

THE EFFECT OF PICTURE SERIES TO THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT

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ABSTRACT

This research is intended to know the effect of using picture to the students' ability in writing narrative text. In order to answer the problem, the researchers use some theories, namely: Cohen and Riel (1989), Byrne (1997), Heaton (1988), Callahan (1992). In this article, the researchers use quantitative methodology. Researchers use students at SMAS Dharma Pancasila Medan grade XI as the population and use 58 students as the sample. The instrument in this article is a written test and the test is about writing Narrative text. From the data analysis, the researchers give the score of each student in every group and calculate it, the researchers find that the result of analyzing the data, the score of t-test is higher than t-table, where the t-table is 2.00 and t-test is 7.00. So, t-test is higher than t-table. The data analysis shows that there is a significant effect in using series of picture to the ability of the students in writing narrative text at grade XI of SMAS Dharma Pancasila. It meant that H_a was accepted H_0 was rejected.

Keywords: *Picture Series, Writing Skill, Narrative Text*

Introduction

Writing is one of main skills in ELT. It is also considered as one of the most complicated language skills to be learned. In writing process we always involve thinking skill and creative skill. But it is not only that, it is also supported by tight rules. Mastering vocabularies and tenses become the main key to get a good writing. We have to choose appropriate vocabularies to arrange words to be sentences and develop them to be paragraphs. Writing skill is one of skills which has to be mastered by the students.

For Indonesian students, writing is very important because it includes four language skills that must be mastered since elementary school, writing skills are considered difficult. Writing

is not just the simply written symbols on paper. Learning to write is not a natural extension of learning. Unlike speech, writing requires systematic instruction and practice. It is more restricted and generally follows a standardized form of grammar, structure, organization and vocabulary. [1] state a number of genre in twelve types, they are : Narrative Text, Recount Text, Report Text, Discussion Text, Description Text, Procedure Text, Explanation Text, Analytical Text, Hortatory Text, Anecdote Text, News item and Review Text. Every Genre has a number of characteristic and it has the specific purpose which make it is difficult from other genre. In this study, the researchers only focuses on the genre of narrative text[2].

Writing is a mean writers of communication through the written symbols. According to Cohen and Riel [3], writing is a communicative act, a way of sharing observation, information, thoughts, or idea with ourselves and others. Writing is usually directed to others for a specific purpose. For students, it provides the opportunity in expressing themselves through a written form; writing can also develop the researcher's understanding of an issue by organizing their ideas on their task.

According to Byrne [4], produce a sequence of sentence arranged in a particular order and linked together in certain ways. A sequence of sentence maybe very short-perhaps only two or three sentence or long but, because of the way the sentence have been put in order and link together, they form a coherent whole; they form what they call "text". Writing also involves the coding of a message of some kind: that is, we translate our thoughts into language.

From the two definitions of writing in the previous section, it can be concluded that writing means a communicative act, an activity of creating pieces of written work, a way of sharing observation, or ideas with ourselves and others into a language that is intertwined in a certain way and forms a coherent whole in the selection and organization of its purposeful experiences and also as the production of sentences as examples of usage[5],[6], [7].

Writing is perhaps considered the most difficult language skill. Sometimes foreigners tolerate light accents and awkward expressions with good grace, people are often amazed when foreigners try to speak their language [8], [9], [10]

. The personality of the speaker gives a bigger impression than the accuracy of the spoken language. But a letter is only judged more on its pure linguistic merit. Writing is difficult lesson in the school since the students have to produce the text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure[11].

There are many kinds of instructional media that can be used in teaching English, but basically they are divided into three kinds, they are: **visual, audio and audio visual**. Visual can be in the form of boards, models, miniatures, real object, puppets, clocks, time board, picture, photos, wall charts, flannel boards, flash cards, poster, slides and so on. The second is Audio such as radio and tape recorder. And the last is Audio visual, it can be television, power point, and video. The teacher should select and consider the appropriateness of the media with the techniques used in the teaching and learning process.

