

TEACHING WRITING NARRATIVE TEXT THROUGH PICTURE SERIES TO THE TENTH GRADE STUDENTS AT SMA NEGERI 5 LUBUKLINGGAU

By

Jaka Dewantara¹, Agus Triyogo, M.Pd.², Syaprizal, M.Pd.³^{1,2,3}STKIP PGRI LUBUKLINGGAU[1jakadewantara@gmail.com](mailto:jakadewantara@gmail.com), [2agustriyogo@gmail.com](mailto:agustriyogo@gmail.com), [3svaprizalmd@gmail.com](mailto:svaprizalmd@gmail.com),**Abstract**

The problem in this study was Teaching Writing Narrative Text through Picture Series were able to improve students skill at X grade of SMA N 5 Lubuklingau in academic year 2017/2018??. The method of study was pre – experimental method. The population of this study was all of the tenth grade students of SMA Negeri 5 Lubuklingau in academic year 2017/2018. The sample was taken through cluster random sampling consisting of 33 students of X.1 class the data were collected through written test. In analyzing the data, writer used four techniques, individual score, conversion of individual score, normality and paired t-test. Based on the result of the data analysis, there was improvement of the average scores or the average ability from the pre-test (40.79) to the post-test (66.42). in the pre-test, there were 2 students (6.06%) who were categorized passed, and in the post-test which was given after teaching writing trough picture series there were 18 students (54.54%) who were categorized passed. The result of the matched t-test calculation found out that t_{obtain} was 7.32 and the t_{table} with significance level 5% was 1.697. in this case, t_{obtain} was higher than t_{table} ($7.32 > 1.697$). it could be concluded that it was effective to teach writing through picture series to the tenth grade students of SMA Negeri 5 Lubuklingau in the academic year of 2017/2018.

keyword: Teaching Writing Picture Series

INTRODUCTION

According to Meyer (2009:3) language is a system communication. It is useful to compare to other system of communication. It plays an important role in daily life because without language, people cannot express or convey their ideas to other people and exchange information. According to Bull (2011:247) language is a system of communication in speech and writing used by people of a particular country. Language is the method of human communication consisting of the use of words in a structured.

One of foreign languages is learned at school is English. English is as a tool of communication to access information, many companies large business employ people who are able to understand English both orally and writing. English is one of the international language that should be learned and understand for students because English taught from in elementary school until university, it as evident that English is important to learn in Indonesia. So the society ready to face global trade era.

Writing is one of skills that must be mastered because writing include to convey the writer's mean. Writing skill is difficult skill because in writing a sentence or paragraph need grammatical so what the writer's mean can be understood by reader. Writing skill is important because writing can be a tool to convey ideas, and a message to the reader with a specific purposes.

Based on the interview between the writer and the English teacher, in SMA N 5 Lubuklinggau. The problems faced by the students in writing English they cannot explore and express their idea in English, because they less vocabulary and grammatical. It was shown in their bad marks in English lesson especially writing. The students also same to feel difficult when they were explored their idea in writing. Their attitude and motivation toward the English lesson also show that they were not so interested in joining the class.

From the data above the writer was tried to teach writing trough media because it was important to grow the students' motivation. Media is important thing to attract the students' attention and motivation that can help them develop their creativity and imagination in expressing their idea. According to Falahudin (2014:1) the use of instructional media in teaching and learning can generate interest and new desire, the motivation and stimulation of learning activities, and even bring psychological effects on learners.

Media is anything that can be used to deliver a message of sender to the receiver so that it can stimulate the mind, feelings, concerns and student interests such that there is a process of learning (Arsyad:2013:10). Based on the problems study above, the writer was interested to conduct the study entitled. "Teaching Writing Narrative Text trough Picture Series at SMA N 5 Lubkuklinggau."

RESEARCH METHOD

In this study, the writer used pre-experimental method because it was not able to control and manipulate all of the relevant variables, which can influence the data. Pre-experimental method was kind of experiment which is use to get the information about the experiment in the condition unable to control and manipulate all of the relevant variables. According to Hatch and Farhady (1982:19) Pre-experimental designs are not really considered model experiment, because they do not account for extraneous variables which may have influence the result. The writer must clearly understand what compromises exist in the internal validity of this study and process with this limitation.

