

THE EFFECT OF USING PICTURE SEQUENCES ON STUDENTS' NARRATIVE WRITING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 4 SATU ATAP KUALA

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ABSTRACT

The study deals with the using of picture sequences method on students' narrative writing achievement. The purpose of this research was to see how applying picture sequences affected eighth grade students at SMP 4 Negeri Satu Atap Kuala ability to create narratives. The population of this research were eighth grade students at SMP Negeri 4 Satu Atap Kuala on JL. PKS Blankahan, Kecamatan Kuala, Kabupaten Langkat, in the odd semester. With a total population of 88 students in the school year 2021/2022. The experimental group has 22 students, while the control group has 22 students. The class has a total of 44 students in it. As a sample, the researcher picked a random sample from an even number of students. An experimental design methods was used in this research. A pictures sequences from narrative writing is used to teach learning groups. The experimental group's data collection tools are pre-test, treatment, and post-test. Based on the researcher it was found the t-test was determined to be higher than the t-table ($8.01 > 2.01$) with ($\alpha = 0.05$). As well as the degree of freedom (df) 42. Including the findings, the percentage of the effect of using picture sequences method was 81.9%, with the remaining 18.1% influenced by other factors. It implies that using picture sequences has a significant impact on the achievement of eighth grade narrative writing from SMP Negeri 4 Satu Atap Kuala.

Keywords: Picture Sequences, narrative writing, eighth grade

INTRODUCTION

English is a necessary and important component of human life, and it is one of the world's international languages. It is used by a variety of midwives as a means of communication. When learning English, students must learn four different language abilities. Students must learn four skills in order to be good English learners: listening, speaking, reading, and writing. Every skill, such as writing, must be honed over time. Writing is an important language skill that students must learn. Newspapers, magazines, blogs, websites, and even social media are just a few examples of written communication media. For these reasons, it is obvious that learning writing skills is also necessary for maintaining effective communication with others. In practice, students find it difficult to write; these problems are relate to content, grammar, and vocabulary, and the majority of them less the motivation to write. Students must be continuously traine and maintain in order to be able to write. Many students, however, are unable to enhance their writing skills, especially narrative writing. A narrative is a story with a plot and events that are connect. Narrative, as a story, must include elements that keep the reader's interest, such as conflict and a satisfying conclusion. Furthermore, writing entails multiple language components such as spelling, grammar, and vocabulary, making it difficult for students who do not learn all of the issues to participate fully in class. Identification of the problems was identified:

1. Students less of a vocabulary.
2. The majority of students do not write down their ideas.
3. Students cannot find the right way to express their ideas in writing.

The objectives of the study were to investigate the effect of using picture sequences on the achievement of SMP Negeri 4 Satu Atap Kuala eighth year students in narrative writing in 2021/2022, and to explain the students' difficulties in narrative

writing using picture sequences. Pictures and stories are combine in Picture Sequence (Baso, 2016 : 112). It means that PicturesSequence is a combination of pictures and stories that are contain in the picture in order for the story to be present in the best possible order and for the idea to be deliver perfectly. Furthermore, (Zulkifli, 2016: p. 136) claims that picture sequences, which are a series of three to six picture conveying a story arc, might serve as a good stimulant for writing. A picture sequences, according to (Yunus in Ramadhani, 2016: 2), is made up of multiple related composite pictures that are linked together to form a series of sequences. Picture sequences can help students generate and develop their own ideas since they involve a story or a series of actions. As a result, picture sequences can help students develop their story ideas while also increasing their originality and imagination while creating written paragraphs. Moreover, Picture Sequences is quite important in the learning process, particularly when composing narratives. Because it has numerous advantages. It can serve a prompt for students' writing, as they will be aware of the story's happenings, as well as a guide for narrative writing. The findings of the study were expected to be useful theoretically and practically.

1. Theoretically

Theoretically, the outcomes of this study could perhaps improve our understanding of the picture sequence because many people are still ignorant of it. It is easier to explain ideas in writing by using a picture sequence in narrative writing. The findings of this study are designed to provide readers with fresh knowledge, understanding, and insights about the order of picture sequences.

2. Practically

- a. For the Teacher, the English instructor can select the best method for teaching writing to the students. By using picture sequences, it would assist teachers in measuring their results when teaching writing.
- b. For the Other Researcher, this research can be use to expand one's knowledge and experience. Its goal is to help pupils learn English writing and discover the benefits of picture sequences.
- c. For the Students, students would understand how learning to write English using picture sequences and find the benefits of learning to write narrative writing.

