

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher would like to answer statement of the problem that have been found in the chapter. The statement of the problem is (1) how is the implementation of teaching writing narrative text using picture series? (2) How are students response in learning writing narrative text using picture series?.

4.1 Findings

This observation based on instrument. The instruments were observation checklist and questionnaire. The researcher explained the findings by using picture series in teaching writing narrative text. The participant of this research was students at SMP Nahdlatul Ulama Candi. And the class that researcher choose was eighth grade.

4.1.1 The Implementation of Picture Series

This research was done in one meeting. This meeting was held on June, 15 2021. Before started the lesson the teacher saying greeting, checked the student's attendance. Creating conducive atmosphere the teacher ask some question.

Teacher:” *Assalamualaikum Wr. Wb.* Good morning students”

Students:”*Waalaiikumsalam Wr. Wb.*”

Teacher:” How are you today”

Students:” I’m fine and you”

Teacher:”I’m fine too, who’s absent today”

Student’s:”No ma’am”

Teacher:” Okay, do you know legend or fry tale ? try to mention an example”

Students:”sangkuring, legend of danau toba, the mouse deer.”

Teacher:”Okay, now we will learn about narrative text, do you know about narrative text?”

Students:”No ma’am”

After that the teacher gave explanation about what is narrative text, generic structure of narrative text, and language future of narrative text. By doing so the students would get knowledge about narrative text. The teacher also explained what they had to do apply the materials. And provided further explanation on how to write narrative text.

Picture 4.1 The teacher giving material about writing narrative text



These activities were in the stage of building knowledge about the use of picture series in learning to write using narrative text. Then the materials presented received a positive response it can be seen from their very good response when the teacher delivers the material, and not few of them asked some questions when the teacher explained about writing narrative text.

Students: “What is noun ma’am”

Teacher:”Noun is like a place, person, and something like a book and chair”

After that the teacher gave example narrative text using picture series to the students which is the legend of “Malin Kundang”.

4.2 Example story narrative text using picture series for students

THE LEGEND OF MALIN KUNDANG



A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother.

Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and anger. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

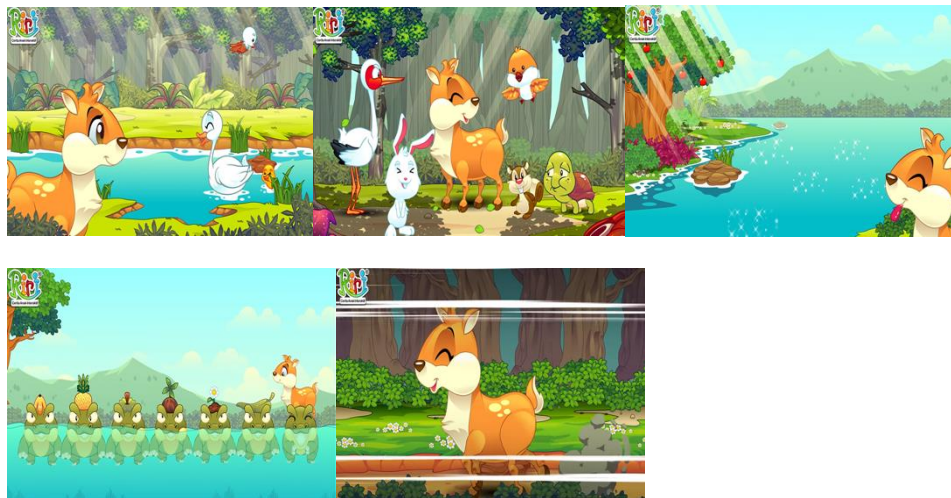
identify the characteristics of narrative text in the legend of “Malin kundang” in this learning process when students were asked to identify the characteristic of narrative text, because some students had difficulty understanding the use of past tense but this could be resolved because the teacher gave a more detailed explanation of the characteristics of narrative text.

After that the teacher gave the picture series to the students, then the teacher explained how the students can write using the picture series easily. First, students were asked to observe the picture that has been given. Then they were asked to write a narrative text story from the picture that has been given according to their imagination.

