

Using Picture Series In Teaching Narrative Text

Mardiana¹, Sitti Nurpahmi, Wiwi Satriani²

^{1,2}Universitas Islam Negeri Alauddin Makassar

[Correspondeng Email: mardiana@uin-alauddin.ac.id](mailto:mardiana@uin-alauddin.ac.id)

Abstract

The aim of this research is to find out the effect of using picture series in teaching narrative text. It is quasi-experimental research. The population is 439 students. The researcher uses purposive sampling technique in selecting the sample. The sample of this research is consisted of 79 students which divide into X MIA 1 as the experimental class and X MIA 2 as the controlled class. The data collection procedures is conducted by giving pre-test, treatment and post-test. The data is analyzed by using SPSS. The research findings shows that students obtain score on pre-test with the mean score 58.60 and on the post-test with the mean score 78.67 as good classification. It is proved by the result of the statistical analysis of the level significance 0.05 with degree of freedom (df) 38 indicated t-test values of the students' writing narrative text (3.293) is higher than t-table value (2.024). The effectiveness of picture series also can be seen from the effectiveness test. Afterwards, the results of the test is 0.47 ($R < 1$). Based on the result of analysis, the researcher concludes that the use of picture series effect significant in improving students' ability in writing narrative text. The researcher finds that picture series helped the students in generating ideas. It implies that picture series can be an effective media in writing narrative text.

Keywords: Narrative Text, Picture series,

INTRODUCTION

Writing is the organized of words that is used to deliver or to express a message. Students need to learn about writing to express the idea in their mind to the others through the organized of words. Brown (2001) stated that writing is a thinking process of ideas, experiences and feeling in written form. Sstudents can express their idea on written form to make the reader understand and catch the message. The ideas can be delivered by a text and one of the text is narrative text. Although Students should learn all skill in senior high school but they are still less interested in writing because most of the students got difficulties in writing, especially in generating ideas. As a result the students cannot find their idea before doing writing task.

When students fail to generate ideas, it can cause challenges in the writing process, and they may struggle to communicate their thoughts effectively in writing. Indonesian EFL students experience numerous writing hurdles, including linguistic, cognitive, and psychological issues (Sukandi & Rianita, 2020; Toba et al., 2019). Some of the major causes leading to these issues are a lack of effective reading and writing instruction in schools, a lack of academic writing practice, a lack of vocabulary, unfamiliarity with academic writing

structure, a lack of desire, and a lack of grammatical skill.(Toba et al., 2019,Bram & Angelina, 2022),

Based on preliminary research, the researcher found that the generating idea is the most difficult thing in writing narrative text. The students interest in writing is lower than other skill because they cannot find and develop their idea that make them confused and lose their interest in writing. Due to this problem, teacher needs a media for helping students to find and to develop their idea into paragraph of their writing. Picture series is considered as one of the effective ways in teaching writing. Picture series is the interesting way to solve students' problem in writing narrative text. It allows students to think about the idea easily, because the picture will be the media to guide students to visualize the ideas that related to their writing that will be put into paragraph. (Interview, 2019)

Sasdillah et al., (2020) examined the use of picture-cued story sequence in teaching writing skills for the first grade students at MA Madani Alauddin. The result showed that there was significant difference between students' writing skill from p re-test to the post-test after giving the treatment. The result of the data analysis showed that the t-test (5.022) was higher than t-table value (2.000). It means that the use of picture-cued story was effective to improve the Students writing skill.

Wening et al., (2017) examined the effect of using picture series on Indonesian EFL Students' writing ability across learning styles. The picture series that was used in this research were Students' own photographs to write recount text since it could tell students' own experience. The result showed that the students who were taught using picture series had better writing ability than those who were taught without using picture series.

Based on the previous research above, it showed that a picture series was effective for helping students to improve their English skill. The similarity of this research with the previous research is the use of the picture series and other media in teaching. The difference is the subject and the focus of the research. The subject of this research was the students of senior high school. While in the previous research, the subject was students of junior high school. In addition, some of the previous research focus on writing narrative text using photographs, picture-cued and also measuring and improving students' vocabulary achievement. While this research focus on the use of picture series in writing narrative text.

RESEARCH METHOD

Respondents

This research was formulated as a quasi-experimental design which applied *Nonequivalent Control Group Design* (Gay et al., 2009). The population of this research was the students of the first year MAN 1 Makassar. There are eleven classes of the tenth grade. The total numbers of students are 439 students. The sample in this study were some individuals who have the same properties to be investigated and be able to represent the entire population. The technique sampling use in this research was purposive sampling. The sample of this research was class X MIA 1 and class X MIA 2. Each class consist Of 40 and 39 students as the subject of the research.