METHOD

The research was conducted at SMP Negeri 4 Satu Atap Kuala. This research was focus on the odd semester of the academic year of 2021/2022 and eight grade students. The population of this research was in 2021/2022 of eighth grade students SMP Negeri 4 Satu Atap Kuala on Jl. PKS Blankahan, Kecamatan Kuala, Kabupaten Langkat. It consists of 3 classes: class VIII-1 consists of 32 students; class VIII-2 consists of 28 students; and class VIII-3 consists of 28 students. So, the total population is 88 students. It is shown in the table below: Sample, random sampling methods was employed to select samples for this study. A basic example of random would be a definite method of becoming a sample based on the population of the class being used as an example (Sugiyono, 2018). Because data is drawn in the even order of the population, a simple random example is chosen. Data was acquired at random from the population using random samples. Based on the numbers on the attendance list, the researcher selected random samples from the 88 students. The experimental group has 22 students, while the control group has 22 students. The class has a total of 44 students in it. To find out the effect of the picture sequences methods on students' narrative writing achievement, this research would be conducted using an experimental design with a pre-test and post-test. During the experimental and control groups, the sample was split into two categories. The experimental group learned to write with picture sequences, while the control group learned to write without it.

1. Pre-Test
2. Treatment
3. Post-Test

The data for this study was collected using a written test of narrative writing as the instrument. According to the researchers, students were asked to write based on picture sequences, and their answer sheets were scored using five indicators in a written narrative writing test (Jacob and Hughes, 2003). The following are the details:

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C	: Content
O	: Organization
V	: Vocabulary
Lu	: Language Use
M	: Mechanism

In order to collect the data for this study, the researcher took the following steps:

1. giving a pre-test for both groups
2. Using picture sequences to administer treatment to the experimental group
3. giving a post-test on both groups

Following the data collection from the test, the researcher first read the students' answers and then identify the students' answers; second, the researcher grades the students' responses for correct and incorrect responses, and then lists their scores in two tables (experimental class and control class). The researcher calculated the total score pre-test and post-test in the experimental and control classes after listing their scores (pre-test and post-test), then used the formula to compute the mean of the pre-test and post-test scores in the experimental and control classes.

- a. Standard Deviation by Formula (Sugiyono, 2016)

$$R_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}}$$

- b. Hypothesis Test (t-test) (Sugiyono, 2016)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} + 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

In which :

t	: T-test
S ₁	: Standard Deviation of Experimental Group
S ₂	: Standard Deviation of Control Group
$\bar{X}_1$	: Mean Score of Experimental Group
$\bar{X}_2$	: Mean Score of Control Group
N ₁	: The Amount of Sample in Experimental Group
N ₂	: The Amount of Sample in Control Group
n	: Total of Sample
n ₁	: Number of cases for experimental group
n ₂	: Number of cases for control group
r	: Correlation of product moment between X1 and X2

RESULT AND DISCUSSION

The statistics would be collected from the results of the written test. There are two types of testing for each group: pre-test and post-test. According to the guidelines, there are five factors to consider when scoring a written test (Jacob and Hughes, 2003). Each student's total score in each category is as follows:

C	: Content
O	: Organization

V : Vocabulary
 Lu : Language Use
 M : Mechanism

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Table 1. The Score of Pre-test and Post-test of the Experimental Group

No	Students' Initial	Indicators of Pre-test					Score	Indicators of Post-test					Score
		C	V	O	Lu	M		C	V	O	Lu	M	
1	ASK	15	10	9	11	3	48	23	15	14	18	4	74
2	AR	16	9	11	13	3	52	24	14	13	18	5	74
3	AL	14	12	10	14	3	53	23	15	14	17	4	73
4	AR	16	10	13	13	3	55	25	15	15	17	5	77
5	AS	13	8	10	13	3	47	23	13	15	18	4	73
6	ADAN	15	9	7	12	3	46	23	14	14	19	4	74
7	AA	15	10	12	14	3	54	25	13	15	19	5	77
8	CF	16	13	11	12	3	55	24	15	15	17	4	75
9	DA	15	12	8	14	3	52	23	15	14	16	4	72
10	FM	22	15	15	18	4	74	28	19	18	23	5	93
11	FF	17	7	8	12	4	48	25	12	14	16	5	72
12	KR	22	14	15	17	4	72	28	20	18	22	5	93
13	MRR	13	9	7	13	3	45	22	12	14	19	4	71
14	MA	13	9	10	12	3	47	23	13	14	16	4	70
15	MBP	15	13	13	15	3	59	23	15	17	19	5	79
16	MTS	21	12	16	17	4	70	27	18	16	22	5	88
17	MF	17	10	13	16	3	59	26	17	18	22	5	88
18	MIAF	18	10	12	16	4	60	26	18	19	20	5	88
19	RCN	18	13	12	15	4	62	27	19	18	21	5	90
20	RWP	18	14	13	15	4	64	28	18	18	22	5	91
21	UF	16	9	12	14	3	54	25	17	17	20	5	84
22	YBT	16	9	11	10	3	49	24	14	14	18	4	74
SUM							1225	SUM					1750
MEAN							55.68	MEAN					79.54