4.3 Example of question writing narrative text using picture series

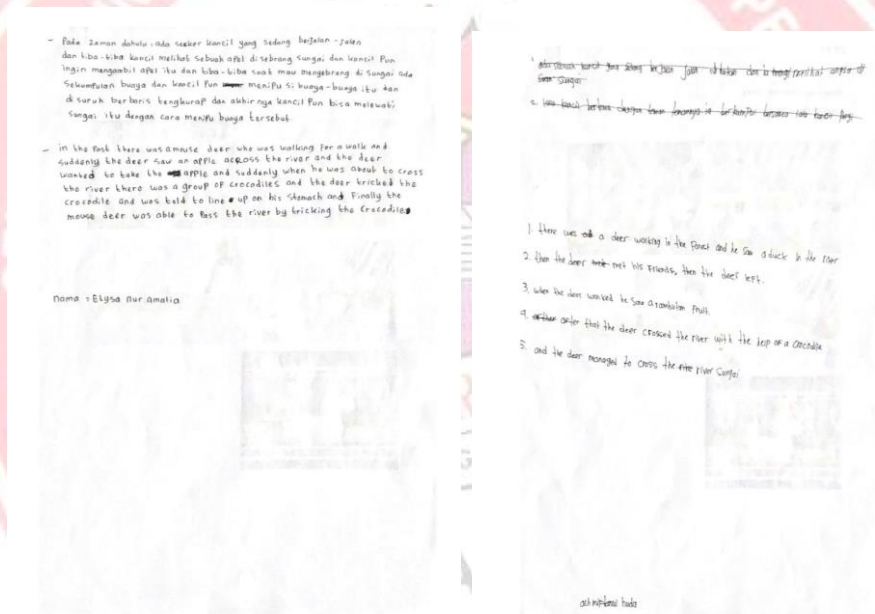
Make a story using this picture.

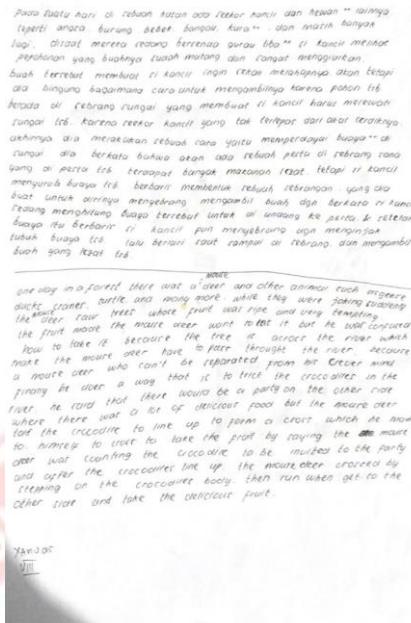
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Then the materials presented received a positive response like a can be seen from the look on their faces excited in doing the task. However the researcher also found the same student were not ready to practice writing. Even though the teacher has given encouragement and motivation so that students want to write. However, the researcher also found that some students were better prepared in the practice of writing narrative text using picture series.

1.4 Example of three students writings from ten students are taken from the best, moderate and less good





In this research, the use of picture series in teaching writing narrative text was successfully implemented. And there were several things that happen during the learning process such as very noisy classroom conditions because there one or two students who had difficulty in doing the question are busy talking to each other so it requires a lot of patience and continuous practice. On the other hand, there were also some students who pay close attention to the process of delivering the material.

This mean, that teaching writing narrative text cannot be practice automatically but requires time for process guidance and continuous understanding of how to write. Their mastery in writing was lacking they have difficulty in terms of grammar and vocabulary in English. After knowing this condition, the researcher tried to motivate them by saying “the one who finished

writing narrative text firstly I will give a gift” and their enthusiasm became higher in terms of writing besides that the researcher also appreciated their writings in front of the class with the word “great”. And it could motivate students to be more confident in conveying their imagination through writing narrative text.

After students have done writing narrative text based on picture series, the teacher asked students to read their writings in front. So that other students knew the results of learning writing narrative text using picture series.

Picture 4.5 the students read their writing



Then the students made little progress in writing narrative text. They become more daring to write what they see in the picture series into narrative text. During the learning process they dared to ask their difficulties and they looked very curious and wanted to understand the material well. This could be seen from their attention during the learning process. And students also show comparative work,

this can be seen from some students who are able to understand the material they share with their friends who have difficulty understanding the material.

Then the teacher reviewed the material to the students and asks what they had learned today and asks some questions about material today and then the teacher closes the lesson.

Teacher: "What we learn about today?"

Students: "Narrative text"

Teacher: "What is the generic structure of narrative text?"

Students: "Orientation, complication, resolution, re-orientation, coda"

Teacher: "Okay, I think material of today enough, *wassalamualaikum Wr.Wb.*"

At the time of questioning and giving feedback on the material, their response was very good. Compared to when they were asked about narrative text they were able and tried to answer the question well. Remember the material presented by the teacher therefore the teaching and learning process using picture series to be as good as the researcher wanted.

4.1.2 Students Responses

The questionnaire consisted of fifteen questions. The questionnaire distributed to find out students responses in learning writing narrative text using picture series. The questionnaire was distributed to ten students. And the questionnaire was open ended which is questions can be answered strongly agree,

agree, less agree, disagree, and strongly disagree. The he result were obtained as follow:

Table 4.1 the student's response of questionnaire answer result.

