THE EFFECTIVENESS OF PICTURE SERIES IN TEACHING NARATIVE TEXT; CASE STUDY IN SMA WACHID HASYIM

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Abstract. Writing is skill that needs a deep of thinking. In learning English writing is considered to be difficult, not only students but also the teacher feels that teaching wring is difficult. The activities of writing can apply through some of texts. As like descriptive text, Narrative text, Procedure text, spoofs text. Narrative text is the text telling about story or fable. The purpose of the narrative text is to entertain the listener or a reader (by the real story experience) or peculiar event and finished with ending. The problem in this research is: 1) The process of teaching writing by using picture series, 2) the effectiveness in teaching writing of narrative text by using picture series. The population in this research is 95 and the writer takes 25 students as sample that is in the A class. Then the data are analyzed in systematics way, to know the significance, based on the result of pre-test and post-test. From the result of analysis process teaching writing by using picture series is emphasized in grammar because most of the students feels difficult to arrange the sentences. Based on the result of t-test is checked from the critical value at the t- value at the level of significance 10 by db. 24, it means that the result of t- test 14,046242 is higher than t- table 14 at the level significant 10 by db. 24.

Keywords: Narrative text, Picture Series, Effectiveness

INTRODUCTION

The electronic media which is using English makes a large effect of the person. In English, there are four language skills, they are listening, speaking, reading, and writing. The students have to master four language skills. To increase the four skills above there are many kind of teaching through the method and the media. Media is the tool of teaching to make students more interested, so in the students do not get bored about subject matter that they received in the class. This research will use media called picture series to improve the students writing of narrative text.

In a process of learning, there are two significant elements; they are the teaching method and the learning media. Both of them are interrelated to each other. The choice of the teaching method will influence the type of learning media which is appropriate; however, there areanother aspects in choosing media, like purpose of teaching, type of task and the responds that, are expected to the student to understand after learning process and context learning including students' characteristic. Although it could be said that one of the first functions of learning media is to help the teacher to influencethe students in order to, be more focused of teaching and learning during process motivated English created by the teacher. (Arsyad (2009: 15). According to Hamlik 1986 in Azhar Arsyad (2009: 15) stated that the use of learning media in a process of teaching and learning can motivate students' desire in learning English and even give psycho logically influences towards students.

Based on the problem statements above, this research aims to describe the process of teaching writing by using picture series at first Grade students of SMA Wachid Hasyim Sumberwudi in Academic Years of 2014/2015. sTo what extent did picture series media effectively help the teaching of narrative text to the tenth grade students of SMA Wachid Hasyim Sumberwudi in Academic Years of 2014/2015. In this research, the writer expects that the result of this research will give a significant and solution towards the teacher, the students and the future research. The result of this research is expected to give alternative media or method for in teaching narrative text writing. The result of this research is expected togive motivation to the students in learning to write and study English. Based on the results of this research, the writer expects the reader in order to be able to apply this method in their teaching, and this method is useful for all people who want to study English. In this study, the writer used picture series as the media in teaching writing especially narrative text. In this

study, the writer limited the subject of the research they were the tenth Grade Students of SMA Wachid Hasyim Sumberwudi in Academic Years of 2014/2015.

In The following definitions are intended to give the same perception of the words or terms used in this study and avoid the ambiguity in understanding them. They are:

1. A picture series is a number of related composite pictures linked to form a series of sequence. Hence, its main function is to tell a story or sequence of event.
2. Media is everything form is used by human being to deliver or spread of idea, idea or opinion that is explained to the receiver Letuheru in Azhar Arsyad (1993 : 4).
3. Writing is personal act in which take ideas or prompt and transform them into "self-initiated" topic. J. Michael and Lorraine (1996: 136).
4. A narrative is a story, whether told in prose or verse, involving events, characters, and what the characters say and do. Some literary forms such as the novel and short story in prose, and the epic and romance in verse, are explicit narratives that are told by a *narrator.*

