The Impact of Using Picture Series to Improve Students' Narrative Writing Skill at SMP Muhammadiyah 2 Yogyakarta

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Abstract

Picture series was one of the instruments used in teaching and learning of writing process. Picture series could help the students to organize and build their idea. This study was to know the significant differences between control and experimental group in using picture series in narrative writing skill.This research was conducted in SMP Muhammadiyah 2 Yogyakarta. This research used quasi-experimental research non equivalent research design. The samples were from students VIII D (experimental group) and VIII F (control group). The total of the students were 30 students for each class.The result of reliability showed 0.713. It meant that the test was reliable in use. In normality, the result showed that the numbers of significant of control group was 0.431and experimental group was 0.262. It meant that the control and experimental group was normal. Furthermore, the researcher also measured the homogeneity. The result suggested that the number of significant were 0.218 (control group) and 0.196 (experimental group). In other words, the homogeneity result of both groups is homogenous or the variance of the students has similar characteristics. In mean score, the control group narrative writing was 55.50 (pre-test) and 70.17 (post-test). In experimental

group was 55.50 (pre-test) and 75.83 (post-test). This meant that there was an improvement in writing narrative text of both groups. In hypothesis testing, the result showed that there was a significant difference between control and experimental group. It was showed from the result of ANOVA is 0.000 (Sig < 0.05). In conclusion, the use of picture series helped the students of SMP Muhammadiyah 2 Yogyakarta in improving their narrative writing skill.

Keywords: Writing, Picture series, teaching writing using picture series.

1.   Introduction

Writing is one of the important skills in learning the foreign language and also one of the ways people used to communicate. People can use writing to inform the information to others. Writing is a primary aspect in representing the understanding of the context. Furthermore, writing is not a simple skill that is easy to master. It is because writing is related with the organizing ideas, grammar used, and also vocabulary used (Richards and Renandya, 2002). For instance, in students' writing activity, students' sometimes feel difficult in starting their writing. It is line with Pertiwi (2016) states that some of students are difficult in writing.

Furthermore, in teaching and learning process media help in delivering the content to learner (Naz, 2010). Picture is appropriate in teaching effectively in listening, reading, writing, and speaking skill (Rachmadie, 2002). Picture is helping the students in organizing their ideas. In this research, the researcher used picture series as an instrument in teaching writing. Smaldino (2015) said that the advantages of using picture series help the students in generating the idea during

pre-writing stages. A picture series that contain a series of events that illustrate a sequenced story can raise students' awareness on the narration of the story event (Amriyah, 2015). One of text type genre that provides a sequence story is narrative text. Based on those explanations, the researcher is interested in conducting the research entitled "The Impact of Using Picture Series to Improve Students' Narrative Writing Skill".

2. Review of the literature

2.1 Writing

Definition of writing. According to Harmer (2001) writing is a form to do communication in delivering through or to express feeling through written form. Furthermore, Helmasena, et al: s opinion (2014) said writing is a productive skill to write an indirect communication while Brown (2010) asserted that writing is a thinking process. On the other side, writing has common purposes such as to inform, to entertain, and to persuade (Langan, 2006). To inform means that writing will give some information for the reader about the context that writer has written. To entertain means that to amuse the reader. To persuade means help the reader to make sure something that reader will to know.

Types of writing. There are some types of writing that students commonly used. According to Feez (2002), several types of writing are exchange, forms, procedure, information text, story text, and persuasive text. Exchange text is related to information, complex and problematic, casual conversation. Form consists of simple and complex formatted text. Procedure consists of instruction, procedures and protocols. Information text are consists of descriptions,

explanations, reports, and directives. Story text consists of narrative and recount. Persuasive text consists of opinion text, exposition, and discussion.

Process of writing. In teaching writing process, students will focus on the process of writing itself. Writing process are stages that students do in writing. Writing process can help the students to organize their writing. Furthermore, there are several stages in writing process such as planning and organizing a paragraph (Harmer, 2010). First is planning the essay. In planning, students can learn how to write coherently based on the writing structure. Students also can assemble the ideas and decide a suitable framework to arrange the ideas, such as time (the text uses presents, past tense, or future tense). Second is organizing a paragraph. Organizing paragraph can help the students write more effectively.

