



**THE EFFECTIVENESS OF USING SERIES PICTURE ON THE
STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT
EIGHT GRADE OF MTs NU PASURUAN**

SKRIPSI



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ABSTRACT

Key words: Writing ability, series picture, and narrative text

Picture is a visual thing that can be seen by the students to stimulate their understanding of English. Series Picture is one of several ways on the kinds to stimulate the students to learn English well and make easier to understand. Through using series picture, the student is easy to understand the material that given by the teacher. Here the researcher treated the students by using series picture on narrative text. The aim of this research is to investigate the effectiveness of using series picture on narrative text and the students' achievement on writing narrative text before and after being taught by series picture. In conducting writing English, the students often feel bored and lazy to learn English. Beside that, the students' vocabulary and grammatical construct to build the idea of the students also limited. It was also happened in MTs NU Pasuruan that they are not confident to write in English and still confused the idea when they are asked to write what they are thinking about of the narrative text. So that, the researcher stimulated the students to write the text on English.

The design of this research was experimental research with types of Pre-Experimental research. The researcher focused on one class, that was VIII A and total sample of the study are 38 students. The researcher conducted pre-test, treatment, and post-test. The finding of this research was told that the significant level of 0.000 is lower than level of significant (α) 0.05. The group statistic show the mean pre-test was 60.75 and the mean post-test was 80.78. In addition, the main difference between mean of pre- test and post-test was 20.028. Meanwhile, the degree of freedom (df) was 35, and the tcritical using the degree of significant is 0.05 was 2.042 and the tobeserved was 11.495. The result of comparison between tobserved and ttable is $11.495 > 2,042 = \text{tobserved} > \text{ttable}$. So, there

was significant effect on the students' writing achievement in narrative text by using picture series.

Based on the result above, it can be concluded that the picture series significantly effect for students' writing achievement, especially in narrative text. The students enjoyed to write, make students active, and developed students' imagination based on the picture series which colorful. For the suggested for the teacher is use suitable lesson and give more knowledge about grammar and vocabulary; for future researcher is practicing write English and take more time to do research; and for the students this media were able to be used in every lesson and enjoyable, also paying attention to others.

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CHAPTER 1

INTRODUCTION

This chapter presents about the background of the study, research problem, objective of the study, research hypothesis, significant of the research, scope and limitation of the study and definition of key term.

1.1. Background of the Study

Now days, it was very important to learn English. English is one of the subject in school that has very important role as foreign language and it is used to communication by people in most countries in the world. English was one the major that has to master by students that learn English. There were several skills were related to each other for students who wants to learn English, listening, reading, writing, and speaking. Even though those skills should be mastered, sometimes the students are still confused to use English in their daily activities, such as when the teacher ask to the students to write something. The students did not have much vocabulary or lack of vocabulary and the students was less motivation to look for the words on the dictionary. Not only that problems, but also in writing the students still confused to write in English, especially when the teacher asked to the students to write. This situation also happened on MTs NU Pasuruan when the researcher conducted this study. Based on the observation of the researcher, the students of MTs NU Pasuruan were lack of vocabularies when they were asked to write and did not have motivation to learned English. When the students started to write the sentences in English they were confused and often

used wrong words on their sentences. The students often said that they did not know about the pattern how to write English in sentences, which one the subject, which one the verb, and so on. Based on this case, the researcher was going to focus on writing skill.

By writing, the students could express something in their mind to the others through the organized words and communicative sentences. This is supported by Brown (2001: 336) that stated writing is a thinking process of ideas, experiences and feeling in the written form.

However, it has been realized that productive skills might be more difficult to be mastered than receptive skills. Furthermore, many English language learners, especially second language learners, agree that writing is a difficult skill to be mastered. Harmer (2007:278) who states that mastering productive skill especially writing can be very stressful if they do not know the appropriate words or grammar to express the idea. It is clear that to be able to write correctly, language learner must have a good mastery on grammar, content, organization, vocabulary, and mechanics. But sometimes, the students do not want to write their idea because the students feel lack of vocabulary, do not really understand about grammatical and what will they write on the paper.

It also happened in MTs Ma'arif NU Pasuruan where the researcher conducted the research. Based on the observation, the researcher found that the students did not understand about how to arrange the sentences in English and felt too difficult when the researcher asked the students to write something on paper in English. In this observation, the researcher want to know about the students' writing skill, so

the researcher asked to the students to write the students' feel in the class or how was they day from home to school. The researcher found that the students were lack of vocabulary when they want to write in English and arrange the idea. Based on the problem above, the researcher found the technic to make the writing skill of students was increase with a media. The media as a way to stimulate the students to have motivation and feel easy to write in English form.

There are many ways to express writing and one of them is through a text. One of the texts taught for the eighth grade students of Junior High School was Narrative Text. Narrative text is the text that has events in telling story, and it has components to relate one each other such as theme, plot, setting, characters and events. Narrative text has purpose to amuse or entertain the readers.

In narrative text, sometimes the teacher can use several ways as the media to make the students more interest to the lesson. One of media that effective was picture series. According to Puspita (2014), Picture series also have many benefits such as to stimulate the ideas and to engage the students in learning, especially writing skill.

