

IMPROVING STUDENTS' WRITING ABILITY IN NARRATIVE TEXT THROUGH PICTURE SERIES

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ABSTRACT

The objective of the research is to prove whether the use of Picture Series is effective to improve students' writing in narrative text. This pre-experimental study use 22 students' as a sample. They are grade X1^b of SMA Atmajaya Tolitoli. The procedure of this research consist of pre-test, treatment, and post-test. The researcher give pretest and posttest to know the use of Picture series can improve the students' writing in narrative text or not. The result of the analysis show that Picture series contribute greatly to the students' comprehension. It can be seen by the difference of the mean score between pre-test and post-test. The mean score of pre-test is 52.72 while in the post-test improved up to 75.81. The data of this research are analyze by SPSS Program 16.0. Moreover, the Minimum mastery Criterion of English lesson is 75 (seventy-five). Then the data of both tests are analyze by using T-test, and the result show that the T-test value 20.071 was high than T-table value 2.080. it can be inferred that Picture series is very effective to improve students writing ability in narrative text.

Keywords: Improving, narrative text, picture series,teaching writing.

ABSTRAK

Tujuan dari penelitian ini adalah untuk membuktikan apakah penggunaan gambar berseri efektif untuk meningkatkan kemampuan menulis siswa dalam narrative teks. Ini adalah pre-experimental desain yang menggunakan 22 siswa sebagai contoh. Mereka adalah kelas X1^b dari SMA Katolik Atmajaya Tolitoli. Prosedur penelitian ini terdiri dari pretest, treatment, dan posttest. Hasil dari analisis menunjukkan bahwa gambar berseri berkontribusi besar untuk pemahaman siswa. Itu dapat dilihat dari perbedaan skor mean antara pretest dan posttest. Mean skor pretest adalah 52.72 sedangkan mean skor posttest meningkat menjadi 75.81. Data penelitian ini dianalisa dengan menggunakan SPSS Program versi 16.0. kemudian data dari kedua test dianalisis menggunakan T-test, dan hasilnya mnunjukkan bawa nilai T-test 20.071 lebih besar dari pada nilai T-table 2.080. dapat disimpulkan bahwa gambar berseri sangat efektif untuk meningkatkan kemampuan siswa dalam menulis narrative teks.

Kata kunci: meningkatkan,narative text,gambar berseri,mengajar menulis

1. Introduction

Writing is a process of communication among people to share information. Robert (2009) stated that writing is an efficient learning process which is utilized to communicate information, clarify thinking, and learn new concept and

information. In the process of writing, a writer shares and clarifies her thoughts and feeling to the readers. Writing is also a process of communicating the writer's idea to the reader in a written form. Stated the purpose of writing is to convey ideas and messages. In the process of writing, a writer should explore her mind to find new ideas that make her writing meaningful. The ideas will be in a sentence, a paragraph and a text. There are some texts to gather the ideas such as descriptive text, recount text, and narrative text.

A narrative text is a form of story text that has purpose to entertain readers. It tells about an imaginary experience which has a social function to amuse, to entertain and to deal with an actual or a vicarious experience in a different way (Indaryati, 2011). Furthermore, a writer should be able to write interesting stories to entertain the reader. The researcher chose a narrative text in her research because based on syllabus a narrative text is one of texts that should be mastered by students at grade X1 SMA KATOLIK ATMAJAYA.

Based on the researcher's experience in SMA Katolik Atmajaya, it was found that grade X1 students especially X1 IPA students still have difficulties in the writing class. They cannot brainstorm and develop their ideas well in writing. They was also afraid to make mistakes about grammar, vocabularies and language used. Therefore, the students' motivation in writing was poor. They have a mindset that writing is very difficult. writing is one thing that should be considered to reduce errors, (Malik, A.R, 2017) When they was assigned to write a text, they seemed unwilling to do it. Moreover, some of them tended to just copy and paste from the internet, from their friends' work, and some of them preferred to do not submit their works. Moreover, some of the students pay less attention in writing class. There was only some of the students who participated in the class by answering and responding to their teacher's questions and instructions. Instead, some students played their mobile phones and chitchatted during the lesson. It could be concluded that their motivation to join the lesson is quite low. Therefore, the teacher must prepare the right strategy in learning. (Malik, 2019; Malik, A.R, 2020; Asnur, 2019; Saleh, N,2016)

Based on the observation on the students' writings, there was some mistakes. Their writings indicated that the students also have some difficulties in some aspects of writing. The students find a difficulty to express their ideas because they don't have enough vocabulary. Teacher must be smart for choose how to make the student make add students vocabulary increase, the solution is teacher have a used games, pictures, songs, real object , cartoon or movie as their teaching media to grow the students creativity in learning process. In this research pictures series was chosen as a media for teaching writing especially in narrative text.