Another theory is from White and Arndt (1991) as cited in Harmer (2010), stating that the model of writing process that is commonly used are drafting, structuring, and reviewing. In drafting, students do brainstorming before developing their idea into a good sentence. Structuring is ordering the information. Reviewing is checking and editing context. Those are writing processes in helping students to write well.

Teaching of writing skill. Writing in English is definitely challenging for students whose English language is not their mother tongue. Kartini and Al (2013) argued that in teaching writing especially for writing narrative text, the teacher can use comparing, diagnosing and operating strategies. In comparing steps, writing is based on students' mind. In diagnosing, the students' should check their writing of

narrative text by themselves. In operating, the students can revise or rewrite their writing.

Evaluation of writing. Evaluation is the part that is needed by students in learning process. There are many kinds of methods to evaluate students' writing skill. Firstly, it is Automated Writing Evaluation (AWE) system to assess students' writing skills that provide scores and to support writing assessment (Burstein, Elliot, and Molloy, 2016). Secondly, a holistic scoring is used in writing evaluation in the form of letter grade or sometimes the teacher can use a numerical and descriptive evaluation in students' letter. The teacher should be aware in what categorize of writing score they will use to evaluate students' writing. The third is analytical scoring. Analytical scoring is a methodology in evaluating students' writing. Analytical scoring is a specific scale of categories and description of five different levels for each category (Brown, 2010).

2.2   Narrative text

Generic Structure of Narrative Text. According to Fanthoni (2012) the generic structures in narrative included orientation, complication, and resolution. Orientation tells the beginning of the story and the character of the story. Complication means how the story happened and what the problem is. The resolution means the problem finished with happy or sad ending. Reorientation is a moral lesson that the story gives to the reader.

The language feature of narrative text. Joyce and Feez (2010) said linguistic features that are usually included in narrative are using action verb, giving the information about feeling such as wondered and remembered, using past tense and the characters are human

and animal. A signal word that commonly used is like once upon a time, a year ago, everything that tells the story in the past.

Media to teach narrative writing. Hedge (2000) said that good writing needs a process. Teachers need various methods in teaching writing. The teacher has found a media that can help students in improving their writing. Lynee (2001) said that one main factor to achieve the goal of teaching learning English is making students' interested. Lavery (2008) also said that the effective ways in motivating and helping students to understand language are film and video. For that reason, video and film have become a common methodology used in teaching writing.

2.3   Picture Series

Definition of picture series. Picture series as media in teaching learning process is not a new tool in developing students' writing (Puspitaloka, 2016). According to Hermanto (2013) picture series is one of effective strategies in teaching writing. Picture series is a number of pictures that show activity or story in sequence (Arsyad, 2006). Brown (2001) states picture series bring a fun element in class. It means that picture series is suitable to use for the students in class room. Furthermore, picture series give beneficial in use. Smaldino (2015) said that the advantages of using picture series help the students in generating the idea during pre-writing stages. Miller (2007) states that picture can help the students to make a word and concept concrete. Harmer (2007) claimed that picture can present the situation in helping the students to work in grammar and vocabulary. Moreover, picture series help the students to comprehend the text (Puspitaloka, 2016).

According to Puspitaloka (2016) picture can translate abstract ideas in realistic form. So, the student is easy to understand the ideas of through a picture.

The strength of using picture series in teaching writing. The strengths of using picture series in teaching writing processes will help the teacher to make sure that the materials will help the students in their writing improvement. The strengths of using picture series is making the students interested in writing English (Smaldino, 2005). Picture can also help students in improving vocabulary and organizing students' idea. This idea was in line with Lidyawati and Nirwanto's opinion (2016) stating that picture series provide many vocabularies for students and assist students to organize students' idea.

Moreover, picture series help and motivate the student toward their writing skill (Puspitaloka, 2016). Picture series is usable in different of academic level (Hermanto, 2013). In conclusion, picture series help the students in encourage their writing for different level of academic.