Instruments

This research used a written test which involves direction related to write narrative text. Narrative text is a type of written text that is a series of connected events that is usually imaginative story that aims to entertain the reader.

Procedures

The data for this study obtained from the students' scores on writing narrative text in pre-test and post-test. This research was conducted before the lockdown in Covid-19 pandemic era. Thus, the researcher still conducted it in the school with all the participants. It was started on 16th January-14th February 2020. There were some steps that have been used in collecting the data of this research. The steps to get the data were as follows:

Giving Pre-test

The researcher took of the class X MIA 1 and class X MIA 2 as the population before doing the pre-test. The population was selected to get the sample, the sample was taken by choosing two classes from the population, one for experimental class and the other for controlled class. Both groups was given pre-test to write a paragraph of narrative text. The pre-test was given at the first meeting on 16th-17th January 2020.

Giving Treatment

The next step was treatment allocated from 23th January until 06th February 2020. Both of groups, experimental and controlled class were taught writing narrative text by using different strategy. The experimental group was given the treatment by using picture series and controlled group was taught by using the existence strayegy. The treatment for experimental group was given in six meeting, each meeting conducted for 2x45 minutes.

Giving Post-test

Thursday, 13th - 14th February 2020, the post-test was given to the students of both groups. The test was used in post-test is written test, specifically, writing a short narrative text. The post-test was conducted in the last meeting.

Data analysis

This data collected from the instrumen will be analyzed by using statistical analysis and SPSS. This data collected from the instrumen was analyzed by using SPSS(Gay et al., 2009) to facilitate the quantitave measurement for this research. Statical Package for the Social Science is commercially distributed software suite for data managment and statical analysis.

FINDINGS AND DISCUSSION

Findings

The findings of the research were based on the results of the data analysis. The data analysis was used to collect data. The data consisted of the result of the pre-test and post-test. The pre-test was intended to know the ability of the students’ writing before giving treatment, while the post-test was intended to find out whether there was any effect or not of the students’ writing skill after having several treatments through using picture series.

Table 1. Frequency and Percentage of Score Experimental Class in Pre-test

	Frequency	Percent	Valid Percent	Cumulative Percent
29.00	1	2.5	2.5	2.5
39.00	2	5.0	5.0	7.5
40.00	2	5.0	5.0	12.5
42.00	1	2.5	2.5	15.0
43.00	2	5.0	5.0	20.0
44.00	1	2.5	2.5	22.5
45.00	1	2.5	2.5	25.0
46.00	3	7.5	7.5	32.5
49.00	3	7.5	7.5	40.0
57.00	1	2.5	2.5	42.5
59.00	1	2.5	2.5	45.0
61.00	1	2.5	2.5	47.5
62.00	1	2.5	2.5	50.0
63.00	1	2.5	2.5	52.5

64.00	2	5.0	5.0	57.5
67.00	2	5.0	5.0	62.5
68.00	1	2.5	2.5	65.0
70.00	5	12.5	12.5	77.5
72.00	2	5.0	5.0	82.5
73.00	3	7.5	7.5	90.0
74.00	1	2.5	2.5	92.5
78.00	2	5.0	5.0	97.5
80.00	1	2.5	2.5	100.0
Total	40	100.0	100.0	

Table 2, the frequency and percentage of the students' experimental class in the pre-test shows that there none of the students got excellent (0%), 14 (35%) students got good score, 10 students (25%) got fair score, 13 (32.5%) students got poor score and 3 (7.5%) students got very poor score. It means that most of the students' got the low score.

Table 2. Ffrequency and percentage of score experimental class in post-test

	Frequency	Percent	Valid Percent	Cumulative Percent
40.00	1	2.5	2.5	2.5
46.00	1	2.5	2.5	5.0
53.00	1	2.5	2.5	7.5
67.00	1	2.5	2.5	10.0
68.00	1	2.5	2.5	12.5
69.00	1	2.5	2.5	15.0
70.00	1	2.5	2.5	17.5
Valid 71.00	2	5.0	5.0	22.5
72.00	1	2.5	2.5	25.0
75.00	5	12.5	12.5	37.5
77.00	2	5.0	5.0	42.5
80.00	2	5.0	5.0	47.5
81.00	4	10.0	10.0	57.5
82.00	1	2.5	2.5	60.0
83.00	1	2.5	2.5	62.5

85.00	1	2.5	2.5	65.0
86.00	1	2.5	2.5	67.5
87.00	2	5.0	5.0	72.5
88.00	1	2.5	2.5	75.0
89.00	4	10.0	10.0	85.0
90.00	2	5.0	5.0	90.0
91.00	1	2.5	2.5	92.5
93.00	2	5.0	5.0	97.5
96.00	1	2.5	2.5	100.0
Total	40	100.0	100.0	

Table 3 shows the frequency and percentage of the students' experimental class in the post-test that 15 (37.5%) students got excellent score, 19 (47.5%) students got good score, 3 (7.5%) students got fair score and 3 (7.5%) students got poor score. It means that the students' score in experimental class have improved because the score in the post-test was higher than pre-test.

