

A PICTURE SERIES TO HELP STUDENTS IMPROVE THEIR NARRATIVE TEXT WRITING

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Article Info

Article history:

Received October 10, 2023

Revised January 25, 2024

Accepted March 15, 2024

Keywords:

Narrative Text;
Series of Picture;
Writing

ABSTRACT

The objective of the research was to find out how the picture series can be employed to improve students' achievement in writing narrative text. This research was a classroom action research. This research consisted of two cycles; each consisted of four stages, namely: planning, acting, observing, and reflecting. The subjects of this research were the Tenth Grade students of SMK Negeri 4 Penajam Paser Utara. In this research the researcher acted as the English teacher. The instruments used to collect the data in this research were an observation sheet, field notes, interview, students' questionnaire and test. The data analysis of this study was descriptive qualitative and a bit of quantitative measurement to find the percentage of success. Based on the data analysis from each activity, it can be seen that there is a significant difference of the students' achievement in the pretest and posttest. The students' achievement in the posttest is higher than that of the pretest. The finding of the research indicated that the picture series could improve the students' achievement in writing narrative text. The improvement can be seen from the increase of the students' assessment from preliminary test, cycle one and cycle two. In preliminary study that just 10 students (37%) passed the preliminary test, while 27 students (63%) students were unsuccessful. There was just one student who got excellent grade. In the first cycle only thirteen students or 48% got less than 60, four students or 15% got only passing grade that is 60, eight students or 30% got 70, one students or 7% got 75. And in the second cycle there was significant improvement. There were just 3 students (11%) got less than 60. Another 24 students (89%) got higher than passing grade. It was suggested that the English teachers employ the picture series to improve students' achievement in writing narrative text. However, to get the passing score of the test in this research should be planned carefully. Finally, other researchers, one suggested employing picture series would bring the students to the freedom of expressing their feeling in writing. It built their self confident automatically.

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1. INTRODUCTION

This chapter discusses about background of the study, statement of research problem, objective of the research, significance of the study, limitation of the study and definition of the key term.

1.1 Background of the Study

In Indonesia, English is the first foreign language that should be taught at school. It becomes a compulsory subject due to the fact that English plays an important role in our society. The objectives of English classes are stated in the national curriculum. They are designed to enable students to master the four language skills; listening, speaking, reading and writing. Those skills should be taught integrately including teaching writing.

Writing as one of the four language skills is essential for language learners. There are two reasons why writing is significant. First, through writing one can communicate when the other people are not right in front of him/ her (Raimes, 1993). Second, writing is one way of making meaning from experience for ourselves and others. Besides its function as a tool of communication, writing can also develop the writer understanding of an issue by organizing his/ her idea on paper. However for the students the written one is the most difficult skill of language. Writing is one of difficult subjects at school. The difficulties have found the students are how to make interesting topic, how to explore their idea to text form, how to use the truth grammatical in the sentences structure, how to improve the supporting sentence and how to organize the paragraph. So the teacher must create the subject so that the students can study the subject easily.

Writing is considered as a complex skill. It is generally accepted that writing is more difficult than listening, speaking, or reading. Because producing meaning through writing requires more effort than recognizing meaning through listening or reading (Dixon & Nessel, 1983: 83).

Writing is not only an element of constructing grammatically-correct sentences and using correct spelling. Writing is also a way of finding out what one knows about topic. That is why the first step of writing is getting ideas to write and it needs more attention. If in this step students still have problem, they cannot go further to the hard step of writing process. Rainski (2000) finds that writing the opening skill to a piece be the hardest task for students. They need adequate time to collect their thought.

Therefore, teachers need to improve their strategy in teaching writing in order to motivate students to write. They should give enough opportunities for students to write. Harmer (2004) also adds that students' reluctance to write is due to the fact they rarely write even in their own language and so the activity feels strange. With such students who lack familiarity or confidence with writing, teacher needs to spend time building the writing habit.

Dealing with the explanation above, picture series can be an alternative media for teaching writing technique to improve students' writing narrative skill. Introducing picture series writing with enthusiasm and emphasizing the pleasure of writing as a form of communication is the basic foundation of the teaching of writing that produces students writing consequently over a long period of time (Quirke, 2000). Therefore, real writing is about ideas and clearly communicating those ideas to other people. That is called writing as a means of communication (Turkenik, 1999). By writing journal, students are also expected to express what they want to express freely without worrying about writing techniques.

