

## **ARTICLE**

# **THE EFFECT OF USING PICTURE SERIES ON STUDENTS WRITING NARRATIVE TEXT ABILITY OF THE EIGHTH GRADE AT JUNIOR HIGH SCHOOL 3 KEDIRI IN ACADEMIC YEAR 2015/2016**



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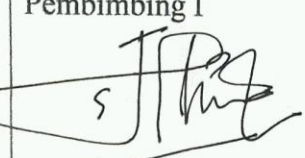

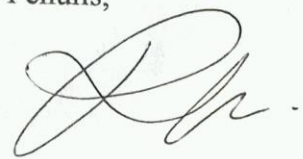
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### ABSTRACT

Writing is one of important skills in English language. In addition, students should master writing ability too. For most of students it is the most important skill to master in order to ensure success in learning. But many students still find difficulties in express their ideas into the text so their writing score is bad. It is caused by teaching technique and media applied by the teacher who uses traditional way so it makes students' low motivation in writing ability. This problem can be solved by using picture series media. This media is beneficial for reviewing and integrating subject matter. So it can increase students' motivation in writing ability. The purpose of this research is to know the effect of using picture series before and after being taught using picture series media, and to finding out any effect of picture series on students' writing ability. the problem is formulated in a research question: "Is there any significant difference before and after being taught by using picture series on students writing narrative text ability of the eighth grade at junior high school 3 Kediri?" It is a quantitative research with pre experimental design. This research used pre-test and post-test to collect the data. Then, the subject of the research was the eight grade students of SMPN 3 Kediri in academic year 2015/2016. The sample of this research was class VIII-J consisting of 36 students. There are three steps to collect the data involves pre-test, treatment, and post-test. The researcher uses writing test and the type of test is writing narrative text. The result of the research showed that students' writing ability increased after being taught using picture series. It could be seen that the mean of post-test (71,7) is higher than pre-test (53,06) then the result of the data that was computed by the t-test formula is (10,39). It could be concluded that t-test was higher than t-table ( $10,39 > 2,750$ ). It means  $H_0$  was rejected and  $H_a$  was accepted. So, the conclusion is any very significant effect in students' writing ability at eight grade on SMPN 3 Kediri. Based on the result of the research, it can be concluded that Picture Series media has good effect on students' writing ability. Basically Picture Series is very useful for students. Using Picture Series makes the students can develop their ideas more easily and which help the students to solve their difficulties too. So, the researcher suggests to the teacher to use Picture Series media.

**Keyword:** Writing, narrative text, Picture series

### I. INTRODUCTION

Writing is one of language skill which has to be mastered by the eight grade students of junior high school. writing is very complex and difficult, it is

not only in structure, but also vocabulary, punctuation, capitalization, and spelling. According to Heaton (1988:135) writing skill is complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical devices but

also of conceptual and judgmental elements. Many students feel confused on how to begin to write a paragraph or get stuck on constructing certain genre of the text. In writing skill, students have to be able to create their idea in writing, it was not interesting enough for the students. They did not have inspiration or idea in writing. So teacher should be encourage the students to write continually.

Because of that, they need a media to help in creating their ideas, making their writing cohesive or systematic and making series of events which is constructed in a chronological order. Media is an object that can be touched, seen, heard, and observed. One of media which is used to help the students is pictures series. Pictures can help the students to understand the meaning of a word because it represents the meaning of it. students will be focus and interested in writing using picture. Students have imagination about the picture that they saw. Therefore, it can influence to the students writing skill because they write many sentences based on the picture and their imagination. According to Wright (1989 : 201) picture sequence consists of cartoon strips and instruction strips. Cartoon strips and instruction strips are potentially useful. The strips can be kept as they are and used to contextualize a story on description of a

process. It means that, picture sequence need to use by the teacher to make students think chronologically on their writing based on which describe of a process.

In fact, the students of eight grade in junior high school 3 Kediri face some difficulties in writing. Not only on structure, but also vocabulary, punctuation, capitalization, and spelling. This is because the teacher just asked the students to write a narrative text without media. The other problem was students cannot make a good chronological order in writing narrative text, because the teacher also did not explain how to make a good paragraph in writing narrative text. To make the students are able to express their idea on their mind into a good paragraph, the teacher can use picture series as media which help the students to solve their difficulties. By using picture series the researcher hope that picture series can increase the students ability in creating narrative text. With picture series the students can develop their ideas more easily when they are looking the pictures. The purpose of using picture series in teaching narrative text are a) to help the teachers in the teaching writing process of narrative text using media (picture series). b) to help the students to develop idea when writing narrative text.

