

THE USE OF PICTURE SERIES IN TEACHING WRITING NARRATIVE TEXT TO THE EIGHT GRADE AT SMP NAHDLATUL ULAMA CANDI

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Abstract

The aims of the study are to describe 1) the implementation of teaching writing narrative text using picture series to the Eight Grade at SMP Nahdlatul Ulama Candi. 2) students responses in learning writing narrative text using picture series to the Eight Grade students at SMP Nahdlatul Ulama Candi. This research was qualitative research. The instrument used was observation checklist and questionnaire. The research subject were the English teacher and the research object were 10 students of Eight Grade at SMP Nahdlatul Ulama Candi. The results of the research are (1) teaching using picture series can be applied well and suitable to students for learning narrative text because student find it easier to remember the material and write down their ideas. (2) 31% of students strongly agree, 41% of students agree, 4% of students disagree in the use of picture series for narrative text. Therefore, the teacher must be creative, active and find the best method to apply to improve students ability in learning English, especially writing skills using picture series.

Key words: *Teaching Writing, Narrative Text, Picture Series.*

INTRODUCTION

English, as an international language, becomes one of the subject that is now thought in most formal institution from elementary school until universities in Indonesia. English in some elementary schools in Indonesian become first language and for higher education institution, it becomes part of the curriculum.

In learning English, there are language skills that should be mastered, namely listening, reading, speaking, and writing. Listening involves identifying speech sounds and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm, and pauses) and we use our brains to convert them into messages that are meaningful to us. Reading is the complex cognitive process of decoding symbols to derive meaning, it is a from of language processing. Speaking is an interactive process of constructing meaning that involves the production and reception and processing of information (Brown, 1994: Bruns & Joyce, 1997). Its from and meaning depends on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose of speaking. And writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to

communicate thoughts and ideals in a readable form.

In writing there are several types of text such as recount text, descriptive text, report text and narrative text. According to Rebecca (2003) narrative text is a text that connects a series of events logically and chronologically as a result. She further states that the key to understanding narrative is the sense of the plot, themes, characters and events, and how they relate.

Based on the research observation in 8th junior high school the students still have difficulties in writing class especially in writing narrative text. They have the mindset that writing is very difficult. When they are given the task to written text, they don't seem to want to do it. Some even tend to copy and paste from the internet, imitate the theme and some choose not to send the assignment, in addition, some students paid less attention in class writing by answering and responding to question and instructions from their teachers. In contrast, some students even played with their cell phones and chatted during lessons. It can be concluded that their motivation to participate in learning is quite low. Sabilillah (1993: 3), reports that students English writing skills are still far from the target set in the curriculum. They do not have the ability to express their ideas in writing.

Based on observation of students writing, there are several errors in it. Their writing shows that students can also experience difficulties in some aspects of writing, (these difficulties are related to content, organization, mechanics, grammar and vocabulary). Another study conducted by Riyanto (2001: 3), found that most students problems in writing were caused by several factor such as lack of vocabulary, lack of understanding of English grammar and lack of practice.

Picture series is a visual medium that contains one image which is linked to another image to describe something. Pictures are a common language that can be understood and enjoyed anywhere. Therefore, there is a Chinese proverb which says that “a picture speaks more than a thousand words” (Sadiman, 2009: 29). Based on the above problems, the researcher proposed a series of pictures to improve students writing skills, especially in writing narrative text. The picture series was chosen to find out how the implementation in writing narrative text. Picture series addition also stimulating students ideas in learning. It is also easy to set up and relatively adaptable to suit a variety of student age and purpose.

To conduct this research to the use of picture series to teaching writing narrative text for 8th SMP Nahdlatul Ulama Candi, the author formulated his intentions through the following question, (1) how is the implementation of picture series in teaching writing narrative text (2) how are students responses in learning writing narrative text.

RESEARCH METHOD

This research was done in one meeting. This meeting was held one June, 15 2021 at SMP Nahdlatul Ulama candi. This research was done thought teaching learning processes in the classroom of eight grades by using picture series to teach writing narrative text.

The research employed qualitative descriptive method as the research methodology. And the qualitative data were collected using some techniques, namely: observation checklist and questionnaire. Firstly the research selected focused, simplified, abstracted, and transformed the data which the questioner and the observation. The research then sorted, sharpened, focused, and organized the data to get the final conclusion.

FINDING AND DISCUSSION

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.

Based on observation checklist before started the lesson the teacher saying greeting, checked the student's attendance. Creating conducive atmosphere the teacher ask some question. 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.

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.

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

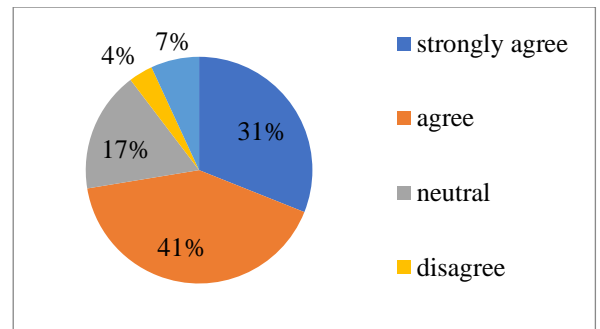
this research, the use of picture series in teaching writing narrative text was successfully implemented. And there were several things that happen during the learning process such as very noisy classroom conditions because there one or two students who had difficulty in doing the question are busy talking 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 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. 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 whit 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. 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.

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:

Diagram 1 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.

And the 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 Kusnadi, (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.

CONCLUSSION

From the result of the observation, the researcher concluded that one of the ways of teaching techniques found in the teaching and learning process of writing at the eighth grade students of SMP Nahdlatul Ulama Candi was the use of picture series in teaching writing narrative text. The conclusion In the process of implementation teaching writing narrative text using picture series based on observation cheklist, it can be concluded that picture series can used in method of teaching to write narrative text.

Based on the questionnaire above, the students response in learning writing narrative text using picture series have positive response because 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. So the teacher must teach well and give more vocabulary to students. Teacher must be creative and active teaching writing in class. And Students should pay more attention to the teacher when teaching and students read more often.

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