3. Methodology

3.1 Research Design

This research applied quantitative research. "Quantitative research is research problem based on trends in the field or on the need to explain why something occurs" (Creswell, 2012). Furthermore, the benefit of using quantitative research was to explain a phenomenon and also measured behavior (Sukamalson, 2007). Regarding of quantitative research, the researcher focused on using experimental research. Therefore, in this research, the researcher focused on quasi-experimental

research. Quasi-experimental research is a research that involves non-random in participants selection (Williams, 2007).

Here was illustration the research design of quasi – experimental of the pre-test and post-test non-equivalent group design:

Experimental group	O_1 X O_2
Control group	O_3 O_4

O_1 $\qquad$: Pre-test (Experimental group)

O_3 $\qquad$: Pre-test (Control group)

X $\qquad$: Treatment

O_2 $\qquad$: Post- test (Experimental group)

O_4 $\qquad$: Post-test (Control group)

3.2   Research Design

In this research, the data were collected at one SMP Muhammadiyah at Yogyakarta. The researcher decided to do the research in the school since the school had cooperated as a partner school to conduct an internship program also provided an extracurricular as students' media for learning English well. The researcher was conducted the data in January 2018. In teaching the students, the researcher used the curriculum for the guideline in teaching and making lesson plan.

3.3   Research Population

The population of the research were all of the students of eighth grade and it was decided based on the syllabus of the school. In syllabus, eighth grade had a subject teaching them about narrative text and each batch was divided into: Class

A – H, and each class consisted of 30 students. Thus, the total of this population was 240 students.

3.4 Research Sampling

In research sample, the researcher used purposive sampling. Purposive sampling helped the researcher in choosing the participant who had a low score in English. Purposive sampling was chosen as a sample based on the criteria. The criteria's for control and experimental group was chosen based on the class that had a low score in English. Therefore, the class was finally recommended by the English teacher. The English teacher said that the class of experimental group was the students of VIII D (n=30) that and the control group was the class of VIII F (n=30). The total of all participants were 60 students. In conclusion, the researcher had two classes in doing a research. First, the experimental group was the students from class VIII D (n=30). Second, the control group was the students from VIII F (n=30).

3.5 Instrument of the study

This research title was the impact of using picture series to improve students' narrative writing skill. This title was divided into dependent and independent variables. Independent variable is the antecedent while the dependent variable is the subsequent (Kaur, 2013). Thus, the independent is picture series. Dependent Variable is the variable that is affected by the independent variable (Kaur, 2013). The dependent variable of this title is narrative writing skill. The instrument of this research is using picture series. The instrument was used for measuring the impact of students' writing skill in narrative text. In measuring students' narrative

writing, the researcher applied pre-test and post-test. Those types test used writing text. The writing test is about story of *Malin Kundang* (pre-test) and *Cinderella* (post-test).

3.6   Data Collection Method

To gather the data related to the title, the researcher used test item. There were some categories in collecting the data such as considering the forms (organization), mechanics and grammar. In collecting the data, the researcher used a pre and post - test. The - pre and post - test form used English and Indonesia languages. Indonesia language was to help students in understanding and ordering the meaning. In evaluating of students writing, the research used an analytical scoring as a guide to give a score.

Table 1

The Scoring of the Students' Narrative Text Writing (Hughes, 1996)

No	Score	Criteria
		Grammar
	5	Some errors of grammar or word order which do not interfere with comprehension.
	4	Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
	3	Errors of grammar or word order frequently; effort of interpretation sometimes required on readers' part.
	2	Errors of grammar or word order very frequent; reader often has to rely on own interpretation.

	1	Errors of grammar or word order severe as to make comprehension virtually impossible.
Mechanics		
	5	Occasional lapses in punctuation or spelling which do not interfere with comprehension.
	4	Errors in punctuation or spelling fairly frequent; occasionally re-reading necessary for full comprehension.
	3	Frequently errors in spelling or punctuation; lead sometimes to obscurity.
	2	Errors in spelling and punctuation are so frequent that reader must often rely on own interpretation.
	1	Errors in spelling and punctuation are severe as to make comprehension virtually impossible.
Form (organization)		
	5	Material well organized; links could occasionally be clearer but communication not impaired
	4	Some lack of organization; re-reading required for clarification of ideas.
	3	Little or no attempt at connectivity, though reader can deduce some organization.
	2	Individual ideas may be clear, but very difficult to deduce

		communication between them.
	1	Lack of organization so severe that communication is seriously impaired.
Score: Grammar + Form + Mechanics / 15 X 100 =		