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Table 2. The Score of Pre-test and Post-test of the Control Group

No	Students' Initial	Indicators of Pre-test					Score	Indicators of Post-test					Score
		C	V	O	Lu	M		C	V	O	Lu	M	
1	API	15	10	12	12	3	52	24	13	14	17	4	72
2	AR	13	8	9	9	2	41	23	12	13	17	4	69
3	AA	16	10	10	11	3	50	24	14	14	18	4	74
4	APW	20	10	13	13	4	60	28	18	19	20	5	90

5	AR	13	8	10	10	2	43	23	12	14	18	4	71
6	AR	14	7	10	12	3	46	24	14	15	17	4	74
7	BG	15	10	12	12	3	52	23	13	13	17	5	71
8	COS	16	9	11	13	3	52	25	14	14	18	5	76
9	DDP	15	9	10	10	2	46	22	12	12	16	4	66
10	DP	13	7	9	11	2	42	23	13	11	18	4	69
11	DH	13	7	9	10	2	41	24	13	14	18	4	73
12	EFT	13	8	8	9	3	41	25	12	14	19	5	75
13	ETS	14	7	7	9	2	39	21	10	12	15	3	61
14	JBN	18	10	10	12	3	53	26	15	14	20	5	80
15	NA	13	10	12	13	2	50	24	14	13	18	4	73
16	PAP	13	8	11	11	3	46	23	14	13	18	4	72
17	RG	13	9	9	10	2	43	24	13	16	18	4	75
18	RA	14	9	10	12	3	48	27	17	15	20	5	84
19	RHS	15	9	11	12	3	50	24	14	13	18	4	73
20	WAL	22	12	14	15	4	67	26	14	14	20	5	79
21	YU	14	7	9	11	3	44	23	12	13	17	4	69
22	ZBS	16	9	11	13	3	52	21	10	13	15	4	63
SUM							1058	SUM					1609
MEAN							48.09	MEAN					73.13

The pre-test and post-test scores of the students in the experimental and control groups are displayed below. The experimental group's highest pre-test score was 72 while the lowest was 45, as shown in Table 3.1. As a result, the overall pre-test score in experimental group was 1.225. The pre-test mean in the experimental group was 55.68. According to the statistics in table 3.1, the highest post-test score was 93, while the lowest was 70. The total number of post-tests in the experimental groups was 1.750. The mean post-test score in the experimental groups was 79.54. According to the data in table 3.2, the highest pre-test score in the control group was 67, and the lowest was 41. As a result, the control group's total pre-test score was 1.058. The control group's pre-test mean was 48.09. Table 4.4, which shows the students' initial (sample) and post-test scores for the control group, contains the research data. According to the statistics in table 3.2, the highest post-test score was 90, while the lowest was 61. As a result, the control group's total post-test score was 1.609. The mean post-test score in the control group was 73.13.

Data Analysis

Standard Deviation of X Pre Test Experimental Group

$$\begin{aligned}
 SD_1 &= \frac{\sqrt{N \sum x^2 - (\sum x)^2}}{(N)(N-1)} \\
 &= \frac{\sqrt{22(69729) - (1225)^2}}{(22)(22-1)} \\
 &= \frac{\sqrt{33413}}{462} \\
 SD &= \sqrt{72.32} = 8.50
 \end{aligned}$$

