

THE EFFECTIVENESS OF USING PICTURE SERIES MEDIA ON STUDENT'S WRITING NARRATIVE TEXT

Habibatul Maula Romadlona ¹, Zanuba Arifah Khofshoh ²

¹ Mahasiswa Pendidikan Bahasa Inggris, Universitas Billfath

² Dosen Pendidikan Bahasa Inggris, Universitas Billfath

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Abstrak:

Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan gambar seri terhadap kemampuan menulis teks naratif. Subyek dalam penelitian ini adalah siswa kelas VIII PK MTs. Ma'arif NU Nguwok tahun ajaran 2020/2021. Penelitian yang digunakan merupakan penelitian kuantitatif pre-experimental dengan menggunakan media gambar seri dalam meningkatkan kemampuan menulis teks narrative siswa kelas VIII PK MTs. Ma'arif NU Nguwok dengan jumlah siswa 21 orang. Instrumen yang digunakan dalam penelitian ini adalah lembar tes menulis narrative text dengan bantuan gambar seri. Dari hasil penelitian dapat ditarik kesimpulan bahwa media gambar seri dapat meningkatkan kemampuan menulis teks naratif siswa. Dari analisis data penelitian disimpulkan bahwa kemampuan menulis siswa tahun pelajaran 2020/2021 adalah baik. Hal ini terbukti dengan nilai rata-rata presentase menurut aspek 80,47% dengan kriteria baik.

Kata Kunci:

Picture series, Writing,
Narrative text

Abstract:

The purpose of the research was to determine how the use of picture series media to write narrative text skills. Subjects were students of class VIII PK MTs. Ma'arif NU Nguwok. The research used is a pre-experimental quantitative research using serial picture media in improving the ability to write narrative texts for class VIII PK MTs. Ma'arif NU Nguwok with 21 students. The instrument used in this research is a narrative text writing test sheet with the help of a series of pictures. Based on the results of study, concludes that picture series media to improve students' writing skills in daily life is effective for improving students' writing skills. From the analysis of research data, it can be concluded that the students' writing ability in the 2020/2021 school year is good. This is evidenced by the average value of the percentage according to aspects of 80.47% with good criteria.

Alamat Korespondensi

Nama : Habibatul Maula Romadlona, Zanuba Arifah Khofshoh
Instansi : Universitas Billfath
Surel : habibatulmaula13@gmail.com, zenyarifah09@gmail.com .

Language is one of the needs in human life to communicate with each other. The use of a language as a communication tool aims to fulfill the nature of humans who are social beings so that they need to interact with other human beings. The use of language is also very useful for media to get information, technology, knowledge and culture. Learning is one of the human needs in the world, especially for students. Children's learning activities will provide knowledge and skills that will later be needed in their lives. Learning activities will run very effectively if the components in it carry out their respective roles very well, especially for students.

In an educational process in schools, teaching and learning activities are the most important component to support the abilities of students. Therefore, the success or failure of achieving educational goals depends on how the learning process is experienced by students. Someone who wants to learn a language must know the aspects of language skills which must then be mastered in order to be skilled in language (Maya & Al Halim, 2021). The aspects of language skills are listening, speaking, reading and writing. Therefore, learning language skills in schools is not only emphasized on theory, but also must be able to use language properly, namely as a tool to communicate. Learning foreign languages, especially English, is very important for human life in this modern era. In some foreign countries, English has become the mother tongue of the country. English has certainly become the world's international language.

There are several objectives of teaching English, one of which is to improve students' skills in using English as the language of oral and written communication. Until now, English is still used as the language of business, education, technology, tourism and so on. In recent years, English has become very popular in Indonesia and has even become a necessity. Writing is a skill that involves communicating messages, something spoken by making signs, which ultimately needs to be taught because communication is not only through speaking skills but also through writing skills. Writing can be said to be the most complicated language skill. This is because we have to understand grammar and vocabulary well. Especially for English. This is because writing is not just copying a word or sentence, but also pouring and developing a thought in an appropriate writing structure.

Writing could be the key in learning English (Syafrizal, 2019). Writing can also be a tool to convey student understanding. Learning English is very much needed by students in junior high school. This is because at junior high school age, students will find it easier to learn a language starting from the basics with a more concise and varied nature according to their thinking capacity. Writing is a very important aspect in learning a foreign language. Writing is the end product of several separate actions that are very challenging to learn simultaneously (Wallace et al., 2014). Text in writing skills is divided into four types, namely Narrative, Description, Argument, and Exposition. Of the four types of text, the author uses narrative text to be used as research. Narrative texts are taught by teachers to provide information to students about fiction writing in the form of short stories, fairy tales, novels and stories that aim to entertain readers and take lessons from them.

