized as a tool for the development of teaching skill. (2000:443) states that action research is a total process in which the problem situation is diagnosed, remedial action planned and implemented, and its effect monitored. A classroom action research consists of four phases that take place in a cycle. The phases are: planning, acting, observing, and reflecting. Burns (2009: 2) says that the main aim of Action Research is to identify a problematic situation or issue that the participants who may include teacher, students, managers, administrators, or events parents consider worth looking into more deeper and more systematical.

The researcher plans an activity that could hopefully solve the problem that appears in the classroom. Putting the plan in action of real treatment, the researcher observed the process and finally reflected the treatment.

Classroom action research is a research where the teacher also as the researcher, tries to make a better teaching learning process. In order to make the

research runs smoothly, the researcher was assisted by a collaborator in observing and discussing the result of treatment to get feedback of the process. The researcher revised the way of teaching for improving the quality. The subjects of this research were the eleventh grade students of SMAN 6 Pontianak.

The procedures of this research consist of planning, acting, observing, and revising:

a. Planning

This was the early stage of the research. The researcher prepared everything needed in doing the research. The planning and the preparation before the teaching learning activities were in form of preparing the lesson plan, picture series, writing task, scoring rubric to assess the students' writing, observation checklist, and field note.

b. Acting

Acting was the implementation of the planning made by the researcher. To act the planning, the material which was prepared in the lesson plan was presented to the students in the classroom. The researcher and her collaborator worked together cooperatively. The collaborator observed the teaching learning process by using an observation checklist, camera to take picture as document, and file notes while the researcher as well as the teacher applied step by step the procedure of lesson plan.

c. Observing

The researcher observed her class together with her collaborator when she was doing her research. The observation activities were held to collect the data and to put it in the field note. Collaborator as the researcher's assistant filled in the field note down to comment anything that occurred in the teaching learning process, including the obstacles that found as well as the probable solution to overcome the problem.

d. Reflecting

The researcher and her collaborator discussed whether the activities conducted improved students' skill in writing narrative text including orientation, complication, and resolution. The results of the observation in the observation checklist, field notes, documents of students activities, and the students' writings were discussed in order to know what had been achieved, the obstacle faced, and the solution to the obstacles. The result of the reflecting was used to determine what to be done in next cycle.

## **RESEARCH FINDINGS AND DISCUSSION**

The research findings are sorted out based on the main focuses of the research including how this media improved students' writing skill in narrative

text. The four stages are also described to show the process of achieving the purpose of conducting this research. Furthermore, the findings and discussion are described based on the result of analysis on the data collected from observation checklist, field note, and students' work sample.

The first cycle was conducted in two meetings. They were conducted on September 6<sup>th</sup>, 2014 and September 8<sup>th</sup>, 2014. At the first meeting, the researcher explained about what the narrative text are the generic structures, the language feature, and vocabularies. The generic structure includes orientation (tells who the characters is, when it happens, where it happens, etc), complication (tells something that will begin or the chronological events), and resolution (the end of the story). At the first meeting, all of the students were present. The students were very enthusiastic to answer teacher's question based on the picture series. The researcher also explained about narrative, generic structure and language features to the students. The researcher then gave examples to the students some sentences of past tense as a language used in writing narrative text in front of the class. Some of students still got problems to determine the past verb.

At the second meeting took place on September 13<sup>th</sup>, 2014 and September 15<sup>th</sup>, 2014. There were two students absent because they had to join dance competition as the participant of the school's representative. The students were expected to write the story chronologically in full generic structure including orientation, complication, and resolution. The researcher and the collaborator were discussing about the data collected in the first cycle. The researcher and the collaborator discussed if the purpose of doing the research had been achieved or not after implementing the picture series activities. The researcher found some problems that had to be corrected as follow:

- 1) The students did not understand about the story because they did not want to analyze the picture series. They only got the story instantly without imagining what the story was about through asking the teacher what the events in the story were.
- 2) Picture series guiding writing narrative activity had not succeeded in making the students write good content of story appropriate with the generic structure chronologically.
- 3) The students' mean score for writing narrative text in the first cycle was 64.54. For detail information about the students' mean score at the first cycle, see Appendix 4. The score was qualified into average. The score had not yet reached KKM score or minimum achievement standard of English subject at the school which is 75 for science class (IPA), so that, this result was not satisfactory.

After the first cycle had already been conducted, the researcher reflected the activity of process teaching and learning. The researcher found that many students were confused to imagine the contents of picture series. Otherwise, most of students still face difficulties in writing narrative text related to the language features of narrative text.

In conclusion, the first cycle was not perfect as expected. It needed to be revised, corrected, and improved in order to get the better result or improvement from the first cycle. Therefore, the researcher conducted the next cycle to revise and improve the shortages and weaknesses in the first cycle. The researcher had also prepared the technique as follow:

- 1) The picture series were added with some information so that students could learn more about which picture showed orientation, which picture showed complication, and which picture showed resolution with some word in the picture.
- 2) The researcher guided the students to analyze the picture series and gave some clues to conclude the story based on the picture series.

