

**THE EFFECT OF PICTURE SERIES ON WRITING NARRATIVE TEXT
OF ELEVENTH GRADE STUDENTS AT SMAN 7 KEDIRI**

THESIS

**Presented in Partial Fulfillment of The Requirements to Obtain the Sarjana
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ABSTRACT

Title: **THE EFFECT OF PICTURE SERIES ON WRITING NARRATIVE
TEXT OF ELEVENTH GRADE STUDENTS AT SMAN 7 KEDIRI**

Writing is one of the essential aspects for students in learning English, especially in narrative writing skills, which can enhance their writing abilities. One form of improving narrative writing skills is through the use of visual media, such as cyber pictures. This research aims to analyse the effectiveness of teaching methods in narrative writing using visual media, specifically cyber pictures, at SMAN 7 Kediri. The method employed in this research is quantitative research with data collection through pre-test and post-test experiments conducted at SMAN 7 Kediri, and data analysis using the SPSS Statistics 26 tool. The results of this research indicate a comparison between the pre-test and post-test scores. In the pre-test, most students scored below average, but after being exposed to the treatment of learning using visual media, the students showed improvement in the post-test. Therefore, in this study, the researcher recommends that educators enhance their teaching methods in the classroom.

Keywords: *Writing Skill, Narrative, Picture Series.*

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In choosing the theme of this research which is based on the application of assessment in developing students' writing skills, what are the obstacles faced during application and how to solve these obstacles. So that students can develop their writing skills well.

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TABLE OF CONTENTS

ABSTRACT	ii
ACKNOWLEDGEMENTS.....	iii
TABLE OF CONTENTS	v
LIST OF TABLES.....	ix
LIST OF PICTURES	x
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background	1
B. Identification of the Problems	6
C. Limitation of the problem	7
D. Problem Formulation	8
E. Objectives of the Research.....	8
F. Significance of the Research.....	8
G. Definition of Key Terms.	9
CHAPTER II.....	11
THEORETICAL STUDIES	11
A. Writing	11
1. Purpose of Writing.....	12

2. Process of Writing	13
B. Teaching Writing	16
C. Picture Series.....	18
1. Picture Series as Teaching Media.....	19
2. The Importance of Picture Series	19
3. Procedures in Using Picture Series as Teaching Media	20
4. Example of Picture Series	22
D. Narrative text.....	23
1. Generic Structure of Narrative Text	23
2. Example of Narrative Text	25
3. Language Features of Narrative Text	27
4. Genres of Narrative Text	27
5. Learning Outcomes	29
E. Conceptual Framework	31
F. Previous Related Studies.....	33
G. Hypothesis.....	35
CHAPTER III	36
METHOD OF THE RESEARCH	36
A. Design Research.....	37
B. Population and sample	38

1. Population.....	38
2. Sample	38
C. Location and time.....	38
D. Variables of the research	39
1. Independent Variable (X)	39
2. Dependent Variable (Y).....	39
E. Research instrument.....	40
F. Research Procedure	Error! Bookmark not defined.
1. Treatment.....	Error! Bookmark not defined.
2. Measurement Scale.....	Error! Bookmark not defined.
3. Data Source	Error! Bookmark not defined.
4. Documentation	Error! Bookmark not defined.
G. Technique of Data Analysis	42
H. Technique of Instrument Test.....	Error! Bookmark not defined.
1. Validity Test.....	43
2. Reliability Test.....	45
3. The Normality Test.....	46
BAB IV	49
FINDING AND DISCUSSION	49
A. Findings.....	49

1. The Data Analysis of The Pre-Test.....	49
2. The Data Analysis of Post-Test	52
3. Comparison of Pre-Test and Post-Test DataTest	55
4. The Effect of picture Series in Writing Narrative	58
5. The Result of T-Test and Hypothesis Testing.....	59
B. Discussion	61
BAB V.....	65
CONCLUSION.....	65
A. Conclusion	65
B. Suggestion.....	66
REFERENCES.....	68
APPENDIX.....	73