Ikeguchi (1997) also propose to combine the teaching of writing with other skills so that the students are free to express themselves meaningfully. Therefore, one type of picture series that a teacher can apply in integrating writing is response pictures. Picture series are used by students to keep a record of their personal reactions to, question about, and reflection on what they read, view, write, or listen to (Cooper, 2000).

The advantages of picture series explained by Capacchione (1989) are expressing feeling and thought, feeling comfortable in writing, acquiring that the habit of self-reaction and self expression, learning experience in word, becoming more observant of themselves and other, fostering a positive selfconcept, exercising imagination and innate talent, enriching language and art skill through regular practice, developing a greater selfresponsibility, using both visual and verbal process (right and left brain). For those reasons, picture series can be alternative technique in writing classes.

1.2 Statement of the Research Problem

Based on the background of the study above, the statement of the research problem can be stated as follow;

How can a series of pictures be employed to improve the tenth-grade students' achievement in writing narrative texts at SMK Negeri 4 Penajam Paser Utara?

1.3 Objective of the Study

In accordance with the statement of the research problem, this study will be directed to find out how can series of pictures be employed to improve the tenth grade students' achievement in writing narrative texts at SMK Negeri 4 Penajam Paser Utara.

1.4 Significance of the Study

The result of the study can be meaningful for teachers, students, and others. For the teacher, this study can make teaching more effective and enjoyable.

1. For the other teachers, this study can be taken as consideration to employ picture series as media writing technique to improve the students' writing narrative skills.
2. For the students, this research can improve their writing narrative skill, especially in getting idea easily, being more confidence in writing, and improving their motivation to write. And for the other researchers, the finding of this research can be useful since it can be used as recent data to conduct further research of same aspect of study.

1.5 Limitation of the Study

The study of classroom action research is conducted in SMK Negeri 4 Penajam Paser Utara and is implemented at the X AKL class. The scope of this study is focused on improving the tenth grade senior high school students' writing skill. In this case, the

students are measured during the using of picture series in the writing class, the data of students' writing skill.

The writing activities were limited to training, modeling and writing narrative by using picture series. Before the writing activities were implemented, the students were asked to read narrative text and look at pictures. The students wrote sentences as their response in the form of pictures and what ever they wanted to write, but it was related to the pictures they have looked.

1.6 Definition of the Key Term

1. Improve is defined become or make better. This researcher means by teaching a material to improve students' writing narrative skill.
2. Picture is defined as a painting, drawing or sketch. Picture series is series of drawing in which one related to others that tells story. It is used in teaching learning as instructional media to facilitate the students explore idea to make narrative text.
3. Hasani (2005:22) stated that narrative is conversation or writing with the purpose tells about action or human experience based on the development of time.

Then according to Keraf (1991:136) states that "Narrative as a story tells or describes an action in the past time clearly, so narrative is tried to answer the question: what had happened?" Narrative as a story, so it is should have the element that makes the story more interesting to the reader such as a conflict and conclusion of the story.

3. METHOD

This chapter presents the method of the research used in a classroom action research. It includes research design, research setting, research subject, and research procedure, source data, data collection, and instrument, data analysis and criteria of success. The research procedure covers preliminary study, planning, acting, observing, and reflecting implemented in the both of cycles, first cycle and second cycle.

2.1 Research Design

The design of this research is classroom action research (CAR) using Kemmis and Mc Taggart's model (1989). This research uses qualitative approach to investigate teaching and learning activity by using series pictures to improve students' writing narrative skill. The subjects who are involved in this research are the tenth grade students of SMK Negeri 4 Penajam Paser Utar in academic year 2021/2022.

In this research process, the researcher implements the technique used in this research. The researcher acts as the English teacher who applies the series pictures to improve writing narrative skill in the class.

The research is composed in two cycles, each of them consists of planning, acting, observing, and reflecting.

