

IMPROVING STUDENT'S ACHIEVEMENT IN WRITING NARRATIVE PARAGRAPH THROUGH PICTURES

Ruth Ganda Juliana Purba

Abstract

This study deals with an attempt to improve students' achievement in writing narrative paragraph through pictures. This study was conducted by using classroom action research. The subject of the research was class XI IPA of SMA Swasta Gajah Mada consisting of 32 students. The data for the research were writing test as the quantitative data and diary notes, observation sheet, interview sheet and questionnaire sheet. Based on the writing tests, students' scores kept improving in every test. In the first cycle, the mean score was 53,18. In the second test the mean score was 64,87, and in the third test the mean score was 72,5. Based on diary notes, observation sheet and questionnaire sheet and interview sheet, it was found that students were actively involved in writing process as the response to the applied media pictures. The result of the research showed that pictures can improve students' achievement in writing narrative paragraph.

Keywords: Writing, Narrative Paragraph, Picture

1. Background of the Study

Language is very important tool of communication which is used to communicate between two or more people in carrying out their daily activities and has main role to make people understand. The function of language is not only for a communication but also for culture transfer. English is an International language has been taught to the student of kindergarten, primary school, Junior high school, Senior High School and also to the students of University. However, english is still as foreign language in Indonesia. It can be seen from many people who are not able to understand english well.

In english there are four skills that must be learned in studying english, they are: Listening, speaking, reading and writing. One of the skills becomes the focus of this thesis,

namely is writing. Writing is the hardest part of the four language skills. To make us able to speak, we have to listen and the same thing in writing to make us able to write, we have to able read and think much. As one of the four language skills, writing has always occupied place in most english language course. Writing is the expression of language in the form of letters, symbols and words. Through writing someone can share their knowledge, conveying ideas, feeling and intention to other people. The knowledge which have until now mostly got by reading, written information or texts, whether it is books, articles, paper, etc, which are written by those who share their idea through writing.

According to Harmer (2004:31), writing encourages students to focus on accurate language use because they think as they write; it may well provoke language development as they resolve problems which the writing puts into their minds. When writing, students frequently have more time to think than they do in oral activities. Students can go through what they know in their minds and event consult dictionaries, grammar books or other reference material to help them.

Unfortunately, the english writing of Indonesian students still low because their knowledge vocabulary still limited and they do not use grammar in writing. Based on writer's observation and interview result upon english teachers and students of senior high school in research in SMA Swasta Gajah Mada, most of them said that it was so difficult and bored in writing session. The students usually complained when they were asked to write something. It was difficult for them to find out generate, and translate the ideas in their brain into written language. Narrative Text: a kind of text that tells a story. Narrative text is concerned with by through picture. The purpose of Narrative Paragraph is to amuse or information to reader. Every genres of writing has different characteristics; they are generic social function, structure, and lexicon grammatical features.

Based on the research that the writer had made in teaching english, actually the writer can use the same ways in all time, the writer must change the way of teaching so that the students do not get bored and difficulties in teaching and learning process.

In this research in SMA Swasta Gajah Mada as an interesting and effective think pair share and research also shows that method helps student's to learn and apply academic content as well as SMA Swasta Gajah Mada believe to improve the student's skill in writing because they can use their sense more to build their opinion and idea in order to make a good series of narrative text.

By all explanation about SMA Swasta Gajah Mada method, it is clear that this SMA Swasta Gajah Mada is an interesting activity to be done in the classroom. This research deals with investigating the improving of SMA Gajah Mada method on student's ability in writing skill as especially in narrative text. By conducting a research on this technique it is hoped that the way of applying in SMA Swasta Gajah Mada can reveal the out most result of teaching and learning process.

The writer focus about students writing narrative paragraph using pictures as media teaching writing. Picture is used as educational media especially intended to improve writing skills.

Actually there are many ways to solve the problems above in improving their skill in writing. Based on the explanation above, the writer is interested in conducting a research about the improving students' achievement in writing narrative paragraph through by applying picture.

Based on the background of the study, the research problem is formulated as: "is the students' achievement in writing narrative paragraph improved through pictures?"

Based on the scope of the study, there are some types of writing that should be mastered by students of Senior High School. However, in this study the writer focuses on Writing

Narrative Paragraph. to improve students' achievement in writing narrative paragraph of SMA Swasta Gajah Mada Medan, the writer applying picture.

The objective of this study is to find out the effectiveness and the efficiency of pictures in increasing students' achievement in writing narrative paragraph in SMA Gajah Mada.

After completing this study, it is expected that result of the study would be useful for:

1. English Teachers, in teaching writing by using the pictures
2. Students as writers, it make them easier to improve their writing narrative paragraphs by applying pictures.

2. Conceptual Framework

Writing can be defined as a process of expressing and organizing the ideas and feeling and find the right words to make them on a piece of paper. The purpose of writing is to communicate your ideas and feeling from your mind to another mind in the written text.

Writing narrative is a process in which writers her or his thought feeling and imagination to describe her / his observation. The teacher show the picture to the student and ask them to write individually, it is aimed on finding the different ideas in writing narrative of object, place, time, and action process. So by this study. It is hoped that the applying pictures bring better result than without applying picture in writing narrative paragraph.

