

THE EFFECT OF PICTURE SERIES TEACHING MEDIA TO THE WRITING ABILITY OF GRADE EIGHTH STUDENTS OF SMP NEGERI 9 PEMATANG SIANTAR ON NARRATIVE TEXT

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ABSTRAK

Tujuan penelitian adalah untuk mengetahui pengaruh media pengajaran seri gambar terhadap kemampuan menulis siswa kelas delapan SMP Negeri 9 Pematang Siantar pada teks narasi. Penelitian ini menggunakan desain eksperimen semu untuk mengetahui penelitian ini. Sampel penelitian diambil dari dua kelas yang terdiri dari 58 siswa, 29 siswa pada kelas eksperimen pada VIII-8 dan 29 siswa pada kelas kontrol pada VIII-7. Peneliti menemukan total nilai rata-rata pre-test di kelas eksperimen adalah 56,53 sedangkan rata-rata post-test adalah 71,2. Nilai rata-rata pre-test kelas kontrol adalah 50,79 sedangkan nilai rata-rata post-test adalah 60,7. Setelah menghitung data dari seluruh skor, peneliti menemukan bahwa skor uji-t adalah 4,06. Peneliti menghitung dengan skor pada t-tabel menggunakan signifikansi 0,05 dan nilainya 1,672. Jadi, peneliti menemukan bahwa t-hitung lebih tinggi dari t-tabel ($4,06 > 1,672$). Dapat disimpulkan bahwa pengaruh media pembelajaran seri gambar terhadap kemampuan menulis siswa kelas VIII SMP Negeri 9 Pematang Siantar pada teks narasi.

Kata Kunci: Seri Gambar Media Ajar; Teks Narasi; Tulisan, Efek

ABSTRACT

The goal of this research is to find out the effect of picture series teaching media to the writing ability of grade eighth students of SMP Negeri 9 Pematang Siantar on narrative text. This research was using a quasi-experimental design to find out this research. The sample of the research were taken from two classes that consist of 58 students, 29 students in experimental class at VIII-8 and 29 in control class at VIII-7. The resercher found the total of mean score of pre-test in experimental class is 56,53 while mean in post-test is 71,2. The mean score of pre-test in control class is 50,79 while mean in post-test is 60,7. After calculated the data from all of the score, the researcher found that t-test score is 4,06. The the researcher calculated with score on t-table uses significance 0.05 and the value is 1.672. So, the researcher found that t-test is higher than t-table ($4.06 > 1.672$). It can be conclude that the effect of picture series teaching media to the writing ability of grade eighth students of SMP Negeri 9 Pematang Siantar on narrative text.

Keyword: Picture Series Teaching Media; Narrative Text; Writing; Effect

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1. INTRODUCTION

As an international language, English is the language used for communication all over the world. English has become a medium of communication in the fields of transportation, business, banking, tourism, technological processes, diplomacy and scientific research. English is there for an important subject that should be studied at all educational levels to prepare students to communicate in English (Meinawati et al., 2021). Writing is one of the language skills taught as a compulsory subject to secondary school students in Indonesia, along with listening, speaking and reading. Writing is a productive skill that plays an important role in language learning. Furthermore, based on the 2013 Indonesian curriculum, middle school students should be able to recognize the social function, general structure, and linguistic features of the text. They are expected to produce short spoken and written sentences (Kemdikbud, 2016). This means that writing plays an important role in teaching and learning English (Fitriani & Zaiturrahmi, 2022).

Writing is a means of written communication. Brown (2001:335) also states that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize the coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products (Ismayanti & Kholiq, 2020). In short, some stages of the text composition proposed by Brown involve the act of physical and mental, for example how to generate ideas, how to organize them coherently and etc. The purpose is to convey information to the reader or as a means of communication so that the reader can feel the person's experience through the text (Khasawneh & Al-Rub, 2020).

According to Madsen (1983:101) stated there are difficulties in writing in the foreign language, because a wide variety of writing tests are also needed to test many kinds of writing tasks that we engage in. Writing needs some process of thinking. It means that students need to gather ideas to write have a number to write a good story or text. The fact is the students still difficult to write, those difficulties were related to the content, organization, mechanic, grammar, vocabulary and most of them have no incentive to write (Wardana, Miftah, & Mirza, 2022). The students found a difficulty to express their ideas when they were asked to write a

