

# IMPROVING STUDENTS' ABILITY TO WRITE NARRATIVE TEXT THROUGH PICTURE SERIES

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## Abstract

The aims of this research are to find out the class situation and to know the advancement of students' ability in the application of teaching writing narrative text by means of picture series. In the classroom, students frequently gripe and say if the teacher grants them the task to write in English, they could not do it even when there have not begun yet. They do not have self-confident, feeling afraid of doing wrong, do not know what to scribe and way to get started. For those reasons the teacher conducted Classroom Action Research through picture series, such as Cinderella and The Three Little Pigs as a medium of teaching Narrative Text. In collecting data, researchers used interview and test. The test is done before the action (pre-test) or cycle I and after the action (post-test) or cycle II. The outcome of the study show that which exists positive improvement in students' writing skills and classroom situation during teaching and studying process. Test results increased, from the initial test (done before the action) to posttests (done after the action). That the average value of the test outcome is 74. The highest value acquisition of disciples in the early condition is 80, and the lowest worth is 70. While in cycle II (final condition) the average value of students increases to 90, after the teacher uses media images, the highest score of disciples in the final condition is 94, and the lowest score is 88.

**Keywords:** *Classroom action research, Writing, Narrative text, Picture series*

## INTRODUCTION

English as an international language is an important language to be mastered both written and oral. Hence, it is necessary to equip students in order to master English as good as possible. Teachers should be able to foster and arouse students' confidence so as they will be capable to face the globalization era. First, Writing is one of English skills besides listening, speaking, and reading. Blanchard, Kareen and Root (1998) state that learning to write in a new language is not always easy. It is challenging but is also fun. If the students are learning to speak and read in a new language, the students will be ready to begin writing too. The students will feel that writing in English is easy when they find comfort environment, such as a classroom. It is considered as a productive skill because its activity refers to the output of written texts. The process of scribing is recursive and the product should fulfill some criteria of a nifty inscription product and not linear. It means that the researchers not only should plan, draft, and edit, but also re-plan, re-draft, and re-edit before they produce final version of their writing product. After that, the writing product should fulfill some criteria, such as organization, content, grammar, vocabulary, and mechanics (Brown, 2004) . From the ideas above, the researcher deduces that writing is a complex process for conveying or delivering ideas, thoughts, opinions and feelings using combination of letters in written language that other people can understand. Learning writing is one of the competencies that must be taught to students. The syllabus of English learning for ninth grade in the odd semester mandates that students are able to compare

social functions, text structures, and linguistic elements of some oral and written narrative texts by giving and requesting information related to fairy tales, short and simple in pursuant to the context of their use. In contrary, the reality is that students often complain and say it is difficult if the teacher gives assignments to students to write. Even students often say they cannot though they have not started yet. Students look insecure when given writing assignments. They feel afraid they cannot accomplish the writing assignment since they do not know where to start and end it.

From the fact that there are problems faced by students, teachers should look for ways so that students are not discouraged when given the task of writing. So that the researchers look for means to utilize image media that is attractive to students so that they can motivate them become excited and able to write. In line with the claim that writing is difficult, Pertiwi (2016) states that students have some difficulties in writing. Those difficulties are poor organization, unstructured content, incorrect grammar, word choice, and mechanics, such as spelling, capitalization, and punctuation. So, teaching writing is not an easy thing, especially when the students' English competence is not well developed. Thus, it demands the care and attention of English teachers.

This research chooses one of texts called narrative text. Narrative text is an imaginative story to entertain people. In the narrative text, there is a generic structure (orientation, complication, resolution, and re-orientation).

Instructional media are components of teaching which have great influence in improving students' writing ability. Due to media, the writing teaching-learning process will possess more variation and will be exciting. According to Amjaya (2012), there are three types of media, namely audio (radio, tape recorder, cassette), visual (picture, photograph, drawing), and audiovisual (video). In line with him, Harmer (2007) proposes music, pictures, and films as excellent stimuli for writing. Teachers can create some writing activities by using those media. Visual media considered as the most effective way in learning since students learn most through the sense of sight, then through the sense of hearing, and the remainder via the senses of smell, touch, and taste (Chee & Wong, 2003). Pictures as the visual media are very useful for teaching writing. According to Lindstormberg (2004) cited in Apsari (2017), by using picture series, the students will be interested and will enjoy the teaching and learning process.

