

# The Effect of Using Sequenced Pictures on Students' Ability to Write Narrative

Evha Nazalatus Sa'adiyah Sy, evhasy11@gmail.com, Universitas Madura, Pamekasan, Indonesia

**Abstract.** This experimental study was conducted to answer one research question, "Is there any effect of using the sequenced picture on the students writing narrative ability at the tenth grade of SMK Bustanudin Galis Pamekasan?" The object of this study was 25 students at SMK Bustanudin Galis Pamekasan. Before collecting the data, the researcher observed the students to know their levels of English achievement, especially in writing narrative in English — the ways to collect data that are doing pre-test before the treatment and doing post-test after the treatment to the object in form of the use of sequenced picture as a media in the teaching-learning process. for the length of pre-test and post-test. The result of data analysis showed that there was a significant difference between the mean score of the pre-test (60) and the post-test (73). The mean score of the post-test was significantly higher than that of the pre-test. The result of the t-test (10.670) was higher than the t-table (2.064) for .05 percent level and (2.797) for .01 percent level).It can be concluded that sequenced pictures help students achieve better performance in writing narrative in English.

Keywords: sequenced pictures, narrative, writing

## 1. INTRODUCTION

In the English language, there are integrated skills to be mastered such as: speaking, listening, reading, and writing. There are various skills in the mastering of language: respective skill, listening (understanding the spoken language), reading (understanding the written language), and productive skills-speaking and writing (Haycraft, 1978).

Writing is primarily meant for conveying information, ideas, believes, and impression to other. Among the four language skills, writing is the most difficult to master, since writing is dependent to upon the progress of the other skill. Writing is a difficult task because it requires special skill in the production. The special skills are in the choice of words, the use of structure, the mechanic and the rhetoric. Good writing is one that is composed correctly with the attention of some important elements: they are content, organization, vocabulary, language use, and mechanic.

The writer should use the correct sentences to express his/her ideas. S/he intends to interact with the reader by using written language. In using spoken language to communicate, the principal purpose is to make the readers understand. It means that for most beginning writers whose mother tongue is not English, to express what he/she intended is sometimes difficult. One of the common problems might be a lack of ability to construct grammatical sentences. Some writers also often produce sentences that are grammatically correct, but semantically wrong. Although English is a foreign language, he/she has responsibility to express his/her written ideas semantically and grammatically.

Writing is a process not a product. It means that a piece of writing is never completed, it is always possible to review and revise, and review and revise again. Process of writing refers to everything that the writer does, from the moment he/she starts to write until he/she finished his/her writing. Oshima and Hogue (1988) states, "There are four main stages in the writing process: prewriting, planning, writing and revising."

The different types of writing are presented as separate kinds of essays for convenience's sake. These types are classifications of what the essay can do: to describe, tell a story, define, show how, compare, or persuade. Brereton (1987) states, "There are six different types of writing: description, narration, definition, process, comparison and contrast, and persuasion."

Axelrod and Cooper (1988) state that narration is a basic writing strategy for presenting the action. Writers use narration for a variety of purposes: they illustrate and support their ideas with anecdotes, entertain readers with suspenseful revealing stories, predict what will happen with scenarios, and explain how something generally happens (or should happen) with process narrative.

The researcher selected the student's composing narrative writing as a material of narrative writing by the assumption that the composition is the result of students' products that can be known clearly. Narrative is a story that is connected with events based on the plot. Then why the teachers use narrative text, it is because of the narrative as a story of human experience, so that the students arrange the composition easily in writing. Narrative as a story tells or describes an action in the past time clearly, so the narrative is tried to answer the question: what had happened. Narrative is a story, so it should have the element that can make the story more interesting to the reader such as conflict and conclusion of the story (Keraf, 2009).

The researcher found that the tenth grade had several problems in writing, especially in writing narrative. The first problem was that the students' writing was not comprehensible because the content of the composition was not relevant to the topic, the ideas were not clearly stated, the ideas and sentences were not well organized. The second problem was that the students had low motivation and were not interested in doing the tasks. The students were only asked to write sentences and paragraphs without being given some clues so that it was difficult for them to express their ideas into paper.

Writing is the major mean by which students demonstrate their knowledge in school, and primary instrument that the teacher uses to evaluate academic performance. Writing is a summary server a similar purpose, as the students must consolidate the available information to reflect the basic essence or gist of the discourse. In the other word, writing is further use as a toll for gathering, remember, and sharing subject matter (Brown, 2001, p. 324).