LITERATURE REVIEW

Definition of Writing

From several definitions of writing in the previous section, it can be concluded that writing means the activity of creating pieces of written work, a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others into language that linked together in certain ways and form a coherent whole in its purposeful selection and organization of experience and also as the production of sentences as instances of usage. Donald M. Murray (2004: 4) writing is a craft before it is an art; writing may appear magic, but it is our responsibility to take our student back stage to watch the pigeons being tucked up the magicians sleeve. From explanation above that writing is a difficult process and very long to make student active and creative, the process of writing is not linear but recursive it say conclude that the process of learning writing must be drilling or recursive, it meant that to learn of writing need long process, to learn of writing not only one process but it still need two or three process to get of good result.

Writing is very important for our life. To know that writing is useful for my life as we know that to understand of the each information, so the student must understand about writing. Not only to understand of information, writing also to know achievement goal student. Robert Keith Miller (2005: 1), writing can change your life. It can help you deepen your understanding of yourself as well as achieve the goals you set for yourself. It can help you make sense of the information that assault you every day and present ideas so that others will take you seriously. And it can broaden your world by enabling you to communicate effectively with people you have never met.

Writing as a Skill

In learning English, writing is one of which has difficult think and it has complex problem most of the people said that only one have natural talent who get easy to write. It means that writing is skill that can be able to get easy if they have this one. Most of the people who said that writing is difficult, it is imply that they don't have natural talent for writing. So the people try to avoid of writing. In the other hand writing must be mastered to get perfect language. John Langan (2000: 10) stated a realistic attitude about writing must build on the idea that writing is a skill it can be learned. Writing also skill that must be mastered all in it not only vocabulary but grammar also to get easy to write the student have to master all needed in writing, it means that writing is complex, according to J. B. Heaton (1975: 134), the writing skill are complex and sometimes difficult to teach requiring mastery not only of grammatical but Also of conceptual and judgmental elements.

To appropriate the writing between speaking it is very important to the students to determine how the use of the right writing based on the foreign language. This purpose is to compare speaking and writing. To master writing skill is not easy for the non native speaker.It is important to make students can be able to develop their ability, here student find

of difficult thing to get this experience especially the skill how to narrate the story in accordance with the plot. Even this is a complex problem. Jeremy Harmer and Roy Kingsbury (1974: 134), The ability to write for a particular audience using the most appropriate kind of language is essential for both native speaker and foreign students alike. The use of correct registers becomes an important skill at advanced levels of writing.

Basic Principle in Academic Writing and Assessment

According to Sutanto Leo (2007: 1-4), writing as a process of expressing ideas of thoughts in words, How can we do something that we do not enjoy, writing can be very enjoyable as long as we have the ideas and the means to achieve it. Based on explanation above something writing made the student enjoy to write if they have ideas to achieve what they write. It is obviously not all time wring make the student boring even the student avoid the writing, thorough this principle in academic writing the student will be learn how to write well and enjoyable. Sutanto Leo (2007: 1-4), stated that there are three basic principles, namely, content, register, and topic, which need to be considered in a piece of academic writing .referring to content, it should made clear, specific and relevant. However, register should be formal, to the point, and concise.

There are two different approaches for assessing writing ability according to Weir (1990: 58). Firstly, writing can be divided into discrete levels, e.g., grammar, vocabulary, spelling, and punctuation, and these elements can be tested separately by the use of objective tests. Secondly, more direct extended writing tasks of various types could be constructed. One example of direct writing task is controlled writing task. Free, uncontrolled writing would seem to be an invalid test of the writing ability required by most students.

