

THE INFLUENCE OF PICTURE SERIES TOWARDS THE ABILITY OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 7 PANGKALAN KURAS IN WRITING NARRATIVE TEXTS

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***Abstract:** This research is aimed to find out whether there is a significant influence of using picture series on students' ability of the VIII grade of SMP NEGERI 7 Pangkalan Kuras in the Academic Year 2015/2016 in writing narrative text. This is a pre-experimental research conducted by using a pre-test – treatment – post-test design. This research used one group pretest-posttest design. The instrument used in this research was tests (pretest and posttest). The population of this research was 102 of the Eighth Grade Students of SMP Negeri 7 Pangkalan Kuras and the sample of this research is the VIII A of SMP Negeri 7 Pangkalan Kuras which is total number of students of class is 35 students. The data of this research were collected by giving the writing tests about narrative text (pretest-posttest) to the students. The collected data were analyzed by using t-test formula. The results of data analysis showed the mean score of pretest was 50.71, and the mean score of posttest was 60.57. Based on the data analysis, it can be concluded that there is a significant difference between the pre-test and the post-test because the t-test observed was higher than t-table. In other words, the alternative hypothesis of this research was accepted and null hypothesis was rejected. It also meant that teaching writing by using picture series technique was effective to improve students' writing ability especially in narrative text.*

Keywords : *writing ability, picture series, narrative text*

PENGARUH SERI GAMBAR TERHADAP KEMAMPUAN SISWA KELAS DELAPAN SMP NEGERI 7 PANGKALAN KURAS DALAM MENULIS TEXT NARATIF

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Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dengan menggunakan seri gambar pada kemampuan siswa kelas delapan SMP NEGERI 7 Pangkalan Kuras pada Tahun Akademik 2015/2016 dalam menulis text naratif. Penelitian ini merupakan penelitian pra-eksperimental yang dilakukan dengan menggunakan desain pre-test - treatment - post-test. Penelitian ini menggunakan desain satu kelompok pretest-posttest. Instrumen yang digunakan dalam penelitian ini adalah tes (pretest dan posttest). Populasi pada penelitian ini adalah 102 orang siswa kelas VIII SMP Negeri 7 Pangkalan Kuras dan sampel pada penelitian ini adalah kelas VIII A SMP Negeri 7 Pangkalan Kuras yang berjumlah 35 orang siswa. Data penelitian ini dikumpulkan dengan memberikan tes tertulis tentang narasi teks (pretest-posttest) kepada siswa. Data yang terkumpul dianalisis dengan menggunakan rumus uji 't'. Hasil analisis data menunjukkan skor rata-rata pretest adalah 50.71 dan nilai rata-rata dari posttest adalah 60.57. Berdasarkan analisis data, penelitian ini dapat disimpulkan bahwa ada perbedaan yang signifikan antara pre-test dan post-test karena t-test yang diamati lebih tinggi dari t-tabel. Dengan kata lain, hipotesis alternatif pada penelitian ini diterima dan hipotesis nol ditolak. Hal ini juga berarti bahwa mengajar menulis dengan menggunakan teknik seri gambar efektif untuk meningkatkan kemampuan menulis siswa terutama dalam menulis teks naratif.

Kata kunci: kemampuan menulis, seri gambar, teks naratif

INTRODUCTION

In learning English, there are four language skills that should be learned, they are: listening, reading, speaking, and writing. Listening and reading belong to receptive skills in which the language users require the ability to receive spoken and written language, while speaking and writing belong to productive skills in which the language user requires the ability to produce language both spoken and written (Harmer, 1991). In English subject, writing may be considered as the most difficult and complicated skill among the four language skills. Sa'diyah (2012) said that "Writing is the most difficult skill to learn. It needs specialized skills that include the ability to express the writer's opinions or thoughts clearly and efficiently".

The elements of writing that should be learned are combination of a number of diverse elements, namely: content, form, grammar, style and mechanics (Harris, 1974). In other words, students are required to be able to develop ideas, organize text content, using appropriate grammatical forms, the structures and lexical items, and show spelling and proper punctuation in the text.

The use of the media is important for students to develop ideas in writing and use of instructional media can pose a particular advantage in the teaching-learning process: engaging and increase attention, helping students to overcome differences due to differences in students' experiences of their social background and helping develop students' abilities to do self-learning based on their experience and facts they learn (Latuheru, 1988).

In addition, based on observation of the school, the teachers do not use any media for teaching writing narrative text and also the teachers only use text books in teaching writing narrative text. To teaching writing successfully and achieve the goal, the teacher must be able to teach using a particular technique, (Raimes, 1983). In this case there are many students in class VIII SMP Negeri 7 PangkalanKuras cannot write well because of some problems such problems in the use of media and the ability of students to write a narrative text (observation class on July 2015). The issue of media use can be categorized as a problem on the part of teachers, students, and school.