Writing a narrative is not an easy activity, the students are often not ready to write or make a good sentence by using the right tenses. Writing is very important to teach in the classroom because it can be used to achieve the ability to write about our feelings, idea, opinion, and also to express anything which come into our mind. According to Harmer (2005), writing is a form of communication to deliver through or to express feeling through written form. In addition, writing also can be used as an indirect means of communication to others to convey information activities is not easy to write because writing should be able to produce something new and can give your idea or ideas to the reader through writing

According to Harmer (2005) there are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing - that is, thinking about the language - whether they are involved in study or activation.

To create the students' interest in writing, we can use the media that attract the students' motivation and interest. Therefore, the teacher should have comprehension about learning aid especially media. The word media come from a Latin medium that has meaning "preface," the media, if we take a large meaning, is human, material, or even that build condition that can

make the students be able to get knowledge, skillfulness, and attitude. In this case, the teacher, book, and environment of the school are media.

Moreover, teaching is showing and helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2006). It means that teaching writing is a complex activity. Therefore, the teachers must have a great interest and strategies in writing activities.

Teaching is a process of communication in which the teacher sends the messages of knowledge and skill to students as feedback, and the students respond with their ability and the performance. In teaching, writing skill enables the students to share their ideas, thoughts and writing is a productive skill. However, it must be through a process that is not easy to get it. Students need more attention when they learn the rules or the steps from writing form. Because in writing, some aspects should be understood such as grammar, punctuation and spelling, organization, cohesive and coherent devices, and vocabulary.

In fact, in the teaching-learning process teachers usually, just assign the students to read the provided text and to do the task without stimulating students to produce their text. In short, students have not become accustomed to writing a story, so the teacher needs to know the students' writing ability by using another kind of method and media that can know the students' achievement in writing. Gagne' dan Briggs in Arsyad (2011) state that learning media include tools physically used to deliver material learning content that is a book, recorder tape, cassette, camera video, recorder video, film, slide, photo, picture, chart, television, and computer. One of the media that usually use in teaching writing is pictured, also increasing the students writing skills.

Wright (2004) states that the picture contributes to interest and motivation, a sense of the content of the language, and a specific reference point or stimulus. He adds that the picture is a means of communication between teachers and students in the classroom so that teachers can help students' difficulties in understanding the materials provided and can be improved; it is motivation and interest in them. Pictures are a recognized way of representing real situations and they can serve as visual aids. In the classroom, pictures can help the students to associate their imagination with their real-life experience, especially sequenced pictures.

This study was intended to measure whether visual materials, in this case, sequenced pictures can effectively develop ability to write a narrative of tenth-grade students of SMK Bustanudin Galis Pamekasan. This study compared the result of the pre-test and post-test to measure whether students achieve better writing performance after the treatment.

The use of pictures, specially sequenced pictures is often a good beginning point in helping students to develop their English achievement. If the students use sequenced pictures, they can improve their visual literacy. For example, the study of sequenced pictures can help them to comprehend various abstractions.

According to Gerlash and Ely (1980), pictures are the two-dimensional visual representation of persons, places or things. Pictures can be used for individual study display on bulletin boards and flat boards and projection when groups of students need to look at one picture at the time. In this case, pictures can stimulate student interest and pictures help readers to understand and remember the content of accompanying verbal materials.

Arsyad (2011) states that everyone can use the picture for the various phases of learning. It means everyone in teaching learning process can use that picture. Besides, Wright (2004) states that the picture contributes to interest and motivation, a sense of the content of the language, and a specific reference point or stimulus.

In summary, sequenced pictures may provide a great deal of information at a glance, but when it is used to illustrate the meaning of a particular expression, they can mislead.

Sequenced pictures are culture-bound in at least two ways (1) the objects and people shown in the sequenced pictures have different functions and connotations in different cultures, and (2) experience in understanding sequenced pictures varies from culture.

Based on the explanation above, the purpose of this study is: to know whether there is an effect of using the sequenced picture on the students writing narrative ability at the tenth grade of SMK Bustanuddin Galis Pamekasan.

## 2. METHOD

Since this study was aimed at finding out the effect of using sequenced pictures of the tenth-grade students' writing narrative ability, then the research problem is: Is there any effect of using the sequenced picture on the students writing narrative ability at the tenth grade of SMK Bustanuddin? To answer the statement of problem, a tentative answer was provided in the form of a hypothesis, which was formulated as follows:

- a. Null hypothesis (Ho): there is no effect of using the sequenced picture on the students writing narrative ability.
- b. The alternative hypothesis (Hi): there is an effect of using the sequenced picture on the students writing narrative ability.