As a student who is still in junior high school, the ability to write is certainly not an easy thing. Most of the students have difficulty writing. This causes them not to know what to write even though the teacher has been given the topic (Nugroho, 2016). They have to develop the ideas they have. Sentences written must also be in accordance with grammar and use the right words. Writing is a complex language skill that requires extra skills in constructing correct sentences. In fact, students often complain that they find it very difficult when the teacher gives writing assignments to students. In fact, many students often judge that they cannot even though they have not tried or started. Siska looks inferior when she is given the task of writing. They are afraid that the writing is not what the teacher expects. Students are also afraid of not being

able to finish their written work, because they do not get an idea of what to write, how to start and end it.

One of the efforts that teachers can make to increase students' interest in writing is to combine appropriate and interesting media. The implementation of learning will look innovative if there is learning media in it so that teaching can provide a more meaningful experience for students, it is necessary to think about certain forms of media that can lead students to more concrete teaching (Arifin & Al Halim, 2021). One of the media that can be used is to use picture series. The use of picture series other than as learning media, is also very helpful for students in writing a text, especially narrative text. The use of serial picture media can help and motivate students in developing writing skills (Nugroho, 2016). There are several reasons why the use of picture series media can help students' learning process. The first is because this picture series media is a visual media that is easy to obtain and does not require a lot of money. The second is because picture series media will help stimulate students' imagination and creativity to (Abi Hamid et al., 2020).

Picture series media is one of the appropriate learning media to be used in writing narrative texts. By exposing the object of the image to students, it will stimulate students to compose (Al Halim & Arifin, 2022). This is intended to make writing activities interesting. In addition, the help of serial picture media can be applied in learning English because it can help students to understand the text, get information easily and help students get vocabulary and grammar when writing narrative texts. The writing skills of class VIII MTs students. Ma'arif NU Nguwok is low. They should have good ability to write and express some topics but some of them are not capable. They have to use the right words when they want to write but they cannot use them in their writing. Finally, the author wrote a thesis related to the effectiveness of learning to write through picture series for class VIII students in MTs. Ma'arif NU Nguwok.

METODE

The approach used in this research is quantitative research. The definition of quantitative research is a type of research that emphasizes systematic analysis, using statistical analysis of quantitative data which includes correlation studies, experiments and ex-post facto (Adnan, 2015). Research on eighth grade students in learning to write narrative texts in MTs. Ma'arif NU Nguwok is a Pre-experimental research.

According to Sugiyono (2014) A Pre-experimental design is a design that includes only one group or class that is given a pre and post test. The one-group pretest and posttest design was carried out in one group without a control or comparison group. Researchers used analytical techniques to analyze data obtained from the research results. This aims to obtain accurate data in accordance with research objectives and to find out the difficulties faced by students in conveying or explaining something in front of the class or on stage using a questionnaire technique. The design of the research pattern was one group pre-test and post-test design.

Data collection techniques in this study were carried out using tests in the form of description questions. The test is used to determine the student's presentation in doing the test. The researcher divided the instrument into pre-test and post-test to be used as research subjects.

In this research, data was directed to determine whether this study achieved the best result or not. Data attained from student's score of pre-test and post-test scores will be analyzed statistically. The researcher use SPSS (Statistic Product and Statistic Solution) versi 16.0 By IBM Corporation to compute the total formulas by entering the students writing score, the compilation will be calculated automatically.

RESULT

In this section, the author describes the results of instrument trials, frequency, percentage and average test scores (pre-test and post-test), based on test results before and after treatment.

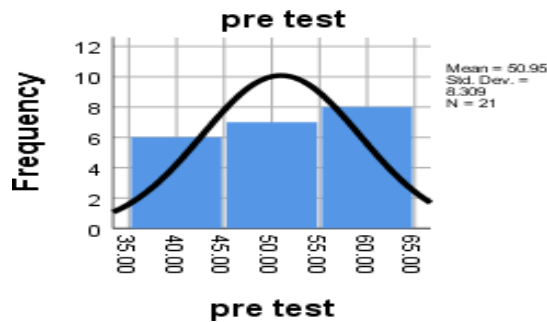


Figure 1. The result of pretest

Based on the calculation of pre-test, it can be concluded that the mean score of pre-test is 50,95. From the 21 students, there was six students (28,6%) who got 40, seven students (33,3%) who got 50 and based on the scoring grade they are categorized as Less. Then there was eight students (38,1%) who got 60 and based on the scoring grade they are categorized Enough.