Preliminary Study

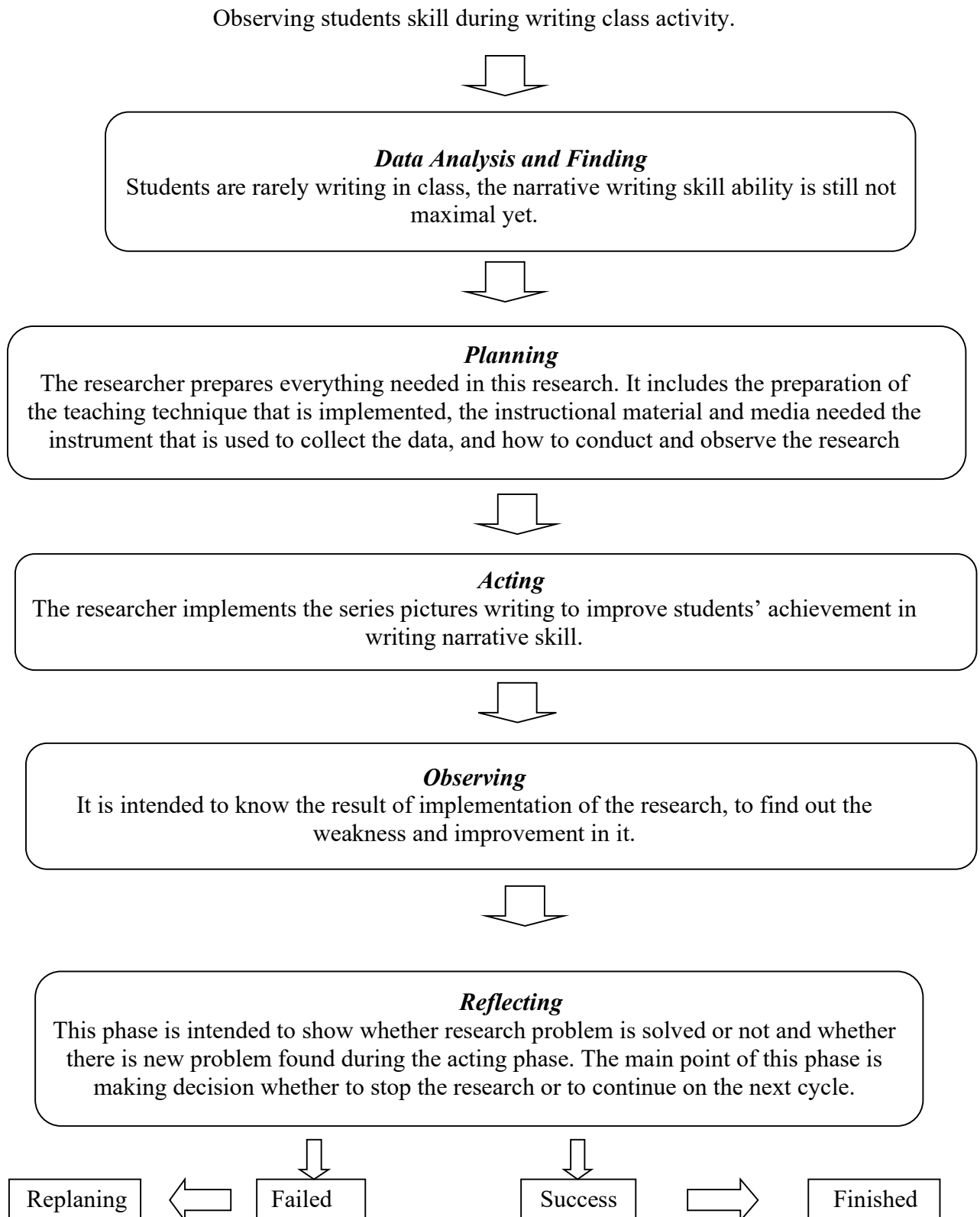


Figure 3.1. The Procedure of Classroom Action Research
(Adapted from Kemmis and Mc Taggart's model in Suharsimi Arikunto)

2.2 Research Setting and Research Subject

This classroom action research is conducted SMK Negeri 4 Penajam Paser Utara which located in Jln. Provinsi km. 27 Ds. Sesulu, Kec. Waru, Penajam Paser Utara in the academic year 2021/ 2022. This research is conducted on a class of tenth grade and the total number the students of the class was 27 students.