Furthermore, grammar was also a serious problem in X1 IPA class. Almost half of the students are still confused and do not master grammar well. They still make a lot of mistakes in making sentences especially in past tense. They also often misuse the pronoun, article, agreement, and so on. The students also ignored the writing mechanism such as spelling, punctuation, and capitalization. In addition, one of the most serious difficulties was vocabulary. The vocabulary mastery of the students was relatively insufficient and it is represented in their word choices. They often used the vocabulary without considering the appropriate context and meaning. Moreover, the students are not

eager to bring their dictionary with them in English class. They only ask their teacher when they do not know the meaning of some English words or the English of some Indonesia words. This condition makes them dependent on their teacher.

Based on the problems above, the researchers proposed picture series to improve the students' writing skills especially in writing narrative text. Picture series was chosen because the English teacher never used picture series in writing class before. In addition, picture series also have many benefits such as to stimulate the ideas and to engage the students in learning. Furthermore, it is also easy to be prepared and relatively adjustable to be used for various ages of learners and purposes. As for those reasons, an effort to improve writing skills narrative text using picture series was necessary to be done.

Review of Related Literature

Some research had been conducted by some researchers. The first research was conducted by Sarinten (2010) entitled "Improving students' skill in writing narrative text through picture series", From the result of the research, the writer found that picture series can improve students' motivation and students' skill in writing narrative text. It could be seen on students' performance during teaching and learning process. Students became more active and all students were involved in teaching learning process. Students were more enthusiastic in joining the lesson, so the class became more conducive.

The research was conducted by Andayani (2015) entitled "improving students' ability in writing narrative by using picture series" An action Research, from the result of the research. And also research was conducted by Erika Yulia Puspitasari (2014) entitled "The use of picture series to improve the writing skill" An action Research, from the result of research, the writer found The result of the research indicated that the use of picture series effectively improved the students' ability in writing narrative texts.

Through writing people can communicate with other around the world in difficult place and time by text. By Murcia (2000: 207) defines "writing as an act of communication which take place between the writer and the reader via text". Moreover, Phelps-Gunn and Phelps-Terasaki (1982:1) writing is a useful, effective, enjoyable, above all necessary component of the modern world .it provides the pleasure of sending personal message to a friend. It assumes career and financial importance in the composition of a resume or a business letter.

Raimes (1983: 3) states that writing makes our brain and sense work together to help us learn. Hornby (1987: 1234) said in Oxford Advanced Learner's Dictionary stated that " text is that main written or printed part of a book or page, contrasted with notes". And Jack Richard (1990: 292) in Longman Dictionary of Applied Linguistic stated that " text is a piece of spoken or written language". A text may be considered from the point of view of its structure and /or its functions.

Anderson and Anderson (1997: 8) say that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. According by Kerlinger (1965: 118) states that an instrument plays an important role in a study in the sense that reliability of the instrument will influence the reliability of the data obtained. The writer used the test an instrument of research.

2. Research Method

The researcher employed pre-experimental research design that involved one pre-test and post-test. The pre-test was conduct before giving treatment. Then the researcher treated the students for several meeting by using Picture Series. After conducting several meetings, the students were tested again in post-test to measure the students' writing narrative text achievement after conducting the treatment. The sample of this research was grade X1^b students of SMA Katolik Amajaya Tolitoli, in academic year 2016/2017. It was determined by applying purposive sampling. The total numbers of sample were 22 students.

4. Findings and Discussion

4.1 The Result of Pretest

Pretest was given to know the students' writing narrative text before treatment. Pre-test conducted on May, 8th 2017. To know the result of the students score in writing narrative text, it could be seen on the table below:

Table 1. The Result of Pretest

NO	NAME	OBTAIN SCORE					ACQUIRED	TOTAL SCORE (X)	RATE
		G	V	M	S	F			
1	AS	4	4	3	4	4	19	63	Failed
2	AC	3	3	3	2	3	14	47	Failed
3	AB	3	4	3	3	3	16	53	Failed
4	AG	4	4	3	4	4	19	63	Failed
5	DI	4	4	4	3	4	19	63	Failed
6	DA	3	4	3	3	3	16	53	Failed
7	EE	3	3	2	3	3	14	47	Failed
8	FC	2	4	2	3	3	14	47	Failed
9	HK	4	3	4	3	4	18	60	Failed
10	JT	4	4	3	3	4	18	60	Failed
11	LK	4	4	3	3	4	18	60	Failed
12	MO	4	5	3	4	4	20	67	Failed
13	M	4	4	3	4	4	19	63	Failed
14	MP	3	4	3	3	3	16	53	Failed
15	MA	3	3	2	3	3	14	47	Failed
16	OBW	4	4	4	4	4	20	67	Failed
17	OE	2	3	1	3	2	11	37	Failed
18	RK	2	3	2	2	3	12	40	Failed
19	RTH	3	3	2	2	3	13	43	Failed
20	JT	3	4	2	3	3	15	50	Failed
21	MM	2	3	2	2	2	11	37	Failed
22	RO	3	3	2	2	2	12	40	Failed
TOTAL SCORE		71	80	56	66	72	348	1160	

Based on the table above, the researcher found that all of the students got failed score. Total of the student who got failed score was 22 The researcher

concluded that students of grade X1 of SMA Atmajaya Tolitoli still had less of writing in narrative text.

