

**“THE EFFECTIVENESS OF PICTURE SERIES IN TEACHING WRITING
NARRATIVE TEXT: AN EXPERIMENTAL STUDY AT NINTH GRADE OF SMPN 1
KURIPAN ACADEMIC YEAR 2017/2018”**

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RATIFICATION

A journal entitled “**The Effectiveness of Picture Series in Teaching Writing Narrative Text: An Experimental Study at Ninth Grade of SMPN 1 Kuripan Academic Year 2017/2018**” by Hatina (E1D111045) has been approved by the board of consultants as the requirement to achieve *Sarjana Pendidikan* (S.Pd) Degree in English Education Program Faculty of Teacher Training and Education Mataram University.

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“The Effectiveness of Picture Series In Teaching Writing Narrative Text: An Experimental Study at Ninth Grade of SMPN 1 Kuripan Academic Year 2017/2018”

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ABSTRACT

This thesis entitled “The Effectiveness of Picture Series in Teaching Writing Narrative Text: An Experimental Study at Ninth Grade of SMPN 1 Kuripan Academic Year 2017/2018” is aimed at finding out the students’ interest in teaching writing, especially in teaching writing narrative text is by using picture series. The population of this study was 125 students, and the sample was 50 students selected by using purposive sampling technique. The data were collected by using writing test data. This research was design as experimental study to see the effectiveness of picture series in teaching writing narrative text. It consisted of two groups, namely the experimental group and control group. I used experimental study to see the effectiveness of picture series in teaching writing narrative text. The result showed that the picture series as media in writing narrative text is effective in teaching writing narrative text. The result of calculation showed that in the significance degree of 5%, the value of t-test > t-table ($2.8286 > 2000$). According to the criteria of the test, the result showed that there is a significant difference between students in teaching writing narrative text by using picture series as media and without using picture series. It means that, the Pictures series is effective in teaching writing narrative text at the ninth grade students of SMPN 1 Kuripan.

Key words: Picture Series, Writing Narrative Text.

ABSTRAK

Thesis ini berjudul “Keefektifan Gambar Seri Dalam Mengajar Menulis Teks Naratif : Pembelajaran Eksperimental pada Kelas Sembilan di SMPN 1 Kuripan pada Tahun Ajaran 2017/2018” adalah ditujukan untuk mengetahui ketertarikan siswa dalam menulis, terutama dalam pengajaran menulis teks naratif dengan menggunakan gambar seri. Populasi penelitian ini adalah 125 siswa, dan sampel adalah 50 siswa yang dipilih dengan teknik purposive sampling. Data dikumpulkan dengan menggunakan tes tulis. Penelitian ini dirancang sebagai pembelajaran eksperimental untuk melihat keefektifan gambar seri dalam pengajaran penulisan teks naratif. Ini terdiri dari dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol. Pembelajaran eksperimental adalah untuk melihat keefektifan gambar seri dalam pengajaran penulisan naratif teks. Hasil penelitian menunjukkan bahwa rangkaian gambar sebagai media penulisan teks naratif efektif dalam pengajaran penulisan naratif teks. Hasil perhitungan menunjukkan bahwa pada tingkat signifikan 5%, nilai $t\text{-test} > t\text{-table}$ ($2.8286 > 2000$). Menurut kriteria pengujian, hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan antara siswa dalam pengajaran menulis teks naratif dengan menggunakan gambar seri sebagai media dan tanpa menggunakan gambar seri. Artinya, gambar seri efektif dalam mengajarkan penulisan teks naratif pada siswa kelas sembilan SMPN 1 Kuripan.

Kata Kunci : Gambar Seri, Mengajar Naratif Teks

I. INTRODUCTION

Writing is one of language skills need to be mastered by students. It is because learning writing can make students able to acquire the skills and knowledge that are beneficial to the growth and the development of reasoning power, social and emotional. According to Gunansyah (2006:2), “*through writing, humans are able to see and listen to certain information and organizing ideas systematically*”. In addition, writing can make students to express ideas or opinions, thoughts, feelings and creativity.

Furthermore, the objectives of writing are required to learn and to master the functional text. The kinds of functional text are narrative, procedure and argumentative. Narrative text is a story telling which usually progresses chronologically, and must have a clear beginning, middle and end. The next text is procedure. This is a text that explains or helps us how to make or use something. The last one is Argumentative text, which is the act of forming reason, making inductions, drawing conclusions and applying them to the case in discussion; the operation of inferring propositions, not known or admitted as true, from facts or principles known, admitted, or proved to be true.

Based on researcher’s observation at the junior high school students of SMPN 1 Kuripan, some students was having difficulties in learning writing because of some factors. First, they did not know how to start a good writing, it made them bored and confused. Second, they still made some mistakes in writing English, such as poorly organized, grammatically awkward, devoid of sentence structure variety, and weak in vocabulary usage. Therefore, the students felt bored to get involved in teaching and learning activities.