The Mean Score and Standard Deviation of Experimental Class

Table 4. Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-test	40	51.00	29.00	80.00	58.6000	14.01062	196.297
Post-test	40	56.00	40.00	96.00	78.6750	12.19161	148.635
Valid N (listwise)	40						

The table 4 shows that the mean score of experimental class in pre-test was 58.60 and the standard deviation of experimental class was 14.01. The mean score of post-test was 78.67 and the standard deviation was 12.19. The minimum scores in the pre-test was 29.00 and the maximum scores was 80.00 while the minimum scores in pre-test was 40.00 and the maximum scores was 96.00. It can be concluded from both of the tests that the post-test score gained the greater mean score than the pre-test score.

Table 5. Frequency and percentage of score controlled class in pre-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24.00	1	2.6	2.6
	31.00	1	2.6	5.1

38.00	1	2.6	2.6	7.7
42.00	4	10.3	10.3	17.9
43.00	1	2.6	2.6	20.5
44.00	1	2.6	2.6	23.1
45.00	1	2.6	2.6	25.6
46.00	1	2.6	2.6	28.2
50.00	2	5.1	5.1	33.3
57.00	2	5.1	5.1	38.5
61.00	1	2.6	2.6	41.0
64.00	2	5.1	5.1	46.2
65.00	1	2.6	2.6	48.7
66.00	1	2.6	2.6	51.3
69.00	1	2.6	2.6	53.8
70.00	2	5.1	5.1	59.0
71.00	2	5.1	5.1	64.1
72.00	1	2.6	2.6	66.7
73.00	2	5.1	5.1	71.8
74.00	1	2.6	2.6	74.4
75.00	1	2.6	2.6	76.9
77.00	3	7.7	7.7	84.6
78.00	2	5.1	5.1	89.7
79.00	2	5.1	5.1	94.9
82.00	1	2.6	2.6	97.4
87.00	1	2.6	2.6	100.0
Total	39	100.0	100.0	

Based on the result of the controlled class pre-test analysis in the table above, the excellent score was achieved by 1 (2.6%) students, 17 (43.6%) students got good score, the fair score got by 8 (20.5%) students. The students who got poor score were 10 (25.6%) and 3 (7.7%) students got very poor score. The table shows that there were some of students who achieved the low score in their written test.

Table 6. Frequency and percentage of score controlled class in post-test

	Frequency	Percent	Valid Percent	Cumulative Percent
--	-----------	---------	---------------	--------------------

	25.00	1	2.6	2.6	2.6
	35.00	2	5.1	5.1	7.7
	42.00	1	2.6	2.6	10.3
	43.00	2	5.1	5.1	15.4
	50.00	1	2.6	2.6	17.9
	51.00	1	2.6	2.6	20.5
	54.00	1	2.6	2.6	23.1
	55.00	1	2.6	2.6	25.6
	56.00	1	2.6	2.6	28.2
	63.00	1	2.6	2.6	30.8
	67.00	2	5.1	5.1	35.9
	68.00	1	2.6	2.6	38.5
	69.00	1	2.6	2.6	41.0
Valid	70.00	1	2.6	2.6	43.6
	71.00	2	5.1	5.1	48.7
	73.00	2	5.1	5.1	53.8
	74.00	2	5.1	5.1	59.0
	80.00	2	5.1	5.1	64.1
	82.00	1	2.6	2.6	66.7
	83.00	3	7.7	7.7	74.4
	84.00	1	2.6	2.6	76.9
	85.00	1	2.6	2.6	79.5
	86.00	3	7.7	7.7	87.2
	87.00	1	2.6	2.6	89.7
	88.00	3	7.7	7.7	97.4
	89.00	1	2.6	2.6	100.0
	Total	39	100.0	100.0	

Table 6 shows that in the post-test, there were 9 (23.1%) students who got excellent score, 14 (35.9%) students got good score, 7 (17.9%) students got fair scores, 6 (15.8%) students got poor score and 3 (7.7%) students got very poor score. It means that the students' score in the post-test just got a little bit improvement.