LIST OF TABLES

Table 2 1 Example of Narrative Text	25
Table 4 1. The Students' Score in Pre-Test	50
Table 4 2. Data One-Sample Statistics Pada Pre-Test.....	51
Table 4 3. Data Descriptive Statistics Pada Pre-Test	51
Table 4 4. The Students' Score in Pre-Test	53
Table 4 5. Data One-Sample Statistics Pada Post-Test	54
Table 4 6. Data Descriptive Statistics Pada Pre-Test	54
Table 4 7. Data Perbandingan Statistik Pre-Test dan Post Test.....	56
Table 4 8. Difference Results of Pre-Test and Post-Test.....	58
Table 4 9. Descriptive Statistics of Pre-Test and Post-Test.....	60

LIST OF PICTURES

Picture 2 1 Example of Pictures Series	22
Picture 2 2 Conceptual Framework.....	32

CHAPTER I

INTRODUCTION

This chapter consists of the background of research, identification of the problem, limitation of the research, research questions, objective of the research, significance of the research, and definition of key terms.

A. Background

Writing is considered indispensable within the realm of language acquisition, and concurrently, it is acknowledged as the most formidable language proficiency to attain (Mustafa et al., 2020). This proficiency has metamorphosed into an imperative prerequisite for proficiency in language education. Nevertheless, the acquisition of writing is posited as one of the more intricate aptitudes necessitating acquisition during the formative years (AlMarwani, 2020). Concerning the requisites of linguistic competency, the process of production entails ideation, organization, initial drafting, subsequent revision, and meticulous editing (Khatter, 2019). Each of these sequential phases involves meticulous attention to discrete components, encompassing structural integrity, lexical selection, substantive content, organizational coherence, and mechanical precision (Ampa and Quraisy, 2018). It is noteworthy that these components collectively contribute to the holistic development of proficient writing skills. During the late 1970s and 1980s, the dyadic dynamics between progenitors and progeny, as well as pedagogues and pupils, were elucidated through the pedagogical metaphor of scaffolding (Sarmiento, 2022). This metaphor encapsulated the supportive role of caregivers

and educators in facilitating the gradual acquisition and refinement of writing competencies among learners. The development of writing skills involves mastering the writing process at various linguistic levels, encompassing word-level considerations up to the organization of text. The researchers emphasized the significance of understanding vocabulary, grammar, and content as integral components in the enhancement of writing proficiency.

Nowadays Indonesia applied “Kurikulum Merdeka” for their curriculum in almost formal education. “Kurikulum Merdeka” is an alternative education curriculum developed by the Indonesian Ministry of Education, Culture, Research, and Technology in response post COVID-19 pandemic. The curriculum aims to facilitate self-directed learning and to provide educational resources for students who may not have access to traditional classroom settings.

“Kurikulum Merdeka” is a new policy program issued by the Ministry of Education in Indonesia that emphasizes the use of English in six language skills, namely listening, speaking, reading, viewing, and writing (Nurazmi,2022). One of the important skills that “Kurikulum Merdeka” aims to develop is writing. Writing is a fundamental skill that plays an essential role in many aspects of life, including academic, professional, and personal contexts. With the increasing importance of digital communication, writing has become an even more critical skill for students to develop.

Teaching writing within the “Kurikulum Merdeka” aims to provide students with the skills and knowledge necessary to become effective writers in a variety of contexts. By emphasizing self-directed learning and collaboration, the curriculum

encourages students to take ownership of their writing development and to become confident, skilled writers. While there is limited information on the specific writing skills that are emphasized in “Kurikulum Merdeka”, a literature study on the implementation of the curriculum for English language teaching in 2013 places a lot of emphasis on the four language skills of listening, speaking, reading, and writing (Nurazmi,2022)

Writing is an important language skill that has to be developed by students. The students cannot acquire this ability of writing automatically and easily. Through writing they are able to maintain communication with other people. Therefore, English teaching and learning process in the class should include teaching writing skill in a correct way in order to help the students to build their ability and competence in written language.

