

Muhammad Yasminto, Fifi Luthfiyah Maulidah: *The Effect of Picture Series in Writing Narrative Text on Students' Writing Ability at the 10th Grade of Mazro'atul Lughoh Islamic Boarding School Pare Kediri*

English Teaching Journal and Research

THE EFFECT OF PICTURE SERIES IN WRITING NARRATIVE TEXT ON STUDENTS' WRITING ABILITY AT THE 10TH GRADE OF MAZRO'ATUL LUGHOH ISLAMIC BOARDING SCHOOL PARE KEDIRI

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Abstract

This study was pre-experimental research design with one experimental group only. The target population of this study was all the tenth grade students of Mazro'atul Lughoh Islamic Boarding School Pare in the period of 2021/2022. The researcher took 26 students as the sample of the study, by using saturated sampling, because the population is relatively small. To collect data, the researcher used written pre-test and post-test in essay format, and the written assessment by Anderson. In analyzing the data, the researcher used IBM SPSS statistic versions. 20 application of paired sample t.test to know the difference between pre-test (before treatment) and post-test (after treatment). After collecting and calculating the data, the researcher found that mean score and the standard deviation of pre-test were 7.46 and 1.838, while the mean score of post-test was 16.15 and standard deviation was 2.781. In testing hypothesis, the researcher used t-test formula. The researcher found that t value was -16.183, Sig (2-tailed) = 0.00 < 0.05, at the level significance of df = 25. So, the null hypothesis was rejected and the alternative hypothesis could be accepted. It means that there was a significant difference between before and after given the treatment.

Keywords: *Picture Series, Narrative Text, Writing Ability*

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Introduction

Writing is a skill that involves communicating messages (something spoken) by making signs, which ultimately needs to be taught because communication is not only through speaking skills but also through writing skills.³ Writing can be said to be the most complicated language skill. This is because we have to understand grammar and vocabulary well. Especially for English. This is because writing is not just copying a word or sentence, but also pouring and developing a thought in an appropriate writing structure.

Writing could be the key in learning English. Writing can also be a tool to convey student understanding. Learning English is very much needed by students, especially for senior high school. This is because at senior high school age, students begin to develop broader ideas through writing.

Writing is a very important aspect in learning a foreign language. Writing is the end product of several separate actions that are very challenging to learn simultaneously.⁴ Text in writing skills is divided into four types, namely Narrative, Description, Argument, and Exposition. From the four texts, the researcher uses narrative text in this study. Narrative text is taught by the teacher to provide information to the students about fiction writing in the form of short stories, fairy tales, novels and stories that aim to entertain readers and take lessons from them. Although in senior high school, the ability to write is certainly not an easy thing. Most of the students have difficulty in writing. This causes them not to know what to write even though the teacher has given the topic. They have to develop the ideas they have. Sentences written must also be in accordance with grammar and use the

³ Syafrizal, *The Influence Of Using Peer Feedback Technique Toward Students' Writing Skill In Procedure Text At The Ninth Grade Of SMPN 1 Ciruas*, (English Education: Jurnal Tadris Bahasa Inggris, 2019), P.36

⁴ Wallace, Stariba, Walberg, *Teaching Speaking, Listening and Writing*, (Franch: International Academy of Education, 2014),P.12

right words. Writing is a complex language skill that requires extra skills in constructing correct sentences.

One of the efforts that teachers can make to increase students' interest in writing is to combine appropriate and interesting media. One of the media that can be used is to use picture series. The use of picture series other than as learning media, is also very helpful for students in writing a text, especially narrative text. The use of picture series media can help and motivate students in developing writing skill⁵. There are several reasons why the use of picture series media can help students' learning process. The first is because this picture series media is a visual media that is easy to obtain and does not require a lot of money. The second is because picture series media will help stimulate students' imagination and creativity.

Picture series media is one of the appropriate learning media to be used in writing narrative texts. By exposing the object of the image to students, it will stimulate students to compose. This is intended to make writing activities interesting. In addition, the help of serial picture media can be applied in learning English because it can help students to understand the text, get information easily and help students get vocabulary and grammar when writing narrative texts.

The objective of the study is to investigate the effect of picture series in writing narrative text on students' writing ability at the 10th grade of Mazro'atul Lughoh Islamic Boarding School Pare. For English teachers, the results of this study can provide more knowledge on how to use the picture series in writing narrative. The teachers can provide critical support for this assignment. For students, the researcher hopes the results of this study can help students to learn English well, because it is useful to improve writing skill to be better. So that the media makes students more enthusiastic about learning. For other researchers, the

⁵ Nugroho, The Effect Of Picture Series Toward Students' Descriptive Writing Skill, *Judika (Jurnal Pendidikan Unsika)*, 4(November 2016), P. 243–253.