According to Madsen (1983: 101) a wide variety of writing tests are also needed to test many kinds of writing tasks that we engage in. There are usually distinct stages of instruction in writing, such as pre-writing, guided writing, and free writing. Each stage tends to require different types of evaluation. Another reason for the variety of writing tests in use is the great number of factors that can be evaluated: mechanics (including spelling and punctuation), vocabulary, grammar, appropriate content, diction (or word selection), rhetorical matters of various kinds (organization, cohesion, unity; appropriateness to the audience, topic, and occasion); as well as sophisticated concerns such as logic and style. The list is enough to boggle the mind. Madsen (1983: 102) also said that there are some techniques for evaluating writing in its various stages, from pre-writing to free writing.

According to Burns and Broman (1975: 11), picture will help a new topic or catch the interest of the children as they look at point and talk about them. A student with a creative imagination will often find the learning a new language easily and enjoyably through the use of pictures while he finds it difficult to learn just from a textbook and dictionary.\

According to Wright (1989: 17), picture can motivate the students and make him or her want to pay attention and want to take part. Pictures contribute to the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example, a train). Pictures can be described as an objective way ('this is a train.') or interpreted ('it's probably a local train.') or responded to subjectively ('I like traveling by train.') Pictures can cue responses to questions or cue substitutions through controlled practice.Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

RESEARCH METHOD

Research design is a strategy to arrange the setting of research in order to get a valid data that is suitable with the variable and objective of the research. In this research, the researcher uses qualitative research, exactly descriptive qualitative research. According to

Sugiyono (2008: 13) descriptive qualitative research means the data collection is in the form of words and pictures. So this writer uses experiment research which is in the experimental research there is a treatment. According to Sugiyono (2007: 73) that there are four kinds of experimental design those are Pre-experimental design, True experimental design, factorial design, and quasi experimental. From the kinds of design above the researcher uses pre experimental design.

Table 1: pre-experimental design

O1   XO2
O1: Pretest
X: treatment
O2: Post test

The steps to acomplish the design are, 1) doing pre-test to the students, 2) doing give treatment to the students, 3) dong posttest to the students, 4) determine the mean of the pre-test and post-test and measure means different of both, 5) Use t-test formula whether there is significant different The model of Pre-experimental design consists of three kinds, they are One shoot case study, One group Pre-test posttest, and Intact group comparison. Based on the kinds of model above the writer uses Pre-experimental one group Pre-test post-test design, which the writer gives pre-test before giving treatment to the student.

Population and Sample

Population is all subjects being researched. Arikunto (2006: 130) based on the definition above that the population is the subject will be researched, it means that unlimited the subject, so to make easy the researcher must be limited before. Arikunto (2006:130). The population that will be researched is in the students SMA Wachid Hasyim Sumberwudi in Academic Years of 2014/2015. All the population is 95 students.

Sample is part of representation of population that will be researched. Arikunto (2006: 131) with this sample the researcher intends to general ate all ofthe result sample. Arikunto (2006: 132) state that to general is made concluded of research that is valid for population. Here the researcher will take the sample part of the students SMA Wachid Hasyim Sumberwudi in Academic Years of 2014/2015. According to Arikunto (2006: 134) there are many ways to take a sample, those are : Random Sample, Stratified Sample, Purposive Sample, Proportional Sample. This researcher uses purposive sample, purposive sample is sample that is taken because there is something purpose.

Tabel 2: Samples Taken

Number	Class	Total
1	X.1	25
2	X.2	35
3	X.3	35
Total		95

Data Collection and Analytic Score

In this research, the collection of data is used to help researcher to take date in teaching the method that is processed by the research in the class. There are many techniques used to collect data. There are six data collection technique. Those are questioners, interviews, observations, tests, rating scale, documentation (Arikunto, 2006: 150). In this research, the researcher will use two kinds of techniques, namely observation and test.

As a writing test, the writer could require candidates to write down a narrative text based on the picture series. There are some requirements : minimal three paragraphs, each paragraph consists of eight sentences and the candidates must think the cohesive, unity, and

clarity in their writing. To administered the writing test, the writer used as analytic score in order to be more reliable in scoring students' writing. The following rating scale desived by Jacob, et al.'s (1981: 5). For the result, the data will be analyzed acroding to Ngalim (2010: 89).