Because of these problems the students of SMP Negeri 7 PangkalanKuras still have little understanding of the narrative text and lack of confidence to write narrative text well. They have less on vocabulary because they just focus on their learning and the teacher doesn't give them motivated to build their vocabulary. They just focus on main idea of the paragraph; they can't develop their supporting sentence. They also have problem on content of the paragraphs; they have problem on word order or they use Indonesian style and they are wrong in using the correct vocabulary. So, the students have problems on writing. To solve the problem above, it is important that the teachers have to apply effective technique in Teaching English as foreign language. The objective of this study is to find out if there is significant influence of Picture series towards the ability of the Eighth Grade Students of SMP Negeri 7 PangkalanKuras in writing narrative texts.

This study focuses on writing, because 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. Writing is communicating (Leki, 2007). It means that when we want to interact in written form, it needs to transcript in symbol (letter). English writing skill is an ability to express the idea, opinion or feeling in the written form beginning from the

simplest one to the advanced level on a certain medium using English appropriately based on some general components of skills such as language use, mechanical skills, content, and style (Hughes 1989). The process of writing comes through many stages to end with the final draft. Langan (2001) points out that the writing process includes four stages: prewriting, writing the first draft, revising, editing.

Sadirman (2006), states picture series is a type of media that is very interesting to study especially the various pictures. The function of this media gives message from source information to message receives and the most important function of picture series is to interest, understanding idea, illustration or give variation when the students something forget. Callahan (1982) suggests the teachers to use pictures effectively because the media are very useful for the teaching. Rachmadie (2002), states that pictures are very useful and effective media in EFL teaching.

Based on arguments written above, it appears that using pictures in teaching language especially writing is very important. In line with this belief, the writer tries 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 SMP Negeri 7 PangkalanKuras increased.

RESEARCH METHODOLOGY

The research conducted on the Grade VIII A of SMP Negeri 7 PangkalanKuras in Academic Year 2015-2016 which is located on Jl. DatukMonti Raja, PangkalanKuras. The data were collected from 18th April 2016 up to 3th May 2016. The population of this research is the eighth grade students of SMP Negeri 7 PangkalanKuras in the academic year 2014/2015 which total numbers of the whole students are 102 students. The sample of this research is the VIII A of SMP Negeri 7 PangkalanKuras which is the number of students of class is 35 students.

The instrument used to collect the data was written test. The procedures consisted of seven stages: (1). Teacher prepares the pictures that relate to the purposes of the teaching and learning target. (2). Teacher hangs the picture at the white board. (3). Teacher shows picture which are related to learning material. (4). Teachers asks students to analysis the picture. (5). Teachers asks the students to write the result of analyzing in the written form. (6). Teacher discusses with the students about their result. (7). Teacher concludes the material.

Table 1.1 Blue Print of the Writing Test

No	Proficiency Description	Max. Score
1.	Content	30
2.	Organization	20
3	Grammar	20
4	Vocabulary	15
5	Mechanics	15

(Brown: 2007)

The data were analyzed by using statistical analysis. In order to compare the results of students' written tes through the pre-test and post-test, the t-test was used by

employing SPSS 16.0. The researcher discovered the complete results including the mean, variance and how the accuracy the data of the test. The researcher chooses t-test to compare the differences of students' scores in the pre-test and the post-test.

The classification of students' scores by Harris (1974) was used to score students' work and classify students' scores in pre-test and post-test.

Table 1.2 the Classification of Students' Score

Test Score	Level of Ability
81 - 100	Excellent
61 - 80	Good
41 - 60	Mediocre
21 - 40	Poor
0 - 20	Very Poor

(Harris: 1974)

THE RESEARCH FINDING

The data were collected by giving a written test to the students. The students were required to write a narrative text individually. The research conducted six meetings where two meetings for pre-test and post-test and four meetings for the treatment. The pre-test was given at the beginning of the research to find out the students' writing ability before the treatment and the second test was given after the treatment had been applied. After analyzing the data, the significant difference between two means, the test of significance, and the difference of the average scores between the pre-test and the post-test were found.

The test results are presented by the researcher to show the students' ability in each aspect of writing. In writing, the students were assessed in five aspects, they were: grammar, content, mechanics, vocabulary and organization. The research presented the finding based on the data obtained from the three raters in order to make the data more objective, valid and reliable.