2.3 Research Procedure

The procedure of this research is divided into general procedure and procedure in detail. The general procedure describes about the process conducting the research in general such as asking permission by submitting proposal to the head master, asking general students' problem in learning writing to the English teacher and also asking him to be a collaborator in this research, and conduct the research in two cycles. Research procedure in detail tells about the four stages in research procedure adapted from the model of Kemmis and Mc Taggart, namely planning, acting, observing, and reflecting. But in this subdivision also tell about preliminary study.

2.3.1 General Procedure of the Research

The research was started on November 1st, 2021. Before conducting the research, the researcher submits the proposal to the head master of the school for asking permission doing the research. After getting permission, the researcher meet the English teacher of X AKL class, this class is planned be the subject of the research, and ask him as collaborator of this research. After meeting the English teacher, the researcher enters the class and does preliminary study by recording the students' activities in learning writing.

The researcher conducted this research, she acted as the English teacher who implemented series pictures writing to improve the students writing skill. Then the researcher prepared the instructional material, media, and researched the instrument before starting the research. During the research, the researcher used the instructional media prepared before. After getting the data, the researcher analyzed the data, make conclusion from his findings and write a report.

2.3.2 Research Procedure in Detail

This section presents about preliminary study, planning, acting, observing, and reflecting. They will be explained in detail.

2.4 Preliminary Study

Preliminary study was carried out on November 2nd, 2021. The researcher observed class X AKL that consisted of 27 students. On the observation of preliminary study, the researcher asked to the students to produce narrative text the students' ability in producing the narrative text and it was found that the students' skill of writing was not as the researcher expected. Most of them had some difficulties in producing the narrative text. Therefore, the researcher planned to employ the series pictures writing to improve students' writing skill in English class.

Cycle I

2.4.1 Planning

The researcher made a plan to implement series pictures writing after getting permission for conducting the research. In this stage included preparing lesson plan, defining the instructional objectives, materials, media, instructional procedures and evaluation completed with criteria of success.

2.4.2 Acting

This stage was the implementation what the researcher had planned before. After starting the class by greeting the students, the researcher informed to the students that she would apply series pictures to help them improving the writing skill. The researcher started to give some explanation the definition of series pictures and gave sample series pictures as example. After considering students understood it, the researcher asked the student to respond the pictures by writing. It is used to the researcher as pre test. The researcher needed one meeting to conduct it.

In the next meeting, the researcher asked the students to remember about their most joyful and saddest moment. Then the researcher asked them to write their response about what they had remembered. To conduct it also needed one meeting.

The last of this cycle, the researcher gave pictures series, one student gave one paper. Then the researcher asked to the student to comprehend the pictures and asked to them to write the telling pictures. And the next, the researcher asked the students to write a series pictures as post test. Every student wrote 100 - 150 words minimally. It also needed one meeting to do it. This was the end of cycle 1, and when the result was not good, we did again in cycle II.

2.4.3 Observing

The observing phase was conduct at the same time with the acting phase. The researcher wrote the field notes after finished the class because she could not take not during the teaching and learning process.

2.4.4 Reflecting

The data gotten in the observation were analyzed carefully. The weakness and the excess were found in this phase. After reflecting all the activities, the researcher would use all the information to re-plan the next cycle.

Cycle II

2.4.5 Planning

The researcher made new plane to implement picture series in writing after get result from the cycle I permission for conducting the research. In this stage included preparing lesson plan, defining the instructional objectives, materials, media, instructional procedures and evaluation completed with criteria of success.

2.4.6 Acting

This stage was the implementation what the researcher had planned before. After starting the class by greeting the students, the researcher informed to the students that she would apply series pictures to help them improving the writing skill.

The researcher started to give some explanation the definition of series pictures and gave sample series pictures as example. After considering students understood it, the researcher asked the student to respond the pictures by writing. It is used to the researcher as pre test. The researcher needed one meeting to conduct it.

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2.4.7 Observing

The observing phase was conduct at the same time with the acting phase. Then wrote the field notes after finished the class because she could not take notes during the teaching and learning process.