Tabel 3: *The Scoring Rubric for Writing Production* (adapted from Jacobs *et al* ; 1981)

Scoring Element	Scale	Quality	Description
Content	30 - 27	Excellent to Very Good	Knowledge – substantive – thorough development of thesis – relevant – to assigned topic.
	26 - 22	Good to Average	Some knowledge of subject – adequate range – limited development of thesis mostly relevant to topic, but lack detail.
	21 -17	Fair to Poor	Limited knowledge of subject – little substance – inadequate development of topic.
	16-13	Very Poor	Does not show knowledge of subject – non substantive – not pertinent – OR not enough to evaluate.
Organization	20-18	Excellent to Very Good	Fluent expression – ideas clearly stated/supported – succinct – well organized – logical sequencing – cohesive.
	17 - 14	Good to Average	Somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.
	13 – 10	Fair to Poor	Non fluent – ideas confused or disconnected – lacks logical sequencing and development.
	9 - 7	Very Poor	Does not communicates – no organization – OR not enough to evaluate.
Vocabulary	20-18	Excellent to Very Good	Sophisticated range – effective word/idiom choice and usage – word form mastery – Appropriate register.
	17 -14	Good to Average	Adequate range – occasional errors of word/idiom form, choice, usage – meaning confused
	13 -10	Fair to Poor	Limited range – frequent errors of word/idiom form, choice usage – meaning confused or
	9 - 7	Very Poor	Essentially translation – little knowledge of English vocabulary, idioms, word form – OR not enough to
Language Use	25 – 22	Excellent to Very Good	Effective complex constructions – few errors of agreement, tense, number, word order/function, articles, pronouns, Prepositions.
	21 – 18	Good to Average	Effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom
	17 – 11	Fair to Poor	Major problems in simple/ complex constructions – frequent errors of negation, agreement, tense, number, order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions – meaning confused
	10 – 5	Very Poor	Virtually no mastery of sentence construction rules – dominated by errors – does not communicate
Mechanics	5	Excellent to Very Good	Demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing – poor handwriting
	2	Very Poor	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting Illegible – OR not enough to evaluate.

After collecting data from the pre-test and post-test from the experimental group, the researcher counts and finds out the difference between pre-test and post-test. The researcher analyzes the data by using statistical calculation of the t- test to measure of significance between two variables in a group.

DISCUSSION

In this discussion the writer described procedure of teaching learning by using picture series. At the teaching learning the writer apply a media to make researching before the writer did the research the writer show to the student about media that would be used. And then the researcher give a little training to know the student ability before going to research, after all stimulation the researcher gives the test to know result before the writer gives treatment and then the researcher gives treatment to know the effectiveness of the media from result then the writer analyses based on their each ability.

In this process of using picture series in teaching writing the writer emphasizes the grammar and tenses to make perfect in writing narrative text. The finding of the use picture series can help in teaching writing of narrative text to be effective, the result of the writing student increase after writer gave the media. The data were collected from the pre-test and post-test score. The purpose of this analysis is to find out whether there is an increased in the whole score of pre-test and post-test. The result of the calculation is as follows.

Table 4: *t-Test Formula*

Formula	Term	Explanation
$$t = \dfrac{Md}{\sqrt{\dfrac{\sum x^2 d}{N(N-1)}}}$$	t	The t-ratio.
	Md	Mean from the difference pre-test and post-test.
	d	deviation
	Xd	deviation of each subject
	X²d	squared of deviation
	N	Number of subject

This formula is compared with *t*-table value to know the significance of the result of the calculation. The pattern of the pre-test group and post-test design is according to (Arikunto, 2010:125). The result of the formula is shown bellow.