A picture is a form or set of shapes and lines that are drawn, painted, or printed on paper, or some other surface, especially forms that represent recognizable shapes or objects. One of the very good tools for providing purpose and content for writing is the use of pictures. Picture is image or likeness; representations, whether for the eyes of the mind; something that, with its likeness, brings it clearly to mind several other things; as, a child is a picture his father; the man is a picture of sadness. To help students solve their problems in writing, the researchers use a series of pictures when teaching writing. The series of picture makes them easily get the idea. They don't have to imagine for too long, it can be a waste of their time. By looking at the picture first, students can develop their ideas in a shorter time.

Picture aids to help the teachers in the teaching learning process. Callahan [12] suggests "The teachers to use pictures effectively because the media are very useful for the teaching. Many interpretations can be made in a picture. It can be an excellent tool and can illustrate what teachers wish to teach. It is also used to make students interest with the topic".

The use of picture series can increase students' self-confidence that they are able to master writing skills well. And the researchers are looking for ways to utilize picture series that are attractive to students in order to motivate them to be enthusiastic and able to write. With the use of learning media in the form of pictures in class, it is hoped that they will be able to make the learning process with pleasant situations and conditions for students and can facilitate and guide students in finding inspiration to tell stories and in the end it will improve students' ability to write simple short essays in narrative form.

A series of pictures or picture not only provides students with the basic material for their composition but also stimulates their imagination.

According to Wright [13], the rules of picture in speaking and writing are as follows:

- Picture can motivate the students and make him or her want to pay attention and want to take part

- Picture can contribute to the context in which the language is being used.
- Pictures can be described as an objective way or interpreted or responded by subjectively
- Pictures can cue responses to questions or cue substitutions through controlled practice
- Pictures can stimulate and provide information to be referred to in conversation, discussion and story telling.

Picture series is one of learning media that is categorized as an art teaching media, picture series can provide a window into how learners will negotiate their understanding of images and their knowledge of the world. The students will explain their understanding of piece of art revealing detail about their literacy process and strategies. The same kinds or revelation by using picture series, likely on a more advanced level are revealed in this lesson, where the students explore background actions and others related to the art they study.

Picture series is one of the solutions to cope the problems in the teaching writing. A picture is an illustration of picture that can be used as two dimensional representation of person, place or thing. It means that picture is one of media of communication that can show people, place and thing that are far from us.

Base on this explanation, the researcher is interested in doing a research with the title “The Effect of Picture Series to the Students’ Ability in Writing Narrative Text” at Grade XI of SMAS Dharma Pancasila Medan.

Method

This research intends to find out the effect of using picture on students’ grade eleventh in narrative writing process. The researcher uses quantitative research, a quantitative concerns on the process of experiment, first, the main data obtained from the observation were identified and analyzed. Second, the researcher evaluated the result of the test by using Organization, Content, Vocabulary, Language use and Mechanical skills. The last, the researcher will find out the students level of mastery from the score result of the data.

Table 1. The Procedure of Experimental and Control Group of Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental Group	X	✓	Y

Control Group	X	X	Y
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Where:

- X : Pre-test of experimental group and pre-test of control group.
- Y : Post-test of experimental group and post-test of control group.
- ✓ : Teaching writing a narrative text by using pictures.
- X : Teaching writing a narrative text without pictures.

The research is conducted at SMAS Dharma Pancasila Medan. The school is located on Dr. T. Mansyur street NO.71-C, Medan. The population of this research is grade XI of SMAS Dharma Pancasila Medan. In the current school, there are 4 classes, consist of two classes for IPA and two classes for IPS. Sampling is a process of choosing a number of individual for research, so that the individuals are investigated. In this research, the researchers choose the sample randomly in order to be an experimental and control class of students at SMAS Dharma Pancasila Medan. The researcher chooses XI IPA-1 and XI IPA-2.

