

THE USE OF PICTURE SERIES TECHNIQUES TO IMPROVE WRITING SKILLS ON NARRATIVE TEXT

Ni Made Monik Mariani¹, Drs. I Made Suamba², Gusti Ayu Gede Sukraningsih³

English Education Departement
Teacher and Education Training Institute Saraswati
Email : marianimonik@gmail.com

ABSTRACT

This study aims to improve writing skills through picture series. The research subjects were students of class VII B, SMP Negeri 2 Tabanan, which consisted of 34 students. Data collection techniques used are observation and tests. Based on the analysis it was found that in the learning activities in cycle I, students were given a writing test given by the researcher. Some students experience a lot of writing problems. In Cycle II students were also given a writing test and a simple writing game. This increase was shown by the student's writing test scores. The improvements that occurred were: (1) The students' pretest average score of 66.3 increased to 71.0 in cycle I and 76.8 in cycle II; (2) the average value of the first cycle is 71.0 with a completeness percentage of 41.2%; (3) the average score in cycle II was 76.8 with a completeness percentage of 82.4%; (4) from the data that has been analyzed, the percentage of student completeness from cycle I to cycle II increased by 41.2%.

Keywords: *Writing Skills, Picture Series*

PENGGUNAAN TEKNIK GAMBAR BERSERI UNTUK MENINGKATKAN KETERAMPILAN MENULIS PADA TEKS NARATIF

Ni Made Monik Mariani¹, Drs. I Made Suamba², Gusti Ayu Gede Sukraningsih³

Jurusan Pendidikan Bahasa Inggris
Institut Keguruan dan Ilmu Pendidikan Saraswati
Email : marianimonik@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis melalui gambar seri. Subyek penelitian adalah siswa kelas VII B SMP Negeri 2 Tabanan yang berjumlah 34 siswa. Teknik pengumpulan data yang digunakan adalah observasi dan tes. Berdasarkan analisis diketahui bahwa dalam kegiatan pembelajaran pada siklus I siswa diberikan tes tertulis yang diberikan oleh peneliti. Beberapa siswa mengalami banyak masalah menulis. Pada Siklus II siswa juga diberikan tes menulis dan permainan menulis sederhana. Peningkatan ini ditunjukkan dengan hasil nilai tes menulis siswa. Peningkatan yang terjadi adalah: (1) Nilai rata-rata pretest siswa sebesar 66,3 meningkat menjadi 71,0 pada siklus I dan 76,8 pada siklus II; (2) nilai rata-rata siklus I 71,0 dengan persentase ketuntasan 41,2%; (3) nilai rata-rata pada siklus II adalah 76,8 dengan persentase ketuntasan 82,4%; (4) dari data yang telah dianalisis, persentase ketuntasan siswa dari siklus I ke siklus II meningkat sebesar 41,2%.

Kata kunci: *Keterampilan Menulis, Gambar Berseri*

1. Introduction

Writing is an important language skill that has to be developed by the student and it is not a natural skill because one cannot acquire this ability automatically and easily. Writing is one of the four basic skills in teaching and learning which must be mastered by the students and taught well by the teachers. Writing is a language in printed form; it is used to convey information about something and to express ideas. Writing is also a system of intercommunication using conventional visible marks. According to Flynn and Stainthorp (in Thresia, 2017:9), Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. According to Richards and

Renandya (in Thresia, 2017:9) state that the process of teaching writing consists of four basic stages. They are planning, drafting, revising and editing. There are so many communication media that use written language, such as newspapers, magazines, blogs, websites, and even social media.

Based on those reasons, it is clear that writing skill is also important to be mastered to maintain good communication with other people. Therefore, The English teaching and learning process in the class should include teaching writing skills correctly in order to help the students to build their ability and competence in written language writing is one of the most difficult subjects. The researcher know that mastering writing skills in junior high school, as well as high school, is generally not good. Even though the students had studied English for three years, the students still face the same difficulties in writing, so when the students continue to their higher level they can't write well. To be able to write correctly, language learners must have a good mastery of content, organization, vocabulary, language use and mechanic. The fact is the students still difficult to write, those difficulties were related to the content, organization, grammar, and vocabulary and most of them have no incentive to write. The students found difficulty expressing their ideas when they were asked to write a text especially to think about what they should write as the first sentences in their paragraph. As a result, the students still find difficulty was related to the organization. The students still made mistakes in sequencing their ideas into coherent paragraphs. So, some of the students writings were not well sequenced and some of them also confused the readers.