2.4.8 Reflecting

The data gotten in the observation were analyzed carefully. The weakness and the excess were found in this phase. After reflecting all the activities, the researcher would use all the information to re-plan the next cycle.

2.5 Source Data, Data Collection and Instrument

2.5.1 Source Data

The source data in this study are students' worksheet, students' book, and students' activities during the research, students' opinion and comment and test score of evaluation.

2.5.2 Data Collection Method

In collecting the required data, the researcher uses observation sheet, field note, students' participation questionnaire and interview.

2.5.2.1 Observation Sheet

The observation sheet is formulated to help the researcher in observing students' behavior during teaching and learning process. Observation sheet is formulated in order to help collaborator in observing students' behavior during teaching and learning class.

2.5.2.2 Field Note

Field notes are intended to record the information related to teacher and students activities during teaching and learning writing class. It is taken in every meeting. Field notes are used to give alternative information in the form of description of activities.

2.5.2.3 Student Participation Questionnaire

It is distributed to the students in the end of the research. Participation questionnaire enabled the students to expose his/ her personal learning experience before and after implementation of series pictures to improve students' writing skill in English class.

2.5.2.4 Interview

She does an informal interview twice during this research. The first interview was done at the preliminary study. It was done to find out the kinds of jeaming writing problems. The second interview was done after the research had been conducted.

2.6 Data Analysis

Analyzing data is very necessary for the researcher to make report of his findings. The researcher used qualitative and quantitative analysis. Qualitative analysis was used to analyze the data from observation and interview. Quantitative analysis was used to analyze the data from questionnaire, field notes and the result of the writing test. In analyzing quantitative data the researcher used statistical analysis method. To analyze questionnaire answer, the researcher used Guttman scale (In Riduan, 2005:17)

The formula as follows:

$$\%S = \frac{1 \times Y}{1 \times N} \times 100 \%$$

%S = Percentage of score

Y = Number of students who answer yes

N = Total of students

Then he compared the percentage with the criteria of interpretation score. It is shown as follows:

0% - 20% = very weak

21%-40% = weak

41%-60% = average

61%-80% =strong

81%100% = very strong

To analyze result of test, the researcher used the formula of percentage of success. The formula as:

$$\%X = \frac{X}{N} \times 100 \%$$

%X = Percentage of success,

X = the number of students who passed the test.

N = Total of students

2.7 The Criteria of Success

To determine the successful of the research, the researcher set the criteria of success. It shows whether the research was successful or not. It involved:

1. Students' participation in the class such as asking more question about series pictures, giving feed back to the teacher explanation.
2. The students can make narrative correct written.
3. The successful score is 80% from the students who gets good score (>60) in writing series pictures.

RESULTS AND DISCUSSION

3.1 Results

This chapter presents about the result and discussion, The research findings cover the data of employing pictures series writing to improve writing narrative achievement. The data are presented based on the two cycles were conducted and each of which consist of planning, acting, observing, and reflecting. The discussion presents the improvement of the students' participation in English class.

Based on the analysis of observation teaching and learning process in writing class, it was found that the students' writing narrative had got improvement in third meeting after the researcher implemented the teaching and learning process referring to the prepared lesson plan.

The result of observation focused on both teacher's and students' problem in preliminary study were that the teacher did not managed class as need of teaching English writing, the students had low motivation and less interesting in learning writing. The data could be seen on the table score of writing narrative test in the preliminary study. There were 17 students or 63 % of the whole class still failed, just 10 students or 37% passed in the preliminary research.

The pre test was done after the researcher gave the first explanation about narrative text, pictures series and the way to write narrative text. When the pre test was being done, the researcher found that only thirteen students or 48% got less than 60, four students or 15% got only passing grade that is 60, eight students or 30% got 70, one students or 7% got 75. Based on the result of the post test above, the researcher found that the result of action research in cycle I was not satisfactory so that it need to continue in cycle II by implementing lesson plan of cycle II.

