

THE EFFECTIVENESS OF USING PICTURE SERIES IN TEACHING WRITING NARRATIVE TEXT OF EIGHTH GRADE STUDENTS OF SMP NEGERI 1 NGANTRU IN THE ACADEMIC YEAR 2014/2015

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ABSTRACT: Writing gives us unique opportunities to explore ideas and information. By writing, we care to subjects well and make them our own. In relation to using instructional media in learning writing, the use of pictures series can be a choice as one of many alternative ways to help students learn writing. Pictures and all of their form for instance pictures of story, There are a lot of language activities that can be done using pictures series. This research used experimental research. The researcher used one group pretest posttest design which one of pre experimental research. The subject of the study is the eighth grade students of SMPN 1 Ngantru in the academic year of 2014/2015. There were 33 students. The technique used for collecting data is pre-test and post-test and interview. Based on the result of data, mean of pretest score is 73,03 and mean of Post Test score is 84,5. It means that posttest score was higher than pretest. The result of the study was that the students' progress during teaching and learning activity by using picture series in teaching writing narrative texts to effect writing skill was good. In the T-Test result, T-value = 6.424 > 2.0369 (T- table). The significance level < 0,05. So, the Ho was rejected and Ha was accepted.

KEY WORDS: Picture series and Narrative text

We all know that communication is essential for human life. Through communication people can express their ideas, desires, thoughts, or whatever in their mind and to receive the others. Talking about communication means talking about language, since language is a means of communication, According to Lado (1979: 7) writes that language is considered as the chief means used by human being to express their feeling and fulfill the basic need for social interaction with other people.

To master English means to master the four language skills namely: listening, speaking, reading, and writing. Those skills are presented in harmony since one skill supports the other skills. Therefore, English should be taught in meaningful context. This means that English should be taught side by side with the appropriate vocabulary and grammar as well as pronunciation and spelling.

This study focuses on writing, because of writing we can be vehicle to communicate our ideas and thought to other people so the skill of writing is very important for everyone who wants to interact to others and make them understand his purpose.

In relation to using instructional media in learning writing, the use of pictures series can be a choice as one of many alternative ways to help students learn writing. Pictures and all of their form for instance pictures of story, There are a lot of language activities that can be done using pictures series. According to Rachmadie (2002: 75) states that pictures are very useful and effective media in EFL teaching. They can be used to teach all language skills such as listening, speaking, reading, and writing. Pictures can also be used to teach structures, vocabulary, and cultural content.

Pictures have three contributions to language teaching namely: (1) They give an interest, motivation. (2) They give a sense of the context of the language. (3) They cause a specific reference point or stimulus. As a result they can tell and write whatever they can get from pictures more easily. There are some advantages that can be reached by using pictures, i.e. (1) To increase students' motivation, (2) To prevent students' boredom in joining the teaching and learning process, (3) To make the teaching and learning process more systematic, and (4) To make the students easier in catching their teacher's instruction.

Based on arguments written above, it appears that using pictures series in teaching language especially writing is very important. In line with this belief, the researcher plans to implement pictures of story (a series of pictures) to improve the students' vocabulary, grammar, and writing ability. By using such kinds of media, hopefully the achievement of Writing Narrative Text of the students of SMPN 1 Ngantru will be increase.

METHOD

In this research, the researcher wants to effect students' English writing skill using pictures series and wants to know whether this media is effective or not in effect of the students' English writing skill. The researcher starts from the problems that the students get and after the research ends the researcher hopes that the problems can be solved. For those reasons, the researcher applies experimental study with a quantitative approach since it has purpose to solve the problem and to know whether the media are effective or not for the teaching writing process.

Before doing the research, the researcher arranges a research design. Considering the purposes of the research and the nature of the problems, this research is quantitative one. In this research, the researcher uses Pre experimental design (one-group Pretest-Posttest) to identify the effectiveness of using picture series in teaching writing narrative text at the eighth grade students of SMP N 1 Ngantru in the academic year of 2014/2015.