3.7 Validity and Reliability

In checking the validity the researcher had a consultation with expert judgment. The expert judgment functions was to check the validity of the treatment that researcher used. In choosing the expert judgment based on the background of their study and teaching. The total of the expert judgment were two. The researcher did consultation about the instrument, pre and post test questions and also about the text book for guiding the teaching and learning. The result was choosing the story that was suitable for the students, using the difference story for the text book and pre and post test question, focusing on grammar, organization and punctuation scoring, and using English and Indonesia language which were better than using one of them.

Furthermore, the researcher measured the reliability. The reliability is measuring a stability of the instrument. It is line with Cohen, et all: s opinion (2011) stating that reliability is about the stability over the instrument and over groups of respondents. In reliability when the result of reliability score was high, it meant that the instrumentwas reliable to use.

Cronbach's Alpha	N of Items
.713	3

In measuring the reliability, it was based on students' pre-test score. The types of reliability that researcher used was Cronbanch's Alpha.

Table 2	
*The Cronbach's Alpha guidelines (*Cohen, Manion and Morrison, 2011)	
>0.90	Very highly reliable
0.80 – 0.90	Highly reliable
0.70 – 0.79	Reliable
0.60 – 0.69	Marginally/minimally reliable
<0.60	Unacceptable low reliable

According to the result of reliability was 0.713. It meant that the result was reliable. On the other word, the instrument was reliable to use.

3.8   Normality and Homogeneity

Normality meant the distribution of data was considered normal or not (Cohen, et al, 2011). Homogeneity means knowing the level variance of two or more distribution the data (Cohen, et al, 2011). The expert also said that the normality test of result will be normal if the significant level of Kolmogorov – Smirnov is higher than 0.05. Then, the result of homogeneity is homogenous if the level is higher than 0.05.

3.9   Analysis Data

The data analysis used a descriptive statistic and inferential statistic. The descriptive statistic is describing and presenting the data (Cohen, et al, 2011). The researcher used means to get the final result for answering first and second questions.

Determining Mean of Experimental Group (X Variable):

$$Mx = \frac{\Sigma X}{N}$$

Determining Mean of Control Group (Y Variable):

$$My = \frac{\Sigma y}{N}$$

Table 3

The categorize of mean score based on the standard of English writing from the school

> 80	Excellent
70 – 80	Very Good
60 – 70	Good
< 60	Low

In inferential statistic wasinferred and predicted the result of the research. In inferential statistic, the researcher used ANOVA. ANOVA helped the researcher to find the differences between control and experimental group of using picture series in students' writing. In measuring the significant difference between two group of experimental and control group the researcher should be calculated the score to get a gain score. In checking a hypothesis, the researcher used analyzing

the number of significant value that should be lower than 0.05. After that, the researcher can use ANOVA for knowing that the null hypothesis (Ho) is rejected or alternative hypothesis (Ha) is accepted.

4. Result

4.1 Result I

The highest score of pre-test is 60 and the lowest is 40. The highest score of post-test is 80 and the lowest is 60. Furthermore, the result of mean score was formulated below.

Determining Mean of Experimental Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	40	70	55.50	6.067
Posttest	30	60	80	75.83	5.584
Valid N (listwise)	30				

Based on the result of mean score in experimental group (pre-test), the result was 55.50. It meant that the score of pre-test was low. Furthermore, the result of post-test in experimental group is 75.83. The category of the score was very good. Therefore, both of the score indicated that the post-test score was higher than pre-test. It meant that the students' narrative skill in experimental group was improved.

4.2   Result II

The highest score of pre-test was 70 and the lowest was 50. The highest score of

post-test was 80 and the lowest is 60. Furthermore, the result of mean score was

formulated below.

Determining Mean of Control group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	40	70	55.50	6.867
Posttest	30	55	80	70.17	6.757
Valid N (listwise)	30				

Based on the result of mean score in control group (pre-test), the result was 55.50.

