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**THE EFFECT OF PICTURE SERIES TO THE STUDENTS' ABILITY  
IN WRITING NARRATIVE TEXT**

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**Abstract**

This article is entitled with "The Effect of Picture Series to the Students' Ability in Writing Narrative Text". This research is intended to know the effect of using picture to the students' ability in writing narrative text. In this article, the researchers use quantitative methodology. Researchers use students at SMAS Dharma Pancasila Medan grade XI as the population and use 58 students as the sample. Written Narrative text is the instrument of this article. From the data analysis, the researchers give the score of each student in every group and calculate it, the researchers find that the result of analyzing the data, the score of t-test is higher than t-table ( $7.00 > 2.00$ ). There is a significant effect in using series of picture to the ability of the students at grade XI of SMAS Dharma Pancasila in writing Narrative Text. It meant that  $H_0$  was rejected.

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

**Abstrak**

Artikel ini berjudul "Pengaruh Seri Gambar Terhadap Kemampuan Siswa Menulis Teks Naratif". Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan gambar terhadap kemampuan siswa dalam menulis teks naratif. Dalam artikel ini, peneliti menggunakan metodologi kuantitatif. Peneliti menggunakan siswa kelas XI SMAS Dharma Pancasila Medan sebagai populasi dan menggunakan 58 siswa sebagai sampel. Teks naratif tertulis adalah instrumen pada artikel ini. Dari analisis data, penulis memberikan skor masing-masing siswa pada setiap kelompok dan menghitungnya, peneliti menemukan bahwa dari hasil analisis data skor t-test lebih tinggi dari t-tabel ( $7.00 > 2.00$ ). Analisis data menunjukkan bahwa terdapat pengaruh yang signifikan



dalam penggunaan seri gambar pada siswa di kelas XI SMAS Dharma Pancasila dalam menulis teks naratif. Artinya Ha diterima HO ditolak.

**Kata Kunci:** *Seri Gambar, Keterampilan Menulis, Teks Naratif*

## Introduction

In ELT, writing is an important skill. It is also reflected as one of the most complex language to be learned. The writing process always involves thinking skill and creative skill. But not only that, but also back by strict rules. Mastering vocabulary and tenses is the major key to get a good writing. We must choose the suitable vocabularies to arrange words into sentences and expand them become a paragraphs. One of skills which students should comprehend is writing skill.

For Indonesian students, writing is very important because it includes four language skills that must be understand, writing skills are difficult. Writing is not just a symbol on paper. Systematic instruction and practice are needed in writing. Gerot and Wignel (1994:190-290) state a number of genre in twelve types, they are : Recount Text, Report Text, Narrative Text, Discussion Text, Description Text, Procedure Text, News Item, Explanation Text, Analytical Text, Hortatory Text, Anecdote Text, and Review Text. Every Genre has a number of characteristic and it has the specific purpose which make it is difficult from other genre. The focuses is on the genre of narrative text.

Writing is a mean writers of communication through the written symbols. Giving or conveying information, ideas, or thoughts, either to oneself or others is the meaning of writing according Cohen and Riel (1989:2). Giving students writing assignments can express their ideas in using English. A combination of one or more sentences in certain sequence and connected carefully is called a text so as to form a coherent sentences according to Byrne (1997:1). We also translate our thoughts into language when writing.

So writing is an activity of providing information, make a written assignment, and pouring thoughts into sentences that are arranged well and produce meaning so that the goal can achieved from the two definition of writing in the previous section. According to the students, writing is a difficult subject because they have expressed their ideas in English and the correct order so that they can be written on a paper.

Various kinds of media are used in the classroom when teaching, like visual, audio, and audiovisual. Such as puppets in visual, tape recorder in audio, and power points in audio visual. The teacher needs to choose and adjust media is suitable and appropriate with the material when it used in the learning process.

A picture is a form or set of lines and pattern that are drawn, painted, or painted on paper, or elsewhere especially forms that marked as shapes or objects. The use of picture in writing is one of the very good tools for providing the aim and the content. To help students solve their problems in writing, the researchers use a series of pictures when teaching writing. The series of picture makes them easily get the idea. They don't have to fantasize for a long time, they will lose their time. Students can develop their ideas in a shorter time by looking at the picture. The ELT in writing can run smoothly with the help of a picture. Callahan (1992:479) suggests “The teachers to use pictures effectively because the media are very useful for the teaching. Many interpretations can be made in a picture. It can be an excellent tool and can illustrate what teachers wish to teach. It is also used to make students interest with the topic”.

