

THE EFFECTIVENESS OF USING SERIES PICTURE ON THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT EIGHT GRADE OF MTs NU PASURUAN

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Abstract: Picture is a visual thing that can be seen by the students to stimulate their understanding of English. Series Picture is one of several ways on the kinds to stimulate the students to learn English well and make easier to understand. Through using series picture, the student is easy to understand the material that given by the teacher. Here the researcher treated the students by using series picture on narrative text. The aim of this research is to investigate the effectiveness of using series picture on narrative text and the students' achievement on writing narrative text before and after being taught by series picture. In conducting writing English, the students often feel bored and lazy to learn English. Beside that, the students' vocabulary and grammatical construct to build the idea of the students also limited. It was also happened in MTs NU Pasuruan that they are not confident to write in English and still confused the idea when they are asked to write what they are thinking about of the narrative text. So that, the researcher stimulated the students to write the text on English. The design of this research was experimental research with types of Pre- Experimental research. The researcher focused on one class, that was VIII A and total sample of the study are 38 students. The researcher conducted pre-test, treatment, and post-test. The finding of this research was told that the significant level of 0.000 is lower than level of significant (α) 0.05. The group statistic show the mean pre-test was 60.75 and the mean post-test was 80.78. In addition, the main difference between mean of pre- test and post-test was 20.028. Meanwhile, the degree of freedom (df) was 35, and the $t_{critical}$ using the degree of significant is 0.05 was 2.042 and the $t_{observed}$ was 11.495. The result of comparison between $t_{observed}$ and t_{table} is $11.495 > 2.042 = t_{observed} > t_{table}$. So, there was significant effect on the students' writing achievement in narrative text by using picture series. Based on the result above, it can be concluded that the picture series significantly effect for students' writing achievement, especially in narrative text. The students enjoyed to write, make students active, and developed students' imagination based on the picture series which colorful. For the suggested for the teacher is use suitable lesson and give more knowledge about grammar and vocabulary; for future researcher is practicing write English and take more time to do research; and for the students this media were able to be used in every lesson and enjoyable, also paying attention to others.

Key words: Writing ability, series picture, and narrative text

INTRODUCTION

Now days, it was very important to learn English. English is one of the subject in school that has very important role as foreign language and it is used to communication by people in most countries in the world. English was one the major that has to master by students that learn English. There were several skills were related to each other for students who wants to learn English, listening, reading, writing, and speaking. Even though those skills should be mastered, sometimes the students are still confused to use English in their daily activities, such as when the teacher ask to the students to write something. The students did not have much vocabulary or lack of vocabulary and the students was less motivation to look for the words on the dictionary. Not only that problems, but also in writing the students still confused to write in English, especially when the teacher asked to the students to write. This situation also happened on MTs NU Pasuruan when the researcher conducted this study. Based on the observation of the researcher, the students of MTs NU Pasuruan were lack of vocabularies when they were asked to write and did not have motivation to learned English. When the students started to write the sentences in English they were confused and often used wrong words on their sentences. The students often said that they did not know about the pattern how to write English in sentences, which one the subject, which one the verb, and so on. Based on this case, the researcher was going to focus on writing skill.

By writing, the students could express something in their mind to the others through the organized words and communicative sentences. This is supported by Brown (2001: 336) that stated writing is a thinking process of ideas, experiences and feeling in the written form.

However, it has been realized that productive skills might be more difficult to be mastered than receptive skills. Furthermore, many English language learners, especially second language learners, agree that writing is a difficult skill to be mastered. Harmer (2007:278) who states that mastering productive skill especially writing can be very stressful if they do not know the appropriate words or grammar to express the idea. It is clear that to be able to write correctly, language learner must have a good mastery on grammar, content, organization, vocabulary, and mechanics. But sometimes, the students do not want to write their idea because the students feel lack of vocabulary, do not really understand about grammatical and what will they write on the paper.

It also happened in MTs NU Pasuruan where the researcher conducted the research. Based on the observation, the researcher found that the students did not understand about how to arrange the sentences in English and felt too difficult when the researcher asked the students to write something on paper in English. In this observation, the researcher want to know about the students' writing skill, so the researcher asked to the students to write the students' feel in the class or how was

they day from home to school. The researcher found that the students were lack of vocabulary when they want to write in English and arrange the idea. Based on the problem above, the researcher found the technic to make the writing skill of students was increase with a media. The media as a way to stimulate the students to have motivation and feel easy to write in English form.

There are many ways to express writing and one of them is through a text. One of the texts taught for the eighth grade students of Junior High School was Narrative Text. Narrative text is the text that has events in telling story, and it has components to relate one each other such as theme, plot, setting, characters and events. Narrative text has purpose to amuse or entertain the readers.

In narrative text, sometimes the teacher can use several ways as the media to make the students more interest to the lesson. One of media that effective was picture series. According to Puspita (2014), Picture series also have many benefits such as to stimulate the ideas and to engage the students in learning, especially writing skill.

RESEARCH METHOD

This research used quantitative approach. The type of this research was experimental research. Experiment is test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable (Creswell, 2008: 299). The research design in this study was pre-experimental design (as part of experimental research), which used the one group of pretest-posttest design. This study used pre-experimental because it does not have random assignment of subject to group or other strategy to control extraneous variable. That is why in this study the researcher just takes one group or class and uses pretest and posttest to see the result of the treatment.