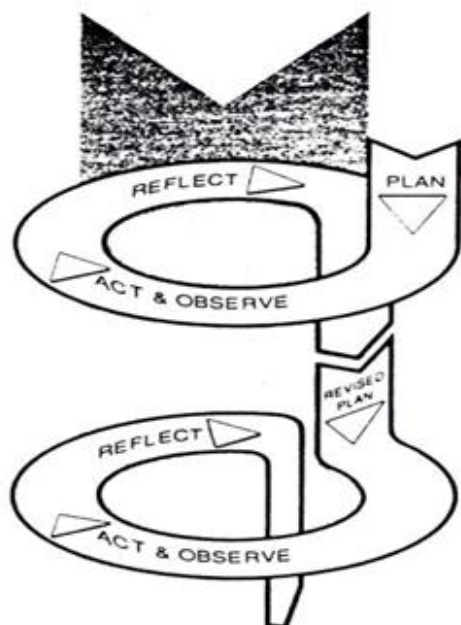
According to Hamalik (1986), using teaching media in the teaching and learning process can generate new desires and interests. By applying media images in the writing activities of narrative texts, students' interest in learning will increase in the messages displayed in the pictures so that indirectly they can help students better understand the material provided by the teacher. The writer chose this media to increase students' motivation and ability to write narrative texts. By using picture series media, students will be more interested because it is in the form of colorful images besides being cost-effective and easy to find on the internet. The consideration of using picture series is because students are usually interested in new things which can encourage them to pay attention and learn about it. They also can imagine the chronological events of the story in the picture immediately. These picture series also can elicit the power of acquiring a new language. Diaz Rico (2004: 203) stated to access motivational power, the second language must reconnect with a symbolic system that is subdominant in the first language but lies dominant, connected with powerful emotions, in a sense waiting for a portal expression. Hence, the door opens to the imaginary. In addition, a new atmosphere should be brought into the teaching narrative to emerge the student's interest and motivation. So, they are expected to be able to write a meaningful composition academically could give benefit their achievements. At the initial observation, the researcher finds the school's teachers only provide explanations to students and use the book package to write a narrative text. Automatically if the teacher only gives an explanation and gives a book to write narrative text, the student's skills will not develop especially the student's vocabulary.

Based on the above problem, the researcher decided to promote one of the teaching pictures series as media that appeals to the students to help the students in making narrative text by using pictures as media. The purpose of using the picture of the series as media in learning this writing is so that students can develop skills in writing. Based on the above problem, the researcher is interested to lift research titled "The Use of Picture Series Techniques to Improve Writing Skills on Narrative Text to The Seventh Grade Students of SMP Negeri 2 Tabanan" .

2. Research Method

This research employed the design research of Classroom Action Research (CAR). The researcher conducted classroom action research to find out and learn the phenomenon which occurred in the teaching-learning process and purposely tried to offer the solution for the problem that happened. Classroom Action Research is different from quantitative and qualitative research but has characteristics of both. Action research utilizes and appropriates intervention to collect and analyze data and implementations to address educational issues. One way to improve the quality of the teaching English process is to do Classroom Action Research (CAR). Besides that, classroom action

research is one of the strategies for solving a problem that uses real reactions and analyzes every influence from the situation Sanjaya (in Lubis,2017:19). Classroom Action Research (CAR) is a method of knowing how teachers could provide students with the best way of learning and all the strategies were intentionally done in the classroom to create a good student learning result. This research has followed the steps of action research by Kemmis and MC Taggart(1998) consisting of four steps namely, planning, acting, observing, and reflecting. The figure is bellow :



An Independent variable (variable X) is a variable that has an influence on other variables. The dependent variable (variable Y) is the variable that is subject to the influence of the independent variables

X = Picture Series Techniques

Y = Students' speaking skills

The sample is part of the population selected using a certain procedure so that it is expected to represent the population (Arikunto, 2006: 131). The sample is part of the number and characteristics possessed by the population (Sugiyono, 2013; 118). The sample is determined to obtain information about the object of research by taking a representation of the population which is expected to represent the entire population. The sampling technique is the process of selecting a number of individuals for a study in such a way that these individuals represent the large group from which they were selected. Sampling is the process of selecting a number of individuals for a study in such a way that these individuals represent the larger group from which they were selected (Gay, 1992:123).