Instrument is a device or means used for collecting the data. In order to get the data for this research, the data will be used in the test. In other words, all good tests are designed to measure the students in writing narrative text. The instrument of collecting data is an essay test. The essay test is writing a narrative text. This research is used the two set of test, the first is pre-test, to know the students' ability in writing and preparation before using series pictures. Then, the second, the researcher gave a post-test, in post-test they still make a written text by using narrative text, gave a post test, in experimental class they use series of picture while in control class they didn't use series of picture.

In this study there are three procedures made to collect the data. There are:

- **Pre-Test**

Pre-Test is conducted to find out the result and the mean score of the group which using series of pictures in experimental class (XI IPA-1) and without using series of picture in control (XI IPA-2). But it take before the treatment (teaching material) the two groups are in the same level of knowledge to create a writing a narrative text. In pre-test the researcher gives them a test that is written by using narrative text, the kind of narrative text is legend story, the researchers give them 45 minutes to make a written text without using series of picture and after that the teacher apply the treatment.

- **Treatment**

The treatment is conducted after the administration of the pre-test. Class XI IPA-1 is the experimental group and class XI IPA-2 is the control class are gives writing material but with different ways. In class XI IPA-1 the researcher use media series of pictures, and in class XI IPA-2 the researchers do not use media pictures in teaching the materials. The test is conducted based on stated procedures.

- **Post-Test**

After explaining the material, both of the classes are given the same test to know the result of the treatment. The post-test is the same in two classes, having taught the students about writing narrative text with series of pictures and without series of pictures. The researchers give them a post-test in order to see the result of the strategy is affective or not. The kinds of test used here is to write narrative text based on series of pictures. The researcher give them 45 minutes to create a written text.

According to Heaton [14] there are five components in assessment of writing, they are: Content, Organization, Vocabulary, Language Use, and Mechanism. The researchers adopted this components to assess the narrative text.

Table 2 The Assessment of Writing

No.	Component	Criteria	Score
1	Content “This content is focused on the topic and the kind of narrative text such as legend, tale, myth and fable”	- Excellent to very good - Good to average - Fair to poor - Very poor	30-27 26-22 21-17 16-13
2	Language use “In this language use, it is focused on the students ability in analyze the language features of the narrative text such as, using action verb, focus on the specific participant, using adjectives, using temporal connectives, using past tense and using variety of simple, compound, and complex sentences.”	- Excellent to very good - Good to average - Fair to poor - Very poor	25-22 21-18 17-11 10-5

3	Vocabulary “This vocabulary focused to the ability of students to write the word effectively, vocabulary means choice of the word.”	- Excellent to very good	20-18
		- Good to average	17-14
		- Fair to poor	13-10
		- Very poor	9-7
4	Organization “This organization is focused on the generic structure of narrative text, they are orientation, complication, resolution and re-orientations”	- Excellent to very good	20-18
		- Good to average	17-14
		- Fair to poor	13-10
		- Very poor	9-7
5	Mechanics “This mechanics focused to the ability of students to use those conventions peculiar correctly to written language, the punctuation and the spelling.”	- Excellent to very good	5
		- Good to average	4
		- Fair to poor	3
		- Very poor	2

After the researchers calculated the value of the students' work based on the table above, the researchers give the maximum score is 100 and the minimum score is 0. After the researchers get the value of the control group and the experimental group then the researchers calculate the total score of pre-test and post-test.

In this research, the researchers use statistical hypothesis that use to decide whether the hypothesis will accepted or rejected. To determine H_a and H_0 there are several conditions that must be met when using SPSS. First the data that has been obtained from students must be tested for normality beforehand to find out whether or not the data is to be tested. After getting the results of normality, the data will be tested on the Paired Samples Test which will show the results whether H_a and H_0 are rejected or accepted.

Finding

The researcher got the students' score after applying the pre-test and post-test. In this case, the researcher used class XI IPA-1 as experimental class and XI IPA-2 as control class. They were scored based on the theory of Heaton (1980:138). And the data was analyzed by using SPSS.

The first requirement before looking for a result, the data that will be managed must be normally distributed. The researcher used SPSS 20.