The finding shows there is significant influence in writing narrative text by using picture series. Their improvement in writing score is proved through their pre-test and posttest score. The comparison of their score is presented in the following table:

Table 1.3 Improvements in Each Aspect of Writing in Pre-Test to Post-test

Aspects of Writing	Average Score		Improvement
	Pre-Test	Post-Test	
Grammar	42.38	52.86	10.48
Content	62.14	73.33	11.19
Organization	55.00	65.71	10.71
Vocabulary	47.62	54.52	06.90
Mechanic	46.43	56.43	10.00
Total	253.57	302.85	49.28
Average	50.71	60.57	9.86

As we could see in the table above, the students' average score had significantly increased. In addition, it can be concluded that applying picture series in writing narrative text gives significant influence on the students' average score in each aspect of writing.

The Result of T-test Table

In this research, "t" test formula was used to compare the pre-test and the post-test results in determining whether the hypothesis could be accepted and measuring whether the instruments in treatment could give an effect to the students' writing ability or not.

In performing the pre-experimental research, hypothesis required to see whether there is a significant difference after the activities was completely performed. The mean of the pre-test score (X) achieved by the students of SMP Negeri 7 PangkalanKuras was 50.71. Furthermore, when the treatment had been given to the students, the enhancement of students' writing ability occurred.

The improvement could be seen in their mean score as shown in the posttest results (Y) which is 60.57. The margin of pretest and posttest achieved was 9.86. Aside from the enhancement score of pretest and posttest, in order that the hypothesis could be accepted, the results of 't' test formula is also required. The 't' test formula shown in table 4.5.

$$\begin{aligned} T \text{ table} &= n-1 (\alpha 5\%) \\ &= 35-1 (\alpha 5\%) \\ &= 34 (\alpha 5\%) \\ &= 2.042 \end{aligned}$$

Table 1.4 t-Tests Table

	Mean	N	Std. Deviation	Std. Error Mean
Post-test	60.5737	35	5.64877	0.95482
Pre-test	50.7140	35	7.29039	1.23230

Based on the table 4.5, the mean score of pre-test is 50.7140 and in the post – test is 60.5737. The difference of the mean score between pre-test and post-test is 9.87. The gap of mean score shows an effect of students' writing ability in the written test. Standard deviation is a values spread in the sample, while standard error mean is an estimate of standard deviation. The spread of values in the sample pre-test is 7.29, while standard error of mean is 1.23. The standard deviation and standard error of mean of post-test are 5.64 and standard error of mean is 0.95.

Discussions

From the finding and explanation above, the researcher can say that the use of series pictures as visual media is applicable for teaching English narrative writing. It indicated that there is improvement the students' writing skill in narrative writing particularly the five writing components and particularly their interesting to use series

pictures in writing activity. This research focused on the students' five components of writing, namely: grammar, content, organization, vocabulary, and mechanic. The researcher found that the result of pre-test and post-test scores of the writing's component was higher on post-test.

The experiment has an effort to get some improvement in the teaching writing to the eighth grade students of the junior high school students. The discussion of the finding concludes that teaching by using picture series was effective to teach writing for the eighth grade students of SMPN 7 PangkalanKuras in Academic Year 2015/2016. Callahan (1982) suggests the teachers to use pictures effectively because the media are very useful for the teaching. Using picture series is one of techniques to teach writing which can motivate students to write as it gains the students' interest. The environment of teaching and learning becomes alive.

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on those findings, it can be concluded that using a series of picture is an effective technique used to improve writing skill of the students of Junior High School, especially for the eighth grade students of SMPN 7 PangkalanKuras. The use of picture series can help the teaching and learning process run well. The students are able to gain the ideas in writing a composition especially writing a Narrative text by looking and understanding the series of pictures which are given by the teacher.

The appearance of picture series as a technique in teaching writing narrative text improved the students' writing ability in writing narrative text; it can be seen in the differences from their result in pre-test and post-test mean. This is also proven through the t-test calculation, since t-test result from the result of pre-test and post-test in experimental class is higher than t-table, it means that picture series as the one of the techniques in teaching can improve the eighth grade students' skill of SMP Negeri 7 PangkalanKuras in writing narrative text.

B. Recommendations

In teaching and learning process teacher should be able to make the activity of teaching-learning becomes enjoyable and fun, therefore, the students have a high motivation in learning. The teacher should be able to use various techniques in teaching learning process. Regarding to the teaching writing narrative text by using picture series and based on the general conclusion of the research, the researcher suggests:

1. The teacher can use picture series as one of techniques in teaching writing since it is proved that this technique can improve the students' ability, especially in writing narrative text.
2. 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.

3. Because the lowest score is grammar aspect, it is recommended that the teacher must also concern how to use grammar while teaching writing.

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