The technique sampling that will be used by the author of nonprobability sampling is purposive sampling. By using purposive sampling, a sample is determined deliberately by researchers based on criteria or certain considerations so that they do not go through the selection process as carried out in a random technique (Faisal, 2008:67). The writer chose VIIIB class students at SMP Negeri 2 Tabanan from a predetermined population as the sample to be studied.

In conducting the research, the researcher intends some tools to assist the students in collecting the data. The tools that help the researcher in collecting the data are called research instruments. Annum (2016), states that research instruments are some tools for collecting the data. From that statement, the researcher assumes that the instrument is a tool for measuring the phenomena that are observed. This research, used some instruments including : Observation and test. Classroom Action Research is action research conducted by teachers in class. Action research is essentially a series of research actions carried out in cycles, in solving problems until the problem is resolved. In this cycle, the activities were almost the same as the activities in the first cycle. It would modify the activity by giving an additional exercise. There were also four processes in this cycle.

3. Research Finding

This research was conducted to find out the use of picture series in improving students' writing skills. The results showed that there was an increase in students' writing skills using the pictures series technique. The student's average score on the pre-test was 66.3 (26.5%). Low because only 9 students scored 75 and above. The average score of students in the post-test cycle I was 71.0 (41.2%). This is higher than the pretest cycle I. The average score of students in the posttest cycle II was 76.8 (82.4%). That is higher than the cycle I post-test. The percentage of students who got > 75 points also increased. In the pre-test, only 9 students scored > 75. In the post-test cycle I, there was 14 students who scored > 75. This means that there was an increase of around (14.7%). Post-test II cycle II students who got points> 75 there were 28 students (82.4%) and the increase was around 41.2%. The total increase in student scores from the pre-test to the post-test in cycle II was 67.7%. In other words, the student's vocabulary mastery was getting better from the first meeting to the next meeting.

No.	Name	Scores		
		Pre-test	Post-test 1	Post-test 2
1.	ANDIKA PRATAMA	70	75	85
2.	DEWA KOMANG WAHYU PRANATA	50	65	75
3.	GUSTI AYU KADE MELATI OKTAVIANI	65	70	75
4.	GUSTI AYU MADE CINTA	60	70	70
5.	GUSTI AYU PUTU BUNGA LAKSMI DEWI	60	75	80
6.	I GUSTI KOMANG ARYA NAMASKAR P.	55	65	70
7.	I GUSTI NGURAH KADE BUKIAN	60	65	75
8.	I GUSTI NGURAH PUTU SUYOGA WEDA	60	65	75
9.	I KADEK ADITYA PUTRA SANJAYA	65	65	75
10.	I KADEK PRADITYA SUMA KENCANA	65	65	75
11.	I KADEK YOGA PRATAMA	50	60	70
12.	I KETUT AGUS PRIMAYANA	50	65	65
13.	I MADE DEVA PUTRA ARSAWAN	65	75	75
14.	I MADE DWITANAYA ANDHIKA PUTERA	70	70	75
15.	I PUTU HADI PRASETYA	65	65	80
16.	I PUTU KEVIN SURYA RADITYA	75	75	75
17.	IDA BAGUS MAHENDRA MANUABA	60	70	75
18.	KAIZHAR MANGGALA ARTHA MARGANA	70	65	75
19.	LUH ASVINA ANANDA DEWI	70	75	75
20.	MELVIN ANANTA PUTRA	85	85	85
21.	NI KADEK NANDINIA APSARI	85	85	85
22.	NI KADEK TRISNA PUSPITARINI	80	80	85
23.	NI KETUT DINAR AYU APSARI DEWI	80	80	85
24.	NI KOMANG DEVI CANTIKA DUSAK	80	80	80
25.	NI KOMANG PUTRI LIYANITA	70	85	85
26.	NI LUH KADE MANIK LESTARI PUTRI	75	75	75
27.	NI MADE DEA SINTYA DEWI	80	80	85
28.	NI MADE DWI SEKAR RAHMA WATI	85	85	85
29.	NI PUTU ADELIA IKA PRAMESTI	55	60	70
30.	NI PUTU ANITA FEBRIANI PUTRI	60	60	75
31.	NI PUTU AYU DIAH MAHARANI	60	70	75
32.	NI PUTU JULIALESTARI DEWI	55	60	70
33.	NI PUTU SRI AYUDYA SURATNI	60	60	75
34.	TIARA TEGUH MAHARANI PUTRI	60	70	75
TOTAL SCORE		2255	2415	2610
MEAN		66,3	71,0	76,8

From the explanation above, it can be concluded that the results of the study show that the use of picture series can improve students' writing skills. This makes students happy and their improvement in learning to write is higher. This can be proven by quantitative data which shows that student scores increased from pre-test to post-test I cycle I and from post-test I to post-test II in cycle II.

