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The Effect of Picture Series on Students Writing Ability in Narrative Text at Grade VIII of SMP Negeri 10 Pematang Siantar

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui pengaruh rangkaian gambar terhadap kemampuan menulis teks narasi siswa di kelas VIII Smp Negeri 10 Pematang Siantar. Hasil analisis menunjukkan bahwa pada taraf signifikansi 5%, nilai t hitung (t hitung) melebihi nilai t kritis (t tabel), dengan perbandingan masing-masing sebesar 2,62 dan 1,671. Hal ini jelas menunjukkan bahwa skor t melebihi nilai t kritis yang diperoleh dari tabel, sehingga hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Pada dasarnya, hal ini menyiratkan bahwa penggunaan rangkaian gambar sebagai alat pembelajaran mempunyai dampak besar terhadap keterampilan menulis narasi siswa kelas delapan. Selain itu, penggabungan rangkaian gambar dalam penulisan teks narasi mendorong peningkatan keterlibatan, kreativitas, produktivitas, dan inovasi siswa, sekaligus menumbuhkan rasa tanggung jawab yang lebih besar. Ini memfasilitasi pembangkitan dan pengembangan ide, penyempurnaan struktur kalimat, pemilihan kosakata yang sesuai, dan pengorganisasian struktur teks yang tepat agar selaras dengan cerita. Lebih lanjut, pendekatan ini mengarah pada peningkatan motivasi dan sikap siswa terhadap pelajaran bahasa Inggris, khususnya dalam konteks menulis teks narasi. Siswa menunjukkan minat yang lebih besar untuk mengikuti pembelajaran dan memanfaatkan media ini. Mereka terlibat aktif dalam berbagai kegiatan sepanjang pembelajaran, menunjukkan kesediaan mereka untuk bertanya dan mengungkapkan ide-ide unik. Antusiasme dan kemauan untuk menulis dan menyelesaikan tugas secara keseluruhan meningkat secara signifikan. Penggunaan rangkaian gambar sebagai alat pengajaran yang menarik berfungsi untuk meningkatkan motivasi dan minat siswa dalam mengikuti kelas menulis.

Kata Kunci: *Seri Gambar, Siswa, Kemampuan Menulis, Teks Narasi*

Abstract

The objectives of this research was find out The Effect Of Picture Series On Students Writing Ability In Narrative Text At Grade Viii Of Smp Negeri 10 Pematang Siantar. The analysis results indicate that, at a 5% significance level, the computed t-value (t count) exceeds the critical t-value (t table), with a comparison of 2.62 and 1.671, respectively. This clearly indicates that the t-score surpasses the critical t-value obtained from the table, leading to the dismissal of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a). Essentially, this implies that using picture series as an instructional tool has a substantial impact on the narrative writing skills of eighth-grade student Moreover, the incorporation of picture series in narrative text writing fosters enhanced student engagement, creativity, productivity, and innovation, while also promoting a greater sense of responsibility. It facilitates the generation and development of ideas, the refinement of sentence structures, the selection of appropriate vocabulary, and the proper organization of text structures in alignment with the story. Furthermore, this approach leads to improvements in students' motivation and attitudes towards English lessons, particularly in the context of writing narrative text. Students exhibit greater interest in participating in lessons and utilizing this medium. They actively engage in various activities throughout the lesson, demonstrating their willingness to ask questions and express unique ideas. The overall enthusiasm and willingness to write and complete tasks are notably increased. The use of picture series, as an engaging instructional tool, serves to elevate motivation and interest among students participating in writing classes.

Keywords: *Picture Series, Students, Writing Ability, Narrative Text*

INTRODUCTION

English, being a global language, has served its purpose as a means of communication across various facets of life, education being one of them. Its status as an international language is attributed to its study and utilization as a mode of interaction in numerous nations, encompassing instances where it is a primary language, a secondary language, or a foreign language (Primasari et al., 2021). In Indonesia, English is formally introduced as a foreign language and integrated into the curriculum at all educational levels, making it an inevitable subject for Indonesian students. According to the 2013 curriculum's prescribed competencies, there are four key proficiencies that students are expected to excel in when it comes to learning English: listening, speaking, reading, and writing. These skills can be divided into two main categories: receptive skills, which involve listening and reading, and productive skills, which comprise speaking and writing. Receptive skills are used to understand language, which leads to a productive skill (Sari, 2018).