Experimental research is the research which is the researcher decides the nature of treatment; (that is, what is going to happen to the subject of the study), to whom it is to be applied, and to what extent, (Wallen, 2006). The researcher decides what is suitable the treatment that will be used in the research, researcher has also decided the subject and the purpose of the research. As the treatment in this research the students of experimental class were asked to practice writing narrative text using picture series, but the students of control class do not give a treatment, for the treatment they are asked to write narrative text without using picture series.

There are four kinds of quantitative research design. In this research the researcher use Pre-Experimental because pre-experimental is more simple design than all form of research design. Pretest-posttest single group design is one of a pre-experiment design which is observed by treatment presumed to cause change.

Those are about all members of the eighth grade students of SMP Negeri 1 Ngantru, the subject of this research and the technique that is used to take sample. Aryet.al(2002: 163) A population is a group of individuals who have same characteristic. It can also define as all members of any well-defined class of people, events, or object. Those can be conducted that population is the total number of individuals or member of an association. The total number is 374 students who are

divided into 12 classes from A class until L class. Aryet.al (2002: 163) state, Sample is the small group that is observed. It can also defined as a subgroup of the target population that the researcher plans to study for generalization about the target population. The researcher takes the one class of SMP Negeri 1 Ngantru in academic year 2014/2015 to be sample. There is VII C class of SMPN 1 Ngantru which consist of 33 students. Aryet.al (2002: 149) stated, "Sampling comes to your aid by enabling you to study a portion of the population rather than the entire population".

It means that sampling is a technique of taking sample out of population. Purposive sampling referred as judgment sampling-sample elements judged to be typical, or representative, are chosen from the population. Researcher often use purposive sampling for forecasting national elections. In each state they choose a number of small districts whose returns in previous elections have been typical of the entire state. They interview all the eligible voters in these districts, and the result to predict the voting patterns of the state. Using similar procedures in all states, the pollsters forecast the national result. Aryet.al (2002: 169).

The research instrument plays an important role to collect data. The instrument used in this research is an objective test, and the writer used one type of objective test, which is multiple-choice type. Multiple choice type can be scored objectively and can measure learning out come directly. In this research, the test consisted of 40 items with five alternatives. The alternatives include one correct answer and wrong answer. There are four passages and from each passage the researcher makes a question on writing including question of main. Idea, detail, not detail, and inference. From these tests, the writer takes all questions that have significant with the students' (Wesley (2001: 384)

Quantitative research always depends on measurements. According to Aryet.al.(2002: 242), "there are two essential criteria of the quality of any measuring instruments such as: validity and reliability".Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but

on the interpretation and meaning of the scores derived from the instrument (Aryet.al, 2010: 225)

R

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kind of measurement (Ary, 2010: 236)

The data were the result of test from pre-test post-test and treatment. In analyzing the test scores, a statistical technique is used to find out the mean score of the students.

According to Riduwan (2010: 183), the data in parametric statistical assuming that the data should following the requirement such as: the data should be homogeny, the data should be normal distributed, and the data should be linear.

According to Riduwan (2011: 120), the formula of homogeneity is:

If $F_{\text{count}} \geq F_{\text{table}}$ the data is not homogeny

If $F_{\text{count}} \leq F_{\text{table}}$ the data is homogeny

According to Riduwan (2011: 121-124), the formula of normality test is

The Chi Square Value (X^2_{hitung})

Compare the result

If $X^2_{\text{value}} \leq X^2_{\text{table}}$ it is normally distributed

If $X^2_{\text{value}} \geq X^2_{\text{table}}$ it is not normally distributed

According to Riduwan (2011: 125-129), the formula of linear test is comparing the total number of F_{count} with F_{table}

If $F_{\text{count}} \leq F_{\text{table}}$ the data is linear.

If $F_{\text{count}} \geq F_{\text{table}}$ the data is not linear.