According to Frankel and Wallen (2009:265) One pre-test and post test design was a single group which measured or observed not only after being exposed to a treatment of some sort, but also before. In this study, the writer used the one group pre-test-post-test design as shown on the following table :

Table3.1
One Group Pre-test and Post-test Design

Group	Pre-test	Treatment	Post-test
Experiment	T₁	X	T₂

(Hatch & Farhady,1982:20)

Where :

T₁ : Pre-test

X : Treatment

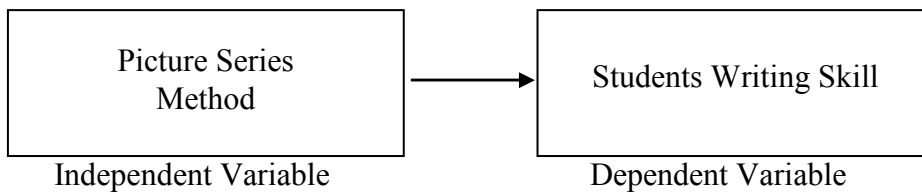
T₂ : Post-test

The steps took in doing this study were as follow :

1. Surveying literature relating to the tonic be investigate
2. Identifying the study problems 16
3. Formulating hypothesis
4. Constructing the pre experimental plan
5. Giving pre test
6. Conducting pre experimental to the study
7. Collecting the data by giving post test
8. Analyzing the data
9. Drawing conclusion and giving suggestion
10. Writing the study report

There were two variables in this study, they were independent variable and dependent variable. According to Frankel and Wallen (2009:42) In dependent variables are those that the researcher chooses to study in order to assess their possible effect on one or more other variables. An independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable. They variable presumed to affect is called a dependent variable. In this study, the independent variable are picture series method and the dependent variable are students writing skill. The two variables are shows on the following chart.

Chart 3.1



FINDINGS

the result the test showed that there were three results in this investigation; they were (1) the students’ scores in the pre-test (the test given before teaching writing narrative text trough picture series, and (2) the students’ scores in the post test (the test given after teaching writing narrative text trough picture series), and (3) the result of the matched t-test calculation (the differences between the pre-test and post-test).

The students’ scores in the Pre-Test

The pre-test was given before the treatment. The number of the students who took the pre-test was 33 students. After tabulating the scores, it found out the lowest score was 20 that was reached by two students, and the highest score was 78 that was reached by two students. The average of the students score in the pre-test was 40.79. It was obtained by dividing the total number of individual scores (1.346) by the number of students (33), it was $1.346:33= 40.79$

After the writer finished calculating and tabulating the students result of the pre-test, then the writer tabulated the students score frequency as seen in the following table :

Table 4.1
The Students Score Frequency in the Pre-Test

NO	Students Scores	Number of Students	Percentage
1	20	2	6.06%
2	24	3	9.09%
3	32	9	27.27%
4	36	1	3.03%
5	40	5	15.15%
6	44	5	15.15%
7	48	2	6.06%
8	52	1	3.03%

9	58	1	3.03%
10	60	1	3.03%
11	68	1	3.03%
12	78	2	6.06%
	Total	33	100%

Based on the table about, it could be concluded that there were 2 students (6.06%) who got the score 20, there were 3 students (9.09%) who got the score 24, there were 9 students (27.27%). who got the score 32, there was 1 students (3.03%) who got the score 36, there were 5 students (15.15%) who got the score 40, there were 5 students (15.15%) who got the score 44, there were 2 students (6.06%) who got the score 48, there were 2 students (6.06%) who got the score 52, there was 1 student (3.03%) who got the score 59, and there were 2 students (3.03%) who got the score 60. There were 2 student (3.03%) who got the score 68. There was 1 student (6.06%) who got the score 78. The result of the students' scores, then is compared to Minimum Mastery Criteria (MMC). The chart bellow showed the students' category.