Based on feedback and several problems faced by the students in writing above, feedback, appreciation and interest in writing have to be developed. I chose the narrative text because it provided them with suitable writing materials and learning media. Students felt the easiness and they were more interesting in writing narrative text since the social function is to tell stories or past events and entertain its readers. It increased students’ interest in learning process. It was helpful for the students in learning writing.

Moreover, one of the ways in increasing the students’ achievement in writing especially in writing narrative text is by using picture series media. Media is mediator between teacher and students in teaching and learning process. According to Arif

(2003:29) “*picture series is a series of picture arranged in a sequence or randomly so as to make up a story*”. This media is used to stimulate the participation of the students in learning process. It is make learning process more attractive and the material easier to be understood by the students. Picture series is also intended to increase student’s motivation in writing.

Thus, based on the explanations above, I was interested to make the students attracted and active in learning writing, especially in writing Narrative text. Then, I gave the title “The Effectiveness of Picture Series in Teaching Writing Narrative Text (An Experimental Study at Ninth Grade of SMPN 1 Kuripan Academic Year 2017/2018)”.

1.1 Research Question

This research concerns with the following question: Can picture series be effective in teaching writing narrative text?

1.2 Purpose of Study

The aim of this study is to know the effectiveness of picture series in teaching writing narrative text.

II. THEORETICAL FRAMEWORK

1. Picture Series

Picture series is an art which is used to draw unmovable goods if they are arranged well. Picture is a drawing object. It is one of visual aids that are very useful in teaching, especially in English teaching. Pictures can really help the learners to ease them in comprehending the meaning of a word, a sentence, or a paragraph. By using picture series, the learners can get the imagination about the objects or the situations.

According to Harmer (2004:69) *picture can stimulate students’ creativity, especially in writing*. Picture works in provoking the imagination and creativity so that they can produce good piece of writing. It means that by giving students picture series, it is easier for them to get ideas.

2. Writing

Writing is a productive skill in addition to speaking, to write simple sentence, message, and announcement and to write text in the forms of narrative, recount and

descriptive, and to write simple messages and personal letters for junior high school students in the first and the second years.

According to Harmer (2002:257) in the teaching of writing we can focus on the product of that writing or on the writing process itself. If the teacher can advocate the process approach to writing, there are some stages that must be involved to the students:

1. Pre-writing Phrase,

Pre-writing is the time to get the brain focused. Since each person was unique, there could be no single method for focusing the brain. Each writer must find what works best (this does not mean what is done easiest). Proofreading

Proofreading is the act of making certain that the spelling is correct, the grammar is accurate and the mechanics is proper. Carefully examining a paper to see that contains no errors of grammar, spelling or punctuation.

2. Redrafting.

This is actually writing the first draft of the piece. Keep in mind that this is just a first attempt. It is not complete. Put ideas down in some rough form. A first draft is generally messy and repetitive and full of mistakes and that is just fine. The purpose of a rough draft is to capture ideas and supporting details, not to compose a perfect paragraph or essay on the first attempt.

3. Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process of narration.

According to Oshima (2007:35), narrative is the kind of writing that you do when you tell a story. Time order words and phrases are used to show when each part of the story happens. The narrative essay tells a story, to be sure, but the true value of the narrative comes from what the writer and reader learn from it. It means that, narrative gave the readers or listeners a moral value in every story. It is different from other kinds of passages.

III. RESEARCH METHODOLOGY

1. Research Design

This research was designed as experimental study to see the effectiveness of picture series in teaching writing narrative text. It was consisted of two groups, namely the experimental group and control group. I used pre-test and Post-test were conducted on the control and experiment groups to see the effectiveness of picture series the gain scores between the two groups.

2. Population and Sample

The population of this study was the ninth grade students of SMPN 1 Kuripan. According to Ary (2010: 148), population is defined as all members of any well-defined class of people, event or subjects

Sample is small group in population being observed, Arikunto, (2002:109). In this research, the sample was IX grade students at SMPN 1 Kuripan. It consisted of five classes and each class consisted of 25 students. I used the purposive sampling technique. Milan stated that, "Purposive sampling (sometimes called *purposful, judgment, or judgmental sampling*).

3. Method of Data Collection

In collecting the data, there were many methods that could be used such as test, observation, documentation, and interview. The types of data which I used were the writing test which is implemented to the students through pre-test, treatment and post-test.

1. Technique of Data Analysis

1. Calculating the deviation between pre-test and post-test of experimental group.
2. Calculating the deviation between pre-test and post-test of control group.
3. Calculating square deviation of experimental group.
4. Calculating square deviation of control group.

I used formula as follows:

- a. Mean and square deviation of experimental group:

$$MX = \frac{\sum X}{N}$$

$$\sum X^2 = \sum X - \frac{(\sum X)^2}{N}$$

- b. The mean and square deviation of control group :

$$MY = \frac{\Sigma Y}{N}$$

$$\Sigma Y^2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N}$$

- c. Found the significance of the deviation by using t-test formula :

$$t = \frac{MX - MY}{\sqrt{\left(\frac{\Sigma X^2 + \Sigma Y^2}{NX + NY - 2}\right)\left(\frac{1}{NX} + \frac{1}{NY}\right)}}$$

Where:

M = Mean deviation of each group

N = Subject of sample

X = Deviation between pre-test and post-test of the experimental group.