text especially to think about what they should write as the first sentences in their paragraph. As the result, the students' was very short. Another difficulty was related with the organization. The students' still made mistakes in sequencing in their ideas into a coherent paragraph. So, some of the students' writing were not well sequenced and some of their also confused the readers. Byrne divided into three aspects which may cause problem in writing. These aspects are problems in psychological, linguistic, and cognitive. Psychological problem in writing, on the other hand, is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or benefit of feedback, in itself makes the act of writing difficult (Fidriani, Entika Fani Prastikawa, & AB Prabowo Kusumo Adi, 2021). Linguistic problem in writing, we have to compensate for the trough our own efforts and ensure, both through our choice of sentences structure and by the way our sentence are linked together and sequenced, that the text we produce can be interpreted on its own. Cognitive problem in writing, on the other hand is learned through a process of instruction: we have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. In addition, writing involves some language components such as spelling, grammar, vocabulary, concordance, punctuation, coherence, and cohesion which the students do not master well, so all of the problems, the students are difficult to be an active participant in the class (Dalle, 2019).

Based on observations made by researchers at SMP 9 Pematang Siantar, researchers found several student problems in English, especially in student writing. Students are difficult to understand the generic structure of narrative text. Students are lack of vocabularies, the learning strategies used are not interesting for students. Students need an effective new learning tool that can make students feel happy learning English and the researcher chose the picture series tool.

Based on the curriculum 2013, the standard of minimum criteria (KKM) in SMP Negeri 9 Pematangsiantar is 65 in English subject for grade eight. Narrative comes from the word narrative which has the meaning of telling a story or event. Narrative is a series of sentences that are narrative, describe and explain. According Herman (2015:40) Narrative text is introduced to amuse or the readers with actual or imaginary experience in different ways. A narrative text is one that narrates historical events in order to keep the reader or listener entertained. The over-told story can make no sense. In other words, narrative is said to be prose whose subject is a series of events. In English, A narrative text is a type of writing that is used to story that is composed of a continuous sequence of chronological events. The purpose of this text is to amuse the reader by narrating a story or stories (Fitri, Farmasari, & Aziz, 2022).

One of the most effective ways to teach writing is through educational media. Smaldino et al. (2009:192) state that the purpose of educational media is to facilitate communication and learning. The use of educational media increases student interest and enthusiasm in participating in the teaching and learning process. There are various types of educational media that can be used in the teaching and learning process. According to Richards & Rogers (1993:10) there are three types of instructional media. Audio (audible instructional media such as radios

and tape recorders) and visual (visible instructional media such as images, photographs, drawings, diagrams, etc.), and audiovisual (audible and visible educational media such as video and television) (Fauziyah, Widodo, & Yappi, 2022).

Visual media are considered to be effective tools for learning support, especially since students mostly learn through sight (Chee & Wong, 2003:138). As a kind of visual medium, images help teach writing. The use of images as visual media in the teaching and learning process should make the teaching and learning process more effective and improve students' writing ability. Wright (1989:218) found that images contribute particularly strongly to both the content and the process of language learning.

There are a lot of types of picture that can be used as an aid in teaching writing, such as single picture, picture series, diagrams, tables, maps, and charts (Raimes, 1983:88). For example, picture series can help the students generate ideas. Fachrurrazy (2012:147) mentioned that pictures or photographs are useful to teach narrative texts, procedure text, and recount. In selecting pictures that will be used in their classroom, teachers should make appropriate choices between the sorts of picture that are preferred and those that are most effective. Pictures which have good arrangement, balance, colour, legibility, and appeal will be good visual media in teaching and learning process (Smaldino, 2009).

According to Wright (1989:218) pictures contribute to increase the students' interest and motivation, make the students have sense of the context of language and pictures can be a specific reference point or stimulus. Picture series can enhance students' motivation in learning writing. Besides, picture series can help students to generate the idea. Yunus (1981:49-53) cited in Silalahi (2017:176) states picture series is a number of related composite picture linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events. Because picture series contain a story or a sequence of events, they can help students to generate and develop their ideas. They also can help the students to organize their writing as they consist of a series of pictures that can help them to see the steps and the order. They will help the students to develop their imagination and integrate their paragraphs to produce coherent and well organized writing (Febriyanto & Yanto, 2019).

The use of picture series can increase students' self-confidence that they are able to master writing skills well. And the researchers are looking for ways to utilize picture series that are attractive to students in order to motivate them to be enthusiastic and able to write. With the use of learning media in the form of pictures in class, it is hoped that they will be able to make the learning process with pleasant situations and conditions for students and can facilitate and guide students in finding inspiration to tell stories and in the end it will improve students' ability to write simple short essays in narrative form (Rizkiana & Pulungan, 2020).

