

ARTICLE

***TEACHING WRITING NARRATIVE TEXT USING PICTURE
SERIES AT THEELEVENTH GRADE STUDENTS OF SMK
MUHAMMADIYAH 2 KEDIRI IN THE ACADEMIC YEAR 2017/2018***



Oleh:

VINDY LUSIANA DININGRUM

13.1.01.08.0033

Dibimbing oleh :

- 1. Dewi Kencanawati, M.Pd**
- 2. Rika Riwayatiningih, M.Pd**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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Yang bertanda tangan di bawah ini:

Nama Lengkap : VINDY LUSIANA DININGRUM
NPM : 13.1.01.08.0033
Telepon/HP : 085895081713
Alamat Surel (Email) : vindyluasanad@gmail.com
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Alamat Perguruan Tinggi : Jln. Kh. Achmad Dahlan No. 76 Kediri

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**TEACHING WRITING NARRATIVE TEXT USING
PICTURE SERIES AT THE ELEVENTH GRADE STUDENTS OF SMK
MUHAMMADIYAH 2 KEDIRI IN THE ACADEMIC YEAR 2017/2018**

VINDY LUSIANA DININGRUM

13.1.01.08.0033

FKIP/English Department

Email: yindylusianad@gmail.com

Dewi Kencanawati, M.Pd¹ dan Rika Riwayatiningih, M.Pd²

UNIVERSITY OF NUSANTARA PGRI KEDIRI

Abstract

This research aimed to know the effect of using picture series as teaching media in teaching writing narrative text at the eleventh grade students of SMK 2 Muhammadiyah Kediri 2017/2018. This research used a quantitative and pre-experimental with one group pretest-posttest design with the subject one class of XI TKJ that was 20 students as sample of research which consisting of 20 students consist of 13 male and 7 female. The researcher finished the research by giving the pretest, treatment, and post-test to the students at XI TKJ in four times of meeting. To analyzing the data, the researcher used IBM SPSS Statistic version 2.1. The result of this research showed that picture series has the significant effect to the students' writing ability. The t-test showed ($4.101 > 2.093$) with the significance level 5%. It means that t-test is higher than t-table. Based on the result, researcher signifies that using picture series as a media gives a better result on the students' writing ability. So, picture series as a media help the students to influence their writing ability. Because teaching writing using picture series can stimulate the students increase imagination and creativity to writing ability in the studying writing.

Keyword: Writing, Narrative Text, Picture Series.

A. Introduction

In English language, there are four skills to be mastered. They are listening, speaking, reading and writing. English is taught at schools in order that students are able to master the four skills, they are listening, speaking, reading, and writing. Harmer (2007:265) states as follows

“...we use language in terms of four skills- reading, writing, speaking and listening. These are often divided into two types. Receptive skills is a term used for

reading and listening, skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves.”

Among those four language skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. Richards and Renandya (2002:30) state that “There is no doubt that writing is the

most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts.” In line with these ideas, Brown (2004:218) states as follows: “We also fully understand the difficulty of learning to write “well” in any language, even in our own native language. Every educated child in developed countries learns the rudiments of writing in his or her native language, but very few learn to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose.” Thus if we want to be master in writing we should learn to write more. It means that when students want to get good scores for written text, they should learn and practice about material in writing.

According to Watkins et al, (2002), Teachers, as facilitators, must be well-prepared to teach students in front of the class. Then, teachers give interesting things to support students learning activities, especially when teachers teach writing. It means that the media, such as pictures, can be used as a guideline for students in completing a task. The teacher arranged a suitable and interesting media related to students’ condition. This media was expected to motivate in lesson and comprehend in writing. In addition,

effective learning can arise when students participate in learning and to gain learning purposes. The researcher tried to find out an appropriate media to develop students’ writing ability better than that was through Picture Series which is considered as one way of improving students’ writing ability toward narrative text. Picture Series is used to write a narrative story.