The Sstudents'' Score in the Post-Test

The pot-test was given after the treatment or teaching writing through picture series. The total number of the students who took the post-test was 33 students. After tabulating the score, it found out that the lowest score was 40 reached by one student and the highest score was 86 reached by four students. The average scores in post-test was 66.48. it was obtained by dividing the total number of individual score (2192) by the total number of students (33), it was $2192:33=66.42$ after the writer finished calculating and tabulating the students' result of the post-test, then the writer tabulated the students' score frequency as seen in the following table :

Table 4.2
The Students' Scores Frequency in the Pos-Test

No	Students scores	Numbers of students	Percentage
1	40	1	3.03%
2	46	1	3.03%
3	48	2	6.06%
4	50	1	3.03%
5	52	1	3.03%
6	54	2	6.06%

7	56	1	3.03%
8	58	1	3.03%
9	60	2	6.06%
10	62	3	9.09%
11	70	4	12.12%
12	72	4	12.12%
13	76	3	9.09%
14	80	3	9.09%
15	86	4	12.12%
Total		33	100%

Based on the table above, it could be concluded that there was 1 student (3.03%) who got the score 40, there was 1 students (3.03%) who got the score 46, there was 1 students (3.03%) who got the score 48, there were 2 students (6.06%) who got the score 50, there was 1 students (3.03%) who got the score 52, and there was 1 students (3.03%) who got the score 54, there was 1 student (3.03%) who got the score 56, there was 1 students (3.03%) who got the score 58, there were 2 students (6.06%) who got the score 60, there were 3 students (9.09%) who got the score 62, there were 4 students (12.12%) who got the score 70, there was 4 student (12.12%) who got the score 72, there were 3 students (9.09%) who got the score 76, there were 3 students (9.09%) who got the score 80, there were 4 students (12.12%) who got the score 86. The result of the students' scores, then is compared to Minimum Mastery Criteria (MMC). The chart below showed the students' category.

The Students Scores in the Pre-Test and Post-Test

After the writer presented the students' scores in the post-test, it could be compared between the students' scores in the pre-test and post-test. The mean score of the pre-test was 40.79 and the mean score of the post-test was 66.42.

Table 4.3
The students' category in the pre-test and post-test

Test	Average Scores	Highest Scores	Lowest Scores	Passed
Pre-Test	40.79	78	20	6.06%
Post-Test	66.42	86	40	54.54%

Based on the students' scores obtained both in pre-test and those in post-test, the writer applied the paired t-test formula to find out whether or not it was significantly effective to teach writing through picture series to the tenth grade students of SMA Negeri 5 Lubuklinggau in academic year of 2016/2017.

Based on the result of the paired t-test calculation, it was found out that t_{obtain} was 7.32. so it must be compared to the t_{table} $df = 33 - 1 = 32$ and the significance level 5% was 1.697. so, t_{obtain} was higher than t_{table} ($1.697 > 7.32$). Based on the criteria of testing hypothesis, if t_{obtain} was higher than t_{table} , it meant that it was effective to teach writing through picture series to the tenth grade students of SMA Negeri 5 Lubuklinggau in academic year 2016/2017.

The result can be seen in the following table:

The Result Paired T-Test Calculation 4.4

No	Names	Pre-test	Post_Test	D	D ²
1	Adi Gunawan	32	72	40	1600
2	Alfin Tejakusuma	44	76	32	1024
3	Anggun Tiara	32	76	44	1936
4	Asep Ardiyansyah	24	40	16	256
5	Desi Fitriyani	32	72	40	1600
6	Dhea Friska Yulistin	48	48	0	0
7	Elsa Agummi	44	54	10	100
8	Febi Kurniawan	52	50	-2	4
9	Fitri Cantika Dewi	24	54	30	900
10	Hanna Nur'aliyah	40	72	32	1024
11	Intan Fitri Fortuna	40	52	12	144
12	Lingga Azizah	32	48	16	256
13	M. Agus Pratama	44	62	18	324
14	Manisa Dinda Karna	44	72	28	784
15	Maulana Hafis N	32	62	30	900
16	Melati Alviona	40	86	46	2116
17	Muhamad Fadjrln	48	46	-2	4
18	Muhammad Fajri	40	76	36	1296
19	M. Yoghy Pratama Y	32	60	28	784
20	Nadia Eka Furwanti	20	62	42	1764
21	Putri Aprilia Wandari	78	70	-8	64
22	Rhafi Dheo Reno	32	86	54	2916