NO	QUESTION	SA	A	N	D	SD
1	I can understand what is narrative text	20%	60%	20%	0%	0%
2	I can mention the generic structure and language features of narrative text	10%	80%	10%	0%	0%
3	I can understand the social functions of the narrative text	10%	50%	10%	10%	20%
4	I can write writing narrative text using picture series	40%	40%	10%	10%	0%
5	I can more easily organize my writing using a picture series	40%	30%	20%	10%	0%
6	writing can explore ideas and thoughts	20%	50%	30%	0%	0%
7	Writing can encourage students to focus on using appropriate language	30%	40%	20%	0%	10%
8	picture series is the common media for sending messages, information, or subject matter in learning	50%	40%	10%	0%	0%
9	through the picture series the conceptual understanding will be broader	40%	50%	10%	0%	0%
10	through the picture series can provide direction or shadows to students about what they want to write	40%	40%	20%	0%	0%
11	writing is the hardest lesson	20%	20%	10%	0%	50%
12	I no longer worry about getting writing assignments.	20%	40%	30%	0%	10%
13	I have become more confident in writing narrative text	40%	40%	20%	0%	0%
14	I have become more flexible in writing through the picture series media	30%	30%	20%	20%	0%
15	I am more assisted in writing because of the teacher's guidance through the picture series media.	40%	30%	10%	0%	10%

Percentage of questionnaire results:

1. The first question was “I can understand what is narrative text” and the students answered strongly agree were 2 students, answered agree were 6 students, answered neutral were 2 students, answered disagree and strongly disagree was 0 students. It means that all of the students can understand what narrative text is.
2. The second question was “I can mention the generic structure and language features of narrative text” and the students answered strongly agree were 1 students, answered agree were 8 students, answered neutral were 1 students and answered disagree and strongly disagree were 0 students. It means that all students can mention the generic structure and the language features.
3. The third question was “I can understand the social functions of the narrative text” and the students answered strongly agree were 1 student, answered agree were 5 students and answered neutral were 1 student, answered disagree were 1 student, and then answered strongly disagree were 2 students. It means that there are some students who do not understand the social function of the narrative text, but the most of students can understand the social function of narrative text.
4. The fourth question was “I can write writing narrative text using picture series” and the students answered strongly agree were 4 students, answered agree were 4 students and answered neutral were 1 student, answered disagree were 1 student, and then answered strongly disagree

were 0 student. It means that most students can write narrative the using picture series but there are one or two students who have a difficulty in writing narrative text using picture series.

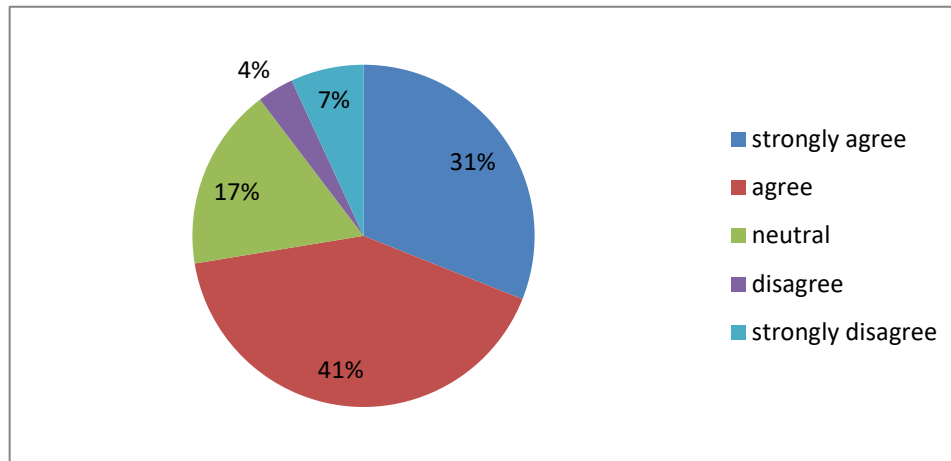
5. The fifth question was “I can more easily organize my writing using a picture” and the students answered strongly agree were 4 students, answered agree were 3 students and answered neutral were 2 students, answered disagree were 1 student, and answered strongly disagree were 0 student. It means that most students can organize more easily writing narrative text using picture series, but there is one students have difficulty when organize writing narrative text using picture series.
6. The sixth question was “writing can explore ideas and thoughts” and the students answered strongly agree were 2, answered agree were 5 students and answered neutral were 3 students, answered disagree were 0 student, and answered strongly disagree were 0 student. It means that the students can explore ideas and thoughts with writing.
7. The seventh question was “Writing can encourage students to focus on using appropriate language” and the students answered strongly agree were 3, answered agree were 4 students and answered neutral were 2 students, answered disagree were 0 student, and answered strongly disagree were 1 student. It means that writing can encourage students to focus on using appropriate language for most students.
8. The eighth question was”Picture series is the common media for sending messages, information, or subject matter in learning” and the students

answered strongly agree were 5, answered agree were 4 students and answered neutral were 1 students, answered disagree were 0 student, and answered strongly disagree were 0 student. It means that picture series can be use for sending message, information, or subject in learning.