Table 5: The result of the t- test

Name	Pre-test	Post-test	Gain (d)	xd (d-md)	Xd²
Student 1	60	80	20	33,4	1,115
Student 2	65	80	15	1,6	2,56
Student 3	75	85	10	3,4	11,56
Student 4	65	90	25	11,6	134,56
Student 5	70	80	20	33,4	1,115
Student 6	55	70	15	1,6	2,56
Student 7	75	85	10	3,4	11,56
Student 8	70	80	10	3,4	11,56
Student 9	75	80	5	8,4	70,56
Student 10	70	80	10	3,4	11,56
Student 11	65	70	5	8,4	70,56
Student 12	65	75	10	3,4	11,56
Student13	60	80	20	33,4	1,115
Student 14	65	80	15	1,6	2,56
Student 15	70	85	10	3,4	11,56
Student 16	75	80	5	8,4	70,56

Student 17	65	85	20	33,4	1,115
Student 18	65	80	15	1,6	2,56
Student 19	60	85	25	11,6	134,56
Student 20	60	80	20	33,4	1,115
Student 21	75	90	15	1,6	2,56
Student 22	70	85	15	1,6	2,56
Student 23	70	85	15	1,6	2,56
Student 24	75	80	5	8,4	70,56
Student 25	70	85	15	1,6	2,56
Total	$\sum X=1690$	$\sum Y=2035$	$\sum d=350$	$\sum=245,2$	$\sum X^2 d=646,8$

From the table above, it has known that the total of the deviation is 350 and the total of the quadrate deviation is 646,8 so, the next step is calculate of the pre-test and post-test to know the effectiveness of them.

Analysis of t-Test Result

After finding the result of the deviation, so the researcher has got 14.58 with the sum of the respondents are 24. The next step is to find the result of t-test to know the significance as follows:

T-test result:

$$t = \frac{MD}{\sqrt{\frac{\Sigma x^2 d}{N(N-1)}}}$$

$$= \frac{14,58}{\sqrt{\frac{646,8}{25(25-1)}}}$$

$$= \frac{14,58}{\sqrt{\frac{646,8}{25(24)}}}$$

$$= \frac{14,58}{\sqrt{\frac{646,8}{600}}}$$

$$= \frac{14,58}{\sqrt{1.078}}$$

$$= \frac{14,58}{1,038}$$

$$= 14,04$$

From the calculating above, it is known that sum of *t*-test is 14,046242.t. Md meant of the gain (the difference between pre-test and post-test), N is sum of the students, here is 25 so N (N-1) = 25 x 24, it is 600. $X^2 d$ is sum of the square deviation, here was 14,046242. $t = 14$ (consulted to *t*-table value) db = N-1, db = 25-1=24with t-0.05the value was =10 significant. Therefore , the use of picture series in teaching writing of narrative text in hypothesis was accepted.

CONCLUSION

The researcher gives some conclusions and suggestions that may be useful for English teacher when they want to use the suggested technique in teaching writing at the senior high school. Writing is one of difficult skills to learn for the students. In teaching and learning, teacher also feels difficult about how to make students to be interested and like to write narrative text. So,the students can writemore effectively. The teacher does not only select the suitable media but the media must also be interesting so that the students enjoy

study.Therefore, the writer tried to use picture as media to make students interested in writing.rom the results of the learning process the researcher concluded as follows:

1. The process of the use of picture series in teaching writing of narrative text at the tenth grade students of SMA Wahid Hasyim Model Sumberwudi Karanggeneng was emphasized at grammar and tense in order to enable the students are able to write narrative text well.

2. The conclusion of the result of t test was checked from the critical value at the t–value at level of significance =10 by db = 24 it means that the result of t-test 14,046242 was higher than t-table 14 at the level significance 10 by db 24, So the use of picture series in teaching writing of narrative text at the tenth grade of SMA Wahid Hasyim Model Sumberwudi in the academic years of 2014/2015 was effective.

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