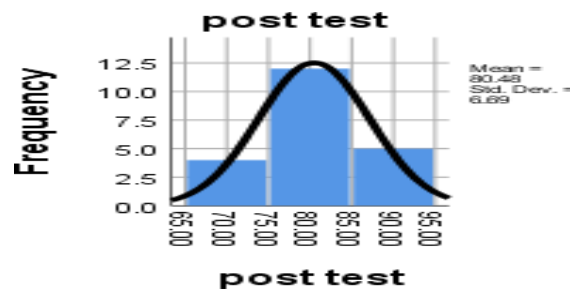


Figure 2. The result of pretest

Based on the calculation of post-test, it can be concluded that the mean score of post-test is 80,48. From the 21 students, there was four student (19,0%) who got 70, twelve student (57,1%) who got 80, and based on the scoring grade they are categorized is Good. Then there was five students (23,8%) who got 90 and based on the scoring grade they are categorized as Excellent.

In order to see the Global gain from both pre-test and post-test score, the data are also analyzed by Hake's (1999) formula, as follows :

$$\begin{aligned}
 \text{N-gain} &= \frac{S_{\text{post}} - S_{\text{pre}}}{S_{\text{max}} - S_{\text{pre}}} \\
 \text{N-gain} &= \frac{1690 - 1070}{2100 - 1070} \\
 &= \frac{620}{1030} = 0,60
 \end{aligned}$$

Figure 3. Gain score

Based on the calculation above, the writer obtained N-gain was 0,60. So, it is conclude that the N-gain of writing test included in medium level. In this section, the explanation of writer including normality test and the test of Hypothesis. Based on the calculation above was known that the significance value from each pre-test and post-test is higher than 0.05, means the data is normal distribution. Therefore, it also means that H₀ is accepted and H_a is rejected. So, it can be interpreted that each of data is in normal distribution.

Based on the Paired-Samples T-test output table above the sig.(2-tailed) value of 0,000 < 0,05, then H₀ is rejected and H_a is accepted. So, it can be concluded that the picture series media is effective in increasing the writing narrative text of students learning english in class VIII MTs. Ma'arif NU Nguwok.

DISCUSSION

In this study, researcher conducted a pre-experimental using picture series media. The research design using was One group Pre-test and Post-test. In accordance with the purpose of the study, to determine the effect of Picture series media on students writing narrative text, the data collection included pre-test and post-test. In this study, the researcher found that students still had difficulty in interpreting unfamiliar word, even though the meaning of the words they found and got after analyzing the surrounding text really helped them to understand the text. By using picture series media to students writing narrative text is better than before and that is showed improvement. It can be seen on the table of the student's writing narrative text score that the students before and after thought using picture series media shows that mean score in pre-test 50,95 and the mean score in post-test is 80,47.

To provide accurate data about increasing students' scores and to determine the effect of picture series media on students' narrative text writing skills, the results of the pretest and posttest were calculated using the gain score formula. Calculations get a score of 0.60 which included in the medium category. This means that the picture series media is effective on students' writing skills. The results of data analysis showed that the treatment with picture series media had a significant effect on students' writing skills. It is shown from the results of the t-test that the value of ttable is higher than the value of ttable where the results of tcount are -16,812 while ttable is 1.75610. The significance value is 0.000 because the significance value is 0.000<0.05 with a significance level (α) of 0.05 or a 95% confidence level. Therefore, the writer concludes that picture series media has an effect on students' narrative text writing.

CONCLUSION

Based on the results and discussion of previous findings, the researcher concludes that picture series media to improve students' writing skills in daily life is effective for improving students' writing skills. This is evidenced by the analysis of the t-test pretest and posttest writing skills understood by students. It can be seen from the Pair-sample T Test output table with the basis for making decisions, namely if sig. (2-tailed) < 0.05 then H₀ is rejected so H_a is accepted. The result of the value of sig.(2-tailed) in this study is 0.000 < 0.05, then H₀ is rejected and H_a is accepted so that it can be said that picture series media is effective in learning English on the skills of writing narrative texts for class VIII MTs students. Ma'arif NU Nguwok.

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