4.2 The Result of Posttest

Posttest was given to know the effect of the treatment, whether the treatment was successful or not. Posttest was conducted on May, 15nd 2017. To know the result of the students score in writing narative text it can be seen on the table below:

Table 2. The Result of Posttest

NO	NAME	OBTAIN SCORE					ACQUIRED	TOTAL SCORE (X)	RATE
		G	V	M	S	F			
1	AS	5	5	5	5	5	25	83	Successful
2	AC	5	5	4	4	5	23	77	Successful
3	AB	4	3	4	4	4	19	63	Failed
4	AG	4	5	4	5	5	23	77	Successful
5	DI	5	5	5	5	5	25	83	Successful
6	DA	4	4	4	4	4	20	67	Failed
7	EE	4	5	5	4	5	23	77	Successful
8	FC	5	5	4	5	5	24	80	Successful
9	HK	5	5	5	5	5	25	83	Successful
10	JT	6	5	5	5	5	26	87	Successful
11	LK	5	5	5	5	5	25	83	Successful
12	MO	5	5	5	5	6	26	87	Successful
13	M	4	4	5	5	5	23	77	Successful
14	MP	4	5	5	5	5	24	80	Successful
15	MA	4	5	4	4	5	22	73	Failed
16	OBW	5	6	5	5	5	26	87	Successful
17	OE	4	4	3	4	4	19	63	Failed
18	RK	5	5	4	4	5	23	77	Successful
19	RTH	4	4	4	4	4	20	67	Failed
20	JT	5	5	4	4	5	23	77	Successful
21	MM	3	3	3	4	3	16	53	Failed
22	RO	4	5	3	4	4	20	67	Failed
	TOTAL	99	103	96	99	104	500	1668	

Based on the table above, the researcher found that the most of the students got success score. Total of the students who got successful score was 15 students. Total of the students who got failed score was 7 students. The researcher concluded that students' writing narrative text of X1 grade of SMA Atmajaya Tolitoli could be improved through Picture Series.

5. Discussion

The researcher discussed the result of the data analysis of the pretest and posttest in accordance with the scope of this research. The discussion is intended to know whether using picture series could improve students' writing narrative text of grade X1b at SMA Katolik Atmajaya or not.

The first step of this research was conducted the pretest. In pretest data, the researcher got the writing narrative text scores of each student as sample. Based on the score, the researcher found that the most of the students got failed score. Total of the student who got failed score was 22 students, it means that all of students was failed in pretest. The highest percentage of the data in the pretest was 100% with 22 students and classified into poor grade.

In the second step of this research, researcher conducted the treatment. It was done in four meetings. Researcher taught the students as sample of this research by using picture series. This media was applied in order to train students could writing procedure text as well.

Treatment conducted for three meetings time. First meeting, the researcher explained the definition of narrative text and the kind of writing text. Then, the researcher showed picture series as one media to learning writing narrative text. Second meeting, the researcher explained about language features of writing text to students and gives them assignment. The assignment was use picture series which given by researcher. In the third meeting, the researcher gave the students assignment to identify the language feature of narrative text by using picture series the researcher gave same activity with second and third treatment but the topic of the material was different.

After all of the treatment conducted in this research, the researcher conducted the posttest, the researcher got the data based on students' score. The researcher found that the most of the student got success score. Total of the students who got failed score was 7 students. And the student who got successful score was 15 students. The highest percentage of the data in the posttest was 31.81% with 7 students and classified into poor grade, the second highest percentage was 68.18% with 6 students and classified into fair grade, the third highest percentage also was 27.27% with 1 students and classified into good grade and the last percentage was 4.54% with 8 students and classified into very good grade.

The description of the data collected through picture series showed that the students' writing narrative text had significant development. It also was supported by mean score of the students in pretest was 52.72 classified as poor classification, and the mean score of students in posttest was 75.81 classified as fair classification. The value of t-test more than t-table ($20.071 > 2.080$). Based on t-test, the researcher could conclude that there was significant difference between the result of pretest and posttest. It means that students' writing narrative text got developed. This implies that using picture series is effective Media to develop the students' writing in narrative text. The more important is pictures series easy to prepared, easy to organize and interesting.

6. Conclusion

The Application of Picture series is Effective. It can be seen from the students' achievement writing scores in each test. There was significant difference between the result of

pre-test and post-test, where the mean score of post-test was 75.81. It was higher than the mean score of pre-test that was 52.72. Finally the researcher can draw an inference that the first grade students of SMA Katolik Atmajaya in academic year 2016-2017 have a very good ability in writing narrative text use picture series.

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