Picture series is one of the solutions to cope the problems in the teaching writing. A picture is an illustration of picture that can be used as two dimensional representation of person, place or thing. It means that picture is one of media of communication that can show people, place and thing that are far from us (Magnifico, Woodard, & McCarthy, 2019).

Based on the explanation above, the researcher decided to conduct a study entitled "The Effect Of Picture Series To The Students' Ability In Writing Narrative Text At Grade Eighth Students of SMP Negeri 9 Pematang Siantar".

2. METHOD

The research design used in this research was a quantitative research design. The researcher made generalizations or claims about the population based on the sample data. Furthermore, a quasi-experimental design was adopted in this investigation. According Creswell (2014:4) Experimental design is to test the impact of a treatment (an intervention) on an outcome, controlling for all other factors that might influence that outcome (Primasari, Sari, & Sutanti, 2021). The design used to determine the effect of Picture Series media on narrative text writing skills for class VIII students of SMP Negeri 9 Pematang Siantar. In this research, picture series media was the independent variable and dependent variable was the capacity to write narrative text. When doing experimental research, the sample separated into two groups: experimental and control. The experimental group would be the one that received treatment through the used of picture series media (Ariyanti & Fitriana, 2017).

According to Creswell (2014:5) Population as well as develop a detailed view of the meaning of a phenomenon or concept for individuals. The population of this research was all the students in the grade VIII students of SMP Negeri 9 Pematang Siantar in the academic year in 2023/2024, consist of 9 classes, and each class had an avarage number of 30 students. The total number of students in eighth grade is around 268 students. According to Ary et al. (2014) sample refers to a subset of a population. It implies that the population under observation includes the sample. In this research, the researcher took purposive sampling technique (Alfaki, 2015). The goal of the purposive sampling technique was to find people in the population who would likely to have specific traits or experiences and were willing to share them with the researcher. In this way, the researcher selected the individuals or cases that focused on a relatively small sample. By using purposive sampling technique, the sample that used in this research consists of two classes, namely VIII-8 with a population 29 students for the experimental class and VIII-7 with a population 29 students for the control class at SMP Negeri 9 Pematang Siantar and the total of the sample is 58 students. The reason why the researcher choosen these classes because the two classes had the same number of students namely 29 students for each class, this class was suited for employing Picture Series media to teach Narrative text writing abilities in order to improve their achievement (Khoirunnisya, 2017).

The test used was writing test. The researcher assigned the students to write a narrative text (legend). The purpose of this test was to assess students' abilities to write narrative text based on generic structure. Researcher could analyze the structure and language aspects of narrative text created by students. The grading rubrics for this test were organized by the researcher based on content, organization, vocabulary, grammar, and mechanics. A scoring rubric was a performance standard for a particular population (Lestari, Apriliaswati, & Wardah, 2018). The duration of the test was 2x40. It means the students could do the test on 80 minutes.

There would some processes involved in gathering data for this research. The researcher employs a test as a data collection technique. A test was used to assess a person's competency as well as to attain a goal. A written test was given to collect data.

3. RESULT AND DISCUSSION

Data Analysis

Data analysis was used to collect data. The data in this research came from respondents, namely eighth grade students of SMP Negeri 9 Pematang Siantar. In this research, there were two classes that the researcher used, namely VIII-8 as the experimental class and VIII-7 as the control class. There are 29 students in both classes. Then the researcher gave a test to the students to get data about the students' writing in narrative text. The type of test given is essay. The test is in the form of pre-test before being given treatment and post-test after being given treatment. Complete data on students' understanding in writing narrative texts in the experimental class who were taught using picture series teaching media and the control class taught using picture teaching media.

The Effect of Picture Series Teaching Media

To know the effect of picture series teaching media, the researcher gave pre-test, treatment, and post-test in experimental class. Here, the researcher presents the score of the pre-test and post-test that achieved by students in the experimental class with the table below.

Table 1. Students' Score of the Pre-test and Post-test Experimental Class

NO	INITIALNAME	Pre-Test	Post-Test
1	AGH	50	64
2	AT	54	64
3	CDD	52	65
4	CW	51	84
5	DRS	53	80
6	DT	66	65
7	DJS	58	84
8	DBA	65	65
9	FS	50	83
10	HP	60	65
11	H	62	65
12	JG	53	87
13	KS	63	47
14	KS	45	82
15	LA	66	82
16	MZ	66	84
17	MP	62	82
18	MR	68	65
19	MIS	53	65
20	NS	49	47
21	NPA	46	65
22	NAM	50	65

23	RAS	53	65
24	RNS	51	76
25	RIH	56	64
26	RIA	64	85
27	RJN	66	84
28	RS	66	71
29	RNS	50	65
	TOTAL (Σ)	1648	2065

The highest student score on the pre-test in the experimental class was 68 and the lowest score was 45. The highest student score on the post-test in this class was 85 and the lowest score was 47.