With the use of picture, researchers hope the learning process can run in a pleasant atmosphere for students and can provide their ideas, inspiration and even imagination to tell stories so that they can increase their skill to make a simple essay in English narrative.

Picture can motivate and make students interested and willing to take part; picture can help use language in certain context; picture help explain objectively or can be responded to subjectively; picture can provide substitute cues through controlled practice; picture can stimulate thoughts to be used as a reference in conversation or even writing, that's the rule of picture in speaking and writing according to Wright (1989:17)

Students will explain their understanding of picture series of a work of art that reveals details about literacy processes and strategies so that the picture becomes one of the media for learning art.

Base on this explanation, the researcher is interested in doing a research with the title “ The Effect of Picture Series to the Students’ Ability in Writing Narrative Text” at Grade XI of SMAS Dharma Pancasila Medan.

## **Research Methods**

This research proposed to identify the effect of using picture on students’, grade eleventh in narrative writing process. The researcher used

quantitative research that quantitative research deals with research methodology which focused on result. A quantitative concerns on the process of experiment, first, the main data obtained from the observation were identified and analyzed. Second, the researcher was evaluated the result of the test by using Organization, Content, Vocabulary, Language use and Mechanical skills. The last, the researcher will find out the students level of mastery from the score result of the data.

**Table 1. The Procedure of Experimental and Control Group of Research Design**

Group	Pre-Test	Treatment	Post-Test
Experimental Group	X	✓	Y
Control Group	X	X	Y

Where:

- X : PreTest of experimental and control group.
- Y : PostTest of experimental and control group.
- ✓ : Teaching writing a narrative text by using pictures.
- X : Teaching writing a narrative text without pictures.

The research was conducted at SMAS Dharma Pancasila Medan. The school is located on Dr. T. Mansyur street NO.71-C, Medan. The population of this research was students grade XI of SMAS Dharma Pancasila Medan. In the current school, there are 4 classes, consist of two classes for IPA and two classes for IPS. In this research, the researchers choose the sample randomly in order to be an experimental and control class of students at SMAS Dharma Pancasila Medan. The researchers were choose XI IPA-1 and XI IPA-2.

Instrument is a device or means used for collecting the data. The instrument of collecting data was an essay test. This research used the two set of test, the first was PreTest, to find the students' capability in writing and preparation before using series pictures. Then, the second, the researcher gave a post-test, in post-test they still make a written text by using narrative text, gave a post test, in experimental class they use series of picture while in control class they didn't use series of picture.

In this study there are three procedures made to collect the data:

- **Pre-Test**

Pre-Test is conducted to observe the outcome which using series of pictures in experimental class (XI IPA-1) and without using series of picture in

control (XI IPA-2). The two classes were parallel in writing narrative text before the treatment (teaching material). The researcher gave them a written narrative test of the legend. The researchers gave them 45 minutes to make a written text without using series of picture and after that the teacher applied the treatment.

- **Treatment**

The treatment was carried out after giving the pre-test. They were given writing material by the researchers but in different ways. In class XI IPA-1 the researcher use media series of pictures, and in class XI IPA-2 the researchers do not use media pictures in teaching the materials. The test is conducted based on stated procedures.

- **Post-Test**

After explaining the material, both of the class are given the same test by the researchers to know the outcome of treatment. Having taught the students about writing narrative text with series of pictures and without series of pictures was the same post-test in two classes. The researchers gave them a post-test in order to see whether the strategy is effective or not. The researchers gave them 45 minutes to create a written text.

There are five components in assessment of writing according to Heaton (1988:146). The researchers adopted this components to assess the narrative text.

**Table 2 The Assessment of Writing**

No.	Component	Criteria	Score
1	Content "This content is focused on the topic and the kind of narrative text such as legend, tale, myth and fable"	A B C D	30-27 26-22 21-17 16-13

2	Language use “In this language use, it is focused on the students ability in analyze the language features of the narrative text such as, using action verb, focus on the specific participant, using adjectives, using temporal connectives, using past tense and using variety of simple, compound, and complex sentences.”	A	25-22
		B	21-18
		C	17-11
		D	10-5
3	Vocabulary “This vocabulary focused to the ability of students to write the word effectively, vocabulary means choice of the word.”	A	20-18
		B	17-14
		C	13-10
		D	9-7
4	Organization “This organization is focused on the generic structure of narrative text, they are orientation, complication, resolution and re-orientations”	A	20-18
		B	17-14
		C	13-10
		D	9-7
5	Mechanics “This mechanics focused to the ability of students to use those conventions peculiar correctly to written language, the punctuation and the spelling.”	A	5
		B	4
		C	3
		D	2

Criteria: A: Excellent - very good

B: Good - average

C: Fair - poor

D: Very poor

After the researchers calculated the value of the students' work based on the table above, the researchers give the max and min score. After the researchers get the value of the control and experimental group then the researchers calculate the total score of pre-test and post-test.