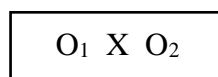
study may be a reference to conduct further research. Then the further researchers are expected to augment and enhance the contents of the study with the better composition and criticize the content of the study that can be perfect and either be regular.

The researcher assumes that there is an effect of picture series in writing narrative text on students' writing ability at the 10th grade of Mazro'atul Lughoh Islamic Boarding School Pare. So, picture series can be used as the media to teach writing, especially for narrative text at the 10th grade of Mazro'atul Lughoh Islamic Boarding School Pare.

Method

The researcher used in this research was quantitative research. Research on tenth grade students in learning to write narrative text in Mazro'atul Lughoh Islamic Boarding School Pare was a Pre-experimental research design with one experimental group only. There was three design included in pre-experimental design, namely (1) one shoot case only, (2) one group pre-test post-test, and (3) intact group comparison.⁶ The one-group pre-test and post-test design was carried out in one group without a control or comparison group. The design of the research pattern was one group pre-test and post-test design.

The research design is in the form of an Pre-experimental (One group Pre-test – Post-test design) :



Picture 1 Pre-Experimental Research Design

⁶ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta, 2012). Page 110.

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Note:

O₁: Pre-test

X: Treatment

O₂: Post-test.⁷

This research was conducted to explain more that there is an effect or not the use of the Picture series media on the English writing skill in 10th grade.

Population is the whole of research subject.⁸ Population is generalization areas that consist of object or subject that have the quality and the certain characteristic that is carried out by the researcher to learn and to draw conclusion.⁹ Population is a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher. The researcher used the population of 10th grade of Mazro'atul Lughoh Islamic Boarding School. The number of population of the study is 26 students.

Sampling is the way of drawing a sample is the research.¹⁰ The researcher used saturated sample. Saturated sampling is a sampling technique in which all members of the population are used as the sample. This technique is usually used if the population is relatively small or the researcher wants to make generalizations with small errors. Saturated sampling is also known as a census which all members of the populations as a sample.¹¹

The researcher used saturated sampling in this research because in 10th grade of Mazro'atul Lughoh Islamic Boarding School Pare only 26 students. All of the students as the sample of this research.

⁷ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2012) p. 111.

⁸ Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta, 2013), p.173.

⁹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2012), p. 117.

¹⁰ Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2012), p. 17.

¹¹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2012), p 126

In this study, the instrument used to collect data was writing narrative text in English. Tests are conducted to collect data. A test is a set of question, experiences, or other means used to measure the skill, knowledge, intelligence, achievement or aptitude of an individual or group.¹²

This study used a narrative text writing skill test in the form using written test. The formulations are:

1. Pre-test: Students were asked to write the short story (one paragraph) according the tittle without using serial pictures. Before doing pre-test, students were asked to do the drilling.
2. Post-test: Students were asked to write the short story (one picture, one paragraph) with the help of picture series media. Before doing post-test, students were asked to do the drilling.

Validity test is a test used to show the extent to which the measuring instrument used in a measure is what is being measured. A test can be said to have high validity if the test carries out its measuring function, or provides precise and accurate measurement results in accordance with the purpose of the test. A test that produces data that is not relevant to the purpose of the measurement is said to be a test that has low validity. The validity of the test is calculated using IBM SPSS STATISTICS versions. 20 application. The following is the calculation of the Instrument Validity:

Table 1 Validity of the Items in Post-Test

Evaluation	Pearson Correlation	Significant Value	Conclusion	Interpretation
P1	0.894	0.000	VALID	Very High
P2	0.764	0.000	VALID	High
P3	0.762	0.000	VALID	High

¹² Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), p. 150.

P4	0.868	0.000	VALID	Very High
P5	0.758	0.000	VALID	High
P6	0.815	0.000	VALID	Very High

If the significant value < 0.05 then the question instrument is declared valid.

Reliability is the consistency of a series of measurements or a series of measuring instruments. Reliability is not the same as validity. This means that a reliability will measure consistently, but not necessarily measure what it is supposed to measure. In a research, reliability is the extent to which the measurement of a test remains consistent after repeated tests on the subject and under the same conditions. Research is considered reliable when it provides consistent results for the same measurement. Unreliable when repeated measurements give different results.¹³ The calculation reliability by using IBM SPSS STATISTICS versions. 20 application. The reliability of the Instrument is as the following:

Table 2 Case Processing Summary

		N	%
Cases	Valid	26	100.0
	Excluded ^a	0	.0
	Total	26	100.0

a. Listwise deletion based on all variables in the procedure.

Table 3 Reliability Statistics

¹³ IBM SPSS STATISTICS versions. 20 application.

