

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

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ABSTRACT

The title of the research paper was "Improving Students' Ability in Writing Narrative Text by Using Picture Series". This study was conducted on the 25th of July 2022 until 29th of July 2022. The objectives of the study were to find out whether or not the picture series were effectively used for improving students' ability in writing narrative text and to find out what were the students' responses toward the use of picture series. The method that was used in this research was pre-experimental design. There was only one group to be researched. The sample was the tenth grade students of SMA AL QONA'AH that consisted of 20 students. The instruments were a test and questionnaire. The research findings were the value of t- test was higher than the t-table ($4.322 > 2.093$) so that the Null Hypotheses (H_0) is rejected and the Alternative Hypotheses (H_a) is accepted. Stating that there was significant difference in the result of students' score before and after the treatment using picture series. This means that the use of picture series in improving students' ability in writing narrative text to the tenth grade of SMA AL QONA'AH is effective. Then the researcher found that students like to be taught to write narrative texts using series pictures. This is shown from the results of the questionnaire, students showed good responses and students answered that by using this series of pictures writing narrative texts became more fun, easier, helpful in stringing words, and easy to understand. It can be concluded that the student's response to the use of picture series in improving the ability to write narrative text is good and positive.

Keyword: *Writing, Narrative Text, Picture Series.*

ABSTRAK

Judul penelitian ini adalah "Meningkatkan Kemampuan Siswa Dalam Menulis Teks Narasi Dengan Menggunakan Gambar Seri". Penelitian ini dilaksanakan pada tanggal 25 Juli 2022 sampai dengan 29 Juli 2022. Tujuan dari penelitian ini adalah untuk mengetahui apakah gambar seri efektif digunakan untuk meningkatkan kemampuan siswa dalam menulis teks naratif dan untuk mengetahui tanggapan siswa terhadap penggunaan gambar seri. Metode yang digunakan dalam penelitian ini adalah pre-experimental design. Hanya ada satu kelompok yang akan diteliti. Sampel penelitian ini adalah siswa kelas X SMA AL QONA'AH yang berjumlah 20 siswa. Instrumen yang digunakan adalah tes dan angket. Hasil penelitian adalah nilai t-test lebih tinggi dari t-tabel ($4,322 > 2,093$) sehingga Hipotesis Null (H_0) ditolak dan Hipotesis Alternatif (H_a) diterima. Menyatakan bahwa terdapat perbedaan yang signifikan pada hasil nilai siswa sebelum dan sesudah perlakuan menggunakan gambar seri. Artinya penggunaan gambar seri dalam meningkatkan

kemampuan siswa dalam menulis teks naratif kelas X SMA AL QONA'AH efektif. Kemudian peneliti menemukan bahwa siswa suka diajari menulis teks naratif menggunakan gambar seri. Hal ini ditunjukkan dari hasil angket, siswa menunjukkan respon yang baik dan siswa menjawab bahwa dengan menggunakan rangkaian gambar menulis teks naratif menjadi lebih menyenangkan, lebih mudah, membantu dalam merangkai kata, dan mudah dipahami. Dapat disimpulkan bahwa respon siswa terhadap penggunaan gambar seri dalam meningkatkan kemampuan menulis teks naratif adalah baik dan positif.

Kata Kunci: Menulis, Teks Narasi, Gambar Seri.

INTRODUCTION

In learning English, it is known that there are four language skills which include listening skills, speaking skills, reading skills, and writing skills. Of the four skills above, writing skills are an indicator of success in language learning and also help integrate learning in other skill areas. Writing is also able to enrich vocabulary, because it is very important to teach writing to students even though many think writing is difficult. But if you use the right methods, writing can be easy and fun. According to Sokolik (in Linse, 2005, p.98) stated that Writing is a Combination of process and Product. Based on this explanation, writing will produce a product or a work, and from that work, there is a process that is carried out.

Students need to learn how to write well. By practicing writing, they can improve their writing skills for the better, and ways to improve it, they can write several types of text in English and one of them is narrative text. According to (Abbott, 2002, p. 2) Narrative is present in every age, in every place, in every society; it begins with the very history of mankind and there nowhere is nor has there been a people without narrative. All classes, all human groups, have their narratives, enjoyment of which is very often shared by men with different, even opposing, cultural backgrounds. Caring nothing for the division between good and bad literature, the narrative is international, transhistorical, transcultural: it is simply there, like life itself.