After the data homogeneity, normality, and linear, the researcher using t-test in hypothesis test. Test the hypothesis, conducted after the test preconditions, the data are normally distributed and homogeneous testing is carried out using t-test with

The formula as follows:

RESEARCH FINDING AND DISCUSSION

The purpose of this test was to check the students' ability in producing narrative text whether the students could produce narrative text by paying attention to the generic structure of the text well and produce a good text or not.

The pre-test was conducted on Tuesday, 17th 2015 there were 33 students who followed the test. They had to produce narrative text based on the choice they experienced they got from their teacher before. They could choose the theme of the story by themselves. In order to further know the student's achievement in detail I used the following formula to find out the percentage of the students' achievement.

In pretest, the researcher asks the students to make a narrative text by imagining their fable. The test was conducted before applying the treatment. After getting the result of pretest, then the researcher analyzes the score of writing narrative text before using picture series.

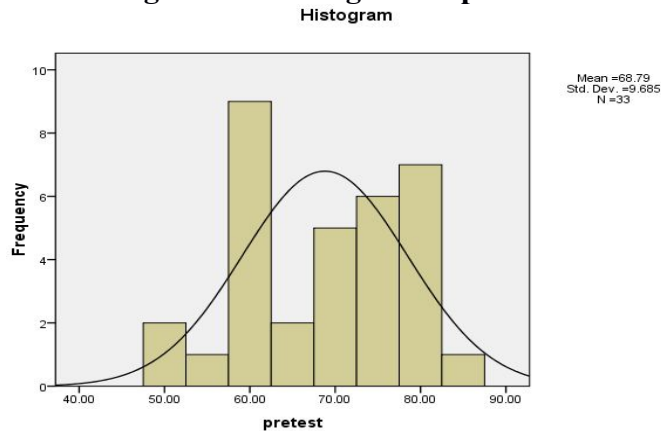
Table 4.1 descriptive statistic of pretest

Statistics

Pretest	
Valid	33
Missing	0
Mean	68.7879
Median	70.0000
Mode	60.00
Std. Deviation	9.68490
Minimum	50.00
Maximum	85.00

Based on the table above, the data of pretest score was gotten from 33 students which had a mean of 68.78, a median of 70.0 and a mode of 60.0. The pretest score had a Standard Deviation of 9.68. From all pretest scores, the minimum score is 50.0 and the maximum score is 85. From the table of pretest scores in Appendix 4, the researcher can find the frequency of pretest scores in Appendix 4. From the table of frequency of pretest scores, it can be presented on a graphic as follows:

Figure 4.1: Histogram of pretest



Based on graphic above, the histogram showed the low frequency of score. The frequency increased very high and showed number 9 at score 57 until 63. The normality curve showed maximum frequency is 7 at score 70.

The second activity was called modeling of the text. The activity was conducted on Saturday, 28th March 2015. There were 33 students followed the teaching and learning process. In this activity, the narrative text was introduced to the students. Students make a story of fable and the duration was about 45 minutes. During the lesson, asked the students to discuss the generic structure of the text before I explained it. Then I explained the generic structure of the text.

The third activity was called joint construction of the text. The activity was conducted on Tuesday, 31th March 2015. The third activity was called the joint construction of the text. The first, students saw the picture, and then students continue to make a story based on a sequence of images. After having the test, the investigator of writer spent 20 minutes to ask the students about the difficulties they found during the test.

In posttest, the researcher asks the students write fable the title is wolf and monkey individually. The test was conducted after applied treatment. After getting the result of posttest, then the researcher analyzes the score of writing narrative text after using picture series.