This is an experimental research with the object of 25 students at SMK Bustanudin Galis Pamekasan academic year 2017/2018. Before collecting the data, the researcher observed the students know their levels of English achievement, especially in writing narrative. The ways to collect data that were doing pre-test and doing post-test. The pre-test was given to the object of this study before they were given treatment. The post-test was given after the researcher conducted the treatments to the experiment group. This research is a one-group pretest-posttest design. It draws as follows:



The pre-test was not provided with sequenced pictures. The pre-test required the students to write a narrative paragraph. The students were supposed their favorite story. In the post-test, the student was also asked to write a narrative paragraph based on the sequenced pictures given.

The treatment was given after the pre-test by the teacher. The teacher taught a narrative text by using the picture of the sequence to see the difference in students' ability to write a narrative paragraph. The sequenced pictures were used as a media in the teaching-learning process for the length of pre-test and post-test.

Data analysis was directed to determine whether there was a significant difference between the mean scores of the student's ability after and before they were prompted with sequenced pictures reflected by their pre-test and post-test scores. The score is of the 25 students who did the two tests (the pre-test and the post-tests) during the data gathering. Data analysis is directed to determine whether the post-test has a better result than the pre-test. The technique used in this research is t-test, the formula as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

## 3. RESULT

This research discussed the data dealing with the result of the research. The data of the effect of using sequenced pictures as media in students writing achievement gotten from the tenth-grade students of SMK Bustanuddin Galis Pamekasan in the academic year 2017/2018.

The researcher used the test item in the form of an essay to get data about the effect of using the sequenced picture as media in students writing narrative achievement. To collect the data needed, the researcher used to test. There are two types of test: pre-test and post-test. Based on the statistical computation, it was found that the differences between the mean scores obtained from the pre-test and the post-test were 13 (66-53). The mean score obtained from the pre-test was 53 and the post-test was 66. It can be concluded that after being prompted with sequenced pictures, the t-test revealed that the mean score of the post-test was significantly higher than that of the pre-test. The means score of the pre-test and the post-test were compared statistically by using the analysis of the t-test for Non-independent samples.

The result of the t-test (9.235) was higher than the t-table (2.064) for .05 percent level and (2.797) for .01 percent level). The result of t-test significance gave evidence to reject the null hypothesis and support the alternative hypothesis because the null hypothesis stated that there is no effect of using sequenced picture on the students writing narrative ability; whereas, the alternative hypothesis proposed that there is an effect of using the sequenced picture on the students writing narrative ability. Looking up the critical value for t with (N-1) 25-1 = 24 degrees of freedom for a directional test, it was found that  $t = 2.064$  for the .05 percent level and  $t = 2.797$  for the .01 percent level. The null hypothesis could be rejected because the mean score of the post-test (66) was indeed higher on average than that of the pre-test (53) so that the result was in the predicted direction. After analyzing the data, this study revealed that the research problem could be answered and the hypothesis of the study could be proved true. The study found that after using sequenced pictures, the students' ability achieved a better score in writing narrative than before. Sequenced pictures are effective media in teaching students of narrative writing.

The effective learning of a foreign language, especially writing, depends on how teachers can help their learners to memorize and retain the language material successfully. Because writing is one of the difficult skills for language learners to master, teachers must be able to develop techniques to teach writing, so that learning to write more efficient and effective. According to Brown (2007), teaching is showing and helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Five things that Brown tells in the teaching of writing can be achieved with the help of instructional media. Sequenced pictures are effective media to teach. Arsyad (2011) states that the media have the function to interesting and direct student's attention to concentrate on the lesson content. It means that the media can make students interested in the material. Sequenced pictures increased student's writing ability because it could help the tenth-grade students of SMK Bustanuddin Galis Pamekasan to concentrate on writing a narrative story.

In other words, the use of sequenced pictures as media made the students easily to understand the material, although they come from different abilities. Sadiman (2007:4) states that when to use media appropriately can create the same perception. It means that the use of media can make students have the same comprehension about the material, their task and writing questions they do. Their understanding is the same so then the result is not different indirectly.

According to Gerlach and Ely (1980), the teacher can get two obvious benefits if they use sequenced pictures for writing materials:

1. Sequenced pictures are easy to find or even create. Many writing books provide sequenced pictures for their writing activities. They can also get sequenced pictures

from comic strips. If they still have difficulties in finding ready-made sequenced pictures, they can create their sequenced pictures. From several loose pictures, they can try to form sequenced pictures. What they have to do to find some loose pictures and rearrange to find the most related sequenced pictures so that they can form a story.

2. Sequenced pictures can be exploited to create many activities related to writing instructions. Some activities in some books use sequenced pictures as the basis of the writing activities.