The characteristics of pre-experimental design have pre-test and posttest, without a control group. Murni (2016) divides the procedures of the research into three parts, they are; pre-treatment, treatment, and post-treatment There are three steps of this design:

1. Administering a pretest measuring the dependent variable.
2. Applying the treatment X to the experimental group
3. Administering a posttest measuring the dependent variable.

This research was intended to investigation the effectiveness of using Picture Series to improve students writing skill in developing narrative text at MTs NU Pasuruan. The used of the treatment is aimed to know the effectiveness of picture series as media in increasing writing skill of the students that would be got by researcher. Thus, the effectiveness of treatment will be known the significant score when the students taught using Picture Series.

FINDING

To find out the result of the study, the researcher analyzed the data by computing the score of pre-test and post-test. The researcher gave the pre-test in order to know the ability of the students on writing narrative text by using picture series. After that, the treatment was conducted, finally the researcher gave the students post-test. The test was used picture series and the researcher did the written test on narrative text in each meeting.

The significant differences (2-tailed) is 0.000. The result above is telling that the significant level of 0.000 is lower than level of significant (α) 0.05. It can be concluded that there was significant effect from the treatment toward students' writing ability in narrative text by using series picture. The group statistic above show the pre-test mean is 60.75 and the post-test mean is 80.78. In addition, the main difference between mean of pre-test and post-test is 20.028. Meanwhile, the degree of freedom (df) is 35, and the t_{table} using the level of significant was α 0.05 is 2.042 and the $t_{observed}$ is 11.495. It is clear that the pre-test score is lower than the post-test score of the group. The result on the table above show that $t_{observed}$ from the researcher got and t_{table} that provide in the book can describe is $11.495 > 2.042 = t_{observed} > t_{table}$.

From the explanation above, it can be concluded that writing narrative text through picture series have significant effect on the students' writing achievement. So, the students' who are taught by using Series Picture have better achievement in writing ability than before in MTs NU Pasuruan.

DISCUSSIONS

Based on the result of the study above, the writing ability on narrative text by using series picture have significant effect to the students at MTs NU Pasuruan, especially on the eighth-grade students. The calculation of the data is 11.495 while the critical value at 0.05 level of significant is 2.042. It means that the value of $t_{observed}$ is higher than the value of the t_{table} .

The calculation above explained that the $t_{observed}$ is higher than t_{table} , so the Hypothesis which stated that there is significant difference of students' writing achievement by using picture series as media and before using picture series as media of the eight grade studnets at MTs NU Pasuruan is rejected. In other word, the Null Hypothesis which stated there is no significant difference of students' writing achievement by using picture series as media and before using picture series as media of the eight grade studnets at MTs NU Pasuruan is rejected. From the explanation above, the researcher concluded that the students who are taught by using pictures series have better achievement in writing on narrative text than before in MTs NU Pasuruan.

Based on the result of the study above, the researcher found several reasons about the study that has significant effect for the students who taught by picture series on writing ability at narrative text. First of all, picture series can stimulate the students' motivation to learn English. Muhibbudin (2016) was stated that picture series as the media, often used in teaching and learning English process.

The second was picture series made the students more active in the class. When the students started to write the idea that they got from the pictures, they often asked to their friends, opened the dictionary or asked the teacher about the words that the students did not know to say in English. Cahyono (2009) stated that by using picture series, students will become more interested and enjoy the teaching-learning process, the topic picture will lead the students to focus directly.

For the third reason was the students feel confident to write story in English. Picture series can describe the situation that happened in the story, it also made the students more understand what they have to write by the seeing the pictures. Fitri & Supriani (2016) Picture series stimulated the students to develop and use their imagination so that they will able to write well.

For the fourth reason was the media that used by researcher was colorful and made the students paid attention to focus on the picture series on narrative text. Muhibbudin (2016) stated that picture should be colorful and varied, as colorful pictures intensity the use of the students' imagination. The last reason was the researcher technique of using pictures series was picture series was given a good impact for students. The researcher used the media that appropriated with the most of the students like, it means that the researcher used visual method that easy to understand by the students. Krčelič & Matijević (2015) said that picture as visual media could enhance students' vocabulary and grammar skill because the simultaneous visual input provided by visual tools facilitated both teaching and learning language.

CONCLUSION

Based on the result of the study, it can be concluded that using picture series in students' writing on narrative text was effective. The students who are taught by using picture series have better achievement in writing ability on narrative text than before taught by using picture series at MTs NU Pasuruan, especially on eight-grade. It could be seen that the students' score obtained before and after treatment through picture series. Before conducted the treatment, the mean of the students' writing achievement was 60.75 on the pre-test. After conducted the treatment, the mean of the students' writing achievement was 80.78 in post-test. Based on the mean, the deference mean is 20.028. It can tell that the students' writing skill was improve after the researcher conducted the research.

The difference between the score of the pre-test and the post-test was significant. The data were analyzed by using SPSS analysis of the students' score with the level significance was 0.05. The value of the t-observed was higher than the t-critical ($11.495 < 2.042$), it indicated that there was significant difference on the students' writing achievement before taught by using picture series and after taught by using picture series. In addition, the use of picture series was effective in improving students' writing achievement in narrative text at MTs NU Pasuruan. The students' writing skill was improved after the treatment was conducted.

This research have better achievement in the students' writing ability because there are some factors from the researcher gave the appropriate material with the picture which has colorful and easy to understand. It also has stimulated the imagination and students' interest to build and learn about the organization to make story based on the pictures.

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