The second cycle was conducted in two meetings. All of the students were present. The students worked independently with guided picture series. Some students asked to the teacher if there were things that were not clear. Some students asked for the teacher's help only to make sure about something they wrote. The students' mean score in the second cycle was 78, 18 and it was classified into good result. The mean score had passed the KKM score in that school. It proved that the picture series improved the students' skill in writing narrative text.

The students' works were the results of the improvement of the students' writing ability. The result of the first and the second cycle of the students' writing are showed bellow:

#### **Example of first cycle**



*(dog, meat)*



*(see, shadow)*



3. (bark, fall)



4. (drift, meat)

**Orientation:** One day a dog walking down by the river with happy because he had just managed to bring food. Food is a piece of meat that looks very fresh.

**Complication:** Firstly, dog meat was brought to the edge of the river. When he got the dog was surprised to see a shadow that resembles him. Secondly, he chock because the meat regardless of its bite. Then, meat was washed away. The dog feels sad.

**Resolution:** Finally, as the dog frantically trying to pick up the meat. Energetically dog swim, and the end he managed to get the meat and return to the side of the river.

**Example of second cycle**



1. (A thirsty crow, a pitcher )



4. (The pebbles, picked up)



2. (Some water, indeed)



5. (Drank, relieved)



3. (Confused, to reach)

*Orientation:* One day, there lived a crow in a pitcher forest. At the moment, the weather was sunny and hot. A crow around the forest looked for a drink because he was thirsty.

*Complication:* When he tried to around the forest, he found a pitcher filled the water. But, when he wants to drank it, he got confused because his beak did not reach the water in the pitcher.

*Resolution:* After a few moments thinking, the crow found a good idea. That crow picked up some pebbles into the pitcher so that the crow could drink the water. Finally, the crow drank and relieved his thirsty.

From the example of student' works above, it is shown that the students' writing skill in narrative text by using picture series was improves. This work was the students' personal writing as the result of the improvement. The students means' score improved from 64.54 in the first cycle became 78.18 in the second cycle.

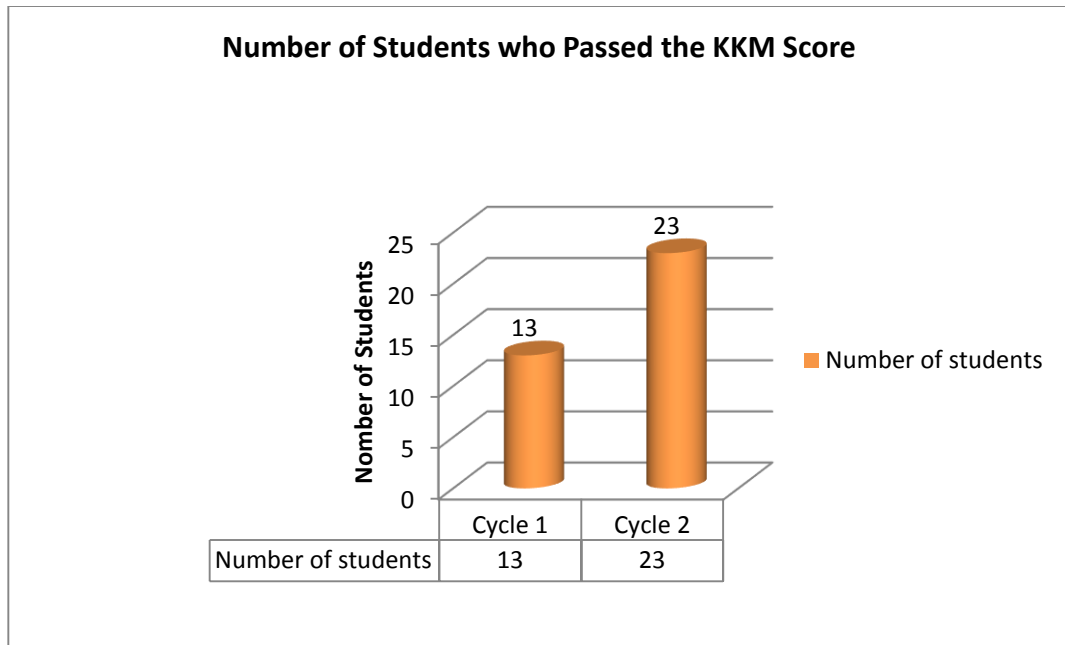
At the second meeting, the collaborator also noted that the students' dependency on the teacher's guide become less than the first cycle. When the students wrote the narrative individually using picture series, there were only few students who asked for the researcher's help to make sure that the sentence was chronologically correct. The use of picture series as a media for writing narrative solved the students' problem of writing narrative.

The researcher concluded that the second cycle of the research was successful. All the expectations of the process of teaching learning and the reflecting actions from the previous cycles had improved the teacher's and the students' performance, and students' writing. The process and the students' achievement were better than the previous cycles. The successfulness of the cycles convinced the researcher to stop the cycle.

The researcher showed the numbers of students who passed the KKM score improved from the first cycle to the second cycle. The following chart showed the increasing number of students who passed the KKM score.



