THE EFFECTIVENESS OF PICTURE SERIES IN TEACHING WRITING NARRATIVE TEXT OF THE FIRST GRADE AT SMAN 1 PADEMAWU

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Abstract. The use of picture in the teaching and learning process is very important. The students can understand easily what is happening in the pictures as they provide material that offer guidance on vocabulary, sentence structure, and organization yet let the students write about new subject matter. Meanwhile, there are four skills in learning English and writing skill may be considered as the most difficult of the language skills. The objective of this research is to investigate the effectiveness of picture series in writing skill, particularly writing narrative text at SMAN 1 Pademawu. The population of the research was the first-grade students. The research methodology was an experimental research, which was conducted in two groups. Grade X-IPS 1 as the experimental group and grade X-IPS 2 as the control group. The researcher gave writing test (pre-test and post-test) to gather the data. Meanwhile, the data was analyzed using SPSS V.21. The result showed that there was a significant difference between the English writing skill of students taught by using picture series and those who were not taught by using picture series. It can be proved by the result of t-observation was 0,01<0,05 with the significant level was 0,05. It means that Ha which states that there is significant effect of picture series in teaching writing narrative text is accepted. Meanwhile, Ho which states that there is no significant effect of picture series in teaching writing narrative text is rejected. In other word, it can be concluded that picture series is effective to teach English especially for writing narrative text of the first grade at SMAN 1 Pademawu.
Keywords: Picture Series; Writing Skill; Narrative Text

A. INTRODUCTION

Language as a means of communication needs to be learned and needs to be acquired. If we want to communicate internationally we can use English because English is one of the international languages. Because of its importance, English is taught in a school. In Indonesia, English as a foreign language, means that English is not used in daily conversation. In education, English becomes compulsory subject started from junior school while it is not compulsory for elementary level.

There are basically four skills in English, they are writing skills, listening skills, reading skills, and narrative writing text skills. Writing may well be considered the most difficult of the language skills. Furthermore, Writing is a means of communication when the other person is not right here in front of us. Meyers (2005: 2) states that writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in a verbal way. Writing is also an action-a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. In addition, According to Troyka, (1987: 3-4) "writing is a communicative act and a way of sharing observation, information, thoughts, and ideas with others through written language. As a communicative act, writing involves physical and mental process". Similarly, Fairbairn and winch (1996:32) say that

writing is about conveying meaning by using words that have been selected and put together in a written or printed form. It is tool of thinking. By writing we can tell about people, remember facts and ideas. Meanwhile, related to the aim of writing, Enre (1988:148) states that the aims of writing are: a) Desire to explain or to inform, b) Desire to tell something as it was looked and heard, c) Desire to tell something about something happened, and d) Desire to convince someone

Byrne (1986:1) states that we produce a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence of sentences maybe very short perhaps only two or three sentences, because of the way the sentences have been put in order and linked together, they form a coherent whole. They form what we may call a 'text'. Writing also involves the encoding of a message of some kind: that is, we translate our thoughts into language.

Related to the aspect of writing, Heaton (1991:145-146), mentions five aspects of writing skill; they are content, grammar or language use, vocabulary, mechanics, and organization. Content deals with the writers' ability to think creatively and develop thoughts, excluding all irrelevant information. Grammar deals with set of rules to help a writer construct sentences, vocabulary deals with list of word, mechanics deals with the use of particular conventions in written language (e.g. punctuation, spelling), and organization deals with generic structure of the text.

In other hand, teaching writing to the students is not easy, based on the preliminary study conducted by the researcher, every time the students in SMAN 1 Pademawu are asked to make writing, they feel reluctant to do that. Their writing score is low. Next, majority of the students in that school have very low skill in arranged the words into a sentence and the sentences into a paragraph especially in writing narrative text. So, the teacher needs to use new method in teaching and learning process.

Furthermore, text which is taught in senior high school is varied and one of them is narrative text. Gerot and Wignell (1994:204) argue that narrative text is a type of a text to amuse and to deal with actual and vicarious experience in different ways. A fairy story, fable, folktales, legend, and myth are the examples of narrative text. Narrative text can be considered as a text which provides story or actual experience that is aimed to entertain readers.

Dealing with media in teaching and learning process especially picture, Hornby (1995) defines that Picture is one of visual aids in the form of drawing, painting or sketch. Picture has its specific character: (1) easy to prepare, (2) to organize, (3) interesting, (4) meaningful and authentic. In addition, Underhill (1987: 68) states that 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. Next, it also helps them with the vocabularies. Picture series can motivate the learners to write, too, because it attracts their interest and help them understand ideas and acquire information and overcome the limitation of time, size and space. Furthermore, the researcher believes that using picture series can improve students writing ability in narrative text for some reasons. First, Picture series can tell the events of the story. It also enables students to predict everything related to the picture. Second, the students can use their personal experience to visualize what is in the picture. Third, picture series is interesting so that the students can motivate to learn English, the last it can build the students' direct imagery so that it can be used to make students' writing habit.