In Cycle II, there were some evidences showing that the students' writing narrative was better than before. First, after implementing the strategy, the students understood organized paragraph, combine comparison and contrast paragraph and more about steps of narrative writing process. This strategy also increased students' self confident in narrative writing process. It was found that 3 students (11%) got less than 60. Another 24 students (89%) got higher than passing grade. It meant that the implementing of picture series to improve students' achievement in writing narrative was successful.

3.1.1 Theoretical Conclusion

As semi (2003:29) in Hasani (2005:22) stated that narrative is conversation or writing with the purpose tells about action or human experience based on the development of time. Keraf (1991:136) stated that "Narrative as a story tells or describes an action in the past time clearly, so narrative is tried to answer the question: what happened". So it has the element that can make the story more interesting to the reader such as a conflict and conclusion of the story.

As Keraf (2000: 136) states that the characteristic of narrative are

- ✓ Concern to actions,
- ✓ set in the time sequences,
- ✓ Try to answer the question, what happened?
- ✓ It has conflicts.

Revision of writing is an on-going process from the time you begin until the final copy is submitted. A strategy that works for many people is to write out an initial draft in total without substantial revision and then let it sit for a day.

Come back to it then and begin revising paper working from a *global perspective* (overall organization) to *paragraph content and organization* and finally down to *sentence level line editing*.

- Check the sequence of ideas/background/content in each section for logical progression (*topic sentences should do this*).
- Check for a strong relationship of ideas between the Introduction (*what we knew before our study*) and the Discussion (*how our study changes or supports our previous understanding*).

Paragraph

- Check that each paragraph has a coherent topic sentence, most often as the lead sentence.

- In each paragraph do the other sentences support the topic sentence?
- Check the transitions between paragraphs to ensure they are *logical* and *smooth*.

Picture series was used by the students to keep record of their personal reaction towards question about reflection on what their attention, view, writing, or listening to. It was implemented by the researcher to develop students' writing skill. In implementing picture series, the researcher guided the students through steps of writing process, they were pre writing, writing (drafting), revising, editing, and publishing. In the pre writing process, the students struggled hard to understand the explanation about picture series. The researcher gave more examples to make them understand more. Although the writing process of cycle I, most of them got difficulties in writing response, but in cycle II they did the writing process well, It also happened in revising process. The teacher guided the students when they did editing and publishing process. As the score of post test, the students presented their work in front of the class and submit their work before finishing the class.

Discussion

Writing, one of the four language skills, is essential for language learners. Writing is not only an element of constructing grammatically correct sentences and using correct spelling. Writing is also a way of finding out what one knows about a topic. This study was designed to improve students' achievement in writing narrative text in English class through implementing a series of pictures.

Picture series as an instructional media were choose because picture has some advantages to use. By using pictures, the students felt something new in their teaching learning activities. Pictures also could attract their attention and made them easier in catching teacher's instruction as those stated by Sukartiwi in Baedowi (2008). The using of Pictures Based Story telling was able to make the students more actively participate in English class. Pictures were able to attract the students' attention. They felt more interesting in English lesson especially writing. It also reduced students' boredom during teaching learning process.

The observing of the implementation of picture series has been shown it the first cycle and the second cycle. The student who got score 60 was classified into success in writing skill. In the first cycle show that, only 14 students who pass the test. The percentage of it is only 52%. In the second cycle, all of the students can increase the score 24 students (89%). It showed that most of them could receive all of the material which was given. So, they can pass the test that given by the researcher. As the result, the students' tests that were conducted in the first and second cycle were satisfactory. It indicated that the teaching and learning process was successful.

4. CONCLUSION

It is described that the students have more knowledge about what narrative texts are, among others are generic structure and many types of narrative texts. They seem know the steps to make a good writing and it is very useful for them when they write something. Therefore they can make a narrative text better than before.

Based on the students' score in implementing study, it was known from the preliminary test that the students' narrative writing was needed to be improved since their score were low. They were 10 students among 27 students who passed the writing test in the pre test of cycle I. From the first cycle of this research, 14 students passed the post test. It means there are only 52% students who have passed the writing test. The researcher found another increasing amount of the students who passed the writing post test in cycle II. The result of the post test in cycle II were 24 students passed the test. It means, there are 89% students who have passed the writing test. It is clearly that the picture series can improve students' writing skill.

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