Reliability Statistics

Cronbach's Alpha	N of Items
.895	6

According to the r table (simple relation coefficient) with the formula :

$df = (N - 2)$, with N is a total sample, so $df = (26 - 2) = 24$, and sig (2 – tailed) with significant level 0.05 generated value r table 0.3882. The results obtained from calculation reliability statistics $0.895 > 0.3882$, then the questions that have been tested are considered reliable.

Findings and Discussion

Findings

Based on the data obtained from the scores of pre-test and post-test (See appendix 6), the lowest score of the students who were in the pre-test was 6, and the highest was 12, while the lowest score of the students who were in the post-test was 12, and the highest was 20.

Table 4 Calculation of the Average Scores Using SPSS Paired Samples

		Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre test	7.46	26	1.838	.360
	post test	16.15	26	2.781	.545

Then the calculation of the data had conducted in which resulted the average (mean) score of pre-test and post-test. The mean score of pre-test was 7.46 with standard deviation was 1.838. Meanwhile, the mean score of post-test was 16.15 with standard deviation was 2.781.

Hypothesis is formal statement about expected relationship between two or more variables which can be tested through an experiment. Hypothesis constitutes

a temporal answer or a weak answer where the truth remains to be proved, therefore, the hypothesis proposed in this research remains to be proved. However, the alternative hypothesis (H_a) should be change into null hypothesis first. In testing hypothesis H_a must be changed into H_0 ¹⁴.

To test the hypothesis, t-test used was with the level of significance 0.05 (5%).

- 1) Formulating the null hypothesis (H_0): there is no significant mean difference between variable X and variable Y
- 2) Formulating the alternative hypothesis (H_a): there is a significant mean difference between variable X and Y.

For further information. The researcher followed assumptions below:

- 1) If $p < .05$, null hypothesis (H_0) is rejected.
- 2) If $p > .05$, null hypothesis (H_0) is accepted.

Table 5 Calculation of Paired Sample T-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre test - post test	-8.692	2.739	.537	-9.799	-7.586	-16.183	25	.000

¹⁴ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 1998), p. 68

Table 5 shows the result of the computation of the t-test is -16.183 at the level of significance of $DF = 25$ and the Sig. (2-tailed) is 0.00 at the 95% confidence interval of the differences. The t-test result based on SPSS showed that $p\text{-value} < \alpha$ ($0.00 < 0.05$). It means that there was significant between pre-test and post-test because the Sig. (2-tailed) was lower than 0.05 ($0.00 < 0.05$). Therefore, it can be concluded that null hypothesis (H_0) was rejected. So, the use of picture series in writing narrative text affect students' writing ability at the 10th grade of Mazro'atul Lughoh Islamic Boarding School Pare.

Discussion

In this study, a researcher conducted a pre-experimental using picture series media. The research design using was One group Pre-test and Post-test. In accordance with the purpose of the study, to determine the effect of Picture series media on students' writing narrative text, the data collection included pre-test and post-test. In this study, the researcher found that students still had difficulty to write stories in sequence from beginning to end according to the generic structure and dominant language features. By using picture series media to students writing narrative text is better than before because the student can imagined the sequences of story, and that is showed improvement.

It can be seen on the table of the student's writing narrative text score that the students before and after thought using picture series media shows that mean score in pre-test 7.46 and the mean score in post-test is 16.15. To provide accurate data about increasing students' scores and to determine the effect of picture series media on students' narrative text writing skills, it is shown from the results of the significance value is 0.000 because the significance value is $0.000 < 0.05$ with a significance level (α) of 0.05 or a 95% confidence level. This means that the picture series media is effective on students' writing skills.

These findings support the views of Sanggam Siahaan (2007:2) that writing is the skill of a writer to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language; she or he is writing to transfer the information she or he has in her or his mind to her or his readers effectively. Because the purpose of writing is to communicate ideas, so the first step to be a good writing is to have strong, clear ideas to convey. Then views of Gert Rijlaardasdam (2005:163) that writing is a complex activity which starts with decisions about how much information and what type of information a text should have, progresses to organizing the information and finally to decisions about how everything will be linguistically expressed. So, writing is one of the skills that are needed skills between writers and readers are not wrong in dealing with the words that have been written.

These findings next support the views of Anne Hanson (2009:22) that writing is a dynamic manifestation of creative and critical thinking skills. Writer expresses real or imagined sensory experiences. So, writing is an activity of creative and critical thinking to express the writer's experiences. So, According to Anderson assessment (2003:92) which divides into 6 parts: (1) idea and development, (2) organization, (3) vocabulary, (4) sentence structure, (5) spelling, and (6) Capitalization and Punctuation.