The fact is many students find it difficult to write. The difficulties are related to the content, organization, mechanic, grammar, vocabulary and most of them have no incentive to write. The students found a difficulty to express their ideas when they were asked to write a text specially to think about what they should write as the first sentences in their paragraph (Puspitasari, 2014). Furthermore, writing is one of the most difficult subjects. the mastery of writing skill of at the eleventh grades senior high school as well as of the senior high school is commonly not good (Remedios,2022). Although they have learned English for three years, but they still face same difficulties in writing, so when they continue their study to the higher level they cannot write well. It is clear to be able to write correctly, language

learners must have a good mastery on grammar, content, organization, vocabulary, and mechanics.

There are some problems that students face when they write narrative text. First, students do not have topics or ideas to write. Besides, students find it difficult to organize a text (Smith, 2009). Similar problems were also experienced by the eleventh -grade students of SMAN 7 Kediri. When the researcher did Teaching Practice (*Praktik Lapangan Persekolahan*) at the school, he found that many students got difficulties in writing a narrative text. The difficulties were due to weaknesses in grammar and vocabulary. Another problem, the students had a lot of ideas in their minds. but they were confused to start and even they did not know how to develop the ideas. They also had difficulty to choose the theme for writing short narrative. They did not get ideas to start writing.

There were some reasons why those problems arouse. The researcher found that the teacher who taught writing used conventional method. He only explained kinds pf text ant their characteristics and assigned the students to create texts. He did not train the students how to develop ideas, how to organize the ideas, and he did not pay attention to the sentence structures. It made the students could not make good text.

One of the solutions, the researcher chose a method to give new learning experiences for developing students' idea and organizing those idea to be narrative story. The researcher used media picture series to help students find vocabularies which will be written. The solution is strengthened by previous research (Yasmin & Yunus, 2023) who say that pictures are useful in helping students generate ideas

to construct sentences using the target language. More over the pictures provide visual stimuli that can engage students and stimulate their creativity. This engagement can make language learning more enjoyable and memorable.

Using picture series to teach writing is beneficial for both teacher and students. It is able to help teacher to make students get vocabularies from pictures of visual thing. It is appropriate with previous research (Rahayu: 2016). The utilization of picture series as an instructional tool proves advantageous in enhancing students' writing skills. The selection of picture series is based on their appeal and the inherent chronological order, facilitating students in formulating and structuring their ideas in written expression. Hence, educators are encouraged to exhibit creativity in the selection and creation of captivating instructional materials to effectively impart writing skills. It is recommended that teachers engage in research to further investigate the effectiveness of employing picture series to enhance students' writing abilities. In this research has differentiate in the picture this research used cyberpunk picture series which focus on postmodern picture which has futuristic picture.

Writing involves several components. Students have to considered word choice, use of appropriate grammar, syntax, mechanics, and organization of ideas into coherent and cohesive form (Gebhard, 1996). They also pay attention to writing mechanics such as punctuation and capitalization (Hartfiel, et al., 1985: 102, cited in Cahyono, 2001: 44). Furthermore, in producing writing students need to focus on how to generate ideas, how to organize them coherently, how to use discourse markers, and rhetorical conventions to put them cohesively into a written text, how

to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product (Brown, 2001). In short, students must learn and practice many writing components in order to create good passages.

Based on the explanation above, the researcher is interested in doing research on teaching writing entitled the Effect of Picture Series on Writing Skill Narrative Text of eleventh Grade Students at SMAN 7 Kediri.