The researchers used statistical hypothesis which is used to know the hypothesis will accepted or rejected. To determine  $H_a$  and  $H_0$  there are several conditions that must be met when using SPSS. First the data that has been obtained from students must be tested for normality beforehand to find out

whether or not the data is to be tested. After getting the results of normality, the data will be tested on the Paired Samples Test which will show the results whether  $H_a$  and  $H_0$  are rejected or accepted.

## Result

This study involved quantitative and the data of this quantitative research were taken from written test. There were 58 students involved as the sample. They were differentiated into two classes, both consist of 29 students in each class. Testing class using series of picture and control class without using series of picture. They were scored based on the theory of Heaton (1980:138). And the data was analyzed by using SPSS.

The first requirement before looking for a result, the data that will be managed must be normally distributed. The researcher used SPSS 20.

**Table 3. Output of Test of Normality**

	Shapiro-Wilk		
	Stat.	df	Signif.
XI MIA 1	.967	29	.487
XI MIA 2	.986	29	.963

The researchers use Shapiro-wilk for the output because of the data less than 50. Data was normal, it showed that the significance was 0,478 and 0,963 which was higher than 0,05.

**Table 4. Output of Statistic XI MIA 1**

	PRE	POST
Mean	63.86	80.62
Max	75	90
Min	56	71

When the data already analyzed, it signify that the Mean which was 63,86 in Pre test and 80,62 in Post test. The max score in Pre Test was 75 and Post Test was 90.

The score was increased after the researchers gave the material about narrative text by using the series of pictures.

**Table 5. Output of Statistic XI MIA 2**

	PRE	POST
Mean	56.03	67.00
Max	72	88
Min	34	36

When the data already analyzed, it signify that the Mean in Pre Test was 56,3 and 67 in Post-Test. The max in Pre-Test was 72 and 88 in Post-Test.

The means of XI MIA 1 was higher than XI MIA 2, the two means of both of them was different. If this difference could show that T-test was highest, it means that was significant.

To find out whether the using of media picture series affected the students in teaching writing, the data had been calculated by using T-test formula by SPSS 20 using Paired Samples T-test.

**Table 6. Output of Paired Samples T-test**

	Mean	Dev.	Error Mean	t	df	Signif. (2-tailed)
USING PICTURE SERIES - WITHOUT USING PICTURE SERIES	-13.621	10.472	1.945	-7.004	28	.000

After adapting the data into T-test formula, it was reached t-observed was 7.00. In certain of df of this research was 28. T-test was higher than t-table  $7.00 > 2.00$  with the significance  $5\% = 2.00$ . It mean that there was a significance increase after picture series as media was used at school. It also showed Sig. (2-tailed) lower than an alpha level of 0.05 ( $0.000 < 0.05$ ).

Based on the T-test (7.00) was the higher than T-table at the level of significance (2.00). Can be concluded  $H_0$  was rejected and while  $H_a$  was accepted. It means the use of picture series was more sufficient affect in teaching writing narrative text at grade XI students of SMAS Dharma Pancasila.



## Results and Discussion

After analyzing the data, the researchers found that the students' capability in writing narrative text at grade XI SMAS Dharma Pancasila increase and effect while using picture series, because from the picture series they got information and they were easy to understand about the text. It can be shown from the result of the data analysis. The students' value in experimental class (using picture series) was the highest than in control class (without using picture series). In XI MIA 1, the highest score was 90, while in XI MIA 2 was 72. Meanwhile, the data analysis showed that T-test was higher than T-table ( $7.00 > 2.00$ ).

## Conclusion

According to the result which has been stated in finding, the researchers conclude that the use of picture series has significant affect to achieve the ability to write a narrative text at grade XI SMAS Dharma Pancasila. Score of students that taught by using series of pictures was higher than without using series of pictures. The result of T-test had proved, the mean of students with taught by using series of pictures was the higher than the mean of the students thought without using series of pictures. Score of T-test was higher than T-table, where T-table was 2.00 and T-test was 7.00. So that  $H_a$  (Hypothesis alternative) was accepted.

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