In language acquisition, the skill of writing in English holds significant importance, in addition to listening, speaking, and reading. Writing allows learners to communicate their

ideas in a clear and structured way, which can be shared across locations and time periods. Overall, the use of written English is an important tool for students to interact with others in learning contexts (Niño & Páez, 2018). In addition, the 2013 Indonesian Language Curriculum highlights the importance of teaching students to identify various social functions, structures and linguistic characteristics of texts. Furthermore, it is imperative for junior high school students to generate concise written and spoken content (Kemdikbud, 2016). As a result, writing assumes a crucial role in the instruction of English to students. According to Brown (2004:244-245) there are five components to assess writing, namely; content, organization, vocabulary, grammar, and mechanics. The reality is that many students struggle with writing, especially when it comes to organizing their ideas and using proper grammar, vocabulary, and mechanics. Many students also lack motivation to write, adding to their difficulties (Ariyanti & Fitriana, 2017). One common problem is the challenge of starting a paragraph with a compelling first sentence and effectively expressing their ideas, resulting in short, unfocused writing. Another problem is poor organization, where students have difficulty organizing their ideas clearly and logically, causing confusion for readers. According to Byrne, these difficulties may stem from psychological, linguistic, and cognitive factors. Psychological challenges arise because writing is often viewed as a solitary activity with limited feedback or opportunities for interaction. Linguistic challenges arise from the need to use written language to convey meaning independently, with appropriate sentence structure and order. Ultimately, cognitive difficulties surface because proficient writing demands a command of language elements like spelling, grammar, vocabulary, agreement, punctuation, coherence, and cohesion, which can occasionally pose challenges for students to apply. Overall, these challenges can limit students' participation and success in classroom writing activities (Alfaki, 2015).

Unfortunately, Numerous high school students perceive writing as the most difficult language skill to acquire. Nonetheless, within the realm of language education, writing assumes a crucial role, distinct from listening, speaking, and reading. It entails the act of transforming ideas, thoughts, or emotions into written expressions, necessitating students to originate concepts, structure them coherently, and communicate them with an appropriate tone (Khoirunnisya, 2017). As highlighted by Nuan (2003: 88), writing is an intellectual task that involves cognitive efforts in generating ideas, determining how to express them, and structuring them into clear statements and paragraphs. According to Lauri (2011:12) Troyka, writing is a means of conveying messages with a specific purpose, Like articulating one's thoughts, conveying information, convincing others, or crafting creative literary compositions. Therefore, writing is an essential skill in the language learning

journey, enabling proficient communication and effective self-expression (Lestari et al., 2018).

Based on the experience when the researcher doing teaching practice at SMP Negeri 10 Pematang Siantar, the researcher found there are some problems may often be faced by students in writing such as write a short narrative text. The achievement of the students in writing ability from SMP Negeri 10 Pematang Siantar is not yet fulfilling the minimum mastery criteria or KKM. The KKM score for English subject is 73. While the achievement of the students practice in writing ability in SMP negeri 10 Pematang Siantaris not yet optimally. There are 16 students or just 43,4% of students that quality from the KKM and the minimum mastery criteria score while 56,6% of them not yet optimally. This is the reason why 37 students encountered challenges in their writing skills. The research findings reveal various obstacles that students frequently encounter when tasked with composing a brief narrative text. Firstly, many students struggle with starting the writing process. They may feel like they have nothing to write about or find it challenging to come up with ideas for starting their text (Timperley & Parr, 2009). Additionally, students might encounter difficulties in grasping the typical structure of a narrative text, which encompasses the organization of elements like an introduction, conflict, resolution, and conclusion. Without a clear understanding of this structure, students may find it challenging to create a well-written narrative (Timperley & Parr, 2009). Lastly, students may encounter difficulty understanding the language features of a narrative text. This includes knowledge of literary devices, such as similes, metaphors, and personification, as well as appropriate verb tenses and sentence structures to convey the elements of a narrative effectively. These obstacles have the potential to impede students in creating a finely composed narrative text. The fourth problems, Students are not able to put the mechanic of writing like : spelling, punctation, capitalization, paragraphing.