It showed that the students' skill in writing narrative was low. Furthermore, the

result of post-test was 70.17. The category of the score was very good. Hence,

both of the score indicated that the post-test score was higher than pre-test. It

meant that students' narrative skill in control group was improved.

4.3   Result III

In measuring the result, the researcher used ANOVA in SPSS. Here was the

following result.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	601.667[a]	1	601.667	15.743	.000	.213	15.743	.974

Intercept	19081.667	1	19081.667	499.280	.000	.896	499.280	1.000
Group	601.667	1	601.667	15.743	.000	.213	15.743	.974
Error	2216.667	58	38.218					
Total	21900.000	60						
Corrected Total	2818.333	59						

Estimated Marginal Means of Difference
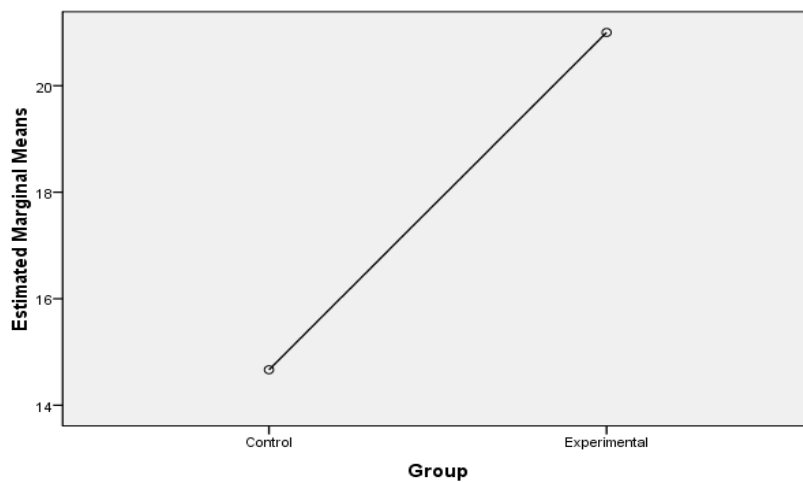
From the result above, the significant was 0.000. It meant that the result was lower than 0.05 (Sig < 0.05). The result meant that the students' in experimental group had a significant difference from the students' in control group. The experimental group had a significant difference in writing in using picture series than the students of control who did not use picture series in doing narrative writing. Hence, based on those explanations, the picture series could help the students in doing a writing narrative text.

5.   **Discussion**

The implementation of using picture series in improving students' narrative writing skill brought some improvement of students' narrative wrting. They could

write a paragraph story better than before using picture series. This result is in line with Miller (2007) stating that picture can help the students to make a word and concept concrete. Furthermore, in using picture series, the students can organize their ideas in sequence. They arranged the story based on the generic stucture of the narrative text. The writing became well written and read. Arsyad (2006) stated that picture series is a number of picture that show activity or story in sequence. In conclusion, a picture series help the students' improvement in narrative writing skill at SMP Muhammadiyah 2 Yogyakarta.

6. Conclusion

In answering the question, the research used descriptive and inferential statistic. The first and second question answered with descriptive statistic then the third question revealed inferential statistic (ANOVA). The validity used expert judgments in validating the material to use. The reliability showed 0.713. It meant that the test was reliable in use. In normality, the result showed that the numbers of significant of control group was 0.431 and experimental group was 0.262. It meant that the control and experimental group was normal. Furthermore, the researcher also measured the homogeneity. The result showed the number of significant are 0.218 (control group) and 0.196 (experimental group). It meant that the result of homogeneity both of the groups was homogenous or the variance of the students had same characteristics. In mean score, the control group narrative writing was 55.50 (pre-test) and 70.17 (post-test). In experimental group was 55.50 (pre-test) and 75.83 (post-test). It meant that both of group had improvement in narrative writing. In hypothesis testing, the result showed that

there was a significant difference between control and experimental group. It was

showed from the result of ANOVA was 0.000 (Sig < 0.05). In conclusion, the

narrative writing skill was improved by using picture series in SMP

Muhammadiyah 2 Yogyakarta.

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