There are many kinds of instructional media that can be used in teaching and learning process. According to Samjaya (2012), there are three types of media, namely audio (radio, tape recorder, cassette), visual (picture, photograph, drawing), and audiovisual (video). Thus with that type of media teacher can choose one of them which matches with the materials that the teacher uses in teaching-learning process. In line with him, Harmer (2007) states that music, pictures, and films are excellent stimuli for writing. Teachers can create some writing activities by using those media. Pictures as the visual media are very useful for teaching writing.

The use of pictures as visual media in the teaching learning process is intended to make teaching learning more effective and sufficient so that the students’ writing ability can be improved. Wright (1989) states that pictures make a particularly powerful contribution to both the content and the process of language learning. He

also suggests that picture can often be used to promote productive skill like writing. He adds that pictures can motivate the students, can be described in an objective way, can cue responses to questions, and can provide information. Pictures also contribute to the context in which the language is being used. Additionally, Raimes (1983) states that writing teachers can find valuable resource from pictures since they provide a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of tasks, and a focus of interest for students.

Picture Series as a media was chosen because based on the previous research of some researchers, this media has proven effective to improve the students writing ability. It is an effective media to build students' cognitive ability at independent learning in writing ability. The students are guided to find out the important information by guessing what the activity of Picture Series. They can use their imagination as a foundation to write down what the activity which related to the story in Picture Series. Thus, the researcher was confident enough that this media would effectively work to solve the problem.

The focus of the researcher, picture series as a media could give the students

motivation in learning writing. Also students could feel interested and be more active when teachers teach writing. Thus, the media could motivate the students in learning writing skills. Teachers could use picture series to motivate students when he or she teaches writing.

Based on the phenomenon of problem above, this research was purposed to: (1) To describe students' writing skill before using picture series in narrative text at the eleventh grade students of SMK 2 Muhammadiyah Kediri in the academic year 2017/2018. (2) To describe students' writing skill before using picture series in narrative text at the eleventh grade students of SMK 2 Muhammadiyah Kediri in the academic year 2017/2018. (3) To explain effectiveness of using picture series as teaching media in teaching writing narrative text at the eleventh grade students of SMK 2 Muhammadiyah Kediri 2017/2018.

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B. Research Method

The approach of this research was quantitative research and the technique that being used by the researcher was experimental research particularly pre-experimental research with one-group pretest-posttest design. This research took place in SMK 2 Muhammadiyah. This school is located in Penanggungan street, Mojojoto Kediri number 05, which has four classes of eleventh grade. There were 26 students in each class. Therefore, the writer chose XI-TKJ as the sample of the research. This class consisted of 24 students with 17 males and 7 females but only 20 students participated in this research. The research conducted on august 2017.

In order to collect the data for the research, the researcher used the pre-test and post-test to measure the students' writing ability progress when teaching using picture series as a media in teaching learning process.

There are some processes for collecting the data. The first was pre-test. Pre-test was given by the teacher before the students were taught using picture series with purpose to know students' writing ability before taught using picture series as a media. The second was treatment process. In this process the teacher introduces about picture series as a

media then the teacher ask students to do students' worksheet individually. After the series of treatment, the last process was post-test. After got treatment with picture series as a media, the researcher gave post-test in a form picture series about narrative text (legend) to know students' writing ability after taught using picture series.

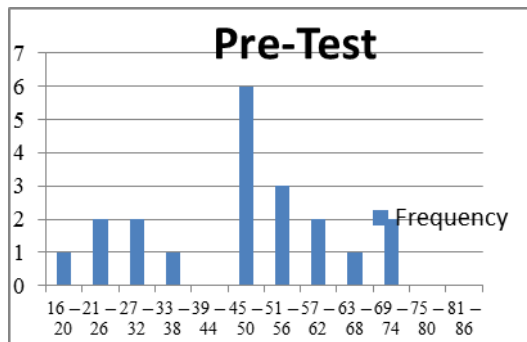
To know the result of the writing ability test that has been given to the students, the writer used scoring rubric by Jacob et al to calculated students' writing ability score. Then analyze the data using SPSS version 2.1. SPSS version 2.1 used to prove the hypothesis based on the writer statements in previous chapter. After that, the researcher calculated in what indicators students' writing ability was increasing by calculating score per aspect students which can doing writing test. From this process, the writer knew whether this media was significant or not on students' writing ability by looking at the result of pre-test and post-test.