To solve the problems educational tools such as media can be employed to facilitate students' writing learning process. One particularly effective medium is a sequence of images. As Wright (1989:2) cited in Surista (2011:12) notes, pictures can increase students' interest and motivation, provide them with a context for language learning, and serve as a reference point or stimulus. Picture series can be particularly useful in enhancing students' motivation to learn writing and generating ideas. As Yunus (1981:49) cited in Silalahi (2017:8) explains, picture series are a set of related composite pictures that tell a story or sequence of events. By using picture series, students can visualize the sequence of events and develop their ideas, as well as organize their writing into a logical structure (Jalaluddin, 2019). Moreover, picture series can stimulate students' imagination and help them produce coherent and well-organized writing. Therefore, teachers can incorporate picture series into

their writing instruction to promote more engaging and effective learning for their students. Given the aforementioned issues and the benefits associated with utilizing picture series to enhance students' writing skills, it becomes imperative to undertake a study focused on enhancing the writing proficiency of SMPN 10 Pematang Siantar students through the application of picture series (Irsa, 2019).

Based on Intan Wahyuni (2014) Entitled to Improve Recount Text Writing Skills by Using a Series of Images for Class VIII Students of Muhammadiyah 2 Kalasan Middle School for the 2013/2014 Academic Year. Intan Wahyuni's research revealed that the implementation of picture sequences had a positive impact on students' motivation for writing. Students displayed a favorable attitude toward writing, as evidenced by their active participation in class and their enthusiasm when composing responses to the researchers' prompts (Oktarina et al., 2022). Moreover, they no longer felt apprehensive about making errors, as they were confident that their teacher would provide feedback and allow them to rectify their mistakes.

According to Tutut Pratiwi (2017), the use of series of pictures in teaching writing skills is effective. This can aid students in articulating their thoughts in written recount texts, extending beyond just their imaginative content, but can also attract their attention, and can make the class run conductively and put them in a relaxed condition. Hence, the enhancement of students' capability to compose recount texts through the utilization of picture sequences is justified (Harahap, 2017). Based on the research results, it can be inferred that employing sequences of images contributes to the amelioration of students' writing proficiency within the domain of language acquisition (Meinawati et al., 2021).

Based on the explanation above, the researcher conducted a study with the title: "The Effect Of Picture Series On Students Writing Ability In Narrative Text At Grade Viii Of Smp Negeri 10 Pematang Siantar".

RESEARCH METHOD

The research design in this study employs quantitative methods, which involve the use of numbers, statistical analysis, and structured processes. As per Creswell (2009), as cited in Silalahi (2017), quantitative research functions as a method to evaluate objective theories by investigating the connections between different variables. Creswell (2009:50) further elucidates that in this context, "Independent variables" are factors that are probable causes, influencers, or determinants of outcomes. "Independent variables" can also be referred to as treatment variables, manipulated variables, antecedent variables, or predictor variables. In contrast, "dependent variables" represent the results that are dependent on the

independent variables; they indicate the effects or consequences resulting from the influence of the independent variables and may also be known as criterion variables, outcome variables, or effect variables (Fitriani & Zaiturrahmi, 2022). Research questions or hypotheses typically involve three fundamental approaches when incorporating variables. Researchers may compare groups According to Creswell (2009:166), the study is structured around an independent variable, which is employed to gauge its influence on a dependent variable.