From the explanation above, the researcher thinks that the picture series can be used in teaching writing particularly teaching narrative text. It is supported by Harmer (2007, p. 329) explained that students do not have courage to write because they do not have experience to write in their first language or they feel that they have nothing to say and produce idea. By using the picture series, the students can be stimulated to ask questions such as "what is it showing" and other questions which are be rich with ideas.

All in all, the objective of this research is to investigate the effectiveness of Picture Series in Teaching Writing Narrative Text of the First Grade at SMAN 1 Pademawu.

B. METHOD

In line with the objective of the research which is to investigate the effectiveness of *Picture Series in Teaching Writing Narrative Text of the First Grade at SMAN 1 Pademawu*, the researcher applied experimental study with a quantitative approach since it has purpose to solve the problem and to know whether picture series is effective or not for the teaching writing process. The experimental group was taught by using the picture series, while the control group was taught by using conventional method. At the end of the treatments, both experimental and control groups was given posttest.

The variables investigated included both the independent variable, in this case, the picture series technique employed to experimental group, while the conventional was applied to the control group. Meanwhile, the dependent variable, which is considered as the effect of the independent variable-picture series technique, is writing narrative text as shown in English writing the population of this research is all first-grade students at SMAN 1 Pademawu in academic year 2016/2017 consisting 220 students who were divided into 7 classes, X IPA 1, X IPA 2, X IPA 3, X IPA 4, X IPS 1, X IPS 2, X IPS 3. Then, the researcher took X IPS 1 and X IPS 2 as the sample of this research. X IPS 1 is as experimental class and X IPS 2 is as controlled class. The instrument used in gathering data was written test, it is the main instrument used to collect the data in this research.

The researcher conducted the experiment from April 26th 2017 to Mei 6th 2017. Within four meetings at each group which has duration of time for every meeting: 2 x 40 minutes. The process of data collection is pre-testing, treatment process and post-testing. Pre-test was held to know the ability of the two groups, it was not used to determine the groups of experimental and control. The pre-test consisted of the materials used in teaching. The mean score of the experimental group before conducting treatment is 63,22 and the mean score of control group is 63,00. The treatment is conducted; the picture series technique is used to teach the experimental group while the non-picture series technique to teach the control group.

The writing tests, pretest and posttest are the researcher-made test. The validity of the test items is based on content validity. The content validity of the instrument deals with the content and the language use in the test items, it is appropriate to the first grades and according to the curriculum used. To find out the reliability of the researcher- made test, the researcher uses integrated method in scoring the students' writing. The procedures in scoring the students' writing are as follows: First, make the analytical scoring method before scoring the students' writing; Second, the researcher score the students' writing; Third, after the researcher get the scores, the researcher make the conclusions in analyzing the students' writing.

The researcher uses independent t-test in analyzing data. Before analyzing the hypotheses, the researcher had to analyze the normality of the data. This analysis is used to see whether the data got in the research normally distributed or not. The test result of the two groups is analyzed and computerized by using SPSS statistic V.21. The researcher tests the hypothesis with significant degree 0.05 and uses two possible statistical hypotheses related to the problem statement of this research. They are stated as follows:

1. Ho: Picture series does not have any influence significantly to the students' writing skill of the first grade.
2. Ha: Picture series have any influences significantly to the students' writing skill of the first grade.

C. RESULT

The researcher conducted pre-test for the two classes, experimental class and control class. It is used to measure the level of the students' understanding about English writing. Both classes are given the same test. The result of pre-test is shown bellows:

Table C.1. The Result of Calculating Pre-Test

	Class	N	Mean
Pre-Test	Experiment	32	63,22
	Control	32	63,00

From the table above, we can see that the mean score between two classes before treatment almost the same. Means score for experiment class is 63,22 and control class is 63,00. It means class X-IPS 1 as the experimental group has almost same of writing 's skill with X-IPS 2 is as the control group.

After conducting pre-test, the researcher give treatment for the experiment class using picture series while for the control class is taught using non-picture series technique. Then the researcher gave post-test to both experimental and control class. The researcher also measured normality and homogeneity for the post test. The normality and homogeneity test in this research use Kolmogorov-Smirnov methods in SPSS v.21 for windows with criteria $\rho > 0.05$. The results of normality test of the data are presented as follows:

Table C.2. Normality test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		32
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	7,36999025
Most Extreme Differences	Absolute	,144
	Positive	,107
	Negative	-,144
Kolmogorov-Smirnov Z		,813
Asymp. Sig. (2-tailed)		,523

a. Test distribution is Normal.
b. Calculated from data.

`From the Table 2, it can be seen that the significance of post-test score between experimental class and controlled class is 0.523. Therefore, it can be concluded that the data are normally distributed because 0.523 > 0.05.

Table C.3. Homogeneity test

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
,238	1	62	,628

The Table 3 shows that the significance of post-test result between experimental class and controlled class is 0.628. Therefore, it can be concluded that there is no significant difference between experimental class and controlled class because 0.628 > 0.05.