9. The ninth question was “through the picture series the conceptual understanding will be broader” and the students answered strongly agree were 4, answered agree were 5 students and answered neutral were 1 students, answered disagree were 0 student, and answered strongly disagree were 0 student. It means that through the picture series the conceptual understanding students will be broader.
10. The tenth question was “through the picture series can provide direction or shadows to students about what they want to write” and the students answered strongly agree were 4, answered agree were 4 students and answered neutral were 2 students, answered disagree were 0 student, and answered strongly disagree were 0 student. It means that through the picture series can provide direction or shadows to students about what they want to write.
11. The eleventh question was “writing is the hardest lesson” and the students answered strongly agree were 2, answered agree were 2 students and answered neutral were 1 students, answered disagree were 0 student, and answered strongly disagree were 5 student. It means that most students think have difficulties in writing lesson but some students think that writing is not the hardest lesson.

12. The twelve question was “I no longer worry about getting writing assignments.” and the students answered strongly agree were 2, answered agree were 4 students and answered neutral were 3 students, answered disagree were 0 student, and answered strongly disagree were 1 student. It means that students no more worrying about getting writing assignments.
13. The thirteen question was ”I have become more confident in writing narrative text” and the students answered strongly agree were 4, answered agree were 4 students and answered neutral were 2 students, answered disagree were 0 student, and answered strongly disagree were 0 student. It means that students have become more confident in writing narrative text.
14. The fourteenth question was “I have become more flexible in writing through the picture series media” and the students answered strongly agree were 3, answered agree were 3 students and answered neutral were 2 students, answered disagree were 2 student, and answered strongly disagree were 0 student. It means that students become more flexible in writing through the picture series media.
15. The fifteenth question was “I am more assisted in writing because of the teacher's guidance through the picture series media.” and the students answered strongly agree were 4 students, answered agree were 3 students and answered neutral were 1 students, answered disagree were 0 student, and answered strongly disagree were 1 student. It means that students more assisted in writing because of the teacher's guidance through the picture series media.

Students Response in Teaching Writing Narrative Text Using Picture Series



Based on the data above, it showed that students mostly agree with the use of picture series in teaching writing narrative text. This is reinforced by the percentage of strongly agree as much as 31% and agree as much as 41%, which means that more than half on the students like to write narrative text using picture series. In addition, according to data only 4% of students disagree, which is means that under 50% of student do not like writing narrative text using picture series. Therefore it can be concluded that the use of picture series can be use to write narrative text.

4.2 Discussion

This part, researcher discussed the result of observation and questionnaire. The first problem is about teacher implementation in teaching writing narrative text using picture series. The results of teacher implementation in teaching writing narrative text using picture series ware taken from observation checklist. Based on the results, the researcher concluded that learning using picture series to write

narrative text encourages students to be more active in terms of learning. Besides that, student pay attention to the material that the teacher explains if they feel they still don't understand they ask what they don't understand. Of the 10 students, only one or two people could not understand what the teacher explained. In class activities they can read and write narrative text and also students do the assignments given by the teacher enthusiastically. When they asked them to make narrative text stories with picture series media, they made stories by imagining based on what they have seen. And they read their writing in front of their friend. This is related to the statement from Wright, (1989: 2), Picture can contribute to interest and motivation, a sense of a context of the language, and a specific reference points or stimulus. It means that pictures can attract, motivate and stimulate the students in learning a language.

In order to answer the research question about the students response in teaching writing narrative text. Based on the result of questionnaire the researcher came to conclusion that teaching writing narrative text using picture series made the students more active. Writing using picture series could help students to be able to write more easily. And writing can also help students to find ideas. Besides that, through picture series the conceptual understanding would be wider and could give students an idea of what direction they want to write. This is supported by statement of Kusnandi, (2013, p.23-14), say picture media is a media that functions to convey message through images involving the senses vision. Therefore, this research conclude that picture series be used for teaching narrative. However, this research also finds that there are some students. And there are some

students who have difficulty in writing because the lack of vocabulary and difficulty in writing.