Standard Deviation of X Post Test Experimental Group

$$SD_1 = \frac{\sqrt{N \sum y^2 - (\sum y)^2}}{(N)(N-1)}$$

$$= \frac{\sqrt{22(14062) - (1750)^2}}{(22)(22 - 1)}$$

$$= \frac{\sqrt{3114}}{462}$$

SD = $\sqrt{67.40} = 8.20$

Table 4. The Calculation Table

NO	Pre Test (X)	Post Test (Y)	X ²	Y ²	XY
1	48	74	2304	5476	3552
2	52	74	2704	5476	3848
3	53	73	2809	5329	3869
4	55	77	3025	5929	4235
5	47	73	2209	5329	3431
6	46	74	2116	5476	3404
7	54	77	2916	5929	4158
8	55	75	3025	5625	4125
9	52	72	2704	5184	3744
10	74	93	5476	8649	6882
11	48	72	2304	5184	3456
12	72	93	5184	8649	6696
13	45	71	2025	5041	3195
14	47	70	2209	4900	3290
15	59	79	3481	6241	4661
16	70	88	4900	7744	6160
17	59	88	3481	7744	5192
18	60	88	3600	7744	5280
19	62	90	3844	8100	5580
20	64	91	4096	8281	5824
21	54	84	2916	7056	4536
22	49	74	2401	5476	3626
Total	1225	1750	69729	140562	98744

Table 4, a calculating table that explains the formula for post-test and pre-test in the experimental group, was used to determine the t-critical value as the foundation for the research hypothesis. The following t-test formula was used to determine the t-observed value as the basis for testing the research hypothesis:

Calculating Correlation Product Moment between X_1 and X_2

$$R_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}}$$

$$= \frac{(22)(98744) - (1225)(1750)}{\sqrt{\{(22)(69729) - (1225)^2\} \{(22)(140562) - (1750)^2\}}}$$

$$= \frac{2172368 - 2143750}{\sqrt{(1534038 - 1500625)(3092364 - 3062500)}}$$

$$= \frac{28618}{\sqrt{99784}}$$

$$= \frac{28618}{31588}$$

$$R_{xy} = 0.905$$

The result showed that the test was 0.905 was high.

Determining the Value of t-test with formula:

The statistical hypothesis was employed in this study to determine if the hypothesis was accepted or refused. The formula for statistical hypothesis

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$T_{\text{test}} > T_{\text{table}}$

$T_{\text{test}} < T_{\text{table}}$

Note :

H_a : The use of picture sequences would have a significant effect (the alternative hypothesis would accepted)

H_o : The use of picture sequences would have a significant effect (the null hypothesis would refused)

$$t = \frac{\frac{\sum Y_1^2}{N_1} + \frac{\sum Y_2^2}{N_2} - 2R \left(\frac{\sum Y_1}{\sqrt{N_1}} \right) \left(\frac{\sum Y_2}{\sqrt{N_2}} \right)}{\sqrt{\frac{72.32}{22} + \frac{67.42}{22} + 2(0.905) \left(\frac{8.50}{\sqrt{22}} \right) \left(\frac{8.20}{\sqrt{22}} \right)}}$$

$$= \frac{79.54 - 73.13}{\sqrt{6.41}}$$

$$= \frac{6.41}{\sqrt{6.41}}$$

$$= \frac{6.41}{2.53}$$

$$t = 8.01$$

The calculation indicates that df is $n_1 + n_2 - 2 = 22 + 22 - 2 = 42$, and the t table is 2.01 for 0.05, after accounting the data using the t-test formula and finding the table of distribution written testing method as the foundation for counting t-critical in a certain degree of freedom (Df). It is feasible to deduce that t-test > t-table or $8.01 > 2.01$. So H_o is refused and H_a is accepted, it implies that the using picture sequences had an effect on students' narrative writing ability.

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The significant effect of using picture sequences method on students' narrative writing achievement

The percentage of using this model was:

$$\text{Significant} = r_{xy}^2 \times 100\%$$

$$= 0.905^2 \times 100\%$$

$$= 0.819 \times 100\%$$

$$= 81.9\%$$

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This indicates that the effect of the X variable on the Y variable, or the effect of using picture sequences on students' narrative writing achievement, was 81.9%, whereas other factors affected 18.1%.

The difficulties of using picture sequences method on students' narrative writing achievement

According to the result of the research, students have difficulties creating narratives using picture sequences when they have a limited vocabulary, and some students fail to articulate their ideas in written form.

SUGGESTION AND CONCLUSION

According to the findings, using sequence picture technique had a significant effect on students' writing achievement, as evidenced by scores of 1.225 on the pre-test before treatment and 1.750 on the post-test after treatment, and the t test found that the result was higher than the t table ($8.01 > 2.01$). Students who were taught writing using the picture sequences approach scored higher than those who were taught without it, and they found it to be more effective, interesting, and simple. In perspective of the preceding result, the researchers would like to make the following recommendations for the teacher in teaching writing a teacher of English could employ more interesting picture sequences. When teaching writing, picture sequences make it easier for a teacher to keep track of a student's vocabulary. These research are recommended to be used as a study source by other scholars.

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