Furthermore, Creswell (2009:160) elaborates that this research design follows a common quasi-experimental approach, where the experimental group (VIII-3) and the control group (VIII-2) they are selected without random assignment. Both groups undergo pre-tests and post-tests, but only the experimental group receives the intervention. In this context, the experimental group is exposed to treatment via the utilization of Picture Series, while the control group experiences an alternative treatment, specifically the Conventional Teaching Method (Khasawneh & Al-Rub, 2020). The primary objective of this research is to elucidate and verify the effectiveness of Picture Series as an instructional tool for enhancing students' narrative writing skills.

The research was conducted at SMP Negeri 10 Pematang Siantar Jl. Setia Negara No.1 Setia Negara, Kec. Siantar Sitalasari Kota Pematangsiantar, Sumatera Utara. This research is going to carry out in two classes of academic year 2023/2024.

Populations and samples are two related terms in study. Population and sample are used as guidelines in conducting research. The population is a large group and the sample is a small group had been observe (Imran, 2022).

According to Ary (2002:162-163), population is the complete set of individuals, occurrences, or items within a clearly defined category. This implies that the population refers to a collection of individuals or entities, which can encompass people or objects, to which the research's findings are intended to be relevant or applicable.

In according to the topic of this research, the researcher conduct this research in SMP Negeri 10 Pematang Siantar. The researcher choose of eight grade which consist of seven classes totalling 217 students as the population (Ismayanti & Kholiq, 2020).

The process of sample selection is a crucial and significant stage in the course of conducting research. As stated by Ary et al. (2010:149), a sample refers to the smaller subset that is subject to observation, while the larger group upon which generalizations are based is termed the population. Essentially, a samples is a representative segment of a population. This essentially means that an ideal sample should mirror the entirety of the

population as accurately as possible, ensuring that any generalizations drawn from the sample hold true for the entire population (Wardana et al., 2022).

In this study, the researcher will utilize the purposive sampling method to choose two classes as the sample. As Ary (2002:163) explains, the purposive sampling technique involves selecting a specific portion of the population from which data will be gathered.

Consequently, the researcher has chosen Class VII-4, comprising 30 students, to act as the experimental group, and Class VII-7, comprising 30 students, to function as the control group.

RESULT AND DISCUSSION

In this chapter delves into the research findings, encompassing data analysis, the impact of employing picture series as an educational tool, the influence of traditional textbooks as conventional materials, the application of the t-test formula, hypothesis testing, research discoveries, and their interpretation (Fidriani et al., 2021). The researcher utilized a test as the tool to gauge and comprehend the impact of using picture series as an instructional medium on students' aptitude in composing narrative text.

Data Analysis

The data analysis for this research was gathered from a sample of students at SMP Negeri 10 Pematang Siantar via a test. The researcher worked with 2 classes, specifically VIII-3 and VIII-2, each comprising 30 students. VIII-3 was designated as the experimental class, while VIII-2 served as the control class. Subsequently, the researcher administered tests to the students to collect information regarding their proficiency in composing narrative text. These assessments consisted of both pre-tests and post-tests, with the post-tests conducted after the application of the instructional treatment.

Tabel 1. The Students Score Pre-Test Score of Experimental Class

No.	Students	Aspect of Writing					Pre-Test Score
		C	O	V	L	M	
1	AFP	15	10	12	10	3	50
2	AMP	20	10	11	18	3	62
3	ASC	25	15	7	11	2	60
4	AOH	14	9	10	6	2	47
5	BS	15	11	13	10	3	52
6	CS	17	9	10	12	2	50
7	DAR	16	8	12	10	3	49