Y = Deviation between pre-test and post-test of the control group

Σ = the sum of

Arikunto, (2002:280)

5. Statistical Hypothesis

1. If t-test (t_o) > t-table (t_t) in significant degree of 0,05, Ho (null hypothesis) was rejected. It means that the rates of mean score of the experimental group were higher than the controlled group. The using of picture series was effective in teaching writing narrative text.
2. If t-test (t_o) < t-table (t_t) in significant degree of 0,05, Ho (the null hypothesis) was accepted. It was meant that the rates of the means score of the experimental group was the same as or lower than the controlled group. The using of picture series was not effective in teaching writing narrative text.

IV. RESEARCH FINDING

1. Data Analysis Table

After having administered the pre-test and pos-test, the data is analized. The process of analyzing data is then continued to the calculation of the mean and the deviation scores of group.

Table 1

Table of computing students individual deviation score from the mean of experimental group (X)

No.	Subject	Xa (Pre- Test)	Xb (Post- Test)	X	X^2	Categorization in Post-Test Score
1	DGRDP	53	70	17	289	Good
2	DKPC	52	71	19	361	Good
3	DFH	50	63	13	169	Fair
4	FF	50	80	30	900	Excellent
5	HJ	60	77	17	289	Good
6	I M K	53	69	16	256	Fair
7	IMW	39	78	39	1521	Good
8	JR	50	74	24	576	Good
9	LS	50	73	23	529	Good
10	LH	60	88	28	784	Excellent
11	MI	50	78	28	784	Good
12	M	55	83	28	784	Excellent
13	MM	66	90	24	576	Excellent
14	MPP	50	78	28	784	Good
15	NS	60	80	20	400	Excellent
16	NMAH	60	80	20	400	Excellent
17	NMSDBY	42	69	27	729	Fair
18	NKDA	60	82	22	484	Excellent

19	NNADA	60	86	26	676	Excellent
20	NYSN	40	66	26	676	Fair
21	PS	45	79	34	1156	Good
22	SAS	50	78	28	784	Good
23	SAIKS	50	68	18	324	Fair
24	WPM	50	73	23	529	Good
25	YN	50	65	15	225	Fair
Σ		1305	1898	593	14985	
X (Mean)		52.2	75.92			

Table 2

Table of computing student individual deviation score from the mean of control group
(Y)

No.	Subject	Ya (Pre- Test)	Yb (Post- Test)	Y	Y ²	Categorization Score in Post- Test
1	AF	69	76	7	49	Good
2	A	46	54	8	64	Poor
3	AH	50	53	3	9	Poor
4	AI	40	44	4	16	Poor
5	A	54	68	14	196	Fair
6	DGD	72	78	6	36	Good
7	I G A	65	71	6	36	Good

8	IDA	50	66	16	256	Fair
9	IKB	54	71	17	289	Good
10	IMWPAM	52	56	4	16	Poor
11	INK	76	81	5	25	Excellent
12	INW	52	60	8	64	Fair
13	IWPP	52	61	9	81	Fair
14	KA	48	69	21	441	Fair
15	LA	44	68	24	576	Fair
16	MH	69	70	1	1	Good
17	MU	85	90	5	25	Excellent
18	MS	50	50	0	0	Poor
19	NJ	54	74	20	400	Good
20	NZ	67	71	4	16	Good
21	S	49	57	8	64	Poor
22	SAP	65	65	0	0	Fair
23	TL	88	90	2	4	Excellent
24	WN	47	57	10	100	Poor
25	YA	74	80	6	36	Excellent
Σ		1472	1680	208	2800	
Y (Mean)		58.88	67.2			

Before the result is consulted the researcher need to determine the level of significance and the degree of freedom used in this study. The level of significance is 5 and 1 with degree of freedom $50-2=48$, but used at *df* at t-table is 50. Because *df* 50 is mostly approach to 48 at t-table.

The closest degree of freedom for 50 at t-table, I found out that the t-table for *df*50 was 2.000 for confidence level 5% (95%) and 2.021 for confidence level 1% (99%) of confidence level for two tailed test. In other words, we compare the t-test to table as follows:

t-test	2.8286	>	2000 (95%)
t-test	2.8286	>	2,0126 (99%)

V. CONCLUSION

After conducting the research, I found out some points conclusion, such as:

1. The value of t-test is 2.8286, this value is higher than the value of t table in *df*50 which were 2.000 for significance level 05 (95%) and 2.0126 for significance level of 01 (99%). It means that the rates of mean score of the experimental group are higher than of the controlled group. So use of picture series is effective in teaching writing narrative text.
2. Alternative hypothesis (H_a) which states using picture series was effective in teaching writing narrative text, and null hypothesis (H_o) which states that there was no effectiveness of using picture series in teaching writing narrative text is rejected.

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