Because writing is a long process to form coherent essay, picture series media is one of the media that can help students develop ideas and writing. These findings next support the views of Andrew Wright (1989:136) that the pictures have motivated the students, made the subjects they are dealing with clearer, and illustrated the general idea and forms of an object or action which are particular to a culture. And the views of Clive Gifford (2000:18) that some pictures and works of art are created simply to be pleasant to look at, but many do more than just this — they show an element of the culture and life of the time, tell a complete story, or offer warnings, instructions, or viewpoints about particular actions or events. Also

in line with the views of Azhar Arsyad (2011:91) that Picture is a kind of visual aid that can facilitate the understanding and strengthen the memory. Visual aid is also can add the students' interest and give the relationship between the content of the subject matter and real world.

From this study, when compared with the results of existing relevant studies, it can be concluded that based on the data analysis, it can be seen that the students' scores increased after they were taught by using picture series media. Therefore, the writer concludes that picture series media has an effect on students' narrative text writing. This support to the views of Smaldino (2005:9) that picture series can increase students' learning motivation in writing. Students can construct their knowledge when writing texts easily by using media. One of the media is picture series

Effectiveness is a benchmark for the success or failure of a learning to achieve the goal. And if learning succeeds in achieving its goals, learning is said to be effective. The role of effective and innovative teachers is needed in building effective learning.

Effective and innovative teachers will always think creatively and present good and fun learning in various ways, one of which is the use of picture series media. One of the learning media that can be used to support the effectiveness of learning to write English essays is picture series media. Students are given picture series media to then write an essay according to the imagination obtained from the serial image media. With the help of picture series media, it will help students to express their ideas and creativity. The data above shows that picture series media is very effective, and learning like this makes students more enthusiastic and interested in learning English.

Conclusion and Suggestion

Conclusion

Based on the data analysis and the discussion in the previous chapter, the writer finally comes forward the conclusion:

- 1) From the statistical analysis, it is found that the mean score and the standard deviation of post-test was higher than pre-test. Mean score and the standard deviation of post-test was 16.15 and 2.781, while the mean score of pre-test was 7.46 and the standard deviation was 1.838. However, the writing ability of the students were included in the average category.
- 2) All of the above data indicates teaching writing using picture series media achieve better than without using picture series media. It can be seen from the result of computation of the t-test is -16.183 at the level of significance of $DF = 25$ and the Sig. (2-tailed) is 0.00 at the 95% confidence interval of the differences. According to the formulas $0.000 < 0.05$, null hypothesis (H_0) was rejected. The data shows that there is a significant difference between before and after given the treatment.

Suggestion

Based on those findings above , here the writer wants to try to give the solution of those findings that have been problems in teaching English by giving these following suggestions that are adressed underneath:

For The Students

- 1) The students should have some efforts to learn English by using free talk worksheets from English planet's program.
- 2) Students are expected to be more active and creative in enriching their ideas in writing an essay. They must understand the elements of writing essays, especially narrative texts.

For the teacher

- 1) The mean score of post-test is higher than pre-test in 10th grade of Mazro'atul Lughoh Islamic Boarding School Pare, and the use of picture

series media achieve better than without picture series media. It is suggested that English teachers use picture series as the media that can help the students in developing ideas, especially when writing narrative text.

- 2) Teachers must be more creative to enrich their media and teaching materials. Because of K13, teachers must facilitate students to be independent in learning. Teaching using picture series media is an effective way. Media presented in an interesting, fun, relaxed, and easy to understand way. That's why; It is recommended for teachers to use picture series media because it really helps the students in imagining so that learning English, especially in writing, will be very easy in the field of English lessons.
- 3) The teacher should be creative in making the class alive and interesting. Because it can help the students reduce boredom in carrying out their full daily activities in Islamic Boarding School.
- 4) The teacher should continuously progress his or her ability and knowledge in investigating the class.
- 5) The teacher should be arranged to grant the learner a more important part. They support and energize the learner's desire to learn.

For the institution

- 1) The institution should make a clear and sequential lesson plans or students' worksheet and have learning objectives.
- 2) The institution should make the rules that can support the teaching and practicing English in the boarding area continuously.
- 3) The institution should give the chance to make some creations in teaching English by preparing the facility and learning media needed in the class activity, in order to make better progress achievement of English, and make teaching-learning more effective.
- 4) The institution should take steps which may help the teachers in respect of teaching, research, co-curricular activities such as games, songs, stories,

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sources of information and materials, ideas for learning centers, and bulletin boards. Also support programs to help develop their skill, so they can continue to grow.

- 5) The institution should have proficient teachers who have knowledge of psychology, instructive logic, goals, substances, strategies and materials of instruction, skill and interest in teaching.

All of those suggestions above are trusted being able to be practiced by the institution that has been object of this research. Beside that, it is trusted that they will be imperative and fundamental data to get a better result in the future. Further they can be a noteworthy commitment of the institution's components to get the best result.

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