When the students wrote the paragraph, they explored the pictures and their creative thinking. They added their own information, details and ending of the story just like their own experience. From this fact, it can be drawn that sequenced pictures indeed help students practice the language in real context and situation in which they can use it to convey their ideas in written language and help them explore their creative thinking and ideas and develop their writing skills, especially in writing narration. Finally, when the post-test was conducted, the students preferred developing a paragraph based on the sequenced pictures. As a result, the students achieved better performance in writing narration after being prompted with sequenced pictures than before.

#### 4. CONCLUSION

This study was conducted to answer one research question, “Is there any effect of using the sequenced picture on the students writing narrative ability at the tenth grade of SMK Bustanudin Galis Pamekasan?”. The result of data analysis turned out to prove that there was a significant difference between the mean score of the pre-test (60) and the post-test (73). The mean score of the post-test was significantly higher than that of the pre-test. The result of the t-test (10.670) was higher than the t-table (2.064) for .05 percent level and (2.797) for .01 percent level). The result of t-test significance gave evidence to reject the null hypothesis and support the alternative hypothesis because the null hypothesis stated that there is no effect of using the sequenced picture on the students writing narrative ability; whereas, the alternative hypothesis proposed that there is an effect of using sequenced picture on the students writing narrative ability. Therefore, the hypothesis of the study could be proved to be true that students achieved better in writing narrative after using sequenced pictures than before. Looking at the finding of this study, it can be concluded that sequenced pictures help students achieve better performance in writing narratives.

Since the result of the study proved that sequenced pictures have a positive effect on the students' ability in writing narration, the teachers are suggested to use sequenced pictures in teaching writing. Sequenced pictures provide students an interesting and stimulating set of ideas for developing their writing and they will become more responsive and stimulating toward writing instruction which involves visual context. It is not recommended that sequenced pictures be placed as the main writing material but sequenced pictures should be used to accompany the real writing material. Teachers can also use ready-made sequenced pictures or create ones by themselves. Teachers should use sequenced pictures as media for students to apply what they have learned in the writing material.

#### REFERENCES

- Arsyad, A. (2011). *Media Pengajaran*. Jakarta: Rajawali Pers.
- Ary, D., Jacobs, L. C., Razavieh, A., & Ary, D. (2010). *Introduction to research in education* (8th ed). Belmont, CA: Wadsworth.

- Axelrod, R. B., & Cooper, C. R. (1988). *The St. Martin's guide to writing* (2nd ed). New York: St. Martin's Press.
- Bambang Yudi Cahyono and Nur Mukminatien. (2011). *Techniques and Strategies to Enhance English Language Learning*. Malang: State University of Malang.
- Brereton, J. C. (1987). *A plan for writing* (3rd ed). New York: Holt, Rinehart, and Winston.
- Brophy, J. E. (2004). *Motivating students to learn* (2nd ed). Mahwah, NJ: Lawrence Erlbaum Associates.
- Brown, H. D. (2001). *Teaching by principles: an interactive approach to language pedagogy* (2nd ed). White Plains, NY: Longman.
- Brown, H. D. (2006). *Language assessment: principles and classroom practices* (Nachdr.). New York: Longman.
- Frank, M. (1986). *Modern English: exercises for non-native speakers. Part 2: Sentences and complex structures* (2. ed). Englewood Cliffs, NJ: Regents/Prentice Hall.
- Gerlach, V. S., Ely, D. P., & Melnick, R. (1980). *Teaching and media: a systematic approach* (2d ed). Englewood Cliffs, N.J: Prentice-Hall.
- Harmer, J. (2005). *The practice of English language teaching* (3. ed., compl. rev. and updated, 7. impr). Harlow: Longman.
- Hartono. (2002). *Bagaimana Menulis Tesis?* Malang: UMM press.
- Haycraft, J. (1978). *An introduction to English language teaching*. London: Longman.
- Haynes, J., & Zacarian, D. (2010). *Teaching English language learners across the content areas*. Alexandria, Va: ASCD.
- Heaton, J. B. (1988). *Writing English language tests* (New ed). London; New York: Longman.
- Kemp, J. E., Dayton, D. K., & Kemp, J. E. (1985). *Planning and producing instructional media* (5th ed). New York: Harper & Row.
- Keraf, G. (2004). *Argumentasi dan narasi: komposisi lanjutan*. Jakarta: Gramedia Pustaka Utama.
- Otong Setiawan Djuharie. (2004). *Communicative and Interactive English for the First Grade of Senior High School*. Bandung: Yrama Wida.
- Rayandra, asyhar. (2011). *Kreatif Mengembangkan Media Pembelajaran*. Jakarta: Gaung Persada.