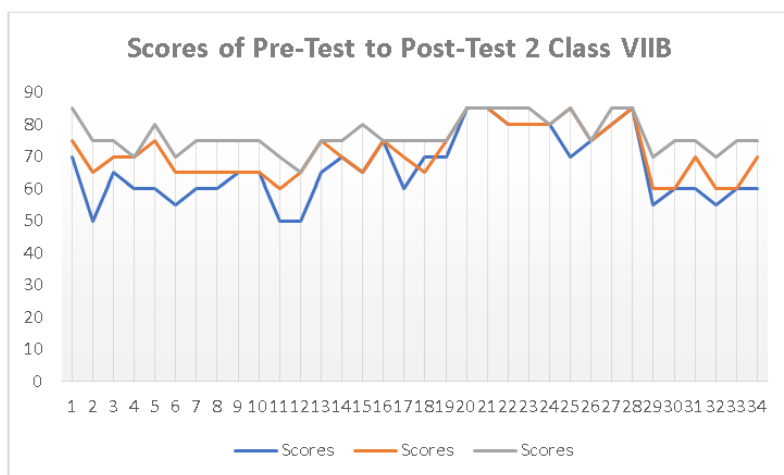
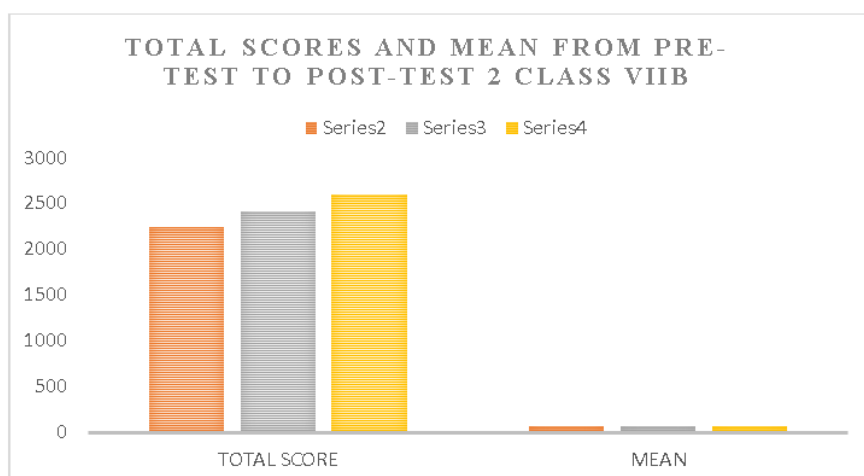


Chart I: Graph of Writing Values from Pre-Test to Post-Test 2 Class VII B T SMPN 2 Tabanan



4. Conclusion

Based on the results of the study it can be concluded that teaching writing using picture series can improve student writing skills. The preliminary study quantitatively showed that the student's score was 2255 and the average student's score was 66.3. The percentage of student test scores that passed 9 students or achieved a score of 75 was only 26.5%. There were 25 students who did not pass or did not score up to 75 at 73.5%.

In cycle I, it can be seen that the total score of the students is 2415 and the average score of the student's test is 71.0. The percentage of posttest I scores from 14 students who passed and earned a score of 75 or reached 75 was 41.2%. On the other hand, 20 students failed or did not score up to 75 and that is 58.8 %. So, the post-test cycle I is categorized as increasing.

In cycle II the total value of students was 2610 and the average student test score was 76.8. The percentage of student scores in post-test II was 28 students who passed and scored 75 or above 75 at 82.4%. Meanwhile, 6 students did not pass or did not score up to 75 at 17.6%. So, posttest II cycle II is categorized as successful.

Daftar Pustaka

Hamalik, Oemar. 1986. Media Pendidikan. Bandung: Alumni.

Harida. 2014. Improving Students' Reading Comprehension in Narrative Text Through Cross Group Reporting Strategy of The Eleventh Grade Students of SMA Negeri 18 Makassar. Unpublished Thesis. Makassar: Unismuh Makassar.

Hartina. 2013. The Application of Clustering Technique In improving The students' Writing Skill in Narrative Text of The Second year of SMA Negeri 1 Labakkang. Unpublished Thesis. Makassar. Unismuh Makassar

Herminarto Sofyan. (2015). Metodologi Pembelajaran Kejuruan. Yogyakarta: UNY Press