**Chart 1**

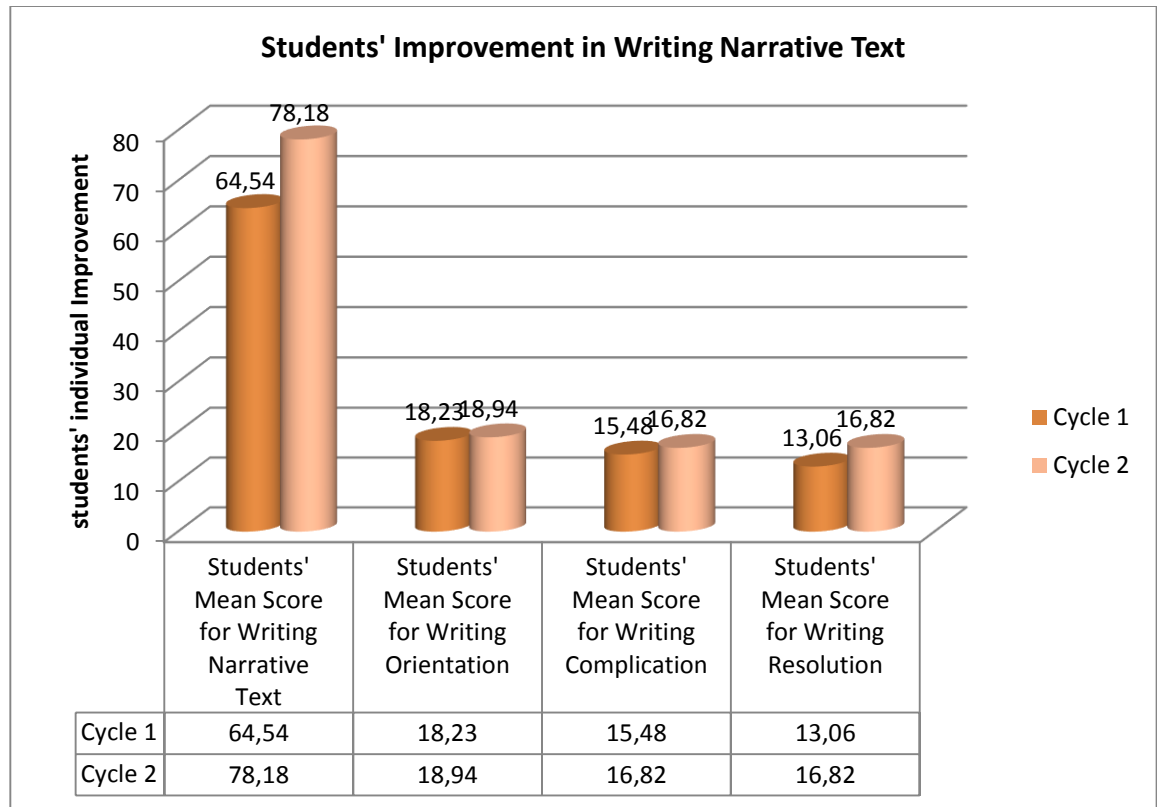


**Number of Student Who Passed the KKM score from the First Cycle to the Second Cycle**

The chart above showed the number of students who passed the KKM score from first cycle to the second cycle. At the first cycle, there were only 13 students who passed the KKM and in the second cycle, the number of students who passed KKM became 23 students.

The last chart showed the specific findings of this research. It includes the students' improvement in writing narrative text using picture series including orientation, complication, and resolution. The chart also showed improvements of the students' mean score as a supporting data of students' individual performance in writing narrative text from the first cycle to the second cycle.

**Chart 2**



**Students Improvements in Writing Narrative Text using Picture Series including Orientation, Complication, and Resolution**

The chart above showed the mean score for writing narrative text that improved from 64.54 in the first cycle to 78.18 in the second cycle. There was an improvement about 13.64 % for the students’ ability in writing narrative text.

**CONCLUSION AND SUGGESTION**

This research was done to find out how picture series can improve students’ writing in narrative text. It can be seen that students’ ability in writing narrative text for the eleventh grade students of SMAN 6 Pontianak improved after being taught through picture series in two cycles. To sum up, the data showed that the result of the students’ writing narrative text made by the students had been relevant to the topic on picture series and easy to understand. The ideas were also clearly stated and the sentences were organized well. The result of the students’ improvement during the teaching and learning process by using picture

series was good. In concluding, picture series improve students' writing ability in narrative text.

The researcher would like to propose some suggestions to improve teaching learning process especially about teaching learning narrative text using picture series activity. The suggestions are explained as follow:

1. To the English teachers, he/she should change their mindset about teaching. Teaching does not only mean coming to class and teaching the students the way it is, but teaching also means that teachers should prepare all the right things i.e. strategy, media, and material.
2. Besides being effective in improving students' writing skill, the Picture series as media is also essential in encouraging and motivating students to work together in groups and in individual.
3. Picture series may become alternative media in teaching writing especially in narrative text. Using picture series to teach writing is good innovation. It can stimulate the students' interests in material. By using picture series, the students are easier to master the material and to write systematically.

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