B. Identification of the Problems

The identified problems in the background can be summarized as follows:

1. Since there are many aspects that students have to understand in writing, an English teacher has to select an appropriate method. Some of method can train students to increase their writing aspects like using Modelling Provide clear examples and models of different types of texts. Analyse these examples together with the students, highlighting the key elements and structure. This allows students to see how a text is organized and understand the purpose of each part. Using picture series is a method to help students grasp and understand ideas in a narrative. Visual aids, such as a sequence of images, can enhance comprehension in several ways.
2. There are many types texts that Senior High School have to produce. There are several texts should students learn in phase F based on learning outcomes from “Kurikulum Merdeka” By the end of Phase F, learners use spoken, written and visual texts in English to communicate according to the situation, purpose and audience/reader. readers. Various text types such as narration, description, procedure, exposition, recount, report, and authentic texts become the main

reference in learning English in this phase. English in this phase and also by the end of Phase F, learners use spoken, written and visual texts in English to communicate according to situations, purposes and in English to communicate according to the situation, purpose and audience/readers. audience/readers.

3. There are many teaching media that can encompass a wide range of materials and methods that educators use to convey information, engage students, and promote understanding of concepts. These tools are employed to cater to diverse learning styles, capture students' interest, and create a dynamic and interactive learning environment. There are various types of media that can be used to help students create narrative essays. Here are some examples: video lessons and tutorials, picture series, online platform and many more.

C. Limitation of the Problem

The researcher would conduct the research at SMAN 7 Kediri City and focus on the teaching of writing in class 11 MIPA 1 which has 34 students. In this research the students made short narrative by theme from picture series that the researcher gave. The media used to teach writing was cyber punk pictures which were given in the treatment. The researcher assessed students' writing skills using 5 assessment categories, which consisted of content, organization, vocabulary, language use, and mechanics. Content includes the content of the writing, and organization consists of organizing the material in the writing. Vocabulary is related to the arrangement of words into a sentence and the arrangement of sentences into a paragraph. Language use in this study relates to the use of proper grammar and structure. Mechanics relate to pronunciation, spelling, and punctuation.

D. Problem Formulation

By looking at the background above, the researcher asked the following questions:

1. How is the students' writing ability before being taught by using picture series at SMAN 7 Kediri?
2. How is the students' writing ability after being taught using picture series at SMAN 7 Kediri ?
3. Does the usage of picture series affect the writing ability of students SMAN 7 Kediri?

E. Objectives of the Research

This research is aimed at describing:

1. To identify the students' writing ability before being taught by using picture series at SMAN 7 Kediri.
2. To identify the students' writing ability after being taught using picture series at SMAN 7 Kediri.
3. To identify the usage of picture series affect the writing ability of students SMAN 7 Kediri.

F. Significance of the Research

The researcher expects the results of the research can give the new information of the English teacher or other people about English subject and became useful information of English study, especially in teaching writing skills.

The findings of this research are expected for:

1. The Teacher

This research is useful to give contribution of teaching method as a reference and valuable resource of information to improve students' writing skill by using picture series to make the English teaching learning become more interesting and affective.

2. The students

This research is useful for students to provide some input to improve their motivation in writing skill and then they can learn efficiently and effectively creative.

3. The Researcher

This research is useful that the researcher improves knowledge in implementing picture series to improve writing skill students.

4. The Next Researcher

This research is useful to be one of reference in choosing the media in teaching writing, especially in writing narrative.

G. Definition of Key Terms.

1. Writing is the act of expressing thoughts, ideas, and information through the use of written language. It involves the creation of coherent and meaningful texts, which can take various forms such as essays, stories, reports, or poems. Writing encompasses the processes of planning, organizing, drafting, revising, and editing.

2. Narrative refers to a genre of written discourse that tells a story or recounts a sequence of events, experiences, or actions, often involving characters, plot, setting, and conflict. Narrative writing aims to engage readers by creating a sense of storytelling and may include elements such as dialogue, description, characterization, and plot structure. Writing narrative involves the use of literary techniques, such as point of view, tone, voice, and figurative language, to create vivid and engaging narratives.
3. A picture series refers to a collection or sequence of related images or photographs that are presented together as a cohesive unit. These images are usually arranged in a specific order or layout to convey a story, depict a particular theme or concept, or highlight a sequence of events.

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