8	EA	15	10	12	13	3	53
9	FNP	25	15	7	11	2	60
10	FAS	20	7	8	6	2	43
11	HS	15	12	10	11	3	51
12	JYP	20	8	11	6	3	48
13	MAR	17	13	11	9	2	52
14	MKS	17	10	9	11	3	50
15	MH	25	15	11	7	2	60
16	NAL	15	11	12	11	3	52
17	NSP	15	11	8	7	2	43
18	NH	13	12	10	12	3	50
19	PH	14	12	12	13	2	53
20	PA	17	13	12	10	3	55
21	RAP	20	12	10	15	3	60
22	RA	13	10	12	9	3	47
23	KALS	14	14	7	6	2	43
24	SA	17	12	11	12	3	55
25	SS	17	12	11	6	3	46
26	DS	25	15	11	7	2	60
27	SMTS	25	15	7	11	2	60
28	RA	20	13	15	18	4	70
29	QOB	25	16	14	10	4	60
30	VSS	13	9	10	5	3	40

The data presented in the table above indicates that the average score on the pre-test in the experimental class is relatively low. The lowest pre-test score recorded was 40, with one student achieving this score. Three students received a score of 43, while three students attained a score of 38. Additionally, there were three students with a score of 43, one student with a score of 46, there is one student with a score of 47, and there is one student with a score of 50. Two students received a score of 52, six students scored 60, there is two students scored 62, and one student received the highest pre-test score of 70.

Testing Hypothesis

Standard Error of Different of Mean:

$$SE(x_e - x_c) = \sqrt{\left(\frac{se}{\sqrt{N_1}}\right)^2 + \left(\frac{sc}{\sqrt{N_2}}\right)^2}$$

$$SE(xe-xc) = \sqrt{\left(\frac{5.32}{\sqrt{30}}\right)^2 + \left(\frac{10.83}{\sqrt{30}}\right)^2}$$

$$SE(xe-xc) = \sqrt{\left(\frac{10.64}{\sqrt{30}}\right)^2 + \left(\frac{117.28}{\sqrt{30}}\right)^2}$$

$$SE(xe-xc) = \sqrt{\frac{127.92}{5.47}}$$

$$SE(xe-xc) = \sqrt{21.64}$$

$$SE(xe-xc) = 4.65$$

Finding Out T-test

$$T_{\text{test}} = \frac{xe-xc}{SE(xe-xc)}$$

$$T_{\text{test}} = \frac{74.5-62.3}{4.65}$$

$$T_{\text{test}} = \frac{12.22}{4.65}$$

$$T_{\text{test}} = 2.62$$

Finding out the degree of freedom (*df*) as Follow:

$$df = (N1+N2)$$

$$df = (30+30)-2$$

$$df = 60 - 2$$

$$df = 58$$

The critical value from the t-table at a 5% significance level is 1.671, as per the pre-designed hypothesis formula. According to this formulation, the Null Hypothesis is rejected if the t-test value exceeds the t-table value. In this context, the constructed hypothesis appears as follows:

$$T\text{-test} > T\text{-Table at 5\%}$$

$$2.62 > 1.671$$

Since the t-test score (2.62) is greater than the t-table value (1.671) at the 5% significance level for a two-tailed test, the Null Hypothesis is rejected, and the Alternative Hypothesis is accepted.

Research Findings

The experimental class comprised 30 students, as did the control class. Data scores for this thesis were as follows:

- a. Pre-test Experimental Class: Scores ranged from a minimum of 40 to a maximum of 70, with none of the students achieving the KKM (73) score, indicating that students' writing abilities were still below the desired level.
 - b. Post-test Experimental Class: After receiving treatment, students' scores significantly improved, ranging from a minimum of 62 to a maximum of 88, with all students achieving scores above the KKM (73), except for one student.
 - c. Pre-test Control Class: Pre-test scores ranged from a minimum of 52 to a maximum of 64, indicating that students in the control class also had low writing abilities.
 - d. Post-test Control Class: Post-test scores ranged from a minimum of 50 to a maximum of 78, and all students achieved scores above the KKM (73), except for one student.
1. The mean score for the experimental class in the pre-test was 52.7, and in the post-test, it was 74.5.
 2. The mean score for the control class in the pre-test was 53.6, and in the post-test, it was 62.3.
 3. The standard deviation for the experimental class was 592.968 points with a standard deviation of 4.52.
 4. The standard deviation for the control class was 821.575 points, with a standard deviation of 5.32.
 5. The data analysis indicated that Picture Series had a significant impact on students' writing. This was evident from the hypothesis testing, which demonstrated that the alternative hypothesis was accepted.
 6. The t-test value (2.62) exceeded the t-table value (1.671) at the 5% significance level for a two-tailed test.
 7. The hypothesis testing confirmed that the alternative hypothesis was accepted, and the null hypothesis was rejected. The t-test value (2.62) was higher than the t-table value (1.67) at the 5% significance level for a two-tailed test.
 8. Throughout the experiment, it became apparent that Picture Series stimulated students more effectively than the conventional approach. Students were able to apply their knowledge in writing, resulting in better performance compared to memorization alone.