The Effect of Picture Teaching Media

To know the effect of picture teaching media, the researcher gave pre-test, treatment, and post-test in control class. Here, the researcher presents the score of the pre-test and post-test that achieved by students in the experimental class with the table below.

Discussion

In the description of the data which was taken from 29 students of the experimental class, Table 4.1 showed the description of the experimental class score which has the mean score of pre-test 56,53 before using picture series teaching media was implementing. After implementing picture series as a teaching media in learning process, the mean score of the experimental class ascended to 71,2. Meanwhile, in the Table 4.2 showed the mean score of the control class in pre-test was 50,79 little bit higher than the mean score in experimental class and the post-test mean score was 60,7 lower than the experimental class has gained. Based on the statistical analysis, the increasing point of the experimental class was 15,6 points; from 56,5 to 71,2. For the control class, it increase 10 points; from 50,7, to 60,7. From the statistical hypothesis above the writer conclude that the experimental class had more significantly increase rather than the control class.

From the scores of both classes, there may be a difference between students' fulfillment of the rating in pre-check (experimental and manipulateclass) and the manipulate elegance had the higher mean score than the experimental elegance. In post-take a look at, experimental elegance and controlled class have been accelerated higher than in pre-take a look at. however, for this part, the experimental class had higher mean score than the managed elegance. It method that there is a big rating approximately 10,5 points. Picture series teaching media as a media accepted can give a widespread impact of college students writing of narrative textual content because the rating of the scholars" writing after being taught by way of the use of picture series teaching media as media is better than before the picture series has given to the scholars (Zulbahri et al., 2022).

Based on the calculation also showed that the experimental class (mean 69.2, Standard Deviation 11.87) and the controlled class (mean 59,6, Standard Deviation 8,40). Furthermore, the result of value is 1,677 followed by sig. (2- tailed) 0.05. The value is compared to the table to know whether using poster as a media has an effect to improve students writing of descriptive text or not (Harahap, 2017). In addition, based on the calculation of the t-test that H_0 was rejected and H_a was accepted if $t\text{-test} < t\text{-table}$, H_0 was

accepted and H_a was rejected. Based on the calculation, the result of t-test was higher than t-table, which was $4,06 > 0,05$. Therefore, H_a was accepted and H_0 was rejected. Thus, there is a significant difference between the students' score in writing test using Picture series teaching media as a media and the students' score in writing test with using Picture as a media at grade eight students of SMP Negeri 9 Pematang Siantar. Because in hypothesis testing it can be said to be significant when $t\text{-test} > t\text{-table}$ while, if $t\text{-test} < t\text{-table}$ then it is considered not significant (Timperley & Parr, 2009).

Furthermore, this study supports previous research on the effects of using learning media such as using pictures or other types of visualization which were found to be very helpful and effective for teaching writing, especially in narrative texts because by using visualization, students can pay more attention and increase motivation in learning. learn by presenting aids in the classroom (Irsa, 2019). In addition, this media can also be implemented in all subjects but it depends on students' level and needs. Based on implementation, it can be summed up that using Picture teaching media as media is effective to improve students' writing of narrative text for the grade eight students at SMP Negeri 9 Pematang Siantar (Oktarina, Inderawati, & Petrus, 2022).

With the explanation of previous researchers in chapter II who concluded that picture series can motivate student learning interest, therefore the researcher wants to use picture series media in the research that will be carried out. By the data on the previous research above can be concluded that the effect of picture series is a positive media to students' ability in writing.

4. Conclusion

Based on the research in chapter it proved the picture series teaching media as a media has a significant effect on students' writing of narrative text at grade eight students of SMP Negeri 9 Pematang Siantar. It is explained that the using of Picture series teaching media is more effective than the media that commonly used. In the statistical hypothesis, H_a will accepted and H_0 will rejected if $t\text{-test} > t\text{-table}$. It is shown the independent sample t-test result is 1,672. The obtained value is higher than t-table at level significant 0.05%, therefore, the null hypothesis (H_0) of the research is rejected and the alternative hypothesis (H_a) is accepted. Moreover, the mean score of the experimental class is higher than the mean of the control class. It is indirectly explain that the using of picture teaching media as a media is significant and positive to the learning process in the class especially writing narrative text. In conclusion, the research has proven that picture series teaching media as a media improved the students' writing ability of narrative text at the grade eighth of SMP Negeri 9 Pematang Siantar.

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