By through pictures, students have more chances to talk in their groups than in whole-class activities, and shy students are more likely to feel comfortable expressing their ideas. Therefore, pictures media can develop a much wider knowledge of the world which can feed back into improving and supporting the students' general educational needs.

3. The Research Finding

The research finding really proved that think media pictures improved the students' achievement in writing narrative. This can be seen through the increase of the mean of the students' writing scores which was taken within 3 writing tests, where the first test mean is

53,18 (see page 34), the second test mean is 64,87 and the third test mean is 72,5. The improvement happened not only in the mean of students' scores but also in the percentages of students who got score 65 and up, where the percentage of students who got the score 65 and up in first test is 43,75% (see page 40), in second test is 59,37%, while the last test is 90,6%, so the range is 46,85%. Besides, the excitement and curiosity of the students also showed how good the improvement that the students had.

4. RESULT AND DISCUSSION

The improvement of students' achievement in writing narrative also can be seen from the mean of students' score which kept improving in meetings. In the first meeting, the total of students' scores was 1755 and the number of students was 32 persons, so the mean is 53,18. In the third meeting, the total of students' scores was 2141 and the number of students was 32 persons, so the mean is 64,87. In the fifth meeting, the total of students' scores was 2320 and the number of students was 32 persons, so the mean is 72,5

The mean of students' score in each test done kept improving where the mean of the last test was the highest of all. Beside it, the percentage of students who got score above 65 also shows their improvement in writing achievement, where the percentage kept increasing in every test done.

Below is the complete explanation about the percentage of master students which kept increasing in every test done:

- In the first test done in the first meeting, there were only 14 students who got score 65 above and the total of students who did the test was 32 persons, so $P_1 = \frac{14}{32} \times 100\% = 43,75\%$
- In the second test done in the third meeting, the number of master students was 19 persons and the total of students who did the test was 32 persons, so $P_2 = \frac{19}{32} \times 100\% = 59,37\%$
- In the second test done in the fifth meeting, the number of master students was 29 persons and the total of students who did the test was 32 persons,

$$\text{So } P_3 = \frac{29}{32} 100\% = 90,6\%$$

Table 4.1 The Improving Percentage of Students who got score 65 to up in Writing

Test	Percentage of Master Students
I	43,75%
II	59,37%
III	90,6%

Based on the information above, the range could be calculated as follows:

Range = the highest percentage – the lowest percentage

$$= 90,6\% - 43,75\%$$

$$= 46,85\%$$

5. Conclusion

After analyzing the data, it was found out that the students' writing score increased from the first cycle to the second cycle. It means that there was an improvement on the students' achievement on writing narrative paragraph test through pictures. The analysis of quantitative data showed that the scores improved from the first test to the last test eventually. Furthermore, it was also proved through the observation sheet, interview sheet, questionnaire sheet and diary notes which indicate there was an improvement in learning result through pictures in teaching and learning process from the first cycle to the second cycle. Therefore, pictures improve the students' achievement on writing narrative paragraph.

6. Suggestion

The result of this study shows that the use of pictures improves the students' achievement on writing narrative paragraph. These following suggestions are offered:

1. For the English teachers; it is better to use pictures in teaching writing because this strategy helps the teacher in motivating the students to start writing and the strategy involves the pictures that provide details as the idea for writing the paragraph.
2. For the students; it is better for them to apply picture while writing narrative paragraph to improve their achievement.
3. For other researchers who are interested with this study to explore the same should deeply to enlarge the understanding in writing narrative paragraph through pictures and search reference because it can give good development.

REFERENCE

- Harmer, Jeremy. 2004. *How to Teach*. England : Pearson Education.
- Hornby, A.S.1974.Oxford Advance Learners Dictionary of Current English.
Oxford: Oxford University
- Hyland, k. 2002. Teaching and Researching Writing : Applied Linguistics in
Action Series. Pearson Education : Longman.
- Jannice,M.Laver,ET al.1981.*Four World of Writing*. London: London Press
- Khoi, R. 2011. A Solution to the Dilemma of Writing in a Foreign Language:
Adaptive Mentorship. Retrieved February 17, 2012 from Lindamen, E.1987.*Rhetorical for
Writing Teacher*. New York; Oxford University Press
- Lyman, F.1981. The Responsive Classroom Discussion. MD : University
Of Maryland College Education.
- O'Brien, R.2001. An Overview of the Methodological Approach of Action
- Pardiyono. 2007. *Pasti Bisa! Teaching Genre Based Writing*. Metode
Mengajar Writing Berbasis Genres Secara Efektif. Yogyakarta : Andi Yogyakarta.
- Seaton, T.1982.*Visual arts for Teaching Writing Skill TFL forum*. Washington
- Soekani, M, A.1987. Pengolahan Pengajaran Bahasa Inggris II Jakarta:karunia
- Wright, A.1989, Picture Language Learning. Sydney: Cambridge University Press
- <http://www.infonomics-society.org/IJCDSE/WritingEFLjournal.pdf>
- (<http://understandingtext.blogspot.com>)
- (<http://ccc.comment.edu/grammar/paragraph.html>)