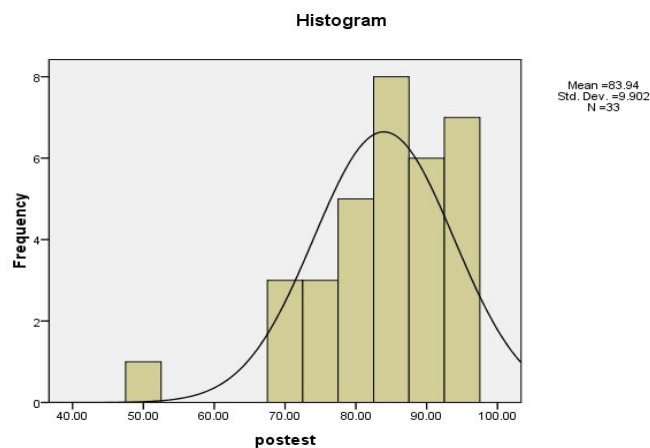
Table 4.2: Descriptive Statistics of post test

Statistics

Posttest		
N	Valid	33
	Missing	0
	Mean	83.9394
	Median	85.0000
	Mode	85.00
	Std. Deviation	9.90246
	Minimum	50.00
	Maximum	95.00

Based on table above, the data of pretest score was gotten from 33 students which had mean 83,93, median 85,0 and mode85,0. The pretest score had Standard Deviation is 9,90. From all pretest scores, the minimum score is 50,0 and the maximum score is 95. From the table pretest score on appendix 5, researcher can find frequency of pretest score in Appendix 5. From the table frequency of pretest score, It can be presented on graphic as following;

Figure 4.2: Histogram of post test



Based on graphic above, the histogram showed the low frequency of score. The frequency increased very high and showed number 8 at score 85 until 87. The normality curve showed maximum frequency is 7 at score 85.

After the researcher got the data, then analyze them to the purpose of the study can know whether or not there is any significance effectiveness of using picture series in teaching writing narrative text of eight grade students of SMP Negeri 1 Ngantru in the academic year 2014/2015.

The researcher using paired sample t-test to calculate hypothesis testing. T-test is parametric test. To using parametric test the data should be normal, homogeny and linear. If data was not normal, homogeny and linear, the researcher used non parametric test Chi-square to calculate hypothesis testing. First, researcher should find the normality, homogeneity and linearity.

Normality test is testing the input data has normally distributed. The researcher calculated normality test by using Kolmogorov–Smirnov test. The researcher have been done to calculating normality data by using SPSS 16.0.

Table 4.4 Paired Sample Statistics

One-Sample Kolmogorov-Smirnov Test

		test	group
N		66	66
Normal Parameters ^a	Mean	76.3636	1.50
	Std. Deviation	1.23583	.504
		E1	
Most Extreme Differences	Absolute	.131	.339
	Positive	.104	.339
	Negative	-.131	-.339
Kolmogorov-Smirnov Z		1.063	2.758
Asymp. Sig. (2-tailed)		.208	.000

a. Test distribution is Normal.

Based on table, the data is Normal.

Homogeneity test is needed to investigate population sample is homogeneous or not. Homogeneity can be calculated by using level test at SPSS software. The research used pre-experimental with pretest posttest single group design. Because, there are only one group, the data was homogeny.

Tests for Linearity purpose to prove whether two variables have a linear correlation. The test is usually used as pre-requirement in correlation analysis or linear regression. Testing on SPSS by using Test for Linearity is in significance level 0,05 as following;

Table 4.5 :Table Linearity test with ANOVA

ANOVA Table					
	Sum of Squares	df	Mean Square	F	Sig.

Posttest * pretest	Between Groups	(Combined)	1714.823	7	244.975	.304	.003
		Linearity	5.856	1	5.856	.103	.751
		Deviation from Linearity	1708.967	6	284.828	.004	.002
		Within Groups	1423.056	25	56.922		
		Total	3137.879	32			

Based on ANOVA table, the Linearity is 5.856 .The concluded from the table, the data is linear because $p = \text{the significant (sig.)} = .751 > 0.05$

After testing the normality, homogeneity and linearity sample, then the researcher tested the hypothesis. According to Cresswell (2008: 195), hypothesis testing is a procedure for making decisions about results by comparing an observed value of a sample with a population value to determine if no difference or relationship exists between the values. The testing hypothesis is basically purposed to prove null hypothesis (H0). However, it is necessary to know both hypothesis. Both hypothesis are formulated as follow:

Table 4.6: The result of Paired Samples Test

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
air ostest - 1 pretest	.51515 E1	3.54880	.35854	0.3473 2	9.95571	.424	2	.000	

Based on data above T-value = 6.424 and T- table = 2.0369. The significance level $< 0,05$. The researcher gave interpretation to significant value. Because significant value 0.000 is smaller than significant level 0.05, it can be conclude that

alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It means that there is significant effect after using picture series in teaching writing descriptive text. Thus, it can be concluded that, by using circular cards is effective in teaching writing narrative text of eighth grade students' at SMPN 1 Ngantru is effective in the academic year of 2014/2015.