As teachers we need the right techniques and media to make students interested in what we teach, and in learning to write narratives we need techniques that make it easy for students to get ideas in writing and have fun. Because the narrative text contains imaginary stories and fairy tales, picture series are sufficiently media attractive and easy to get student attention.

We can change their thinking that English is easy and fun. One of the interesting techniques for teaching English is using pictures series. According to As Kayi (in Putri & Rida, 2018, p.645) " Picture series is a number of pictures which represent anything (as a person, produced means of painting, drawing, engraving, photography, etc) in applying a strategy of teaching". Along the lines of things above, Sardiman (in Putri & Rida, 2018, p. 645) also stated that picture series is a number of pictures that show events and have correlation from one to another. It means, from the picture series we can create a story from beginning to the end. With this technique students have to write a narrative text using series pictures, and students can develop their English writing skills.

RESEARCH QUESTION

The problems that will be investigated in the research can be focused on the following research question:

1. Is the use of picture series techniques effective in improving students' ability in writing narrative text?
2. What are the students' response toward learning writing narrative text by using picture series?

RESEARCH DESIGN

Research design refers to the overall way of data collection. According to De Vaus, D.A (2006) "The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data".

In this research, the research used pre-experimental design in the form of one group pre-test and post-test. In which, the group is given a pre-test before the treatment. After the treatment is finished the post-test is administered to see the achievement. The effectiveness of the instructional treatment is measured by comparing average score of the pre-test and post-test.

LITERATURE REVIEW

In addition to being a good learning medium, writing is an indispensable skill in any activity, such as as a medium of communication, increasing creativity, strengthening memory and much more. As noted by Celce (1991), writing in second or foreign language with good accuracy and coherence is a great achievement

According to Tarigan in Asmayana (1987), writing is the language skill that is used in the indirect communication. It implies that the students can communicate their ideas to the others through written form such as letter, message, or invitation for communication. That means writing is very important, for people who find it difficult to express their ideas through communication, they can do it in writing to express their ideas, because communication is not only achieved through speaking but can also be done in writing.

According to Urbanova and Oakland in Klimova (2002), writing is the primary basis upon which one's learning and intellect will be judged. Writing skill equips us with communication and thinking skill It also fosters our ability to explain and refine our ideas to others and ourselves. Writing skills are an important part of communication. The written language has nowadays an important social and educational function and its status has a high social prestige.

According to Rahayu, Widiastuti, and Susan (2019), writing is a thinking activity after it is stated in a graphic symbol, in communicative written language. In expressing thoughts into written language, feelings also play an important role, so the product will be easily understood and enjoyed by the reader. To do this, of course, needs to be good and interesting. In other words, writing is closely related with the thought, feeling, and ability in using a language.

1. Types of Writing Activity

Types of writing activities can be done, as stated by Berril and Gall (in Linse, 2005). Pen-pal or pen-friend letters allow children to develop writing skills within the context of an authentic and purposeful writing activity. And also, according to Linse (in Linse, 2005), other types of correspondence can also help children use writing in a meaningful way. With correspondence and children understand the concept of print, children can make their own written version.

2. Narrative Text

According to Rebecca (2010), a narrative text is a text which relates a series of logical, and chronologically related events that are caused or experienced by factors. In addition, Djatmika and Wulandari (2013) define a narrative text as a type of text which can amuse the reader or the listener and also has a moral value inside the story. A narrative text has a structural organization that includes orientation, complication, and resolution. So it means that narrative text is a series of events caused by the factors that cause these events to occur and the type of text is only text to entertain readers and listeners and the text has a moral message in it.

According to (Abbott, 2002) Narrative is present in every age, in every place, in every society; it begins with the very history of mankind and there nowhere is nor has there been a people without narrative. All classes, all human groups, have their narratives, enjoyment of which is very often shared by men with different, even opposing, cultural backgrounds. Caring nothing for the division between good and bad literature, the narrative is international, transhistorical, transcultural: it is simply there, like life itself.

Writing skill is one skill that needs to be developed in English teaching. However, Kharisma (2009) says that writing is more complex than the other skills (reading, listening and speaking). Writing narrative text is also not easy for the student. Hence, the English teachers need to find an alternative way to help the students improving their study skill (Kharisma, 2009). So, students need to learn how to write well. By practicing writing, they can improve their writing skills for the better, and ways to improve it, they can write several types of text in English.