Table 3 Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
XI MIA 1	.144	29	.130	.967	29	.478
XI MIA 2	.074	29	.200*	.986	29	.963

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The researchers use Shapiro-wilk for the output because of the data less than 50. It showed that the significance was 0,478 and 0,963 which was higher than 0,05. it means that the data was normal.

Table 4 Output of Statistics

		PRE-TEST	POST-TEST
N	Valid	29	29
	Missing	0	0
Mean		63.86	80.62
Median		64.00	80.00
Mode		61	82 ^a
Std. Deviation		4.486	4.960
Variance		20.123	24.601
Minimum		56	71
Maximum		75	90
Sum		1852	2338

a. Multiple modes exist. The smallest value is shown

After the data was analyzed, it showed that the Mean in Pre-Test was 63,86 and in Post-Test was 80,62. The higher score in Pre-Test was 75 and 90 in Post-Test.

The score of students increased after the writer gave the material about narrative text by using the series of pictures.

Table 3.1.3 Output of Statistics XI MIA 2

		Statistics	
		PRE-TEST	POST-TEST
N	Valid	29	29
	Missing	0	0
Mean		56.03	67.00
Median		57.00	67.00
Mode		55 ^a	65
Std. Deviation		8.744	8.730
Variance		76.463	76.214
Minimum		34	36
Maximum		72	88
Sum		1625	1943

a. Multiple modes exist. The smallest value is shown

After the data was analyzed, it showed that the Mean in Pre-Test was 56,3 and 67 in Post-Test.

The higher score in Pre-Test was 72 and 88 in Post-Test.

The means of experimental group was higher than the control group, the two means of both experimental and control group was different. If this difference could show that t-test was highest than t-table, that it was significant.

To find out whether the using of media picture series affected the students in teaching writing, the data had been calculated by using T-test formula by SPSS 20 using Paired Samples T-test.

Table 3.1.4 Output 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
Pair 1	USING PICTURE SERIES - WITHOUT USING PICTURE SERIES	-13.621	10.472	1.945	-9.637	-17.604	7.004	28	.000

After adapting the data into t-test formula, it was obtained that t-observed was 7.00. In certain of degree of freedom (df) of this research was 28. The value of t-test was higher than t-table $7.00 > 2.00$ at the level of significance $5\% = 2.00$. It mean that there was a significance increase after media of picture series was used in teaching writing narrative text. It also showed Sig. (2-tailed) lower than an alpha level of 0.05 ($0.000 < 0.05$).

Based on the t-test (7.00) was the higher than t-table at the level of significance (2.00). It menas the use of picture series was more sufficient affect in teaching writing narrative text at grade XI students of SMAS Dharma Pancasila.

If the result of t-test was the higher than t-table ($2.00 < 7.00$), the null hypothesis (H0) was rejected and alternative hypothesis (Ha) was accepted. It mean that the use of picture series significantly affects the students' ability in writing narrative text at grade XI SMAS Dharma Pancasila.

Discussion

After analyzing the data, the researchers found that the use of picture series significantly affect to the students' ability in writing narrative text at grade XI SMAS Dharma Pancasila because from the picture series, they got information and they were easy to understand about the text. It can be shown from the result of the data analysis. The students' score in experimental class (using picture series) was the highest than in control class (without

using picture series). In experimental class, the highest score was 90, while in control class was 72. Meanwhile, the data analysis showed that t-test was highest than t-table ($7.00 > 2.00$). It meant that there was significant effect of picture series to the students' ability in writing narrative text.

Conclusion

According to the result of the data analysis, which has been stated in finding, the researchers conclude that the use of picture series has significant affect to achieve the ability of the writing narrative text at grade XI SMAS Dharma Pancasila. It could be seen by the score of the students that taught by using series of pictures was the higher without using series of pictures. The result of T-test had proved that significance difference between the means of experimental group and control group. The mean of the students with taught by using series of pictures was the higher than the mean of the students though without using series of pictures. The result of analyzing the data, the score of t-test was the higher than t-table ($7.00 > 2.00$). It means that H_a (Hypothesis alternative) was accepted.

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