Based on some previous explanation, it is assumed that picture series give significant effect in writing ability and students can improve motivation and writing skill. Based on the explanation above the researcher wants to know whether there is any significant difference before and after being taught by using picture series on students writing narrative text ability of the eighth grade at junior high school 3 Kediri or not. This research was conducted to know the effect of using picture series before and after being taught using picture series and to know whether any effect of picture series on students' writing ability.

## II. METHOD

This is quantitative research. Which according to Creswell (2009: 1) is a means for testing objective theory by examining the relationship among variables.

Then, the researcher used pre experimental research to analyse the effect of picture series on students' writing narrative text ability. The researcher hopes the test can draw the difference of students' writing ability before and after being taught using picture series and answer the question of formulation of the problem.

The researcher uses one class, consisting of 36 students as the sample.

Ary et al (2010: 148) defined sample as the small group that is observed. The sample is taken using random sampling, the sampling method where different groups within a population are used as a sample.

The instrument used to get the data is test. The writer uses a test to measure the students' writing ability after being taught using Picture series in writing narrative text. The test is delivered twice in form of written test which are done twice, the test consist of 1 question. It is the written test that includes on writing performance that is intensive (controlled) writing performance. The first test is pre-test that is given before treatment and the last is post-test that is given after students are given a treatment taught using picture series.

The technique of analyzing the data which is used in this research is t-test. This technique is used to prove the hypothesis that picture series has an influence on the students' writing ability. It is shown by looking up the result of pre-test and post-test which are given to the students. The formula of the *t-test* as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2d}{N(N-1)}}}$$

Note:

*t* = ratio

*Md* = the mean different of pre-test and post-test



$\sum x^2/d$  = the number of standard deviation  
N = number of students

### III. FINDING AND CONCLUSION

This part presents some findings about the effect of using picture series on students writing narrative text. From the score of pre-test and post-test it was found the mean of pre-test was 53,6. And the mean of post-test was 71,7. It means that the mean of post-test score is better than the mean of pre-test.

Based on the data analysis pre-test and post-test score, the total score of pre-test was 1910, and the total score of post-test was 2580. The total score of D was 660, and the total of D2 was 16000. From the calculation the mean difference of pre-test and post-test above, it was known that the result of t-score was 10,39 and degree of freedom was 35.

D f	t- obser ved	1%	5%	Alterna tive hypothesis (Ha)	Null hypothesis (Ho)
35	10,39	2,750	2,457	Accepted	Rejected

From the table above, it can be seen that the result of this research shows that t-score is 10,39 at the degree of freedom 35 and t-table 2.547 at the level significant of 1% and 2.750 at the level 5%. It means

that t-score (10,39) > t-table at the level of significant of 1% (2.750).

Furthermore, because t-score is higher than t-table, the alternative hypothesis (Ha) was accepted the null hypothesis (Ho) was rejected. It can be concluded that picture series has significant effect on students' writing narrative text at the eighth grade students of SMPN 3 Kediri in the academic year 2015/2016.

Based on the results above the researcher concluded that, writing is a process is not an easy task. Because of it, media is very important to teach writing. It is needed in order that students the lesson enjoy and find it easy to understand the material and write well during teaching and learning process. One of the best media is picture series. Using picture series as media in teaching writing narrative text can improve the students' writing ability in learning English, especially narrative text, because by using picture series in teaching writing especially for narrative text of the eighth grade students, learning writing becomes enjoyable. It can also attract and increase students' motivation in teaching and learning process. They will also be more active, interested and have many ideas to write. According Ernestova see Rachmawati (2013), the students will understand and retain the meaning of

words better when they have seen some subjects associated with it. The picture is effective to use because it can attract the students and give them motivation in writing.

This the increase of the students' writing ability has proved the strength of picture series. It confirms the theory proposed by Wright (1989) that picture series are very useful for the students because mostly they are difficult to start in writing when they do not know what they have to do. By giving picture series, they can see some interesting pictures, so they can get ideas in starting to write by imagining the pictures. They can start to think and imagine the story that will be written by them based on the pictures that have been given. So hopefully they can easily write their ideas.

The researcher suggests that the teacher can use the picture series as media in teaching writing especially in teaching narrative text. So, it can develop the learning models that are effective, efficient and able to engage students to be active in learning English. And for students, writing skill is important for the students both in their native language and also in English. If they want to be a master in English, especially in writing, they should do the process seriously. Writing is easy if the students do the process effectively. By

writing they can express and share their ideas through writing. So, do not say that writing is difficult before you try to write.

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