The Mean Score and Standard Deviation of Controlled Class

Table 7. Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-test	39	63.00	24.00	87.00	61.6667	16.19183	262.175
Post-test	39	64.00	25.00	89.00	68.8974	17.69150	312.989
Valid N (listwise)	39						

The table 7 shows that the mean score of controlled class in pre-test was 61.66 and the standard deviation of controlled class was 16.19, the mean score of post-test 68.8, the standard deviation was 17.69. The minimum score in the pre-test was 24.0 and 87.00 in the post-test. The maximum score was 25.00 in the pre-test and 89.00 in the post-test. It can be concluded from both of the tests, the post-test score gained a little bit mean score than the pre-test score.

The Overall Results of Pre-test and Post-test Experimental and controlled Class

Table 8. Descriptive Statistics

	N	Range	Mean	Std. Deviation	Variance
Experimental	40	56.00	78.6750	12.19161	148.635
Controlled	39	64.00	68.8974	17.69150	312.989
Valid N (listwise)	39				

The table 8 shows a different result. The mean score in the controlled class was 68.89 while in experimental class was 78.67, the standard deviation in controlled class was 17.69 and in the experimental class was 12.19. The students' mean score gap between the experimental class and the controlled class was 9.8. It means that the mean score of the controlled class was lower than the mean score of the experimental class.

Discussion

The result of this research shows that the using of picture series has effect to the students at MAN 1 Makassar. The picture series can improve students ability in writing narrative text.

The result also showed that using picture series was effective. The effectiveness of the treatment was known by analyzing the result of effectiveness test. It was relevant to statement of Lingarni, (2021) who stated that the picture series can affect the students' ability in writing narrative text.

Picture series can be an effective educational material for helping pupils develop their writing skills. Several studies have found that using image series can help students improve their writing skills in a variety of genres, including descriptive, narrative, recount, procedural, explanation, and satire.(Asriani et al., 2002)(Erniwati et al., 2022)(Amelia, 2019).

Picture series can help students to generate ideas, organize their thoughts, and improve their writing skills. (Erniwati et al., 2022)Another study discovered that educational picture series had a positive influence, notably on recall writing skills(Asriani et al., 2002).

REFERENCES

- Amelia, T. R. (2019). *The Effect of Using Picture Series on Students' Retelling Story*.
- Asriani, Elang Gumelar, R., & Munawaroh, T. (2002). The Effect of Picture Series Towards Students' Writing Skill In Recount Text at The Eighth Grade Students' of SMPN 6. *Journal of English Language Learning (JELL)*, 6(2), 182–187.
- Bram, B., & Angelina, P. (2022). Indonesian Tertiary Education Students' Academic Writing Setbacks and Solutions. *International Journal of Language Education*, 6(3), 267–280. <https://doi.org/10.26858/ijole.v6i3.22043>
- Brown, H. D. (2001). *Teaching by principles, an interactive approach to language pedagogy*. San Francisco State University: Pearson Education, Addison Wesley Longman. Inc.
- Erniwati, E., Mertosono, S. R., Rofiqoh, R., & Gente, R. A. (2022). Picture Series in Teaching Writing Skills: A Literature Review. *Premise: Journal of English Education*, 11(3), 679. <https://doi.org/10.24127/pj.v11i3.5848>
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2009). *Educational research: Competencies for analysis and applications, student value edition*. Upper Saddle River, NJ: Merrill.
- Linggarni, I. F. (2021). Picture Series Revealed Students' Ability In Writing Narrative Text To The Junior High School Students. *Proceedings of The ICECRS*, 9.
- Sasdillah, S., Nurpahmi, S., & Rusdi, M. (2020). THE USE OF PICTURE-CUED STORY SEQUENCE IN TEACHING WRITING SKILLS FOR THE FIRST GRADE STUDENTS AT MA MADANI ALAUDDIN GOWA. *Proceedings of the 2nd International Conference on English Language Education (ICONELE) 2020*.
- Sukandi, S. S., & Rianita, D. (2020). *Problems of Indonesian EFL Students in Writing Thesis in the Field of English Education*. *Beltic 2018*, 448–459. <https://doi.org/10.5220/0008220004480459>
- Toba, R., Noor, W. N., & Sanu, L. O. (2019). The current issues of Indonesian EFL students' writing comparison and contrast essay. *Dinamika Ilmu*, 19(1), 57–73.
- Wening, R. H., Cahyono, B. Y., & Iragiati, E. (2017). Effect of Using Picture Series on the Indonesian EFL Students' Writing Ability across Learning Styles. *International Journal on Studies in English Language and Literature (IJSELL)*, 5(5), 35–42.