C. Result and Discussion

The aims of this research were to explain the effectiveness of picture series in teaching writing narrative text. After analyzing the data, the writer found the data of students' writing ability before being taught using picture series.

Diagram 1

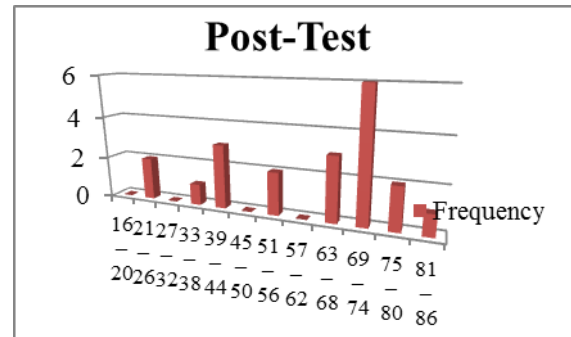
The Diagram Frequency of Pre-Test



From the table and diagram frequency of pre-test above, it can be seen that there is a student got score 16 – 20 , 2 students got score 21 – 26, 2 students got score 27 – 32 ,a student got score 33 – 38, 6 students got score 45 – 50, 3 students got score 51 – 56, 2 students got score 57 – 62, a student 63 – 68, and 2 students got score 69 – 74. There are many students who got low score. Low score here is less than the minimum score of English subject of the eleventh grade at senior high school is 70. There are 18 students who fail the test and the students who pass the test are 2 students. The total score of pre-test was 950. The students who did not pass the test are higher than the students who passed the test. The total sample was 20. Mean could be counted from the total score divided by the number of sample. So, the mean of pre-test was 47,5.

Diagram 2

The Diagram Frequency of Post-Test



From the table and diagram frequency of post-test above, it can be seen that there is increasing scores from the students after being taught using picture series. There is 2 students got score 21 – 26, a student got score 38 – 38, 3 students got score 39 – 44, 2 students got score 51 – 56, 3 students got score 63 – 68, 6 students got 69 – 74, 2 students got 75 – 80, a student got 81-86. As explained before that the minimum score of English subject of eleventh grade at SMK 2 Muhammadiyah Kediri is 70. So, it can be seen that 9 students can pass the test and 11 students cannot pass the test. It can be concluded that the diagram frequency above show the post-test score better than pre-test score. The total score of post-test was 1155. The total sample was 20. Mean could be counted from the total score divided by the number of sample. So, the mean of post-test was 57,5.

Table 1
The mean score of Pre-test and Post-test
Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|------|---------|----|----------------|-----------------|
| Pair 1 | PRE | 47.5000 | 20 | 15.17442 | 3.39310 |
| | POST | 57.7500 | 20 | 17.95279 | 4.01437 |

From the Paired Samples Statistics table above, it showed the mean score of pre-test was 47.5 with standard deviation 15.17442, and the mean score of post-test was 57.75 with standard deviation was 17.95279. The number of participants in each test(N) is 20 students.

Table 2
The correlations score of Pre-test and Post-test
Paired Samples Correlations

| | | N | Correlation | Sig. |
|--------|------------|----|-------------|------|
| Pair 1 | PRE & POST | 20 | .785 | .000 |

From Paired Samples Correlations table above, the output shown the data before and after taught by using picture series was ,785 with significance value (sig.) ,000. It means there is any correlation between students writing ability in narrative text before and after taught by using picture series.

Moreover, to know in which indicators students' writing ability that increased, the writer provided the description below. The differences of writing ability were pre-test and post-test.

Table 3
The T-score of Pre-test and Post-test

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|--------|------------|---|----------------|-----------------|-----------|----------|--------|----|-----------------|
| | | 95% Confidence Interval of the Difference | | | | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | | | |
| Pair 1 | PRE - POST | 10.25000 | 11.17740 | 2.49934 | -15.48118 | -5.01882 | -4.101 | 19 | .001 |

From Paired Samples Test table above, it showed t-test is 10,2500 , and the t-table with degree of freedom 19 is 2.093 at the level of significance of 5%. It means t-test was higher than t-table (4,101>2.093) and Sig. (2-tailed) is ,001 was lower than 0.05. Then, the means differences between pre-test and post-test score was 10,25.