Discussion

Following the completion of the research at SMP Negeri 10 Pematangsiantar, it was evident that a significant disparity existed in the narrative text writing skills of students who

were instructed using picture series. According to Wright (1989:201) as cited in Ayusri Rahayu (2016:6), picture series, such as cartoon strips and instruction strips, hold substantial potential. These strips not only serve to contextualize the development of a story or description but also have the capacity to stimulate and guide students in their writing endeavors. Furthermore, the balanced combination of visuals and text in picture series offers both enjoyment and valuable learning experiences, particularly in the experimental class, when contrasted with students who received instruction without the use of picture series in the control class (Dalle, 2019).

In light of the analysis of the prior results, a notable difference was detected in the impact on post-test scores in the experimental class. The outcomes revealed that the experimental class outperformed the control class in the post-test scores, and the t-test result was significantly higher than the t-table ($2.62 > 1.671$). This implies that employing picture series in writing narrative text is more effective compared to teaching narrative text writing without their use (Fitri et al., 2022). This medium encourages students to be more actively engaged in the learning process, kindling their interest in writing, particularly when it comes to narrative text, and Improving their grasp of English text through this method, the data analysis and hypothesis testing demonstrated that the calculation using the t-test formula confirmed the approval of the alternative hypothesis (H_a) while dismissing the null hypothesis (H_o). In simpler terms, incorporating picture series into narrative text writing has a beneficial effect on the academic performance of students in VIII 3 at SMP Negeri 10 Pematangsiantar.

These findings align with earlier research, as indicated by Fadhilah (2022:5), highlighting the picture series' objective of aiding students who may be uncertain about their writing topics or ideas, thus enabling them to draw inspiration from what they observe in the picture series. Tutut Pratiwi (2017) also underscored the efficacy of picture series in improving writing skills (Fauziyah et al., 2022). This method not only assists students in expressing their thoughts in recount text writing but also captures their attention, fosters a conducive learning environment, and ensures they are relaxed during the process. These elements play a role in enhancing students' abilities in composing recount texts, especially when the teaching method includes the use of picture series.

CONCLUSION

The analysis results indicate that, at a 5% significance level, the computed t-value (t count) exceeds the critical t-value (t table), with a comparison of 2.62 and 1.671, respectively. This clearly indicates that the t-score surpasses the critical t-value obtained

from the table, leading to the dismissal of the null hypothesis (Ho) and the acceptance of the alternative hypothesis (Ha). Essentially, this implies that using picture series as an instructional tool has a substantial impact on the narrative writing skills of eighth-grade students.

Moreover, the incorporation of picture series in narrative text writing fosters enhanced student engagement, creativity, productivity, and innovation, while also promoting a greater sense of responsibility. It facilitates the generation and development of ideas, the refinement of sentence structures, the selection of appropriate vocabulary, and the proper organization of text structures in alignment with the story.

Furthermore, this approach leads to improvements in students' motivation and attitudes towards English lessons, particularly in the context of writing narrative text. Students exhibit greater interest in participating in lessons and utilizing this medium. They actively engage in various activities throughout the lesson, demonstrating their willingness to ask questions and express unique ideas. The overall enthusiasm and willingness to write and complete tasks are notably increased. The use of picture series, as an engaging instructional tool, serves to elevate motivation and interest among students participating in writing classes.

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