23	Rina Oktavia	60	56	-4	16
24	Rosa Permata Sari	68	58	-10	100
25	Sartika	40	80	40	1600
26	Swan Dryyansyah	78	70	-8	64
27	Tania Aprilia	44	60	16	256
28	Tri Wulandari	32	80	48	2304
29	Widia Riski	20	70	50	2500
30	Yuki Prima Saputra	32	86	54	2916
31	Yulisa Marlisa	58	86	28	784
32	Mediansyah Putra	36	80	44	1936
33	Rizal	24	70	46	2116
	N+33	1346	2192	846	34388
		40.79	66.42		

Based on the students' scores obtained both in pre-test and those in post-test, the writer applied the paired t-test formula to see the difference between the two scores and to find out whether or not it is not significantly effective to use picture series in the teaching writing to the tenth grade students of SMA Negeri 5 Lubuklinggau in the academic year of 2016/2017.

Based on the result of the paired t-test calculation the writer got the data of the students' scores and could calculate the paired t-test. First the writer calculated the SD (Standard Deviation) as follow:

$$SD = \sqrt{\frac{\sum D^2 - \left(\frac{1}{N}\right)(\sum D)^2}{N-1}}$$

$$SD = \sqrt{\frac{34388 - \left(\frac{1}{33}\right)(846)^2}{33-1}}$$

$$SD = \sqrt{\frac{34388 - (0.03)(715716)}{32}}$$

$$SD = \sqrt{\frac{34388 - 21471.48}{32}}$$

$$SD = \frac{\sqrt{12916.52}}{32}$$

$$SD = \sqrt{403,64}$$

$$SD = 20.09$$

From the calculation above, it was found out that SD (Standard Deviation) was 20.09. After that, the writer continued to calculate \overline{SD} (Standard Error of Differences). The process was as follow:

$$\overline{SD} = \frac{20.09}{\sqrt{33}}$$

$$\overline{SD} = \frac{20.06}{\sqrt{33}}$$

$$\overline{SD} = \frac{20.09}{5.74}$$

$$\overline{SD} = 3.5$$

After getting \overline{SD} as stated 3.5, then the writer calculated the paired t-test or calculated t-obtain. The following was the calculation:

$$t_{obt} = \frac{\bar{x}_2 - \bar{x}_1}{SD}$$

$$t_{obt} = \frac{66.42 - 40.79}{3.5}$$

$$t_{obt} = \frac{25.63}{3.5}$$

$$t_{obt} = 7.32$$

Based on the calculation above, it found out that t_{obtain} was 7.32. So it must be compared to the t_{table} with $df=33-1=32$ in the significance level 5% was 1.697. so, t_{obtain} was higher than t_{table} ($7.32 > 1.697$). Based on the criteria of testing hypothesis, if t_{obtain} was higher than t_{table} , it meant that H_a was accepted and automatically H_o was rejected. It meant that, it is significantly effective to use picture series in teaching writing to the tenth grade students of SMA Negeri 5 Lubuklinggau in academic year of 2016/2017.

CONCLUSION

The conclusion of this investigation stated that it was effective to teach writing through picture series as a media to the tenth grade students of SMA Negeri 5 in the academic year of 2016/2017. It could be proved by there was improvement of the average scores or the average ability from the pre-test (40,79) to the post-test (66.42). In the pre-test, there were 2 students (6.06%) who were categorized passed, and in the post-test the test given after teaching writing through picture series there were 18 students (54.54%) who were categorized passed.

Besides that, it could be proved by the result of the t_{obtain} was 7.32 which was higher than t_{table} with significance 5% 1.697. It meant that the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted. In the other word it was effective to teach writing through picture series to the tenth grade students of SMA Negeri 5 Lubuklinggau in the academic year of 2016/2017.

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