## METHOD

In this research, the researchers used qualitative approach, because it describes the data about writing narrative text through pictures series at the first semester of MTs Nurul Falah Cimahi in the 2017/2018 academic year. Bodgan & Biklen (1992) states that qualitative research is one of the research procedures that produces descriptive data in the form of speech or writing and the behavior of people who are observed.

This research used Classroom Action Research (CAR). The concept used in this classroom action research is cyclical process adapted from Lewin in (Rochanah Ana, 2009). According to this reference, the core concepts of classroom action research consists of four components: (1) Planning the action; (2) implementing the action; (3) observing the action; and (4) reflecting. The teacher wants a change in learning that is even better in English subjects so that the learning outcomes obtained by students can increase especially in class IX-A. Learning models are needed that are relevant to the conditions of class IX-A so that learning takes place better and can escalate student learning outcomes. So from that the teacher and the researchers plan to use cooperative learning models. One of the learning model that can be used is cooperative learning

model make a match technique. The students are given the responsibility to create a community in a learning and participate in the learning process and make the learning process in the classroom into meaningful than to work individually (Gupta & Jyoti, 2014). Data collection techniques used by using observations were made to observe the implementation and development of English language learning carried out by students in class IX-A MTs Nurul Falah Cimahi City. This observation was carried out before and after the cycle of research that had already taken place. The type of observation used is observation of participation which means that researchers are involved in the learning process. The interview submits it to people who are considered able to provide explanations or information that is needed. Interviews conducted by researchers focused on English language learning material that aims to reveal the problems that exist in learning and find the right solution to overcome these problems.

The research activity was carried out at MTs Nurul Falah Kota Cimahi, Jl. Mahar Martanegara No 130 A Cimahi. The study was carried out for 3 months in the odd semester from July to October 2018. The giving of the action was carried out on Wednesday and Saturday in October 2018 which was a study in wherein the researchers taught English in class IX-A, which became the research subject.

The use of media picture series with the tale of Cinderella and The Three Little Pigs as a research instrument, so as to be able to encourage and motivate students that writing is not difficult and complicated. Besides tests, the instrument was added to the interview, and because the stories are accompanied by interesting pictures, it certainly motivates and encourages students to pen happily. The distinguishing aspect between Cycle I and Cycle II lies only in the picture series used as learning media. If in Cycle I the serial picture series used were the Cinderella story, then in the second cycle the pictures used were the story of The Three Little Pigs.

The use of instructional media in the shape of pictures in class is expected to be able to make a learning process with situations and conditions that are fun for students. Furthermore, it will facilitate and guide students in finding inspiration to tell stories and in the end will improve students' capability to write simple short essays in the form of narrative.

## **RESULTS AND DISCUSSION**

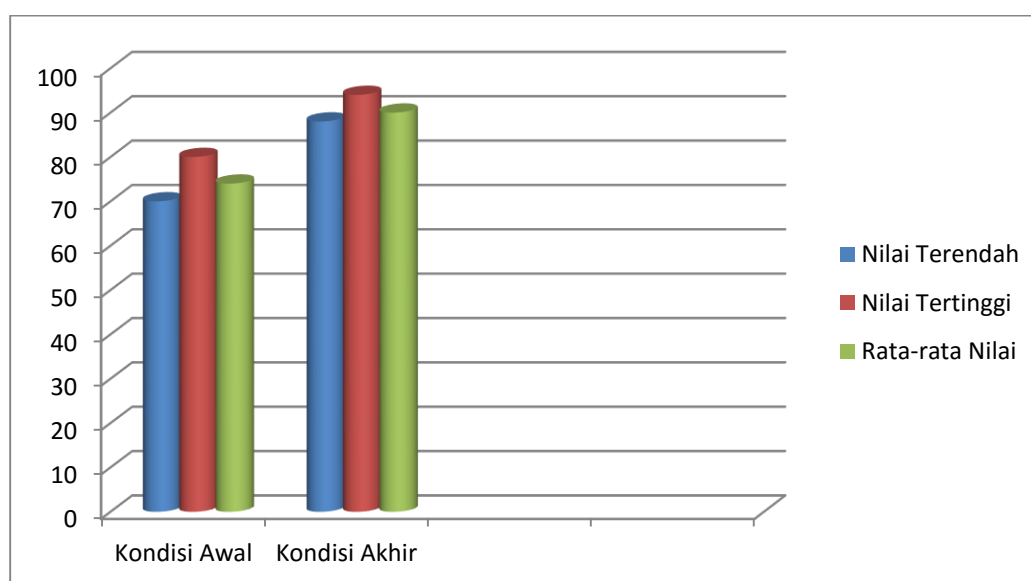
### **Results**

#### **Initial Student Conditions**

Before doing classroom action research, the state of class IX-A in the beginning conditions during the learning process tends to be passive. Students just want to be listeners. They feel that by hearken to the teacher, they can absorb the lesson well. Even though to be able to master English language lessons, students should do more of the practice in that language, both verbally and in writing.