In this part, discussed about the interpretation of the result of data analysis and hypothesis test. It used to give clear explanation about the significant different score between before and after taught by using picture series in writing narrative text.

In this research, the researcher also presented the hypothesis, there are two hypothesis. The first is there is significant different in teaching writing narrative text before and after taught using picture series of the eighth grade students of SMPN 1 Ngantru in the academic year of 2014/2015. And the second is there is no significant different in teaching writing narrative text before and after taught using picture series of the eighth grade students of SMPN 1 Ngantru in the academic year of 2014/2015.

Based on the results, in the table paired samples test showed that numeral of significance 0.000 smaller than 0.05. It means that H_a is received and H_0 is rejected. So, the researcher concluded that there is significant in teaching writing narrative text before and after taught using picture series of the eighth grade students of SMPN 1 Ngantru in the academic year of 2014/2015.

This data support the theory purposed by Wright (1989: 137), she state that picture can help the students predict what the text might be about. Based on this, picture are good used in learning language because they can help the students to visualize language from abstract to concrete one easily. In addition, Wright says that picture provide non-verbal cues manipulation practice. It also provides students information, including objects, actions, events and relationship. When picture used, meaningful context are created, it is expected that using picture as teaching aid can elaborate all the information and gain it to be written work. Besides, picture can arise students' interest, supply information, ideas, and also stimulate them to write.

It means that, by using picture series as a media is effective to apply in teaching and learning. Because picture series were easy to apply, interesting and

simple to teaching writing narrative text. They can be more active, creative and enjoy the lesson. So, the researcher concluded that by using picture series is effective to teaching writing narrative text of the eighth grade students of SMPN 1 Ngantru in the academic year of 2014/2015.

CONCLUSION AND SUGGESTION

Based on the result of the research in the previous chapter, I can conclude that the students have more knowledge about picture series and what narrative texts are; among at hers are generic structure and many types of narrative texts. They seem know the steps to make a good writing and it is very useful for them when they write something. Therefore they can make a narrative text better than before. It was supported by the significant result of the pre- test that is lower (**73,03**) than the post-test (**84,05**)

The teachers seem have more knowledge in teaching writing using picture series because by writing this final project, they will know the steps in writing and how to give score of the students' writing. Therefore they can use this method to increase the students' achievement in writing. It is expected that this research will be useful for someone who will have a research or final project about teaching writing because in this research there are many steps in conducting research that can be used as references.

By conducting this research, I have more knowledge in the field. I knew how to apply the writing lesson by using many types of texts better than before and I also has experience how to master the class based on the situation I faced in the class.

Based on the conclusions above, the researcher would like to give some suggestions related to this discussion for those who are closely related to the English teaching and learning. For the students' should learn more about narrative texts in order they can get more knowledge. It will be better for them to use the steps in writing when they write something in order they can make a good writing. If they have many difficulties, they can ask the teacher. It will be better for the teachers to use the rule in writing, in this case is the steps in writing when they teach writing in order they can increase the students' achievement in writing. They also should help their

students' when their students have difficulties in writing. The teacher and the students must work together in teaching and learning process, especially in writing lesson, they should help each other to make the teaching writing process successful. For educational institution, the school will make a right decision to use some techniques or media for supporting teaching and learning process, especially to use picture series in writing class. The readers can get more information and knowledge from this research. For the writer, she expects that it can be useful knowledge when the writer to start her profession as a real teacher in the future and improves teaching technique of writing skill.

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