Table C.4. Independent Sample T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Experiment and Controll	Equal variances assumed	,238	,628	3,540	62	,001	7,406	2,092	3,224	11,588
	Equal variances not assumed			3,540	60,971	,001	7,406	2,092	3,223	11,590

Based on data from the table above, the significance of F-test is ,238 which is greater than the significant level or the score of alpha (α) 0.05, so the variances data of this research is homogeny. Because of that, all analyses are based on the result on equal variances assumed. The t-calculation is 3,540 and the degrees of freedom (df) is 62 for the significance (2-tailed) is 0.001. The significance (2-tailed) is less than the score of alpha (α) 0.05.

Based on the result of the data analysis after all data is analyzed using independent t-test with the hypothesis testing in significant level 0.05, the working hypothesis, H0 is accepted if the significance is > 0.05. It means there is no significant difference between the experimental and control groups. α = 0.05. (Ha) is accepted if the significance is < 0.05. It means there is significant difference between the experimental and control groups. α = 0.05

From the data above the significance is (0.001) < 0.05. It means H0 is rejected and Ha is accepted so there is significant difference between both groups. Both groups has different result achievement in writing test. The experimental group who is given treatment has better result than the control group who is taught by conventional one in writing test. So it describes that picture series is an effectiveness technique in teaching writing. It means picture series can be applied to teach writing of the first grade.

As a conclusion, picture series can help the students to have better writing skill which is described from the result of post-test of experimental group. The subjects of experimental group get better result in writing test than the subjects of control group.

D. DISCUSSION

The result of the data analysis using independent t-test has found that there are two techniques of teaching narrative writing text bring about significantly different achievement on the students' narrative writing text achievement. Based on the result, it can be proven that the students taught narrative writing text by picture series technique have better achievement

in narrative writing text than those who were not taught using picture series. It is in line with the expert, Underhill (1987: 68) states that 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. Next, it also helps them with the vocabularies. Picture series can motivate the learners to write, too, because it attracts their interest and help them understand ideas and acquire information and overcome the limitation of time, size and space. Next the result of hypothesis (Ha) is accepted, while the null hypothesis is rejected. This indicates that this research verifies that picture series improves narrative writing text skill more effectively than without picture series.

Talking about the objective of this research which aims on investigating the effectiveness of picture series in teaching writing narrative Text of the First Grade at SMAN 1 Pademawu, the result of the data showed that the using of picture series in teaching narrative writing text ability of the students is more effective than those who was taught without using picture series. All the discussion above tells that picture series can improve narrative writing text achievement.

The researcher also has found that the students taught by using picture series has more active in studying narrative writing text than those who was taught without using picture series, therefore, the writing ability of them are increasing. They are active and enthusiastic in studying narrative writing text when the teacher used picture series in the class. It is related with the theory stated by Harmer (2007, p. 329) explained that students do not have courage to write because they do not have experience to write in their first language or they feel that they have nothing to say and produce idea. By using the picture series, the students can be stimulated to ask questions such as "what is it showing" and other questions which are be rich with ideas. The students can imagine situation based on the picture, they mostly felt happy when teaching and learning process is going on.

The students find it easy to catch or to write narrative text because they can imagine what they want to write by looking at the picture. The students also find it easy to write narrative text correctly in term of generic structure.

E.   CONCLUSION AND SUGGESTION

It is very important to select an appropriate technique in teaching learning process; the teacher should be more selective because not all of techniques are suitable for teaching English skill. Based on the data, it can be concluded that picture series is effective on students' writing narrative text and it had been proved toward the first grade of SMAN 1 Pademawu. From the research conducted in that school, where the experimental class was treated using Picture Series as a treatment and controlled class was taught using non-picture series or conventional technique. And the result showed that the score of writing narrative text from experimental class which given Picture Series as a treatment was higher than in controlled class which is not treated using picture series.

Beside that, Independent Sample T-Test showed that the significance is (0.001) < 0.05. It means H0 is rejected and Ha is accepted so there is significant difference between both groups. Both groups has different result achievement in writing narrative test. The experimental group who is given treatment has better result than the control group who is taught by conventional one in writing test. So it describes that picture series is an effective technique in teaching writing. It means picture series can be applied to teach writing narrative of the first grade at SMAN 1 Pademawu.

As a conclusion, picture series can help the students to have better writing skill which is described from the result of post-test of experimental group. The subjects of experimental group get better result in writing test than the subjects of control group, so it may be safely inferred from the findings above that Picture Series technique was effective on students' writing narrative text skill in SMAN 1 Pademawu.

Based on the research finding, the researcher tries to give some suggestions for the English teacher and further researcher for consideration. The first is for teacher, picture series is one of the technique that can be used at the class to teach narrative text, it can also be used to improve the student writing skill. The students enjoy in learning English particularly in learning narrative text when they are taught by using picture series, then they get easily catch the material given or explained by the teacher, the students are happy end enthusiastic in learning, as a result the achievement in writing narrative text is good. The second suggestion is for the further researcher, this research result opens further studies to other types of research and other grades or even other levels of study. However, the researcher realizes that this research is not perfect. It still has some weaknesses and limitation. Thus, the researcher recommends the future researchers to interview the student to get more data about the students' respond in learning narrative using picture series, and the further researchers is also recommended to conduct a similar study on other skills like listening, speaking, and reading at other level of students for the improvement of teaching English.

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