3. Picture Series

According to the classroom action research conducted by Imastuti et.al. (2014), picture series helped students to write a story with more detailed information. In other words, they generated longer paragraph by using adequate supporting details. It is in line with Mayasari (2014:104) in her classroom action research, the result showed that picture series not only could improve students writing ability, but also could enhance students' motivation in learning English, especially in writing. In learning writing, using picture series as a tool to help students so that they can write easily, and can help students to find out

and check students' understanding of the writing activities that have been carried out. So, picture series not only help students in writing but also help students in understanding the writing activities they are doing.

It was as stated by Sadiman et al, (1990) there are five advantages in using picture in teaching learning process. First, picture is concrete and it can be more realistic than other verbal media in showing a main problem. Second, picture can solve the problem in the limitation of time and place. Next, picture can solve the limitation of human sense, so that picture can explain something that cannot be explained by human sense. The last advantage is picture is cheap and easy to get and use. Besides that, according to Finocchiaro and Bonomo (1973), there are three kinds of pictures: 1) Pictures of individual persons and of individual objects; 2) Pictures of situations in which persons are “doing something”; 3) a series of pictures (six to ten) on one chart. They also said that individual pictures can be used to introduce, to practice, and to test language items. Moreover, they stated that the situational pictures are recommended for representing “real” language. In addition, they clarified that the series of pictures could be helpful in giving extensive practice in numerous structures with a limited known vocabulary.

FINDINGS

In the research findings, there are several sections that can be put forward, those are the pre-test data result, the treatment, the post-test data result and the questionnaire. The researcher administered the test to the students who were appointed to be the sample on the 25th of July to 29th July 2022 and there were 20 students in the class. It was the experimental research method, pre-test, post-test were administered and the treatments were also implemented. The purpose of the study was to find out whether or not using picture series could be effective. The following lines illustrate the research findings to find out the solution of the research question.

DISCUSSION

After preparing the formula and accounting the test result, the data obtained are so follow:

- The mean of pre-test is 67.5
- The mean of post-test is 82.5
- t-test (t-observed) is 4.322
- t-table is 2.093

From the explanation, it is clear that there is a big difference between the mean of the pre-test and the mean in the post-test. The mean of the pre-test is less than the mean of the post-test. The researcher can observe now that t-test is bigger than t-table. This indicated the differences between X_1 and X_2 were significant.

In line with the problem statement presented in chapter 1, which covers the questions: 1. Is the use of picture series techniques effective in improving students' ability

in writing narrative text? 2. What are the students' responses toward learning to write narrative text by using picture series?. The result of the data explained and interpreted previously has proved that picture series as media is effective to teach writing narrative text. Answering the second question, students' responses to the use of picture series as a medium in learning to write narrative texts showed a good response. The increase in their scores after they were given treatment in the form of series pictures as a medium to prove it. Students said that using this picture series learning narrative text became more fun, easier, helpful in arranging words, and easy to understand, and this research proved that as stated according to Mayasari (2014:104) in her classroom action research, the result showed that picture series not only could improve students writing ability, but also could enhance students' motivation in learning English, especially in writing. In learning writing, using picture series as a tool to help students so that they can write easily, and can help students to find out and check students' understanding of the writing activities that have been carried out.

CONCLUSION

Generally, the aim of the research are to find out the effectiveness of improving students' ability in writing narrative text by using picture series to the tenth grade to SMA AL QONA'AH. Addition, it was also done to investigate the students' response toward the use of this technique. In this research, pre-test and post-test were administrated. Base on the result computation pre-test and post-test, the obtained value after computing the t-test is 4.322. the value of t-table is gained from degree of freedom (df), the formula used is $df = N-1$, which is n is the total number of respondent, so $df = 20-1= 19$ at the level of significance of .05 for two tailed test is 2.093. It is clear that t-observed is greater than t-table ($4.322 > 2.093$). It means there is significant difference in students' score before and after the treatment using picture series. It also means that teaching writing narrative text by using picture series is effective to improve students' ability in writing narrative text.

Picture series helps students in getting information and makes narrative text easier for them to write. This can be seen from the results of a questionnaire from 20 of their students who said that using this picture series learning narrative text became more fun, easier, helpful in arranging words, and easy to understand. Inadvertently, their English skills improved greatly, especially in writing narrative texts because they preferred to write narrative texts. So, series pictures have positive results to improve students' ability in writing narrative texts.

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