There was some previous research that were related with the researcher's study and it was used picture series as the method, the result of those previous result was good and success to improve students' writing skill, they are: Puspitasari (2014) entitled *The Use Of Picture Series To Improve The Writing Skills Of Tenth Grade Students Of SMA N 1 Srandakan In Writing Narrative Texts In The Academic Year Of 2013/2014 (Classroom Action Research study)*, and Yusnita (2012) entitled *Improving Students' Recount Text Writing by Using Picture Series*

(Classroom Action Research to the Tenth Grade Students' of SMK Panca Bhakti Kubu Raya in Academic Year 2011/2012). All of those study proved that the used of picture series is effective and successful to improve students' writing skill on Narrative Text. So, in this study the researcher implemented the technique that already used before on both previous study.

From the description above, the writer chooses picture series as media to make students' writing skill in developing narrative text (pre-experimental research) at the Eight Grade of MTs NU Pasuruan.

1.2 Research Problem

According to background of study, the formulated question was:

“Is there any significant differences on the students' writing achievement who taught by using picture series as media?”

1.3 Objectives of the Research

Based on the problem of the research question above, the objectives in this research was:

“To find out whether there is any significant difference on the students' writing achievement who taught by using picture series media.”

1.4 Research Hypothesis

The hypothesis of this study can be assumed by alternative hypothesis and null hypothesis:

1. H₀ (Null Hypothesis)

There is no significant difference of students' writing achievement by using picture series as media and before using picture series as media of the eighth grade students at MTs NU Pasuruan.

2. H_a (Alternative Hypothesis)

There is significant difference of students' writing achievement by using picture series as media and before using picture series as media of the eighth-grade students at MTs NU Pasuruan.

1.5 The Significance of the Research

The researcher expected that this study can support evidence to the existing research finding which revealed the effect of having and experimenting of the strategy concerning teaching writing on narrative text by using series picture. Practically for the teacher the present study provided good effect and the teacher can apply the technique for teaching writing English. For students, it can stimulate the motivation of the students to learning English and practice writing English well. Furthermore, to researcher expect through the Series Picture, the students enjoyed the class.

1.6 Scope and Limitation of the Research

This study was conducted in eighth grade of MTs NU Pasuruan, because the researcher thought this media was suitable for them and did not want to

disturb teaching and learning process. As mentioned on the background of the study above, pictures series was one of the alternative solutions that can be used by the teachers in writing narrative text in the classroom. The research was limited on the effectiveness of using pictures series to improve students' writing skill in developing narrative text. Also, the time to conducted by researcher was limited and it only one meeting for treatment and two meeting to conducted pre-test and post-test meeting. The score collector based on the research was used two score collectors on pre-test and one score collector on post-test.

1.7 Definition of Key Terms

There are several definitions about the key terms for the research:

1. Writing Skill is the ability to express ideas into words in a meaningful and acceptable words in written English form on narrative text.
2. Writing Achievement is the score in writing skill based on the narrative text on pictures series
3. Narrative Text is a text which relates a series of logically and chronologically related events that are caused or experienced by factors that contained on the story
4. Picture Series is a series of picture that explains about the events in the story especially in this study, the stories refer to Malin Kundang and Cinderella stories.



CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher explains about the conclusion and suggestion related to the findings.

5.1 Conclusion

Based on the result of the study, it can be concluded that using picture series in students' writing on narrative text was effective. The students who are taught by using picture series have better achievement in writing ability on narrative text than before taught by using picture series at MTs NU Pasuruan, especially on eight-grade. It could be seen that the students' score obtained before and after treatment through picture series. Before conducted the treatment, the mean of the students' writing achievement was 60.75 on the pre-test. After conducted the treatment, the mean of the students' writing achievement was 80.78 in post-test. Based on the mean, the deference mean is 20.028. It can tell that the students' writing skill was improve after the researcher conducted the research.

The difference between the score of the pre-test and the post-test was significant. The data were analyzed by using SPSS analysis of the students' score with the level significance was 0.05. The value of the t-observed was higher than the t-critical ($11.495 < 2.042$), it indicated that there was significant difference on the students' writing achievement before taught by using picture series and after taught by using picture series. In addition, the use of picture series was effective in improving students' writing achievement in narrative text at MTs NU Pasuruan. The students' writing skill was improved after the treatment was conducted.

This research have better achievement in the students' writing ability because there are some factors from the researcher gave the appropriate material with the picture which has

colorful and easy to understand. It also has stimulated the imagination and students' interest to build and learn about the organization to make story based on the pictures.

5.2 Suggestions

In accordance with the finding, the researcher hopes that the results of this study can be used by the teacher and the researcher for the following purposes, for the teacher, the researcher expects this research may show the teacher that give knowledge using picture series as a teaching media to teach writing skill on narrative texts for their students. This research can motivate the teacher to make other teaching media to improve students' score, especially on the students' writing skill. The teacher can use the picture series as the media to teaching writing with the other material, not only on narrative text. Meanwhile, for the next researcher the suggestion for the future researcher to have better result: this study shows that the used of picture series has given better achievement in students' writing achievement. The researcher hopes that other researcher should conduct further exploration about the employment of the picture series in writing ability on narrative text. The next researchers are expected to have longer time and more depth to do the study in order to enlarge the treatment and improvement the students' writing ability

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