After analyzing the result of the data using SPSS version 2.1, the researcher got the data about students' writing ability scores that had been taught narrative text by using picture series compared to the scores before being taught narrative text by picture series. The researcher interpreted the result of this research from the data which the researcher got in pre-test score and post-test. Based on the table analysis of pre-test and post-test, the total score of pre-test is 950 and the total score of post-test is 1155. From the mean pre-test the researcher found 47,5 and highest score is

70, the lowest score is 20. From the post-test, the researcher found the mean score of post-test is 57,75 , the highest score is 85 and the lowest score is 25. So the mean score of pre-test and post-test is highest than the mean of pre-test. The result of calculating the value of T-test and degree of freedom (db) is:

$$Db = (n - 1) = (20 - 1) = 19$$

The result of (db) is 19 , T-table at the degree of significance 1% = 3.579 and the degree of significance 5% = 2.093. It can be concluded that H_a is accepted and H_o is rejected.

D. CONCLUSION

1. Conclusion

Picture series as a media which is appropriate to applied in teaching writing ability since it was helpful to students in make story especially in narrative text and they can solve their problem in writing to understand kind and purpose of text, find out general structure of the text, find out the difficult vocabulary, find out the language use and mechanic in narrative text. Through picture series, students have opportunity to increase their idea, imagination, and vocabulary in make narrative text to finish their task . It means that they can make a text correctly by using picture series and teaching and learning goal can be achieved.

From the data analysis being mentioned in the previous chapter, the writer concluded that picture series as a media was effective and helpful to increase students' writing ability. Moreover, students could create a story based on their imagination and own language with well organization of generic structure at the text. Furthermore, it also found that there are some students still have difficulty in developing their idea in create a story but their score in post-test was increased comparing with pre-test. Thus, it can be concluded that picture series as a media gave significant effect on students' writing ability at XI-TKJ SMK 2 Muhammadiyah in academic year 2017/2018.

2. Suggestion

Based on the result of the research, the researcher gives several suggestions and recommendations to some people including teacher, students, and other researcher as follow:

For Teachers are suggested to use picture series as a media due to achieve the goal. It can create fun and relaxed atmosphere and give new situation so it can attract students' interest and increase their motivation to study English subject. To applied picture series as a media, teacher are able to choose appropriate activity which can be suited with skill and

goal that want to achieve. In this research the researcher use picture series as a media due to she need students independent work. Before that, make sure that students know about the concept of picture series as a media and make sure that all of students involved in the activities. Approach student who do not involves in the activity and show less motivation to study. Use pictures, songs or video to attract students' attention and motivation before or during teaching learning process.

For students should be learn and master listening, speaking, writing and reading in order to understand English language properly. It is hard for them to master writing because they do not have motivation and habit to write especially with English text. Students should practice it continuously since through writing it give a lot of advantages to them which can increase their English ability. Here, the teacher should help and motivate their students to write more and more. Through picture series as a media, the students are expected to be more creative and imaginative while teaching and learning activity because it allows the students to increase their imagination and their own language. It can be media to solve their problem when they do not understand the material. Their writing ability will gradually increase because they do not

only write, but also try to understand and clarify what they write. This way is actually what they need in writing class.

For the other researcher, this study is expected useful for the other researchers in which hopefully it can be used as reference to conduct another study in same topic or issue. Some information and theories provided in this study can be taken to enrich the available reference. The other researcher is suggested to implement collaborative learning to be active, creative and innovative activity. Applied this strategy with well preparation and make sure that all students participate and active in the teaching and learning process. Moreover, it hoped that the next researcher can more help students to identify implied information where they have to conclude the information from the text and identified reference from the text since some students still had problem in those indicators. Hopefully, the following researcher can take the strength and add the weaknesses to make this research better.

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