In addition, from the list of grades IX-A students in the initial conditions the data shows that when students are given the task to make simple short essays in the shape of narrative text, many students get grades under the Minimum Completeness Criteria (KKM) 75. While the average score class is 74. Acquisition of the highest score of students in the initial condition is 80, and the lowest value is 70. When the teacher shares the value of student learning outcomes,

the teacher inquires students about the difficulties experienced by students when writing simple short essays (in this case the teacher conduct oral interviews with students). Then most of them said that writing was difficult, they did not know what to write, they did not know how to start with what words and sentences, they even feared that what was written later would be wrong. Then the implementation of the Cycle I and Cycle II actions that have been carried out on students, turned out to produce an increase in the value of learning outcomes. This is evident after the worth of student learning outcomes are compared between the initial conditions before the teacher utilizes the serial image media which the average value of students in writing is 74, finally increasing in Cycle II (final condition) the average value of students becomes 90, after the teacher utilizes the media picture, the highest score of students in the final condition is 94, and the lowest value is 88.



From the execution of the Cycle I and Cycle II actions that have been carried out on students, it turns out to produce an increase in the value of learning outcomes. This is evident after the value of student learning outcomes are compared between the initial conditions before the teacher utilizes the serial image media which the average value of students in writing is 74, eventually increasing in Cycle II (final condition) the average value of students becomes 94 after the teacher uses the media picture. Likewise, when the initial conditions of many students had to be broken down because the acquisition of scores was still below the KKM, at the end of the condition (Cycle II) there were no more students who were remodeled because the KKM was able to be achieved or exceeded by all class IX-A students.

Likewise in the process of student learning activities in class IX-A, which when the initial conditions students incline to be passive (teacher center), eventually become more conducive to the final condition (Cycle II) where students become more active in classroom learning activities. Even there were no more pupil who were afraid of writing, instead, all the students seemed happy and excited about writing activities.

After conducting pre-test, the researchers then conducted interview with the students. The purpose of the interview was exploring the students' perception about writing. The interview had more concerns on their difficulties in writing text and how they solved their problems. The

researchers also interviewed them about their responses toward the teaching and learning process activities they joined. The result of the interview can be seen in Table.

No	Questions	Students Response	
		Yes	No
1	Do you like English?	98,5%	1,5%
2	Is English Important?	100%	0%
3	Are you able to write English?	70%	30%
4	Do you like writing?	69,5%	30,5%
5	Is writing difficult?	68%	32%

## Discussion

Accelerated learning is an effective approach to developing deep understanding from the assigned topic and allows each student to master one aspect of English language skills. There are some points that must be attention to teaching and media procedures in teaching writing narrative texts. In terms of teaching procedures, the preceptor can modify the procedure in implementing accelerated learning approaches that are appropriate to learning objectives. Therefore, a good manner to organize students to collaboratively learn directly to eliminate boredom and student learning time so students can discuss. In the case of media, the sequence of picture series is used to stimulate students background of knowledge. In this study, key words added to the picture sequence that helps students develop their ideas based on key words and sequence of picture series. In addition, they were allowed to talk English and Indonesian language which aims to help low achievers and are actively participating in class IX-A MTs Nurul Falah. The results exhibit that there was an enhancement in students' motivation in writing narrative texts.

## CONCLUSION

From the entire series of actions carried out in Cycle I and Cycle II, it turned out to provide very good results for students of class IX-A in the purpose of learning English to upgrade the ability to write narrative texts by using image media. It seems the results of research obtained from class IX-A shows that the use of image media is very positive for students. An attractive picture media will make students interested in seeing and watching the story from the beginning to the end. Once students are interested and feel happy to write, then they forget that before (in the initial state before the use of media) they felt burdened and even afraid because they do not know what to write. The utilization of media picture series with students proved to be able to arouse their activeness and motivation in order to write narrative texts in English. Because interesting drawing media can give students inspiration for story ideas and their use of vocabulary related to the stories they write. During the application of the action (Cycle I and Cycle II), there were no students who complained when given writing assignments, it showed that the use of serial image media was able to increase students' confidence that they were able to master writing skills well.

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